

## ESL LESSON: LEVEL3 (INTERMEDIATE)

### HFN 1/20 Lesson Plan 1

<b>Course:</b>	<b>Unit:</b>	<b>Topic:</b>	<b>Approx. Time Frame</b>
HFN 1/20	1	Kitchen/Food Safety	75 min
<b>Lesson Title:</b>			
Kitchen Safety			
<b>Learning Goals/ Big Ideas</b>		<b>Success Criteria of Lesson</b>	
Students learn general kitchen safety		Students will identify and practice safe/appropriate use of kitchen tools and equipment.	
<b>OVERALL Learning Expectation(s) for this lesson:</b>			
<b>E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety.</b>			
<b>SPECIFIC Expectations for this lesson</b>			
<p><b>E1.1</b> describe common accidents that can occur in the kitchen (e.g., cuts, burns, fires, falls, poisoning, electric shocks)</p> <p><b>E1.2</b> demonstrate an understanding of safe practices within the food-preparation area (e.g., safely handle hot foods; prevent splatters, scalds, and cuts; wipe up spills immediately)</p> <p><b>E1.3</b> demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation (e.g., cuts, burns, scalds, fires)</p>			
<b>ASSESSMENT OF EXPECTATIONS</b>		<b>PRIOR LEARNING AND SKILLS</b>	
<p><input type="checkbox"/> <b>Assessment <u>for</u> learning:</b> - Students will brainstorm what steps need to be taken before, during, and after food is being prepared – KWL class discussion</p> <p><input type="checkbox"/> <b>Assessment <u>as</u> learning:</b> - Students will identify different kitchen tools/equipment and their correct use to optimize kitchen safety - <b>Exit card reflection</b></p> <p><input type="checkbox"/> <b>Assessment <u>of</u> learning:</b> - Kitchen Safety Quiz (BLM 5)</p>		<p>- Ppt/notes on food/kitchen safety. - prior vocabulary development - word wall /vocabulary reference</p>	
		<b>Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)</b>	
		<p>- completion of vocabulary and scavenger hunt (see BLM 1&amp;2) - peer support (teach a partner new vocabulary) - exit card reflection - safety quiz (BLM 5)</p>	
<b>Lesson Terminology (e.g., word walls, vocabulary list)</b>		<b>Materials, Supplies, Equipment Required for Lesson</b>	
<ul style="list-style-type: none"> <li>- accidents</li> <li>- electrocution</li> <li>- chemicals</li> <li>- substitute</li> <li>- appliances</li> <li>- flammable</li> <li>- extinguisher</li> <li>- containable</li> <li>- gauze</li> <li>- utensils</li> <li>- consciousness</li> <li>- infection</li> </ul>		<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- graphics</li> <li>- graphic organizers</li> <li>- sticky notes</li> <li>- video/media</li> <li>- word wall</li> <li>- flow charts</li> </ul>	



**BLK 1: Word Wall/New Vocabulary**

**WORD WALL/ VOCABULARY LIST**

<b>Word</b>	<b>Definition</b>	<b>Example: (Use this word in a sentence)</b>

**BLM 2: Kitchen Safety Graphic Organizer**

<b>KITCHEN SAFETY</b>	<b>Definition/Description</b>	<b>Example: What to do if you have this kitchen accident?</b>
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.

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

**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.

