**Lesson plan Day 2: Safety Skills**

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| **Lesson Title (concept)** | Safety Skills |
| **Instructor** | Shaffer |
| **Suggested grade level/course** | 7th or 8th grade |
| **Time suggested** | 45 minutes |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | FCS Middle School Standards  Housing and Interior Design  Standard 11: Integrate knowledge, skills, and practices required for careers in housing and interior design.  Benchmark 1: Understands the importance of cleanliness, organization, safety, and maintenance of household environment.  Benchmark 3: Identifies techniques (e.g., the use of appropriate products and equipment) used for the routine care of the home  Model Iowa Competencies:  1. Evaluate individual and family needs, safety, space, and technology when making housing and interior design decisions.  3. Specify procedures for household maintenance, safety, sanitation, and care |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies?      * How will you plan for differentiation? | Teaches students how to respond appropriately to potentially dangerous situations to avoid injury and unnecessary doctor and/or hospital visits  Students learn well by practicing behaviors through simulations. Students may encounter many or all of these situations during cooking labs or at home. Safety and the procedures for handling unsafe incidents is a top priority.  Students could make a video showing their appropriate responses to the situations. Teacher would then conference with students and verbally discuss criteria met or not met. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | Students will respond appropriately to simulated potentially dangerous situations in the kitchen.  Actual procedures may be new, but students should be aware of common safety practices in the home. |
| **Assessment:**   * How will you know students can do the above? | Teacher will observe and students will be assessed with a rubric as they respond appropriately during a simulation of potentially dangerous situations |
| **Procedure/activities**  Have website written down for student reference  <http://www.youtube.com/watch?v=6sWxa1vR0zU>  Materials needed:  \* Simulated broken materials ( e.g., plastic cups, glasses, plates  \* Actual broken glass and plate  \* Common household items for dishwashing and floor cleaning  \* Access to sink, countertop, and floor  \* Dust pan/brush  \* Broom  \* Paper towels  \* Gloves  Teacher will model three different situations of potential dangers and how to respond to each situation.  Model each step of the task for the students and provide a verbal description with each step. Then students will role-play the same simulation.  It could potentially take several attempts and/or days to complete this simulation.  While each individual student is being assessed on safety practices, others will be watching the following videos via YouTube on kitchen safety and list at least 10 things that are unsafe practices in the kitchen to use as a “ticket out” of the classroom.  <http://www.youtube.com/watch?v=6sWxa1vR0zU>  Click on the “4 videos” from MsCrazy Teacher and watch the video titled “table etiquette” (what not to do while) and write a reflection on the video.  <http://www.youtube.com/watch?v=qHXlNPilLxY>  Ten unsafe practices and reflection should be turned into teacher as an exit slip.  **Simulations:**   |  |  |  | | --- | --- | --- | | Wet Sink | Countertop | Floor | | 1. Put gloves on  2. Use utensils to dislodge drain stopper and allow water to drain from the sink.  3. Remove unbroken items and place to side of the sink.  4. Rinse unbroken items in sink.  5. Bring trash can to sink area  6. Grasp large pieces with hand and place in trash  7. Remove drain stopper and empty contents into trash.  8. Replace drain stopper  9. Tear off a piece of paper towel; push small pieces of broken material into drain stopper with towel. Throw away paper towel.  10. remove drain stopper and empty contents into paper towel. replace drain stopper  11. Replace trash can.  12. Resume dishwashing activity.  13. Remove gloves if wanted | 1. Put gloves on  2. Retrieve dust pan  3. Hold on to dustpan; place broken pieces from items into it. Place unbroken items into sink.  4. Tear off paper towel. Hold dustpan below counter surface; push broken pieces with paper towel into dustpan.  5. Empty dustpan into trash can. Use paper towel to wipe dustpan and throw paper towel into trash.  6. Rinse unbroken items in sink  7. Remove drain stopper and empty contents in trash can.  8. Replace drain stopper  9. Tear off piece of paper towel and push any broken material into drain with paper towel. Throw away paper towel.  10. Remove drain stopper and empty contents in trash can. Replace drain stopper  12. Replace dustpan.  13. Remove gloves if wanted. | 1. Put gloves on.  2. Get broom, dustpan, and brush.  3. Tear piece of paper towel and push any broken material into the dustpan.  4. Empty dustpan into trash and throw away paper towel/  5. Move any furniture out of area where broken if necessary.  6. Use broom or dust brush to sweep any broken items into dustpan.  7. Empty dustpan into trash  8. Replace furniture of necessary.  9. Return broom, dustpan, and brush to storage area.  10. Remove gloves if wanted. |   Teacher prompts during the simulation:  Provide the student with an intentional cue and deliver a task request to the student from the task analysis. Wait 5 seconds for the student to respond.  If the student does not respond to the task request after 5 seconds, provide a prompt to the student and wait 1 minute for the student to complete the step. If student still performs the step incorrectly, have them wait and model the step again for the student before continuing to the next step.  Record the prompting level for each step of the task analysis and give verbal descriptive praise for each corrected response (e.g., “Good, you used the fork to loosen the drain stopper”).  \*\*\*\* Use simulated materials during instructional sessions until students achieve 100% unprompted correct responses to all steps of the task. When students have met criteria 100%, then introduce the student to actual broken plates and glasses for a practice.  **Assessment Rubric/Checklist:**   1. \_\_\_\_\_/\_\_\_\_ **unprompted correct response**; student responds correctly to one or more step of the simulations. 2. \_\_\_\_\_/\_\_\_\_ **prompted correct response**; student responds correctly with a prompt from teacher. 3. \_\_\_\_\_/\_\_\_\_ **unprompted errors**; student responds incorrectly to one or more of the step of the simulations. 4. \_\_\_\_\_/\_\_\_\_ **prompted errors**; student responds incorrectly with a prompt from teacher. 5. \_\_\_\_\_/\_\_\_\_ **no-response error**; student does not respond to error.   Student needs to meet 100% of unprompted correct response. | |
| References and resources | <http://www.youtube.com/watch?v=6sWxa1vR0zU>,  [**http://www.youtube.com/watch?v=qHXlNPilLxY**](http://www.youtube.com/watch?v=qHXlNPilLxY)  Lesson adapted from Teaching Safety Skills found at:  [**www.nsttac.org/sites/default/files/assets/pdf/63c.pdf**](http://www.nsttac.org/sites/default/files/assets/pdf/63c.pdf) |

Include attachments of any handouts, assessments, and/or powerpoints, etc.