



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts II (CAII)

UNIT: 3.1 Food Safety Certification



INTRODUCTION

Annotation:

Students will demonstrate proper operational use, working safely, and cleaning of commercial foodservice equipment that uses gas as a cooking medium.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

10 90-minute class periods

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

CA-CAII-2. Students will examine and apply the principals of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certification.

GPS Academic Standards:

SSCG 17. The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

NFCS-8.3. Demonstrate food safety and sanitation procedures.

National / Local Standards / Industry / ISTE:

NFCS-8.3. Demonstrate food safety and sanitation procedures.



UNDERSTANDINGS & GOALS

Enduring Understandings:

Just as keeping food safe during the flow of food cycle is necessary, it is imperative that each employee/student understands their responsibilities in safely using fixed equipment and in properly and consistently cleaning. Students should be able to understand and demonstrate operational and safety knowledge of all fixed equipment which use gas as a fuel.

Essential Questions:

- When working with large equipment, why is it so important that safety precautions be observed?
- Why is it important to practice proper maintenance and cleaning consistently be done?
- Why is it important to be knowledgeable about the equipment you are working with?

Knowledge from this Unit: Factual information.

- Students will know safety guidelines as they pertain to an employee working within the foodservice operation.
- Students will know how to practice proper maintenance and cleaning habits.
- Identify security measures for a facility, food, equipment, and personal safety.

Skills from this Unit:

- Students will be able to demonstrate operational and safety knowledge of all fixed equipment which use gas as a fuel.
- Students will be able to follow state and local sanitation and safety codes.

- Students will be able to demonstrate sanitary procedures in food receiving, sorting, storage, preparation, cooking, holding, cooling, reheating, and service.
- Demonstrate proper use, care, and cleaning of commercial foodservice equipment and facilities.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Students will be required to demonstrate operational procedures and cleaning procedures for each. Students will need to verbally explain safety procedures required for each.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

NFCS-8.3. Demonstrate food safety and sanitation procedures.

2. Review Essential Questions.

- When working with large equipment, why is it so important that safety precautions be observed and proper maintenance and cleaning consistently be done?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Learning Activities: Lecture, manual review, demonstrations, training exercises, maintaining a personal log of competencies

1. Class/lab activity

- a. Identify and list all fixed equipment used in your operation
- b. Tour the kitchen and review with students all fixed equipment they will be using.

Include in your review the following:

1. Safety features for the equipment i.e. guards, lids, gloves, oven mitts; automatic shutoff features
2. Location of “off/on” features. Explain how to start/stop equipment if applicable
3. Location of electrical and/or gas sources.
4. Lighting of pilot lights and gas shut off valves and/or switches
5. Breaking down and reassembling the equipment for cleaning
6. Reporting requirements for malfunctions or improper operation
7. Location of manual fire extinguishers and automatic systems
8. Chemicals used for cleaning and sanitizing equipment
9. Special instructions, if any, for specific equipment
10. Personal protection equipment needed for use and/or for cleaning such as goggles, gloves, protective clothing/shoes
11. Frequency of cleaning
12. Explanation of maintaining a personal equipment log
13. Instructions for use: if not trained to use the equipment, DO NOT USE

2. Lab activities: these may be conducted periodically as the school year progresses and need for use occurs.

Note: students should have prior knowledge and have demonstrated use of manual fire extinguishers in a lesson plan on kitchen safety, fire prevention and accident prevention. Operational knowledge and understanding of automatic fire extinguishing system in the hood is also expected.

Note: Students should have prior knowledge of cleaning chemicals and approved use, MSDS information, and storage. Dangers of mixing and compliance with properly labeled containers.

Note: Hood lighting and air ventilation system should be operational anytime equipment under the hood is in use.

Note: Use of gas as cooking fuel is a safe and efficient but requires awareness of ensuring that all pilot lights are always operational (lit) and no gas smells are apparent or overwhelming to avoid possible explosion.

