

EXPLORE

FOOD AND NUTRITION PROJECT



FOOD AND NUTRITION
SAFETY AROUND THE KITCHEN



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FOOD AND NUTRITION PROJECT

KITCHEN SAFETY



Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H meetings.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a “learning by doing” process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation’s largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

Through America’s 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities.

With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it’s BIG! It’s the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it’s so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

“To Make the Best Better!”

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

Participating in 4-H

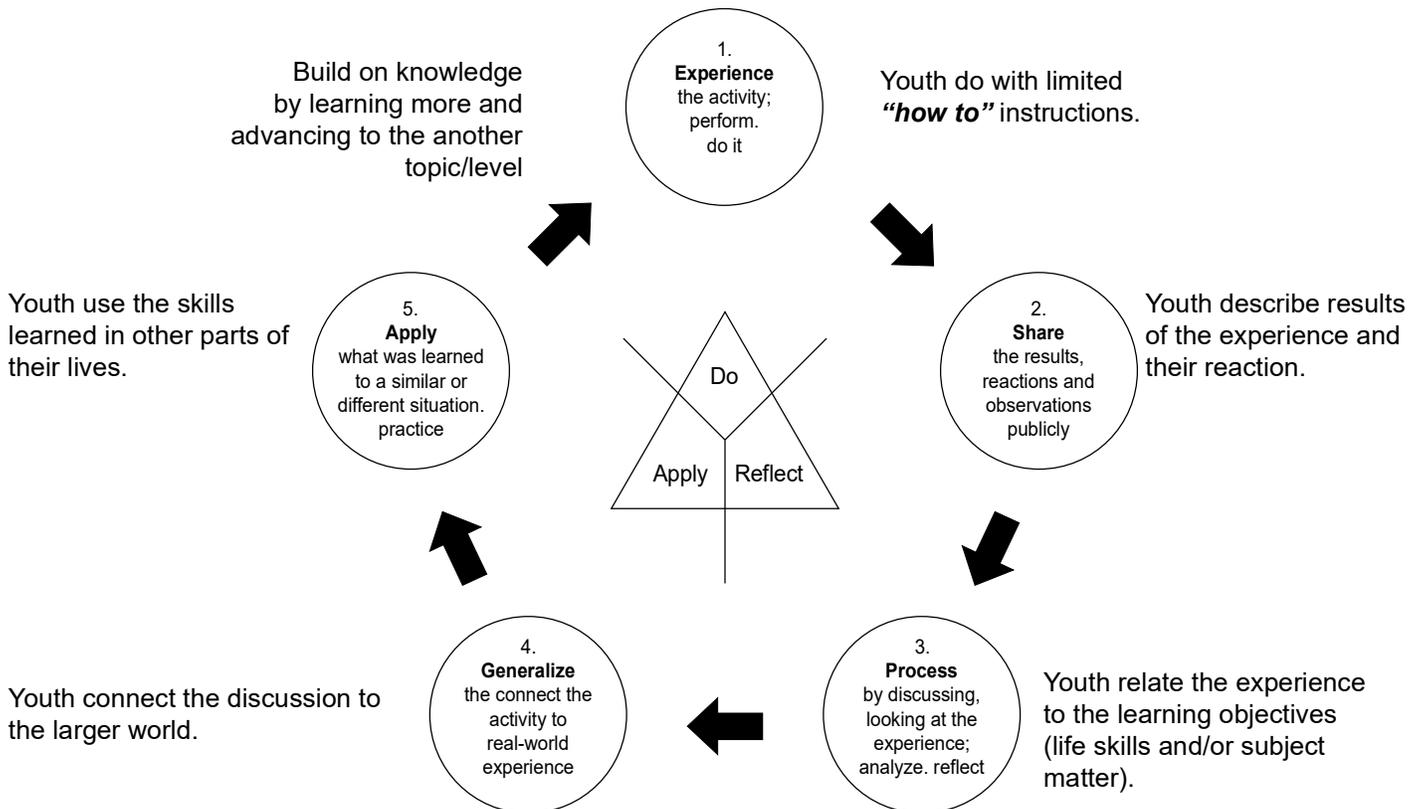
4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives



4-H FOOD AND NUTRITION PROJECT *Lessons* 



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General Kitchen Safety

**TIME:**

45 minutes

MATERIALS NEEDED:

- 4-H Kitchen Rules Handout
- Kitchen Picture
- Crayons/Markers
- Signs of Safety Handout and Key
- Blank Paper
- Pens/Pencils

OBJECTIVES:

The 4-H member will:

- Identify safe and unsafe tasks for different age groups working in the kitchen.
- Learn proper safety for various kitchen tools and equipment.
- Identify potentially dangerous situations/circumstances in the kitchen.
- Learn safe behavior in the kitchen.

