

# Restaurants and Institutions • Lesson 15

## Extra Safe Lunches

**Class periods:** Two 30-min. class periods

**Supplement Section:** Restaurant and Institutional PA PAS for FCS: 9.3.3 A, 9.3.3 B, 9.3.6 B, 9.3.9 B, 9.3.12 B.

**National Education Standards:** FCS 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 9.2.1, 9.2.2, 9.2.3, 9.2.4, 9.2.5, 9.2.6; LA 2, 3, 035, 132, 278; MA 130; SC 5.

### LESSON SUMMARY

Students will learn safe and sanitary practices in the school cafeteria. They will create a lunch menu for the cafeteria and tour the cafeteria while lunch is being prepared to learn what really has to be done to prepare foods safely for each lunch period.

### Objectives

*The students will be able to:*

- Develop and use a checklist for safe and sanitary conditions in the school cafeteria and lunchroom based on the “Fight BAC” principles.
- Design and evaluate a school lunch menu for one day (if this activity is chosen).
- Clip pictures from the newspaper of foods that are often served in the school cafeteria and identify preparation steps that are potentially hazardous.

### Materials Provided

**Overheads:**

1. Four Simple Steps to “Fight BAC”
2. Safe Food, It’s Up to You

**Worksheets:**

1. Evaluation for Food Safety in the School Cafeteria

**Teacher Information Sheets:**

1. Critical Control Points for the School Cafeteria

2. Evaluation for School Cafeteria Lunch Menu
3. Evaluation for NIE Activity
4. Glossary of Bolded Terms

### Suggested Presentation Aids

- Previous school lunch calendars
- Schedule a food service manager to speak to the class

## LESSON PLAN

### Class Period 1

#### Introduction

School lunches are an important part of a student's day. Safe, nutritious, wholesome, and tasty lunches can enhance the student's performance and maintain healthy bodies. School cafeterias need to be sanitary to maintain safe food. Storage, preparation and handling, serving, and clean-up facilities need to be sanitary and free from foodborne illness and pests.

#### Lesson Sequence

- Introduce the students to the four "Fight BAC" rules of food safety:
  1. Clean: Wash hands and surfaces often
  2. Separate: Don't cross contaminate
  3. Cook: Cook to proper temperatures
  4. Chill: Refrigerate promptly
- (Overhead 1) Four Simple Steps to "Fight BAC"
- It is important for people who work in cafeterias to follow these rules.
- Schedule the food service manager of a school cafeteria to speak with the class on the procedures for food safety in the cafeteria. Have the students develop questions ahead of time to ask the food service manager. Write these questions on the board and have students fill in the answers while the cafeteria manager is speaking. Students can ask managers about procedures they use to protect food from bacterial contamination. How is food selected, cleaned, and stored? How often does the health department do inspections? What health department regulations must be followed by the school cafeteria and the supermarket? What happens if violations are discovered?
- (Overhead 2) Safe Food, It's Up to You: Discuss each principle with students.

### Closure class period 1

- Students will develop a checklist (**critical control points**) for food safety and sanitary conditions in the school cafeteria and lunchroom. Use Teacher information sheet 1: Example of Critical Control Points for the School Cafeteria. The checklist will be used as an evaluation of the school cafeteria and lunchroom the next day.

### Class Period 2

- Students will tour a cafeteria and lunchroom. They will use the Evaluation for Food Safety in the School Cafeteria (Worksheet 1). Ask students if they saw any problems and if they have any questions. Summarize the class findings.

### Closure class period 2

- Remind the class of the four basic rules for food safety. Ask the class if the cafeteria workers followed these rules. Students will make suggestions for improving conditions in the cafeteria.

### Suggested Learning Activities

- Students will design a school lunch menu for one day. They will choose nutritious foods that students like. They will present the menu to the school cafeteria manager to evaluate and to prepare for lunch for one day. Students will follow the handling, preparation, and presentation procedure for the day it is prepared and evaluate for food safety and sanitation guidelines. Students will use the Worksheet 1, Evaluation for Food Safety in the School Cafeteria, to evaluate the preparation, handling, and storage of food in the cafeteria. They will present findings to the class.
- Students will clip pictures from the newspaper of foods that are often served in the school cafeteria. Paste onto construction paper and label the foods as perishable and nonperishable. Identify the foods and preparation steps that are potentially haz-

ardous, and how temperature and time play an important role in preparing these foods.

