



## **SAFE ACTIVITY FOUNDATIONS IN EDUCATION DOCUMENT**

Revision May 2013, Revision July 2022

# **SAFE** **HOSPITALITY AND TOURISM**

TFJ2O Hospitality and Tourism: Open  
TFJ3E Hospitality and Tourism: Open  
TFJ3C/4C Hospitality and Tourism: TFJ3C Prerequisite  
TFJ4E/4E Hospitality and Tourism: TFJ4E Prerequisite

TFN3C Hospitality and Tourism: Applied Nutrition  
TFR3C Hospitality and Tourism: Culinary Arts and Management  
TFT3C Hospitality and Tourism: Tourism and Travel Planning  
TFB3E Hospitality and Tourism: Baking  
TFC3E Hospitality and Tourism: Cooking  
TFE3E Hospitality and Tourism: Event Planning  
TFN4C Hospitality and Tourism: Applied Nutrition  
TFR4C Hospitality and Tourism: Culinary Arts and Management  
TFT4C Hospitality and Tourism: Tourism and Travel Planning  
TFB4E Hospitality and Tourism: Baking  
TFC4E Hospitality and Tourism: Cooking  
TFE4E Hospitality and Tourism: Event Planning



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## Disclaimer

This material was designed to assist teachers implement the Ontario Curriculum – Technological Education (revised Grade 10 -12), but is fully adaptable to the Ontario Curriculum Grade 1 – 8 Science and Technology curriculum. This material was created by members of the Ontario Council for Technology Education (OC TE) subject association and is intended as a working guide for classroom, lab or shop activities. Permission is given to reproduce these materials for any purpose except profit. Teachers are encouraged to amend, revise, edit and adapt this material for educational purposes. Please acknowledge the source in all uses. Any references in this document to particular commercial resources, materials or equipment reflect only the opinions of the writers of this material, and do not reflect any official endorsement by the Ontario Council for Technology Education, the Ontario Ministry of Education, or any other agency or government body.

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## SECTION 1: GENERAL

### Safe Activity Foundation in Education (SAFEdoc): Hospitality and Tourism

This **SAFEdoc** was designed to provide safety data sheets, posters, safety passports, and safety resources for all technology educators. While originally developed as a resource for the Course Profiles, it is available for any grade level or any technology education environment.

In 2013 another resource called the SafetyNET was created by OCTE with many subject-specific exemplars of exciting student projects that incorporate varying levels of safety risk. Please review exemplar [TFJ OCTElab SafetyNET](#) resource documents created 'by teachers for teachers' with experienced tips and customization options for your course projects.

The **SAFEdoc** is divided into eleven separate disciplines per Ontario Ministry Courses:

Communications, (COM)	Hospitality and Tourism (HOST)
Computer Engineering Technology (CET)	Manufacturing (MANU)
Construction, Custom Woodworking (CON)	Technological Design (DESIGN)
Green Industries (GREEN)	Transportation (TRANS)
Hairstyling and Aesthetics (H&A)	Exploring Technologies (EXPL)
Health Care (HC)	

Please note that due to the cross-curricular nature of Technological Education, there may be a need to refer to other **SAFEdocs** for cross-discipline data sheets. For example, a Health Care teacher may need to utilize food production and handling equipment therefore may need to refer to the HOST **SAFEdoc**. Teachers are encouraged to download ALL **SAFEdocs** for reference.

Teachers are encouraged to add to this **SAFEdoc** with data sheets, tests or other materials on an ongoing basis. Additions or revisions to this document will be posted on the **Ontario Council for Technology Education (OCTE)** website (<http://www.octe.on.ca>) periodically.

This document is a practical safety resource that compliments and elaborates on other recommended resources for technical teachers. See the appendix for linking information such as industry associations dedicated to safe working practices.

It is imperative that all students are made aware of the issues of health and safety particular to your class, and that you have assessed and evaluated their understanding before they are allowed to work in a shop environment or on specific procedures or tools. The use of Safety Passports, Safety Agreements, and Safety Tests (provided in this document) is highly recommended.

NOTE: While it is important to give students initial safety training and testing at the beginning of the semester, it is also important to practice **JIT Safety Training (Just In Time)**. Reinforce specific safety procedures and rules each day before initiating new procedures or using equipment. For example, before students use a band saw, review the setup and ask key questions of students before allowing its use.

## Usage of the SAFEdocs

Teachers are encouraged to use and modify this document as they see fit. Individual pages may be directly printed, or custom formatting may be applied for printing any part of the document. **General Guidelines** may be used in Board or school policy documents. **Safety Guidelines** may be used as student handouts, as a teacher reference for tests, or printed and mounted as posters around equipment.

The **SAFEdoc** also contains sample **Safety Passports**. These can be used as verification that students have been trained and understand the safety aspects of each equipment or procedure, they need to use to accomplish their tasks. There are several formats that may be used. Teachers are encouraged to keep consistent records at all times.

It is important that teachers are knowledgeable about their own Board and school policies regarding safety, and that they are familiar with local municipal regulations.

## Responsibilities for Safety

(From the Ontario Ministry of Education The Ontario Curriculum (Revised)2009, Technological Education, Grades 9 and 10 (page 28); Grade 11 and 12(page 33)]

Health and safety is of paramount importance in technological education. In every course, students must be made aware that health and safety is everyone's responsibility at home, at school, and in the workplace. Before using any piece of equipment or any tool, students must be able to demonstrate knowledge of how the equipment or tool works and of the procedures they must follow to ensure its safe use. Personal protective gear must be worn as required..

Classroom practice and all aspects of the learning environment must comply with relevant municipal, provincial, or federal health and safety legislation, including the following:

- the [Ontario Workplace Safety and Insurance Act](#)
- the [Workplace Hazardous Materials Information System \(WHMIS\)](#)
- the [Food and Drugs Act](#)
- the [Ontario Health Protection and Promotion Act](#)
- the [Ontario Building Code](#)
- the [Occupational Health and Safety Act](#)
- local by-laws



Teachers should make use of all available and relevant resources to make students sufficiently aware of the importance of health and safety. These resources include:

- Workplace Safety and Insurance Board (WSIB) – website (<https://www.wsib.ca/en>) and related resources
- Industrial Accident Prevention Association (IAPA) – website (<http://www.iapa.ca/>) and related resources
- Ministry of Labour, Immigration, Training and Skill Development website (<http://www.labour.gov.on.ca/english/>) and related resources
- Canadian Centre for Occupational Health and Safety (CCOHS) – website (<http://www.ccohs.ca/>) and related resources
- Appropriate Safe Workplace Associations (SWAs) and clinics (<http://www.ohscanada.com/links/associations.aspx>), such as:
  - the Construction Safety Association of Ontario (CSAO) – website (<http://www.ihsa.ca/home.cfm>)
  - the Infrastructure Health & Safety Association of Ontario (IHSAO) – website (<http://www.ihsa.ca>)
  - the Workers Health & Safety Centre (WHSC) – website (<http://www.whsc.on.ca/>)
  - the Occupational Health Clinics for Ontario Workers (OHCOW) – website (<http://www.ohcow.on.ca/>)

Teachers should also be aware of the Occupational Health and Safety Act, Regulations 857, Amended to O. Reg. 352/91. The Occupational Health and Safety Act can be found at: <https://www.ontario.ca/laws/regulation/900857>

## Delegating the Responsibilities for Safety

As well, there are key areas of responsibility that must be clearly delegated for all technological subject areas and they must be addressed for their individual board, school and facility.

These may include administration, department heads, technology teachers, students, board facilities, custodian/maintenance and other local partners or board-defined roles.

### Administration

The responsibility rests with the Principal or his or her designate to ensure that each Technological Education Teacher has received the information and instruction on the safe use of equipment in the classroom.

In order to achieve safety goals, the School Board, Superintendents and Principals should:

- establish and maintain a written Board safety policy and program
- emphasize and enforce the safety policy and procedures
- ensure that each Teacher has been satisfactorily trained on the use of equipment within the classroom
- ensure in-service education sessions are held for Teachers concerning the safety policy and procedures therein, such as machine guarding, lock-out, fire prevention, first aid, personal protective equipment
- be aware of current legal issues about liability for classroom accidents; ensure that such is part of in-service sessions for staff
- assist and encourage the teacher to correct and avoid situations that could result in liability to the Teacher and the school
- provide for proper safety equipment in all technology areas
- hold staff accountable for safety practices in their respective areas
- analyze accident records in order to determine the most frequent causes of accidents and the more severe types of accidents
- take corrective measures to change accident-causing conditions
- ensure that staff health and safety training and information is current
- make safety literature, posters, and safety promotional material available to all persons associated with the technology program
- set up a program for the safety orientation for new staff
- ensure that all Occasional Teachers working in the Technology areas are informed about and understand the standard accident and emergency procedures
- not permit the overcrowding of classes, taking into account the physical size of a room, the arrangement of the equipment, furniture and facilities in the room, and the kind of activities that are being carried out in the room

- ensure that the use of space has not changed unless changes have been designed by a qualified architect or engineer
- at the beginning of the year/semester, make the Technological Education Teacher aware of any student medical condition that could result in a safety problem
- ensure that individuals are designated to be responsible for safety in the Technology Department
- limit after-hours access to the Technological Education facilities and equipment to qualified personnel

## Department Heads/Curriculum Chairs/Program Leaders

The Department Head is the intermediary between the individual Teacher and Administration. Each Department Head is accountable to his or her Principal to ensure input into the administrative process and enforcement of both the *Occupational Health and Safety Act* and Board policies.

The Department Head should:

- ensure that each Technology area has a floor plan posted in a strategic place to show the locations of items such as:
  - ✓ fire extinguishers
  - ✓ AED
  - ✓ fire blankets
  - ✓ emergency power stop buttons
  - ✓ emergency kit
  - ✓ eyewash station(s)
  - ✓ emergency exits
  - ✓ special shut-off valves (gas, etc.)
  - ✓ nearest fire pull station
- ensure that a first-aid kit is available in each Technology area
- ensure a designated Teacher is responsible for specific areas of safety in his or her specific areas
- inform the Principal when the physical condition or other factors in the classroom may detrimentally affect safe instruction
- when a program is disbanded, ensure equipment is locked-out and room is not accessible (rekeyed)
- inform the Principal, in writing, of any known or potential safety hazard
- encourage the use of safety posters, literature, and audiovisual aids
- advise the Technological Education staff to ensure that all student projects are able to be completed with safety guards in place. Keep safety guard and anti-kickback devices in

position, if possible. Use approved alternate safety devices where appropriate.

- advise Teachers to ensure that safety guards are placed back immediately when process is finished
- where applicable, ensure that there is an appropriate spill kit and spill procedure present
- develop, implement, and post a standard accident emergency procedure in each Technology area
- ensure that current inventories of Material Safety Data Sheets (MSDSs) are maintained
- ensure that no unapproved or unsafe equipment, materials, or procedures are used in the area. Equipment should be purchased through Board-approved vendors.
- advise Technology staff that any equipment deemed not to be safe must be taken out of service immediately, tagged, locked out, and reported to the Principal
- advise the Technological Education staff to ensure that no practical shop work requiring the use of tools shall take place during their absence or when an unqualified Teacher in Technological Education is supervising the class
- advise any certified Occasional Technological Education Teacher working in a specific subject area not to engage in practical work until familiar with the shop environment
- encourage the Technology staff to receive first-aid training
- ensure that all accidents and incidents are recorded and reported on the appropriate forms
- conduct, along with the Health and Safety representative where appropriate, a follow-up analysis of all accidents and incidents
- notify the Chief Custodian, Facility Services of any special needs or deficiencies in the area
- review, at least annually, all procedures and rules

## Technology Teacher

In order to provide a safe environment for students involved in any Technological Education course, the following procedures must be adhered to:

Teachers must be aware of their Board Safety Documents that outline safety procedures for machinery, tools, equipment, and procedures by completing advised Board Training.

Use of Board Safety Documents is required as the minimum basis for safety instruction. Enhancements and additions to these documents are permitted to meet program needs.

Students must receive instructions on the safe and proper operating procedures for specific machinery and equipment by a qualified Technological Education Teacher before permission is given to use tools, machinery, and equipment. The following excerpt from the Ontario Curriculum document for Technological Education explains this point further:

Teachers are responsible for ensuring the safety of students during technology lab, shop, and classroom activities. Health and safety issues must also be addressed when learning involves cooperative education and other workplace experiences. Teachers need to encourage and motivate students to assume responsibility for their own safety and the safety of others, and they must help students develop the knowledge and skills needed for safe participation in all technology-related activities. For these reasons, teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board policies and procedures, Ministry of Education policies, and Ministry of Labour regulations.

To carry out their responsibilities with regard to safety, it is important not only that teachers have concern for their own safety and that of their students, but also that they have:

- the knowledge necessary to use the materials, tools, and procedures involved in science and technology safely
- the skills needed to perform tasks efficiently and safely

**Note:** Teachers supervising students using power equipment such as drills, sanders, and saws need to have specialized training in handling such tools. This specific training requirement applies to listed equipment in all areas of technology education specialization.

Teachers of Technological Education courses must carefully maintain records of student attendance and records of safety instruction given.

Teachers are expected to be able to provide documentation:

1. that the student was present on the date each safety lesson was taught (dated lesson plans, attendance records clear and unambiguous)
2. of the safety lesson that was delivered (e.g., PowerPoint, note taking, signed safety pledge, pre-printed sheets, successful passing on an announced written test that is dated and stored by the teacher, correction of errors completed)
3. that indicates student understanding of the safety lesson (e.g., completed evaluation tool, student notes)
4. of how students are reminded of safe practice throughout the course (e.g., notation in teacher daybook)
5. that the work and learning environments are kept safe, tidy, and in good condition (e.g., photos, focus on machines with guards in place, maintenance records, safety inspections, cleanup procedures, student safety stewards, modeling of best practices), and that the Head Caretaker is informed of any maintenance issues

6. that students' different learning styles and needs are taken into account, both during the delivery of the safety lessons and during any follow-up evaluation (e.g., use of visuals, opportunities to demonstrate understanding orally)
7. that safety procedures are explained using various strategies such as verbal explanation, demonstrations through modeling, and accompanied by both written and pictorial explanations that are posted throughout the work and learning environments
8. those accommodations and, if necessary, modifications are made to the curriculum and included in the Individual Education Plan (IEP) in the event that the student cannot manage all curriculum expectations safely
9. that each student has signed the annual acknowledgment form, stating that he/she has been informed of the safety procedures

## LOCKING OUT AND TAGGING OUT EQUIPMENT

The process for Teachers for locking out and tagging out equipment is as follows:

- If the equipment can be locked out by way of a power switch located on the actual piece of equipment, by use of a padlock, then the Teacher can lock it out.
- If the power cannot be locked out at the equipment, then the Head Caretaker must be notified and the power should be locked out at the panel box.
- Lockout is always required when repairs/adjustments are being performed on any piece of equipment.
- Once the equipment is locked out, it must be "Tagged Out" by attaching an appropriate tag in a conspicuous location, showing the worker's name and reason for lockout, along with the date and time.
- Notify the school Administration and the Head Caretaker once lockout and tag-out have occurred.

## Students

Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in Science and Technology activities when they:

- maintain a well-organized and uncluttered workspace
- follow established safety procedures
- identify possible safety concerns
- suggest and implement appropriate safety procedures
- carefully follow the instructions and example of the Teacher
- consistently show care and concern for their own safety and that of others

## Board Facilities

- Inspect the Technology areas on at least an annual basis with respect to maintenance items such as gas leaks, electrical outlets, safety indicators or signs, ventilation, and any other potential hazards.
- Report the results of the inspection to the Principal.
- If work is planned in a Technology area, ensure the Teachers are informed and check for special hazards which may be present.
- Before working in a shop or on any of the shop services, inform the Teacher what will be done, and when the work will be starting and finishing. The classroom Teacher is responsible for ensuring that the work area within the room is free from physical and chemical hazards.
- In situations where the hazard cannot be totally removed, specific work procedures must be developed in conjunction with the Teacher and the Health and Safety Officer.

## Custodian / Maintenance

- Daily removal of garbage, scraps, and waste must be organized and coordinated with the Caretaking staff. Note the policies and responsibility related cleaning varies from school board to school board as it relates to collective bargaining, therefore the teacher/department head is encouraged to consult with the head custodian and the school board health and safety officer to determine who is responsible for cleaning of grease traps, filters and ducts. Education areas that utilize chemicals such as chemical cleaners, dyes, food stuff such as cooking oils, should be familiarized with the caretakers and maintenance department for proper cleanup and disposal procedures.
- Be aware of the hazards in the Technological Education areas.
- Know the hazard warning signs and symbols and proper safety precautions.
- Do not handle unfamiliar materials. Do not handle or move chemicals in the shop.
- In the event of an emergency or concern, know the individuals who should be contacted and how to reach them.
- Know the proper handling and disposal of materials before disposing.
- If the contents of any containers are spilled, the school must adhere to the Spill Procedures. **DO NOT TOUCH OR ATTEMPT TO CLEAN UP.** Contact the Principal or your supervisor, who will then contact the appropriate person/department.
- Ensure that the Technology shops are secure during non-class hours after school, and at night. This is especially important if the school building is used after school by the community user groups.



## Safety Perspective Overview

### Health and Safety Resources and Curriculum

These resources identify safety rules associated with hazards and processes. They are applicable to a wide range of occupations and situations.

Based on the Ontario curriculum this resource contains safety lessons for technology subjects



### Classroom Safety Resources

These resources identify safety policies and procedures that ensure the safety of people in schools.

e.g. WHMIS Training Sessions, Board Safety Policies, **SAFEdocs**- these resources provide a framework for developing safety procedures in school classrooms



### Equipment and Hazard-Specific Safety Rules

These resources are Just-in-Time (JIT) safety rules. They are applicable to specific equipment in the facility and may apply to specific hazards associated with a program emphasis.

These rules are developed at the classroom/school level to implement safe work practices. They may be adapted from a variety of sources including equipment manufacturer's manuals. A summary is often posted near equipment.



### Safety Management

The teacher develops these resources. The daily classroom safety routines and policies are based on the above safety resources and applied to each individual facility/classroom.

Protocols developed to teach safe behaviour directly should include managing safe work practices and behaviour through demonstration and reinforcement of safe working procedures, establishment of clear safety rules, safety passports, assignments, quizzes, and research.

## Safety Topics for the Classroom

The following are suggested topics for teaching in the classroom. See Appendix A for available resources pertinent to general safety and particular safety rules and procedures for your subject area. See Appendix B for specific resources or links that are associated with Hospitality & Tourism. See also your Board, school and relevant municipal policies for local safety rules and procedures.

<b>Emergency Procedures</b>	procedures for handling fire, security threats, and other emergencies
<b>First Aid</b>	procedures for handling breathing difficulties, bleeding, burns, allergic reactions, epileptic seizures, etc.
<b>Personal Protective Equipment</b>	use of eye, hearing, foot, body, respiratory protection
<b>Ergonomics</b>	safe posture when using equipment, avoiding repetitive stress injuries
<b>Material Handling</b>	procedures for safely handling heavy loads, chemicals, potentially hazardous materials
<b>Housekeeping and Storage</b>	procedures and rules regarding maintaining safe facilities and proper storage of materials and equipment
<b>Fire Protection</b>	location and types of fire protection equipment, procedures to follow in the event of a fire or fire alarm
<b>WHMIS 2015</b>	Workplace Hazardous Materials Identification System 2015 governs the identification and safe use of hazardous materials

## Communication

It is important to the safety of all students and staff at a school that safety be taught and reinforced on a daily basis. Some basic methods of communication are:

- Update SDS
- visible WHMIS binders, symbols and SDS sheets
- readily available manuals for the operation of various types machinery, tools or equipment
- safety posters around major equipment and work areas
- clear and precise instructions, reinforced each time a procedure or equipment is used
- clearly marked areas that contain safety items such as fire extinguishers, eye wash stations, first aid kits, etc.

