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

Course:	Unit:	Topic:	Approx. Time Frame	
HFN 1/20	1	Kitchen/Food	75 min	
		Safety		
Lesson Title:		Junety		
Kitchen Safety				
Learning Goals/ Big Ideas		Success Criteria of Lesson		
Students learn general kitchen safety		Students will identify and practice safe/appropriate use of		
		kitchen tools and equipment.		
OVERALL Learning Expect	ation(s) for this lesson:			
E1. Kitchen Safety: demo	onstrate an understanding of practices	s that ensure or enhanc	e kitchen safety.	
SPECIFIC Expectations for t	this lesson			
E1.2 demonstrate an uno prevent spatters, scalds,	derstanding of safe practices within t and cuts; wipe up spills immediately derstanding of appropri-ate emerger	the food-preparation a y)		
ASSESSMENT OF EXPECTA	TIONS	PRIOR LEARNING AN	ID SKILLS	
 Assessment for learning: Students will brainstorm what steps need to be taken before, during, and after food is being prepared – KWL class discussion 		 Ppt/notes on food/kitchen safety. prior vocabulary development word wall /vocabulary reference 		
Assessment <u>as</u> learn	ing			
	rrent kitchen tools/equipment and	Special Notes for EU	L's (e.g., adaptations, extension activities,	
their correct use to optimize kitchen safety		ways to check for understanding, etc.) - completion of vocabulary and scavenger hunt		
- Exit card reflection		(see BLM 1&2)		
			a partner new vocabulary)	
Assessment <u>of</u> learning:		- exit card reflection		
- Kitchen Safety Quiz (BLM	5)	- safety quiz (BLM 5)		
Lesson Terminology (e.g., word walls, vocabulary list)		Materials, Supplies, Equipment Required for Lesson		
Lesson remniology (e.g., w	ora wano, vocabulary notj	Materials, Supplies, Et		
- accidents				
- electrocution		- PowerPoint slides		
- chemicals		- graphics		
- substitute - appliances		- graphic organizers		
- flammable		- sticky notes		
- extinguisher		- video/media - word wall		
- extinguisher - containable		- flow charts		
- gauze				
- utensils				
- consciousness –				
- infection				

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS	MINUTES
MINDS ON / INPUT Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning for ELLs 		
 overview of vocabulary featured in lesson complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) scavenger hunt (BLM 4) 	 ThinkPairShare – Class Discussion: Students think about their own food preparation practices to identify if they are safe and/or what steps need to be taken to ensure kitchen safety is n. being followed. 	15 min
 ACTION / CONTENT Introducing new learning or extending/reinforcing prior least on the second se	-	
Activity 1 - Vocabulary chart completion (BLM 1) - Kitchen Safety Interactive Game (play as a class) <u>https://www.purposegames.com/game/kitchen-safety-hazards</u>	Activity 1 30 PowerPoint Presentation -students will record the names 31 and definitions of all new vocabulary (BLM 1) related to 31 kitchen safety. 31 Class Discussion on examples of each -Students will record 31 examples on vocabulary sheet. 31 Class will play interactive Kitchen Safety Game 31	
Activity 2 -Video of kitchen safety <u>https://youtu.be/AUBGRjnL_vQ</u> (* note: turn on cc and/or slow speed of video if speaker is speaking too quickly) - Group discussion and peer support to complete kitchen safety chart (BLM 2)	Activity 2 In groups students discuss examples of kitchen safety items in video -complete kitchen safety chart (BLM 2)	20 min
 CONSOLIDATION Providing opportunities for consolidation and reflection Helping students demonstrate what they have learned 		
Homework/Follow-up Activity – Safety Audit Card (BLM 3)	-Review/Demo Safety Audit Card with students, explain that it is to be completed at home in their kitchen. Student will return completed card to class for further discussion in a future lesson.	5 min
Accommodations/Modifications	Follow-up or Extension Activities	
 visual cues/graphics graphic organizers scaffolding previewing of textbooks pre-teaching of key vocabulary. peer support strategic use of students' first languages) additional time for processing 	 Review and use new vocabulary in a sentence. Interactive Kitchen Safety Game Kitchen Safety Audit Card (BLM 3) 	

WORD WALL/ VOCABULARY LIST

Example: (Use this word in a sentence)
-

KITCHEN SAFETY	Definition/Description	Example: What to do if you have this kitchen accident?
Electrocution		
Chemicals		
Fires		
Burns		
Cuts		
Falls		

BLM 3: Home Kitchen Safety Audit Card (adapted from *Think Literacy: Cross-Curricular Approaches, Grades 7-12*) (*note: provide a demo/review this chart prior to assigning).

