



MODULE

Safe Food Handling Skills



MODULE

Safe Food Handling Skills

MODULE GUIDE

▶ ENDURING UNDERSTANDING

Safe food handling is the first priority in any kitchen.

▶ LEARNING OUTCOMES

At the end of this module, students will be able to do the following:

- Apply basics of safety, hygiene, and cleanliness when handling food items.
- Safely buy, store and handle food items.
- Safely handle a kitchen knife
- Safely prepare a simple, low-cost, nutritious dish.

We have developed a **Module Guide** to assist you with delivering **Safe Food Handling Skills**. It is intended as a guide only and can be adapted to best meet the needs of the students. The overarching objective of the presentation is to **INSPIRE** the students to do their best!

The **Module Guide** begins with the **Enduring Understanding** and **Learning Outcomes**. The Guide contains a **Module Overview**, which may be used to plan the delivery of the segments. The **segments**, which are mini-lessons, allow the classroom teacher and facilitator(s) to collaborate for effective grouping of segments into a flexible time frame. The short segments also enable choices among facilitators, as they may select which topic/segment they would like to cover. Some of the longer or more complex segments include a specific **Enhancement(s)** or **Follow-up Idea(s)**. These *optional ideas* may be utilized by either the facilitator(s) or by a classroom teacher, who may be interested in extending the module.

Resources to Enrich and Extend the module are provided in the Succeed Through Service Resource Guide to help facilitators and the classroom teacher further expand the segments in the module. These resources are aligned with the **Universal Design for Learning (UDL)**. The Succeed Through Service Resource Guide also provides additional information including links to the **Common Core Standards**.

Remember to incorporate FUN into the module. Consider using music, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!

MODULE OVERVIEW

This Module is designed to introduce the students to **Safe Food Handling Skills** by educating the students on how to safely handle and store raw and cooked food, the appropriate use of cutting boards or working surfaces to avoid cross-contamination, and how to make a nutritious, low cost dish they can make at home. Part of the series of Succeed Through Service presentations, **Safe Food Handling Skills**, consists of eight segments captured under three categories.

Welcome and Purpose

1. Welcome to Safe Food Handling Skills
2. Overview of today's session

Kitchen and Food Safety

3. Cleanliness and hygiene
4. Buying and storing food
5. Preparing food
6. Using a kitchen knife

Recap and Post-Test

7. Recap and post-test
8. Cooking demonstration

TIME: 1 hour+

(Note: The module can be adapted to meet the class schedule).

LOCATION: Kitchen area on-property or at the school.

EQUIPMENT: Laptop, LCD projector, document camera/overhead, and screen.

MATERIALS:



- 2 Handouts (see Appendix).
- Items for 2 demonstrations (see Appendix).
- Items and equipment for cooking demonstration.
- Aprons for students (see Appendix for recommendation).
- Plastic knives for students and modeling compound (e.g. Play-doh).

FACILITATORS:

- Members of the Culinary Team.
- The suggested **Script(s)** and **Segues** with their italicized words are provided as a guide.

OVERVIEW: This module is designed to actively involve the attendees in developing the knowledge, skills and abilities crucial to achieving the **Enduring Understanding** and demonstrating the outcomes listed to the left.

WELCOME AND PURPOSE

Topic/Timing	Scripting/Direction	Resources
<p>SEGMENT 1: Welcome to Safe Food Handling Skills</p> <p>TIME: 8 minutes</p>	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher introduces the facilitators to the class. 2. Brief introductions by the facilitators (names, positions and brief career paths), but only if this is the first time they have met the class. Depending on the size of the class and space available, the icebreaker can be done in one group or smaller groups. <p>ICEBREAKER SCRIPT:</p> <ul style="list-style-type: none"> • <i>Today we're going to be talking about Safe Food Handling Skills.</i> • <i>First though, let's find out what are your favorite things to eat and why.</i> • <i>Let's go around the room. Who'd like to start?</i> <p>Record the items on a flip chart, writing down each time an item comes up for the first time and placing a check-mark each time it comes up again.</p>	 

SEGUE: *That was fun! Now, raise your hands if you get involved in cooking at home, either for yourself or your family? (Solicit responses). Okay, I know what we're going to cover today will be very useful to you.*

SEGMENT 2:
Overview of Today's Session

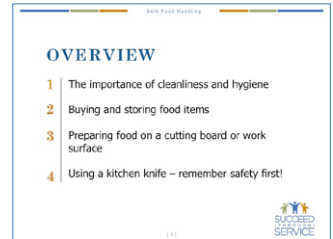
TIME: 2 minutes

ACTIVITY / SCRIPT:

During the next hour, the Safe Food Handling Skills will provide you with the necessary knowledge and skills to help you understand:

- *The importance of cleanliness and hygiene*
- *Buying and storing food items*
- *Preparing food on a cutting board or work surface*
- *How to use a kitchen knife – remember safety first*

At the end of the session, we're going to have some fun and create a very easy, healthy dish you can make at home.