## Evaluation

- Evaluation of school cafeteria and lunchroom for food safety, cleanliness, and sanitation using the evaluation sheet based on the “Fight BAC” principles and Critical Control Points for the School Cafeteria.
- Students will design and evaluate school cafeteria lunch menu for one day (if used as a learning activity). Instructor will evaluate for creativity, nutritious foods students like, and follow-up activities used by the students, such as observing the cafeteria’s food safety practices while preparing the school menu. See teacher information sheet 2.
- Grade newspaper activity for complete and correct information, neatness and organization. See teacher information sheet 3.
- Quiz #15.
- Examination #4 at the end of the Grocery Store and Restaurant and Institutions units.

## References

- Food Safety Education: Community Service Learning Curriculum. Volume II: Teacher’s Guide. Funded by U.S. Department of Agriculture Project #96-EFSQ-14 169. Teacher information sheet #6: HACCP Principles, p. 34-38.
- Safe Food: It’s Up to You: Food Poisoning, Handout #2-b. U.S. Department of Agriculture. 91-EFSQ-1-4029.
- Fight BAC: Keep Food Safe From Bacteria. Web site: [www.fightbac.org](http://www.fightbac.org).

**Overhead 1**

# **Four Simple Steps to “Fight BAC”**

**1. Clean: Wash hands and surfaces often**

**2. Separate: Don't contaminate**

**3. Cook: Cook to proper temperatures**

**4. Chill: Refrigerate promptly**

**Overhead 2****Safe Food, It's Up To You**

- **Wash hands before handling foods**
- **Thaw foods in refrigerator or...**
- **Thaw foods in microwave oven and cook immediately**
- **Eat only well cooked foods**
- **Cool quickly in refrigerator**
- **Keep raw meat away from other foods**
- **Put packages of raw meat, poultry, or fish on a plate before putting them in the refrigerator so juices won't drip on other foods**

The Pennsylvania State University. Food Science Department

**Worksheet 1**

Name \_\_\_\_\_

Class/Period \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation for Food Safety in the School Cafeteria**

Critical Control Points in the Kitchen	Comments
Freezer (30° F) refrigerator (36 - 40° F) are at correct temperature.	
Food preparation areas are cleaned and sanitized regularly.	
Cafeteria workers show proper personal hygiene: Wash hands, wear hairnets, clean uniforms.	
Foods are thawed in the refrigerator. No signs of food thawing on the counter.	
Preparation of food is safe: No cross contamination of foods. (Example: raw meat and raw vegetables are prepared on separate surfaces with separate knives.)	
Freezer is clean, organized and no evidence of thawing, freezer burn, broken or opened containers.	
Refrigerator is clean, organized, no cross contamination of foods, small food storage containers.	
Keep cold foods cold, and hot foods hot.	
Clean-up practices are sanitary and cafeteria manager does inspection.	
Proper handling of leftover foods. Refrigerate cooked foods immediately in small containers, so they will cool quickly in the refrigerator.	
Serving line is clean, hot foods are hot and cold foods are cold.	
Students wash hands before eating their lunch.	
Actions of students in lunch room (How can this affect the food safety of everyone in the lunch room?)	

## Teacher information sheet 1

### Critical Control Points for the School Cafeteria:

1. Delivered food chilled in refrigerator, frozen and/or stored immediately upon arrival to the school.
2. Freezer and refrigerator are at correct temperature.
3. Food preparation areas are cleaned and sanitized regularly.
4. Cafeteria workers show proper personal hygiene: Wash hands and wear hairnets.
5. Foods are thawed in the refrigerator. No signs of food thawing on the counter.
6. Preparation of food is safe: no cross contamination of foods. (Example: raw meat and raw vegetables are prepared on separate surfaces with separate knives).
7. Freezer is clean, organized and no evidence of thawing, freezer burn, broken or opened containers.
8. Refrigerator is clean, organized, no cross contamination of foods, small food storage containers.
9. Meat, poultry, eggs, and seafood are cooked thoroughly.
10. Keep cold foods cold, and hot foods hot.
11. Clean-up practices are sanitary and cafeteria manager does inspection.
12. Proper handling of leftover foods. Refrigerate cooked foods right away in small containers, so they will cool quickly in the refrigerator.