Thinking about how you cook at home – complete the following chart to determine if you are following safety rules. For each safety area – provide two examples of potential hazards and check off if you see this in the kitchen and then suggest ways to make it safer.

KITCHEN SAFETY AT HOME	always	some-times	never	EXAMPLES
A. Electrocution				
1. electrical cords hanging over- counter		1		 toaster electrical cord handing over counter – fold up neatly and secure with a zip-tie.
2.				
B. Hazardous Chemicals				
1.				
2.				
C. Preventing Fires				
1.				
2.				
D. Preventing Burns				
1.				
2.				
E. Preventing Cuts				
1.				
2.				
F. Preventing Falls				
1.				
2.				
1	I	l	l	

BLM 4: Kitchen Safety Scavenger Hunt

KITCHEN SAFETY HAZARDS SCAVENGER HUNT

How many hazards can you find in the kitchen? Check them off as you find them

1. Frying pan handle turned out
2. Towel on oven door
3. Recipe on stove top
4. Non-kitchen items on counter (hair clip, scissors etc.)
5. Cupboard door left open
6. Small pot placed on large burner
7. Oven mitt on stove
8. Cluttered counter
9. Cleaning supplies left on counter
10. Electrical cord of blender near sink
11. Rice spilled on floor
12. Eggs left in counter

Note: This is meant to mimic the Safety quiz and help prepare ELLs for the Safety Quiz Assessment that can be given in a subsequent lesson/period. By providing this activity prior, ELLs will have an opportunity to practice vocabulary and build their knowledge prior to taking the Safety Quiz.

BLM 5: Kitchen Safety Quiz

KITCHEN SAFETY QUIZ 1

Note: This is a portion of a larger Kitchen Safety Assessment that should be done prior to beginning food labs, separate assessments for food-borne illnesses, knife safety and general kitchen safety should be chunked into smaller tasks to accommodate ELLs. (*for VLE – take pictures of set-up and have students complete virtually*)

Note: Kitchen Safety Quiz Set-Up:

Prior to the quiz, set up two or three kitchens with a series of potential hazards, for example:

- Several appliances plugged into an extension cord.
- Appliance cord draped over the sink
- Cleaning products in the cupboard next to food products
- Dish towel hanging over the oven door.
- Oven gloves on the burner
- Pan on incorrect size burner
- Pan handles sticking out
- A spill of some kind on the floor
- 'Meat' (could be a picture) left out on the counter
- toy or picture of Bugs /mouse on the counter
- Cupboard door open
- Drawer left open

Students can observe the kitchen from a pre-marked distance to record the problems on their quiz sheet. You may want to allow only one group at a time over the course of a period to do this depending on the numbers in your class.

BLM 5:

HFN 1/20 Unit 1: KITCHEN SAFETY QUIZ 1

(adapted from OFS3HLC Food Safety Document)

Identification of Safety Hazards in the Kitchen

(____20 marks, K/A)

The kitchen has been set up with a series of potential hazards. Identify all the hazards and suggest the correct procedure to avoid an accident or health risk. You will get one mark for identifying the hazard, and 2 marks for identifying the correct procedure.

HAZARD (e.g Fire, Burn, etc.)	CORRECT PROCEDURE (e.g. How to prevent? What to do if this happens)	Marks /2
		12

Sources:

Powerpoint BLM 91,2,5) – Adapted from OFS3HLC Food Safety Documents

Kitchen Safety Interactive Online Game: Purpose Games (2021). Kitchen Safety <u>https://www.purposegames.com/game/kitchen-safety-hazards</u>

Video: ClickView (2020). Safety in the Domestic Kitchen https://youtu.be/AUBGRjnL vQ

BLM 3: Ministry of Education: *Think Literacy: Cross-Curricular Approaches, Grades 7-12 (2005).* Kitchen Safety Audit Card. http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf

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