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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Hotel Management |
| **Lesson/Unit Title** | Safety and Sanitation Guidelines – Hotel Management |
| **TEKS Student Expectations** | **130.259. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) examine and apply how scientific principles are used in the hotel industry  (10) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:  (A) assess workplace conditions with regard to safety and health  (B) apply safety and sanitation standards common to the workplace  (F) evaluate the need for personal hygiene and correlate this to the importance of health, safety, and environmental management systems in the organization |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Practice correct hand washing steps * Recognize ways to prevent common workplace accidents * Observe how to use a fire extinguisher * Outline food borne illness and the causes * Clarify how proper food handling practices can prevent food borne illness * Analyze the difference between cleaning and sanitizing * Identify the right to work in a safe and healthy environment * Analyze the impact of work related injuries * Identify hazards in a workplace and how to prevent them |
| **Rationale** | This course is preparing you to be “job ready,” therefore; we will be learning and following industry standards/food service regulations. Safety and Sanitation are of ultimate importance. This lesson will provide you with knowledge and skills that will allow you to keep your customers, colleagues, family, and yourself safe and free from food borne illness. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Accidents:** An undesirable or unfortunate happening that occurs unintentionally and usually results in harm, injury, damage, or loss; casualty; mishap  **Bacteria:** Harmful microorganisms associated with food borne illness. Carried by people, animals, insects, and objects  **Contaminated Food:** Food that contains harmful microbes  **CPR:** A first aid procedure to help someone whose heart has stopped beating; stands for cardiopulmonary resuscitation  **Cross-contamination:** Letting microorganisms from one food to get into another  **Danger zone:** The range of temperatures at which most bacteria multiply rapidly—between 40Â° and 140Â° Fahrenheit  **Fire extinguisher:** A portable container, usually filled with special chemicals for putting out a fire  **First Aid:** Treatment given to an injured or suddenly ill person before professional medical care arrives  **Food safety:** following practices that help prevent food borne illness and keep food safe to eat  **Food borne illness:** Sickness caused by eating contaminated food, sometimes called food poisoning  **Hazard:** A situation that could result in an accident or an emergency  **Material Safety Data Sheet (MSDS):** A form completed by the manufacturer for each hazardous substance it makes.  **Perishable foods:** Foods that can become unsafe or spoil quickly if not refrigerated or frozen  **Sanitation:** Keeping work areas from dirt or bacteria |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Computers with Internet access (be sure to follow district guidelines) * Light projector (Elmo)   **Supplies:**   * Aprons * Bleach * Exit escape route * Fire extinguisher * GloGerm® (optional) * Oven mitt/pot holder * Paper towels * Sanitizing pails * Soap * Spray bottles (6) labeled sanitizer   **Materials:**   * All About OSHA (one copy) * Job Safety and Health: It’s the Law! Poster (few copies) * OSHA at a Glance (few copies) * Workers’ Rights (one copy)   **Note to teacher:** If you are ServSafe® certified – consider going to your local city or county health department to find the requirements needed to be able to issue a local food handler’s certification to your students. This certification is required in most jurisdictions for anyone who serves food. This could be a day care 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 your course.  This lesson could also be used as introduction to the ServSafe® Food Managers Course in Culinary Arts.   * Copies of all handouts   **PowerPoint:**   * Food Safety and Sanitation Guidelines   **Graphic Organizers:**   * Fire Extinguisher Use * Fire Extinguisher Use (Key) * Safety and Sanitation Guidelines Notes * Safety and Sanitation Guidelines Notes (Key)   **Handouts:**   * A to Z Index of Food borne Illness Flashcards * All About OSHA * Job Safety and Health: It’s the Law! Poster * OSHA at a Glance * Rubric for Oral Presentation of Food borne Illness * TFER Hand wash Poster * Workers’ Rights |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many of the lesson related supplies (see Materials or Specialized Equipment Needed) that you have available, on a table in front of the room:  Begin the class with the following questions and have students share their responses:   * Has anyone ever had an accident in the kitchen? * A fire? Cut? Slip or fall? * Has anyone ever had food poisoning? * Nausea? Upset stomach? * How did you feel?   Allow time for students to describe the accidents they have had or have seen.  These are the reasons that safety in the workplace is of utmost importance. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  It is extremely important that students are taught safety in every course. Many school districts provide safety awareness guidelines that students and parents are required to sign. Be sure to follow your districts guidelines.  The PowerPoint Safety and Sanitation Guidelines is divided into three sections:   * Workplace safety * Food safety * Work attire and personal hygiene   You may choose to cover each section separately.  