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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** | Hospitality Services |
| **Lesson/Unit Title** | Safety and Sanitation in Hospitality Services |
| **TEKS Student Expectations** | **130.260. (c) Knowledge and Skills**  (8) The student reviews the importance of management systems such as health, safety, and environmental and their function in performance and regulatory compliance. The student is expected to:  (A) determine local safety and sanitation requirements;  (B) explain how guests and property are protected to minimize losses or liabilities;  (C) outline safety and security issues and analyze solutions for individuals or groups in multiple environments to minimize risks;  (D) recognize potential, real, or perceived emergency situations such as a natural disaster or terrorist threat to respond appropriately;  (E) evaluate equipment for elements such as safety, functionality, and durability; and  (F) Determine most appropriate sources of assistance such as self, coworkers, guests, the Federal Emergency Management Agency (FEMA), or first responders to use in varied emergency situations. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Display knowledge of safety guidelines * Understand emergency situations * Recall CPR procedures * Review a retail food establishment inspection report * Create a safety video to demonstrate safety knowledge |
| **Rationale** | This course is preparing you to be “job ready,” therefore we will learn and follow industry standards/safety 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, and yourself safe. |
| **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  **Inspection:** A formal visit to making sure that regulations are being followed  **Key Control:** Knowing where all hotel keys are located always and knowing who has each key  **Preventive Maintenance:** Consists of cleaning and repair of equipment that is in working order  **Sanitation:** Keeping work areas from dirt or bacteria  **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) * video cameras   **Supplies:**   * aprons * exit escape route * fire extinguisher * gloves * sanitizing pails * soap * spray bottles (6) labeled SANITIZER   **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.  **PowerPoint:**   * Safety and Sanitation Guidelines   **Technology:**   * Free iPad Apps:   + FEMA Contains preparedness information for different types of disasters, an interactive checklist for emergency kits, a section to plan emergency meeting locations, information on how to stay safe and recover after a disaster, and more. https://itunes.apple.com/us/app/fema/id474807486?mt=8   Smart Traveler The official State Department app for U.S. travelers invites you to see the world with easy access to frequently updated country information, travel alerts, travel warnings, maps, U.S. embassy locations, and more. <https://itunes.apple.com/us/app/smart-traveler/id442693988?mt=8>  **Graphic Organizers:**   * Fire Extinguisher Use * Fire Extinguisher Use (Key) * Safety and Sanitation Guidelines Notes * Safety and Sanitation Guidelines Notes (Key)   **Handouts:**   * Retail Food Establishment Inspection Report * Rubric for Group Safety Video |
| **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:   * Can you recall an accident that you have been involved in? * When did the accident happen? * Can you recognize hazards? * What might you include on a list about safety? * How would you describe someone who needs CPR?   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:   * Guest Safety and Sanitation Basics * Emergency Situations * Equipment Safety and Maintenance   You may choose to cover each section separately.  Guest Safety and Sanitation Basics Distribute graphic organizer Safety and Sanitation Guidelines Notes  Introduce PowerPoint Safety and Sanitation Guidelines.  Discuss what guests need to be aware of as they travel.  Display copies of the Retail Food Establishment Inspection Report so that students may review a sample of an inspection report used by health inspectors.  Emergency Situations Continue with slide presentation.  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.  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   **Equipment Safety and Maintenance** Continue with slide presentation.  Discuss with the students the importance of maintaining equipment to avoid emergencies and/or accidents.  Since this is a teaching lab, it is important to follow industry standards/ safety 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 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 and 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 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, 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 \*** | 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:   * Guest safety * Emergency solutions * Equipment safety guidelines   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** | 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.  Discuss the exit route procedures for your classroom and building in case of an emergency.  Students should be aware that all hotel rooms and large buildings have a safe way to evacuate if necessary.  Ask students to draw an emergency escape route for their home or apartment and share with their family.   * Accidents happen quickly and being prepared is one key to safety. |
| **Summative/End of Lesson Assessment \*** | Students will present their safety video.  Assess student presentations with 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** | **Textbook:**  Reynolds, J. S. (2010). Hospitality services: Food & lodging. Tinley Park, IL: Goodheart-Willcox Company.  **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   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](http://cte.sfasu.edu/wp-content/uploads/2013/05/Retail-Food-Establishment-Inspection-Report1.pdf) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Utilized four corners vocabulary/ word wall activity http://cte.sfasu.edu/wp-content/uploads/2012/02/four-corner-vocabulary2.pdf |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read about safety tips in the following article:   * Hotel Safety Tips When you’re on vacation, the last thing you want to worry about is hotel security. http://www.independenttraveler.com/travel-tips/hotel-and-b-and-b/hotel-safety-tips   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 great advantage of a hotel is that it is a refuge from home life. **-George Bernard Shaw**  I can walk through a hotel lobby and watch people at the desk and see what they’re doing. People don’t look at me. They don’t even know I’m there. **-Jerry Seinfeld**  Scientists dream about doing great things. Engineers do them. **-James A. Michener**  Normal people… believe that if it ain’t broke, don’t fix it. Engineers believe that if it ain’t broke, it doesn’t have enough features yet. **-Scott Adams**  Engineers like to solve problems. If there are no problems handily available, they will create their own problems. **-Scott Adams** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * If I were to lose my cell phone in a hotel, I would … * Safety deposit boxes are a good idea because … * Hotel keys are … * Inspections reports are valuable because … * The steps to sanitizing are ….   **Writing strategies:**  RAFT   * Role – engineer * Audience – restaurant manager * Format – memo * Topic – safety of commercial kitchen equipment |
| **Communication**  **90 Second Speech Topics** | * Three things I learned about guest safety are ……. * Important safety tips for hotel guests are … |
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| **Enrichment Activity**  (e.g., homework assignment) | Students can visit the following website to find information on travel abroad.   * Travel.State.Gov  A Service of the Bureau of Consular Affairs  U.S. Department of State http://travel.state.gov/   Students may write a report and present information on:   * Travel warnings * Travel alerts * Passports * Visas |
| **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(s)** | **Family, Career, and Community Leaders of America**  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 plan an event where a Red Cross representative can teach CPR to community members. |

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)