|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Principles of Hospitality and Tourism |
| **Lesson/Unit Title** | Safety and Sanitation Guidelines for Hospitality and Tourism |
| **TEKS Student Expectations** | **130.252. (c) Knowledge and Skills**  (8) The student explains how resources (employees, guests, and property) are managed to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:  (A) identify and explain job safety and security practices;  (B) recognize and implement the basics of sanitation;  (C) understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools; and  (D) Determine how environmental issues and trends affect the hospitality and tourism industry. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recognize ways to prevent common workplace accidents * Observe how to use a fire extinguisher * Analyze the difference between cleaning and sanitizing * Identify the right to work in a safe and healthy environment * Analyze the impact of work related injuries * Identify hazards in a workplace and how to prevent them * Design a workplace safety sign |
| **Rationale** | This course is preparing you to be “job ready,” therefore we will learn and follow industry standards/food service 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, family, and yourself safe and free from food borne illness. |
| **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  **Cleaning:** the physical removal of dirt and food from surfaces  **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  **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  **Sanitation:** Keeping work areas from dirt or bacteria  **Storage:** The process of placing items in a safe, secure place until they are needed |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Computers with Internet access (be sure to follow district guidelines) * Light projector (Elmo)   **Supplies:**   * Aprons * Bleach * Exit escape route * Fire extinguisher * Gloves * Paper towels * Sanitizing pails * Soap * Spray bottles (6) labeled SANITIZER   **Materials:**   * All About OSHA (one copy) * Job Safety and Health: It’s the Law! Poster (few copies) * OSHA at a Glance (few copies)   **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 * Presentation Notes – Safety and Sanitation Guidelines * Safety Sign Award   **Technology:**   * Free iPad Apps:   First Aid by American Red Cross Accidents happen. The official American Red Cross First Aid app puts expert advice for every day emergencies in your hand. <https://itunes.apple.com/us/app/first-aid-by-american-red/id529160691?mt=8>  **Graphic Organizers:**   * Fire Extinguisher Use * Fire Extinguisher Use (Key) * Safety and Sanitation Guidelines Notes * Safety and Sanitation Guidelines Notes (Key)   **Handouts:**   * All About OSHA * Job Safety and Health: It’s the Law! Poster * OSHA at a Glance * Preventing Deaths, Injuries, and Illnesses of Young Workers * Rubric for Safety Sign Challenge |
| **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:   * Has anyone ever had an accident? * Do you feel secure when you travel? * Do you know how to clean? * Do you know how to sanitize? * Where should all the tools and equipment be stored? * Have you witnessed an emergency of any kind?   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 and Sanitation Guidelines is divided into three sections:   * Job Safety and Security * Sanitation Basics * Equipment and Tools Storage   You may choose to cover each section separately.  Distribute graphic organizer Safety and Sanitation Guidelines Notes so that students may take notes during the slide presentation.  Introduce slide presentation Safety and Sanitation Guidelines.  **Job Safety and Security** Discuss with the students the importance of safety at the workplace.  This section will cover the following areas:   * Procedures * Safety Guidelines * Occupational Safety and Health Act * Causes of Accidents * Prevention Programs * Emergencies * Security Threats   Display the Job Safety and Health Poster: It’s the Law and discuss with your students that the poster informs workers of their rights under the Occupational Safety and Health Act. All covered employers are required to display the poster in their workplace. Employers do not need to replace previous versions of the poster. Employers must display the poster in a conspicuous place where workers can see it.  Distribute handout Fire Extinguisher Use. Students may answer handout as they view the video.  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.  View short video:   * Fire Extinguisher Tutorial Training video for using a fire extinguisher http://youtu.be/2Z2C13gJh-g   **Sanitation Basics** Continue with slide presentation, Safety, and Sanitation Guidelines Notes.  This section will cover the following area:   * Cleaning and Sanitizing   More information will be researched in the Independent Practice section.  **Equipment and Tools Storage**  This section will cover the following area:   * Storage   Since this is a teaching lab, it is important to follow industry standards/ food establishment 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 an 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 food 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, etc.  *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. Students will work with a partner to create a safety sign that can be displayed around the school (be sure to check with your principal). They should include a safety slogan and an image (hand drawn, clip art, or magazine). Promote this as a challenge and the winner will be awarded a certificate that can be added to their portfolio. This could also be a preliminary project for a fire safety poster contest that schools may offer.  Distribute Rubric for Safety Sign Challenge 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.  Beach ball Question and Answer – Toss ball to students to review information learned.   * What is the acronym to remember to use the fire extinguisher? * What are the steps for the safety guidelines? * What does OSHA stand for? * Name some security threats. * What are the steps for cleaning and sanitizing? * More questions may be added. |
| **Summative/End of Lesson Assessment \*** | Students will present their safety signs.  Students will be assessed with appropriate rubric.  Invite administrators and teachers to vote on the best safety sign that will be displayed next to the office.  Distribute certificate Safety Sign Award to the winners. Students should save the certificate to their portfolio.  *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** | **Images:**   * Microsoft® Office Clip Art   **Textbooks:**   * Kowtaluk, H. (2010). Food for today. Columbus, OH: Glencoe/McGraw-Hill. * Reynolds, J. S. (2010). *Hospitality services: Food & lodging*. Tinley Park, IL: Goodheart-Willcox Company. * ServSafe® Manager. 6th. Chicago, IL: National Restaurant Association, 2012. Print. * ServSafe Starters Employee Guide™, 5th. Chicago, IL: National Restaurant Association, 2010. Print.   **Websites:**   * Occupational Health and Safety Administration  With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance. http://www.osha.gov/index.html   **YouTube:**  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> |
| **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** | Distribute handout Preventing Deaths, Injuries, and Illnesses of Young Workers and allow students to read the information from the National Institute for Occupational Safety and Health.  Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Obedience is the mother of success and is wedded to safety. **-Aeschylus**  The safety of the people shall be the highest law. **-Marcus Tullius Cicero**  The desire for safety stands against every great and noble enterprise. **-Tacitus**  Government’s first duty and highest obligation is public safety. **-Arnold Schwarzenegger**  Safety’s just danger, out of place. **-Harry Connick, Jr.** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * The medical emergency that I had was …… * The natural disaster that I have been involved in was …. * What does the American Red Cross help with during natural disasters? * How can guests in a hotel be a security threat? * As an employee, I can reduce fatigue by ….   **Writing strategies:**  Raft   * Role – student * Audience – firefighters * Format – thank you note   Topic – thank you for service to my city/town |
| **Communication**  **90 Second Speech Topics** | * Two things I learned about CPR are ……. * The most important thing about the hospitality industry is …. * Three things I will teach my family about using the fire extinguisher are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Encourage students to enroll in a first aid and CPR course at the local American Red Cross center or where ever the course is taught. |
| **Family/Community Connection** | Invite a fire fighter to speak to your students about how to put out a fire. He/she may do a demonstration and allow the students to use the fire extinguisher.  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 design and create safety signs to display at the elementary school regarding fire safety and what to do in an emergency. |

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)