Gaant (Timeline) Chart

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Food Safety Presentation to Kids on the Move									
	8-	<u>15-</u>	<u>22-</u>	<u>29-</u>	6-	<u>13-</u>	<u>20-</u>	Oct 27- Nov	8-
<u>Task</u>	<u>Sep</u>	<u>Sep</u>	<u>Sep</u>	<u>Sep</u>	Oct	<u>Oct</u>	Oct	<u>10</u>	<u>Dec</u>
Sign up for Community Location	X								
Contact Facility Manager	X								
Meet with Facility Mangerchoose project	X								
Write Goals and Objectives		X							
Meet with Dr. Richarddiscuss goals and objectives			X						
Revise Goals and Objectives			X						
Completed Graant Timeline				X					
Completed Budget V. a. and V. b.				X					
Create Prezi Presentation				X	X				
Present Project to Kids on the Move Staff							X		
Create Client Handouts					X				
Project Description and Methodology					X	X			
Turn in Budget							X		
Evaluation Plan and Sustainability						X	X		
Letter of Transmittal							X		
Title Page, and Abstract							X		
Needs Statement					X	X	X		
Revise and Compile Final Draft								X	
Complete Group Ratings									X
Turn in Completed Grant Proposal									X

KIDS ON THE MOVE EARLY HEAD START LESSON PLAN

Title: Be Food Safe	Community Agent: Kids on the Move
Target Audience: Kids on the Move Participants	

Terminal Objective: Kids on the Move participants will identify			Terminal Concept: Proper food handling will prevent the			
food safety hazards in the kitchen. They will appreciate the need to			spread of bacteria that causes food borne illnesses.			
cook, clean, chill, and separate foods.						
References: https://www.youtube.com/watch?v=8yeVdiATCGY; http://www.foodsafety.gov/						
Preparation: Download Pre	ezi presentation. Have magnets ready for pa	rticipants	. Thermometer handouts. Refrigerator handouts.			
Hand washing handout. Printed pictures of Petri dishes. Collect pictures of different foods. Download video from website			rent foods. Download video from website			
(https://www.youtube.com/watch?v=8yeVdiATCGY).						
Pre-assessment: How do people get food poisoning?			Introduction: Introduce the four main categories of food			
		safety a	nd why these protect against sickness. (Clean, cook,			
		separate, chill)				
Time (if in class): 30 seconds		Show slide "Why is food safety important?"				
		Time: 30 seconds				
Supporting Objectives	Content Outline	Time	Learning Experiences			

Clean: Learners will	"It is important to wash hands, utensils,	1 min	Show slide about "clean".
identify reasons why	and cutting boards before and after use		Ask: What are ways you can think of to be cleaner in
washing their hands	with raw meats and eggs."	2 min.	the kitchen?
regularly is important.	Talk about how much bacteria is found		
	in the kitchen. "There are millions of		
	different bacteria that can grow in your		
	kitchen. Some of these bacteria can be		
	harmful to us such as salmonella or e.		
	coli. This is why it is important to keep	5 min.	
	your kitchen and hands clean. Now lets		Show and pass around pictures of petri dishes that
	look at some petri dishes that have		have been swabbed with the following: washed
	bacteria growing on them."		hands, dirty hands, kitchen towel, and sink faucet.
	Different petri dishes demonstrating	2 min.	
	bacteria:		
	Washed hands		
	• Dirty hands		Charry monticipants the hand reaching minima set on
	Kitchen Towel		Show participants the hand washing mini poster.
	• Sink faucet		
	Explain why hand washing is important.		
	Discuss the proper hand washing		
	procedure. "As you can see from	5 min.	
	looking at these petri dishes dirty hands	3 111111.	Show slide about "separate"
Separate: Learners will	carry a lot of bacteria on them. It is	2 min	Show shide about separate
identify why it is	important to wash your hands regularly	2 111111	Play "Separate Video" on youtube.com (link
important to separate fresh	to prevent food-borne illnesses. Here is		included under preparation section)
and raw foods in the	a poster that depicts the proper steps to		Ask: After watching this video, why is it important
kitchen.	take when washing your hands."		to separate fresh and raw foods?
million.	Droper hand weathing proceedures West	5 min.	to separate fresh and fair 100as.
	Proper hand washing procedure: Wet hands with warm water, use soap for 15-		
	nanus with warm water, use soap for 13-		

