

Lesson 1.4: The Kitchen Safety Contract and Exam

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:** 2 class periods of 40 minutes (Day 1: write and sign the contract, learn the sanitation routine; Day 2: review game and the Kitchen Safety Exam) **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 a) List and describe the purpose of safety rules specific to classroom and workplace settings
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety e) Participate in housekeeping procedures that help to establish and maintain safe working conditions in the classroom or workplace
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety i) Demonstrate development of workplace safety skills through practice of these skills in a variety of classroom applications
- 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: Interpersonal Skills
- 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: Rules people write themselves get followed. A shared kitchen stays safe only when every person who uses it leaves it the way the next person needs it. **Essential question:** Who is the kitchen for, and what do we owe the people who use it after us?

Objectives

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

1. (Low) Without notes, list the six steps of the lab sanitation routine in order (start: hair back, sleeves up, wash hands, sanitize surfaces; during: clean as you go; end: station check before dismissal) and state the purpose of each.
2. (Mid) Working in a team, turn the Hazard Hunt rankings and the rules from Lessons 1.2 and 1.3 into three proposed contract rules written as “We will” statements, each tied to the hazard it prevents.

3. (High) As a class, debate, merge, and vote the proposed rules into a Kitchen Safety Contract of eight to ten rules, then demonstrate the whole topic on the Kitchen Safety Exam at 80 percent or better.

Vocabulary

Tier 2 (general academic): contract, propose, merge, vote, routine Tier 3 (FACS): sanitize, clean as you go, station check, sanitation routine, Kitchen Safety Contract. See the unit vocabulary list (Vocabulary 01.md) for Turkish, Portuguese, and Spanish.

Materials and setup

Day 1:

- Each team's Hazard Hunt handout with the top-five ranking (Lesson 1.1), returned
- Each team's Fix It strip (Lesson 1.2) and relay answer sheet (Lesson 1.3), returned
- Kitchen Safety Contract template, one per student, plus one poster-size copy for the wall: Handout 01.04 - Kitchen Safety Contract Template.md
- Sticky notes, one pad per team, and a marker per team
- A spray bottle of sanitizer and two clean cloths for the routine demo [*Sal: whatever the school approves for food surfaces; the SDS goes in the binder from Lesson 1.3*]
- Slides: Slides 01.04 - The Kitchen Safety Contract and Exam.md (Day 1 section)

Day 2:

- The Lesson 1.1 station photos loaded into the Day 2 slides (the review game)
- Whiteboards or scrap paper and a marker per team for the quiz show
- Kitchen Safety Exam, one per student: Assessment 01.1 - Kitchen Safety Exam.md
- Slides: Slides 01.04 - The Kitchen Safety Contract and Exam.md (Day 2 section)
- Timer visible to the class
- Setup notes: Day 1, sort the returned handouts by team before class so each team gets its own stack in ten seconds. Day 2, print the exam single sided with the routine item last, so students who finish early can go back to it. Separate desks for the exam. Allergy check: no food is handled either day.

Pre-assessment

The three exit-card piles from Lessons 1.1, 1.2, and 1.3 are the pre-assessment. Anything still in the "needs more" pile (usually the two temperatures and the water-on-grease answer) goes into the Day 2 quiz show twice.

Do now and hook (Time: 5 min each day)

Day 1, on the board: "Look at your team's top five from the Hazard Hunt. Which one is still the most likely to happen in this room next week? Write it and one reason."

Debrief: one hazard from each team on the board. Then the hook, the shared room story: "This room is used by more than one class. There was a stretch when someone left grease

on the stove and food on the counters over a weekend. The next class walked into a room that smelled, with a pan nobody wanted to touch and a counter you could not put a cutting board on. Nobody got hurt, but nobody could cook either. Today we write the rules so that never happens to the class after us.” *[Sal: tell as much of the real story as you want, without names.]*

Day 2, on the board: “Put the six steps of the sanitation routine in order. Start: , , , . During: . **End:** .” (Word bank on the slide, scrambled.)

Debrief: read the correct order as a class from the poster. Then the hook: “Twelve questions, four teams, then the exam. Pass it and you cook next week.”

