

Kitchen Safety

Task Context

Students need to be able to communicate ideas and information for a variety of purposes. They must be able to organize and present information clearly. In this unit, students create posters to present safety information.

Links to Prior Knowledge

Prior to beginning, students in Grades 4, 5 and 6 need to be able to:

1. work in groups and independently;
2. follow directions;
3. communicate messages;
4. listen to discussions;
5. apply the rules of working with others;
6. contribute ideas appropriate to the topic and listen to the ideas of others;

Subtask One: Identify the Hazards

Description

Students identify safety hazards associated with kitchen appliances as well as safety precautions or rules that will keep them safe.

Expectations

Grade 7	Grade 8
7e47 • use instructions and explanations to plan and organize work;	8e46 • provide clear answers to questions and well-constructed explanations or instructions in classroom work;
7e48 • ask questions and discuss different aspects of ideas in order to clarify their thinking;	8e47 • listen attentively to organize and classify information and to clarify thinking;
7e64 • listen and respond constructively to alternative ideas or viewpoints;	8e62 • contribute collaboratively in group situations by asking questions and building on the ideas of others;
7e65 • express ideas and opinions confidently but without trying to dominate discussion;	

Groupings

Students Working As Whole Class

Students Working in Small Groups

Notes to Teacher

Chart paper and markers will be needed for group work.

Pictures of kitchen appliances will be needed (one per group of students)

These should include:

- stove
- microwave
- toaster
- toaster oven
- electric frying pan
- hot water faucet
- tea kettle
- coffee pot

Teaching / Learning

Part One

1. Teachers divide the class into groups of three or four.
2. Teachers give each group a picture of one kitchen appliance.
3. Each group chooses a recorder and a reporter.
4. Each group determines some of the hazards associated with the appliance.
5. Recorders list the hazards on chart paper.
6. Reporters share the hazards with the rest of the class.

Part Two

1. Students develop safety precautions/rules for each of the hazards identified.
2. Recorders list the generated safety precautions on another piece of chart paper.
3. Reporters share their safety rules with the class. Rules are posted around the classroom.

Sample safety rules:

- Keep electrical cords rolled up so they do not hang down where young children can reach them.
- Turn pot handles inward when they are on the stove or counter top.
- Turn the hot water temperature down.
- Keep paper goods away from small electrical appliances such as toasters.
- Use caution when removing food from a microwave.
- Watch for steam when lifting a pot lid.
- Keep young children in a play pen so they are not under foot in the kitchen.
- Don't play near the sink when the water is running.
- Don't play near the stove.
- Don't touch the outside of a toaster or toaster oven.
- Unplug small appliances when they are not in use.
- Don't cook wearing loose fitting clothing that might catch fire.
- Look while you cook. Do not leave the room when cooking.

Subtask Two: Sharing the Message

Description

Turning information into messages of prevention develops student awareness and understanding. Students examine a variety of brochures to brainstorm important elements that help to feature and promote the material. After a class discussion, the teacher explains what is expected as a final product.

Expectations

Grade 7	Grade 8
<p>7a36 • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</p>	<p>8a26 • define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</p>
<p>7a35 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;</p>	<p>8a25 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms</p>
<p>7a46 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from “found” materials to celebrate the coming of spring);</p>	<p>8a35 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children’s book, using pen and ink and watercolour washes);</p>

Groupings

Students Working As Whole Class
 Working in Small Groups

Teaching / Learning Strategies

Brainstorming
 Discussion

Assessment Strategies

The teacher will observe the brainstorming during class discussion.

Assessment Recording Devices

Anecdotal Record

Checklist

Teaching / Learning

Part One: Examining Brochures

1. In small groups, students examine a variety of brochures. (Sample brochures are available from places such as the local health unit, local museums, car dealerships, the Red Cross, safety organizations, your local fire prevention officer, etc.)
2. One student, acting as recorder, lists the necessary elements of a brochure as an effective method to promote a product or an activity (e.g., healthy eating). Students should consider design elements as well as content material.
3. A second student from the group, acting as a reporter, explains their list to the class, using examples from specific brochures.

Part Two: Establishing Criteria

1. The class looks at the compiled class list and comes to a consensus regarding eight key features of a good brochure.

Possible key elements are:

- eye-catching cover page;
 - concise language;
 - sketches or photographs/pictures;
 - bold titles;
 - appealing colour;
 - effective use of white space;
 - font size;
 - readability;
 - correct grammar and punctuation.
2. Together the students and the teacher design a Peer Feedback Checklist to direct peer assessment of the completed brochure. (Sample checklist is included). The teacher may also wish to include written comments and feedback using the same form.

Part Three: Planning Safety Brochures

1. Students and teacher review the qualities/characteristics of effective brochures.
2. Students decide whether to design a brochure intended to inform younger students, peers, or adults of their safety tips.
3. Students choose kitchen safety tips and use them to plan a six panel brochure. (cover and five pages for messages and illustrations). Encourage creativity. Remind students to:
 - a) choose messages they feel are especially important and to highlight these in their brochures.
 - b) refer to the criteria of effective brochures while planning.

4. Teachers circulate to assess what students record to check for understanding before beginning the final brochures.

Part Four: Creating Brochures

1. Students complete their brochures.
2. Students complete a peer assessment of one other brochure, using the checklist developed in Subtask Two, Part Two, #2. The teacher may also wish to include written comments and feedback using the same form.
3. All brochures are displayed throughout the room. Students who wish to share their brochures may present them to their classmates or to younger students in the school.
4. Arrange to have the brochures on display in a public space within the school. This allows messages to be communicated and presented beyond the classroom.

Resources

Sample Peer Feedback Checklist

Peer Feedback Checklist for Brochure (sample)

My name: _____ Name of Brochure Developer: _____

Criteria	Y	N	Comments
• Eye-catching cover page (colourful, interesting)			
• Safety information presented creatively			
• Effective use of colour and white space			
• Effective illustrations			
• Easy to read and understand			
• Accurate spelling, punctuation, and grammar			
• Neat and well organized work			

Expectations

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