	20 seconds, rinse, dry, and turn off		
	faucet with towel.		
Cook: Learners will be			Show slide about "cook"
able to list the proper	"Keep raw foods, like meat, poultry, and		Ask: How do you tell if your foods are cook
cooking temperatures for	eggs apart from foods that won't be		properly?
common foods.	cooked, like fruits, vegetables, and		Display thermometer poster on the board
	bread."		Have participants arrange different pictures of foods
	Fresh and raw foods should be prepared		on the board under their proper cooking temperature.
	using different cutting boards. Raw	5 min.	
	foods need to be cooked before they are		
	safe to eat and even if we can't see it,		
	sometimes the germs from the raw foods	2 min.	Show slide about "chill"
	can get onto our fresh foods if we forget		Ask: Do you feel it is important to store foods in the
	to separate.		refrigerator?
Chill: Learners will know		5 min.	
the importance of keeping	"Foods, especially meats, need to be		
foods cold and separating	cooked completely. Keep hot foods hot		
foods in refrigerators.	and cold foods cold."	5 min.	
	"Using a thermometer is the only way to		Display refrigerator poster on the board.
	know if foods are cooked properly.		Ask: would someone be willing to try and put these
	Explain and discuss what temperature		foods in the proper storing order?
	each food should be cooked to."		Have participants arrange foods on the board in their
	The proper cooking temperatures are: Chicken: 165		proper storage area.
	Ground Beef: 155		
	Steak: 145		
	Turkey: 165		
	Fish: 145		
	1 1311. 173		
	"It is important to put food in the		

refrigerator within 2 hours. Be sure to throw out unused leftover food within 5-7 days."

Just like it was important to keep raw meats, poultry, and eggs away from foods such as fruits, vegetables, and bread before cooking. It is important to store raw meats away from fruits, vegetables and breads. We have a picture of a refrigerator on the board that we are going to use for a game.

Explain and discuss where fresh and raw foods should be stored.

Assessment

Listen to learners' questions and comments; observe ability to report and practice food safety techniques through class activities.

Fresh foods should be kept on the

highest shelf. Raw meats should be kept below. If foods were stored the opposite way, germs could leak down onto the fresh foods from the raw meats.

Closure

Food hazards can happen anywhere in the kitchen. It is important to remember to clean, cook, chill, and separate while in the kitchen to protect again potential sickness that can occur.

Logic Model: Kids on the Move

Goal(s): To educate low income families on the importance of food safety in order to decrease the incidences of foodborne illness.

Inputs

Grant \$

Time Petri Plates

Damian

Prezi Presentation

Packets

-Paper

-Magnets Conference Room Employees

Outputs (Implementation/Process Obj.)

Activities:

- 1.1 Develop one 30 minute lesson plan presented to low income families participating in Kids on the Move program by 10/13/14.
- 1.2 Prepare 50 magnets on food safety that will be given to families to help improve food safety by 10/13/14
- 2.1 Make 15 packets for employees of lesson materials to recreate food safety lesson for families by 10/20/14.
- 2.2 Streak and take pictures of 4 petri plates and put in packets for educators by 10/20/14

Participants:

15 Kids on the Move Employees

Assumptions: We anticipate that this program will allow participants to learn the importance of food safety and practice these techniques in the kitchen in order to reduce the incidences of foodborne illnesses.

Impact - Outcome

Short/Medium-Term Objectives:

- 1. Families in Kids on the Move will demonstrate a 60% increase in knowledge on food safety by November 2014
- 2. 100% of educators will be able to recreate the lesson for families by the end of the lesson presentation on Oct 20, 2014.

Long-term Objectives:

- 1. Positively change 70% of families' behavior related to food safety by December 2014.
- 2. Positively influence 90% of educators' skills and abilities to teach families about food safety by December 2014.

External Factors: Other food and safety classes provided by the community.

Evaluation Plan

Process evaluation :

(Obj. 1.1) One 30 minute lesson plans developed

(Obj 1.2) 50 magnets created/printed

(Obj. 2.1) 15 packets created for employees

(Obj. 2.2) 4 petri plates streaked and pictures taken

Impact/Outcome (or summative) evaluation:

(Obj.1) Post survey will be given to families in Kids on the Move

(Obj. 2) Teachers will be given a quiz