

02 Food Safety

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Practice correct hand washing steps.

Recognize ways to prevent common kitchen accidents.

Observe how to use a fire extinguisher.

Outline foodborne illness and the causes.

Clarify how proper food handling practices can prevent foodborne illness.

Analyze the difference between cleaning and sanitizing.

CONTENT AREA STANDARDS

HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.2.2.8	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- When handling foods individuals must follow standards/food service regulations.
- Safety and sanitation are of ultimate importance.
- When preparing foods individuals must follow food safety guidelines to prevent food borne illness.
- They will need to develop and use personal and interpersonal skills to support a healthy active lifestyle.
- Communication, collaboration and leadership skills can be developed through school, home, work, and extracurricular activities for use in a career.

Procedural Knowledge

Students will be able to:

- Create a vocabulary word wall to recall personal hygiene techniques, and food and safety requirements.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.
- Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.

- Describe and discuss personal hygiene techniques, kitchen safety and food safety requirements.
- Describe effective personal protection strategies used in public places.
- Describe what to do when one's safety is compromised.
- Develop and use personal skills to support a healthy, active lifestyle.
- Develop and use interpersonal skills to support a healthy, active lifestyle.
- Demonstrate personal hygiene techniques, kitchen safety and food safety techniques.
- Demonstrate knowledge of a real world problem using digital tools.
- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Evaluate various products, services and resources using digital tools.
- Evaluate various health products from different sources, including the Internet.
- Evaluate various services from different sources, including the Internet.
- Evaluate various resources from different sources, including the Internet.
- Evaluate communication skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- Evaluate collaboration skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- Evaluate leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- Prepare foods while applying personal hygiene techniques and kitchen and food safety guidelines.
- Write about the importance of sanitation to prevent food borne illnesses.
- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Create a personalized learning plan about personal hygiene techniques and safety requirements.
- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications. to be critiqued by professionals for usability.
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EVIDENCE OF LEARNING

Formative Assessments

Create vocabulary word wall consisting of key vocabulary words (e.g., accidents, bacteria, contaminated food, cross contamination, danger zone, fire extinguisher, food safety, food borne illness, perishable foods, sanitation).

Research personal hygiene, food safety and sanitation guidelines and share research on a Google slide through a visual or text (station activities).

Discuss common kitchen accidents to make authentic connections.

View visual representations of safety outlined in the safety videos.

Trace food safety hazards on a graphic organizer (e.g, burns and scalds, cuts, slips, and falls).

List least wanted food borne pathogens from the source - <http://www.fightbac.org> (allow students to make illustrations instead of writing out information).

Label parts of a fire extinguisher (modify as needed).

Demonstrate how to use a fire extinguisher.

Invite a firefighter to speak to students about putting out a kitchen fire and demonstrate how to utilize a fire extinguisher.

Demonstrate how to properly wash ones hands.

Practice washing hands by singing the Happy Birthday song twice or another favorite song while while washing.

Demonstrate the difference between cleaning and sanitizing.

Write a song or poem about importance of sanitation and its connection to preventing many foods borne illnesses.

Write journal entries by responding to teacher prompts (e.g., a cooking accident I had was..., food safety violationns at food restaurants that I observed were...).

Teacher made quizzes on personal hygiene, and food safety and sanitation guidelines.

Class discussions, class participation, teacher made assessments.

Summative Assessments

Demonstrate all personal hygiene and food and safety rules when creating a personal and favorite dish of choice (graded by teacher made rubric with sections personal hygiene, food safety and kitchen safety). If students pass issue a local food handler's certification to students. This certification is required in most jurisdictions for anyone who serves food. This could be a daycare worker, nursing home attendant, adult day assistant, and of course, any food service establishment employee. Students may also use this certification to volunteer at their church fundraisers or community events. This may allow your students to be employed in their first job after successfully completing this unit/course.

Practice for national food sanitation certificaion - <http://culinaryarts.about.com/library/quizzes/foodsafety/blquiz.htm>

Create a service learning project based on students concerns and needs (example: Contact local elementary schools to provide hand washing lessons to elementary students and/or collaborate with school chefs to speak

to popular/local restaurants about the importance of sanitation to prevent food borne illness.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Graphic organizers - <https://www.eduplace.com/graphicorganizer/>

How to Safely Clean Spills in the Kitchen - <http://youtu.be/ItTmGSEF0UM>

Preventing Burns - http://youtu.be/5_1T0iLmOck

View video on how to use a fire extinguisher - <http://youtu.be/IUojO1HvC8c>

Food Safety Basics - <http://www.fightbac.org>

Sanitizing the Kitchen - http://youtu.be/_9IhS2jv2OM

INTERDISCIPLINARY CONNECTIONS

Implementation of conventions of Standard English.

Audio/visual media analysis.

Google.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.

- Provide frequent checks for understanding to ensure students understand the assignment expectations.

Content

- Write using speech to text or text to speech.
- Oral in lieu of written responses (if writing is not being assessed).
- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists.
- Provide one page of tests/quizzes at a time to reduce anxious behaviors.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments and for access to educational learning tools.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.
- Break down tasks into manageable units.
- Help with organization of materials (e.g., Google classroom).
- Provide supplemental reading material depending on students reading level
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.

Enrichment activity

- Students can create signs on correct hand washing steps to post in all public restrooms in the school.

- Students can broadcast during announcements to remind their peers about the importance of food safety.