Distribute graphic organizer Safety and Sanitation Guidelines Notes so that students may take notes during the slide presentation.  Introduce slide presentation Safety and Sanitation Guidelines.  Workplace Safety Discuss with the students the importance of safety at the workplace.  This section will cover the following areas:   * Occupational Safety and Health Act * Cleaning and Sanitizing * Chemical and Hazardous Materials * First Aid and CPR   Display the Job Safety and Health Poster: It’s the Law and discuss with your students that the poster informs workers of their rights under the Occupational Safety and Health Act. All covered employers are required to display the poster in their workplace. Employers do not need to replace previous versions of the poster. Employers must display the poster in a conspicuous place where workers can see it.  Distribute handout Fire Extinguisher Use. Students may answer handout as they view the video.  Ask students if they have a fire extinguisher at home. By law, their college dorm or apartment must have a fire extinguisher within a few feet from the kitchen. They should know how to use it.   Explain the PASS acronym.  View short video:   * Fire Extinguisher Tutorial  Training video for using a fire extinguisher<http://youtu.be/2Z2C13gJh-g>   **Food Safety**  Continue with slide presentation and Safety and Sanitation Guidelines Notes.  This section will cover the following areas:   * Food borne Illness * Causes of Food Poisoning * Least Wanted Food borne Pathogens * Long Term Effects * Who’s at Risk?   Discuss with students the importance of keeping food safe to avoid food borne illnesses.  More information will be researched in the Independent Practice section.  **Personal Hygiene** Continue with slide presentation.  This section will cover the following areas:   * Appropriate Work Attire * Personal Health * Wash Hands Often * How to Wash Your Hands   Display the TFER Hand washing Poster. Students will be allowed to practice the steps during the guided practice.  Discuss appropriate attire for the lodging workplace. They may different from those listed on the slide presentation.  Since this is a teaching lab, it is important to follow industry standards/ food establishment rules as closely as possible. Your job is to assist your students in becoming “job ready.”  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * copy of slide presentation provided * allow students to make illustrations instead of writing out information |
| **Guided Practice \*** | Demonstrate the steps of how to use the fire extinguisher. Be careful not to press the handle, as some students may have allergies and the fumes and chemicals may be harmful to them. Inquire with your school district’s safety officer for procedures to be able to demonstrate the fire extinguisher use outside.  Or inquire with the fire education officer at your fire department about speaking to your class about fire safety and proper fire extinguisher use.  Demonstrate how to properly wash your hands and then have students practice this on their own. Encourage them to sing the Happy Birthday song twice or sing the ABC song as they wash their hands.  If available, the GloGerm® kit may be used at this time to reinforce the importance of hand washing. Follow directions on the product.  Demonstrate the difference between cleaning and sanitizing. Have a student wipe off a counter top or table with a dry towel. Ask students if the area is clean enough for food prep? Why or why not?  Demonstrate making a simple sanitizing solution.  **For Teachers only**  Sanitizing solution: Add 1 teaspoon regular household bleach to 1 quart (4 cups) of tap water in a large spray bottle. Sanitize counters, cutting boards, tables, utensils, etc. before and after use.  Solution can be made in a large container and then poured carefully into smaller spray bottles.  Note:   * Wear an apron and gloves when adding bleach to water as bleach can discolor clothes * Spray bottles must be labeled * Store out of children’s reach * Replace sanitizing solution often   Have a student wipe off a counter top or table with a towel that has been immersed in the sanitizing solution. Once again, ask students if the area is clean enough for food prep. Why or why not?  Read more:   How to Make a Bleach Sanitizing Solution  eHow.com <http://www.ehow.com/how_4867154_make-bleach-sanitizing-solution.html#ixzz24vmmL8Ik>  Stress the importance of sanitation and its connection to preventing many foods borne illnesses.  Discuss which areas of the workspace are expected to be sanitized and whose job it is to sanitize these areas. Stress sanitizing areas BEFORE and AFTER food prep, setting tables, and so forth.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * praise hands on activity |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Separate the A to Z Index of Food borne Illness flashcards and place in a basket for students to choose.  Divide the class into subgroups of two. Students will work with a partner to research the following information on food poisoning:   * Sources * Symptoms * Treatment * Prevention   Students will present their information in a graphic organizer of their choice using Microsoft Word Smart Art.  Access <http://www.cdc.gov/foodsafety/diseases/> to demonstrate where to find the information needed. Explain to students that they will be presenting information to the rest of the class using a light projector (Elmo).  Distribute Rubric for Oral Presentation – Food borne Illness and review so students know what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for assignments * reduce assignment |
