



No Time To Train

Short Lessons for School Nutrition Assistants

Preventing Accidents in the Kitchen

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 10 minutes

Lesson Description: This lesson covers accident prevention in a school nutrition environment. It also shows the importance of identifying and using appropriate actions and resources to prevent and minimize work place accidents. Practice based activities are used to identify actions and resources that can prevent or minimize accidents in the kitchen and adjacent work areas. Personal corrective actions that can prevent or minimize the effects of workplace accidents are identified. This lesson builds on the principles covered in *Identifying Kitchen Area Work Hazards*, another *No Time to Train* lesson, and may be used in conjunction with that lesson if time allows.

Lesson Objectives:

At the end of this lesson the participant will be able to:

1. Identify a variety of actions and resources that prevent or minimize accidents in the kitchen and adjacent work areas.
2. Understand the importance of being personally responsible for initiating corrective actions to maintain kitchen work area safety.

Get Ready to Train

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, lists of sources, references, and an instructor's script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—to deliver the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.



Preparation Checklist

Directions: Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p>Gather Materials</p> <p>Materials Needed:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: Preventing Accidents in the Kitchen Work Area (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Accident Prevention – You Are The Key (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pencils (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation form (one for each participant)
	<p>Prepare for Lesson</p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handouts 1 and 2 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	<p>On Training Day:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pencils on tables (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handouts 1 and 2 to each participant.
	<p>On the Instructor’s Table:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handouts 1: Preventing Accidents in the Kitchen Work Area
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handouts 2: Accident Prevention – You Are The Key
<input type="checkbox"/>	<ul style="list-style-type: none"> • Answers to Handouts 1 and 2
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(10 minutes)

Time	Topic	Task	Materials
1 minute	Introduction and Overview	Instructor introduces lesson	Instructor's Script
3 minutes	Objective 1: Identify both actions and resources that prevent or minimize the chance of accidents in the kitchen work area.	Participants use a fill in the blank activity to identify actions and resources that prevent or minimize the chance of accidents in the kitchen work area.	Handout 1: Preventing Accidents in the Kitchen Work Area
3 minutes	Objective 2: Understand the importance of personally taking corrective actions to prevent or minimize accidents in the kitchen work area.	Participants use a discussion-based activity to identify corrective actions to prevent or minimize accidents in the kitchen work area, while understanding the importance of personal responsibility in accident prevention.	Handout 2: Accident Prevention – You Are the Key
2 minute	Wrap up and Review	Instructor asks for a volunteer to respond to Discussion Question 1, and asks for additional group feedback on the question. Repeat for Discussion Question 2 asking for another volunteer to respond and asking for additional group feedback.	
1 minute	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

Notes to Instructor:

Prior to introducing the lesson, ask the participants to work together in groups of 3-4.

References

Claims Administrative Services, Inc. (August 2001). *Food service*. Retrieved February 12, 2010, from <http://www.tyler.sprnet.org/OLD%20SITE/safety/manuals/food%20services.pdf>

Nonprofit Risk Management Center. *Work place safety toolkit*. Retrieved February 12, 2010, from <http://nonprofitrisk.org/tools/workplace-safety/public-sector/wsp-ps.htm>



Instructor's Script



SAY:

A well trained child nutrition team is essential to meeting the important goal of feeding children healthful, nutritious meals through a sound school nutrition program.

However, workplace accidents disrupt team harmony, program efficiency, and the goal of feeding children.

The two objectives of the training today are identifying actions and resources to prevent accidents in the kitchen work area and the importance of taking responsibility to apply corrective actions to prevent accidents. Safe working environments allow the child nutrition program to meet the goals of feeding children and operating in an efficient, financially stable manner.

Let's get started.



DO:

Give each participant a copy of **Handout 1: Preventing Accidents in the Kitchen Work Area**. Ask participants to keep the handout face down.



SAY:

This lesson builds on what was learned in **Identifying Kitchen Work Area Hazards** and focuses on using an "attitude of safety" to prevent workplace accidents.

