



HEALTH, SAFETY & SECURITY Teacher's Guide



HEALTH, SAFETY & SECURITY

Support resources for Hospitality training.

As a precursor to undertaking Hospitality training, Fliplets eLearning resources introduce students to the operations and terminology used in kitchens in the hospitality industry. Fliplets were initially developed for Aboriginal and Torres Strait Islander students in remote locations but will also have value for students in other contexts. This resource will be valuable both for students undertaking specific vocational learning and those interested in the food preparation and hospitality aspects of Technologies and Work Studies subjects of the Australian Curriculum.

RECOMMENDATION

It is recommended that students examine the 'Fliplet' several times prior to commencement of training, this gives the student basic underpinning knowledge of the subject being taught by the teacher / trainer. Once this has been done it is time for you to begin facilitation of the students learning. It is suggested that you use the recommended activities, questions or group discussions outlined at the end of each topic to develop and test the students understanding of the information in the 'Fliplet'.



OVERVIEW

This resource is designed to assist students in gaining an understanding of the relevant information required to follow predetermined health, safety and security procedures in the workplace and/or training kitchen. It outlines the following:

1. Protective Clothing
2. Equipment Safety
3. Posture/ Manual Handling
4. Safety in the Kitchen
5. Chemicals
6. Emergencies
7. Workplace Health and Safety
8. Security

The basic understanding of these safe work practices is essential to create a safe work environment for all. Students have a duty of care to correctly and consistently follow the organisation's health, safety and security procedures according to the relevant State or Territory safe work practices.

1

PROTECTIVE CLOTHING

Refer pages 3 – 6 of 'Fliplet'



Outline

- Looks at protective clothing worn in the kitchen and reasons why they need to be worn.
- **Game – 'Dress the Chef'** - students need to identify the items of uniform a chef wears in the kitchen.
Answer: The person needs to remove her watch, her sandals, her dirty apron & scarf & needs to put on chef's trousers, clean apron, protective boots, necktie, chef's hat.

Suggested Activities

QUESTION:

What makes up a full chef's uniform and what is the importance of each item?

ANSWER:

Chef's jacket – designed to protect from heat and to be easily removable in case of spills and to protect from heat.

Chef's trousers – protects from spills and splatters.

Tea towel – **MUST BE DRY** for carrying hot pots and pans.

Safety boots/ shoes – should be supportive and non slip to prevent injury and falls, they provide protection from dropped items, for example, knives and heavy pots.

Chef's hat/ hair net – holds hair back and stops hair from getting in the food and getting tangled in equipment.

Apron - protects from food and chemical spills, **not for wiping hands on!**

Necktie – protects by preventing the chef getting hot and cold 'chills' from walking into a cold cool room back into a hot kitchen. It also distinguishes the level and hierarchy of different chefs in large establishments. For example, an apprentice chef wears a white necktie and a fully qualified chef wears a black necktie.

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EQUIPMENT SAFETY

Refer pages 7 - 10 of 'Fliplet'



Outline

- Examines equipment safety, using equipment safely, using guards and identifying faulty equipment.
- Hot surfaces are also discussed in relation to safe work practices.

Suggested Activities

QUESTIONS:

1. When should we use guards on equipment?
2. When opening a convection/ or combi oven, what do we need to remember?

ANSWERS:

1. All the time!
2. To stand on the opposite side of where you open it, to enable the heat and steam to escape without burning you.

GROUP DISCUSSION

What other safety tips can you think of and how can they relate to your kitchen/ cooking area at home?

ACTIVITY

Done in pairs, students are to identify one piece of equipment (make sure they all do a different piece of equipment) in their training kitchen and list the steps to cleaning it, noting any safety precautions needed to take whilst cleaning. For example, being aware of sharp blades and not leaving them in a sink of soapy water where someone could put their hand in, not seeing the blade and cut themselves. Keep in mind the handling of specific chemicals required to clean the equipment. Come back into a large group and discuss what they come up with. Can anyone think of anything else?

3

POSTURE/MANUAL HANDLING

Refer pages 11 - 12 of 'Fliplet'



Outline

- Identifies correct posture when lifting or carrying heavy objects to avoid injury – red bodies are incorrect, green bodies are correct.
- Often kitchen duties require a lot of time standing in the one place. It is important to take a minute and stretch your legs and change standing position to avoid sore legs and backs or muscle strains.

Suggested Activities

PRACTICE

Students are to stand up and practice lifting an empty box. Remember to bend your knees and keep your back straight. If the object is too heavy don't strain yourself trying to lift it, ask a co worker or friend to help and 'Team Lift'.

