



PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT 11: Food Safety



INTRODUCTION

Annotation:

In this lesson students will identify the proper techniques for food safety, sanitation, and storage. Students will research various food-borne illnesses, their causes, symptoms and treatments, also well as research and review various guidelines from other states and institutions. Students will create their own guidelines (using Georgia's) for a day care center.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 10 – 90 minute blocks

Author: Megan Ford

Academic Reviewer: Sharon Bickford

Special Education Reviewer: Holly Spivey

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:

EDU- HSN 3 –

Students will provide a safe environment for children.

- h. Describe the procedure for safe food preparation and storage to prevent food borne illness.

GPS Academic Standards:

- SCSH2. Students will use standard safety practices for all classroom laboratory and field investigations.
- ELA11W3. The student uses research and technology to support writing.

National / Local Standards / Industry / ISTE:

- NFACS4.4. Demonstrate a safe and healthy learning environment with children.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will identify proper food preparation techniques.
- Students will identify proper food storage techniques.
- Students will identify proper sanitation techniques.
- Students will identify various food-borne illnesses and their causes.
- Students will identify prevention methods for food-borne illnesses.
- Students will review and research various food-borne illnesses.
- Students will identify safe food preparation and storage guidelines for day care centers.
- Students will review and research safe food preparation and storage guidelines for day care centers.

Essential Questions:

- Why is it important for Day Care providers to know and demonstrate knowledge of proper sanitation, food preparation and storage techniques?
- Why are there state guidelines for food safety, sanitation and storage for day care centers?
- Who makes and enforces these guidelines?
- What is most important for teachers and child care workers to understand regarding food safety and food borne illnesses?
- Why are there certain procedures for washing hands, dishes, tables, etc.?

Knowledge from this Unit:

- Students will gain an understanding of how to properly prepare and store foods.
- Students will research various food-borne illnesses that are harmful to others.
- Students will also discuss the differences in regulations on food safety and sanitation from state to state.

Skills from this Unit:

- Students will gain communication skills through their presentations as well as discussing the articles.
- Students will acquire knowledge for using various sources of information for research.
- Students will develop time management through preparing their presentations and guidelines.
- Students will develop higher order thinking skills.



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:

- Food-borne Illness Assignment
- Food-borne Illness Rubric

- Guidelines Activity and Rubric
- Unit Test: will need to be made by teacher according to questions students give in PowerPoint presentations pertaining to their food-borne illness. (Use your own discretion). You will need to include questions from the Food Safety PowerPoint and the articles read in class.

Assessment(s) Description/Directions:

Food-borne Illness Assignment and Rubrics

The assignment allows us to see what the student has learned through research. The rubric allows students to check behind themselves to make sure they are on track and have information/materials that they need to succeed.

Guidelines Activity and Rubric

The assignment allows us to see what the student has learned about food safety and sanitation guidelines and how they differ. The rubric allows students to check behind themselves to make sure they are on track and have information/materials that they need to succeed.

Unit Test

This will need to be made by teacher according to questions students give in PowerPoint presentations pertaining to their food-borne illness. (Use your own discretion). You will need to include questions from the Food Safety PowerPoint and the articles read in class.

Attachments for Assessment(s):

- Food-borne Illness Assignment & Guidelines
- Food-borne Illness Rubric



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.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.

Food-borne illness	critical control point	sanitized
food-born illness outbreak	disinfected	viruses
pasteurized	bacteria	parasites

irradiation	food infections	food intoxications
HACCP – Hazard Analysis Critical Control Point		

4. Reserve time in the computer lab or media center to complete the needed research for student projects in lesson 3.

Lesson 1

EQ - Why are there certain procedures for washing hands, dishes, tables, etc.?

1. Have students read “Reducing the Risk of Food-borne Illness in Children” from UGA FACS Extension. Discuss the statistics that were found.
2. Have students read the article from the US Food and Drug Administration called “In Day-Care Centers, Cleanliness Is a Must”. Discuss the article and ask questions. (Do you follow these procedures at home? How does improper sanitation affect families? etc.)
3. Students will summarize the articles in their daily journals or as daily assignments as the end of class wrap up. Use this information to start the next lesson.

Lesson 2

EQ - Why is it important for Day Care providers to know and demonstrate knowledge of proper sanitation, food preparation and storage techniques?

1. Show and discuss the PowerPoint #1 on how to store food properly and what can happen if it's not properly stored. Give handout (9 steps) outlining procedure for handling/preparing food.

Lesson 3

EQ – What is most important for teachers and child care workers to understand regarding food safety and food borne illnesses?

1. Show PowerPoint called “Food Safety” by Megan Ford.
2. Use the *Food borne illness Assignment and Guidelines* sheet to assign each student a food-borne illness to research.
3. They will create a PowerPoint following the guidelines. Each student will teach the class about that specific food-borne illness.
4. Pass out the assignment sheets and rubrics. Students will use the rubrics as a checklist to make sure they have what they need.