SEGUE: *Let's start by discussing the importance of cleanliness and hygiene.*

SEGMENT 3:
Cleanliness and Hygiene

TIME: 5 minutes

ACTIVITY / SCRIPT:

1. **PRE-ASSESS:** *Has anyone in the room ever suffered from an upset stomach after eating food? What might be the causes of food poisoning?* (Solicit responses).
2. **Brainstorm:** *To help avoid this we should all adopt good hygiene standards, whether we're preparing food or eating food. When are times when you should wash your hands?* (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart).
3. **Visual-slide:** *Great job everyone! Here are the times to wash your hands:*



KITCHEN AND FOOD SAFETY

Topic/Timing

Scripting/Direction

Resources

SEGMENT 3:
Cleanliness and Hygiene
 cont ...

When should you wash your hands?

- *Before, during, and after preparing food*
- *Before eating food*
- *After visiting the restroom*
- *Between handling raw and cooked food*
- *Before and after treating a cut or wound*
- *After blowing your nose, coughing, or sneezing*
- *After touching an animal*
- *After touching garbage*

Well done. What is the right way to wash your hands? (Solicit responses).

- *Wet your hands with clean running water (warm or cold) and apply soap.*
- *Rub your hands together to make a lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.*
- *Continue rubbing your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- *Rinse your hands well under running water.*
- *Dry your hands using a clean towel or air dry.*

Washing hands with soap and water is the best way to reduce the number of germs on them. If soap and water are not available, use an alcohol-based hand sanitizer.

SEGMENT 4:
Buying and Storing Food

TIME: 10 minutes

Note to

Facilitator(s):

See preparation instructions for this exercise in

Appendix.

ACTIVITY / SCRIPT:

1. **Brainstorm:** *Raise your hand if you sometimes do the grocery shopping for your family.*

When you select food what are the important things to look for?
 (Solicit responses).

Correct responses include:

- “Use by” date not expired
- Item looks fresh
- No strange odor
- No broken seals
- Cans are not indented
- No cracks in the eggs
- Fruit not bruised

When you are storing food items it’s important to separate raw meat, fish and poultry from vegetables, fruit and other food items.

When you are handling food that has been stored at home what should you check for to ensure it’s safe to eat? (Solicit responses).

Many of the items are the same as when you first purchase food at the store. You also want to ensure that the food item hasn’t been damaged while being stored, or that the “use by” date has not expired.

Nobody likes to throw away food but if an item has a strange odor, mold or is out of date it must be thrown away.

Items that are stored in the refrigerator should be stored in a certain order so that the food remains safe to eat.



SEGMENT 4:
Buying and
Storing Food

cont ...

2. Practice: Items (listed below) are to be pre-assembled prior to session and set up on a **speed rack** in the **INCORRECT** order:

TOP SHELF:

- Raw chicken breast
- Raw slice of beef
- Sausages
- Orange juice carton

MIDDLE SHELF:

- Raw carrots
- Carton of eggs
- Cooked chicken

BOTTOM SHELF:

- Carton of milk
- Cheese slices
- Bread
- Sliced turkey breast



SEGMENT 4:
Buying and
Storing Food
cont ...

We will now practice properly storing food items (roll out the speed rack).

1. Divide students into three teams.
2. Each team is going to review the items that are displayed on the three shelves of a **speed rack**.
3. Teams are to pretend that the **speed rack's** shelves represent the three shelves of a refrigerator.
4. Ask the students to identify what is wrong with the items and explain how and why they should be rearranged.
5. Check for accuracy.
6. Demonstrate and model the correct placement on the three shelves, explaining as you go.

► **CORRECT PLACEMENT:**

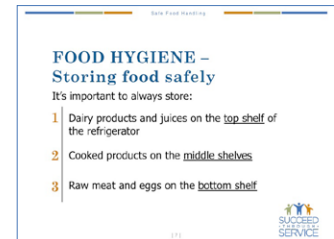
Top Shelf: cheese slices, carton of milk, carton of orange juice, bread

Middle Shelf: cooked chicken, sliced cooked turkey breast

Bottom Shelf: raw pork, raw chicken, uncooked sausage, eggs (if no egg compartment in refrigerator).

