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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** | Practicum in Hospitality Services |
| **Lesson/Unit Title** | Safety Guidelines – Practicum in Hospitality Services |
| **TEKS Student Expectations** | **130.261. (c) Knowledge and Skills**  (2) The student develops skills for success in the workplace. The student is expected to:  (G) integrate knowledge of personal and occupational safety practices in the workplace  (5) The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to:  (A) compare and contrast published workplace policies  (B) apply responsible and ethical behavior  (C) evaluate provisions of state and federal labor laws and  (D) evaluate the employers and employees’ fiduciary responsibilities to customers such as breach of confidentiality, safety, and privacy |
| **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 procedures * Analyze proper grooming and appearance for work safety * Display knowledge of safety guidelines * Review OSHA guidelines * Create a safety video to demonstrate safety knowledge |
| **Rationale** | This course is preparing you to be “job ready,” therefore; we will be learning and following industry standards/safety regulations. Safety is of ultimate importance. This lesson will provide you with knowledge and skills that will allow you to keep your customers, colleagues, and you safe from workplace hazards. |
| **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  **CPR:** A first aid procedure to help someone whose heart has stopped beating; stands for cardiopulmonary resuscitation  **Emergency:** An unforeseen event that can cause harm to people or property  **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  **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  **Occupational Safety and Health Administration (OSHA):** Assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance  **Safety:** consists of actions taken to prevent accidents and emergencies |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Computers with Internet access (be sure to follow district guidelines) * Light projector (Elmo) * Video cameras   **Supplies:**   * Exit escape route * Fire extinguisher * GloGerm® (optional) * Paper towels * Soap   **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 ManagersCourse in Culinary Arts.   * Copies of all handouts   **PowerPoint:**   * Safety Guidelines * Talking Safety   **Graphic Organizers:**   * Fire extinguisher use * Fire extinguisher use (key) * Safety guidelines notes * Safety guidelines notes (key) * Workplace clothing attire   **Handouts**   * All About OSHA * NIOSH Safety Certificate * OSHA at a Glance * Preventing Death, Injuries, and Illnesses of Young Workers * Rubric for Group Safety Video * Talking Safety Optional Student Handouts * Talking Safety Overheads * Talking Safety Teacher’s Guide * TFER Hand washing Poster * Worker’s Rights * Your Safety Quiz |
| **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? * Could it have been prevented? * Do you the exit route to evacuate your place of employment in case of emergency? * Have you had safety training at your place of employment?   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. 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 Guidelines is divided into three sections:   * Grooming and Appearance * Work Safety * Health and Wellness   You may choose to cover each section separately.  Grooming and Appearance  Distribute graphic organizer Safety Guidelines Notes so that students may take notes.  Introduce slide presentation Safety Guidelines.  Discuss appropriate work attire at their place of employment.  Work Safety  Continue with slide presentation.  Ask students if they are familiar with CPR and what they should do.  View the video from the American Heart Association.   * Official 2012 Hands-Only CPR Instructional Video   Learn how to perform CPR in this 60-second video showing Hands-Only CPR in action<http://youtu.be/zSgmledxFe8>   Distribute handout Fire Extinguisher Use. Students may answer handout as they view the video.   * Fire Extinguisher Tutorial  Training video for using a fire extinguisher<http://youtu.be/2Z2C13gJh-g>   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.  **Health and Wellness**  Continue with slide presentation.  Display the handout TFER Hand washing Poster from the Texas Department of State Health Services. They will be able to practice correct hand washing procedures in the Guided Practice section.  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.  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:*   * encourage participation * praise hands on activity |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into subgroups of two or three. Assign the safety video project.  Explain to class that they are to plan, create and present a five to eight-minute safety video describing the following:   * Unsafe working habits * Safe working habits * Appropriate work attire * Healthy habits   Distribute Rubric for Group Safety Video 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** | Review lesson objectives, terms, and definitions.  Review the handout Workplace Clothing Attire and allow students to answer what is appropriate to wear to their place of employment and what is not allowed.  Review the handouts with students so they are aware of the safety regulations.   * 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) |
| **Summative/End of Lesson Assessment \*** | Students will present their safety video.  Assess student presentations with appropriate rubric.  Distribute certificate NIOSH Safety Certificate if you have covered the NIOSH curriculum. 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/**  **Teacher Preparation** | **Images:**   * Microsoft® Office Clip Art   **Textbooks:**   * Reynolds, J. S. (2010). *Hospitality services: Food & lodging*. Tinley Park, IL: Goodheart-Willcox Company.   **Websites:**   * Occupational Safety and Health Administration  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/>   **YouTube:**   * Fire Extinguisher Tutorial  Training video for using a fire extinguisher<http://youtu.be/2Z2C13gJh-g> * Official 2012 Hands-Only CPR Instructional Video   Learn how to perform CPR in this 60-second video showing Hands-Only CPR in action<http://youtu.be/zSgmledxFe8> |
| **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** | Allow students to read articles from the National Safety Council such as:   * Safety Management Systems * Off the Job Safety * Emergency Preparedness * First Aid Training   <http://www.nsc.org/safety_work/Pages/Home.aspx>  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** | You are your greatest asset. Put your time, effort, and money into training, grooming, and encouraging your greatest asset. **-Tom Hopkins**  To keep the body in good health is a duty… otherwise, we shall not be able to keep our mind strong and clear. **-Buddha**  The way you think, the way you behave, the way you eat, can influence your life by 30 to 50 years. **-Deepak Chopra**  The work ahead will be hard. These times demand the best of us – all of us, but we can do this. Together, we can do this. We can get this country working again. We can get this economy growing again. We can make the safety net safe again. We can do this. **-Paul Ryan**  Our insignificance is often the cause of our safety. **-Aesop** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * In case of a fire, I would …. * CPR is important because …. * It is important to wear a clean uniform to work every day because … * The reason hair must be pulled back when working is …. * Safety rules and policies are important because …   **Writing Strategies:**  RAFT   * Role – employee * Audience – employer * Format – memo * Topic – job safety manual rules and policies |
| **Communication**  **90 Second Speech Topics** | * Three reasons to learn CPR and first aid are …. * The steps to using a fire extinguisher are …. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students can create safety slogans to post around the school.  Students can make arrangement to play PSAs to be broadcast during announcements to remind students the importance of 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.  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 show their safety video to other classes and demonstrate how to use the fire extinguisher to impress the importance of safety. |

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)