5. If the technology is available in your school, have the students use a Smart Board or Promethean board for their presentations. Otherwise students will present their PowerPoint presentation in a traditional manner. Have the students complete the rubric to evaluate themselves after their presentation.
6. Students will turn in their rubrics. When you finish grading everyone's project compare your rubric with each student's and discuss with them their strengths and weaknesses as well as why the two of you may agree/disagree on the grading. You can do this while students are working on their next assignment.

Lesson 4

EQ - Why are there state guidelines for food safety, sanitation and storage for day care centers?

Who makes and enforces these guidelines?

1. Share *Safe Food Preparation and Storage Guidelines* with students from Georgia, North Carolina and Eugene's Parent-Child Preschool.
2. Discuss the differences from state to state and from school to school regarding guidelines. Institutions must follow state guidelines but additional guidelines may be added by the specific institution.
3. Using the attached web links as a starting point, students will research 2 other state, school and day care center's guidelines. Have them make a list of their own guidelines using those researched to help guide. They will need to create a Guidelines sheet using the Guidelines Rubric.
4. Wrap up this lesson with a **unit test** consisting of questions from the two Food Safety PowerPoint's and the questions from the student PowerPoint presentations.

Attachments for Learning Experiences: Please list.

- Article "Reducing the Risk of Food-borne Illness in Children 2003"
- Article "In Day Care Centers, Cleanliness Is A Must"
- PowerPoint "Food Safety"
- Food-borne Illness Assignment
- Food-borne Illness Rubric
- Georgia Licensing Standards for Day Care Centers
- North Carolina – Sanitation of Child Care Centers
- Eugene's Parent Child Preschool – Safe Food Preparation and Storage Guidelines
- PowerPoint #1-Food Safety

- <http://extension.usu.edu/fsne/files/uploads/lessons/Food%20Safety/Food%20Safety%20LESSON%20SCRIPT%20Color%2010.06.pdf>
- http://www.plasticsinfo.org/s_plasticsinfo/sec_level4_alt.asp?CID=577&DID=2310

Notes & Reflections:

The length of the research projects will depend on when you can obtain your computer labs, etc. It may also depend of the socio-economic status of your school. Some students may have access to computers at home, etc. while others do not. This will need to be taken into consideration when assigning the projects.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Food-borne Illness PowerPoint Instructions and Rubric

Guidelines Activity and Rubric

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Food-borne Illness Assignment and Rubrics

The assignment allows us to see what the student has learned through research. The rubric allows students to check behind themselves to make sure they are on track and have information/materials that they need to succeed.

Guidelines Activity and Rubric

The assignment allows us to see what the student has learned about food safety and sanitation guidelines and how they differ. The rubric allows students to check behind themselves to make sure they are on track and have information/materials that they need to succeed.

Attachments for Culminating Performance Task:

Food-borne Illness PowerPoint Instructions and Rubric

Guidelines Activity and Rubric



UNIT RESOURCES

Web Resources:

- Center for Disease Control
 - <http://www.cdc.gov/>
- Reducing the Risk of Food-borne Illness in Children 2003
 - http://www.fcs.uga.edu/newfacs/ext/impacts/2007/Foodborne%20Illness%20in%20Children%202007_fnl.pdf
- In Day-Care Centers, Cleanliness Is a Must
 - <http://www.cfsan.fda.gov/~dms/wh-dcare.html>
- Georgia Licensing Standards for Day Care Centers – Food Services and Nutrition
 - <http://daycare.com/georgia/state14.html>
- North Carolina – Sanitation of Child Care Centers
 - <http://www.deh.enr.state.nc.us/ehs/Rules/t15a-18a.28.pdf>
- Eugene’s Parent Child Preschool – Safe Food Preparation and Storage Guidelines
 - <http://eugenepreschool.org/parent-handbook/safe-food-preparation-and-storage-guidelines>
- Fight BAC! - CDC
 - <http://www.fightbac.org/index.php>
- <http://www.plasticsinfo.org>
- <http://www.co.guilford.nc.us>
- http://www.plasticsinfo.org/s_plasticsinfo/sec_level4_alt.asp?CID=577&DID=2310

Attachment(s):

- Article “Reducing the Risk of Food-borne Illness in Children 2003”
- Article “In Day Care Centers, Cleanliness Is A Must”
- PowerPoint “Food Safety”
- PowerPoint #1 Food Safety
- Food-borne Illness PowerPoint Instructions and Rubric
- Georgia Licensing Standards for Day Care Centers
- North Carolina – Sanitation of Child Care Centers
- Eugene’s Parent Child Preschool – Safe Food Preparation and Storage Guidelines

Materials & Equipment:

- Computers
- Smart Board (of screen and projector)
- PowerPoint “Food Safety” (may be purchased from Learning Zone Express)

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker