

Kitchen Cleaning

Summary

To clean!!! What, why and when

Main Core Tie

Food And Nutrition I

[Strand 1 Standard 3](#)

Additional Core Ties

Food And Nutrition I

[Strand 1](#)

Background for Teachers

NOTE TO TEACHER: This last unit doesn't necessarily have to be given as a specific lesson planned day but can and should be given in bits and pieces as the need arises.

There are many items that need to be cleaned and maintained in the foods lab. By organizing the whats, whys and whens of it all, it makes the often overwhelming project a bit easier.

By keeping up with the cleaning that needs to take place in a foods lab we not only eliminate possible contaminations but break an overwhelming job into smaller, manageable parts.

Instructional Procedures

ACTIVITIES:

Any or all of the following activities may be used to help motivate students to not only clean adequately but to do their very best at whatever they do. Do not expect students to just know how to clean something. A demonstration may be necessary.

Appliances -- (small/large)

Divide students into groups giving each one or more items to clean. Set a time frame and, if possible, have impartial persons (principal, secretaries, or another teacher) judge the results.

Reward with points or a special activity.

Lab Inspectors

Using a bulletin board space, post names next to items needing to be cleaned/inspected after lab completion. This makes a teacher's job easier and gives responsibility to students. Assign jobs equally among all units.

Hat Draw

Using small cards identify items to be cleaned. Place cards into a hat. Let students draw for their item(s) of responsibility.

Class Checking

Have units check off previous class units' work. Note deductions and give and take points where needed. (Squawk sheets)

Other

Extra credit points re good reasons to get those dirty, dreaded jobs cleaned.

Authors

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