## SAFETY EXPECTATIONS

The following are safety related expectations from The Ontario Curriculum 2009 Revised) - Technological Education for:

### TFJ2O Hospitality and Tourism, Grade 10, Open

#### B. HOSPITALITY AND TOURISM SKILLS

B2. demonstrate the use of safe and correct culinary techniques in the preparation, cooking, and presentation of food, and demonstrate professional serving methods;

B2.3 use a variety of cutting techniques (e.g., precision cuts: large dice, medium dice, small dice, brunoise, rondelle, paysanne, batonnet, julienne, fine julienne; butchery and fabrication: deboning, cleaning, filleting) correctly (e.g., keeping all items a consistent size) and

#### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. identify and demonstrate compliance with health and safety standards in the various sectors of the tourism industry;

D1.1 identify the laws, regulations, and regulatory/oversight organizations that govern health, safety, and sanitary standards in the tourism industry(e.g., Health Protection and Promotion Act [HPPA], Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS], local health departments);

D1.2 demonstrate an understanding of emergency preparedness (e.g., know the location and understand the features of safety equipment such as the fire blanket, first aid kit, and eye wash station) and procedures to be followed (e.g., evacuation procedures) in the event of an accident;

D1.3 use protective clothing and equipment as required to ensure their own and others' safety in the work environment;

D1.4 demonstrate appropriate and timely use of safety and sanitary practices (e.g., washing hands, labelling containers, sanitizing work surfaces and utensils, storing perishable items appropriately, monitoring temperature

### TFJ3E Hospitality and Tourism, Grade 11 Workplace

#### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

identify and demonstrate compliance with the health and safety legislation, regulations, and practices that govern the food and beverage services sector of the tourism industry;

D1.1 identify the laws, regulations, and regulatory/oversight organizations that govern health, safety, and sanitary standards and practices in the food and beverage services sector (e.g., Health Protection and Promotion Act [HPPA], Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS] regulations, local health departments);

D1.2 identify facilities and equipment in the food and beverage services sector that are required under health and safety legislation and regulations (e.g., eye wash stations, anti-fatigue mats, hand wash stations, smoke and carbon monoxide detectors, fire-suppression devices, ventilation);

D1.3 demonstrate appropriate and timely use of safety and sanitary practices (e.g., washing hands, wearing hair nets, labelling containers, storing perishable items appropriately, monitoring temperature control) when handling, preparing, and presenting food and beverages;

D1.4 identify health and safety issues that must be considered in workplaces in the food and beverage services sector (e.g., issues concerning trip and fall, exposure to chemicals, the effects of fatigue, and workplace ergonomics);

D1.5 demonstrate an understanding of emergency preparedness (e.g., develop an emergency exit plan, ensure all safety equipment is clearly identified and easily accessible) and procedures to be followed (e.g., regarding the use of fire-suppression equipment) in the event of an accident or emergency situation;

D1.6 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## TFJ4E Hospitality and Tourism, Grade 12 Workplace

### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. demonstrate an understanding of and compliance with health and safety legislation and regulations and the practices that are essential for a safe and healthy work environment;

D1.1 describe the laws, regulations, and regulatory/oversight organizations that govern health, safety, sanitation, and workers' rights in the food and beverage services sector of the tourism industry (e.g., Health Protection and Promotion Act [HPPA], Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS] regulations, Workplace Safety and Insurance Board [WSIB], local health departments);

D1.2 identify and describe health and safety issues that must be considered in workplaces in the food and beverage services sector (e.g., issues concerning trip and fall, exposure to chemicals, the effects of fatigue, and workplace ergonomics), and explain how these issues affect working conditions;

D1.3 identify ways of meeting health and safety requirements and recommendations (e.g., concerning public safety) in various settings of the food and beverage services sector (e.g., carry out food inspections; have an emergency preparedness fire/evacuation plan; maintain a clean, hygienic facility; provide separate washrooms for staff and customers; observe municipal by-laws);

D1.4 demonstrate the ability to follow health and safety best practices (e.g., report unsafe working conditions in the school classroom/facility; use WHMIS data sheets and understand WHMIS safety cautions; know appropriate first aid procedures to be used in the event of an accident such as a burn, cut, or electric shock);

D1.5 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## TFJ3C Hospitality and Tourism, Grade 11 College

### OVERALL EXPECTATIONS – TFJ3C

D1. demonstrate an understanding of and compliance with health and safety standards in the various sectors of the tourism industry

D1. identify and demonstrate compliance with the health and safety legislation, regulations, and practices that govern the food and beverage services sector of the tourism industry;

D1.1 identify the laws, regulations, and regulatory/oversight organizations that govern health, safety, and sanitary standards in the tourism industry (e.g., Occupational Health and Safety Act [OHSA], Health Protection and Promotion Act [HPPA], Workplace Hazardous Materials Information System [WHMIS] regulations, local health departments) and explain their importance;

D1.2 demonstrate an understanding of emergency preparedness (e.g., develop an emergency exit plan, ensure all safety equipment is clearly identified and easily accessible and that equipment lockout rules are posted) and procedures to be followed (e.g., regarding equipment power shut-off, the use of fire-suppression equipment) in the event of an accident or emergency situation;

D1.3 demonstrate the ability to follow health and safety best practices (e.g., report unsafe work conditions in the school classroom/facility; use the Workplace Hazardous Materials Information System [WHMIS]; know appropriate first aid procedures to be used in the event of an accident such

as a burn, cut, or electric shock);

D1.4 demonstrate the use of safe food handling and proper sanitary practices (e.g., prevent cross-contamination of foods; keep their person and uniform clean; wear hair nets; observe good housekeeping practices, safe lifting practices);

D1.5 use protective clothing and equipment as required to ensure their own and others' safety in the work environment;

D1.6 identify and describe health and safety issues that must be considered in the workplace (e.g., issues concerning trip and fall, exposure to chemicals, the effects of fatigue, and long-term ergonomic considerations).

## TFJ4C Hospitality and Tourism, Grade 12 College

### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. demonstrate an understanding of and compliance with health and safety standards in the tourism industry and the related legislation and regulations;

D1.1 describe the laws, regulations, and regulatory/oversight organizations that govern health, safety, and sanitary standards in the tourism industry (e.g., Occupational Health and Safety Act [OHSA], Health Protection and Promotion Act [HPPA], Workplace Hazardous Materials Information System [WHMIS] regulations, local health departments) and explain their importance;

D1.2 analyze the health and safety issues that affect workers in the tourism industry (e.g., issues concerning exposure to harmful chemicals, the effects of fatigue, ergonomics, sanitation, smoke and carbon monoxide [CO] detectors, fire suppression devices, ventilation);

D1.3 handle and store a variety of products (e.g., cleaning chemicals, raw food products, flammable materials) according to provincial standards; D1.4 take sanitary precautions (e.g., wear gloves, aprons, hair nets) when and where appropriate;

D1.5 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## Netiquette: The Rules of Internet Use

See your Board/School Policy

### TO BE USED AS AN EXAMPLE ONLY; PLEASE SEE BOARD/SCHOOL POLICY: Acceptable Use Agreement Form

#### ***To Students:***

I, the undersigned, indicate by my signature that I have read and understand fully the Acceptable Use Policy and related guidelines. I agree that I will abide at all times to the rules and responsibilities as outlined in the Acceptable Use Policy and related guidelines. I also agree that I clearly understand the consequences of my failure to abide by these rules and regulations.

#### ***To Parents/Guardians***

As a parent or guardian signing below, I indicate that I understand the rules, regulations and consequences of misuse governing my son or daughter's use of the Board's computer and information technology facilities and resources. I understand that all Board staff will make every attempt to ensure proper and acceptable use in line with relevant policies, laws and regulations. I hereby allow my son or daughter to access the Board's supervised facilities and resources.

**Student Name:**

**Student Signature:**

**Date:**

**Parent/Guardian Full Name:**

**Parent/Guardian Signature**

**Date;**

## To Be Used as An Example Only; Please See Board/School Policy

# HOST Student Conduct Agreement

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

### *Safety Awareness*

#### **Personal Protective Equipment [PPE]**

1. Wear gloves, safety eyewear, aprons, masks, and other PPE as per instructed when using chemicals, heat, biological materials, hand or powered instruments and tools.
2. Ensure other workers and customers are protected before performing operations that can be dangerous.

#### **Lift Support and Movement**

1. Move heavy objects only with teacher approval.
2. Use assistance to lift items over 20 kilograms (40 pounds) or 2 meters (six feet) in length
3. Secure and support heavy or long objects on approved shelves.

#### **Equipment**

1. Operate equipment, chemicals or tools only after receiving proper instruction and permission from the teacher.
2. Never leave equipment, chemicals or tools unattended.
3. Do not attempt to repair any electrical connections, see your instructor.
4. Remove from service any equipment or tools that need repairing.

#### **Storage and Handling of Chemical Substances**

1. Update MSDS instruction before handling chemical substances.
2. Secure all flammable chemicals and corrosives in approved cabinets.
3. Maintain good housekeeping practices when dealing with chemical substances.
4. Be responsible for cleaning up your workstation, tools and work area.
5. Sort recyclable liquids and solids and biological materials into proper approved storage containers

## Sample: Student Conduct Agreement Form

I, \_\_\_\_\_ agree to:

### Ensure a safe workplace

1. Inform teachers of all injuries, damaged equipment and potentially dangerous situations.
2. Make sure I know all fire exits and power shutdown switches and how to use them during emergency situations.
3. Not compromise the safety of others through horseplay or aggressive action.
4. Only use equipment when properly trained, always with any necessary personal protective equipment, and when I fully understand all related safety issues
5. Ask for assistance from the teacher when I am unsure of the proper procedures or health and safety issues

### Prescribed and Non-prescribed Medications

1. Report any use of prescription medications and inform teachers of any possible side effects of the medication [e.g., penicillin, phenobarbital]
2. Report any use of non-prescription medication and any possible side effects of the medication [e.g., Reactine, Benadryl, cough syrups]
3. Never enter a shop or lab carrying, or under the influence of illegal substances

### Consequences for Improper Action

I understand that failure to comply with this agreement may result in injury to myself or others, and that failing to comply with safety procedures may result in my temporary removal from the class or shop.

**I have read the above and understand the expectations and consequences.**

Student signature: \_\_\_\_\_

Parents signature \_\_\_\_\_

Date: \_\_\_\_\_



## SECTION 2: SAFETY INFORMATION SHEETS

### SECTION OVERVIEW

This section contains Safety Data Sheets (**listed in alphabetical order**) that can be used as:

- Student handouts
- Safety posters (can be mounted in and around specific equipment or bulletin boards)
- Teacher notes in project binders, safety binders or assessment plans
- Information that can support a lesson(s)

**Safety Information Sheets** contain information specific to various common tools and procedures. Before using them, ensure they accurately describe your own particular facilities and equipment, and that they align with specific manufacturer's safety instructions.

#### NOTE:

All materials within this document are to be considered as suggestions and recommendations only. These are not legal documents and are not to be considered as legal requirements or as official policy. OCTE or the individual contributors makes no claim to the accuracy or the completeness of the enclosed documents and accepts no responsibility for any damages pertaining to their use. Users of this document should not assume all warnings and precautionary measures are contained herein, that additional information or measures are not required, or that local by-laws, regulations or Board policies are explicitly included.

Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations. Please review exemplar TFJ [SafetyNET](#) resource documents for experienced teacher tips and customization options for your course projects.

# Biohazards

Biological Hazards are a danger to the safety of food caused by disease causing micro-organisms such as parasites, bacteria, molds, yeasts, viruses or fungi.

Pathogenic micro-organisms are so small that they can only be seen with a microscope and cause illness or disease. When ingested they cause a food-borne infection in your intestines.

Understanding and controlling the conditions that micro-organisms need to Live will help control biological hazards in a kitchen

Important concepts:

**Bacterial Growth:** The six conditions that bacteria need to grow are food, time, temperature, oxygen, moisture and acidity.

**Potentially hazardous foods:** Foods high in protein which supply all the conditions for bacteria to thrive. (Meat, fish, dairy, gravy, puddings...)

**Temperature:** is the most important condition to control. Micro-organisms can be destroyed with heat and made to go dormant with cold. Hot food must be kept hot and cold food must be kept cold out of the danger-zone.

**Danger Zone:** is the temperature range at which bacteria grow rapidly. It is 4°C to 60° C or 40° F to 140°. Your body temperature is 37° C / 97° F the perfect temperature for harmful bacteria to grow.

**Bacteria Divide:** If bacteria have the correct conditions 1 bacterium can split to become 2 every ten minutes.

**Time & Temperature Principle:** If bacteria kept in the “Danger Zone” have ideal conditions in five hours 1 bacterium can become one million and food is considered unfit to eat. After 3 hours in the danger zone, potentially hazardous food is considered unfit to eat.

**Sanitize:** To reduce pathogenic organisms to safe levels

**Cross Contamination:** The transfer of bacteria or other contaminants from the food service worker.

**Cross Contamination tools:** The transfer of bacteria or other contaminants from one food, work surface or piece of equipment to another.

## Controlling Pathogenic Bacterial Growth:

1. Cook foods to the correct internal temperatures. Foods heated to 74 C -100 c / 165 F

- to 212 F will kill the bacteria that cause food-borne disease.
2. Check the internal temperature of food with probe thermometers to ensure they are above the danger zone. Always sanitize the thermometer between uses.
  3. The number one critical control point that a cook/chef can complete to serve safe food is to heat food to 80 degrees Celsius.
  4. Safe reheating: when reheating food do it as quickly moving through the danger zone as quickly as possible.
  5. Safe Cooling: cool food quickly by placing in small batches, placing in cold running water or in an ice bath and stirring frequently to release the heat.
  6. Safe Defrosting: food must always be defrosted below the danger zone (4 degrees Celsius). It can be done in a fridge or cold running water. A 20 pound turkey may take over 5 days to defrost in the fridge.
  7. Safe food preparation: Keep foods on ice or work with small batches while preparing mise en place. Put equipment in the fridge or freezer before working with potentially hazardous foods like seafood and meats. Do not place these foods in hot bowls out the dishwasher.
  8. Proper Food rotation (FIFO): Stock / product rotation. All perishable and semi perishable goods should be used according to the first in first out principle.
  9. Create a sanitizing solution: 1 tsp. / 5 ml. household bleach in one litre of water without soap. Wipe onto a clean surface and allow to air dry. This will reduce the amount of pathogenic bacteria to safe levels. Quat (200 ppm) is the most common sanitizer in a food service.
  10. Properly sanitize all tools and equipment as required. Use the two sink dishwashing process, Scrape → wash → rinse → sanitize → air dry
  11. Sanitize all tools and equipment after each use. If tools or equipment are dropped on the floor, ensure that they are sterilized as required before being used again.
  12. Allow equipment to air dry. Do not stack cutting boards after washing. Ensure that they are layered in such a way that they will dry and discourage the growth of harmful bacteria.
  13. Avoid cross contamination:
    - a. Never place food on the floor including boxes and bags...
    - b. Use colour coded cutting boards
    - c. Take care to use sanitized and clean kitchen cloths before wiping tables over and over again.
    - d. Always sanitize the thermometer between uses.
    - e. Do not use your hands. Use tools to handle food, scoops, ladels, spoons...
    - f. Sanitize tools that have been in contact with potentially hazardous foods
    - g. If you have cuts or abrasions always wear a Band-Aid and a glove. It is the law!

- h. Store raw meat below cooked foods.
  - i. Personal protective equipment protects clothes and body. Not to be used for wiping hands and creating possible cross contamination.
  - j. Two spoon tasting is a safe way to taste food without double dipping / cross contamination. Use a clean spoon to transport food into a tasting spoon. No double dipping.
  - k. Sneeze into your sleeve
14. Cans that are under pressure may contain botulism, a bacterium that does not need air to survive. These goods must be discarded.
15. Call attention to any potential contamination or dangerous conditions to your supervisor and/or instructor immediately.

### **Safe Handling of Common Allergens**

1. Each allergic reaction to contact becomes more severe than the last. It may start with a small rash but later reactions end in severe respiratory failure and death.
2. Common Allergens Peanuts, nuts, shellfish, crustacean, milk, soy, wheat, eggs, sulfites, MSG (mono-sodium glutamates)
3. If you are unsure if food preparations contain ingredients that someone may have an allergic reaction to, always advise customers to have something else. Label things clearly.
4. Avoid cross contamination of common allergens with foods.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Chemical Hazards

A danger to the safety of food caused by chemical substances, especially cleaning agents, pesticides and toxic metals.

Many operations in hospitality or tourism involve different types of chemicals. Make sure you know how to handle these chemicals: their use, as well as storage and disposal procedures.

1. Before handling any chemicals, ensure you understand the safe handling procedures as outlined on container labels, WHMIS data sheets, designated instructions or posted classroom procedures as appropriate. If you are unsure, see your instructor before proceeding.
2. Place any chemicals in approved, labeled containers ONLY.
3. DO NOT mix chemicals without prior knowledge of the consequences. Bleach / ammonia combined with an acid like a toilet bowl cleaner will produce chemical gasses that will burn your respiratory system. Do not combine random cleaning products.
4. Discard any used chemicals in approved disposal containers ONLY. Inform your instructor of near-full containers. DO NOT dispose of chemicals down drains. Ask your instructor for proper disposal methods and procedures.
5. Ensure that there is adequate ventilation when using chemical substances.
6. Do not use any chemical for any other purpose other than what it is designed for.
7. Use appropriate PPE (personal protection equipment) at all times when handling chemicals. PPE includes eye protection, skin protection, gloves, aprons or coveralls, foot protection, as required under safe operating procedures.
8. Take note of expiry dates and storage requirements of chemicals. Do not use chemicals beyond their expiration.
9. Always store chemicals on bottom shelves and in a separate storage location

away from foods.

10. Using acidic foods like tomatoes in reactive pots and pans can cause chemical poisoning. Use non-reactive pots.
11. You can receive chemical burns from hot chili peppers like scotch bonnet peppers. Use glove and work with care. Do not touch your body, face or eyes.
12. Chemicals such as fertilizers, insecticides & herbicides that increase food production but may have negative effects on humans. Fruits and vegetables must be washed very carefully.
13. Mono-Sodium-Glutamate is a chemical flavour enhancer which can cause chemical poisoning. Ensure proper labeling and beware of customer's needs.
14. Poisoning from the "Red tide". Shellfish become contaminated by ingesting toxic marine algae (Paralytic shell fish poisoning). Be aware of seasonal hazards and purchase foods from a reputable distributor.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Electrical Hazards

Touching an exposed electrical wire or electrical equipment that has not been grounded properly causes shocks. Shock can vary from a slight tingle to a rocking jolt. A very severe shock can cause death. Do not touch equipment or electrical wires that have been exposed to fluids.

Protect yourself against shocks by following these rules:

1. Check the condition of electrical cords on equipment. Report all problems to your instructor immediately. Replace worn or damaged cords.
2. When disconnecting a cord, pull on the plug. Never pull on the cord. You may loosen the wires and get a shock.
3. Never handle electrical equipment with wet hands or while standing in water.
4. Wear rubber-soled shoes to prevent shocks. Rubber does not conduct electricity.
5. Make sure you use proper power supplies and cables designated for use with specific pieces of equipment.
6. Store all electrical equipment in areas designated by your instructor.
7. Never change or interfere with the operating environment set up by someone else without permission.
8. Always turn equipment off & disconnect the power before disassembling, moving or washing.
9. Always ensure that electrical machinery is fully assembled and turned off at the switch before plugging in.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Facility Emergency Procedures

Make sure you know the location of all fire alarms, emergency exits, and emergency power stop buttons

EMERGENCY PROCEDURES AND EVACUATION ROUTES must be clear at all times, and occupants must know and understand these procedures and routes.

Emergency Locations

Emergency Exits and Fire Alarms:

Locations of Emergency Stops:

Hand washing station:

Eye wash station:

First Aid Box:

Fire Blanket:

Fire Extinguisher:

Switches to turn on overhead exhaust fans:

Fire suppression system:

Burn Relief Station:

Incident Reports:

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Fall Protection

Studies of accidents in the service industry show that most injuries are caused by falls. Observing a few simple rules will help to avoid most accidents of this type.

The points below give guidelines for preventing falls.




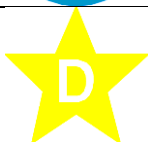
1. Walk; do not run.
2. Keep the floor clean and dry. A wet floor is slippery, so wipe up any spills immediately. Sprinkle salt on any spots that are still slippery until the floor can be thoroughly washed. Warn others of slippery conditions.
3. Wear low-heeled comfortable shoes with rubber soles, these grip the floor well.
4. Keep floor mats flat to prevent stumbling. Wrinkled mats or ones with curled corners can cause falls.
5. Keep work areas and traffic lanes clear. Electrical cords should not extend across traffic lanes. Put mops and brooms away promptly. Never leave boxes or crates in the aisles.
6. Look where you are going at all times. Get assistance to carry items that can block your vision.
7. Use a stepladder, never a chair or table, if you need to reach something on a high shelf.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Fire Extinguishers

1. **KNOW YOUR FIRE SAFETY PLAN** - If you see a fire, call for attention; get everyone out, pull the fire alarm.
2. Stay calm.
3. If using a fire extinguisher:
  - **PULL THE PIN, AIM LOW AT BASE OF FIRE**
  - **SQUEEZE HANDLE, SWEEP SLOWLY AT BASE OF FIRE**
  - **STAY LOW TO AVOID HEAT AND SMOKE**
4. Have the fire department check to make sure the fire is out.
5. Ventilate when fire is completely out.

***Learn and know the types of fire extinguishers (see below):***

<b>CLASS A</b> water		<b>Ordinary Combustibles:</b> paper, cloth, wood, rubber, many plastics.
<b>CLASS B</b> CO <sub>2</sub>		<b>Flammable Liquids:</b> oil, grease, gasoline, some paints, solvents etc.
<b>CLASS C</b> dry chemical		<b>Electrical:</b> wiring, fuse boxes, electrical equipment etc.
<b>CLASS D</b> special liquid or powder		<b>Combustible Metals:</b> magnesium, sodium.

# First Aid

The immediate response to an emergency often involves First Aid. First Aid involves assisting an injured person until professional medical help can be provided.

The general action tips in the list below should be followed in an emergency. They do not replace the need to be properly trained in first aid. Your teacher will provide you with instructions on what to do in cases of emergencies.

1. Check the scene for dangers, (e.g. electrical shock hazards, chemical spills, hot objects, fire), stay calm and call out for help. Do not touch the victim until immediate dangers such as electrical current are removed.
2. Assist if asked by your teacher to keep the victim comfortable and calm.
3. Call the office for medical help if requested by the teacher.
4. Care for the victim by administering first aid according to your teacher's instructions.
5. Help keep people who are not needed away from the victim.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# First Aid Kits

**ALL INJURIES MUST BE REPORTED TO MAIN OFFICE  
REPORT ANY USE OF FIRST AID KIT TO TEACHER TO ENSURE THAT ANY SUPPLIES  
THAT ARE USED ARE REPLACED**

Suggested list (add items specific to your needs) See WSIB Regulation 1101, Required first aid kit items (at <http://www.wsib.on.ca/wsib/wsibsite.nsf/Public/PreventionYHSRR>)

**DATE CHECKED:**  
**CHECKED BY:**

ITEM	Number
St. Johns Ambulance First Aid Manual	
Masks	
Disposable latex gloves	
Pair of scissors	
Plastic Emesis basin	
Wooden splints	
Rolls of splint padding	
Adhesive strip bandages	
3"x3" sterile gauze pads	
4" compress bandages	
6" Tensor bandages	
Triangular bandages	
Safety Pins	

Sterile gauze bandages	
Sterile gauze field dressing	
1 ½" width roll adhesive tape	
Antiseptic swabs	
Burn cream	
Instant cold packs	

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## General Housekeeping

1. Everything has a proper storage location.  
If you don't know where it is, please ask.  
If you do know, put it back.
2. If it is broken, report it.  
If it doesn't work, report it.  
If it's broken or doesn't work, don't use it.
3. Dirt, dust, debris are harmful to your safety and health. Even if you didn't put it there, pick it up, clean it up, or move it aside.
4. If you spill or drop any fluid on the floor, clean it, or use absorbent materials. You are responsible for prevention of injuries.
5. Never block fire exits, fire pull alarms, doorways, aisles, and electrical breakers or machine switches for any reason at any time.
6. Chemicals all have proper storage containers.  
Make sure you use them.  
Never mix chemicals.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Grease and Oils

Grease or oil fires spread quickly. As soon as you spot one, alert others to the problem. Call the fire department immediately. Be sure you know where all exits are located. If the fire spreads, help customers from the building and stay outside. If the air is smoky, crawl to safety. The smoke will be lighter near the floor.

The points below give guidelines for preventing grease or oil fires.