In that lesson we learned that an accident is always waiting to happen. It only needs an opportunity. There are plenty of those opportunities in a busy school kitchen – slippery floors, knives and other sharp tools, hot surfaces, heavy pieces of moveable equipment, awkward cases of food, and congested work spaces.

Add to these dangers the flurry of activity during meal preparation and service and an accident can be just a moment away.

Each of you plays an important role in keeping co-workers, students, and staff safe by promoting an attitude of safety to prevent accidents in the kitchen and adjacent work areas.



DO:

Instruct the participants to turn over **Handout 1: Preventing Accidents in the Kitchen Work Area**.



ASK:

May I have a volunteer read the instructions for the activity in **Handout 1: Preventing Accidents in the Kitchen Work Area**?

**LISTEN:**

Listen to the participant read the directions aloud.

**SAY:**

I will assign a section to each group. Working together, each group will have approximately 3 minutes to read their section and fill in the blanks with a word describing an action or a resource to prevent an accident. We will check answers at the end of the 3 minutes. I encourage each group to work together.

**ACTIVITY:**

Participants will complete **Handout 1: Preventing Accidents in the Kitchen Work Area**.

**DO:**

Following the 3 minutes, ask a group to read the completed sentences for their section.

After answers are shared, reinforce the correct responses and offer the answers from the answer sheet if some of the answers are not given.

Make sure all groups have a chance to read the completed sentences for their section, correct responses are reinforced, and answers from the answer sheet are offered as needed.

**SAY:**

These are only a few of the ways you can prevent accidents in the kitchen work area. Be alert to potential accident situations each and every day. Workplace safety is a child nutrition program priority.

**DO:**

Give each participant a copy of **Handout 2: Accident Prevention – You Are the Key**.

**ASK:**

May I have a volunteer read the instructions for the activity in **Handout 2: Accident Prevention – You Are the Key**?

**SAY:**

Groups will have approximately 3 minutes to read the accident scenario and determine the actions to take to prevent an accident.

**ACTIVITY:**

Participants will complete **Handout 2: Accident Prevention – You Are the Key**.

**DO:**

Following the 3 minutes, choose a group to read their answer to scenario 1. Repeat for the other scenarios until you have discussed all three scenarios.

After answers to each scenario are shared, reinforce the correct responses and offer the answers from the answer sheet if some of the answers are not given.

Make sure all groups have a chance to read a scenario, share their answers, and provide feedback on other scenarios.

Ask for a volunteer to read Discussion Question 1. Ask the group for answer feedback. Share from answer sheet if needed.

Ask for a volunteer to read Discussion Question 2. Ask the group for answer feedback. Share from the answer sheet if needed.

**SAY:**

Taking a little bit of time to do something as simple as reminding a co-worker about proper lifting, wiping up a spill, picking up something dropped on the floor, or reporting damaged equipment can prevent a costly accident.

This kind of prevention saves time overall, keeps you and your co-workers safe, and keeps your students happy.

Do you have any questions about preventing or minimizing accidents in the kitchen area workplace?

**LISTEN:**

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

**DO:**

Distribute the Session Evaluation form.

**SAY:**

Thank you for participating in the lesson today. Please take a couple of minutes to complete the Session Evaluation. Thank you for your input.

Handout 1: Preventing Accidents in the Kitchen Work Area

Instructions: Work as a team to *fill in the blank* with an *action* or *resource* to best complete each sentence. Choose answers from the following:

available	guards	scoops
blades	hands	shoelaces
cleaning	hot	shoes
covered	immediately (use twice)	step
drag	legs	twisting
electrical	mats	ventilated
find	original	view
floor	outlets	waist
food (use twice)	pant	
frayed	potholders	

Preventing or Minimizing Slips, Trips, and Falls

Keep the floor clean:

Choose _____ products for their grease removal and slip resistant properties.

Establish a _____ cleaning schedule.

Investigate rubber or fabric-faced _____ with non-slip backing.

Staff is trained to _____ pick up items dropped on the floor (food, foil etc.)

Keep the floor dry:

Staff is trained to protect themselves and others by _____ cleaning up a spill as soon as it occurs and placing cautionary signs around the spot until the floor is dry.

Provide ice _____ to minimize spills from ice machines.