Procedure

Step	Teacher will	Students will	Time
Day 1, 1. Direct instruction and demo: the sanitation routine	Teach the six steps on one slide, then do them at a station in real time. Start of every lab: hair tied back, sleeves pushed up, wash hands (the 20-second scrub from 1.2), sanitize the surfaces (spray, wait, wipe with a clean cloth). During: clean as you go, which means the counter is clear before the next step and nothing sits in the sink. End: station check before dismissal, which is the teacher looking at your station with the checklist on the slide (counter wiped, sink empty, stove off and wiped, towels hung, trash in, chairs in) before anyone leaves. Explain what a contract is: rules we	Watch the routine, then say the six steps back as a class on fingers. Copy the routine into the box on the contract template.	8 min

	write and sign, so they are ours.		
Day 1, 2. Learning activity: teams draft rules	Give each team its stack (Hazard Hunt ranking, Fix It strip, relay sheet). Task: write three rules for the contract. Each rule starts “We will,” is one sentence, and names the hazard it prevents in parentheses. One rule must come from the Hazard Hunt top five, one from the handwashing, danger zone, or cross contamination cards, one from fire, burns, cuts, or tools. Write each on a sticky note. Circulate with the clipboard checklist.	Read their own materials, argue, write three sticky notes, and bring them to the board when the timer ends.	10 min
Day 1, 3. Class vote: merge and choose	Read every sticky note aloud, grouping duplicates on the board as you go (twelve to fifteen notes usually become eight to ten ideas). For each group, ask: what hazard does this stop, and is it something we can actually check? Vote by hand; a rule needs more than half the room. Cap at ten rules. Write the final list on the poster.	Listen, argue for or against a rule in one sentence, vote. Copy the final rules onto their own contract template.	9 min

Day 1, 4. Sign	Read the final contract aloud once. Sign the poster yourself first. Then call teams up to sign the poster; students sign their own copy too. Announce the exam tomorrow and hand out the review list (the six families, the three rules of 1.2, the responses of 1.3, the routine).	Sign the poster and their own copy. Take the copy home for the optional family signature.	4 min
Day 2, 1. Review game: the station quiz show	Teams at home base with a whiteboard. Show the twelve slides one at a time: six Lesson 1.1 station photos (“name the hazard and the family”), two handwashing or danger zone questions, two cross contamination questions, two fire, burn, or cut scenarios. Teams write, hold up on the count of three, one point per correct board. Read the right answer after every slide, fast. Use the “needs more” exit cards to decide which two questions to ask twice.	Write the answer on the board, hold it up, correct their own mistakes out loud.	12 min
Day 2, 2. Kitchen Safety Exam	Separate desks. Hand out the exam. Read the directions aloud. Remind them: 80 percent to pass,	Take the exam alone. Check the sanitation routine item last against memory.	20 min

	retakes allowed as many times as needed, nobody cooks until they pass. Timer on. Collect as students finish; early finishers read the contract on the wall.		
--	---	--	--

Questions to ask

Monitor understanding:

- What is the difference between “clean” and “sanitize”? Which one is the spray bottle?
- Why does “clean as you go” belong in the middle of the routine and not the end?
- Your rule says “be careful.” What hazard does it stop, and how would I check it?

Deepen learning:

- Who else uses this room? What do they need to find when they walk in?
- Why do you think I signed the poster first?
- If a teammate breaks a rule on the contract during a lab, what happens, and who says something?

Check for understanding

Day 1, clipboard checklist during Step 2: for each team, a yes or no on “each rule starts with We will,” “each rule names a hazard,” and “each rule could be checked by looking.” A team with three yeses brings its notes up first. A team with a rule like “We will be safe” gets the question “safe from what?” and rewrites it.

Day 2: the quiz show is the check. A team that misses the same question twice gets a 30-second re-teach before the exam starts.

Closure (Time: 4 min Day 1; 3 min Day 2)

Day 1: 3-2-1 exit card: 3 steps of the sanitation routine, 2 contract rules you think will be hardest to keep, 1 question you want answered before the exam. Three students read a line aloud. The “1 question” lines become the Day 2 quiz show’s extra slides.

Day 2: after the exam is collected, one-sentence share on a slip: “The one rule I will follow at home this week is ____.” Two students read theirs aloud. Tell the class when they will get their scores (next period) and what happens next: passers start Tools and Measuring (Lesson 1.5), and anyone under 80 percent reviews with you for ten minutes and retakes during the next do now.

