

## SAFETY AND SANITATION OVERVIEW

The intent of the safety and sanitation unit is to help the student identify and practice safety and sanitary procedures while working in the kitchen. Because of the limited abilities of the student with disabilities, many accidents occur in the kitchen; ie., dropping a dish, burns, cuts.

It is important for the student to recognize bad examples of safety practices. For this reason, it is suggested that as the unit is started, set up a demonstration unit using a variety of poor safety practice examples. Call each student to the front of the class to determine the errors and explain them to the class. Possible examples to use may be: draping the cord across the sink full of water; putting a metal pan in the microwave; placing a book on the stove top; turning the handles of the pan toward the front edge of the stove; removing a hot pan from the oven with a dish towel; spilled water and orange peels on the floor. The students enjoy this activity and learn much through the personal involvement. Often they are aware that something is wrong, but have a difficult time explaining the problem. The video, "Safety in the Kitchen" (Franklin Clay Films) helps reinforce learning with the handout on safety.

The activity Get and Show provides excellent practice of safety in the kitchen. The students work from the bottom up and are required to complete a safety related activity; ie., get out a small pan and lid and place it on the correct burner. The student is expected to follow the procedures correctly while the peer tutor observes and marks the appropriate data.

- + correct
- v verbal prompt
- m model prompt
- p physical prompt

The student will try to correctly peel and cut an apple. They struggle with this concept of cutting away from themselves. Many find it is easier to peel the apple with the vegetable peeler rather than a paring knife. After the student peels and cuts the apple, he/she may eat it.

To illustrate breaking dishes on the floor, cut up several small paper plates, let the student drop them on the floor, and sweep up the pieces with a broom and dust pan.

After learning about safety, have the students participate in a practical cooking experience applying safety skills. Select a food or foods that creates a challenge ie., tacos, pizza or nutritional snacks that are shared buffet style with the class.

Oven safety is an area of major concern. Many students have not been allowed to use the ovens at their own homes. Also, heat frightens the student. Therefore, it is important to learn how to place pans into and

remove them from the oven, and have to use a hot pad or oven mitt. It is recommended to have Cold Spray available for burns.

The importance of handwashing should be stressed. It is often necessary to remind the students to rewash hands after touching their faces, hair or noses repeatedly throughout the class.

Proper dishwashing also presents problems. Often dishes are not fully cleaned, the bottom is usually overlooked, bad burn marks are not scrubbed off, and the dishes are put away wet.

Practicing safety in the kitchen will be an on-going challenge for the student. It is critical that the peer tutors and teachers are very observant while the student works in the kitchen. Some students must actually experience the consequences of an improper practice before they understand its importance; ie., a burn from a pan to know it is HOT.