Make daily visual inspections to identify and correct that:

Staff are wearing closed-toe, skid resistant _____, and their _____ remain tied.

Uniform _____ legs are hemmed and don't _____ on the floor.

Boxes, crates, pallets, and _____ cords aren't cluttering the aisles or work areas.

Ladders and _____ stools are used properly.

Staff carry loads without blocking their _____.



Preventing or Minimizing Lifting and Carrying Injuries

Staff are trained to lift with their _____ to protect their backs.

Staff are shown how to change direction when moving from one task to another by moving their feet and not _____ from the waist.

Store heavy loads at _____ height.

Preventing or Minimizing Burns and Cuts

_____ are kept within easy reach of hot items such as pots, steam table pans, and sheet pans.

Never force three-prong plugs into two-prong _____.

Never use electrical equipment with a _____ cord or bent prongs.

Never leave dish rags, aprons, and other cloth items near any _____ surface.

Keep knife _____ sharp and store with blades _____.

Electric slicers and _____ processors should be run by trained employees with all machine _____ in place.

Preventing or Minimizing Chemical Exposures

Make safety information _____ for each chemical used in the workplace and train staff on where to _____ the information.

Store cleaning chemicals in their _____ containers with tight fitting lids; store in a separate and secure area away from _____ or heat sources.

Only use chemicals in well _____ areas, not in closed spaces.

Wash your _____ after using or touching any chemical or equipment used or cleaned with a chemical.

Suggested Answers for Handout 1: Preventing Accidents in the Kitchen Work Area

Instructions: Work as a team to *fill in the blank* with an *action* or *resource* to best complete each sentence. Choose answers from the following:

available	guards	scoops
blades	hands	shoelaces
cleaning	hot	shoes
covered	immediately (use twice)	step
drag	legs	twisting
electrical	mats	ventilated
find	original	view
floor	outlets	waist
food (use twice)	pant	
frayed	potholders	

Preventing or Minimizing Slips, Trips, and Falls

Keep the floor clean:

Choose **cleaning** products for their grease removal and slip resistant properties.

Establish a **floor** cleaning schedule.

Investigate rubber or fabric-faced **mats** with non-slip backing.

Staff is trained to **immediately** pick up items dropped on the floor (food, foil etc.)

Keep the floor dry:

Staff is trained to protect themselves by **immediately** cleaning up a spill as soon as it occurs and placing cautionary signs around the spot until the floor is dry.

Provide ice **scoops** to minimize spills from ice machines.

Make daily visual inspections to identify and correct that:

Staff are wearing close-toe, skid-resistant **shoes**, and their **shoelaces** remain tied.

Uniform **pant** legs are hemmed and don't **drag** on the floor.

Boxes, crates, pallets, and **electrical** cords aren't cluttering the aisles or work areas.

Ladders and **step** stools are used properly.

Staff carry loads without blocking their **view**.



Preventing or Minimizing Lifting and Carrying Injuries

Staff are trained to lift with their **legs** to protect their backs.

Staff are shown how to change direction when moving from one task to another by moving their feet and not **twisting** from the waist.

Store heavy loads at **waist** height.

Preventing or Minimizing Burns and Cuts

Potholders are kept within easy reach of hot items such as pots, steam table pans, and sheet pans.

Never force three-prong plugs into two-prong **outlets**.

Never use electrical equipment with a **frayed** cord or bent prongs.

Never leave dish rags, aprons, and other cloth items near any **hot** surface.

Keep knife **blades** sharp and store with blades **covered**.

Electric slicers and **food** processors should be run by trained staff with all machine **guards** in place.

Preventing or Minimizing Chemical Exposures

Make safety information **available** for each chemical used in the workplace and train staff on where to **find** the information.

Store cleaning chemicals in their **original** containers with tight lids; in a separate and secure area, away from **food** or heat sources.

Only use chemicals in well **ventilated** areas, not in closed spaces.

Wash **hands** after using or touching any chemical or equipment used with a chemical.