1. Do not overheat fat. A flash fire may result.
2. Do not fill the fryer to the top.
3. Never leave hot fat unattended.
4. If oil or fat spills wipe it up with a paper towel and clean the surface with warm water and detergent.
5. After cooking with grease, fat or oil, clean accumulated grease from range hoods, grills, and deep fat fryers. Use warm water and detergent.
6. Never put water on a grease fire. The water will explode spreading the fire and potentially causing severe personal burns.
7. Fuel, heat and oxygen are all needed for a fire to burn. If you remove one of these the fire will extinguish.
8. The easiest way to put out a fire is to remove the oxygen to extinguish the flames. Grab any item that can be used as a cover (lid, sheet pan, tray, hotel pan, bowl, damp cloth, fire blanket...)

Extinguishing a fire:

1. Cover grease fire with a lid.
2. Turn off heat source.
3. Remove from burner and allow to cool / do not try to move

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# HACCP System

The food safety system used by many food service establishments is called the HACCP system. The **Hazard Analysis Critical Control Points** system combines food-handling procedures, monitoring techniques and record keeping.

It helps food service employees:

- Identify foods and procedures that are likely to cause food borne illness.
- Develop facility procedures that will reduce the risk of food borne illness.
- Monitor Procedures in order to keep food safe.

Potential Hazard	Control Point	Corrective Action
Selection of hazardous items; improper food preparation.	Menu Items and Recipes	Proper training.
Receipt and acceptance of contaminated food products.	Receiving	Inspect each delivery, reject contaminated goods.
Cross-contamination; improper storage resulting in spoilage; bacteria.	Storing	Follow FIFO procedures; maintain proper storage temperatures; discard old items.
Cross-contamination; bacteria.	Food Preparation	Good personal hygiene; gloves; hand washing; clean and sanitize utensils and work surfaces.
Bacteria not killed; physical and chemical contaminants.	Cooking	Achieve minimum internal temperature.
Bacteria; physical contaminants.	Food Holding and Serving	Maintain proper temperatures, use clean serving equipment.
Bacteria.	Cooling	Apply rapid cooling methods; store food properly.
Bacteria.	Reheating	Heat foods rapidly; don't mix old food with new food.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Hand Washing

Hand- washing and effective hand sanitation are extremely important methods of preventing the transmission of dangerous bacteria. A food service worker's hands should be washed regularly using the following procedure:

1. Wet forearms and hands with hot water.
2. Apply enough soap to build up a good lather.
3. Rub hands and arms for at least 20 seconds.
4. Clean fingernails with a brush.
5. Rinse off soap thoroughly under running hot water.
6. Turn off the water faucet using a paper towel.
7. Dry hands and arms using a separate paper towel.

## **Always wash your hands:**

Hand washing is the number one way to stop the spread of pathogenic disease causing bacteria.

Be aware of your own personal hygiene habits and wash your hands whenever they are potentially contaminated

- Before starting work.
- After any work breaks, including those to eat, smoke, drink or chew gum.
- Before and after handling raw foods such as meat, fish or poultry.
- After touching your face, hair or body.
- After sneezing, coughing or using a tissue.
- After using the restroom.
- After using any cleaning or sanitizing product.
- After taking out the garbage.
- After cleaning dirty dishes and tables.
- After touching anything else that could contaminate food, such as a phone, money, door handles or soiled tablecloths.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Hot Food Handling

Although cooking involves handling hot food and equipment, a little care can prevent most burns.

1. Make a plan. Clear a path and prepare a safe spot to put your hot pans before removing them from the oven or stove.
2. Protect your hands by using hot pads. Use thick, dry hot pads that will not conduct heat quickly. When reaching into an oven, protect the back of your hands by pulling the rack out. Use a mitt.
3. Protect yourself from steam burns. Always tilt the lid of a pot away from you to let the steam escape. Be sure all steam is gone from a pressure cooker before opening the lid. Wet hot pads can also cause steam burns.
4. Oven mitts or hot pads must be dry. Never use damp or wet cloths to pick up hot pans. The heat will transfer quickly creating steam and burns.
5. Hot fat can cause very painful burns. Never put cold or wet food into hot fat because it will cause the fat to splatter. It may also cause the hot fat to boil over and perhaps catch fire.
6. Keep handles on pans turned away from the front of the range so the pan cannot be tipped over easily.
7. Wear close-fitting clothes. Keep long hair tied back and do not wear dangling jewelry. Loose sleeves and jewelry can catch the handle of a pan and turn it over. Loose sleeves and hair can also catch fire.
8. Avoid filling containers more than half full. They will be less likely to spill when carried.
9. Get help when moving heavy pans of hot fat. Use carts when possible.
10. Warn others when you are walking with hot food.
11. Keep flammable materials such as towels away from open flames. Flammable materials are ones that catch fire easily.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Knife Handling

Food service workers handle knives daily to cut, mix, chop, slice, and grate. Workers should know how to use them correctly in order to avoid cuts. Cuts often result from the improper use of knives. A sharp knife is safer than a dull one because it will cut food more easily and with less pressure.

1. Always use the correct knife.
2. Always use a sharp knife. You're more likely to cut yourself with a dull knife because you will need to use more force.
3. Always cut with the blade facing away from your body. Always use a cutting board.
4. Never let the knife's blade or handle hang over the edge of a cutting board or a table.
5. When carrying a knife, hold it by the handle with the point of the blade facing down at your side. Make sure that the sharp edge is facing behind you.
6. Don't try to catch a falling knife. Step away and let it fall.
7. When you're passing a knife to someone, lay the knife down on the work surface or pass it by carefully holding the dull side of the blade with the handle facing toward the other person.
8. Never use a knife to perform inappropriate tasks, such as opening a can or a bottle or prying something apart. These tasks could damage or even break the blade.
9. Never leave a knife in the sink filled with water. Someone could reach into the sink and be cut by the knife.
10. Carefully wipe the blade from its dull side.
11. Always wash, sanitize, and wipe knives before putting them away.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Ergonomic Hazards

A strain is a feeling of stiffness or soreness from using muscles too long or the wrong way. Strains usually occur in the lower back, the weakest point of the spinal column. In food service, lifting heavy loads incorrectly often causes strains. Once your back has been strained or weakened, it can easily be injured again.

1. You can prevent back strain by lifting with your strong leg muscles. When you must lift a heavy object, squat with knees bent, feet apart, and back straight. With your arms straight, get a firm grip on the load. Stand up keeping your back straight. Make your leg muscles do the work. Do not twist or bend.
2. Set objects down by using the same method in reverse. Ask for help if the object is too heavy. Use a cart to carry heavy objects any distance.
3. Heavy articles should be stored on the bottom shelves.
4. Vary tasks. Avoid repetitive motions that cause strain like tennis elbow (carpal tunnel). Remember to stretch.
5. Use correct posture. Stand with a straight back and feet solid on the ground. Don't slouch.
6. Organize and plan your workspace. Create your own ergonomically correct work space. Work in a logical process (left to right). Move containers closer together to limit motion and stress. Work left to right.
7. Plan your movements and work efficiently. Keep your arms in tight to your body. Keep your work space clean and organized; don't stumble over your accumulated messes.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Personal Hygiene

Food service workers have direct contact with food and as a result are often the cause of contamination and food-borne illnesses. These occurrences can be reduced if the worker practices good grooming habits.

You must be aware of your own personal hygiene habits. The following points outline some of the things the food service worker can do to maintain good hygiene.

1. Be aware of your personal Hygiene habits;
  - a. Bathe daily and wash hair regularly.
  - b. Fingernails should be clean, trimmed neatly, and relatively short.
  - c. Always wear clean clothes to work.
  - d. Always restrain your hair with a hair net or hat.
  - e. Always wear a clean apron.
  - f. Shoes should be appropriate to the workplace: closed toe with non-slip soles.
  - g. Do not work with food if you are ill.
2. Remove jewelry. Microorganisms can hide under rings, bracelets, watches, etc. Jewelry can also be a safety hazard for the food handler – caught in equipment.
3. Sneeze or cough into your sleeve and avoid direct contamination.
4. Two spoon tasting. A safe way to taste food without double dipping / cross contamination. Use a clean spoon to transport food into a tasting spoon. No double dipping.
5. Never wipe or clean your hands on your apron. Personal protective equipment protects clothes and body. Not to be used for wiping hands and creating possible cross contamination.
6. Using Rubber gloves:
  - Always wear gloves when serving food items.
  - Never reuse gloves that have touched raw food. Do not cross       contaminate.
  - Never use soiled or ripped gloves.
  - Cuts or abrasions must be covered with a band aide and a rubber glove.
7. Avoid dirty and soiled uniforms, Roll up your sleeves; tuck in apron strings       to avoid clothes becoming soiled or catching on equipment.

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# WHMIS 2015

- The acronym WHMIS stands for *Workplace Hazardous Materials Information System*
- This regulation was introduced into the *Occupational Health and Safety Act of Ontario* in 1987
- WHMIS gives a worker the right to know what they are handling
- Federal WHMIS applies to importers, manufacturers, and suppliers of hazardous materials
- *The Hazardous Products Act* for controlled products states that national suppliers are to provide labels and Material Safety Data Sheets to all buyers
- MSDS stands for *Material Safety Data Sheets*
- MSDS is a print out on paper that identifies how to handle, store, use, health effects if exposed, emergency procedures, and protective measures
- MSDS must be updated by the supplier every 3 years
- Under the *Occupational Health and Safety Act* in Ontario, employers are to make sure that all hazardous materials are labeled appropriately and that a MSD sheet accompanies the product
- On any controlled hazardous product two labels must be properly labeled with a supplier and a workplace sticker

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# WHMIS 2015

**Supplier labels** must be attached to the controlled product container which has detailed information about the product. Legislation states that 10 kg or more of a controlled product or hazardous material from a supplier must contain the following information:

- both official languages
- have a WHMIS border
- identifies the material or product name (i.e. common name, chemical name, trade name, generic name, brand name, code name or number)
- name and address of the supplier
- reference to a MSD sheet
- WHMIS hazard symbols

**In addition to this and if the container has more than 100 milliliters the following information must be on the label:**

- risk time factors
- precautionary measures while using or being exposed to the product/chemical
- First aid measures to address immediate injuries and not progressive illnesses

**Workplace labels** must be identified on a container that is not from the supplier, and must contain the following information:

- material identifier or product name
- reference to a MSD sheet
- precautionary steps
- first aid measures

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# WHMIS 2015 LABEL

**GENERIC MATERIAL SAFETY DATA SHEETS FOR PERSONAL ENHANCEMENT  
PRODUCTS PROTECTED BY TRADE SECRET LAWS (MSDS)**

## MATERIAL IDENTIFICATION

TRADE NAME/MATERIAL NAME

PRODUCT USE

OTHER NAMES:

MANUFACTURER'S/SUPPLIER'S NAME:

ADDRESS:

EMERGENCY TELEPHONE:

FIRST AID PROCEDURE

**AT ALL TIMES- IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Product K1 / Produit K1



## Danger

Fatal if swallowed.  
Causes skin irritation.

### Precautions:

Wear protective gloves.  
Wash hands thoroughly after handling.  
Do not eat, drink or smoke when using  
this product.

Store locked up.  
Dispose of contents/containers in  
accordance with local regulations.

IF ON SKIN: Wash with plenty of water.  
If skin irritation occurs: Get medical  
advice or attention.  
Take off contaminated clothing and  
wash it before reuse.  
IF SWALLOWED: Immediately call  
a POISON CENTRE or doctor.  
Rinse mouth.

## Danger

Mortel en cas d'ingestion.  
Provoque une irritation cutanée.

### Conseils :











Porter des gants de protection.  
Se laver les mains soigneusement après manipulation.  
Ne pas manger, boire ou fumer en manipulant  
ce produit.

Garder sous clef.  
Éliminer le contenu/récipient conformément aux  
règlements locaux en vigueur.

EN CAS DE CONTACT AVEC LA PEAU : Laver  
abondamment à l'eau.  
En cas d'irritation cutanée : Demander un avis  
médical/consulter un médecin.  
Enlever les vêtements contaminés et les laver  
avant réutilisation.  
EN CAS D'INGESTION : Appeler immédiatement un  
CENTRE ANTIPOLSON ou un médecin.  
Rincer la bouche.

Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890

## WHMIS 2015 Pictograms

	<b>Exploding bomb</b> (for explosion or reactivity hazards)		<b>Flame</b> (for fire hazards)		<b>Flame over circle</b> (for oxidizing hazards)
	<b>Gas cylinder</b> (for gases under pressure)		<b>Corrosion</b> (for corrosive damage to metals, as well as skin, eyes)		<b>Skull and Crossbones</b> (can cause death or toxicity with short exposure to small amounts)
	<b>Health hazard</b> (may cause or suspected of causing serious health effects)		<b>Exclamation mark</b> (may cause less serious health effects or damage the ozone layer*)		<b>Environment*</b> (may cause damage to the aquatic environment)
	<b>Biohazardous Infectious Materials</b> (for organisms or toxins that can cause diseases in people or animals)				

\* The GHS system also defines an Environmental hazards group. This group (and its classes) was not adopted in WHMIS 2015. However, you may see the environmental classes listed on labels and Safety Data Sheets (SDSs). Including information about environmental hazards is allowed by WHMIS 2015.

## WHMIS 2015 Pictograms



The **flame** pictogram is used for the following classes and categories:

- Flammable gases (Category 1)
- Flammable aerosols (Category 1 and 2)
- Flammable liquids (Category 1, 2 and 3)

- Flammable solids (Category 1 and 2)
- Pyrophoric liquids (Category 1)
- Pyrophoric solids (Category 1)
- Pyrophoric gases (Category 1)
- Self-heating substances and mixtures (Category 1 and 2)
- Substances and mixtures which, in contact with water, emit flammable gases (Category 1, 2 and 3)
- Self-reactive substances and mixtures (Types B\*, C, D, E and F)
- Organic peroxides (Types B\*, C, D, E and F)



The **flame over circle** pictogram is used for the following classes and categories:

- Oxidizing gases (Category 1)
- Oxidizing liquids (Category 1, 2 and 3)
- Oxidizing solids (Category 1, 2 and 3)



The **gas cylinder** pictogram is used for the following classes and categories:

- Gases under pressure (Compressed gas, Liquefied gas, Refrigerated liquefied gas, and Dissolved gas)



The **corrosion** pictogram is used for the following classes and categories:

- Corrosive to metals (Category 1)
- Skin corrosion/irritation – Skin corrosion (Category 1, 1A, 1B and 1C)
- Serious eye damage/eye irritation – Serious eye damage (Category 1)

### WHMIS 2015 Pictograms



The **exploding bomb** pictogram is used for the following classes and categories:

- Self-reactive substances and mixtures (Types A and B\*)
- Organic peroxides (Types A and B\*)



The **skull and crossbones** pictogram is used for the following classes and categories:

- Acute toxicity –
  - Oral (Category 1, 2 and 3)
  - Dermal (Category 1, 2 and 3)
  - Inhalation (Category 1, 2 and 3)



The **health hazard** pictogram is used for the following classes and categories:

- Respiratory or skin sensitization – Respiratory sensitizer (Category 1, 1A and 1B)
- Germ cell mutagenicity (Category 1, 1A, 1B and 2)
- Carcinogenicity (Category 1, 1A, 1B, and 2)
- Reproductive toxicity (Category 1, 1A, 1B and 2)
- Specific Target Organ Toxicity – Single exposure (Category 1 and 2)
- Specific Target Organ Toxicity – Repeated exposure (Category 1 and 2)
- Aspiration hazard (Category 1)



The **exclamation mark** pictogram is used for the following classes and categories:

- Acute toxicity – Oral, Dermal, Inhalation (Category 4)
- Skin corrosion/irritation – Skin irritation (Category 2)
- Serious eye damage/eye irritation – Eye irritation (Category 2 and 2A)
- Respiratory or skin sensitization – Skin sensitizer (Category 1, 1A and 1B)
- Specific target organ toxicity – Single exposure (Category 3)



The **biohazardous infectious** materials pictogram remains the same for WHMIS 1988 and WHMIS 2015 and is used for the following classes and categories:






















- Biohazardous Infectious Materials (Category 1)



**Environment.** May cause damage to the aquatic environment.

The Global Harmonized System has defined an environmental hazard group. This group was not adopted in WHMIS 2015; However, you may see this symbol on labels and Safety Data Sheets, and WHMIS allows this so we are including it in this document.

WHMIS Chemical Hazards Pictograms 2015

WHMIS 1988 Hazard Class	WHMIS 1988 Symbols	WHMIS 2015 Symbols	WHMIS 2015 Hazard Class
A			Gases Under Pressure
B1 to B6			Flammables, Self-Heating, Emit Flammable Gases, Pyrophoric Gases, Liquids & Solids Organic Peroxides
C			Oxidizing Gases, Liquids, Solids
D1		 	Acute Toxicity - Oral, Dermal, Inhalation
D2		 	Eye Irritation, Skin Irritation Skin/Respiratory Sensitization, Carcinogenicity Mutagenicity Reproductive Hazards
D3			Biohazardous Infectious Materials
E			Skin/Eye Corrosion Corrosive to Metals
F		 	Self-Reactive Substances Organic Peroxides
N/A	N/A		Explosive Substances (Explosives are still covered under WHMIS exclusions for now)
N/A	N/A		Aspiration, STOT (Single Exposure, Repeated Exposure)
N/A	N/A	N/A	Combustible Dusts
N/A	N/A	N/A	Simple Asphyxiants
N/A	N/A	Use appropriate symbol	Physical Hazards Not Otherwise Classified, Health Hazards Not Otherwise Classified

## WHMIS 1988 VS. WHMIS 2015

### WHMIS 1988

Controlled products regulations

Controlled products

6 hazard classes, 3 divisions

Label:

- Hatched border
- No standardized phrases

Symbol in black circle

Material Safety Data Sheets ( MSDS )

- Must be updated every 3 years
- 9 sections

### WHMIS 2015

Hazardous products regulations

Hazardous products

30+ hazard classes, multiple categories

Label:

- Solid border
- Standardized phrases

Pictograms: symbol in a red square on its point ( Diamond )

Safety Data Sheets ( SDS )

Must be updated when new information is available

16 sections



## SECTION 3: SAFETY ASSIGNMENTS AND TESTS

### SECTION OVERVIEW

This section contains sample tests and assignments related to safety. They are designed as samples that can be used as written or edited for your purposes. They can be used for evaluation of the safety expectations of the course, or as tools to assess the student's knowledge and understanding of safety. It is recommended that all teachers keep a record of all test or assignment results and/or passports (next section) as verification of each student's understanding of safe concepts and practices.

The equipment and safety practices in individual facilities will determine how a teacher can best use these resources in the teaching of safe work practices. As well, with the SafetyNET resources online at [www.octe.ca](http://www.octe.ca), there are additional resources which are always being updated, and available for download in .zip files.

### NOTE:

All materials within this document are to be considered as suggestions and recommendations only. These are not legal documents and are not to be considered as legal requirements or as official policy. OCTE or the individual contributors makes no claim to the accuracy or the completeness of the enclosed documents and accepts no responsibility for any damages pertaining to their use. Users of this document should not assume all warnings and precautionary measures are contained herein, that additional information or measures are not required, or that local by-laws, regulations or Board policies are explicitly included.

Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations. Please review exemplar [TFJ SafetyNET](#) resource documents for experienced teacher tips and customization options for your course projects.

## Hospitality Pre-Job Safety Pause

Review the following and check the items that apply. In the chart at the bottom, list the tasks and hazards. In the 3<sup>rd</sup> column identify how to eliminate or control the hazard.

### Environmental Hazards

- ☐ Spills
- ☐ SDS reviewed
- ☐ Ventilation needed
- ☐ Heat/cold exposure
- ☐ Other workers
- ☐ Poor lighting
- ☐ Housekeeping
- ☐ Clutter/obstructions
- ☐ Electrical hazards

### Ergonomic Hazards

- ☐ Working in tight spaces
- ☐ Reaching/lifting
- ☐ Repetitive motion

TASK	HAZARD	CONTROL(S)

## Sample Checklist for Hospitality Room Inspection

To be completed daily. Check every item and initial if acceptable. If not, determine how to address and resolve the issue.

Inspection complete by: \_\_\_\_\_

Date of inspection: \_\_\_\_\_

Area	Condition	Initial	Instructions for resolving unsafe issues.
Cupboards and Shelving (dry goods/tool storage)	Appropriate for materials, heavy items at bottom		
Hand washing sink	Soap supply and paper towels available. Sign posted for proper hand washing method		
Dishwashing sinks	Soap supply, sanitizer, pH test strips available. Sign posted for proper 3 or 2 sink dishwashing methods.		
Dishes and Glassware	Procedures for cleaning/sanitizing, safe storage		
Fire Extinguisher	Available, tested, tagged and secure		
Food Surfaces	Properly maintained and sanitized		
Floors	Clean, swept, free from grease and obstacles		
Knives and Sharps	Stored separately and properly		
Large Appliances	Procedure for cleaning/sanitizing and maintenance, good working order. Cords all safe and secured.		
Refrigerator	Foods labeled, dated and stored properly. Adequate for levels of food volume. Temperature probe reading within appropriate range (Safe Food Handling)		
Safety Rules	Posted, clear, including fire response instructions.		
Exhaust Hoods	Filters regularly cleaned; vents checked.		

## Assignment # 1 – Room Inventory and Safety Identification

Use a ruler/straight edge to draw a neat floor plan of your shop and identify the location of the following. Show the work zones around major equipment. Check off each item to ensure you have covered everything:

Entrance/exit doors	
Safety exit	
Fire extinguishers	
Fire alarm	
First aid kit	
Power shut-off or emergency “stop” buttons	
Electrical outlets	
Exhaust fans/hoods	
Sink areas	
Waste disposal containers	
Work surfaces	
Computer work areas	
Equipment and tool cleaning areas	
Cleaning chemicals storage	
Consumable supplies storage	
Gloves storage	
Apron storage	
Safety glasses storage	
Water temperature controls	
Traffic areas	
Coolers/freezer storage areas	
Stove/heat areas	
Cutting surfaces	

## Safety Assignment # 2 – General Safety

In groups of two, analyze the issue you have been assigned and provide a detailed description of the safety requirements for that issue. Information for research may be found in a variety of places including textbooks, the Internet, equipment manuals, or from local suppliers. A 5 -10 minute group presentation will be made to the class in which your group will describe the topic and the importance of safety in a hospitality and tourism environment.

