

## Independent Living Curriculum Project



# Food Safety

<b>Component:</b>	<i>CRS</i>	<b>Service:</b>	<i>BLST</i>	<b>Duration:</b>	<u>  10  </u> # <b>of Session at 45  minutes each.</b>
<b>Service Definition (per Part 512):</b>	<p>Basic Living Skills Training is a service designed to improve an individual's ability to perform the basic skills necessary to achieve maximum independence and acceptable community behaviors that are critical to his or her recovery. This service focuses on the acquisition of skills, as well as strategies for appropriate use of the skill, utilizing teaching interventions such as motivational, educational and cognitive-behavioral techniques. The service may include opportunities to practice, observe, reinforce and improve the individual's skill performance. The topics which may be covered include, but are not limited to: grooming and personal hygiene, nutrition, homemaking, building relationships, childcare, transportation, use of community resources, and engaging in social interactions.</p>				
<b>Class Description:</b>	<p>The purpose of this curriculum is to teach basic food safety principles to individuals who seek independent living situations. There are two components of the group. The first involves the group process, learning material related to the topic of food safety and practicing or visualizing what was learned in the session through interactive group activities. The second component of the group is where participants put all of what they learned together in order to plan and prepare a meal celebrating the success of the group.</p>				
<b>Learning Approaches/ Modalities</b>	<p> <input checked="" type="checkbox"/> Lecture   <input checked="" type="checkbox"/> Discussion   <input checked="" type="checkbox"/> Mixed media/ Art-based   <input checked="" type="checkbox"/> Pen &amp; paper exercises  <input type="checkbox"/> Computer-based interventions   <input type="checkbox"/> Role play interventions   <input checked="" type="checkbox"/> Modeling/ coaching  <input checked="" type="checkbox"/> Other: <u>  PowerPoint  </u> </p>				
<b>Pre-Requisite Facilitator Reading:</b>	<p>The group facilitator should become familiar with the facilitator guide, as there are supplies needed for each individual session and some preparation for the group is necessary.</p>				
<b>Location</b>	<p> <input checked="" type="checkbox"/> Site-Based   <input checked="" type="checkbox"/> Community-Based: <u>  grocery store  </u>  This group curriculum was written with the intent that it would be delivered in a kitchen or cafeteria with access to kitchen equipment and running water. It is possible, however, to augment the curriculum and use it in a classroom setting. </p>				
<b>Who should participate?</b>	<p><i>This group is appropriate for any individual who wishes to live independently or improve their independent living skills by learning basic principles of food safety.</i></p>				

<b>Purpose:</b>	<i>Participants will learn the 4 Cs of cooking safety (cooking, cleaning, cross-contamination and chilling) as well as how to safely prepare, serve and clean up in the kitchen.</i>
<b>Class Objectives:</b>	<i>Each lesson has its own individual objectives, but the overall objective of the group is to help participants to improve their independent living skills by learning basic food safety principles.</i>
<b>Source(s):</b>	<p>Basics for handling food safely <a href="https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/basics-for-handling-food-safely/ct_index">https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/basics-for-handling-food-safely/ct_index</a></p> <p>Food safety SMART curriculum <a href="https://web.uri.edu/foodsafety/files/Food_Safety_Smart_curriculum.pdf">https://web.uri.edu/foodsafety/files/Food_Safety_Smart_curriculum.pdf</a></p> <p>Safe or Sorry Teaching Food safety <a href="https://www.health.state.mn.us/people/foodsafety/sos/sos.pdf">https://www.health.state.mn.us/people/foodsafety/sos/sos.pdf</a></p> <p>Food safety questionnaire world health organization <a href="https://www.who.int/features/qa/food-safety/quiz/en/">https://www.who.int/features/qa/food-safety/quiz/en/</a></p> <p>Food safety quiz <a href="https://food.unl.edu/food-reflections/documents/can-you-pass-this-food-safety-quiz-updated.pdf">https://food.unl.edu/food-reflections/documents/can-you-pass-this-food-safety-quiz-updated.pdf</a></p>

Notes:

## *Table of Contents*

*Session 1: Introduction to food safety*

*Session 2: The microworld*

*Session 3: Keeping it clean*

*Session 4: Cross-contamination*

*Session 5: Cooking and bacteria*

*Session 6: Keeping food cold*

*Session 7: Putting it all together-review*

*Session 8: Luncheon planning*

*Session 9: Luncheon preparation*

*Session 10: Preparing and serving the luncheon*

## Facilitator Practice Considerations

### ROPES METHOD

**Review** – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

**Overview** – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

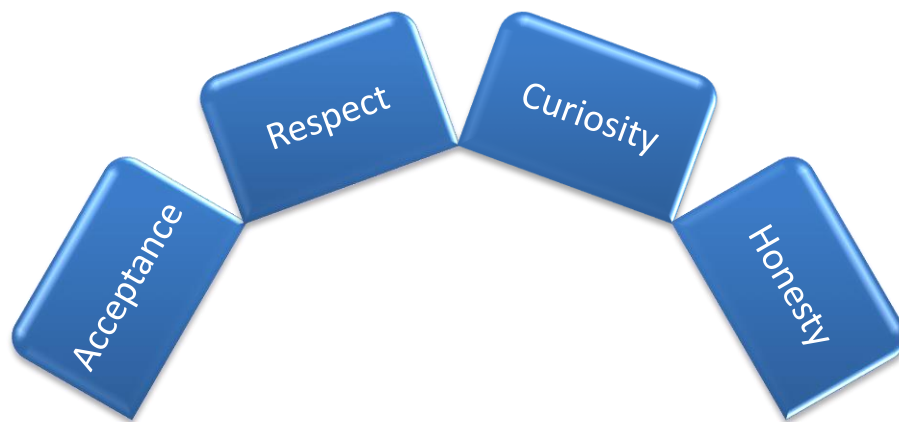
**Presentation** – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

**Exercise** – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

**Summary** – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

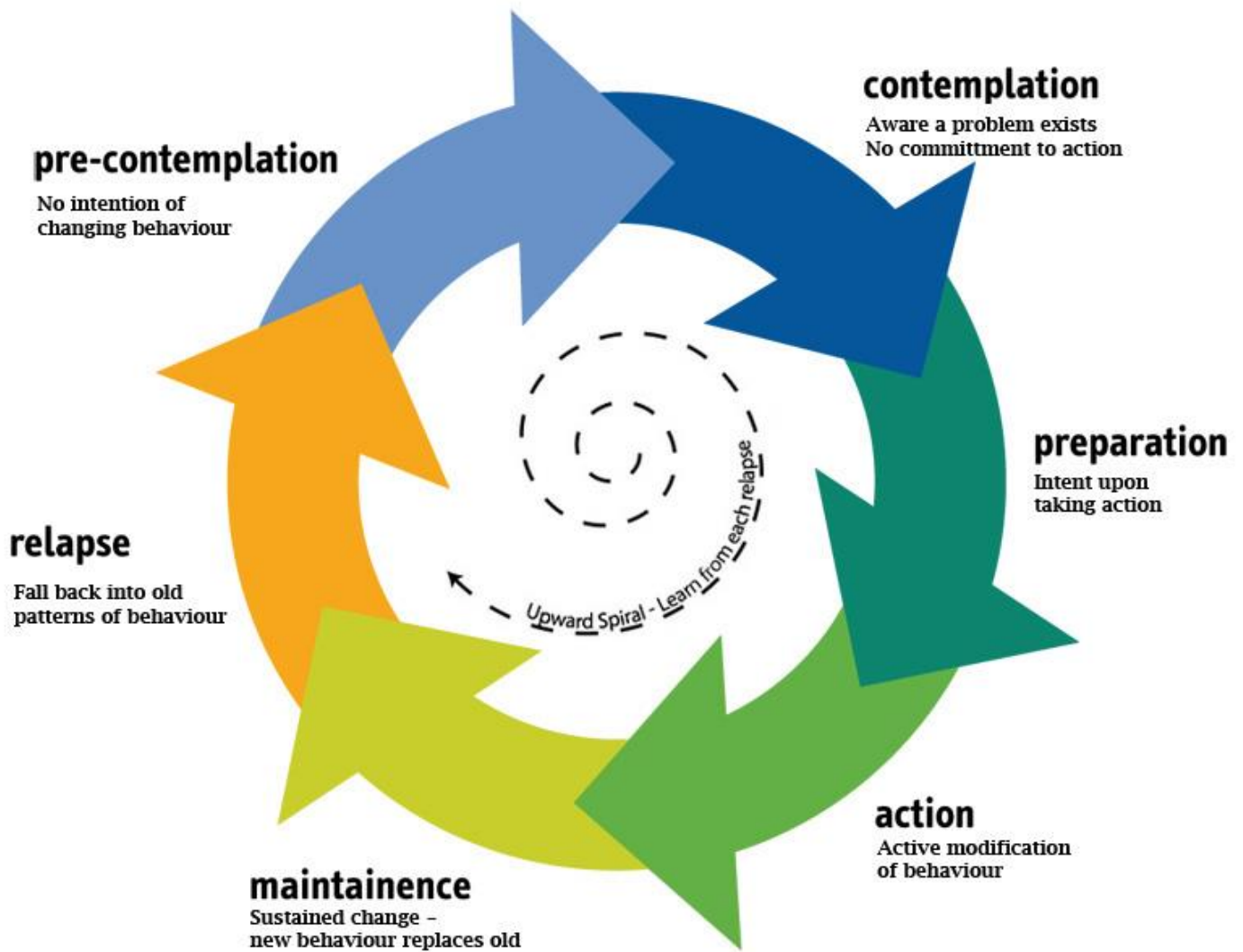
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### ARCH Principles



*Micucci, Joseph A. (2009)*

## Stages of Change



### **Transtheoretical Model of Change** Prochaska & DiClemente