

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

<p>Cook: Learners will be able to list the proper cooking temperatures for common foods.</p> <p>Chill: Learners will know the importance of keeping foods cold and separating foods in refrigerators.</p>	<p>20 seconds, rinse, dry, and turn off faucet with towel.</p> <p>“Keep raw foods, like meat, poultry, and eggs apart from foods that won’t be cooked, like fruits, vegetables, and bread.”</p> <p>Fresh and raw foods should be prepared using different cutting boards. Raw 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 can get onto our fresh foods if we forget to separate.</p> <p>“Foods, especially meats, need to be cooked completely. Keep hot foods hot and cold foods cold.”</p> <p>“Using a thermometer is the only way to know if foods are cooked properly. Explain and discuss what temperature each food should be cooked to.”</p> <p>The proper cooking temperatures are: Chicken: 165 Ground Beef: 155 Steak: 145 Turkey: 165 Fish: 145</p> <p>“It is important to put food in the</p>	<p>5 min.</p> <p>2 min.</p> <p>5 min.</p> <p>5 min.</p>	<p>Show slide about “cook” Ask: How do you tell if your foods are cook properly? Display thermometer poster on the board Have participants arrange different pictures of foods on the board under their proper cooking temperature.</p> <p>Show slide about “chill” Ask: Do you feel it is important to store foods in the refrigerator?</p> <p>Display refrigerator poster on the board. Ask: would someone be willing to try and put these foods in the proper storing order? Have participants arrange foods on the board in their proper storage area.</p>
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	<p>refrigerator within 2 hours. Be sure to throw out unused leftover food within 5-7 days.”</p> <p>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.</p> <p>Explain and discuss where fresh and raw foods should be stored.</p> <p>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.</p>		
<p>Assessment Listen to learners’ questions and comments; observe ability to report and practice food safety techniques through class activities.</p>			
<p>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 against potential sickness that can occur.</p>			

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.

<p style="text-align: center;">Inputs</p> <p>Grant \$ Time Petri Plates Damian Prezi Presentation Packets -Paper -Magnets Conference Room Employees</p>	<p style="text-align: center;">Outputs (Implementation/Process Obj.)</p> <p>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</p> <p>Participants: 15 Kids on the Move Employees</p>	<p style="text-align: center;">Impact - Outcome</p> <p>Short/Medium-Term Objectives:</p> <ol style="list-style-type: none"> 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. <p>Long-term Objectives:</p> <ol style="list-style-type: none"> 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.
<p>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. .</p>		<p>External Factors: Other food and safety classes provided by the community.</p>

<p>Evaluation Plan</p> <p><i>Process evaluation :</i> (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</p> <p><i>Impact/Outcome (or summative) evaluation:</i> (Obj.1) Post survey will be given to families in Kids on the Move (Obj. 2) Teachers will be given a quiz</p>
