



UNIT 4

Safety Regulations and Emergency Procedures

In this unit students will learn about the procedures for maintaining a safe worksite. They will learn about the safety elements reviewed during inspections by the County Health Department as well as OSHA. They will create a checklist for evaluating the safety and emergency programs of food service establishments and prepare a training video on first aid for food service worksites. They will become aware of the importance of safety in the workplace, including what to do in case of fires and crime. Students will create a safety education program for their food service classroom.

Module 1 Maintaining Safe Work Habits

Module 2 Security Procedures

Module 3 Emergency Procedures

UNIT 4

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MODULE 1

MAINTAINING SAFE WORK HABITS

Module 1 presents a variety of instructional strategies to assist students with learning about the procedures for maintaining a safe worksite. This module addresses the following topics:

- Identifying Hazards and Preventing Accidents
- Procedure for Handling Accidents, Reports and Records
- Proper lifting techniques
- Electrical and Fire Safety
- OSHA Worksite Safety and Emergency Procedures
- Material Safety Data Sheets

Standard 4 *Safety Regulations and Emergency Procedures*

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.2 Describing the types and causes of accidents;
- 4.3 Explaining and demonstrating procedures to reduce and prevent accidents;
- 4.4 Demonstrating proper procedures for lifting;
- 4.5 Describing procedures for handling accidents;
- 4.6 Completing accident reports and records accurately;
- 4.7 Explaining the procedures for preventing and tending to heat, electrical, and chemical burns;
- 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry; and
- 4.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

FOOD SERVICE AND HOSPITALITY CURRICULUM
UNIT 4: Safety Regulations and Emergency Procedures
Module 1: Maintaining Safe Work Habits

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="185 315 604 462" data-label="Section-Header"> <p>Food Service & Hospitality Content Standards</p> </div> <p>Standard 4 Safety Regulations and Emergency Procedures</p> <p>Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:</p> <ul style="list-style-type: none"> 4.2 Describing the types and causes of accidents; 4.3 Explaining and demonstrating procedures to reduce and prevent accidents; 4.4 Demonstrating proper procedures for lifting; 4.5 Describing procedures for handling accidents; 4.6 Completing accident reports and records accurately; 4.7 Explaining the procedures for preventing and tending to heat, electrical, and chemical burns; 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry; and 4.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs). 	<p>Opener</p> <p>Ask students if they have ever had accidents in their homes. Have them identify the types of hazards that exist in their homes and write them on the board. From this list, have the students identify the types of hazards that also exist in a food service operation. Delete those hazards that don't apply.</p> <p>Have the students brainstorm to identify other hazards not found in the home. Discuss the nature of accidents in food service and explain how they can all be avoided. Explain to the students that safety in a food service establishment is of increased importance because it affects not just employees but also customers.</p> <p>Explain to students that creating a safe working environment is a legal obligation. Utilizing the county health department inspection forms, assess the application of safety regulations in the food service classroom. Have students identify any areas that need regular inspection.</p> <p>Procedures for Lifting</p> <p>Write the term "ergonomics" on the board. Ask the students if they have ever heard the term and have them provide a definition or provide it for them. Explain that workplace injuries from improper ergonomics are among the most common—and costly—in the food service industry. Use Resource 1 to discuss proper lifting techniques to avoid injury in the kitchen.</p> <p>Electrical and Fire Safety</p> <p>Invite an educator from the fire department to discuss possible causes of electrical accidents and fires in food service establishments, types of fires, prevention, and procedures to follow if there is a fire or electrical problem, including how to treat burns. Show students the transparency on Fire Extinguishers to review the three types. (Resource 2) Have the educator teach students when and how to use a fire extinguisher. Have student groups create posters for the classroom laboratory that explain electrical and fire safety and what to do in cases of emergency.</p>

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Module 1: Maintaining Safe Work Habits

ASSESSMENT/EVALUATION	RESOURCES
List of hazards is thorough and reflects awareness of workplace hazards	
Assessment of food service classroom accurately measures compliance with the safety and sanitation regulations	County health department inspection forms "Taking the Stress Out of Ergonomics," <i>Restaurants USA</i> , June/July 2001 available at: www.restaurant.org/rusa/magArticle.cfm?ArticleID=329 Resource 1, "Lifting Techniques," Transparency Master <i>Safety and Sanitation</i> , Chapters 5, 8 and 9 Resource 2, "Fire Extinguishers," Transparency Master
Posters reflect electrical and fire safety for a food service establishment as presented by the speaker and selected resources.	

