

Lesson 1.1: Hunt the Hazard

Unit: Unit 1, Kitchen Skills and Smart Eating (Nutrition and Wellness) **Topic:** 1.1 Safe and Clean: Kitchen Safety and Sanitation **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** FACS lab with kitchen stations (a no-kitchen version is below)

Standards

- NYS module line: NYS N&W 1. Culinary Management b) Demonstrate safety and sanitation procedures when handling food and equipment
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety b) Recognize potential hazards and explain accident prevention strategies specific to classroom and workplace settings
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety a) List and describe the purpose of safety rules specific to classroom and workplace settings
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator: Students apply principles of food safety and sanitation.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities
- National FCS 3.0: 14.4.1 Examine the conditions and habits that keep food safe to eat.

Enduring understanding and essential question

Big idea: A kitchen is only safe when everyone in it can see the danger before it happens. Safety is a habit you build, not a rule you memorize. **Essential question:** What could go wrong in this room today, and what would stop it?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given a photo or a staged station, identify at least six common kitchen hazards (burns, cuts, falls, fire, electrical, food contamination).
2. (Mid) For each hazard found, explain what could happen and one action that prevents it.
3. (High) Working in a team, rank the five most serious hazards in our own lab and justify the ranking in one sentence each.

Vocabulary

Tier 2 (general academic): hazard, prevent, rank, justify Tier 3 (FACS): sanitation, cross contamination, danger zone (introduced only; taught in Lesson 1.2), fire extinguisher, first aid kit

Materials and setup

- Six kitchen stations staged with one or two “planted” hazards each before class (examples: a pot handle turned out over the edge of the stove, a wet towel on the floor, a knife in the sink under suds, a cord draped across a burner, raw chicken (a rubber prop or a labeled package) touching a cutting board next to bread, a cabinet door left open at head height, an unlabeled spray bottle, an oven mitt with a hole). Nothing hot, nothing sharp, nothing real that can hurt anyone. *[Sal: your room, your hazards. Use the ones your students actually cause.]*
- Hazard Hunt handout, one per student: Handout 01.01 - Hazard Hunt.md
- Clipboards or hard surfaces, one per team
- Slides: Slides 01.01 - Hunt the Hazard (outline in 05 Materials; the site renders it as a deck) (six hazard photos for the no-kitchen version and the debrief)
- Timer visible to the class
- Setup notes: stage the stations after the previous period leaves; take a photo of each station so you can reset it. Allergy check: no real food is handled today.

Pre-assessment

Yesterday’s Unit 1 pre-assessment (Lesson 0.5) included three safety items. Skim them before class: the number who said “wash hands before cooking” and the number who could name the temperature danger zone tells you how much of Lesson 1.2 is review. Today’s do now is the second read.

Do now and hook (Time: 5 min)

On the board: “Think of a kitchen you know (home, a relative’s, a restaurant you have seen). Write one thing in it that could hurt somebody. One sentence.”

Debrief: cold call four students. Write their hazards on the board in a column. Then the hook: “There are at least twelve things in this room right now that could hurt somebody. I put them there. You have eight minutes to find them.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the six hazard families	Show the six families on one slide (burns, cuts, falls, fire, electrical, food contamination) with one picture each. Say the rule: “If it can burn, cut, trip, spark, or make you sick, it is a hazard.” Assign teams of four	Copy the six families onto the handout header. Move to the first station with their team.	5 min

	and stations. State the rules of the hunt: look, do not touch; write, do not fix; whisper.		
2. Learning activity: the Hazard Hunt	Start the timer. Rotate teams every 90 seconds with the reset cue. Circulate with the clipboard checklist (see Check for understanding). Answer no questions about whether something “counts.”	At each station, find the hazard(s), write on the handout: what it is, which family, what could happen, one way to prevent it.	10 min
3. Team ranking	Stop the hunt. Teams return to home base. Give the task: “Of everything you found, choose the five that could hurt someone the worst in this room. Rank them 1 to 5. Write one sentence for each that says why.”	Discuss, rank, write. Each team member writes the team’s list on their own handout.	8 min
4. Share and debrief	Take one hazard from each team’s number 1, write it on the board, ask the class for the prevention step. Reveal any planted hazard nobody found. Close with the count: how many did the class find out of twelve?	One reporter per team reads their number 1 and why. Class responds with the prevention step.	8 min

Questions to ask

Monitor understanding:

- Which family does a wet floor belong to? What about a pot handle turned out?
- What is the difference between a hazard and an accident?
- You found raw chicken next to bread. What is the hazard and what is the family?

