**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Introduction to Culinary Arts |
| **Lesson/Unit Title** | Food Safety and Sanitation Guidelines |
| **TEKS Student Expectations** | **130.253. (c) Knowledge and Skills**  (7) 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) analyze potential effects caused by common chemicals and hazardous materials;  (C) demonstrate first aid and cardiopulmonary resuscitation skills;  (D) apply safety and sanitation standards common to the workplace;  (E) research sources of food-borne illness and determine ways to prevent them;  (F) determine professional attire and personal hygiene for restaurant employees. |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Practice correct handwashing 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 * 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 learn and follow 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** | **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 foodborne illness. Carried by people, animals, insects, and objects  **Contaminated Food:** Food that contains harmful microbes  **Cross-contamination:** Letting microorganisms from one food to get into another  **Danger zone:** The range of temperatures at which most bacteria multiply rapidly—between 40° and 140° Fahrenheit  **Fair Labor Standards Act:** Enacted in 1938, this act protects the rights of all workers, including children. The act played an important role in making the workplace safer for children.  **Fire extinguisher** A portable container, usually filled with special chemicals for putting out a fire  **Food safety:** following practices that help prevent foodborne illness and keep food safe to eat  **Foodborne illness:** Sickness caused by eating contaminated food, sometimes called food poisoning  **Occupational Safety and Health Administration (OSHA):** The federal agency that creates and enforces safety-related standards and regulations in the workplace  **Perishable foods:** Foods that can become unsafe or spoil quickly if not refrigerated or frozen  **Sanitation:** Keeping work areas from dirt or bacteria  **Uniform:** Clothing that is worn by a group to help identify workers |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Light projector (Elmo)   **Materials:**   * Child Labor Rules for Employing Youth in Restaurants and Quick-Service Establishments * Under the Fair Labor Standards Act * Children and Foodborne Illness Fact Sheet * Heimlich Maneuver Poster * Minimum Wage Poster * Restaurants and Fast Food Establishments Under the Fair Labor Standards Act * TFER Handwashing Poster * Food Employees * Safe Food Temperatures Poster * Texas Food Establishments Rules: Field Inspection Manual * Three Compartment Sink   Note: Only make a few copies of these handouts for reference.  **Supplies:**   * Aprons * Baking soda * Bobby pins * Chef Jacket * Chef pants * Dish cloth * Dish towel * Exit escape route * Fingernail polish remover * Fire extinguisher * Food Manager’s Certificate (teacher copy) * Glo Germ (optional) * Hair restraints * Oven mitt/pot holder * Paper towels * Sanitizing pails * Soap * Spray bottles (6) labeled SANITIZER * Step ladder * Skillet with lid   **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 to reinforce lessons in the ServSafe® Food Managers Course.   * Copies of all handouts   **PowerPoint:**   * Food Safety and Sanitation Guidelines – Culinary Arts * Presentation Notes – Food Safety and Sanitation Guidelines – Culinary Arts * Youth at Work: Talking Safety PPT   **Technology:**   * Free iPad App:   + Agrilife Food Safety<https://itunes.apple.com/us/app/agrilife-food-safety/id445935229?mt=8>   + Resuscitate! CPR, AED, and Choking <https://itunes.apple.com/us/app/resuscitate-cpr-aed-choking/id363393502?mt=8>   **Graphic Organizers:**   * Food Safety and Sanitation Guidelines Notes * Food Safety and Sanitation Guidelines Notes (Key) * Least Wanted Foodborne Pathogens   **Handouts:**   * Are You a Teen Worker? * Child Labor Rules for Employing Youth in Restaurants and Quick-Service Establishments * Children and Foodborne Illness Fact Sheet * Fair Labor Standards Act * Fire Extinguisher Use * Fire Extinguisher Use (Key) * Heimlich Maneuver Poster * 2009 FDA Food Code * Foodborne Illness Research * Food Employees * Inspection Report 2006 * Rubric for Foodborne Illness GlogsterEDU® Poster * Rubric for Foodborne Illness Poster * Safe Food Temperature Poster * Texas Food Establishment Rules * Three Compartment Sink * Minimum Wage Poster * NIOSH Safety Certificate * Restaurant Safety Quizzes * Restaurant Safety Quizzes (Key) * Restaurants and Fast Food Establishments Under the Fair Labor Standards Act * Talking Safety Optional Student Handouts * Talking Safety Overheads * Talking Safety Teacher’s Guide * TFER Handwashing Poster * Your Safety IQ Quiz |
| **Anticipatory Set** | **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 kitchen is of utmost importance. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  It is extremely important that students are taught safety before allowed in the cooking lab/kitchen area. Many school districts provide safety awareness guidelines that students and parents are required to sign. Be sure to follow your districts guidelines.  The PowerPoint Food Safety and Sanitation Guidelines – Restaurant Management is divided into three sections:   * Personal Hygiene * Commercial Kitchen Safety * Food Safety   Announce to students that OSHA’s Younger Worker Safety in Restaurants eTool will be administered at the end of the lesson and after successfully completely all the modules, they will receive a safety certificate of completion they may add to their portfolios. Keep a copy of the certificate for your files. Your number one priority is SAFETY.  You may choose to cover each section separately.  **Personal Hygiene** Introduce PowerPoint Food Safety and Sanitation Guidelines – Restaurant Management.  Distribute graphic organizer Food Safety and Sanitation Guidelines Notes.  Allow students to complete the steps as you review the slide presentation.  Announce to students that this lesson will reinforce the ServSafe® Food Manager’s curriculum or any state recognized Food Manager’s certifications.  Discuss appropriate attire for your classroom labs. They may be different from those listed on the slide presentation.  Distribute handout TFER Hand Wash Poster from the Texas Department of State Health Services. Allow students to practice this procedure and time each other for accuracy.  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.”  **Commercial Kitchen Safety** Your number one priority is SAFETY.  Continue with slide presentation Food Safety and Sanitation Guidelines – Culinary Arts.  View short videos and discuss your classroom safety procedures with your students.   * How to Safely Clean Spills in the Kitchen<http://youtu.be/ItTmGSEF0UM> * Preventing Burns<http://youtu.be/5_1T0iLmOck>   Distribute graphic organizer Safety Hazards.  Divide class into subgroups of three and assign each group one of the hazards: burns and scalds, cuts, slips, and falls.  Allow students to brainstorm accidents that could occur in the commercial kitchen by following the SAFE acronym: See it, assess it, fix it, and Evaluate it. An example is provided.  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 video on how to use a fire extinguisher.<http://youtu.be/lUojO1HvC8c>  **Food Safety** Continue with slide presentation.  Distribute graphic organizer Least Wanted Foodborne Pathogens. Allow students to identify the pathogens and the sources from<http://www.fightbac.org>  Discuss with students the importance of food safety and the causes of foodborne illness.  Stress the difference between an area or item being CLEANED verses being SANITIZED. Mention homemade sanitizing solutions.  View video:   * Sanitizing the Kitchen <http://youtu.be/_9IhS2jv2OM>   More information will be researched in the Independent Practice section.  *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  **Restaurant Safety** Continue slide presentation Food Safety and Sanitation Guidelines – Restaurant Management.  Discuss the many hazards that can occur in a restaurant.  View video:   * Get the Point– Slips, Trips and Falls Safety Demo <http://youtu.be/-hVah4mXJyM>   Discuss the Heimlich Maneuver Poster. According to the Texas Food Establishment Rules, every food establishment must display this poster.  Ask students if any of them are CPR certified. This is another certification that can be added to their portfolio and adding to their employability skills. Consider contacting the American Red Cross for information about certifying your students in CPR.  View video:   * How to Perform CPR – Martha Stewart <http://youtu.be/K60R76l-0g4>   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 video on how to use a fire extinguisher. <http://youtu.be/lUojO1HvC8c>   View video:   * Sanitizing the Kitchen <http://youtu.be/_9IhS2jv2OM>   More information will be researched in the Guided Practice section.  Optional: Introduce CDC’s National Institute for Occupational Safety and Health (NIOSH) Youth @ Work curriculum. <http://www.cdc.gov/niosh/talkingsafety/states/tx/default.html>  Included in the curriculum are:   * Talking Safety Certificate * Talking Safety PowerPoint * Talking Safety Teacher’s Guide * Talking Safety Overheads * Talking Safety Student Handouts * Your Safety IQ Quiz   Review the materials and discuss workplace safety and how to prevent accidents.    *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 with**  **Special Education Modifications/**  **Accommodations** | Distribute handout Least Wanted Foodborne Pathogens and direct students to the Partnership for Food Safety Education – fightbac.org <http://fightbac.org/about-foodborne-illness/least-wanted-pathogens>  Allow students to fill in the pathogen and the sources of contamination on the handout. Discuss with students the importance of food safety in the food industry.  