Differentiation and supports

- ELL: the six routine steps are a six-picture strip on the slide and on the contract template; the rule frame "We will ___ so that nobody ___" is printed on every sticky note pad; the vote is by hand so nobody has to speak to count; the exam word bank is printed on the exam for the matching section, and a student may take the exam read aloud with the teacher or an aide. Translated vocabulary for the six families, hair, sleeves, wash, and clean is in Vocabulary 01.md.
- IEP and 504 (general): the exam may be taken in two sittings, read aloud, or answered orally with the teacher writing; extended time; a separate quiet location if the IEP says so; the contract copy can be typed instead of handwritten; a student who does not sign in front of the class can sign the poster at the end of the period.
- Grade 6 support: teams write two rules instead of three; the exam matching section has the six families listed as a word bank (it does for everyone; grade 6 also gets the first letter of each short answer); the class contract is capped at eight rules.
- Grade 8 stretch: teams write a fourth rule about what happens when a rule is broken (the consequence and who speaks first), and one student drafts the one-line "why this contract exists" statement at the top of the poster. On the exam, grade 8 students write a fourth "what would you do" scenario of their own with its answer.
- UDL checkpoint used: multiple means of engagement (students write the rules they will live under, and the vote makes the rules theirs) and multiple means of action and expression (rules are spoken, written on sticky notes, and voted with hands; the exam can be written or oral).
- No-kitchen alternative: the sanitation routine is demonstrated on a classroom table with the spray bottle and cloths; "station check" becomes "table check." The contract, vote, review game, and exam happen at desks in any room. Everything else is the same.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the six steps of the sanitation routine in order with a purpose	N&W 1. b); HSW 4. e); Std 1 PI B	Day 1 Step 1 notes; Day 2 do now	Formative; Day 1 exit card, Day 2 do now; summative on Kitchen Safety Exam item 15
2. Write three "We will" rules tied to hazards	HSW 4. a); N&W 1. b); National FCS 14.4.1	Day 1 Step 2 sticky notes	Formative; clipboard checklist; sticky notes scored complete, partial, or missing for daily work
3. Debate and vote the contract, then pass the exam	HSW 4. a) and i); CDOS 3a Interpersonal Skills;	Day 1 Step 3 and 4; Day 2 Step 2	Summative; the signed contract (participation and

	N&W 1. b)		safety category); the Kitchen Safety Exam, 30 points, pass at 24 (80 percent), retake allowed (topic assessment category)
--	-----------	--	---

The Kitchen Safety Exam is the formal check for Topic 1.1. Per the grading plan, nobody cooks until they pass, and retakes are allowed as many times as needed. The signed contract stays on the wall all year and is the reference for the participation and safety grade.

Homework

Day 1: take the contract copy home, read it to a family member, and ask them to sign the optional family line. Not graded. Bring it back and it goes in the FACS folder. Day 2: none.

Connections

Inside the building: give the principal or the other teacher who uses the room a copy of the signed contract; the room's rules are now written by the students who use it, and the other class can sign the same poster. FACS gets a cleaner room; the building gets a student-written expectation it can point to. Social studies: a class contract is a small version of how a community writes and agrees to rules; a social studies teacher covering government can use the vote as a live example.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nycotecenter.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), e), and i). 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.
- 03 Course Design/03 Grading Plan.md for the pass-or-retake rule on the Kitchen Safety Exam.
- Sal's own materials: the reset cue, the role cards, the station-of-seven layout, and the Brentwood observation notes about the shared room (Education/TeachingWork/LessonPlans) shape the routine and the story.

Teacher notes

- Day 1, if time runs short: cap the vote at eight rules and sign only the poster; students sign their own copies at the start of Day 2 during the do now. Never cut the routine demo; it is what every lab starts with for the rest of the year.
- Day 2, if time runs short: cut the quiz show to eight slides. Never cut exam time under 18 minutes; a rushed exam means more retakes, which costs more time than the game.
- Common mistake: rules that are wishes (“We will be careful”) instead of actions (“We will turn pot handles in”). Ask “how would I see it?” until the rule becomes something you can check.
- Common mistake: teams copy the Room and Lab Agreement from Unit 0. Say the difference: that one is my rules for the room; this one is your rules for the kitchen.
- Retake logistics: the retake is the same exam with the scenarios swapped for the two spare ones on the key. Ten minutes of review with the exit cards first. Most retakes pass the second time. A student who fails twice is usually a reading problem, not a safety problem; give the oral version.
- *[Sal: your Brentwood role cards (Head Chef, Sous Chef, and so on) start in Lesson 1.5. If you want the contract to name who does the station check on each team, add a line to the poster on Day 1.]*
- Keep the poster up all year. When a rule gets broken in a lab, walk the student to the poster and ask them to read the rule aloud. It works better than a lecture.