Explain that hand sanitizer and cleaning chemicals are to be stored away from food.

Remember, it's important to always store raw meat on the bottom shelf with cooked product on the middle shelf and dairy products on top. Vegetables such as carrots should be placed in the separate "crisper draw" at the bottom of the fridge. If that isn't available, store them on the bottom shelf in a plastic bag to retain moisture – and always wash thoroughly before preparing or eating.



SEGUE: *Well done everyone! Now that we know how to store food, we're moving onto another important exercise: using a cutting board.*

SEGMENT 5:
Preparing Food on a Cutting Board or Work Surface

TIME: 5 minutes

Note to

Facilitator(s):

See preparation instructions for this exercise in

Appendix.

ACTIVITY / SCRIPT: *It is very important that we separate the work surface when handling cooked and uncooked food.*

Place an uncooked chicken breast on the same cutting board as a piece of bread.

What is dangerous about this? (Solicit the response).

You would never use the same surface for cooked and uncooked food.

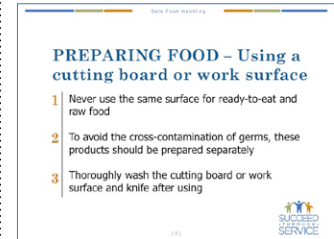
Why is it dangerous to use the same surface for cooked and raw food? (Solicit the response).

Explain that cross contamination happens when germs pass from one food item to another.

Students may not have access to two cutting boards at home so stress that the food should be prepared on different parts of the working surface to avoid cross contamination.

Practice:

1. Enlist two volunteers who think they know a tremendous amount about food safety.
2. Enlist two more volunteers to keep score.
3. Show the group the two different cutting boards A and B.
4. ***We have two cutting boards here to represent different areas of the work surface. We're going to use:***
 - ***Cutting board A for raw, uncleaned or unprepared foods***
 - ***Cutting board B for all cooked, ready-to-eat foods***
5. Show the group the two different cutting boards A and B.
6. Explain that the two volunteers are competing against each other. Each time they choose the correct board for the food item, they get the point. If they choose incorrectly, then the facilitator gets the point. The competitors may seek an "ask the audience" lifeline only once.
7. Hold up a food item and ask the volunteers to point to the board that should be used.



SEGMENT 5:
Preparing Food
on a Cutting
Board or Work
Surface

cont ...

► **BONUS QUESTION/TIE BREAKER:**

Hold up the uncleaned carrots and ask the group what must be done before you can prepare them for cutting.

Responses:

- Raw chicken breast – A
- Slices of bread - B
- Cheese slices - B
- Sliced cooked turkey breast - B
- Raw pork - A
- Cooked chicken breast – B
- Uncleaned carrots – A

It is also important that you don't use a knife on raw or uncleaned food items and then on prepared food without washing the knife thoroughly.

A very important question/reminder:

Why do we separate raw products from ready-to-eat products when we prepare foods?

Correct response: To prevent cross contamination.

After you have used the cutting board or work surface, wash it thoroughly with hot water and detergent to remove any germs before using it again.



SEGUE: *Well done everyone! Now that we know how to review how you should hold a knife when cutting a food item.*

SEGMENT 6:

Using a Kitchen Knife - Safely First

TIME: 10 minutes

ACTIVITY:

Distribute a plastic knife and a piece of Play-Doh or another modeling compound for the student to practice with.

It is very important that you always think about safety when handling a kitchen knife. They can be very dangerous to you and other people in the immediate area.

Visual-slide:

1. *Hold the knife handle firmly, with fingers kept away from the sharp edge.*
2. *Slice food items downwards, holding the food item firmly with your other hand.*
3. *Keep finger tips on your other hand tucked under your knuckles
...Remember to use great caution.*

ACTIVITY / SCRIPT:

Practice: Let the students practice cutting the Play-Doh and observe each student, correcting as necessary.



ENHANCEMENT

Show a video demonstrating knife safety and how to cut and slice different types of food items.

How Food Handling

DEMONSTRATION: USING A KITCHEN KNIFE – Safety First

- 1 Hold the knife handle firmly, with fingers kept away from the knife's sharp edge
- 2 Slice the food item downwards, holding the food item with your other hand
- 3 Keep finger tips on your other hand tucked under your knuckles

...Remember to use great caution



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SEGUE: *Well done everyone! That is an important skill to learn. Now let's review all that we've learned today.*

SEGMENT 7:

Recap and Post-Assessment

TIME: 5 minutes

Option 1:

ACTIVITY / SCRIPT *One of the most important aspects of handling food is hygiene and cleanliness. Who can remind me of when you must wash your hands?* (Solicit responses then distribute the handout).
Who would like to remind the class how to wash your hands?
 (Solicit responses).