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 Glo Germ 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.  Using the Internet, allow students to access About.com – Culinary Arts to take an online quiz for five different difficulty levels:   * Dishwasher – four questions * Prep cook – six questions * Line cook – eight questions * Sous chef – ten questions * Executive chef – 12 questions   <http://culinaryarts.about.com/library/quizzes/foodsafety/blquiz.htm?>  This quiz may be used as a practice for a state or national food sanitation certification or other appropriate certifications.  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 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 foodborne illnesses. Discuss which areas of the lab are expected to be sanitized and whose job it is to sanitize these areas. Stress sanitizing areas BEFORE and AFTER food prep, setting tables, etc.  *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 with Special Education Modifications/**  **Accommodations** | Direct students to OSHA’s Younger Worker Safety in Restaurants eTool: <http://www.osha.gov/SLTC/youth/restaurant/index.html>  Students should complete all sections of the eight modules that includes:   * potential hazards * possible solutions * employer solutions   Note: If you do not have access to a computer lab, modules may be completed together as a class using your computer/laptop and a projector.  The modules include the following hazards:   * Serving   + Strains and Sprains   + Slips/Trips/Falls   + Burns and Scalds   + Workplace Violence   + Knives and Cuts * Clean-up   + Electrical Hazards   + Strains and Sprains   + Hazardous Chemicals   + Slips/Trips/Falls   + Burns and Scalds   + Cuts * Drive-thru   + Noise   + Strains and Sprains   + Workplace Violence   + Prolonged Standing   + Car Exhaust * Cooking   + Deep Fat Fryers   + Burns   + Strains and Sprains   + Fire Hazards   + Heat Hazards   + Slips/Trips/Falls   + Electrical Hazards * Food prep   + Machine Guarding   + Knives and Cuts   + Kitchen Equipment   + Strains and Sprains   + Slips/Trips/Falls * Delivery   + Strains and Sprains   + Heat and Cold Exposure   + Slips/Trips/Falls   + Freezers * General   + Electrical Hazards   + Fire Hazards   + Slips/Trips/Falls   + New Workers * Resources   + Child Labor Laws   + Other Resources   + State Laws   + Fair Labor Standards Act   Divide the class into subgroups of two or three. Students will work with partners to research the following information on food poisoning and answer the two questions:   * Sources * Symptoms * Treatment * Long term effects * Prevention   Distribute handout Foodborne Illness Research. Allow students to choose a pathogen from the list to research. More may be added from other sources.  Access <http://www.fightbac.org> to demonstrate where to find the information needed. Explain to students that they will be presenting information to the rest of the class.  Distribute Rubric for Foodborne Illness Poster and Rubric for Foodborne Illness GlogsterEDU® Poster 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:*   * work with a peer tutor * computer aided instruction |
| **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 into 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 can we put on a grease fire? * What is the acronym to remember to use the fire extinguisher? * How long can leave food out? * What are the handwashing steps in order? * Who is most at risk for food poisoning? * What jewelry is allowed during food prep? * What are the five hand washing steps?   More questions may be added from the Restaurant Safety for Teen Workers Quiz. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | After students have read all of the restaurant modules, they are ready to take the quizzes and play the Restaurant Safety Puzzle Game!  <http://www.osha.gov/SLTC/youth/restaurant/quizzes.html>  Students will receive a puzzle piece for each quiz they finish correctly.  If they finish all the quizzes, the puzzle will be complete and they may print a completion certificate.  Note: The Restaurant Safety Puzzle Game must be completed in one class period. If they close the puzzle board, they will lose all the puzzle pieces and will need to start over.  When all puzzles pieces are complete, students will receive a Teen Worker Safety certificate of achievement for successfully completing the OSHA Office of Technical links multiple choice quiz for Teen Worker Safety in Restaurants is hereby declared a Safe Teen worker.  Students should save the certificate to their portfolio.  If a computer lab is not available, distribute copies of Restaurant Safety Quizzes.  Students will present the information on the foodborne pathogens.  Assess student presentations with a rubric.  Distribute certificate Culinary Arts Safety Award to students when they have successfully completed this lesson. Students should save the certificate to their portfolio.  *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** | **Images:**   * Microsoft Office Clip Art: Used with permission from Microsoft * Culinary Arts, Harlingen High School South, Harlingen, Texas   **Textbooks:**   * *Culinary essentials. (2010).* Woodland Hills, CA: Glencoe/McGraw-Hill. * *Foundations of restaurant management & culinary arts: Level one.* (2011). Boston, MA: Prentice Hall. * ServSafe® Manager. 6th. Chicago, IL: National Restaurant Association, 2012. Print. * ServSafe Starters Employee Guide®, 5th. Chicago, IL: National Restaurant Association, 2010. Print.   **Websites:**   * Fightbac.org Least Wanted Foodborne Pathogens<http://fightbac.org/about-foodborne-illness/least-wanted-pathogens> * National Institute of Occupational Safety and Health (NIOSH) NIOSH 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/> * Texas Department of State Health Services General Publications<http://www.dshs.state.tx.us/foodestablishments/pubs.shtm>   **YouTube®:**   * GET THE POINT – Slips, Trips and Falls Safety DEMO Restaurants are busy, congested places that are particularly prone to slips, trips and falls because of the nature of the work and the work environment. This training program discusses the specific hazards presented to restaurant personnel and how to prevent accidents and work safely. <http://youtu.be/-hVah4mXJyM> * How to Perform CPR – Martha Stewart Lipica Shah of the Red Cross demonstrates the correct way to perform CPR, one of the essential how-tos in Martha’s “20 More Things Everyone Should Know” series.  <http://youtu.be/K60R76l-0g4> * How to Use a Fire Extinguisher Accidents happen. Be prepared to fight your own fire by learning how to use a fire extinguisher.<http://youtu.be/lUojO1HvC8c> * 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> * 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> * How to Safely Clean Spills in the Kitchen Within a commercial kitchen one of the most frequent accidents that can occur is slipping on a wet surface. These types of accidents are particularly hazardous because often they can cause back injuries and cause serious lost time. In most cases these injuries are preventable with good safety management of spills.<http://youtu.be/ItTmGSEF0UM> * Preventing Burns Within a commercial kitchen you will be exposed to high temperatures that could cause injury to you. Always think safety and have a plan.<http://youtu.be/5_1T0iLmOck> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Utilized Four Corners Vocabulary/ Word Wall Activity (Attachments­–coming soon) |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read “General News’ articles from The Make Our Food Safe coalition. This site keeps up to date information about food safety. <http://www.makeourfoodsafe.org/food_in_the_news>   * Encourage students to connect reading to their life experiences or prior knowledge.   Current Events: Assign student to read about global foodborne illness outbreaks or food recalls. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Cook Your Mother’s Day Cookies! <http://www.foodsafety.gov/blog/cookie_dough.html> * Perfect Food Safe Picnics! <http://www.foodsafety.gov/blog/perfectfood.html> * Keeping food safe when the power goes out<http://www.foodsafety.gov/blog/poweroutage.html>   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** | I have long believed that good food, good eating is all about risk. Whether we’re talking about unpasteurized Stilton, raw oysters or working for organized crime ‘associates,’ food, for me, has always been an adventure **- Anthony Bourdain**  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)**  Food safety involves everybody in the food chain.  **-Mike Johanns**  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**  We’re going to do everything possible to make sure that food safety is always paramount, and that we work with the industry as aggressively as we can to make sure that we’re paying attention to the food-safety issues **-Mike Johanns** |
| **Writing Strategies** | **Journal Entries:**   * A cooking accident I had was … * A fire extinguisher would make a great gift because … * Food safety violations at food establishments that I have observed are … * Other careers that require proper hand washing are … because … * Food Handler Certifications are important because …   **Writing Strategies:**  RAFT writing strategy is designed to demonstrate student understanding of material in a creative and relevant way.   * + Role – first aid student   + Audience – elementary students   + Format – flyer   + Topic – what to do in case of a burn |
| **Communication 90 Second Speech Topics** | * Three things I learned about kitchen 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** | Students can create signs on correct handwashing steps to post in all public restrooms in the school. Students can make arrangement 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 kitchen 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** | **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)