- Group 1     Working with meats, poultry, game
- Group 2     Safe knife handling procedures
- Group 3     Safe cooking procedures
- Group 4     Safe food storage procedures
- Group 5     Proper hygiene
- Group 6     Food allergies
- Group 7     Safe cleaning procedures
- Group 8     Chemical use and storage
- Group 9     Dealing with cuts, burns, strains
- Group 10    Ensuring safe customer handling

## Safety Assignment # 3 – Perform a Safety Audit

Once a month, a group of you will be assigned to perform a safety audit of the studio and/or lab. To accomplish this task, the group must first design a safety checklist that will be used for the inspection. The checklist must include the headings of:

1. First aid kit content status
2. Status of safety equipment
3. Status of fire protection equipment
4. Status of cleaning supplies and equipment
5. Status of storage areas
6. Status of tools and equipment
7. Status of food storage and disposal
8. Status of housekeeping

Your teacher will give you information about safety standards. Prepare a checklist for a safety audit of the shop. When you have approval for your checklist, perform the initial audit and report back to your teacher.

## Sample Food Facilities Health and Safety Inspection Checklist

Teacher Inspecting: \_\_\_\_\_

Student Inspecting: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

AREA INSPECTED	CONDITION	ACTIONS NEEDED	DATE RECTIFIED
Outlets			
Electrical Equipment and extension cords			
Emergency Power Switches/Breakers			
Fire Extinguishers			
Exit and Light Fixtures			
Exhaust Fans and Hoods			
Traffic Areas			
Ceiling Tiles and Fixtures			
Floor Tiles/Carpet and Surfaces			
Sink Area and cleaning areas			
Chemical Storage and Labeling			
Eye Wash Station			
First Aid Kit			
Vinyl/Latex/Rubber Gloves			
Cooking Areas			
Safety glasses/goggles			
Food storage facilities			

## Sample WHMIS and SDS Quiz

## Section 1

Define WMHIS and SDS.

What is the responsibility of the employer in regards to WHMIS according to the Occupational Health and Safety Act of Ontario?

## Section 2: Multiple Choice

1. If a hazardous material has more than 100 milliliters in one container, the label must have additional information which includes:

- a) the companies chemist      b) risk time factor
- c) b and d                      d) precautionary measures while exposed to the product

2. Workplace labels must contain a material identifier or product name, reference to a MSDS, precautionary steps, and:

- a) an emergency phone number      b) the hospitals phone number
- c) first aid measures                  d) the company's phone number

3. In Canada a suppliers WHMIS label must be written in:

- a) French                              b) English
- b) Chinese                            d) both Official Languages

4. A supplier when selling a hazardous material product must include:

- a) a rebate                            b) MSDS
- b) WHMIS                            d) OH&S

5. A Safety Data Sheet should be:

- a) kept on file forever              b) read and then thrown out
- c) photo copied for all workers    d) placed in a binder and kept for 3 years

## Answer Key:

### Section 1

1. Workplace Hazardous Material Information System, Material Safety Data Sheets

2. To inform employees of hazardous materials.

Section 2: Multiple Choice: 1. c 2. c 3. d 4. b 5. d



## Sample

### Student Safety Procedure Checklist: Kitchen

Student: \_\_\_\_\_

Date of Proficiency and Teacher's Comments			
Procedure	Preparing	Cooking	Serving
Student prepared work area and surfaces using proper safety and cleanliness procedures.			
Student wore PPE and used safety specifics for all procedures.			
Student proficiently demonstrated appropriate use of tools/equipment			
Student demonstrated health and safety awareness during procedure.			
Student safely and hygienically cleaned and stored all tools and disposed of waste properly.			

## Knife Safety Lesson, Activity and Questions

### Safe Knife Handling

Knives are very important tools in a professional kitchen. They can also be a significant safety hazard. Along with falls and burns, cuts are a common kitchen injury. Knowing how to safely handle knives reduces the risk of injury.

#### Keeping knives sharp

A sharp knife is safer than a dull knife. Dull knives require more pressure to cut through food and the knife can slip.

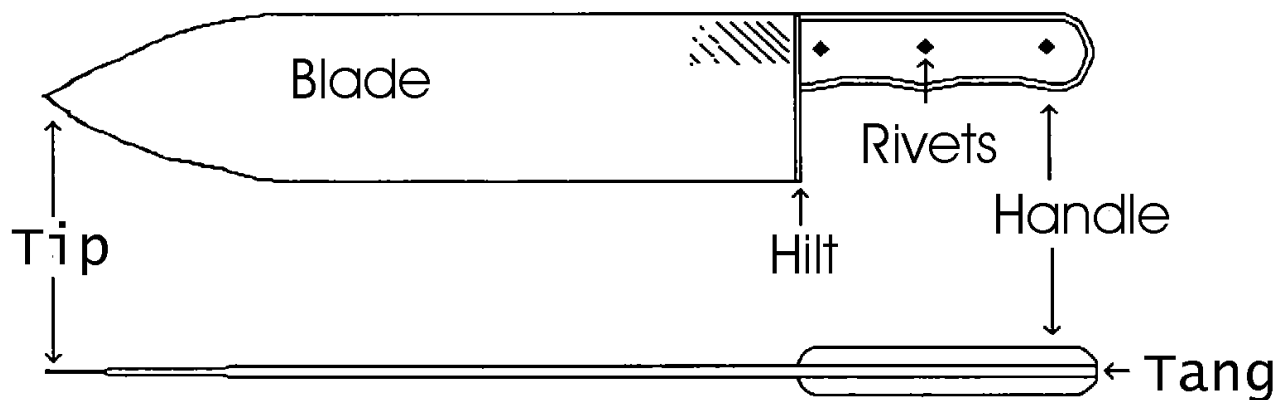
Knives can be sharpened using a variety of sharpening devices, such as a whetstone (a brick of coarse stone). Once sharpened, the edge can be maintained with a steel. Maintaining the sharp edge is called honing.

The best way to learn how to sharpen and hone knives is to watch someone who is skilled at knife sharpening and practice yourself. There are numerous YouTube videos that demonstrate sharpening and honing techniques.

#### Using the knife safely

Setting up a workstation is the first step to safe cutting. A cutting board should be used because they keep the knife sharper longer, they minimize slipping, and they protect the counter surface. A cutting board should always have wet paper towels or a damp cloth placed underneath so that it does not slip.

The most important part of using a knife safely is the grip- both the grip on the knife and on the product being cut.



A well-constructed knife will have a blade that runs all the way through the handle, as in the picture above. In order to have the most control over the knife, the chef's hand should wrap around the handle, with the index finger and thumb grasping the blade where it joins the handle.



It takes some time and practice to get used to holding a knife safely. Holding the ingredient being cut is also a skill that takes time to master. The technique is called “the claw”. It involves tucking the fingers of your guiding hand out of the way of the blade.



Always cut away from your body, and never cut food that you are holding in your hand. You should pay attention and focus when using a knife. The only way to master these techniques is practice. Complete this proficiency checklist with your teacher as you practice.

Task	Proficiency Demonstrated (□)	Date
Sharpen knife		
Hone knife		
Set up a cutting board		
Safely transport knife to work area		
Grip knife correctly		
Use “the claw” technique		
Wash and store knife properly		

### Transporting and cleaning knives

Moving around the kitchen with a knife can create a dangerous situation. In order to minimize potential injuries, use care when walking with a knife.

Always carry the knife with the tip down, at your side. Avoid swinging your arm, and let people near you know that you have a sharp knife. Place the knife far away from the edge of the workstation.

A chef should always wash their knife and return it to where it is kept. Never place a knife in a sink full of soapy water. Anyone reaching into the sink could cut themselves. Washing your knife by hand maintains the sharp edge longer.

### Activity

Using the safety information above, create an attractive poster of Knife Safety Dos and Don'ts. Include a title, three Dos and three Don'ts, and at least three pictures/graphics to enhance your poster.

Knife Safety Poster Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Do's and Do not's	Do's and Do not's reflect insufficient knowledge of topic.	Do's and Do not's reflect satisfactory knowledge of topic.	Do's and Do not's reflect good knowledge of topic.	Do's and Do not's reflect thorough knowledge of topic.	

Graphics-Relevance	Graphics do not relate to the topic.	Some graphics relate to the topic.	All graphics are related to the topic and most make it easier to understand.	All graphics are related to the topic and make it easier to understand.	
Neat and Attractive Design	The poster is distractingly messy or very poorly designed.	The poster is acceptably attractive though it may be a bit messy.	The poster is attractive in terms of design, layout, and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness.	

### Questions

1. Why should you always use a cutting board?

Answer: A cutting board should be used because they keep the knife sharper longer, they minimize slipping, and they protect the counter surface.

2. Describe “the Claw”. What is it and why do you use it?

Answer: The Claw is a cutting technique that involves tucking the fingers of your guiding hand out of the way of the blade. It is used to minimize the risk of cuts.

3. Name a tool used to sharpen a knife. Name a tool used to hone a knife.

Answer: Sharpen- whetstone Hone- steel

4. Why is a sharp knife safer than a dull knife?

Answer: A sharp knife is safer than a dull knife. Dull knives require more pressure to cut through food and the knife can slip.

5. In three points, describe how to safely set up a workstation and transport a knife to the station.

Answer:

1. Place a damp towel or wet paper towel under your cutting board.
2. Obtain a knife and walk carefully back to your station, keeping the tip down and not swinging your arm.
3. Place the knife in the middle of the workstation, away from the edge.

## Avoiding Accidents Quiz

DIRECTIONS: Match each of the Safety Hazards from the top line with the descriptions of how to avoid an accident. Write the letter of the safety hazard in the space provided.

### Safety Hazards

A. Burns      B. Cuts      C. Falls      D. Fires      E. Shocks      F. Strains

### Ways to Avoid Accidents

- \_\_\_\_\_ 1. After cooking with grease, fat, or oil, clean accumulated grease from range hoods, griddles, and deep fat fryers.
- \_\_\_\_\_ 2. Never put cold or wet food into hot fat because it will cause the fat to splatter.
- \_\_\_\_\_ 3. Never handle electrical equipment with wet hands or while standing in water.
- \_\_\_\_\_ 4. Always cut away from your body.
- \_\_\_\_\_ 5. Walk, do not run.
- \_\_\_\_\_ 6. Heavy articles should be stored on the bottom shelves.
- \_\_\_\_\_ 7. Protect your hands by using thick, dry hot pads.
- \_\_\_\_\_ 8. Do not overheat fat.
- \_\_\_\_\_ 9. Lift heavy objects using your leg muscles.
- \_\_\_\_\_ 10. Use the correct door to enter and exit the kitchen.
- \_\_\_\_\_ 11. Use knives correctly.
- \_\_\_\_\_ 12. Be sure an appliance is turned off before plugging it into an outlet.
- \_\_\_\_\_ 13. Keep flammable materials such as towels away from open flames.
- \_\_\_\_\_ 14. Keep work areas and traffic lanes clear.

- \_\_\_\_\_ 15. Check electrical equipment frequently for faulty wiring and fraying cords.
- \_\_\_\_\_ 16. If you drop a knife, let it fall.
- \_\_\_\_\_ 17. Use a stepladder, never a chair or table, if you need to reach something on a high shelf.
- \_\_\_\_\_ 18. Keep the floor clean and dry.
- \_\_\_\_\_ 19. When you must lift a heavy object, squat with knees bent, feet apart, and back straight.
- \_\_\_\_\_ 20. Always tilt the lid of a pot away from you to let the steam escape.
- \_\_\_\_\_ 21. Keep handles on pans turned away from the front of the range so the pan cannot be tipped over easily.
- \_\_\_\_\_ 22. When disconnecting electrical equipment, pull the cord by the plug.
- \_\_\_\_\_ 23. Look where you are going.
- \_\_\_\_\_ 24. Keep floor mats flat to prevent stumbling.
- \_\_\_\_\_ 25. Never leave hot fat unattended.
- \_\_\_\_\_ 26. Use a cart to carry heavy objects any distance.
- \_\_\_\_\_ 27. Clean knives carefully with the cutting edge away from your fingers.
- \_\_\_\_\_ 28. Never put knives in the dishwasher where they are hidden.
- \_\_\_\_\_ 29. Always wear closed toe shoes.
- \_\_\_\_\_ 30. Never use a slicer without the guards in place.

## Safety Data Placemat and Foldable

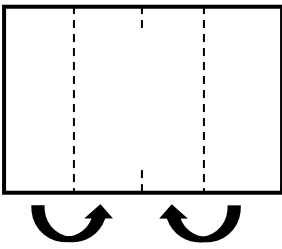
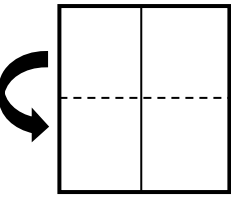
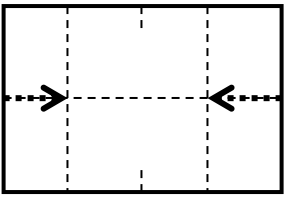
Using the placemat (printed out on 18x11 works best), write out point form notes from the Safety Data Sheets in Section 3. Each image represents one topic of kitchen Safety. This placemat will be used to create your foldable. A foldable is a 3-D paper construct that processes new ideas and concepts in a hands-on and kinesthetic way.

Select **four** safety topics to create an informative safety foldable. The topic choices include:

General housekeeping, Hot food  
handling  
Slip and fall protection  
Grease and oil safety  
Knife safety,  
Hand washing  
Personal hygiene



Follow the steps below to create your foldable:

Step One	Step Two	Step Three	Step Four
 <p>Make a hamburger fold and crease each edge to mark the middle point. Fold the outer edges of the paper in to meet the middle crease.</p>	 <p>With the edges folded in, fold paper in half. This will be what your foldable looks like closed.</p>	 <p>Open your foldable up completely. Make two cuts along outside end folds to create two flaps on each side.</p>	<div data-bbox="1205 441 1364 541"> <p><b>Kitchen Safety</b></p> </div> <p>Close your foldable back up. The front will be your title page. Each inner "flap" should be a separate kitchen safety topic.</p>

Remember your foldable should highlight the safety features of your four chosen safety areas. They should be neat, organized, creative and complete.



## Emergency Scenario Situations:

In an emergency situation you have to think and act quickly. Select a scene to act out with your group. Use the worksheet given to track script and ideas.

You are at the sinks. The teacher has just stepped out of the room. A student who is not wearing eye protection has the sanitizing chemical splashed in his eye.

You are working with a meat tenderizer on a low-quality piece of beef. Someone walks by and bumps into you causing you to smash your thumb with the tenderizer.

You are helping to prepare for lunch service, cutting up vegetables for a stir-fry. You cut your finger with the knife and it begins to bleed heavily.

You are in a foods class preparing hors d'oeuvres. The student next to you yells out that something has flown into his eye and covers his face with his hand.

As your friend goes to take a pizza out of the oven, the sizzling hot pizza slides off the pan and onto her hand. She screams with pain and drops the pizza to the floor.

You are working at the cold preparation area grating cheese for lasagne. You turn around and talk to a student behind you. The grater rubs against your knuckles causing them to bleed.

You are cutting potato frits on a wooden cutting board. A piece of wood flies off the board and hits you in the eye.

Your class is just completing the final touches of decoration on the celebration cake. There is a big commotion behind you. You turn around and see that everyone is crowded around a student who has fainted.

## First Aid Emergency Scenario Worksheet

Team Names: \_\_\_\_\_

Brief script of what you will role play for the emergency scenario your group has selected:

---

---

---

---

---

---

---

What is the injury?

---

What is the First Aid treatment required?

---

---

---

---

---

What was the unsafe situation that resulted in this injury?

---

---

---

---

What could you do differently to prevent this sort of injury?

---

---

---

---

## Food Safety Word Find

L	A	E	H	C	A	J	M	W	N	B	G	J	A	S
A	C	C	C	O	B	L	Q	E	A	Z	I	E	N	P
C	I	A	A	N	P	M	L	C	T	N	K	E	A	A
I	D	L	E	T	G	A	T	E	T	S	G	Q	L	U
S	I	P	L	A	K	E	R	O	N	O	Y	L	Y	P
Y	T	K	B	M	R	T	X	A	H	O	E	S	S	F
H	Y	R	G	I	G	I	I	T	S	G	M	S	I	U
P	P	O	A	N	C	D	A	I	I	I	S	L	S	E
T	Z	W	C	A	L	P	L	H	O	O	T	S	A	T
K	J	J	T	T	S	R	S	F	R	E	P	E	T	S
J	W	I	D	I	N	F	E	C	T	I	O	N	S	G
S	O	J	E	O	L	A	C	I	M	E	H	C	U	K
N	X	F	X	N	L	A	C	I	G	O	L	O	I	B
B	O	T	U	L	I	S	M	D	R	A	Z	A	H	K
W	A	T	E	R	X	I	O	U	X	F	Q	U	S	R

ACIDITY  
INFECTION  
PARASITES  
BIOLOGICAL  
BOTULISM  
CONTAMINATION  
HAZARD  
PHYSICAL  
SHIGELLA  
WATER

ANALYSIS  
INTOXICATION  
BACTERIA  
BLEACH  
CHEMICAL  
CROSS  
PATHOGENS  
SALMONELLA  
SYSTEM  
WORKPLACE

## Food Borne Illness and the Safe Food Handler Worksheet

Name : \_\_\_\_\_

Refer to the Glossary Powerpoint:

Contaminant -

---

---

Food Borne Illness -

---

---

Bacteria -

---

---

Toxin -

---

---

1. The causes of food borne illness by the food handler include (3):

---

---

---

2. Food borne illness is caused by eating foods contaminated by (5):

---

---

---

---

---

3. Symptoms of food borne illness can include (5):

---

---

---

---

---

4. Bacteria are found on (5):

_____	_____	_____
_____	_____	

5. Food handlers can increase the risk of food borne illness by (4):

_____
_____
_____
_____

6. Personal Hygiene includes (hint: main heading of each slide) (7):

_____	_____
_____	_____
_____	_____
_____	

7. You should never handle food if you have any of the following symptoms (5):

_____	_____
_____	_____
_____	

8. The number one, best, sure fire, without a doubt, best way to avoid food borne illness or spreading it is... \_\_\_\_\_

9. Food handlers should always wash their hands after doing the following (7):

_____	_____
_____	_____
_____	_____
_____	

## Safe Food Handling Presentation Assignment

Create a slideshow presentation using software like Microsoft PowerPoint, Prezi or Rocket fish that presents the three main ideas of safe food handling.

- Use visuals such as images, charts and graphs to illustrate the main ideas.
- Be thorough with your information
- Review the rubric to make sure that you are giving complete information.

Your slide show should be divided into the following three sections:

1. Identify the pathogenic causes of food-borne illnesses, the associated medical symptoms and methods of prevention. You should have 8-10 slides for this section.
2. Demonstrate your understanding of the correct procedures for storing, rotating, and maintaining inventory (e.g., use of the “first in, first out” [FIFO] method; implementation and maintenance of Hazard Analysis and Critical Control Point [HACCP] systems). Explain how HACCP or FIFO helps to prevent food-borne illnesses. You should have 5-7 slides for this section.
3. Compare and contrast food production 50 years ago to the methods we use now. Explain the use of safe food handling and proper sanitary practices today (e.g., prevent cross contamination of foods; keep yourself and your uniform clean; wear hair nets; observe good housekeeping practices, use safe lifting practices).

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> Identify the causes of food-borne illnesses, the associated medical symptoms and methods of prevention	Shows a limited understanding of the causes of food-borne illnesses, the associated medical symptoms and methods of prevention	Shows some understanding of the causes of food-borne illnesses, the associated medical symptoms and methods of prevention	Shows a detailed understanding of the causes of food-borne illnesses, the associated medical symptoms and methods of prevention	Shows a thorough understanding of the causes of food-borne illnesses, the associated medical symptoms and methods of prevention
<b>Thinking</b> Compare and contrast modern versus ancient methods of food borne illness prevention, safe food handling and proper sanitary practices.	Comparison shows limited understanding of the differences between modern and ancient methods of food borne illness prevention, safe food handling and proper sanitary practices.	Comparison shows some understanding of the differences between modern and ancient methods of food borne illness prevention, safe food handling and proper sanitary practices.	Comparison shows detailed understanding of the differences between modern and ancient methods of food borne illness prevention, safe food handling and proper sanitary practices.	Comparison shows thorough understanding of the differences between modern and ancient methods of food borne illness prevention, safe food handling and proper sanitary practices.
<b>Communication</b> Demonstrate the use of safe food handling and proper sanitary practices.	Slides use words, images and graphics to communicate with limited effectiveness the use of safe food handling and proper sanitary practices.	Slides use words, images and graphics to communicate with some effectiveness the use of safe food handling and proper sanitary practices.	Slides use words, images and graphics to communicate with detailed effectiveness the use of safe food handling and proper sanitary practices.	Slides use words, images and graphics to communicate with thorough effectiveness the use of safe food handling and proper sanitary practices.
	Slides demonstrate limited application of correct procedures for storing, rotating, and maintaining inventory	Slides demonstrate some application of correct procedures for storing, rotating, and maintaining inventory	Slides demonstrate detailed application of correct procedures for storing, rotating, and maintaining inventory	Slides demonstrate thorough application of correct procedures for storing, rotating, and maintaining inventory













CRITERIA:	Level 0 0 - 49 %	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
<b>Sanitation Appearance/ Uniform</b>	Should not participate due to improper attire and/or shoes for the kitchen; poor hygiene- dirty fingernails etc.	Dressed improperly; needed to make major modifications to hair, clothing, footwear and/ or hands in order to participate.	Dressed properly for the lab, minor modifications to hair, clothing, footwear, and/or hands needed before beginning work.	Dressed properly, hair restrained, proper footwear, and hands washed - no adjustments needed before beginning work.	Exceptionally neat, clean arrived ready to begin work.
Workstation	Poorly maintained work space during lab; needed repeated teacher intervention to correct cross-contamination and/or unsanitary conditions.	Work space not well-maintained during lab; needed coaching to remedy cross-contamination and/or unsanitary conditions.	Maintained moderately-clean work space; little threat of cross-contamination during lab.	Maintained clean work-space; avoided cross-contamination throughout activity.	Maintained exceptionally clean and sanitary work space throughout the lab; no cross-contamination or unsanitary conditions.
Work habits	Frequent touching of face, hair, unclean surfaces; little concern for cleanliness; no visible hand washing.	Poor hand washing technique and/or frequency; no visible concern for cleanliness.	Adequate hand washing technique and/or frequency; adequate concern for general cleanliness.	Frequent, proper hand washing; minimal touching of face, hair, or unclean work surfaces; noticeable concern for cleanliness.	Extreme care with cleanliness and keeping hands clean; no touching of face, hair, or unclean surfaces.