| **Lesson Closure** | Prior to class beginning:  Prepare a large sanitizing solution and pour into labeled spray bottles.  Review lesson objectives, terms, and definitions.  Divide students in to their lab teams. Provide each team with labeled SANITIZER spray bottles and instruct students to sanitize their kitchen/lab area.  Beach ball Question and Answer – Toss ball to students to review information learned.   * What is the acronym to remember to use the fire extinguisher? * How long can leave food out? * What are the hand washing steps in order? * Who is most at risk for food poisoning? * What jewelry is allowed during food prep?   More questions may be added. |
| **Summative/End of Lesson Assessment \*** | Students will present their food borne illness information to the class.  Assess student presentations with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * oral tests * encourage participation |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft® Office Clip Art   **Textbooks:**   * Reynolds, J. S. (2010). *Hospitality services: Food & lodging*. Tinley Park, IL: Goodheart-Willcox Company. * ServSafe® Manager. 6th. Chicago, IL: National Restaurant Association, 2012. Print. * ServSafe Starters Employee Guide™, 5th. Chicago, IL: National Restaurant Association, 2010. Print.   **Websites:**   * A-Z Index for Food borne Illness  Centers for Disease Control and Prevention<http://www.cdc.gov/foodsafety/diseases/> * National Institute of Occupational Safety and Health (NIOSH)NIOSHÂ is the federal agency responsible for conduction research and making recommendations for the prevention of work-related injury and illness. This agency is part of the Centers for Disease Control and Prevention. <http://www.cdc.gov/niosh/> * Occupational Health and Safety Administration  With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance.<http://www.osha.gov/index.html>   **YouTube:**   * Fire Extinguisher Tutorial  Training video for using a fire extinguisher<http://youtu.be/2Z2C13gJh-g> * General Kitchen Safety  The commercial kitchen is a busy environment that is full of many potential dangers that are both obvious and, in some cases, less obvious to the untrained person. When working in this environment, one must be aware of these potential hazards and how to avoid them. <http://youtu.be/kz-KZGO65DA> * Sanitizing the Kitchen  Consumers can protect themselves by preventing the spread of germs by both cleaning and sanitizing surfaces where food is prepared. This video explains how to make sanitizing solution with ingredients most people already have around the house. <http://youtu.be/_9IhS2jv2OM> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Utilized four corners vocabulary/ word wall activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Assign students to read about:   * What Is Food borne Illness? * How Do Bacteria Get in Food? * The “Danger Zone” * In Case of Suspected Food borne Illness * Food borne Bacteria (Table)   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | The history of government regulation of food safety is one of government watchdogs chasing the horse after it’s out of the barn. **-David A. Kessler, M.D. (FDA Commissioner)**  At the end of the day, the goals are simple: safety and security. **-Jodi Rell**  Our job is to ensure that meat and poultry products are safe, wholesome, accurately labeled for the benefit of the American consumers, and to make sure that they are in compliance with all federal laws.  **-Mike Johanns**  I have no problem with the security… It’s something that must be done for the times in which we live. Safety first. **-Aaron Brown**  Value will always be on top of everyone’s lists now, right along with safety. **-David Neeleman** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * After I ate \_\_\_\_\_\_\_\_\_\_\_, I felt ……………… * A workplace accident I was involved in was ……. * I found spoiled food in the refrigerator and I ……… * I want to learn CPR because …. * The exit route to evacuate the building is ……   **Writing Strategies:**  RAFT Writing Strategy   * Role – first aid student * Audience – local Red Cross * Format – email * Topic – classes for CPR |
| **Communication**  **90 Second Speech Topics** | * Three things I learned about safety are ……. * The most important thing about personal hygiene is …. * Three things I will teach my family about food safety is …… |
| **Other Essential Lesson Components** | |  |
| **Enrichment Activity**  (e.g., homework assignment) | Students can create signs on correct hand washing steps to post in all public restrooms in the school.  Students can make arrangements to play PSAs to be broadcast during announcements to remind students the importance of food safety. |
| **Family/Community Connection** | Invite a fire fighter to speak to your students about how to put out a fire. He/she may do a demonstration and allow the students to use the fire extinguisher.  Invite the city/county health inspector to do a mock inspection of the kitchen labs to observe the conditions of the food prep areas. They will be able to give recommendations for keeping the kitchens clean and bug free.  Inquire with the fire education officer at your fire department about speaking to your class about fire safety and proper fire extinguisher use. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America**  [www.fcclainc.org](http://www.fcclainc.org)  Illustrated Talk An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example: Students may contact local fire department to assist in securing fire alarms to give to people living in low-income housing and provide information on the safety use. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)