## ESL LESSON: LEVEL3 (INTERMEDIATE) HFN 1/20 Lesson Plan 2

Course:	Unit:	Topic:	Approx. Time Frame
HFN 1/20	1	Kitchen/Food Safety	75 min
Lesson Title:			
Food-Borne Illnesses		1	
Learning Goals/ Big Ideas		Success Criteria of Lesson	
Students learn general safety guidelines for food		Students will identify, demonstrate and practice safe food	
preparation and sanitary food handling practices that		handling that prevent food-borne illness.	
prevent food-borne illnesse	2S.		
OVERALL Learning Ex	pectation(s) for this lesson	:	
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E2. Food Safety: dem	onstrate an understanding o	f practices that ensure or	enhance food safety.
SPECIFIC Expectations	for this lesson		
			i poisoning, botulism poisoning,
Clostridium, saimonell	osis, listeriosis) and techniq	ues for preventing them.	
ASSESSMENT OF EXP	ECTATIONS	PRIOR LEARNING AND	) SKILLS
		- Ppt/notes on food/kitcher	n safety.
Assessment <u>for</u> learn	ling:	- prior vocabulary developr	•
		- word wall /vocabulary ref	
- Students will brainstorm v	what foods cause illness or a	,,.	
	omething and then become ill		
after ingesting it.			
			s (e.g., adaptations, extension
Assessment <u>as</u> learni	ng:	activities, ways to chec	ck for understanding, etc.)
		- completion of vocabulary	y and food-borne-illness chart
- Students will identify diffe	rent types of food-borne	(see BLM 1&2)	
illnesses and how they are a	caused.	- exit card reflection	
- Exit card reflection		- use of word wall	
Assessment <u>of</u> learnin	lg:		
- Application of knowledge	in subsequent food-lab.		
Lesson Terminology (e.g list)	g., word walls, vocabulary	Materials, Supplies, Equi	pment Required for Lesson
- Food-borne illness			
- Campylobacter		<ul> <li>PowerPoint slides</li> <li>graphics</li> </ul>	
- E. Coli		- graphic organizers	
- Clostridium Botulinum		- sticky notes	
- Salmonella		- video/media	
- Staphylococcus		- word wall - flow charts	
- Listeria			
<ul> <li>temperature</li> <li>cross-contamination</li> </ul>			
- undercooked			
- bacteria			
- untreated -			
- unpasteurized - thermometer			
anermonieter			

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS	MINUTES
<ul> <li>MINDS ON / INPUT</li> <li>Establishing a positive learning environment</li> <li>Connecting to prior learning and/or experiences</li> <li>Setting the context for learning for ELLs</li> </ul>		
<ul> <li>overview of vocabulary featured in lesson</li> <li>complete vocabulary chart (on-going throughout ppt and provide extra time after lesson)</li> <li>feature Case studies/examples of food-borne illness (short video clips/images)</li> </ul>	<ul> <li>Think Pair Share – Class Discussion:</li> <li>Students think about their foods/meals.</li> <li>Students think about if they or a family member have ever experienced food-poisoning.</li> </ul>	10 min
<ul> <li>ACTION / CONTENT</li> <li>Introducing new learning or extending/reinforcing pri</li> <li>Providing opportunities for practice and application of</li> </ul>		
Activity 1 - Vocabulary chart completion (BLM 1) - Introduction of Food Borne Illnesses PowerPoint (see appendix 1) - Food-Borne Illness Graphic Organizer completion (BLM 2)	Activity 1 PowerPoint Presentation -students will record the names and definitions of all new vocabulary (BLM 1) related to food-borne illnesses. Class Discussion on examples of each -Students will record examples on vocabulary sheet.	30 min
Activity 2 -Video of food-borne illnesses (Learn 360 or other board library resources) and examples of cases of food poising. <i>"Something you ate Episode 4: Protecting yourself"</i> Public Health Agency of Canada (3 min) https://youtu.be/0h01ANHYfm8	Activity 2 In groups, students will complete food-borne illness chart (BLM 2) - use ppt and examples from the video to complete chart	20 min
- Group discussion and peer support to complete food-borne illness chart (BLM2)		
<ul> <li>CONSOLIDATION</li> <li>Providing opportunities for consolidation and reflection</li> <li>Helping students demonstrate what they have learned</li> </ul>		
Exit /Reflection Card – 1. Think about your own food-handling practices – are they safe?		10 min
2. What are the four <i>FightBac</i> steps to keeping food safe from bacteria?	<ul> <li>did they follow safe handling practices of food? If not, what could they do differently?</li> <li>review of <i>FightBac</i> steps to prevent food cross- contamination and bacteria exposure.</li> </ul>	
Accommodations/Modifications	Follow-up or Extension Activities	
<ul> <li>visual cues</li> <li>graphic organizers</li> <li>scaffolding</li> <li>previewing of textbooks</li> <li>pre-teaching of key vocabulary;</li> <li>peer support</li> <li>strategic use of students' first languages)</li> <li>additional time for processing</li> </ul>	- Review and use new vocabulary in a sentence. - Reflection/Exit Card	

## WORD WALL/ VOCABULARY LIST

Word	Definition	Example:
		(Use this word in a sentence)
Food-borne illness		
cross- contamination		
temperature		
undercooked		
symptoms		
bacteria		

organism	
organism	
diarrhea	
vomiting	
infection	
hygiene	<u> </u>
porous	

## FOOD-BORNE ILLNESSES CHART

	Definition	Example:
Food-Borne		How can you prevent this food-borne
Illness		Illness ? (refer back to ppt.)
		· · · · · ·
Campylobacter		
.,		
Salmonella		
E. Coli		
Staphylococcus		
Listeria		
Clostridium		
Botulinum		
1		

## Sources:

Video:

Government of Canada (2012). "Something you ate? - Episode 4: Protecting yourself". Public Health Agency of Canada https://youtu.be/0h01ANHYfm8

BLM 1&2 – Adapted from OFS3HLC Food Safety Documents *FlightBac* graphic – adapted from OFS3HLC Food Safety Documents Powperpoint images – Creative Commons