Clean-Up	Station, tools and equipment were not given any sanitation consideration following production.	Station, tools and equipment were given little sanitation consideration following production.	Station, tools and equipment were given some sanitation consideration following production.	Station, tools and equipment were given sanitation consideration following production.	Station, tools and equipment were given exceptional sanitation consideration following production.
<b>Prep</b> Mise En Place	No planning or advance preparation demonstrated.	Minimal planning; lack of efficiency.	Adequate planning and efficiency before and during activity.	Thorough planning evident before and during activity.	Extremely prepared and efficient before and during activity.
Time Management	Large amount of wasted time and/or inactivity; activity not completed.	Did not complete in time allotted due to inefficient use of time.	Average organization; completed activity relatively on time.	Completed activity and all clean-up tasks on time.	Exceptionally organized; completed activity ahead of time.
<b>Results</b> Tools and Equipment	Improper use of tools and equipment requiring repeated teacher intervention.	Improper use of tools and equipment requiring some teacher intervention.	Adequate use of tools and equipment requiring little teacher intervention.	Uses tools and equipment without teacher intervention.	Uses tools and equipment with extreme care.
Skill level	Does not meet minimum requirements for technique at this time. Skills do not meet minimum requirements at this time.	Needs practice and coaching to meet average skill level. Skills need to be further developed to continue to build proficiency and consistency.	Properly demonstrates skill with some prompting. Demonstrates skills with an adequate level of proficiency.	Proficient at skill without supervision. Demonstrates skills with a moderate level of proficiency.	Exemplary demonstration of skill, level is beyond expectations. Demonstrates skills with a high level of proficiency.
Final Product	Final product does not	Product needs a variety of	Product needs	Product needs	No adjustments

	meet minimum requirements.	adjustments to further develop and increase overall final product.	moderate adjustments to further develop and increase overall final product.	minimal adjustments to further develop and increase overall final product.	are required for the final product.
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Write in the task associated with the PPE and the hazard avoided.

PPE Control	Task	Hazard/Injury Avoided
 Closed Toe, slip resistant shoes		
 Respirator mask		
 Chainmail glove		
 Disposable gloves		
 Oven Mitts		
 Noise reduction plugs		
 Goggles		
 Anti fatigue and slip resistant mat		
 Apron		
 Long sleeved chef coat		

## Young Workers Awareness Worksheet

Youth are at risk from injuries, illness or death because of their inexperience.  
Knowledge means you can protect yourself by working smart & working safe.

Complete the table by filling in the blanks

### Types of Injuries

	Hazards, which cause injury immediately, are usually physical or chemical. Wet floors, knives, boiling water, hot oil, equipment/mixers.
	Hazards, which cause injury over a period of time. Chronic injuries can include illness and physical disabilities (tendentious, back, knee and joint pain, and hepatitis).

The three important basic rights you have under the “*Ontario Occupational Health and Safety Act*”.

	The employer must inform you about all hazards on the job.
	in health & safety committees
	You can refuse to do unsafe work for yourself or a colleague. Note: you must follow a set procedure to do so (play by the rules).

### Basic worker responsibilities

	Get first aid right away. Tell a supervisor immediately, no matter how small.
	To get correct medical treatment So the hazard can be investigated and corrected and prevent further accidents To receive appropriate compensation

Term bank: Right to Know, Report any workplace injury or illness, Chronic Injuries, Right to Participate, Right to Refuse Unsafe Work, Acute Injuries

### Workplace Hazards

	A danger to the safety of food caused by particles such as glass, metal or other foreign matter.
	Repetitive strain from poorly organized and designed work spaces.
	A danger to the safety of food caused by chemical substances, especially cleaning agents, pesticides and toxic metals.
	A danger to the safety of food caused by disease causing micro-organisms such as

	parasites, bacteria, molds, yeasts, viruses or fungi.
--	---

Term bank: Chemical Hazard, Physical Hazard, Biological Hazard, Ergonomic Hazards

Describe the location of the following Hygiene and Emergency facilities in the classroom.

Hand washing station	
Eye wash station	
First Aid Box	
Fire Blanket	
Fire Extinguisher	
Switches to turn on overhead exhaust fans	
Fire suppression system	
Burn Relief Station	
Incident Reports	

### Preventing Ergonomic Hazards in a Kitchen - Worksheet

Match and write-in the activity with the correct description.

	Create your own ergonomically correct workspace. Work in a logical process.
	Avoid repetitive motions that cause strain like tennis elbow (carpal tunnel). Remember to stretch.
	Stoop, do not bend when lifting. Use a trolley to transport heavy items.
	Stand with a straight back and feet solid on the ground.
	Move containers closer together to limit motion and stress. Work left to right.

	Keep your arms in tight to your body.
	Keep your workspace clean and organized; don't stumble over your accumulated messes.
	Roll up your sleeves; tuck in apron strings to avoid clothes becoming soiled or catching on equipment.

Activity bank: Plan your movement, Correct Posture, Work efficiently, Avoid dirty clothes, Organize your station, Vary Tasks, Lift with your legs, Plan your work station

## Preventing Chemical Hazards in a Kitchen - Worksheet

Match the term with the description

	A danger to the safety of food caused by chemical substances, especially cleaning agents, pesticides and toxic metals.
	Excess soap and chemicals will leave residue on work tables and equipment that can affect foods.
	Some de-greasers can cause chemical burns on skin and in your lungs. Wear correct personal protective equipment.
	Always store on bottom shelves and in a separate storage location away from foods.
	Chemicals such as antibiotics, fertilizers, insecticides & herbicides that increase food production but may have negative effects on humans. Fruits and vegetables must be washed very carefully.
	Using acidic foods like tomatoes in reactive pots and pans can cause poisoning. Fish in polluted waters will be contaminated with heavy metals.
	Bleach / ammonia combined with an acid like a toilet bowl cleaner will produce chemical gasses that will burn your respiratory system. Do not combine random cleaning products.
	You can receive chemical burns from hot chili peppers like scotch bonnet peppers. Use gloves and work with care. Do not touch your body, face or eyes.
	Mono-Sodium-Glutamate is a chemical flavor enhancer which can cause chemical poisoning.
	Poisoning from the "Red tide". Shellfish become contaminated by ingesting toxic marine algae.
	WHMIS = warning labels, MSDS sheets & training

Term bank: PPE, Workplace hazardous material information system, Capsicums, Creating Toxic Gasses, MSG, Chemicals & Cleaners, Residual Chemicals, Use soap sparingly, Paralytic shell fish poisoning, Chemical Hazard, Toxic Metals



## Preventing Physical Hazards, a Kitchen - Worksheet

Match the term with the description



	A danger to the safety of food caused by particles such as glass, metal or other foreign matter.
	Chef's hats, hair nets, aprons, rubber gloves, dry kitchen cloths, oven mitts, safe shoes...
	Always turn the equipment off & disconnect the power before disassembling, moving or washing.
	Always ensure that electrical machinery is fully assembled and turned off at the switch before plugging in.
	Assume all ovens, stove tops, pots, pans & equipment in the kitchen are hot. Use dry towels to pick up hot pots and pans.
	Assume that the floor is always wet & slippery. Move in a manner that keeps you safe. Pick up spilled liquids and foods immediately.
	Use machinery only when trained. Always run machinery with guards in place.
	If you are unsure about how to use knives, mixers, blenders...
	Fuel, heat and oxygen are all needed for a fire to burn. If you remove one of these the fire will extinguish.
	The easiest way to put out a fire is to remove the oxygen to extinguish the flames. Grab any item that can be used as a cover (sheet pan, tray, hotel pan, bowl, damp cloth, fire blanket...)
	Never put water on oil or grease fires.
	1. Cover grease fire with a lid 2. Turn off heat source Remove from burner and allow to cool / do not try to move
	Never point a fire extinguisher directly at a fire as you will spread the flames.
	If you use wet kitchen cloths or oven mitts to pick up hot pots and pans you will burn yourself!

	Go to any sink and put your burn under cold water immediately and then call for assistance.
	Go immediately to any sink and splash cool water into your eyes and face and then call for assistance.
	Put your burn in a cold-water bath to halt pain and tissue damage.
	Knives must never be left unattended such as disappearing into soapy water or taken and left at the pot sink for washing.
	Wash knives immediately after use and store in a safe location. Be conscious of creating a safe workplace!
	Organize yourself and create a safe workspace free from clutter, filth & refuse.

Terms bank: Burn Station, Aim Low, Physical Hazard, Electrical Lock-out, Safe Knife Handling, Eye wash station, Clean as you go, Personal Protective Equipment, The Kitchen is always hot, Ask for training, Use a lid, Electrical Lock-out, The kitchen is always wet, Exploding Grease, Fire Triangle, Get trained, Extinguishing a fire, Safe Knife Handling, Use dry cloths, 10 – 20 minutes

## Label the WHMIS symbols with its name:

	<p>Name:</p> <p><b>Category:</b> <b>Hazards</b> Gas is being held in a container under pressure &amp; may explode; if heated or dropped</p>
	<p>Name:</p> <p><b>Category: 1,2,3</b> <b>Hazards</b> will burn and therefore a potential fire hazards.</p>
	<p>Name:</p> <p><b>Category: 1,2,3</b> Materials which provide oxygen or similar substances which increase the risk of fire if they come into contact with flammable or combustible materials. <b>Hazards</b> may explode in the presence of flammable or combustible material such as fuels may burn skin and eyes upon contact.</p>
	<p>Name:</p> <p><b>Category: 1,2,3</b> Materials causing immediate and serious toxic effects. These materials can cause the death of a person exposed to small amounts. <b>Hazards</b> Fatal poisonous substance; may cause permanent damage if inhaled or swallowed or if they enter the body through skin contact, may burn eyes or skin upon contact.</p>
	<p>Name:</p> <p><b>Category: 1,1A,1B</b> Materials causing immediate eye and/or skin irritation as well as those which can cause long-term effects in a person repeatedly exposed to small amounts. <b>Hazards</b> Poisons that may cause death or permanent damage as a result of repeated exposures over time; May be a skin or eye irritant; cause a chemical allergy; cause cancer; cause birth defects or sterility.</p>
	<p>Name:</p> <p><b>Category: 1</b> Materials which contain harmful microorganisms. <b>Hazards</b> may cause a serious disease resulting in illness or death.</p>

	<p>Name:</p> <p><b>Category: 1,1A,1B,1C</b></p> <p>Acid or caustic materials which can destroy the skin and eat through metals.</p> <p><b>Hazards</b></p> <p>severe eye and skin irritation upon contact; tissue damage with prolonged contact; harmful if inhaled.</p>
	<p>Name:</p> <p><b>Category: 1, 1A,1B,2</b></p> <p>Materials undergo dangerous reactions if subjected to heat, pressure, and shock or allowed to contact water.</p> <p><b>Hazards</b></p> <p>very unstable materials; react with water to release a toxic or flammable gas; may explode as a result of shock, friction or increase in temperature; may explode if heated when in a closed container;</p>

Name bank: Poisonous & Infectious Materials - Other Toxic Effects, Poisonous & Infectious Materials - Immediate and Serious Toxic Effects, Corrosive Material, Dangerously Reactive Material, Flammable and Combustible Material, Oxidizing Material, Compressed Gas, Poisonous & Infectious Materials - Bio hazardous infectious material

# Preventing Biological Hazards in a Professional Kitchen - Worksheet

## Types of Micro-organisms

	Single-celled micro-organisms that multiply by splitting into two. In ideal conditions they can split every 10 to 20 minutes. In 12 hours one bacterium can become a colony of 72 BILLION.
	The smallest known life-form that needs a living host to survive. They can survive on any type of food but will not multiply unless they are in a living host (Hepatitis, Norwalk, Aids...)
	Mycotoxins that cause chemical poisoning. If found on food it will have a root system that goes up to 3 inches deep.
	Organisms that eat sugar and produce alcohol and carbon dioxide. It is used to make bread, yogurt, cheese & alcohol. It is considered useful but can spoil foods.
	Tiny organisms that feed on a living host. Trichinosis is found in pork and if ingested by a human will enter the blood stream and burrow into muscle to feed and reproduce. Proper cooking will kill the parasite.
	Anaerobic bacteria which do not need air to live. Can be present in tinned goods. If tinned food has dents or the contents are under pressure when opened they are not fit for eating.

## Causes of food borne-illness

	Improper temperature control.
	Food left in the danger zone or improper cooking.
	Cross contamination by humans or tools and equipment.

Term bank: 5 %, Viruses, Botulism, Molds / Fungi, 20%, 75%, Bacteria, Parasites, Yeast

## Properties of Micro-organisms - Worksheet

Match the terms with the description

	A danger to the safety of food caused by disease causing micro-organisms such as parasites, bacteria, molds, yeasts, viruses or fungi.
	Organisms that are so small they can only be seen by a micro-scope. Bacteria, parasites, viruses, yeast and molds / fungi.
	Useful in the production of cheese, yogurt, bread, wine and beer. Essential in helping humans digest food.
	Every human has about 3 pounds of bio-mass or 100 trillion good & bad micro-organisms in your digestive system. The good micro-organisms aide in digestion and helps your immune system, lowers cholesterol and helps decrease your blood pressure.
	The living micro-organisms or good bacteria that keep your digestive and immune system happy. This can be found in live yogurt. Look for lactobacillus and Bifidobacterium.
	A poor diet high in refined sugar, simple carbs (white flour) and processed foods provide the food for bad bacteria in your gut which may outnumber the good bacteria compromising your immune system resulting in poor digestion, diarrhea and gut infections.
	Harmful micro-organisms that spoil food and make inedible but do not cause disease or illness.
	An organism (bacteria) that causes illness or disease. When ingested they cause a food-borne infection in your intestines.
	By products of living bacteria that can cause illness. If consumed in sufficient quantities will cause food-borne intoxication. All alcohol is a toxin and can cause poisoning.
	Caused by the ingestion of pathogenic bacteria that live in your intestines (Salmonella). These bacteria can be killed if cooked to the correct temperature (74°C / 165°F)
	Food poisoning: If food is cooked to a high enough temperature, it will kill the bacteria but not destroy the poison /toxins.

	Bacteria in your intestines produce toxins that make you ill (E-coli, Clostridium perfringens).
	Caused by ingesting foods that contain toxic chemicals like poison mushrooms, monosodium glutamate, residual pesticides and herbicides and fertilizers.
	Headache, vomiting, cramps, fever, fatigue, abdominal pain, diarrhea, DEATH. Symptoms occur 2 to 36 hours after eating.

Term bank: Gut Flora, Helpful micro-organisms, Pathogenic micro-organisms, Biological Hazard, Probiotics, Putrefactive, Micro-Organisms, Probiotics, Symptoms of food-borne Illness, Food-borne Infection, Toxins, Food-Borne Chemical Intoxication, Food-borne Intoxication, Toxin-mediated infection

## Controlling the Conditions that Micro-organisms Need to Live - Worksheet

Match the term with the description

	The 6 conditions that bacteria need to grow (Food, Acidity, Time, Temperature, Oxygen, moisture)
	Foods high in protein which supply all the conditions (FAT-TOM) for bacteria to thrive. (Meat, fish, dairy, gravy, puddings...)
	This is the most important condition to control. Micro-organisms can be destroyed with heat and made to go dormant with cold. Hot food must be kept hot and cold food must be kept cold out of the danger-zone.
	The temperature range at which bacteria grow rapidly. It is 4° C to 60° C or 40° F to 140°. Your body temperature is 37° C / 97° F the perfect temperature for harmful bacteria to grow.
	Foods heated to 74 C -100 c / 165 F to 212 F will kill the bacteria that cause food-borne disease.
	If bacteria have the correct conditions 1 bacterium can split to become 2 every ten minutes.
	If bacteria kept in the "Danger Zone" have ideal conditions in five hours, 1 bacterium can become one million and food is considered unfit to eat. After 3 hours in the danger zone, potentially hazardous food is considered unfit to eat.
	Some foods are preserved by removing the moisture content which will stop bacterial growth (e.g., beef jerky, jams, dried fish, dried fruit & vegetables)
	This is one of the most important minerals in cooking. Throughout history it has been used as a food preservative. It dries out food and replaces the water which hinders bacterial growth.
	Do not stack cutting boards after washing. Ensure that they are layered in such a way that they will dry and discourage the growth of harmful bacteria.
	Mold that grows on highly acidic foods like tomato sauce, vinegar or pickling liquid is



	considered extremely dangerous.
	Micro-organisms that need oxygen to live (most bacteria).
	Foods are placed into tins, jars and cryovaced to remove oxygen and preserve them. Wrap foods tightly with plastic wrap to help stop the growth of micro-organisms.
	Some supermarket foods are packaged in bags or containers pumped full of gas that replaces the oxygen and so slows oxidation and bacterial growth.
	Micro-organisms that can live without oxygen (e.g., botulism)
	Food inside of cans is in a vacuum and is preserved because there is an absence of oxygen. If a can is under pressure that indicates that there may be a harmful microorganism growing.

Term bank: Oxygen, Danger Zone, FAT-TOM, Temperature, Potentially Hazardous Foods, Bacteria Divide, Internal cooking temperatures, Moisture, Time & Temperature Principle, Salt, Anaerobic Bacteria, Carbon Dioxide, Aerobic Bacteria, Moisture, Botulism, Acidity

## How to control the growth of pathogenic micro-organisms - Worksheet

Match the terms with the description.

	To remove all visible dirt and soil.
	To reduce pathogenic organisms to safe levels.
	To destroy all living micro-organisms.
	1 tsp. / 5 ml. household bleach in one liter of water without soap. Wipe onto a clean surface and allow to air dry. This will reduce the number of pathogenic bacteria to safe levels. Quat (200 ppm) is the most common sanitizer in a food service.
	Wipe sanitizing solution onto clean stainless-steel tables and allow to air dry.
	2 tsp. / 10 ml. of soap in 5 liters of hot water. Use liberal amounts of this hot soapy solution to remove dirt and grease. Dry table tops after washing and then sanitize.
	Heat household cleaning sponges and cloths in the microwave to kill micro-organisms.
	Take care to use sanitized and clean kitchen cloths before wiping tables over and over again.
	Sanitize probe thermometers each time before inserting into foods.
	People with a weak ability to fight off infection are the ones most susceptible to food borne illness (the young, old and sick). They will become very ill and possibly die from exposure to pathogenic bacteria.
	Scrape → wash → rinse → sanitize → air dry
	Hazard Analysis Critical Control Point. A food safety system developed for the NASA space program but now a food industry standard.
	Any critical step in food processing where a mistake may cause the growth and transmission of pathogenic bacteria.
	The number one critical control point that a cook/chef can complete to serve safe food. Heat food to 80 degrees Celsius.
	When reheating food do it as quickly moving through the danger zone as quickly as possible.
	Cool food quickly by placing in small batches, placing in cold running water or in an ice bath and stirring frequently to release heat.

	Food must always be defrosted below the danger zone (4 degrees Celsius). It can be done in a fridge or cold running water. A 20 pound turkey may take over 5 days to defrost in the fridge.
	Keep foods on ice or work with small batches while preparing mise en place.
	Put equipment in the fridge or freezer before working with potentially hazardous foods like seafood and meats. Do not place these foods in hot bowls out the dishwasher.
	Check internal temperature of food to ensure they are above the danger zone. Always sanitize the thermometer between uses.
	Stock / product rotation. All perishable and semi perishable goods should be used according to the first in first out principle.
	Never place food on the floor including boxes and bags...
	Use tools to handle food, scoops, ladles, spoons...
	Fruits & Vegetables grown naturally with animal manure. They must be washed carefully as feces can contain pathogenic bacteria like E-coli.
	Use your senses to ensure equipment like cutting boards, pastry brushes and pastry bags do not have a foul odor an indication of bacterial growth.
	Each reaction to contact becomes more severe than the last. It may start with a small rash but later reactions end in severe respiratory failure and death.
	Peanuts, nuts, shellfish, crustacean, milk, soy, wheat, eggs, sulfites, MSG (mono-sodium glutamates)
	If you are unsure if food preparations contain ingredients that someone may have an allergic reaction to, always advise them to have something else. Label things clearly.
	Dented cans can be compromised and considered not safe to use.
	Visible mold on foods cannot be simply scraped away. It has a root system that must be cut out or mycotoxins could cause food poisoning.
	Store raw meat below cooked foods.

Term bank: Microwave, Avoid Cross Contamination, Clean, Sanitize, Cleaning solution, Sterilize, Air dry, Sanitizing Solution, Probe Thermometer, Safe Cooling, Safe Defrosting, Food Preparation, Botulism, Cut a minimum of 1 ½ inches, Allergens, Avoid, Chill equipment, Probe thermometer, FIFO, Two sink dishwashing procedure, HACCP, HACCP, Avoid direct contamination, Food, Smell, Allergic Reactions, Common, Cross contamination, Proper Cooking, Safe Reheating , Clear labeling, Do not use your hands, Organic, Immune System

### Be aware of your own personal hygiene habits - Worksheet

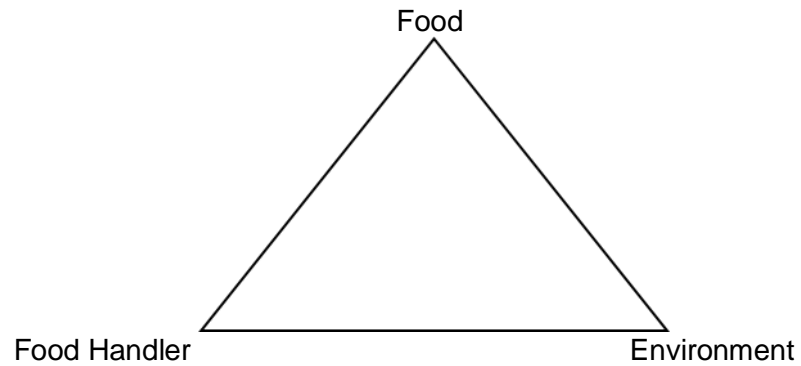
Match the terms with the descriptions.

	Always wear a Band-Aid + glove. It is the law!
	Personal protective equipment protects clothes and body. Not to be used for wiping hands and creating possible cross contamination.
	Tie back hair, wear a chef's hat, hair net, cut finger nails, frequent hand washing.....
	Be aware of your own habits. Stop direct contamination.
	The number one way to stop the spread of pathogenic disease causing bacteria.
	Microorganisms can hide under rings, bracelets, watches, etc. Jewelry can also be a safety hazard for the food handler – caught in equipment, etc.
	Before and after handling food After taking a break (meal or smoke) After sneezing or coughing into hands After taking out the garbage After using the washroom After handling money There is never a bad time!
	1. Wet hands 2. Apply Soap 3. Rub hands together for 20 seconds 4. Rinse 5. Dry hands with a paper towel 6. Turn off taps with the paper towel
	A safe way to taste food without double dipping / cross contamination. Use a clean spoon to transport food into a tasting spoon. No double dipping.