EXPLORE THE CONTENT:

The keys to preventing kitchen accidents are directly related to knowledge, behaviors, and practices regarding kitchen safe work habits.

What is involved in kitchen safety?

Kitchen safety involves having the knowledge and proper information on how to correctly use tools and appliances, how to reduce risks for potential accidents, methods to identify hazards and correct behavior when working in the kitchen.

General kitchen safety guidelines:

- *Do not let hair, jewelry, or sleeves dangle near equipment or appliances. Doing so could cause them to catch fire or get tangled in appliances.*
- *Keep your mind on what you're doing. In other words, pay attention to the task at hand.*
- *Prevent clutter – Clean up as you go and put things away. Only retrieve the necessary tools and equipment that you will be using for the task.*
- *Close drawers and doors.*
- *Use the right tool for the job.*
- *Store heavy or bulky items on low shelves to prevent back injuries or falls.*

Always remember:

1. Kitchens should have a fire extinguisher coded for kitchen fires and a smoke alarm should be located in or near the kitchen. Have a fire exit plan posted and discussed with everyone using the kitchen.
2. Always walk in the kitchen...NEVER run.
3. Wear shoes that cover the whole foot (preferably closed toe shoes), not sandals. Avoid long sleeves or baggy clothes which can catch fire.
4. Tie back hair to keep it out of food and out of flames. If hair is short, wear a clean hat.
5. Keep floors clean and free of clutter. Wipe up spills, spatters and peelings to prevent falls.
6. Be aware of knife safety. Keep knives sharp and use them properly and for the appropriate kitchen task. Never soak knives in the sink or dishpan because someone could accidentally cut themselves if they are unaware they are there. Do not try to catch a falling knife.
7. Be knowledgeable about appliances and electrical safety. Inspect all appliance and/or extension cords. Avoid damaged cords and use outlets properly.



8. Always read chemical labels and use properly. Never mix chemicals or use chemicals for purposes other than for what they are labeled.
9. In case of a fire- turn off heat, cover pan, or pour salt or baking soda on flames. Never use water on a grease fire.
10. Be sure to be mindful to the kitchen task you have to perform. No “rough housing” or “horseplay” while in the kitchen to prevent further accidents.

For more rules and reminders, see the 4-H Kitchen Rules Handout/Poster included in this Explore Guide. **Distribute this handout to participants**



**DO: Safe or Not Safe** (Grade level: 2nd-3rd)

- Preparation:
Make copies of the 'Kitchen Picture' for each student. Provide red crayons or markers for students.
- Procedure:
Have students use a red crayon or marker to draw an X on all of the things in the picture that are NOT safe.

DO: Safety Story (Grade level: 4th-5th)

- Preparation:
Gather notebook paper and a pencil for each participant
- Procedure:
Have students write a one page story about a character that runs into an unsafe situation while preparing food. Students can also draw a picture to support the story.

DO: Signs of Safety (Grade level: 6th-8th)

- Preparation:
Make copies of the 'Signs of Safety' handout for students.
- Procedure:
Divide student into groups (or do individually). Have students discuss the situations on the sheet and determine if they are safe or unsafe. If the practice is unsafe, have them to write two to three sentences explaining why it is unsafe. Ask each group to present one of the situations and their findings to the group. Discuss as a group.

REFLECT:

- What are some kitchen safe practices that you were lacking in?
- How can you help make your kitchen safer at home?

APPLY:

- Name four kitchen safe practices.
- How should people behave while in the kitchen?

REFERENCES:

- UTAH EDUCATION NETWORK - <https://www.uen.org/lessonplan/view/4654>
- Oklahoma State University 4-H Youth Development

Signs of Safety

Directions: Identify the practices described below as safe or dangerous by circling the correct symbol on the left.