1. Ranges –gas: students should explain their knowledge and understanding of the following:

A. Operational Procedures:

1. Off and on control knobs
2. Gas pilot lights location. Demonstrate lighting
3. Off/On switch for hood ventilation system
4. Cleanout trays removal for cleaning
5. Cooking grates removal for cleaning

B. Working Safely

1. Grease fire – how to smother the flames, use of fire extinguishers
2. Removal of hot pans (say loudly “HOT PAN”)
4. Awareness of others and surroundings – focus on work
5. Precautions to prevent burns to self and others.
6. Use of towels and mitts. Awareness of open flame cooking
7. Cross contamination of certain foods
8. Avoid “flipping” foods with excess oils which may cause flair ups
9. Exercise caution when using oil in pans to avoid flair ups

C. Cleaning and sanitizing

1. Clean grates after each use by removing from range and wiping with damp cloth (Caution areas may be HOT) Grates should be periodically hand washed
2. Wipe all stainless steel surfaces with cleaning and sanitizing solutions
3. Periodically remove spill trays and clean as needed
4. Maintaining clean and organized work area
5. Clean up spills as needed - grease on floors major cause of slips/falls

2. Convection Oven – gas

A. Operational procedures

1. Off/On controls.
2. Setting of timer and temperature controls
3. Door operation
4. Shelving operation – use two hands to pull out shelf
5. Removing wire shelves

B. Working Safely

1. Use of oven mitts and dry towels
2. Lifting heavy items in and out of oven
3. Removing items from oven – use two hands to pull out shelf
4. Always have a space to place hot pans prior to removing from oven
5. Be aware of your surroundings and others as you place items in or remove from oven

C. Cleaning

1. Clean stainless steel exterior surfaces as needed
2. Oven interior and shelves periodically clean with oven cleaners
3. Wipe clean interior surfaces when surface is cool

3. Fryers – gas/electrical

A. Operational Procedures

1. Location of OFF/ON switches
2. Temperature control switches
3. Baskets – clean and in good repair
4. Drain valves shut off lever
5. Maintaining proper oil levels
6. Cover for oil tanks
7. Oil filtering and removal procedures
8. Removing cooked product from hot fryer oil
9. Utensils used for fryers i.e. tongs, wire baskets, strainers
10. When not in use, reduce temperature or turn off to save oil quality

B. Working Safely

1. Awareness of others and surroundings
2. Grease fire procedures – be aware of smoking oil/fire potential

3. Filter only cold oil
4. Hot Surfaces
5. Never leave unattended. Reduce temperature or turn off
6. Grease spills cleaned up immediately

C. Cleaning

1. Clean exterior stainless steel surfaces as needed
2. Filter oil after each use when oil is room temperature
3. Clean baskets after last use
4. Cover oil tank to prevent dust and light
5. Clean oil tanks after removal of old oil and before replacing with new oil.
6. Clean grease spills immediately

4. Grill - gas

A. Operational Procedures

1. Off/On controls/ temperature adjustments
2. Pilot light location – lighting
3. Grill grates – clean
4. Spill trays clean to avoid possible fire
5. Use proper utensils – long handle tongs, forks, turners
6. Open flame cooking
7. Use rolled up dry towel dipped in oil and held by tongs to season grill. Avoid excess oil as this will cause flare ups

B. Working Safety

1. Use of mitts and towels
2. Grease fire procedures
3. Awareness of surroundings and others – focus on task
4. Cross contamination issues of certain foods
5. Proper “mis en place”
6. Grease spills cleaned immediately

C. Cleaning

1. Clean grates after each use with wire brush. Wipe clean with damp towels held by tongs

2. Clean exterior surfaces after using and when cool
3. Empty and clean spill tray after using

Closure: After each demonstration have students explain safety procedures and precautions

Attachments for Learning Experiences:

- Equipment Safety log for each student that will document their competency in the use and cleaning standards for all fixed equipment in the kitchen.
- Equipment manuals should also be available for the equipment.

Notes & Reflections:



CULMINATING PERFORMANCE TASK

(Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

Equipment manuals; Equipment Safety checklist for Competencies; Textbooks: *Culinary Fundamentals* (The ACF); *Culinary Essentials* (Johnson and Wales University); Prostart Year 1 2nd edition (NRAEF)

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website	<input type="checkbox"/>	Maker