Term bank: Sneeze into sleeve, Two Spoon Tasting, Cook food to proper internal temperature, Wash your hands, Cuts on hands, Aprons, Be aware of your own personal hygiene habits, Wash your hands, 6 steps to hand washing, Remove jewelry, Wash your hands, Sanitize the equipment

### Cycle of Transmission - Worksheet

Insert the strategies to break the cycle of transmission.



## How to Control Cross Contamination - Worksheet

Direct Contamination: The contamination of raw foods in their natural settings or habitat.

Cross Contamination: The major cause of cross contamination is transportation of contaminants by people.

1. Cross Contamination from humans: The transfer of bacteria or other contaminants from food service workers.
2. Cross Contamination tools: The transfer of bacteria or other contaminants from one food, work surface or piece of equipment to another.
3. Cross Contamination by Pests: The transfer of bacteria by insect infestation.

Flavor Contamination: Having foods come into contact that cause no concern for the health of the consumer but may transfer undesirable flavors.

### Cross Contamination of Allergens

In the following examples, label which type of contamination takes place;

	Sneezing into your hands and working with food.
	Slicing onions and then using the same tools to cut fruit.
	Raw meat stored on the top shelf with blood dripping into lettuce.
	A kitchen cloth is used to clean chicken blood and then used to wipe and dry work tables.
	Touching raw chicken and eating an apple.
	Chopping peanuts and then slicing an apple with the same knife and cutting board.
	The chef dips his finger into food to taste for seasoning.
	A probe thermometer is used to take the internal temperature of cheeseburgers without sanitizing between uses.
	A fly lands on dog feces, spits up the contents of its stomach which dissolves the feces which it sucks up a straw to eat. The fly then repeats this dining method on your dinner.
	Cutting raw meat on a cutting board then slicing bread with the same tools.
	Metal shavings from opening tinned foods in prepared items.
	Using a spoon to mix raw hamburger & then using the same spoon to mix egg salad.
	Touching raw meat and cleaning your hand

	on your apron. Continuing to use your apron to wipe your hands while working with various foods.
	The damp sponge or cloth used to wipe up chicken blood and left at the sink is used to clean a knife.
	Broken glass falls into ready to serve food.
	A wet sloppy sneeze into the potato salad.
	Chopping peanuts and using the same tools to slice a sandwich served to a person with an allergy to nuts
	Going to the bathroom and not washing your hands afterwards.
	Smoking a cigarette and then handling food without washing your hands.
	Chopping garlic and then using the same tools to cut chocolate.
	A cockroach walks across raw meat and then onto a piece of bread.
	Paralytic shellfish poisoning from the "Red tide". Shellfish become contaminated by ingesting toxic marine algae.
	Preparing food using a cutting board that was not allowed to dry but was stacked and remained wet allowing bacteria to multiply.



## Young Workers Awareness Answer Sheet

Type of Injury	Description
Acute Injuries	Hazards, which cause injury immediately, are usually physical or chemical. Wet floors, knives, boiling water, hot oil, equipment/mixers
Chronic Injuries	Hazards, which cause injury over a period of time. Chronic injuries can include illness and physical disabilities (tendentious, back, knee and joint pain, and hepatitis).

The three important basic rights you have under the “Ontario Occupational Health and Safety Act”.

Right to Know	The employer must inform you about all hazards on the job.
Right to Participate	in health & safety committees
Right to Refuse Unsafe Work	You can refuse to do unsafe work for yourself or a colleague. Note: you must follow a set procedure to do so (play by the rules).

### Basic Worker Responsibilities

Report any workplace injury or illness	Get first aid right away. Tell a supervisor immediately, no matter how small.
Report any workplace injury or illness	To get correct medical treatment So the hazard can be investigated and corrected and prevent further accidents To receive appropriate compensation

### Workplace hazards-Answer Key

Physical Hazard	A danger to the safety of food caused by particles such as glass, metal or other foreign matter.
Ergonomic Hazards	Repetitive strain from poorly organized and designed work spaces
Chemical Hazard	A danger to the safety of food caused by chemical substances, especially cleaning agents, pesticides and toxic metals
Biological Hazard	A danger to the safety of food caused by disease causing micro-organisms such as parasites, bacteria, molds, yeasts, viruses or fungi.

### Preventing Ergonomic Hazards in a Kitchen – Answer Key

Organize your station	Create your own ergonomically correct workspace. Work in a logical process.
Vary Tasks	Avoid repetitive motions that cause strain like tennis elbow (carpal tonal). Remember to

	stretch.
Lift with your legs	Stoop, do not bend when lifting. Use a trolley to transport heavy items.
Correct Posture	Stand with a straight back and feet solid on the ground.
Plan your work station	Move containers closer together to limit motion and stress. Work left to right.
Plan your movement	Keep your arms in tight to your body.
Work efficiently	Keep your workspace clean and organized; don't stumble over your accumulated messes.
Avoid dirty clothes	Roll up your sleeves; tuck in apron strings to avoid clothes becoming soiled or catching on equipment.

### Preventing Chemical Hazards in a Kitchen

Chemical Hazard	A danger to the safety of food caused by chemical substances, especially cleaning agents, pesticides and toxic metals.
Use soap sparingly	Excess soap and chemicals will leave residue on work tables and equipment that can affect foods
PPE	Some de-greasers can cause chemical burns on skin and in your lungs. Wear correct personal protective equipment
Chemicals & Cleaners	Always store on bottom shelves and in a separate storage location away from foods.
Residual Chemicals	Chemicals such as antibiotics, fertilizers, insecticides & herbicides that increase food production but may have negative effects on humans. Fruits and vegetables must be washed very carefully.
Toxic Metals	Using acidic foods like tomato in reactive pots and pans can cause poisoning. Fish in polluted waters will be contaminated with heavy metals.
Creating Toxic Gasses	Bleach / ammonia combined with an acid like a toilet bowl cleaner will produce chemical gasses that will burn your respiratory system. Do not combine random cleaning products.
Capsicums	You can receive chemical burns from hot chili peppers like scotch bonnet peppers. Use gloves and work with care. Do not touch your body, face or eyes.
MSG	Mono-Sodium-Glutamate is a chemical flavor enhancer which can cause chemical poisoning.

Paralytic shell fish poisoning	Poisoning from the "Red tide". Shellfish become contaminated by ingesting toxic marine algae.
Workplace hazardous material information system	WHMIS = product warning labels, SDS sheets & training

### Preventing Physical Hazards in a Kitchen

Physical Hazard	A danger to the safety of food caused by particles such as glass, metal or other foreign matter.
Personal Protective Equipment	Chef's hats, hair nets, aprons, rubber gloves, dry kitchen cloths, oven mitts, safe shoes...
Electrical Lock-out	Always turn the equipment off & disconnect the power before disassembling, moving or washing.
Electrical Lock-out	Always ensure that electrical machinery fully assembled and turned off at the switch before plugging in.
The Kitchen is always hot	Assume all ovens, stove tops, pots; pans & equipment in the kitchen are hot. Use dry towels to pick up hot pots and pans.
The kitchen is always wet	Assume that the floor is always wet & slippery. Move in a manner that keeps you safe. Pick up spilled liquids and foods immediately.
Get trained	Use machinery only when trained. Always run machinery with guards in place.
Ask for training	If you are unsure about how to use knives, mixers, blenders...
Fire Triangle	Fuel, heat and oxygen are all needed for a fire to burn. If you remove one of these the fire will extinguish.
Use a lid.	The easiest way to put out a fire is to remove the oxygen to extinguish the flames. Grab any item that can be used as a cover (sheet pan, tray, hotel pan, bowl, damp cloth, fire blanket...)
Exploding Grease	Never put water on oil or grease fires.
Extinguishing a fire	3. Cover grease fire with a lid 4. Turn off heat source Remove from burner and allow to cool / do not try to move
Aim Low	Never point a fire extinguisher directly at a fire as you will spread the flames.
Use dry cloths	If you use wet kitchen cloths or oven mitts to pick up hot pots and pans you will burn yourself!

Burn Station	Go to any sink and put your burn under cold water immediately and then call for assistance.
Eye wash station	Go immediately to any sink and splash cool water into your eyes and your face and then call for assistance.
10 – 20 minutes	Put your burn in a cold-water bath to halt pain and tissue damage.
Safe Knife Handling	Knives must never be left unattended such as disappearing into soapy water or taken and left at the pot sink for washing.
Safe Knife Handling	Wash knives immediately after use and store in a safe location. Be conscious of creating a safe workplace!
Clean as you go	Organize yourself and create a safe workspace free from clutter, filth & refuse.



Describe the location of the following Hygiene and Emergency Facilities in the classroom

Hand washing station	Use every sink in the class to wash your hands whenever they become soiled and to stop the spread of pathogenic bacteria.
Eye wash station	Should any soap, chemical or even hot spice touch your eyes or face, splash water into your eyes immediately from any water tap in the class.
First Aid Box	Above the clothes dryer.
Fire Blanket	At the back of the class beside the freezer. Pull the straps down and use the blanket to suffocate a fire.
Fire Extinguisher	Beside the dryer. Remove the pin and squeeze the handle. Aim at the base of the fire. Carbon dioxide will remove the oxygen and put out the fire.
Switches to turn on overhead exhaust fans	Beside the dryer. Always turn on fans when using stoves to remove smoke and grease laden fumes.
Fire suppression system	Over the gas ovens and stoves. The system will activate if a fire causes heat to build to a dangerous level. Carbon dioxide will release and remove oxygen to put out a fire.
Burn Relief Station	If you are burnt, get immediate relief by putting the burn under cold water at any water tap. Tell the teacher immediately.
Incident Reports	See your teacher or supervisor to fill out

	an incident report for any accident or illness that occurs.
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**WHMIS Symbols:**

	<b>Compressed Gas</b> <b>Hazards</b> Gas is being held in a container under pressure & may explode; if heated or dropped
	<b>Category 1,2,3 - Flammable and Combustible Material</b> <b>Hazards</b> will burn and therefore a potential fire hazard.
	<b>Oxidizing Material</b> Materials which provide oxygen or similar substances which increase the risk of fire if they come into contact with flammable or combustible materials. <b>Hazards</b> may explode in the presence of flammable or combustible material such as fuels may burn skin and eyes upon contact.
	<b>Category 1,2,3 – Acute Toxicity</b> Materials causing immediate and serious toxic effects. These materials can cause the death of a person exposed to small amounts. <b>Hazards</b> Fatal poisonous substance; may cause permanent damage if inhaled or swallowed or if they enter the body through skin contact, may burn eyes or skin upon contact.
	<b>Category 1,1A,1B,2– Health Hazard</b> Materials causing immediate eye and/or skin irritation as well as those which can cause long-term effects in a person repeatedly exposed to small amounts. <b>Hazards</b> Poisons that may cause death or permanent damage as a result of repeated exposures over time; May be a skin or eye irritant; cause a chemical allergy; cause cancer; cause birth defects or sterility.
	<b>Category 1- Biohazardous infectious material</b> Materials which contain harmful microorganisms. <b>Hazards</b> may cause a serious disease resulting in illness or death.

	<p><b>Category 1,1A,1B,1C: Corrosive Material</b> Acid or caustic materials which can destroy the skin and eat through metals.</p> <p><b>Hazards</b> severe eye and skin irritation upon contact; tissue damage with prolonged contact; harmful if inhaled.</p>
	<p><b>Types A,B: Dangerously Reactive Material</b> Materials undergo dangerous reactions if subjected to heat, pressure, and shock or allowed to contact water.</p> <p><b>Hazards</b> very unstable materials; react with water to release a toxic or flammable gas; may explode as a result of shock, friction or increase in temperature; may explode if heated when in a closed container;</p>

## Preventing Biological Hazards in a Professional Kitchen

### Types of Micro-organisms

Bacteria	Single-celled micro-organisms that multiply by splitting into two. In ideal conditions they can split every 10 to 20 minutes. In 12 hours one bacterium can become a colony of 72 BILLION.
Viruses	The smallest known life-form that needs a living host to survive. They can survive on any type of food but will not multiply unless they are in a living host (Hepatitis, Norwalk, Aids...)
Molds / Fungi	Mycotoxins that can cause a chemical poisoning. If found on food it will have a root system that goes up to 3 inches deep.
Yeast	Organisms that eat sugar and produce alcohol and carbon dioxide. It is used to make bread, yogurt, cheese & alcohol. It is considered useful but can spoil foods.
Parasites	Tiny organisms that feed on a living host. Trichinosis is found in pork and if ingested by a human will enter the blood stream and burrow into muscle to feed and reproduce. Proper cooking will kill the parasite.
Botulism	Anaerobic bacteria which do not need air to live. Can be present in tinned goods. If tinned food has dents or the contents are under pressure when opened they are not fit for eating.

### Causes of food borne-illness

75 %	Improper temperature control.
20%	Food left in the danger zone or improper cooking.
5%	Cross contamination by humans or tools and equipment.

### Properties of Micro-organisms

Biological Hazard	A danger to the safety of food caused by disease causing micro-organisms such as parasites, bacteria, molds, yeasts, viruses or fungi.
Micro-Organisms	Organisms that are so small they can only be seen by a microscope. Bacteria, parasites, viruses, yeast and molds / fungi.
Helpful micro-organisms	Useful in the production of cheese, yogurt, bread, wine and beer. Essential in helping

	humans digest food.
Probiotics	Every human has about 3 pounds of bio-mass or 100 trillion good & bad micro-organisms in your digestive system. The good micro-organisms aide in digestion and helps your immune system, lowers cholesterol and helps decrease your blood pressure.
Probiotics	The living micro-organisms or good bacteria that keep your digestive and immune system happy. This can be found in live yoghurt. Look for lactobacillus and Bifidobacterium.
Gut Flora	A poor diet high in refined sugar, simple carbs (white flour) and processed foods provide the food for bad bacteria in your gut which may outnumber the good bacteria compromising your immune system resulting in poor digestion, diarrhea and gut infections.
Putrefactive	Harmful micro-organisms that spoil food and make inedible but do not cause disease or illness.
Pathogenic micro-organisms	An organism (bacteria) that causes illness or disease. When ingested they cause a food-borne infection in your intestines.
Toxins	By products of living bacteria that can cause illness. If consumed in sufficient quantities will cause food-borne intoxication. All alcohol is a toxin and can cause poisoning.
Food-borne Infection	Caused by the ingestion of pathogenic bacteria that live in your intestines (Salmonella). These bacteria can be killed if cooked to the correct temperature (74°C / 165°F)
Food-borne Intoxication	Food poisoning: If food is cooked to a high enough temperature it will kill the bacteria but not destroy the poison /toxins.
Toxin-mediated infection	Bacteria in your intestines produce toxins that make you ill (E-coli, Clostridium perfringens).
Food-Bourne Chemical Intoxication	Caused by ingesting foods that contain with toxic chemicals like poison mushrooms, monosodium glutamate, residual pesticides and herbicides and fertilizers.
Symptoms of food-borne Illness	Headache, vomiting, cramps, fever, fatigue, abdominal pain, diarrhea, DEATH. Symptoms occur 2 to 36 hours after eating.



### Controlling the Conditions that Micro-organisms Need to Live

FAT-TOM	The 6 conditions that bacteria need to grow (Food, Acidity, Time, Temperature, Oxygen, moisture)
Potentially Hazardous Foods	Foods high in protein which supply all the conditions (FAT-TOM) for bacteria to thrive. (Meat, fish, dairy, gravy, puddings...)
Temperature	This is the most important condition to control. Micro-organisms can be destroyed with heat and made to go dormant with cold. Hot food must be kept hot and cold food must be kept cold out of the danger-zone.
Danger Zone	The temperature range at which bacteria grow rapidly. It is 4° C to 60° C or 40° F to 140°. Your body temperature is 37° C / 97° F the perfect temperature for harmful bacteria to grow.
Internal cooking temperatures	Foods heated to 74 C -100 c / 165 F to 212 F will kill the bacteria that cause food-borne disease.
Bacteria Divide	If bacteria have the correct conditions 1 bacterium can split to become 2 every ten minutes.
Time & Temperature Principle	If bacteria kept in the "Danger Zone" have ideal conditions in five hours, 1 bacterium can become one million and food is considered unfit to eat. After 3 hours in the danger zone, potentially hazardous food is considered unfit to eat.
Moisture	Some foods are preserved by removing the moisture content which will stop bacterial growth (e.g. beef jerky, jams, dried fish, dried fruit & vegetables)
Salt	This is one of the most important minerals in cooking. Throughout history it has been used as a food preservative. It dries out food and replaces the water which hinders bacterial growth.

Moisture	Do not stack cutting boards after washing. Ensure that they are layered in such a way that they will dry and discourage the growth of harmful bacteria.
Acidity	Mold that grows on highly acidic foods like tomato sauce, vinegar or pickling liquid is considered extremely dangerous.
Aerobic Bacteria	Micro-organisms that need oxygen to live (most bacteria).
Oxygen	Foods are placed into tins, jars and cryo-vaced to remove oxygen and preserve them. Wrap foods tightly with plastic wrap to help stop the growth of micro-organisms.
Carbon Dioxide	Some supermarket foods are packaged in bags or containers pumped full of gas that replaces the oxygen and so slows oxidation and bacterial growth.
Anaerobic Bacteria	Micro-organisms that can live without oxygen (e.g., botulism)
Botulism	Food inside of cans is in a vacuum and is preserved because there is an absence of oxygen. If a can is under pressure that indicates that there may be harmful microorganisms growing.

### How to control the growth of pathogenic micro-organisms

Clean	To remove all visible dirt and soil.
Sanitize	To reduce pathogenic organisms to safe levels.
Sterilize	To destroy all living micro-organisms.
Sanitizing Solution	1 tsp. / 5 ml. household bleach in one liter of water without soap. Wipe onto a clean surface and allow to air dry. This will reduce the amount of pathogenic bacteria to safe levels. Quat (200 ppm) is the most common sanitizer in a food service.
Air Dry	Wipe sanitizing solution onto clean stainless-steel tables and allow to air dry.
Cleaning Solution	2 tsp. / 10 ml. of soap in 5 liters of hot water. Use liberal amounts of this hot soapy solution to remove dirt and grease. Dry table tops after washing and then sanitize.
Microwave	Heat household cleaning sponges and cloths in the microwave to kill micro-organisms.
Avoid Cross Contamination	Take care to use sanitized and clean kitchen cloths before wiping tables over and over

	again.
Probe Thermometer	Sanitize probe thermometers each time before inserting into foods.
Immune System	People with a weak ability to fight off infection are the ones most susceptible to food borne illness (the young, old and sick). They will become very ill and possibly die from exposure to pathogenic bacteria.
Two sink dishwashing procedure	Scrape → wash → rinse → sanitize → air dry
HACCP	Hazard Analysis Critical Control Point. A food safety system developed for the NASA space program but now a food industry standard.
HACCP	Any critical step in food processing where a mistake may cause the growth and transmission of pathogenic bacteria.
Proper Cooking	The number one critical control point that a cook/chef can complete to serve safe food. Heat food to 80 degrees Celsius.
Safe Reheating	When reheating food do it as quickly moving through the danger zone as quickly as possible.
Safe Cooling	Cool food quickly by placing in small batches, placing in cold running water or in an ice bath and stirring frequently to release heat.
Safe Defrosting	Food must always be defrosted below the danger zone (4 degrees Celsius). It can be done in a fridge or cold running water. A 20-pound turkey may take over 5 days to defrost in the fridge.
Food Preparation	Keep foods on ice or work with small batches while preparing mise en place.
Chill equipment	Put equipment in the fridge or freezer before working with potentially hazardous foods like seafood and meats. Do not place these foods in hot bowls out the dishwasher.
Probe thermometer	Check internal temperature of food to ensure they are above the danger zone. Always sanitize the thermometer between uses.
FIFO	Stock / product rotation. All perishable and semi perishable goods should be used according to the first in first out principle.
Avoid Cross contamination	Never place food on the floor including boxes bags.
Do not use your hands	Use tools to handle food, scoops, ladles, spoons...
Organic Food	Fruits & Vegetables grown naturally with animal manure. They must be washed carefully as feces can contain pathogenic

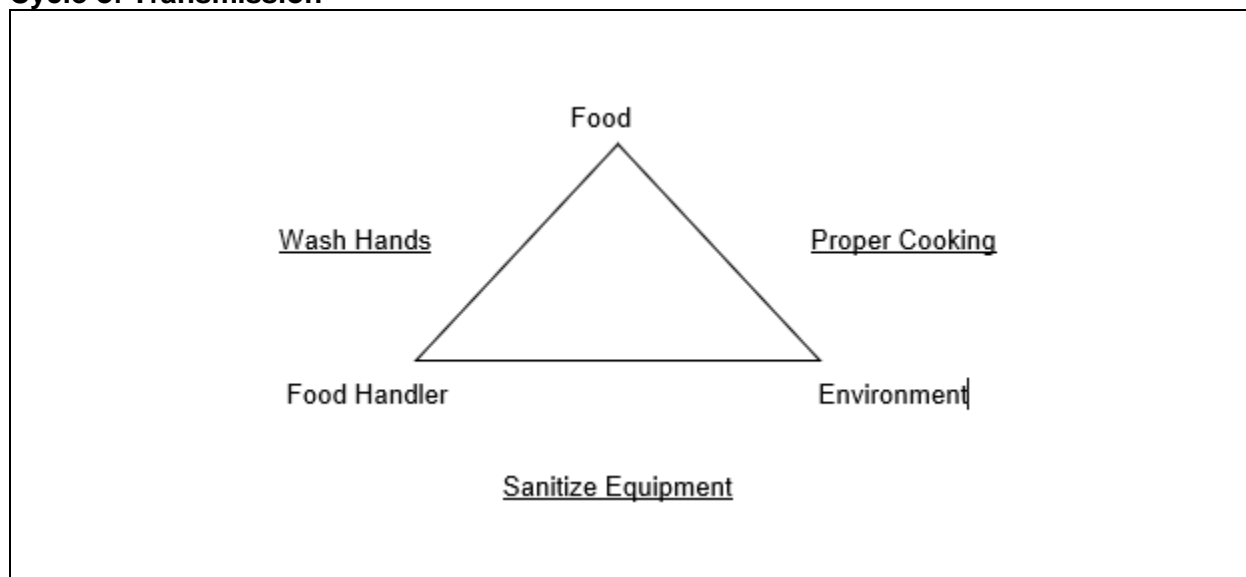
	bacteria like E-coli.
Smell	Use your senses to ensure equipment like cutting boards, pastry brushes and pastry bags do not have a foul odor, an indication of bacterial growth.
Allergic Reactions	Each reaction to contact becomes more severe than the last. It may start with a small rash but later reactions end in severe respiratory failure and death.
Common Allergens	Peanuts, nuts, shellfish, crustacean, milk, soy, wheat, eggs, sulfites, MSG (mono-sodium glutamates)
Clear labeling	If you are unsure if food preparations contain ingredients that someone may have an allergic reaction to, always advise them to have something else. Label things clearly.
Botulism	Dented cans can be compromised and considered not safe to use.
Cut a minimum of 1 ½ inches	Visible mold on foods cannot be simply scraped away. It has a root system that must be cut out or mycotoxins could cause food poisoning.
Avoid direct contamination	Store raw meat below cooked foods.