4

SAFETY IN THE KITCHEN

Refer pages 13 - 14 of 'Fliplet'



Outline

- Examines common signs found in the kitchen & their meaning. Students need to have a strong understanding of the meaning of these signs prior to training and work placement in industry.
- Introduces common kitchen practice, for example, calling out 'behind' when students are carrying hot objects or knives, so others don't turn around suddenly and cause injury.

Suggested Activities

QUESTIONS:

1. What signs are there in your kitchen and what do they mean?
2. What do you yell out if you are moving your knife from one place in the kitchen to another? What about a hot pot?

ANSWERS:

1. Possible Answers Only

Chefs hats or hair nets need to be worn in a food preparation area, gloves must be worn when preparing food, wash your hands prior and during food preparation, all food must be covered, hot surface, no smoking, coloured board use, slippery when wet, fire extinguisher, exit sign, evacuation plan.

2. Sharp Knife Behind, Hot Behind.

5

CHEMICALS

Refer pages 15 - 20 of 'Fliplet'



Outline

- Examines the three main areas relating to chemicals in the kitchen – handling chemicals, using chemicals and storage of chemicals. Students need to beware of the points in these pages to ensure their personal safety and the safety of others in the kitchen.

HANDLING AND USE OF CHEMICALS

- Use chemicals according to the instructions on the container. If you are not sure ask for help so you don't cause an accident or injure yourself or others.
- Most kitchens have cleaning schedules which is a list of when to clean specific items, and what chemicals to use.
- Safety equipment like masks, long thick gloves or breathing masks are used to avoid chemical spray onto skin and fumes which can cause sickness. If you do inhale or get chemicals on your skin, get first aid ASAP.
- Always make sure you clean chemicals off food preparation surfaces otherwise it could come into contact with food and cause sickness.

CHEMICAL STORAGE

- Rules for correct chemical storage:
 1. Ensure all chemicals are stored in undamaged containers with secure lids with the label intact.
 2. Do not store chemicals in food containers or with food items.
 3. Where possible do not store chemicals in kitchens, store in designated areas. Especially for cleaning fluids, gasoline and kerosene can be highly flammable and can easily cause fires and explosions.
 4. Store away from heat.

CHEMICALS cont...

Refer pages 15 - 20 of 'Fliplet'

5. If storing in the kitchen never store above head height, store below the sink/ dishwashing areas so they won't spill and contaminate food.

6. Don't store chemicals together in case they leak and mix together and cause a hazardous chemical reaction.

➤ Correct storage of chemicals is essential for two main reasons:

1. To stop contamination of food we are preparing and potentially make people sick.

2. To avoid spillage onto ourselves or others causing injury.

Suggested Activities

QUESTION:

List as many safety precautions concerning, handling, use and storage of chemicals.

ANSWER:

- Use the right chemical for the right purpose, don't use around food, as it could contaminate the food and subsequently get someone sick.
- Chemicals are to be stored in undamaged containers with secure lids and labels intact and legible.
- **DO NOT** store chemicals in food containers, as they can be mistook for food or if the container is used for food storage at a later date it can contaminate the food.
- **ALWAYS** store chemicals in a chemical storage area, away from food in a dry environment and away from heat. If this is not possible, store in a designated area, for example, under a bench.
- **DO NOT** store on shelves above shoulder height as they may spill when getting them down or leak onto food items.
- **ALWAYS USE** safety equipment, gloves, breathing mask, safety boots when handling or using chemicals. This is to protect yourself from fumes or spray which could make you sick. If you do inhale fumes or get chemicals on your skin, get first aid ASAP.

CHEMICALS cont...

Refer pages 15 - 20 of 'Fliplet'

- **DO NOT** mix different chemical products, explosions or dangerous gases may result. Always use according to directions on packaging. When using to clean, always clean off, otherwise it may come into contact with food, and subsequently cause food poisoning.
- **UTILISE** spillage signs if a spill is seen.
- Dispose of food you believe it has been exposed to chemicals.

Remember to treat chemicals with care and everyone stays safe.

ACTIVITY

Look at the Safety Data Sheet (SDS), identify the health hazards, the first aid required, the correct handling and disposal of the chemical and the control measures.

Go through your kitchen and identify where your chemicals are stored. Are they stored correctly? Can you locate an SDS? If you can't locate an SDS, make your own! TIP: Use the information from the container to help you.

Who is your first aid officer?

6

EMERGENCIES

Refer pages 21 - 24 of 'Fliplet'



Outline

- Outlines the different types of emergencies that may occur when working in the hospitality industry, natural emergencies, power failures and fires.
- **NEVER** put out oil or fat fires with water, use fire blanket or chemical based fire extinguisher or cover with damp tea towel.
- **WARNING** - video on page 24 may cause distress.

