

Standards-Based Lesson Plan

Use this form for creating your daily lesson plans. Move from field to field with either the mouse or the tab key.

Exploratory Course Introduction Course Concentration Course Capstone Course

Home Economics Careers and Technology Subject Matter: Food Service

Lesson Title and Duration	Fire Safety and Suppression	
Learner Outcomes / Objectives (Write on the board so students and visitors are aware of student learning outcome)	Students will be able to identify potential fire safety situations, cite ways to avoid situations, and understand and demonstrate how to identify and extinguish a class A, B and C fire. Student will also utilize the PASS system and identify problems and corrective action given common scenarios to pass a fire-safety assessment.	
Standards (the California State Standards addressed in this lesson) California State Standards for Career Technical Education http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf	HTR B2.0 Demonstrate the basics of safe work habits, security and emergency procedures required in food service and hospitality establishments. B2.2 Practice the basic procedures for the safety and employees and guests including the procedures for emergency situations.	
Materials Needed	Video clip at Akitchenoilfire1.wmv, PPT of fires/extinguishers and PASS Guided Notes. Assessment – Quiz Fire and PASS (all available at CTE online- Food Science/Safety lesson?)	
	Differentiated Learning Needs	Provide guided notes with matching options
Anticipatory Set – activities that help focus students on the lesson of the day (the “hook”)	Show the video clip on a kitchen oil fire. Discuss briefly if students have ever encountered a grease fire. What are common errors? Does anyone know the correct procedure?	

<p>Teaching the Lesson</p> <ul style="list-style-type: none"> ➤ Modeling – how will you demonstrate the skill or competency? ➤ Instructional Strategies – how will you deliver the lesson? ➤ Check for Understanding – how will you ensure the skill or competency is understood by the students? 	<p>Pass out the guided notes to students. Utilize 3 minutes and have students list 10 combustible materials that are common in a kitchen setting. Think -pair-share their lists. Pass out the guided notes. Utilizing the ppt entitled Fire and Fire Safety..... lecture discuss and show the embedded videos about observing combustibles, fire education, putting out a fire.</p>	
<p>Guided Practice / Monitoring – an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed.</p>	<p>Differentiated Learning Needs</p>	<p>Provide guided notes with matching options</p>
<p>Closure – Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned.</p>	<p>"What are the first 3 steps you would do to put out a grease fire?" "What if the fire was a book on fire? Are there different steps for each?" This is a great activity to utilize whiteboards to check for understanding; or, randomly</p>	

	<p>draw student's names on popsicle sticks. Show 5 minute video as an overall review. Debrief by asking, "How many of you feel capable of dealing with a fire emergency and prevention after this lesson?"</p>	
<p>Independent Practice – a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment.</p>	<p>Students can utilize the home fire safety audit to evaluate their own environments. Attached is a professional restaurant evaluation. Students that work at a restaurant could evaluate the commercial kitchens.</p> <p>Extension: A great two-day lesson would be to go to a commercial kitchen and have the general manager talk about the safety and sanitation requirements within this industry sector.</p>	
<p>Summarize, Evaluate & Reflect – after teaching the lesson, ask students to reflect on their learning. Instructors can also reflect on the lesson, its success, and how it can be improved.</p>	<p>Differentiated Learning Needs</p>	
	<p>This quiz can also be enlarged to 30 point font to show on an LCD. If you utilize "turning point technologies," student clickers, or whiteboards, this can be a great formative check for knowledge. This quiz can also be enlarged to 30 point font to show on an LCD. If you utilize "turning point technologies," student clickers, or whiteboards, this can be a great formative check for knowledge.</p>	

Name: _____ Course: _____ Date: _____

Guided Notes for Fire Safety/Lab Safety

1. Draw the fire triangle and label.
2. Fuels are classified as (fill in the types of items common to that fuel)
 - A
 - B
 - C
 - D
3. The three types of extinguishers are
 1. Water (APW)
Designed to extinguish _____ fires
When putting out an electric fire _____ the appliance.
 2. Carbon Dioxide (CO₂)
Used for _____ fires like oil and chemicals.
It extinguishes the fire by taking away the _____ and cooling.
Not always effective on Class A fires; they may smolder and reignite.
 3. Dry Chemical (ABC, BC, DC)
Very effective at preventing fires by coating with a _____.
4. How do you put out a fire?
Before the extinguisher.....
List 5 steps to try before using an extinguisher.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
5. Steps to using a fire extinguisher
 - P
 - A
 - S
 - S
6. Considerations to fire safety....

Name: _____ Course: _____ Date: _____

Quiz for Fire Safety/Lab Safety

1. The 3 things fire needs are
 - A. Fuel, oxygen and gas
 - B. Fuel, oxygen and heat
 - C. Fuel, Oxygen and Air
 - D. Fuel, Oxygen and Heat

2. Fuels are classified as all of the following except.
 - A Paper/wood/cloth/light plastics
 - B Flammable liquids/oil/gas/acetone
 - C Heavy Plastics and chemicals
 - D Metals/minerals

3. The three types of extinguishers
 - A. Dry Chemical, Class A and Water
 - B. Class A, Class B and Chemical
 - C. Class AA, Class A and Water
 - D. Water, Oxygen and Carbon Dioxide

4. Class B is also _____ and is used for _____
 - A. Water, electrical
 - B. Carbon Dioxide, oil and chemicals
 - C. Dry Chemical, all fires
 - D. None of these

5. How do you put out a fire?
Before the extinguisher.....
The first step to try before using an extinguisher.
 - A. Smother
 - B. Add water
 - C. Use Salt
 - D. Call 911

6. Steps to using a fire extinguisher
 - A. Plung, Arm, Swing, Sweep
 - B. Pin, Aim, Sweep, Swipe
 - C. Pull, Aim, Squeeze, Swipe
 - D. Pull, Aim, Squeeze, Sweep

Fire Extinguisher Training

Power Point Presentation