### Be aware of your own personal hygiene habits

Cuts on hands	Always wear a Band-Aid + glove. It is the law!
Aprons	Personal protective equipment protects clothes and body. Not to be used for wiping hands and creating possible cross contamination.
Be aware of your own personal hygiene habits	Tie back hair, wear a chef's hat, hair net, cut finger nails, frequent hand washing
Sneeze into sleeve	Be aware of your own habits. Stop direct contamination.
Wash your hands	The number one way to stop the spread of pathogenic disease-causing bacteria.
Remove jewelry	Microorganisms can hide under rings, bracelets, watches, etc.
Wash your hands	Before and after handling food After taking a break (meal or smoke) After sneezing or coughing into hands After taking out the garbage After using the washroom After handling money There is never a bad time!
6 steps to hand washing	1. Wet hands

	2. Apply Soap 3. Rub hands together for 20 seconds 4. Rinse 5. Dry hands with a paper towel 6. Turn off taps with the paper towel
Two Spoon Tasting	A safe way to taste food without double dipping / cross contamination. Use a clean spoon to transport food into a tasting spoon. No double dipping.

### Cycle of Transmission



### How to Control Cross Contamination

Direct Contamination: The contamination of raw foods in their natural settings or habitat.

Cross Contamination: The major cause of cross contamination is transportation of contaminants by people.

1. Cross Contamination from humans: The transfer of bacteria or other contaminants from food service workers.
2. Cross Contamination tools: The transfer of bacteria or other contaminants from one food, work surface or piece of equipment to another.
3. Cross Contamination by Pests: The transfer of bacteria by insect infestation.

Flavor Contamination: Having foods come into contact that cause no concern for the health of the consumer but may transfer undesirable flavors.

Cross Contamination of Allergens

In the following examples label, which type of contamination takes place;

Cross Contamination Human	Sneezing into your hands and working with food.
Flavor Contamination	Slicing onions and then using the same tools to cut fruit.
Direct Contamination	Raw meat stored on the top shelf with blood dripping into lettuce.
Cross Contamination tools	A kitchen cloth is used to clean chicken blood and then used to wipe and dry work tables.
Cross Contamination from human	Touching raw chicken and eating an apple.
Cross Contamination of Allergens	Chopping peanuts and then slicing an apple with the same knife and cutting board.
Cross Contamination from human	The chef dips his finger into food to taste for seasoning.
Cross Contamination tools	A probe thermometer is used to take the internal temperature of cheeseburgers without sanitizing between uses.
Cross Contamination by Pests	A fly lands on dog feces, spits up the contents of its stomach which dissolves the feces which it sucks up a straw to eat. The fly then repeats this dining method on your dinner.
Cross Contamination tools	Cutting raw meat on a cutting board then slicing bread with the same tools.
Direct Contamination	Metal shavings from opening tinned foods in prepared items.
Cross Contamination tools	Using a spoon to mix raw hamburger & then using the same spoon to mix egg salad.
Cross contamination from human	Touching raw meat and cleaning your hand on your apron. Continuing to use your apron to wipe your hands while working with various foods.
Cross Contamination tools	The damp sponge or cloth used to wipe up chicken blood and left at the sink is used to clean a knife.
Direct Contamination	Broken glass falls into ready to serve food.
Direct Contamination	A wet sloppy sneeze into the potato salad.
Cross Contamination tools	Chopping peanuts and using the same tools to slice a sandwich served to a person with an allergy to nuts
Cross Contamination from human	Going to the bathroom and not washing your hands afterwards.
Cross Contamination from human	Smoking a cigarette and then handling food without washing your hands.
Flavor Contamination	Chopping garlic and then using the same tools to cut chocolate.

Cross Contamination by Pests	A cockroach walks across raw meat and then onto a piece of bread.
Direct Contamination	Paralytic shellfish poisoning from the “Red tide”. Shellfish become contaminated by ingesting toxic marine algae.
Direct Contamination	Preparing food using a cutting board that was not allowed to dry but was stacked and remained wet allowing bacteria to multiply.

## HOSPITALITY - SHSM

### EQUIPMENT SAFETY GUIDELINES

### CULMINATING ACTIVITY

Each piece of equipment we use in the kitchen has specific safety and operating guidelines and procedures. The purpose of this activity is to research the equipment and produce safety information sheets on all of the equipment. The safety sheets will be laminated and used as reference material for all hospitality students. You must include the following information on all safety information sheets:

1. name of equipment (ie. hobart mixer)
2. function of equipment (ie. large batch mixer – dough, etc)
3. safety guidelines
4. correct operating procedures

**You are developing important mandatory material that will be used by all hospitality students. The information sheets must be precise and easy to follow.** Material reference information such as equipment manuals provided by the manufacturer is your main source. The web may give you additional information as well as the training you received through the hospitality program. If you have any questions at any time, please ask!

**Equipment list:****Due Date:**

Hobart Mixer  
Convection Oven  
Conventional Oven  
Proofer  
Deep Fryer  
Stovetop  
Flattop  
Kitchen Aid Mixer  
Food Processor  
Meat Slicer  
Blender  
Immersion Blender  
Ice Cream Maker



## SECTION 4: SAFETY PASSPORTS

### SECTION OVERVIEW

The purpose of the safety passport is to ensure that students are fully aware of all safety features on each piece of equipment in the technical facility prior to using them independently.

The general process is as follows:

1. **Teacher Demonstration:** When the teacher introduces a new piece of equipment, the student records the date of the safety demonstration on their safety passport. This is to be initialed by the teacher (see sample below). The teacher demonstrates techniques for the safe operation and procedures, as well as use of personal protective equipment (e.g. eye protection, secure loose hair, remove jewelry, protective clothing, etc.). Students prepare notes in their notebooks. This safety note is carefully recorded in each student's notebook along with the signed passport. The teacher also carefully notes attendance for that day in their daybook if any students are absent for the safety lesson; makeup opportunities must be provided.
2. **Test:** Each student should complete a written (or oral) test on the safe operation or procedure, outlining all safety features that must be observed. The individual tests are designed to complement any general facility safety rules. Upon satisfactory completion of the test the student dates the "tested" column and teacher initials this as complete.  
**IMPORTANT NOTE: A copy of the test should be kept by the teacher.**
3. **Student Demonstration:** Students must demonstrate to the teacher that they have a thorough knowledge of the safety rules for the equipment and are able to demonstrate their competency on the equipment. Once the teacher has observed the required safe setup and operation of the equipment by a student the teacher signs off that portion of their passport.
4. Once the student has completed #1, 2 and 3, the teacher signs the final column of the student's safety passport indicating they have permission to use that equipment or perform the procedures. Students must be able to provide the teacher with their signed passport for that equipment each time they wish to use that equipment.

Note: Three forms are provided, Form 1 can be used as a student notebook form for each machine; Form 2 can be used for signing several machines per student. With the 2nd form, students keep safety notes on separate paper. The third form requires one sheet per tool per student, and may be used in the student notebook or kept on file by the teacher (or both).

### **NOTE:**

All materials within this document are to be considered as suggestions and recommendations only. These are not legal documents and are not to be considered as legal requirements or as official policy. OCTE or the individual contributors makes no claim to the accuracy or the completeness of the enclosed documents and accepts no responsibility for any damages pertaining to their use. Users of this document should not assume all warnings and precautionary measures are contained herein, that additional information or measures are not required, or that local by-laws, regulations or Board policies are explicitly included.

Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

# Hospitality and Tourism Technology Tools and Equipment Safety Passports

Name: \_\_\_\_\_

[illegible]

## Form 2

Student Name: \_\_\_\_\_ Course/Class: \_\_\_\_\_

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

## FORM 3: Generic Equipment/Procedure Passport

# [EQUIPMENT/PROCEDURE]

## General Conditions

## Personal Protective Equipment

## Possible Risk

- The student has been trained on this equipment and procedure.
- The student understands the required personal protective equipment to operate this equipment and perform this procedure.
- The student is aware of the possible risk factors

**Student signature**

\_\_\_\_\_

**Teacher's signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# AUTO DISHWASHER PASSPORT

## General Conditions

Students must be trained in the proper procedures (WHMIS and MSDS) of cleaning chemicals and their uses within the hospitality environment to be able to perform any dishwashing and sanitizing tasks. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions and employ cleaning agents for a specific sanitation procedure.

## Personal Protective Equipment

- Rubber Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Hat or Hair Net

## Possible Risks

- Respiratory Problems (inhalation)
- Skin Irritation
- Slippage
- Muscle Strain
- Burns or Scalds
- Cuts or Lacerations

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# CONVECTION OVEN PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the deep fryer. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions

## Personal Protective Equipment

- Oven mitts/gloves
- Apron/lab coat
- Hair Net/Hat
- Non-slip footwear
- Safety glasses/face shield while cleaning

## Possible Risks

- Burns and scalds
- Fire
- Respiratory- fumes from cleaning and poor ventilation

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# DEEP FRYER PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the deep fryer. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Oven mitts/gloves
- Non-slip footwear
- Apron/lab coat
- Safety glasses or face shield

## Possible Risks

- Burns and scalds
- Slips and falls
- Eye injuries from splashing oil
- Fire

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_



# ERGONOMICS PASSPORT

## General Conditions

Improper posture, equipment placement, and repetitive use of equipment may cause injuries and pain. Students must be trained on the safe and proper use of equipment before they may begin using them. The student must demonstrate the ability to use the equipment safely.

## Personal Protection

- Proper posture
- Proper equipment placement
- Change in sitting arrangements, etc. to avoid repetitive stress injuries

## Possible Risk Factor

- Spine and back injuries
- Hand Injuries
- Eye strain

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

**Student signature**

\_\_\_\_\_

**Teacher's signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# GAS RANGE PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the gas range. They should be familiar with environmental impacts associated with gas appliances. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Oven Mitts
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Hat or Hair Net

## Possible Risks

- Burns and scalds
- Slips (due to grease splatter)
- Fire
- Respiratory issues due to poor ventilation
- Gas leakage

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risks

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# GRIDDLE PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of griddle. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Apron/lab coat
- Safety glasses/face shield
- Non-slip footwear
- Oven mitts/gloves

## Possible Risks

- Burns and scalds
- Fire
- Respiratory due to poor ventilation and cleaning fumes

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# GRILL PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the grill. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Non-slip footwear
- Hair net/hat
- Apron/lab coat
- Gilling utensils e.g., long handled tongs, flipper
- Safety glasses/face shield especially while cleaning/scraping the grill
- Oven mitts/gloves

## Possible Risks

- Burns and scalds
- Fire
- Respiratory due to poor ventilation and cleaning fumes
- Eye injuries due to splatters and flying debris created while cleaning
- Cuts

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# HUMIDITY CABINET/PROOFER PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the humidity cabinet. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Apron/lab coat
- Hairnet/hat
- Oven mitts/gloves
- Non-slip footwear
- Safety glasses and gloves if manually cleaning

## Possible Risks

- Burns and scalds
- Muscle strain due to lifting and possible awkward stance

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# IMMERSION BLENDER PASSPORT

## General Conditions

The immersion blender is a multi use tool in the kitchen setting, however its look (a simple toy) and ease of use is deceiving. Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the immersion blender. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Apron/lab coat
- Hair Net/Hat
- Non-slip footwear

## Possible Risks

- Cuts, lacerations
- Amputation
- Electrical shock due to faulty connection

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# INTERNET USE PASSPORT

\*\*\*\*\*TO BE USED AS AN EXAMPLE ONLY – PLEASE SEE BOARD/SCHOOL POLICY\*\*\*\*\*

## General Conditions

Students must be trained on the safe and proper use of the Internet before they may begin using it. The student must demonstrate to the teacher, knowledge of safe and secure procedures as outlined in the Internet Use Policy Document.

## Personal Protection

- Knowledge of school and school board Internet Use Policy
- Never releasing personal information
- Avoidance of insecure and questionable sites
- Respect for self and others
- Awareness of security issues in communications technology

## Possible Risk Factor

- Threats to personal safety and/or security
- Loss of privacy
- Threats to emotional security
- Spread of damaging computer viruses
- Damage to computer operating and networking systems

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

**Student signature**

\_\_\_\_\_

**Teacher's signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# KNIVES PASSPORT

## General Conditions

Cutlery is essential to the operation of every commercial kitchen, so it is important to know how to hold a knife and use it correctly. Proper knife training can help minimize the risk of personal injury and keep your kitchen running smoothly. Students must be trained in the proper/safe procedures and techniques for the use of knives. The student must demonstrate the ability to follow the teacher's instructions.

## Personal Protective Equipment

- Cut resistant gloves
- Hair net/hat
- Non-slip footwear
- Stable cutting board/surface

## Possible Risks

- Cuts, scrapes, punctures, lacerations
- Amputation
- Accidental stabbing

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_



# SANITATION PASSPORT

## General Conditions

Students must be trained in the procedures of sanitation within the food services environment to be able to perform any food preparation technique. The student must demonstrate the ability to follow manufacturers' instructions and prepare the appropriate cleaning agent for a specific sterilization/sanitation procedure.

## Personal Protective Equipment

- Rubber Gloves
- Non-Slip Soled Enclosed Shoes
- Coat/Apron
- Eye protection
- 

## Possible Risk Factor

- Respiratory Problems (inhalation)
- Skin Irritation
- Slippage
- Eye Infections and/or Damage
- 

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature**

\_\_\_\_\_

**Teacher's signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# SLICER PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the slicer. The student must demonstrate the ability to follow the teacher's and manufacturers' instructions.

## Personal Protective Equipment

- Cut resistant gloves
- Hair Net/Hat
- Apron/lab coat
- Safety glasses/face shield

## Possible Risks

- Cuts, lacerations
- Amputations
- Electrical shock from poor connections
- Respiratory due to cleaning fumes and poor ventilation

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# STAND MIXER PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the stand mixer. The student must demonstrate the ability to follow manufacturers' instructions

## Personal Protective Equipment

- Apron/lab coat
- Non-slip footwear
- Hairnet/hat
- Ear plugs

## Possible Risks

- Cuts, punctures, pinch, crush
- Respiratory caused by fumes
- Rotating components
- Electrical shock from defective equipment
- Repetitive strain
- Noise

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# STEAMER PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of cooking steamers. The student must demonstrate the ability to follow manufacturers' instructions.

## Personal Protective Equipment

- Heat resistance gloves/oven mitts
- Gloves if manually cleaning
- Safety glasses if manually cleaning
- Apron/lab coat
- Non-slip footwear

## Possible Risks

- Burns and scalds – hot steam, hot water & food
- Strains due to awkward / sustained postures
- Forceful exertions – full trays can be heavy

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# STEAM KETTLE PASSPORT

## General Conditions

Students must be trained in the proper procedures for the setup, operation, shutdown and maintenance of the steam kettle. The student must demonstrate the ability to follow manufacturers' instructions.

## Personal Protective Equipment

Apron/lab coat  
Oven mitts/gloves  
Non-slip footwear

## Possible Risks

Burns and scalds  
Electrical shock due to defective wiring  
Slips due to wet surfaces

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# WASTE DISPOSAL PASSPORT

## General Conditions

Students must be trained in the proper disposal of all consumables and waste materials.

## Personal Protective Equipment

- Vinyl/Latex/Polymer Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron

## Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

**Student signature**

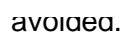
\_\_\_\_\_

**Teacher's signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_



## Safe Food Handling and Personal Hygiene

Inserted below is an entire PowerPoint presentation shown as an object, the document displays only the first slide. To display different slides, double-click the slide below, and then press ENTER to run the entire slide show:

### Glossary

Containment – to make impure by contact with a poisonous substance

Food borne illness – Any illness that is caused by eating foods contaminated by a bacteria, virus, toxin, chemical or physical object

Bacteria – a tiny living organism, some of which can cause disease

Toxin – a poison made by a microorganism



## Hospitality Services

### Personal Safety Kitchen Rules and Expectations

In order to function safely in a professional kitchen, the following rules must be adhered to:

1. **Respect** for the teacher and fellow students is an absolute must! The kitchen operates on a “team” basis. We must get along and respect each other in order for the kitchen to function successfully. Therefore bullying of any nature will be dealt with immediately and consequences will follow.
2. **“Horseplay”** will not be tolerated at any time in the kitchen. This includes any disruptive behaviour that may be dangerous.
3. **Cell phones and electronic equipment of any kind (mp3’s, ipods, games, etc) are not permitted in the kitchen.**
4. If you need to **leave the kitchen** for any reason you must ask permission to do so.
5. Coats, bags and purses belong in your locker. We cannot be responsible for any lost or stolen personal items that are not permitted in the kitchen.
6. You must **wash your hands** before handling any food items.
7. Proper dress is essential in the kitchen. Students are not permitted to wear shorts or kilts in the kitchen due to safety reasons. Therefore, students must wear pants while working in the kitchen. Storage will be available to the students for any extra clothing. Shoes should be closed-toe and rubber soled.
8. The kitchen uniform consists of a skull cap and bib apron. Long hair **must** be tied back and all students are expected to be in uniform while in the kitchen.
9. Aprons must be worn full bib style at all times in the kitchen and must be tied up properly.
10. Food products will be given to the students for consummation at the discretion of the teacher. Eating food other than that is considered stealing and will be dealt with accordingly.

I, \_\_\_\_\_ have read these guidelines. I understand and will abide by them at all times while in the kitchen.

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Safety Proficiency Checklist for TFJ- Hospitality and Tourism Technology

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Course Code: \_\_\_\_\_ School: \_\_\_\_\_

At the completion of this course, the student should demonstrate the following safety skills:

Skill Demonstrated	<input type="checkbox"/>	Date
Proper hand washing		
Correct use of PPE (hat, hairnet, apron, chef jacket, closed-toe shoes)		
Set up of workstation		
Safe Cutting technique		
Safe knife handling		
Handle and store cleaning products/chemicals		
Manage kitchen injuries (cuts, burns)		
Safe use of: (depends on kitchen facilities) deep fryer slicer oven/convection oven gas range (add equipment as appropriate)		
Safe food handling, in particular: Temperature Cross-contamination Storage of food		
Proper dishwashing method (three sink)		

## Sample: Record of Safety Training

**Student:****Class:**

Over the course of the semester or term(s) you will receive direct instruction in the safe and appropriate use of all the equipment, tools, materials, and facilities required to complete your classroom activities. Instruction consists of a combination of demonstration and written and verbal instruction. A satisfactory mark on a safety quiz following the instruction demonstrates the acquisition of sufficient knowledge to use and access the relevant equipment and materials. Your ongoing demonstration of safe practice is assessed in the project marking. Your teacher will put the date and sign-off beside each topic in acknowledgement of your attendance at the discussion or demonstration.

**STUDENTS MAY NOT USE ANY EQUIPMENT, TOOL, OR FACILITY UNTIL:**

- his or her training has been signed off by the teacher
- he or she has received a satisfactory mark on the related safety quiz.

Topic	Date	Teacher's Signature
<b>Computer Resources and the Internet</b>		
<ul style="list-style-type: none"> <li>• Acceptable Use Policy</li> <li>• Safety on the Internet</li> <li>• Computer Ergonomics</li> </ul>		
<b>Patient or Client Care</b>		
<ul style="list-style-type: none"> <li>• Safe use of chemical treatments</li> <li>• Use of personal protective equipment (PPE) for patient/client</li> <li>• Safe and proper handling of patient or client</li> <li>•</li> </ul>		
<b>Facility Care</b>		
<ul style="list-style-type: none"> <li>• Proper cleaning and setup procedures</li> <li>• Maintaining safe working environment</li> <li>• Use of personal protective equipment (PPE) for self</li> <li>• Proper sanitation and sterilization procedures</li> <li>• Safe and proper disposal of consumables and hazardous materials</li> </ul>		

## APPENDIX A: HEALTH AND SAFETY RESOURCES

### To Support Health and Safety Expectations in the Ontario Secondary School Curriculum

#### Young Workers Grade 9/10 and Grade 11/12

Web address: [Ministry of Labour, Immigration, Training and Skills Development | Ontario.ca](http://www.labor.gov.on.ca/english/es/pubs/factsheets/fs_young.php)

Once there, conduct a search using the term Young Workers. Several articles and links will appear.

#### Ministry of Labour, Immigration, Training and Skill Development

Web address: [Ministry of Labour, Immigration, Training and Skills Development | Ontario.ca](http://www.labor.gov.on.ca/english/es/pubs/factsheets/fs_young.php)

For news and information about Ontario's health and safety and employment legislation, the Ministry of Labour, Immigration, Training and Skill Development's website is an excellent place to visit. It provides current information on both employment standards and health and safety legislation, recent fines, alerts, etc. and allows you to ask a question that will be answered by Ministry staff. To directly access information for students, use the web address:

[http://www.labor.gov.on.ca/english/es/pubs/factsheets/fs\\_young.php](http://www.labor.gov.on.ca/english/es/pubs/factsheets/fs_young.php)

This section of the Ministry of Labour website ensures that students are aware of their rights and obligations and their employer's rights and obligations under the *Occupational Health and Safety Act* and the *Employment Standards Act*. It includes: young worker safety education information; information for working students – know your rights and obligations; information for new workers and students working in Ontario; fact sheets for employees; your guide to the Employment Standards Act; and links to related websites.

## Workplace Safety and Insurance Board

Web Address: <http://www.wsib.on.ca>

Summary: Contains information for both employers and employees about workplace safety. Includes advice on prevention, important news releases, policies and other work-related information.