Suggested Activities

QUESTIONS:

1. What implements could you use to put out a fire?
2. What are the four steps to putting out a fire?

ANSWERS:

1. Fire extinguishers, fire blanket, if these are not available then use a wet tea towel that has been wrung out of water.
 - Turn off the heat at the safety switch off button.
 - Evacuate the kitchen and if necessary follow the instructions by fire warden in charge.
 - Place fire blanket or damp tea towel over the fire and leave to completely cool or use fire extinguisher as per directions.
 - If necessary call the Fire Brigade.

EMERGENCIES cont...

Refer pages 21 - 24 of 'Fliplet'

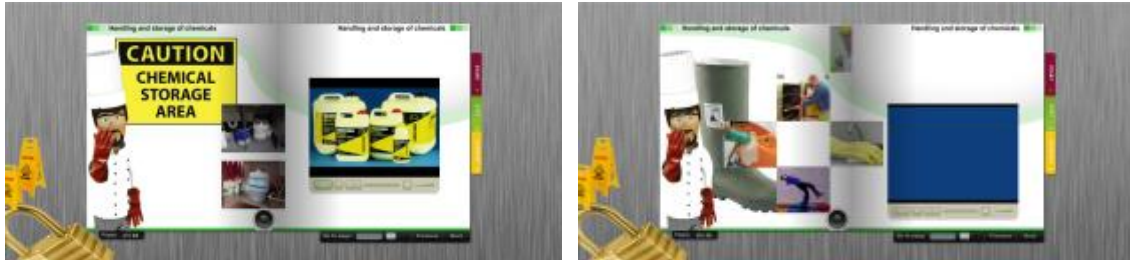
ACTIVITY

- Where is your evacuation plan located in your classroom/ kitchen? Ensure students know how to follow the evacuation procedure.
- Organise a fire drill.
- Arrange a fire warden to come and demonstrate how to use a fire extinguisher and/ or a fire blanket.

7

OCCUPATIONAL HEALTH & SAFETY

Refer pages 25 - 28 of 'Fliplet'



Outline

- Looks at different potential hazards found in the kitchen that can cause injury.
- Risk assessments should be done by everyone, they identify hazards and minimise their risk in the workplace.
- **WARNING - video on page 30 may cause distress.** It outlines the importance of identifying slip hazards and the importance of cleaning them up ASAP and putting up warning signs.

Suggested Activities

ACTIVITY

Download the risk assessment checklist on Page 27, you may need to make adjustments to the list depending on your training environment. The trainer is to go into the training kitchen and set up some potential hazards prior to the students beginning this task, for example, a spill on the floor. Students will need to look around their training kitchen and identify the hazards that can cause injury.

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SECURITY

Refer pages 29 - 30 of 'Fliplet'



Outline

- Considers the basic security measurements and procedures that are taken in the hospitality industry and can be related back to the school and home environment.

Suggested Activities

QUESTION:

What security procedures do you need to be aware of in your training environment?

ANSWER:

Store rooms are to be kept locked, chemicals in locked cupboard away from food, personal items are placed in a secure area when undertaking training.

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REVIEW

Refer pages 31 - 32 of 'Fliplet'



Outline

➤ Reviews all aspects that have been covered in the 'Fliplet'.

1. Protective Clothing
2. Equipment Safety
3. Posture/ Manual Handling
4. Safety in the Kitchen
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QUIZES

Refer pages 33 - 34 of 'Fliplet'



- Students will need to either, tick the correct box or drag and drop into correct place.

Questions / Answers

Activity 1:

What do you call out when carrying a hot pot?

Hot Behind

Activity 2:

Which three steps are needed to put out an oil fire?

- 1. Turn off stove**
- 2. Wet cloth and wring out**
- 3. Cover pan with cloth**

Activity 3:

Which pictures are correct/safe?

- 1. Slippery floor sign**
- 2. Meat slicer with guard**
- 3. Mixer with guard**
- 4. Person wearing safety boots**

Activity 4:

Match the instructions to the sign. **(Clockwise from top left).**

Gloves must be worn

All food must be covered

Hair protection must be worn

Wash your hands

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GLOSSARY

Refer pages 35 - 36 of 'Fliplet'



- The glossary reviews the key words from the Fliplet in the written word, a picture format and audio format. This is so the students can practice identification and pronunciation of the key words.

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RESOURCE SUGGESTIONS / WEBSITES

Resource

Make flash cards of signs found in the kitchen and have the students either in groups or pairs, take turns in identifying what they mean. You could divide the class into teams and make a game out of it with a reward at the end for the most correct answers.

Websites

(Online resources were current at time of writing; if web pages are no longer current search alternate web sites)

Work Cover NT - <http://www.worksafe.nt.gov.au>

Workplace Hygiene - <http://www.foodstandards.gov.au/>

NOTES

