

LESSON PLAN

UNIT	Safe Food Handling	DAY	1
LESSON TITLE	Principles of Food Safety		
OBJECTIVES	MATERIALS		
● Students will be able to name and explain the four principles of food safety and the key practices associated with each. ● Students will be able to explain how unsafe food-handling practices can lead to foodborne illness.	● Unit objectives on the board ● Four readings: one for each food safety principle (class set) ● Graphic organizer divided into four sections for notes on each principle ● Jigsaw instructions on a slideshow ● Slideshow of after-jigsaw quiz (8 questions)		
Preparation: Assign students into jigsaw groups and expert groups ahead of time.			

ACTIVITIES	
Opening (5 min)	Hook: Show this video about a food poisoning episode caused by improperly stored rice. After showing the video, have students do a turn-and-talk to answer these questions: - Why did the people get sick? - What mistake did the restaurant make that caused the food poisoning? Preview: Explain that when food is not cooked, handled, and stored properly, it can cause people to get sick when they eat it. As we begin learning how to cook for ourselves, we're going to start by learning how to do it safely. Show students the four unit objectives and let them know that they will be able to do these things by the end of the unit.
Reading: Jigsaw (35 min)	Model the process: Show students the slideshow of instructions for how to do a jigsaw activity.

	2. Have students sit in their assigned jigsaw groups. 3. Give each student the reading assignment for their expert area — students read silently for 5 minutes. 4. Have students move into their expert groups for 5 minutes to plan their instruction. 5. Students return to jigsaw groups and take 5-minute turns teaching their section to other group members. As each expert teaches, students take notes on the corresponding section of their graphic organizer.
Whole-Class Quiz (5–8 min)	Project questions one at a time on the screen, following these steps for each: 1. Students respond first in writing on their own scrap paper. 2. Students compare their answer with a partner 3. Reveal the answer to the class as a self-check.
Closing (1 min)	Review and Preview: Tell students that they learned the basics of food safety today; tomorrow they will practice using these principles with a cooking simulation.

LESSON PLAN

UNIT	Safe Food Handling	DAY	2
LESSON TITLE	Practicing Food Safety When Cooking		
OBJECTIVES	MATERIALS		
Students will be able to apply safe food-handling practices while preparing, cooking, and storing food.	• Three printed recipes plus paper food and supplies for each group, plus an extra one for teacher demonstration • “Answer keys” for each recipe on slideshow to project after each round of simulations		
Preparation: Have the teacher demo recipe projected and “cooking” demo set up before class.			

ACTIVITIES

Opening (15 min)

Entry Slip: Give students 5 minutes to answer this question: “List the four principles of food safety and write a definition for each one in your own words.” Collect all responses, even if some are not complete after time is up — these are not graded, so you are just trying to see what they know. Show students the answers on the front screen after all slips have been collected.

Hook: Project [this recipe](#) for chicken quesadillas on the front screen. Show students that you have all the “ingredients” and “equipment” in paper versions set up at the front of the class. Tell students they are going to coach you through the recipe, making sure you follow food safety guidelines, and you’ll only do what they say. Only one student can go at a time; you will call on them to give you instructions.

After you have “cooked” the quesadillas, show students the answer key for this recipe, which lists the food safety steps that should have been taken while that recipe was made.

Preview: Tell students it’s their turn now: Today we’ll take what we learned yesterday about food safety and apply it to three more recipes.

Simulation:

Safe
Cooking
(30 min)

Have students work in groups of three. Do this activity in three 10-minute rounds, with each person taking a turn being the cook and the other group members acting as coaches. Each round will follow this sequence:

- The whole group reads the recipe silently. (1 min)
- The coaches tell the cook what to do, step by step, and the cook follows their instructions using the paper ingredients and equipment. (6 min)
- The class debriefs the recipe: The answer key is projected up front and each group reviews how they did. (3 min)

While students are working, quickly sort the entry slips into two piles: (1) students who got most or all of the answers correct, (2) students who got more than one answer incorrect or incomplete. Try to check in with as many students in pile 2 as possible during class to observe their conversations and correct misconceptions revealed on the entry slip.

Closing
(5 min)

Reflection (4 min): Have students do a turn and talk to answer these questions: Which of the four food safety principles do you understand the best? Which one do you understand the least? What questions do you still have? If time permits, have students share questions or areas of confusion, and either take note of them for follow-up tomorrow or address them right away.

Preview: Tomorrow we will be looking at descriptions of people cooking and seeing if we can determine whether they're following safe practices.