Deepen learning:

- Why do you think restaurants get inspected for these things? Who is the inspection protecting?
- Which of these hazards have you seen at home this week? What stopped it from becoming an accident?
- If you could fix only one hazard in this room before we cook next week, which one, and why that one?

Check for understanding

Clipboard checklist during Step 2: for each team, a yes or no on “names the hazard,” “names the family,” and “gives a prevention step that would actually work.” A team with three yeses at two stations in a row is ready for Lesson 1.2 without review. A team with a no on “prevention step” gets a question at Step 4.

Closure (Time: 4 min)

3-2-1 exit card: 3 hazards you found today, 2 prevention steps you will use at home, 1 question you still have about kitchen safety. Three students read one line aloud. Sort the cards into “got it” and “needs more” before the next period; the “needs more” pile decides whether Lesson 1.2 opens with a review of the six families.

Differentiation and supports

- ELL: the six hazard families on the slide have a picture each; the handout has a word bank with the Turkish, Portuguese, and Spanish words for hazard, burn, cut, fall, fire, and sick (see Vocabulary 01.md); sentence starter for the prevention column: “To prevent this, you should ____.” Pair each ELL student with a partner who can point.
- IEP and 504 (general): teams of four so no one has to write everything; the handout has a checkbox column so a student can mark the family without writing; extra 90 seconds at the last station for any team that asks; a student who cannot rotate can be the team’s recorder at home base with the station photos on the slides.
- Grade 6 support: the hunt uses eight planted hazards, not twelve, and the ranking task asks for the top three.
- Grade 8 stretch: teams also write which safety rule from the Room and Lab Agreement each hazard breaks, and one team member drafts a one-line accident report for the number 1 hazard (this previews CTE HSW 4. h)).
- UDL checkpoint used: multiple means of representation (a staged physical station plus a photo of the same station on the slide) and multiple means of engagement (the hunt is a timed team game with a class score).
- No-kitchen alternative: the six hazard photos on the slides become the stations. Teams rotate between six posted photos on the walls, or work at tables with printed photos.

Everything else is the same. *[Sal: photos of your own room work better than stock photos; take them the day you stage the hazards.]*

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Identify six hazards	HSW 4. b); N&W 1. b)	Hazard Hunt, Step 2	Formative; handout checked for six hazards named with the correct family (checklist)
2. Explain the harm and one prevention step	HSW 4. a) and b); Std 1 PI B; National FCS 14.4.1	Handout prevention column, Step 2; debrief, Step 4	Formative; clipboard checklist during the hunt, exit card
3. Rank and justify the top five	HSW 4. b); CDOS 3a Personal Qualities	Team ranking, Step 3	Formative; team list scored complete, partial, or missing for daily work; the ranking sheet feeds the class Kitchen Safety Contract in Lesson 1.4

Objective 2 and the whole topic are assessed summatively on the Kitchen Safety Exam at the end of Lesson 1.4.

Homework

None. Optional: find one hazard in your kitchen at home and fix it or tell an adult. Be ready to say what it was.

Connections

Inside the building: the school nurse or the custodian visits for five minutes during Lesson 1.3 to show where the first aid kit and fire extinguisher are and how an accident gets reported. FACS gives the nurse a class that knows where the kit is; the nurse gives FACS a second adult voice on safety. Community: the local fire department's public education officer, if available, for Lesson 1.3.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nyctecenter.org, June 2018), line 1. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness, lines 4. a) and 4. b). Same folder.

- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 14.4.1.
- Sal's own materials: the zero-knife policy and station constraints from his King Kullen menu documents (Education/TeachingWork/LessonPlans) shape the planted hazards.

Teacher notes

- If time runs short, cut Step 3 to a top three and take only three teams in Step 4. Never cut the reveal of unfound hazards; that is the point.
- Common mistake: students “fix” a planted hazard during the hunt (move the pot handle). Say the rule twice before the timer starts: look, write, leave it.
- The hazard nobody finds is usually the unlabeled spray bottle. Use that in Lesson 1.3 when you show where the Safety Data Sheets are (CTE HSW 4. f)).
- *[Sal: your Brentwood observation notes said the room had oil left out, grease on the stove, and washers used for jerseys. Those are real hazards students will recognize. Decide how much of that story to tell; it makes the point that safety is about everyone who uses the room.]*
- Keep the station photos. They become the review slides before the Kitchen Safety Exam.