



No Time To Train

Short Lessons for School Nutrition Assistants

Identifying Kitchen Area Work Hazards

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 working safely in a school nutrition environment and the importance of personal responsibility to consistently identify workplace hazards. Practice-based activities are used to identify work hazards that can lead to injuries in the kitchen and adjacent areas as well as the consequences of not taking action when a hazard is identified.

Lesson Objectives:

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

1. Identify a variety of workplace hazards and the locations they most likely occur.
2. Understand they have a responsibility to identify hazards and to work safely.

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: Identifying Work Area Hazards (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Workplace Safety –Whose Job Is It? (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: Identifying Work Area Hazards
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handouts 2: Workplace Safety –Whose Job Is It?
<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 a variety of workplace hazards and the locations they most likely occur.	Participants use matching activity to identify kitchen area work hazards.	Handout 1: Identifying Work Area Hazards
4 minutes	Objective 2: Understand they have a responsibility to identify hazards and to work safely.	Participants use activity to discuss consequences of not identifying and/or correcting workplace hazards and identify examples of appropriate actions to correct the hazard(s).	Handout 2: Workplace Safety– Whose Job Is It?
1 minute	Wrap up and Review	Instructor asks for a volunteer to summarize why workplace hazard identification is important; and another volunteer to summarize why each worker has a personal responsibility to identify and/or correct workplace hazards.	
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

National Food Service Management Institute. (2005). *Mealtime memo for childcare 2005-03: working safe in the childcare setting*. University, MS: Author.

National Food Service Management Institute. (2002). *Using equipment safely and efficiently*. University, MS: Author.

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 hazards can cause accidents that disrupt team harmony, program efficiency, and the goal of feeding children.

The two objectives of the training are identifying hazards in the kitchen area and the importance of each employee taking responsibility to identify and/or correct workplace hazards. Then the child nutrition program can 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: Identifying Work Area Hazards**. Ask participants to keep handout face down.



SAY:

Slips; trips and falls; strains and sprains; cuts and lacerations; and burns are the four leading categories of kitchen injuries.

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.



DO:

Instruct the participants to turn over **Handout 1: Identifying Work Area Hazards**.



ASK:

May I have a volunteer read the instructions for the activity in **Handout 1: Identifying Work Area Hazards**?



LISTEN:

Listen to the participant read the directions aloud.



SAY:

You will have approximately 3 minutes to match the situations in Column A to the kitchen hazards in Column B. We will check answers at the end of the 3 minutes. I encourage you to work together.



ACTIVITY:

Participants will complete **Handout 1: Identifying Work Area Hazards.**



DO:

Following the 3 minutes, choose a group to read a situation and another group to share their answer. You may have the same group read more than one situation and identify another group to share their answers to the situations the first group reads.

Make sure all groups have a chance to read some of the scenarios and to share their answers.

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



SAY:

These are only a few of the hazards that might be lurking in your kitchen work area. Be alert to potential hazards and hazardous situations each and every day. Workplace safety is a child nutrition program priority.



DO:

Give each participant a copy of **Handout 2: Workplace Safety–Whose Job Is It?**



ASK:

May I have a volunteer read the instructions for the activity in **Handout 2: Workplace Safety –Whose Job Is It?**



SAY:

Groups will have approximately 2 minutes to read the safety hazards and determine the consequences of not correcting the hazards.



ACTIVITY:

Participants will complete **Handout 2: Workplace Safety–Whose Job Is It?**



DO:

Following the 2 minutes, choose a group to read their answer to scenario 1. Repeat for the other scenarios until you have discussed all three scenarios.

Make sure all groups have a chance to read some of the scenarios and share their answers.

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

**SAY:**

Taking a little bit of time to do something as simple as removing a box from the middle of an aisle or wiping up a spill 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 identifying kitchen area work hazards?

**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: Identifying Work Area Hazards

Instructions: Match the kitchen work area hazard(s) to each situation described below.

Hint: Answers may be used more than once. Each situation may have more than one answer.

Work Area Hazards

A. Slip

C. Fall

E. Cut

G. Chemical

B. Trip

D. Sprain/Strain

F. Burn

_____ Water spilled on the floor near sinks, steam tables, and dishwashers or in the freezer.

_____ Bending over from the waist to lift cases/boxes, trash bags, or large mixer bowls.

_____ Using cleaning products from another department or bringing them from home.

_____ Cords on the floor in the cashier or serving areas are not covered or are too short to reach the floor.

_____ Improper placement and/or use of foil or film wrap boxes.

_____ Removing pans from ovens or steamers.

_____ Using dull knives for food preparation.

_____ Cleaning slicer or food processor blades.

_____ Grease and/or food is spilled on the floor in food preparation and serving areas.

_____ Double or triple the recommended amount of bleach is used to sanitize tables and work surfaces.

_____ Reaching above chest height to retrieve boxes/cases or equipment.

_____ Leaving boxes/cases or pallets in the aisles of the storeroom, shipping/receiving area, freezer, or cooler.

_____ Twisting without moving feet to retrieve an item behind you.

_____ Cleaning products are not stored in their original container and are not labeled.

_____ Lifting more than 50 pounds without asking for assistance.



Handout 1: Identifying Work Area Hazards (continued)