[http://www.wsib.on.ca/en/?in\\_tx\\_query=students&in\\_hi\\_space=SearchResult&in\\_hi\\_control=bannerstart&cached=false&in\\_hi\\_req\\_apps=1&in\\_hi\\_req\\_obtype=18&in\\_hi\\_spell=1&in\\_hi\\_req\\_dd\\_folder=595&in\\_hi\\_req\\_subfolders=1&num=25&search.x=57&search.y=15](http://www.wsib.on.ca/en/?in_tx_query=students&in_hi_space=SearchResult&in_hi_control=bannerstart&cached=false&in_hi_req_apps=1&in_hi_req_obtype=18&in_hi_spell=1&in_hi_req_dd_folder=595&in_hi_req_subfolders=1&num=25&search.x=57&search.y=15)

## Ontario School Boards Insurance Exchange

Web Address: <http://www.osbie.on.ca>

Summary: The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The Ontario school “Risk Management at a Glance” material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

[Risk Management – OSBIE](#)

[Risk App – OSBIE](#)

Although this reference material is not intended to replace school board policies and procedures, it is intended to supplement the risk management considerations, which should go into making the decisions on the most common day-to-day school activities. The design of this publication is to promote the display of this document in a calendar-like format in every classroom to facilitate ready “Risk Management at a Glance”. Every employee who may be called upon to make a decision about the permitting of or the organizing of any activity listed can use this.

For any activities not listed in this material, it is recommended that you contact your board office, or refer to the policies and procedures as stated by your school board.

## Young Worker Awareness program

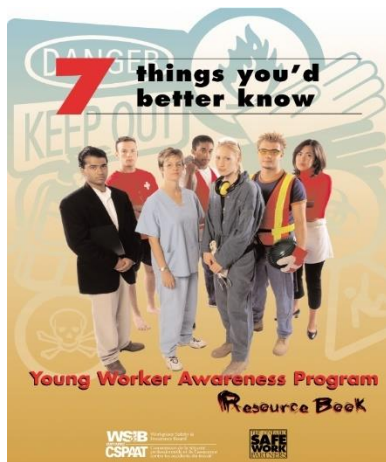
Web Address: <http://www.yworker.com>

Summary: The Young Worker Awareness Program is designed to give students the information they need to protect their health and safety on the job. This complete website provides a lot of information for students – makes a great research site!

<http://www.yworker.com/english/resources.htm>

<http://www.yworker.com/english/seven.htm>

<http://www.yworker.com/english/book.htm>



## Canadian Centre for Occupational Health and Safety (CCOSH)

<http://www.ccohs.ca/keytopics/youngworkers.html>

Another website has excellent general information and a special section called Young Workers' Zone. The Young Worker's Zone provides health and safety information on various types of workplaces – great for TAP and Career Studies exercises.

## HEALTH CANADA

<http://www.hc-sc.gc.ca>

Health Canada is the Federal department responsible for helping Canadians maintain and improve their health, while respecting individual choices and circumstances.

Health Canada administers many pieces of legislation and develops and enforces regulations under this legislation that have a direct impact on the health and safety of Canadians. The Department consults with the Canadian public, industry, non-governmental organizations (NGOs) and other interested parties in the development of these laws. Health Canada also prepares guidelines in order to help interpret and clarify legislation and regulations.

Of particular interest would be regulations such as the Hazardous Product Act, Controlled Products Regulations, Environmental and Workplace Health.

## HEALTH & SAFETY

## ONTARIO (HSO)

Ontario is already a great place to do business, live and work. Making our province, and indeed our country, the healthiest and safest place to work in the world is a prize worth winning.

Ontario's Prevention System is made up of the Ministry of Labour (MOL), Workplace Safety and Insurance Board (WSIB), Workers Health & Safety Centre, Occupational Health Clinics for Ontario Workers Inc. and 12 Health and Safety Associations (HSAs). Health & Safety Ontario (HSO) is the result of a bold move to reorganize the independent efforts of 12 health and safety associations into four streamlined organizations to better serve more than 236,000 Ontario businesses.

HSO is comprised of:

- [Workplace Safety & Prevention Services](#)
- [Public Services Health & Safety Association](#)
- [Workplace Safety North](#)
- [Infrastructure Health & Safety Association.](#)

## ONTARIO BUILDING CODE

[Ontario's Building Code | ontario.ca](#)

The Ontario Building Code's website has information on qualification and registration, available training, dispute resolution, news on recent code developments and more. The Ontario Building Code is administered by the Building and Development Branch of the Ministry of Municipal Affairs and Housing.

## CANADIAN STANDARDS ASSOCIATION (CSA)

<http://www.csagroup.org>

Standards contribute to safer homes, workplaces and public spaces. They address issues related to sustainability and the environment. And they encourage the adoption of new technologies and best practices that enhance trade and help make industry more competitive in the global marketplace. Standards help advance today, while anticipating tomorrow.

## **North American Occupational Safety and Health (NAOSH) Young Worker Links**

[http://www.csse.org/naosh\\_week/naosh\\_week\\_network.htm](http://www.csse.org/naosh_week/naosh_week_network.htm)

*Summary:* Includes links to occupational safety and health related websites, as well as other youth resources.

## **Take Our Kids to Work – Teacher’s Guide; Workplace Guide The Learning Partnership**

*Web Address:* <http://www.tlp.on.ca>

These resources have been custom designed to help teachers and workplaces prepare for Take Your Kid to Work day. The new booklets have an excellent section on activities to help prepare the students for a safe learning day.

## **School Workers Health and Safety Guide Canadian Centre for Occupational Health and Safety**

This information-packed coil-bound pocket book covers school safety topics such as emergency preparedness, classroom safety, arts and crafts, industrial technology, maintenance and custodial practices, sanitation and infection control, sports and activities, work environment, ergonomics, personal protective equipment and health and safety legislation. There are good ideas and work practices that can add to your existing safety programs.

*Cost:* The price is reasonable and covers printing and distribution costs.

Check current cost and delivery information in the publications section of the web site.

*Web address:* <http://www.ccohs.ca>

## **WorkSafeBC**

*Web address:* [WorkSafeBC](http://www.worksafebc.com)

Worksafe BC provides reports specific to hotel and tourism workers about health and safety...

## **Tourism HR Canada**

*Web Address:* <https://tourismhr.ca/discover-tourism/>

Tourism HR Canada is a pan-Canadian organization with a mandate aimed at building a world-leading tourism workforce.



## APPENDIX B: HOSPITALITY AND TOURISM

*Video:* **Foodservice Safety – Video Orientation Kit**

*Length:* 23:30 min. in the four subject areas.

*Cost:* \$44.95 plus \$5 postage and handling.

*Produced by:* Ontario Service Safety Alliance

*Contact Info:* 4950 Yonge Street, Suite 1500, Toronto, ON, M2N 6K1

**Toll Free:** 1-888-478-6772 **Fax:** (416) 250-9500 **E-mail:** [info@ossa.com](mailto:info@ossa.com)

**Web:** [www.ossa.com](http://www.ossa.com)

*Description:* This four-module video and employee guide exposes the most common hazards and dangers in restaurant and foodservice workplaces. Subjects include: Burns and Scalds, Slips and Falls, Cuts and Lacerations, and Repetitive Strain Injuries.

## APPENDIX C: OCTE SAFETYNET BLANK TEMPLATE

### Overview

A sample of a blank SafetyNET template provided by the Ontario Council for Technology Education as well as their Materials and Resources sheet has been provided here as an additional resource for computer technology teachers.

Completing it once for a risky project can take teachers through a pre-project planning process, a review of the materials in their shops, the suppliers and processes they use, and encourage documentation of their safety training for themselves, their students, and classrooms. It collects safety information in one place for their own use, and respects their experience, pedagogy, and professionalism. It's a crucial step in standardizing safety training in your technology program at your school, and can assist in collegial communication in your department.

Please note that the online updated version is available at [www.octelab.com](http://www.octelab.com), however any teacher that considers and documents their answers to the questions will have created an important document for their personal professional practice. It's also available in fillable .pdf format, and is also available in French from OCTE

## Establishing A Safety Binder

The goal is a safety binder that teachers keep in their rooms as evidence of due diligence taken towards safety in the classroom.

Assembled safety binders often include teacher/room/board specific:

- SafetyNET Template
- Project Specific Safety Resources
- MSDS Sheets
- Student Safety Training Tracking Sheets
- Permission Forms Copies
- Class Lists
- Equipment Maintenance/Manuals
- Training Quiz Samples
- Teacher Training Documentation Copies
- Emergency Procedures Docs
- Board Repair Contacts
- Room Safety / PPE Location Map

## Starting Your SafetyNET

TFJ Subject Area: Tech department heads can provide leadership asking teachers to consider the following questions to choose a focus for completing their own SafetyNET.

- *What are the most risky projects I do in my classroom? (List them here.)*
- *What ones of these use the riskiest materials?*
- *Which ones of these use the highest risk-associated equipment?*
- *Which ones of these include recycled, found, repurposed, or donated materials?*
- *Which one of these is the hardest to train and track the kids for safety on?*
- *Reflecting on this listing, which project do you think you may want to do a SafetyNET on?*
- *What resources of mine would make it easier - instructive for another teacher to try this project?*
- *What would be the best “safety lens” advice I could give for another teacher from my experience?*

Then try it out!

## SafetyNET Lesson Plan

### SafetyNET STEP 1: Tell Us About You

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Ontario School Board: \_\_\_\_\_

School: \_\_\_\_\_

Community

- ☐ Urban
- ☐ Suburban
- ☐ Rural

Number of Students:

Student Work is Completed (individually, pairs, groups, mixed methods)

☐

I agree to the Terms and Conditions and have read the Teacher Guidelines.

### SafetyNET STEP 2: Describe Your Lesson

#### Classroom Management Pre-Planning

1. Provide a descriptive **title** for your learning activity.

2. Choose the **length** that best describes your lesson.

- ☐ Full semester
- ☐ Multiple weeks
- ☐ One week
- ☐ One period

3. Choose the **Ontario course code (e.g.)**.

4. Provide **learning goals** of the activity.

Names of Resource Files Included: (Please format as .pdf where possible.)

5. Generally describe your **classroom lab setup** with main equipment and areas.

6. There is a link [here](#) to your subject area's **full** Overall and Specific required **Ministry Expectations**. Click [here](#) for **safety expectations summarized for each tech course code**. These will create a pop-up window for copying and pasting into the field below. Copy and paste some safety expectations your lesson will cover.

7. There may also be **local by-laws** or **staff guidelines** applicable to your school community in general that affect how you teach your subject area for health and safety. Being in an urban or rural environment can offer unique challenges to a technological education program. Your department or school may also have a health and safety manual you can attach as a file later. Include any details or best practices here on what you refer to.

8. Coming from industry and experience as a technological educator, there is **prior teacher knowledge** that you would recommend for your classroom, focused on health and safety. Include information on recommended certifications for your subject area.

9. Many teachers use these as a basis of training for **prior student knowledge**. Check off which ones you use currently. A pop-up window is available through these links.

- ☐ Passport to Safety
- ☐ Introduction to WHMIS

10. Prior to specific project work, describe your **general introductory unit on health and safety** in your classroom.

11. Check off what **Personal Protective Equipment** may be applicable in your classroom in general for health and safety.

- ☐ safety glasses (shatterproof - may need side guards)
- ☐ coveralls / lab coat / apron (protective clothing)
- ☐ gloves (latex and standard)
- ☐ gloves (chemical resistant)
- ☐ welding gloves and face shield
- ☐ dust mask (breathing protection)
- ☐ respirator (breathing protection)
- ☐ appropriate footwear (may imply steel-toed work boots or closed toe and heel shoes)
- ☐ hair net
- ☐ hair tied back
- ☐ hearing protection - ear plugs

- ☐ removing jewelry and fashion accessories
- ☐ hard hat
- ☐ safety harness
- ☐ reflective vest
- ☐ no electronic devices

12. Describe your student safety training assessment strategies. Click [here](#) for a pop-up to review the **Growing Success** document that defines assessment *for learning and as learning*.

13. Some technological classroom areas are more complex and need layout planning, maintenance, and special resources available, especially when sharing rooms. Detail **general housekeeping, organization standards** and student clean-up procedures from your experience.

14. Detail **safe storage facilities** in your classroom for course specific materials.

15. Explain any **special learning considerations** and best practices for your classroom focused on safety. Are there left-handed students in your class? You may naturally include accommodations and modifications. Showcase special approaches or methods you use for exceptional students, multiple-intelligences, differentiated instruction, ESL, gifted, or physically-challenged students.

16. Include information on your safety procedures for **disposal of waste materials**. This could include food scraps, hairstyling chemical, dust collection, combustible wipes, or waste oil.

17. **Company's coming!** Educational Assistants, volunteers, student teachers, and classroom guests with administrators are in your classroom. Provide your experience on elements of safety training that need to be communicated to these participants for your subject area such as wearing safety glasses, maintaining distance from machines, or how to communicate an emergency or issue to the teacher.

18. **Emergency procedures** to pre-plan in general for your technological education classroom depends on your subject area. There may be steps for students, steps for administration, for assisting teachers, or directions for emergency assistance arriving at school. Detail how you cover these in your classroom. Include fire exits, extinguishers, first aid station, eye wash station, and electrical shut-off switches (panic buttons). Possibly detail AED location (if available) and first aid trained staff member locations for your records.

19. Does your Board have a **technological project approval process**?

- ☐ Yes
- ☐ No
- ☐ Unknown

20. Select (all that apply) that complete **equipment inspections** in your board.

- ☐ Teacher
- ☐ Department Head
- ☐ Board Instructional / Subject Area Leader
- ☐ Board Facilities Teams
- ☐ Independent Contractors
- ☐ Ministry of Labour

21. Select **Federal and Provincial Safety Legislation and Policies, Government Departments, and Associations** which may be applicable to your subject area. Click on any of them to open up a pop-up window to reference their website. Consider adding any resources you find to your lesson.

- ☐ Health Canada
- ☐ Ministry of Labour
- ☐ Ontario Workplace Safety and Insurance Act
- ☐ Food Safety and Quality Act
- ☐ Ontario Health Protection and Promotion Act
- ☐ Ontario Highway Traffic Act
- ☐ Ontario Fire Code
- ☐ Ontario Building Code
- ☐ Workplace Hazardous Materials Information System (WHMIS)
- ☐ Workplace Safety and Insurance Board (WSIB)
- ☐ Occupational Health and Safety Act (OSHA)
- ☐ Apprenticeship and Certification Act (ACA)
- ☐ Canadian Standards Association (CSA)
- ☐ Canadian Society of Safety Engineering (CSSE)
- ☐ Ontario Service Safety Alliance (Hospitality and Tourism) (OSSA)
- ☐ Canadian Centre for Occupational Health and Safety (CCOSH)
- ☐ Construction Health and Safety Association of Ontario (CSAO)
- ☐ Ontario School Boards Insurance Exchange (OSBIE)
- ☐ Industrial Accident Prevention Association (IAPA)
- ☐ Transportation Health and Safety Association of Ontario (THSAO)

- ☐ Health Care Health & Safety Association of Ontario (HCHSA)

That's the end of general classroom management info. You can copy and paste the content from this section to any project you submit to the SafetyNET.

### That's So Cool! When Do We Start?

22. Check off **planning** tasks you complete for this lesson.

- ☐ examine materials list (new, used, recycled materials)
- ☐ review tool use plan (power and hand tools)
- ☐ consider special preparation of recycled materials for this project.
- ☐ review hazardous materials use - WHMIS, MSDS (attach files later)
- ☐ safety check on specific equipment
- ☐ review chemical and fire safety procedures
- ☐ prepare tools
- ☐ count or measure materials, evaluate efficiencies
- ☐ check 'past due' dates on supplies
- ☐ check student-accessible material supply areas are safe
- ☐ re-do a safety demonstration
- ☐ confirm all students completed training diagnostic assessment
- ☐ confirm web resources and handouts are current
- ☐ reconsider assessment and evaluation strategies
- ☐ plan direct supervision time for difficult or high-risk production steps
- ☐ plan direct supervision for flammable / toxic / corrosive materials handling
- ☐ plan safe storage of in-progress student projects
- ☐ plan cut off times for lab cleanup to begin
- ☐ plan waste disposal, recycling
- ☐ plan debrief on safety risk experiences with students
- ☐ detail notes for teacher sharing classroom/lab

25. Detail **instructional strategies** and **assessment strategies** for focusing on safety during this learning activity. Consider any IEP considerations applicable in your classroom.

26. Define the **materials and equipment** used for this learning activity. You can use the blank form that's provided [here](#) and save it to make it your own. The layout helps you collect details showing the materials and equipment. It also provides space for equipment maintenance schedules, disposal of waste materials, training tracking, shielding or guarding details.

27. Include any **best practices** or tips, tricks, and advice in your experience of completing this learning activity. Focus your answer on how you document safety training, and share information about your shop with other tech teachers. That's an OCTElab **SafetyNET!**

28. Provide a **short description** of your project that can go with a reference image for the database. (Max 256 characters.)

### SafetyNET STEP 3: Add Files and Videos

Please attach a **project image** for us to display with your short description in the database. Please upload any **supporting documents** including safety components, lesson materials, assessment tools, digital resources, images, or videos. To bring your lesson to life, include **online videos URL link** files on the lesson plan page. Add as many as you like.

Do you have a **safety features map** of your classroom you can share? Attach it to your lesson. Find the **Safety Data Sheet (MSDS)** for any of your materials clicking and searching [here](#). Save it and add it to your digital resources to attach with your lesson.

### SafetyNET STEP 4: Tag Your Lesson

Add your own descriptive tag(s) to help users search for content like yours. Print your lesson to document your SafetyNET for your classroom. [Submit](#) your SafetyNET lesson. Plan to update lesson content or add digital resources later with your user login. Think about adding another lesson! Remember, most of your general classroom info is already in. You can 'Save As' and 'Modify' to submit a new lesson with new resources!



## OCTElab SafetyNET – Materials, Physical Resources Planning Sheet

Teachers can copy and add rows to this blank form to address specific project needs and include it in their safety binder.

PROJECT / LEARNING ACTIVITY TITLE:

COURSE CODE AND TITLE:

VERSION PREPARED DATE:

SUBMITTED BY:

CONTACT:

### **MATERIALS LIST**

MATERIAL	QUANTITY	DESCRIPTION	SOURCE	WHMIS MSDS ATTACHED	SAFE STORAGE	WASTE DISPOSAL
			<input type="checkbox"/> new, purchased <input type="checkbox"/> new, donated from community, industry <input type="checkbox"/> recycled from inside school <input type="checkbox"/> recycled from outside school  PREPARATION REQUIRED FOR USE:  DETAILS:	<input type="checkbox"/> Y <input type="checkbox"/> N		

## PHYSICAL RESOURCES USED

EQUIPMENT, TOOL, MACHINE	SUBJECT – SPECIFIC NEEDS	INSPECTED FOR SAFETY FEATURES	STUDENT TRAINING PLAN IDENTIFIED	MAINTENANCE SCHEDULE
NOTE: TEACHER EXPERIENCE AND SAFETY PROFICIENCY IS ASSUMED.  DETAIL EQUIPMENT:  MANUAL APPLICABLE / AVAILABLE (LOCATION):	MACHINE GUARDING AND SHIELDING APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  EMERGENCY STOP / PANIC BUTTON APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  LOCK-OUT TAG APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  OTHER (SUBJECT-SPECIFIC)  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<input type="checkbox"/> Teacher  DATE: _____  <input type="checkbox"/> Board  DATE: _____	DETAIL STEPS:  Student attended teacher safety instructions, lessons, demonstration (notes recorded)  Student passed oral or written assessment (test)  Student demonstrated safe setup and operation of equipment to teacher  Student prepared and delivered power point presentations on all class tools and machines  Student granted permission to use equipment  SIGNAGE: safety sign posted  RESOURCES: safety lesson tool safety video tool power point presentation manual  FREQUENCY OF RETRAINING ADVISED: Students should be re-trained every semester  Safety passports expire at the end of every semester	DAILY:  WEEKLY:  MONTHLY:  ANNUALLY:  CONTACT FOR REPAIR:

The Ontario Council for Technology Education wishes to acknowledge the contribution of the individuals that participated in the development and refinement of this SAFEdoc.

## References

21<sup>st</sup> Century Competencies: Foundation Document for Discussion. Phase 1: Towards Defining 21<sup>st</sup> Century Competencies for Ontario, Winter 2016 Edition, 2016  
[http://www.edugains.ca/resources21CL/About21stCentury/21CL\\_21stCenturyCompetencies.pdf](http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf)

Skilled Trades Ontario <https://www.skilledtradesontario.ca>

Canadian Centre for Occupational Health and Safety  
<https://www.ccohs.ca/products/>

Course Codes for Emphasis courses in the Revised Curriculum: Technological Education, Grades 11 and 12, 2009  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/techedemphasiscourses.pdf>

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010  
[www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

### **John Deere**

Agricultural Equipment Safety, Maintenance & Operation - VIDEOS  
<https://www.deere.com/en/parts-and-service/manuals-and-training/videos/>

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, <https://www.dcp.edu.gov.on.ca/en/>

Ministry of Labour, Immigration, Training and Skills Development  
<https://www.labour.gov.on.ca/>

Some web content related to employment standards and workplace health and safety may be temporarily unavailable as we move it to this website. This website is currently in the process of being updated as of July 27, 2022.

Ontario Building Code  
<https://www.ontario.ca/page/ontarios-building-code>

Ontario School Boards Insurance Exchange  
<http://www.osbie.on.ca>

Parts Tree: Small Engine Parts Look Up Supplier <https://www.partstree.com>

Resources, Skilled Trades Ontario <https://www.skilledtradesontario.ca/about-trades/trades-information/>

Red SEAL – Sceau Rouge, 2018 <http://www.red-seal.ca/trades/tr.1d.2s.1.3st-eng.html>

Start an Apprenticeship in Ontario <https://www.ontario.ca/page/start-apprenticeship>

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<https://www.skilledtradesontario.ca/about-trades/trades-information/>

The Differentiated Instruction Scrapbook  
<http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf>

The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)  
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Transport Canada  
<https://tc.canada.ca/en/aviation>

Transport Canada AME Licensing  
<https://tc.canada.ca/en/aviation/licensing-aircraft-maintenance-engineers-ame>

The Federal Aviation Association  
<https://www.faa.gov/>

NAV Canada  
<https://www.navcanada.ca/en/flight-planning/flight-planning-and-reporting.aspx>

Transportation Safety Board of Canada  
<https://www.tsb.gc.ca/eng/aviation/index.html>