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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** | Travel and Tourism Management |
| **Lesson/Unit Title** | Safety Guidelines – Travel and Tourism Management |
| **TEKS Student Expectations** | **130.258. (c) Knowledge and Skills**  (6) The student understands the importance of health, safety, and environmental systems in the travel and tourism industry and their importance to organizational performance and regulatory compliance. The student is expected to:  (A) identify hazards common to workplaces such as safety, health, and environmental hazards  (B) use industry standards to implement safety precautions to maintain a safe worksite  (D) describe environmental procedures that ensure a facility is in compliance with health codes  (E) describe how to train others for emergency situations |
| **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 * Display knowledge of safety guidelines * Understand emergency situations * Recall CPR procedures * Review OSHA guidelines * Recognize chemical and hazardous materials * 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 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  **Inspection:** A formal visit for the purpose of making sure that regulations are being followed  **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 Managers Course in Culinary Arts.   * Copies of all handouts   **PowerPoint:**   * Safety Guidelines   **Technology:**   * Infographics:   + Food and Water Safety: What to Know before You Go  Eating or drinking unclean food and water can make you sick with travelers’ diarrhea and other diseases. You are at risk if you travel internationally, especially to developing countries. Reduce your risk by sticking to these safe food and water habits.<http://wwwnc.cdc.gov/travel/page/infographic-food-water-what-to-know>   **Graphic Organizers:**   * Fire extinguisher use * Fire extinguisher use (key) * Safety guidelines notes * Safety guidelines notes (key)   **Handouts**   * All About OSHA * Job Safety and Health – It’s the Law Poster * OSHA at a Glance * Retail Food Establishment Inspection Report * Rubric for Group Safety Video * TFER Hand washing Poster * Worker’s Rights |
| **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 is in need of 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:   * Workplace safety * Emergency situation * Security measures   You may choose to cover each section separately.  Work Safety  Distribute graphic organizer Safety Guidelines Notes  Introduce PowerPoint Safety Guidelines.  Display handout Job Safety and Health – It’s the Law! Poster and review with students. Discuss the rights of employees and employers.  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.  **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>   **Security Measures**  Continue with slide presentation.  Display copies of the Retail Food Establishment Inspection Report so that students may review a sample of the inspection report used by health inspectors.  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 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.  *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 SafetyVideo 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:*   * encourage participation * extra time for assignments * reduce assignment |
| **Lesson Closure** | 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> |
| **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** | Our insignificance is often the cause of our safety. **-Aesop**  I’m a hygiene freak. I’m like obsessive-compulsive when it comes to washing your hands. **-Kelly Clarkson**  Bad things do happen in the world, like war, natural disasters, disease. But out of those situations always arise stories of ordinary people doing extraordinary things. **-Daryn Kagan**  I had seen people who had lost everything and everyone they loved to war, famine, and natural disasters. **-Chelsea Clinton**  Take some time to learn first aid and CPR. It saves lives, and it works. **-Bobby Sherman** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * In case of a fire I would …. * If I saw a potential hazard at a hotel, I would …. * It is important to wash hands correctly to prevent …. * Fires can result in …. * I would like to be a health inspector because ….   **Writing Strategies:**  RAFT   * Role – visitor at a theme park * Audience – security officer * Format – letter * Topic – thank you for assisting in an emergency situation |
| **Communication**  **90 Second Speech Topics** | * Three things I learned about safety are ……. * The most important thing about using a fire extinguisher is …. * Three things I will teach my family safety are …… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students can create posters about safety to display in their school. They can encourage other student to prevent hazards by:   * Picking up trash * Cleaning spills on the floor immediately * Clearing door ways * Exiting building safely   **Infographics:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Food and Water Safety: What to Know before You Go  Eating or drinking unclean food and water can make you sick with travelers’ diarrhea and other diseases. You are at risk if you travel internationally, especially to developing countries. Reduce your risk by sticking to these safe food and water habits.<http://wwwnc.cdc.gov/travel/page/infographic-food-water-what-to-know> |
| **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](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 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)