Handout 2: Accident Prevention – You Are the Key

Instructions: Review the chart below and *identify corrective actions* you should take to prevent an accident and demonstrate an attitude of safety

Potential Accident	Corrective Actions
<p>A co-worker doesn't notice water spills on the floor as she carries a pan to the steam table and organizes the serving line. The lunch bell will ring in five minutes and everyone is hurrying to get hot products out to other areas of the line.</p>	
<p>The staff has just completed a workplace safety class stressing the importance of proper lifting techniques. Many of your co-workers continue to bend from the waist to pick up pans stored below the prep tables or to pick up cases stored on the floor in the cooler, storeroom, and freezer.</p>	
<p>Some of the pot holders in the hot food preparation area and on the serving lines have holes or are wearing thin.</p>	

Discussion Question 1:
Why is it important to prevent accidents?

Discussion Question 2:
Why am I the key to accident prevention?



Suggested Answers

Handout 2: Accident Prevention – You Are the Key

Instructions: Review the chart below and *identify corrective actions* you should take to prevent an accident and demonstrate an attitude of safety.

Potential Accident	Corrective Actions
A co-worker doesn't notice water spills on the floor as she carries a pan to the steam table and organizes the serving line. The lunch bell will ring in five minutes and everyone is hurrying to get hot products out to other areas of the line.	<p><i>Announce clearly and loudly there is a spill on the floor and the location to alert staff to the hazard.</i></p> <p><i>Mark any wet floor areas with cones to keep people out of the area.</i></p> <p><i>Wipe up ANY spills (water, grease, food etc.) you see on the floor whether it has been spilled by you or someone else.</i></p>
The staff has just completed a workplace safety class stressing the importance of proper lifting techniques. Many of your co-workers continue to bend from the waist to pick up pans stored below the prep tables, or to pick up cases stored on the floor in the cooler, storeroom, and freezer.	<p><i>Remind co-workers of the safety training and why it is important to lift safely.</i></p> <p><i>Continue the reminders until co-workers are lifting safely.</i></p>
Some of the pot holders in the hot food preparation area and on the serving lines have holes or are wearing thin.	<p><i>Remove the pot holders that are in poor condition and give them to the cafeteria manager.</i></p> <p><i>Offer suggestions as to the type of pot holders to order.</i></p>

Discussion Question 1 – Why is it important to prevent accidents?

A healthy workplace team is better able to meet the goals of the school nutrition program – preparing and serving healthful meals in a wholesome environment to support student health and learning. Fewer worker's compensation claims paid by the school nutrition program means more program resources can be directed toward food, equipment, training, and other program needs.

Discussion Question 2 – Why am I the key to accident prevention?

I want to promote and demonstrate an attitude of safety so our team can better serve our customers.

I am constantly aware of what is happening around me. If I see a potential accident, as a workplace team member it is my responsibility to minimize the situation to prevent the accident.

Promoting workplace safety is everyone's job and I will promote the attitude of safety among my co-workers.





National Food Service Management Institute
The University of Mississippi

Session Evaluation

Instructions:

Completely fill in the circle of your answer. Use a #2 pencil.

Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____	
Session Topic: _____	Trainer's Code: _____
Date: _____	Time Slot: _____ Location: _____ Length of Event (hrs/min): _____

Attendee Status:

- | | | |
|--|---|--|
| <input type="radio"/> District director | <input type="radio"/> Major city director | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager | <input type="radio"/> Foodservice assistant |
| <input type="radio"/> Educator | <input type="radio"/> Other (please list) _____ | |

Reaction to this Session		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).						
1.	The session objectives were clearly presented.	⑤	④	③	②	①
2.	The session objectives were achieved.	⑤	④	③	②	①
3.	I can apply what I learned in this session to my job.	⑤	④	③	②	①
4.	Attending the session increased my skill on the topic.	⑤	④	③	②	①
5.	Attending the session increased my knowledge on the topic.	⑤	④	③	②	①
6.	I would recommend this session to others.	⑤	④	③	②	①
7.	Overall, the session met or exceeded my expectations.	⑤	④	③	②	①

Comments about this Session
<p>The information I found MOST useful was:</p> <hr/> <hr/> <hr/>
<p>Please share any additional comments:</p> <hr/> <hr/> <hr/>

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