If the practice is safe, write "Safe" in the space provided.

If the practice is dangerous, explain why the practice is dangerous.

This can be used orally or as a written assignment

SAFE DANGEROUS



Name: _____ Date: _____

1. Kelli stored the cast iron fry pan on the top shelf to get it out of the way.
2. Amanda put her long hair into a ponytail before she went into the kitchen to cook supper.
3. Allie stapled the microwave cord in place to keep people from falling over it.
4. Anna chose to use knives that were not very sharp so that she would not cut herself.
5. When the butcher knife slipped out of Pam's fingers, she tried her best to catch it.
6. Paul could not find the can opener, so he used a sharp knife to open the can of milk.
7. Kinsley used a damp paper towel to pick up bits of broken glass where the broom would not reach.

SAFE DANGEROUS



8. David put the dirty steak knives into the dishwasher to soak.



9. The oven was so dirty that Aubree decided to mix two strong cleansers in order to clean it.



10. Mark lifted the lid of the pan on the close side to see if the mixture had thickened.



11. Zach always turns pot handles toward the back or middle of the range.



12. Noah mounted the paper towel rack right over the range so that it would be convenient to wipe up spills.



13. Rachel had the fire extinguisher removed because she did not like the way it looked in the kitchen.



14. When Benjamin couldn't find a potholder, he grabbed a dishcloth to take the casserole out of the oven.



15. Olivia stood to the side when she opened the oven door.



Signs of Safety

Answer Key

Directions: Identify the practices described below as safe or dangerous by circling the correct symbol on the left.

If the practice is safe, write "Safe" in the space provided.

If the practice is dangerous, explain why the practice is dangerous.

This can be used orally or as a written assignment

SAFE DANGEROUS



Name: _____

Date: _____

1. Kelli stored the cast iron fry pan on the top shelf to get it out of the way.

Heavy objects should be stored on low shelves so that you can reach them safely.

2. Amanda put her long hair into a ponytail before she went into the kitchen to cook supper.

Safe

3. Allie stapled the microwave cord in place to keep people from falling over it.

Electrical cords should never be stapled or otherwise punctured to avoid dangerous electrical shocks.

4. Anna chose to use knives that were not very sharp so that she would not cut herself.

Dull knives are actually more dangerous than sharp ones because you have to use more effort to cut with them.

5. When the butcher knife slipped out of Pam's fingers, she tried her best to catch it.

You should never try to catch a sharp object such as a knife as it falls; doing so can cause a severe cut.

6. Paul could not find the can opener, so he used a sharp knife to open the can of milk.

Always use the tool designed for the task at hand. If you use a knife to open a metal can there is a good chance it will slip & cut you badly.

7. Kinsley used a damp paper towel to pick up bits of broken glass where the broom would not reach.

Safe

SAFE DANGEROUS



8. David put the dirty steak knives into the dishwasher to soak.

Never put sharp edges into dishwasher where they cannot easily be seen; they may cut you

9. The oven was so dirty that Aubree decided to mix two strong cleansers in order to clean it.

Never mix cleaning chemicals together; some combinations of chemicals react and produce toxic fumes.

10. Mark lifted the lid of the pan on the close side to see if the mixture had thickened.

Never open the lid of a hot pan toward you; doing so can result in serious steam burns.

11. Zach always turns pot handles toward the back or middle of the range.

Safe

12. Noah mounted the paper towel rack right over the range so that it would be convenient to wipe up spills.

The paper towels should be kept well away from the range to avoid the possibility of a fire.

13. Rachel had the fire extinguisher removed because she did not like the way it looked in the kitchen.

A fire extinguisher is an important, basic piece of kitchen equipment.

14. When Benjamin couldn't find a potholder, he grabbed a dishcloth to take the casserole out of the oven.

Always use potholders to handle hot dishes.

15. Olivia stood to the side when she opened the oven door.

Safe





4-H KITCHEN RULES



- 1. Always stay safe**
- 2. Wash your hands**
- 3. Follow directions**
- 4. Clean your space**
- 5. Keep a positive attitude**
- 6. Try new foods**
- 7. Have fun and learn!**