## Teacher Information Sheet 2

Name \_\_\_\_\_

Class/Period \_\_\_\_\_

Date \_\_\_\_\_

### Evaluation for School Cafeteria Lunch Menu

Students will be graded on the following criteria: Nutritious foods students like, student survey results are complete, organization and cooperation of group, creativity, neatness and evaluation of school cafeteria food safety practices. Rate the criteria using the scale of 0-4. Four is the highest rating and zero is the lowest rating.

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Foods are nutritious					
Foods are ones students like					
Student survey results are complete					
Evaluation of school cafeteria food safety practices					
Organization and cooperation of group members					
Creativity					
Neatness					

**Teacher information sheet 3**

Name \_\_\_\_\_

Class/Period \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation for NIE Activity**

Grade the NIE activity on the following criteria using the 0-4 rating scale. Four is the highest rate and zero is the lowest rate. Write comments in the boxes under the rating for each criteria.

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content:</b> Information is correct, complete, and useful.					
<b>Neatness:</b> Clean, organized, and not sloppy.					
<b>Spelling:</b> All words correctly spelled.					
<b>Handed in on time:</b> Handed in on due date, A point is deducted for each day late.					
<b>Time Management:</b> Time used wisely and working on project at allotted time.					

## Teacher information sheet 4

### Glossary of Bolded Terms

**Critical Control Points:** Hazard Analysis and Critical Control Points, HACCP, identifies hazards, develops a plan to prevent or control such hazards at critical control points, records what is done at each of these points, and verifies that the system is working on an on-going basis.

**Quiz 15**

**Unit: Restaurant and Institutional**  
**Lesson: Extra Safe Lunches**

Name \_\_\_\_\_

Class/Period \_\_\_\_\_

Date \_\_\_\_\_

**Short answer and fill in the blank: Write short answers or fill in the blank to the following questions and statements. Use complete sentences when answering questions.**

1. List the four “Fight BAC” principles.

a.

b.

c.

d.

2. Name two critical control points in the school cafeteria.

3. Wash \_\_\_\_\_ before handling food.

4. Don't \_\_\_\_\_ foods by mixing raw meats and fresh vegetables on the same preparation surface.

5. \_\_\_\_\_ and \_\_\_\_\_ are key practices to keep refrigerators and freezers safe from contamination.

**Quiz 15 Key**

**Unit: Restaurant and Institutional**  
**Lesson: Extra Safe Lunches**

Name \_\_\_\_\_

Class/Period \_\_\_\_\_

Date \_\_\_\_\_

**Short answer and fill in the blank: Write short answers or fill in the blank to the following questions and statements. Use complete sentences when answering questions.**

1. List the four “Fight BAC” principles.
  - a. *Clean: Wash hands and surfaces often.*
  - b. *Separate: Don’t Contaminate*
  - c. *Cook: Cook to proper temperatures*
  - d. *Chill: Refrigerate promptly*
  
2. Name two critical control points in the school cafeteria.
  1. *Delivered food chilled in refrigerator, frozen and/or stored immediately upon arrival to the school.*
  2. *Freezer and refrigerator are at correct temperature.*
  3. *Food preparation areas are cleaned and sanitized regularly.*
  4. *Cafeteria workers show proper personal hygiene: Wash hands.*
  5. *Foods are thawed in the refrigerator. No signs of food thawing on the counter.*
  6. *Preparation of food is safe: no cross contamination of foods. (Example: raw meat and raw vegetables are prepared on separate surfaces with separate knives).*
  7. *Freezer is clean, organized and no evidence of thawing, freezer burn, broken or opened containers.*
  8. *Refrigerator is clean, organized, no cross contamination of foods, small food storage containers.*
  9. *Meat, poultry, eggs, and seafood are cooked thoroughly.*
  10. *Keep cold foods cold, and hot foods hot.*
  11. *Clean-up practices are sanitary. Cafeteria manager does inspection.*
  12. *Proper handling of leftover foods. Refrigerate cooked foods right away in small containers, so they will cool quickly in the refrigerator.*
  
3. Wash hands before handling food.
  
4. Don’t cross-contaminate foods by mixing raw meats and fresh vegetables on the same preparation surface.
  
5. Cleanliness and organization are key practices to keep refrigerators and freezers safe from contamination.

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