Work Area Hazards

A. Slip

C. Fall

E. Cut

G. Chemical

B. Trip

D. Sprain/Strain

F. Burn

_____ Removing heavy pans of food from the oven.

_____ Using scissors to portion grapes or open boxes or cases.

_____ Overloading a cart and pushing it to set up or supply food to a serving area.

_____ Lifting film wrap or foil toward you when removing trays or pans of food from steamers, ovens, or microwaves.

_____ Pushing heavily loaded hot holding equipment or transport carts to serving or loading areas without requesting help.

After completing the activity, use the space below for discussion notes:

Suggested Answers

Handout 1: Identifying Work Area Hazards

Instructions: Match the kitchen work area hazard(s) to each situation described below.

Hint: Answers may be used more than once. Each situation may have more than one answer.

Work Area Hazards

- | | | | |
|---------|------------------|---------|-------------|
| A. Slip | C. Fall | E. Cut | G. Chemical |
| B. Trip | D. Sprain/Strain | F. Burn | |

A, B, C, D Water spilled on the floor near sinks, steam tables, and dishwashers or in the freezer.

D Bending over from the waist to lift cases/boxes, trash bags, or large mixer bowls.

G Using cleaning products from another department or bringing them from home.

B, C, D Cords on the floor in the cashier or serving areas are not covered or are too short to reach the floor.

E Improper placement and/or use of foil or film wrap boxes.

D, F Removing pans from ovens or steamers.

E Using dull knives for food preparation.

E Cleaning slicer or food processor blades.

A, B, C, D Grease and/or food is spilled on the floor in food preparation and serving areas.

G Double or triple the recommended amount of bleach is used to sanitize tables and work surfaces.

D Reaching above chest height to retrieve boxes/cases or equipment.

A, B, C, D Leaving boxes/cases or pallets in the aisles of the storeroom, shipping/receiving area, freezer, or cooler.

D Twisting without moving feet to retrieve an item behind you.

G Cleaning products are not stored in their original container and are not labeled.

D Lifting more than 50 pounds without asking for assistance.



Suggested Answers
Handout 1: Identifying Work Area Hazards (continued)

Work Area Hazards

- | | | | |
|---------|------------------|---------|-------------|
| A. Slip | C. Fall | E. Cut | G. Chemical |
| B. Trip | D. Sprain/Strain | F. Burn | |

D, F Removing heavy pans of food from the oven.

E Using scissors to portion grapes or open boxes or cases.

D Overloading a cart and pushing it to set up or supply food to a serving area.

F Lifting film wrap or foil toward you when removing trays or pans of food from steamers, ovens, or microwaves.

D Pushing heavily loaded hot holding equipment or transport carts to serving or loading areas without requesting help.

After completing the activity, use the space below for discussion notes:

Handout 2: Workplace Safety – Whose Job Is It?

Instructions: Review the chart below and *identify the consequences* of not immediately identifying a safety hazard or correcting a safety hazard when you see it.

Safety Hazard	Consequences
<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>	

Suggested Answers

Handout 2: Workplace Safety – Whose Job Is It?

Instructions: Review the chart below and *identify the consequences* of not immediately identifying a safety hazard or correcting a safety hazard when you see it.

Safety Hazard	Consequences
<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><i>A co-worker may slip and fall, causing a serious injury such as a strained back, neck, knee, or shoulder.</i></p> <p><i>If the co-worker is carrying a hot pan from the oven or steam table and slips and falls, burns may occur in addition to the injuries mentioned above.</i></p> <p><i>If food is spilled it can't be served and there is no time to prepare more before the first lunch.</i></p> <p><i>The serving line will be short handed as staff help the injured worker; clean up spills and prepare more food, resulting in co-worker frustration and customer dissatisfaction.</i></p> <p><i>An injury that keeps a co-worker off the job causes lost productivity and increased expenses to the child nutrition program due to the worker's compensation claim costs and substitute employee costs. (This consequence is true for all examples).</i></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>One or more co-workers may sustain a strain or sprain.</p> <p>Other consequences from previous examples may also apply.</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>	<p><i>A burn may occur from hot pans or spilled food if a pan of hot food is dropped.</i></p> <p><i>Other consequences from previous examples may also apply.</i></p>



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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