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Module 1: Maintaining Safe Work Habits

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="185 317 602 464" data-label="Section-Header"> <p>Food Service & Hospitality Content Standards</p> </div> <p>Standard 4 Safety Regulations and Emergency Procedures</p> <p>Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:</p> <ul style="list-style-type: none"> 4.2 Describing the types and causes of accidents; 4.3 Explaining and demonstrating procedures to reduce and prevent accidents; 4.4 Demonstrating proper procedures for lifting; 4.5 Describing procedures for handling accidents; 4.6 Completing accident reports and records accurately; 4.7 Explaining the procedures for preventing and tending to heat, electrical, and chemical burns; 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry; and 4.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs). 	<p>OSHA Worksite Safety and Emergency Procedures</p> <p>Have students read about worksite safety and emergency procedures and list the regulations for a food service work-site. Invite a representative from OSHA to discuss employee rights and the standards for the food service industry. Have the OSHA representative review the student-made lists and assist with the development of a master checklist to use in evaluating the safety and emergency program of food service establishments.</p> <p>Harmful Chemicals</p> <p>Explain the hazards of pesticides, cleaners, and sanitizers in a food service establishment. (Resource 3) Show students the designated storage area for these chemicals. Explain that every hazardous item used in a kitchen includes a Material Data Safety Sheet (MSDS) that must be kept in a central place in case of emergency. Show students examples of the Material Data Safety Sheets.</p> <p>Have student groups examine information on the labels of the containers of these chemicals and write a summary about what information is commonly found on them. Have them share their information with the class. Discuss the usefulness and importance of the information.</p>

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Module 1: Maintaining Safe Work Habits

ASSESSMENT/EVALUATION	RESOURCES
Master checklist includes key concepts from OSHA, including electrical safety, safe machines, proper lighting, fire escapes, dry floors, etc.	<i>Safety and Sanitation</i> , Chapter 17 OSHA Home Page, http://www.osha.gov
Evaluation of program reflects attention to the details given in the fieldtrip and understanding of OSHA requirements.	Resource 3 "Harmful Chemicals" Teacher Information Sheet <i>Food Code</i> , Chapter 7: "Poisonous or Toxic Materials" available at: FDA: Center for Food Safety and Applied Nutrition http://vm.cfsan.fda.gov
Written summaries of information found on labels on containers of harmful chemicals include the chemical contents, warnings, and emergency procedures to follow if contamination occurs.	

PROPER LIFTING TECHNIQUES

Look for hazards.

Keep the load close to the body.

Use both hands, when possible.

Use the stomach muscles firm.

Keep the lower back straight.

Move the whole body—don't twist at the waist.

Work as a team to move large objects.

TYPES OF FIRE EXTINGUISHERS

CLASS A

Ordinary Combustibles (i.e., wood, paper, cloth).

CLASS B

Flammable liquids and greases (i.e., paints, oils, gasoline).

CLASS C

Live electrical fires (i.e., motors, switches).

Question:

Which is the fire most likely to occur in a kitchen?

HARMFUL CHEMICALS, FOOD CODE, CHAPTER 7

Containers of poisonous or toxic materials (e.g. cleaners and sanitizers) and personal care items must bear a legible manufacturer's label.

Working containers that store poisonous or toxic materials (e.g. cleaners and sanitizers) taken from bulk supplies must be clearly and individually identified with the common names (generic names) of the material.

Poisonous or toxic materials (e.g. cleaners and sanitizers) must be stored so they cannot contaminate food, equipment, utensils, linens, and single-service and single-use articles. This can be accomplished by (1) separating the poisonous or toxic materials by spacing or partitioning, and (2) locating the poisonous or toxic materials in an area that is not above food, equipment, utensils, linens, and single-service or single-use articles. An exception to this is equipment and utensil cleaners and sanitizers stored in warewashing areas for availability and convenience and if stored to prevent contamination.

Only those poisonous or toxic materials (e.g. cleaners and sanitizers) that are required for the operation and maintenance of a food establishment, such as for the cleaning and sanitizing of equipment and utensils and the control of insects and rodents, shall be allowed in a food establishment.

A container previously used to store poisonous or toxic materials (e.g. cleaners and sanitizers) may not be used to store, transport, or dispense food.

Chemical sanitizers applied to food-contact surfaces must meet federal requirements.

Chemicals used to wash or peel raw, whole fruits and vegetables must meet federal requirements.

Chemicals used as boiler water additives must meet with federal requirements.

Chemicals used as drying agents must meet with federal requirements.

Lubricants used on food-contact surfaces and bearings and gears that might possibly get in contact with food must meet with federal requirements.

Pesticides used in food service must meet with federal requirements.

Rodent bait must be contained in a covered, tamper-resistant bait station; tracing powder pesticides may not be used in a food establishment.

HARMFUL CHEMICALS, FOOD CODE, CH. 7 (cont.)

Only those medicines that are necessary for the health of employees shall be allowed in a food establishment; such medicines shall be labeled and located to prevent the contamination of food, equipment, utensils, linens, and single-service and single-use articles.

First aid supplies available in a food establishment should be labeled and stored in a kit or container that is located to prevent the contamination of food, equipment, utensils, and single-service and single-use articles.