Remember:

- *Use soap and warm water*
- *Scrub for at least 20 seconds*
- *Always keep fingernails clean*
- *Rinse thoroughly under running water*
- *Dry hands thoroughly*

Well Done! Proper hygiene and cleanliness will mean you can work safely in the kitchen and protect the health of you and your family.

*The second topic we covered today was **Storing Food in the Refrigerator**. Remind me on which shelf to store the following items* (solicit responses): *Remember to always store raw meat on the bottom shelf with cooked product on the middle shelf and dairy products on top.*

The third topic we discussed was the importance of separating raw products from ready-to-use/eat items when preparing food. Who can remind me why we separate raw products from ready-to-eat products when we prepare foods? (Solicit responses).

OR

Option 2: DLIQ Survey (immediately follows Segment 7)



SEGMENT 7:
**Recap and Post-
Assessment**

cont ...



ENHANCEMENTS

Present students with a number of different observable scenarios for hand washing, storing food in a refrigerator and preparation of ready-to-use/eat items versus raw items and ask them to critique whether or not the scenario illustrated safe or unsafe conditions. Consider using videotaped illustrations of each.

SEGMENT 8:
**Cooking
Demonstration**

TIME: 25 minutes

Note to

Facilitator(s):

When providing a healthy food snack/fruit item to the students, Chef will select what will work best.

ACTIVITY / SCRIPT:

- For this segment you are going to prepare a nutritious, low-cost, easy to prepare dish that the students can prepare at home.
- Use inexpensive, easy to purchase, nutritious ingredients, such as eggs, cheese, tuna, tomatoes and vegetables.

Provide recognition and feedback.

As a thank you for your attention today I'm pleased to give you an item to take away with you.

Fond farewell.

THANK YOU!



MODULE

Safe Food Handling Skills SURVEY

Did? What did you *do* during this presentation?

Learn? What did you *learn* during this presentation?

Interesting? What did you find *interesting* during this presentation?

Questions? What *questions* do you have about something in this presentation?

MODULE

PREPARING FOR EXERCISES

Storing Food Items



ASSEMBLE THE ITEMS BELOW IN ADVANCE OF THE BEGINNING OF THE SESSION.

In this exercise you'll ask the students to determine if these items have been properly stored and, if not, why, and how they should be placed.

- Raw carrots
- Slice of raw beef
- Raw chicken
- Loaf or slices of bread
- Cooked chicken
- Raw shell eggs outside of carton
- Cheese slices
- Sliced cooked turkey breast
- Carton of milk
- Carton of orange juice
- Sausages (uncooked)

SET-UP ITEMS ON A SPEED RACK IN THE FOLLOWING INCORRECT ORDER:

1. Top Shelf

- Raw chicken breast
- Slice of raw beef
- Sausages
- Orange juice carton

2. Middle Shelf

- Raw (unwashed) carrots
- Carton of eggs
- Cooked chicken

3. Bottom Shelf

- Carton of milk
- Cheese slices
- Bread
- Sliced turkey breast

MODULE

PREPARING FOR EXERCISES

Preparing Food on a Cutting Board
or Work Surface**ASSEMBLE THE FOLLOWING ITEMS IN ADVANCE OF THE BEGINNING OF THE SESSION:**

1. Two cutting boards (each a different color).
2. Individual plates containing the following items:
 - Raw chicken breast
 - Slices of bread
 - Cheese slices
 - Sliced cooked turkey breast
 - Slice of raw meat
 - Cooked chicken breast
 - Uncleaned carrots
 - Raw chicken breast

You'll hold up each item and ask the group which board to use A or B.

Most likely students will not have access to two cutting boards at home so stress that the food should be prepared on different parts of the working surface to avoid cross contamination of germs.

MODULE

SAFE FOOD HANDLING SKILLS

Hygiene and Cleanliness Handout



ALWAYS WASH YOUR HANDS:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After visiting the restroom
- After changing a diaper
- After blowing your nose, coughing, or sneezing
- After touching an animal
- After touching garbage

REMEMBER:

- Use soap and warm water
- Scrub for at least 20 seconds
- Always keep fingernails clean
- Rinse thoroughly under running water
- Dry hands thoroughly