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MODULE 2

SECURITY PROCEDURES

Module 2 presents a variety of instructional activities that will assist students to learn about the procedures for creating a secure environment for employees and guests. This module addresses the following topics:

- Security Considerations in Food Service Establishments
- Procedures for Ensuring a Safe Environment

Standard 4 *Safety Regulations and Emergency Procedures*

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.1 Describing guidelines for the security of employees and guests.

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Module 2: Security Procedures

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="196 317 609 468" data-label="Section-Header"> <p>Food Service & Hospitality Content Standards</p> </div> <p>Standard 4 <i>Safety Regulations and Emergency Procedures</i></p> <p>Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:</p> <p>4.1 Describing guidelines for the security of employees and guests.</p>	<p>Security and Crime Prevention</p> <p>Using the crime blotter or articles from a local newspaper, start a discussion with students about the security issues that food service organizations face.</p> <p>Invite a police officer to talk about security and crime prevention in the workplace. Have him or her discuss:</p> <ul style="list-style-type: none"> • Incidences of crimes that occur in the workplace. • Incidences of crimes that have occurred at food service businesses within the community. • Actions to take if involved in a crime situation. • Actions to take to make a food service establishment safer for guests. • Actions to take to prevent becoming a victim of crime (include how to safely arrive and leave the workplace). • Actions to ensure a safe and secure workplace. <p>Invite students to ask questions and discuss possible ways in which to make the foodservice classroom more secure. Have students write a short paper on actions they will take to ensure their own personal safety as an employee in food service.</p>

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Module 2: Security Procedures

ASSESSMENT/EVALUATION	RESOURCES
<p>Student papers describe procedures that might be taken to make the classroom more secure as well as to ensure each student's personal safety.</p>	<p>Local newspaper</p> <p>Guest speaker: Police officer</p>

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MODULE 3

EMERGENCY PROCEDURES

Module 3 presents a variety of instructional activities that will assist students in learning about the procedures for creating a secure environment for employees and guests. This module addresses the following topics:

- Emergency Procedures and Safety Plans
- First Aid

Standard 4 *Safety Regulations and Emergency Procedures*

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.9 Describing procedures for emergencies and disasters.

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="191 317 609 464" data-label="Section-Header"> <p>Food Service & Hospitality Content Standards</p> </div> <div data-bbox="191 541 609 934" data-label="Text"> <p>Standard 4 Safety Regulations and Emergency Procedures Students will understand safe work habits, security, and emer- gency procedures for employment in food service and hospitality establishments. They will demon- strate content proficiency by:</p> <p>4.9 Describing procedures for emergencies and disasters.</p> </div>	<div data-bbox="672 310 1453 611" data-label="Text"> <p>Opener</p> <p>Discuss emergency preparedness with the class. Suggest that now, more than ever, individuals must be prepared in the event of an emergency. Ask the students to identify some of the measures they have taken in their homes to prepare for an emergency. Create a list on the board. Have the students identify which of the measures might also be taken in a food service operation or classroom laboratory.</p> </div> <div data-bbox="672 625 1453 898" data-label="Text"> <p>Food Service Safety and Emergency Program</p> <p>Take the class to a food service operation or have a manager visit the class. Discuss the operation's safety and emergency program, including its dress standards as it relates to safety. Have student groups develop a master checklist to evaluate the safety and emergency program, giving specific examples of how the program is implemented.</p> </div> <div data-bbox="672 913 1453 1144" data-label="Text"> <p>First Aid (FHA-HERO)</p> <p>Invite a representative of the Red Cross or a Health Educator to teach first aid in the workplace, including cuts, burns, and falls. Have the speaker assist FHA-HERO student leaders in working with student groups to create a training video on first aid for food service worksites.</p> </div> <div data-bbox="672 1159 1453 1602" data-label="Text"> <p>Safety Education Program</p> <p>Have student groups create a safety education program for the classroom laboratory. Brainstorm what regulations and safe procedures that they need to include in their safety program and assign topics to groups. Have groups review the regulations and procedures and write rules for the program in student language. Once the program is put together, have students identify if they need any additional training in order to follow the rules. Have a food service manager evaluate the program for completeness. Have student groups evaluate safe work habits during every laboratory experience.</p> </div>

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Module 3: Emergency Procedures

ASSESSMENT/EVALUATION	RESOURCES
<p>Master checklist includes key concepts from OSHA, including electrical safety, safe machines, proper lighting, fire escapes, dry floors, etc.</p>	<p>Guest speaker: Manager of food service operation</p>
	<p>Resource 1, "The Three C's," Transparency Master</p>
<p>Video describes injuries typical in food service, responsibilities of employees, and how to treat the injuries (competency profile).</p>	

THE 3 C'S

When you come across someone who has been injured, the American Red Cross recommends following the 3 C's:

CHECK

Check the area to make certain that you are not in immediate danger.

CALL

Call 911 to report the emergency.

CARE

Provide care to the injured person. A first-aid and CPR class is highly recommended.