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# Lesson Exemplar for TLE

Quarter 3

Lesson

4

**Lesson Exemplar for TLE Grade 7**  
**Quarter 3: Lesson 4 (Week 4)**  
**SY 2024-2025**

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate an understanding of the fundamentals of the hospitality and tourism industry.
<b>B. Performance Standards</b>	The learners apply skills in food preparation and services following safety precautions
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <ol style="list-style-type: none"> <li>1. Discuss the fundamentals of food preparation and service</li> <li>2. Recognize the seven principles of HACCP in food preparation and service</li> </ol> <p><b>Learning objectives</b></p> <p>At the end of the lesson, the students are expected to:</p> <ol style="list-style-type: none"> <li>1. Discuss the proper way of food preparation and service</li> <li>2. Discuss the seven principles of HACCP and give an example of each</li> <li>3. Apply hazard analysis techniques to a practical scenario, identifying and prioritizing potential hazards in a controlled food preparation setting</li> <li>4. Express an appreciation for HACCP's significance in ensuring food safety and quality, recognizing its impact on public health.</li> </ol>
<b>D. Content</b>	<p>Fundamentals of Food Preparation and Service</p> <ul style="list-style-type: none"> <li>• Different food service operation <ul style="list-style-type: none"> <li>• Commercial</li> <li>• Institutional</li> </ul> </li> <li>• Basic rules on food preparation and service</li> <li>• Kitchen layout</li> </ul> <p>Seven Principles of Hazard Analysis Critical Control Point (HACCP)</p>
<b>E. Integration</b>	<p><b>SDG 2: Zero Hunger:</b> Ensure access to safe, nutritious, and sufficient food for all, promoting sustainable agriculture practices in food preparation and service.</p> <p><b>SDG 3: Good Health and Well-being:</b> Safe food handling practices and providing nutritious meals contribute to health and well-being.</p>

## II. LEARNING RESOURCES

Chavez, B. (n.d.) What is HACCP and the seven principles? UNL Food. <https://food.unl.edu/article/haccp-seven-principles>

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Idaho Department of Health and Welfare (2005) Idaho Food Safety and Sanitation Manual. Third Edition.

Kalinga State University. (2022). Module 1: Food Safety and Sanitation. <https://www.studocu.com/ph/document/kalinga-state-university/agricultural-economics/module-1-food-safety-and-sanitation/31470999>

Libretexts. (2020, December 11). Lesson 1.1: Food service in the hospitality industry. Workforce LibreTexts. [https://workforce.libretexts.org/Bookshelves/Food\\_Production\\_Service\\_and\\_Culinary\\_Arts/Introduction\\_to\\_Food\\_Production\\_and\\_Service\\_\(Egan\)/01%3A\\_Introduction\\_to\\_the\\_Industry/1.01%3A\\_Food\\_Service\\_in\\_the\\_Hospitality\\_Industry](https://workforce.libretexts.org/Bookshelves/Food_Production_Service_and_Culinary_Arts/Introduction_to_Food_Production_and_Service_(Egan)/01%3A_Introduction_to_the_Industry/1.01%3A_Food_Service_in_the_Hospitality_Industry)

Partnership for Food Safety Education. (2023). Fight BAC! Partnership for Food Safety Education. <https://www.fightbac.org/>

U.S. Department of Health & Human Services. (2024). FoodSafety.gov. <https://www.foodsafety.gov/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review</b> Create a Jeopardy board with different Food Safety and Sanitation and HACCP Principles categories. Example categories can include "Hazard Analysis," "Critical Control Points," "Monitoring Procedures," etc. Assign point values to each question based on its difficulty.</p> <p><b>2. Feedback (Optional)</b></p>	<p>Create a set of questions for each category and point value. Ensure questions cover key principles of Food Safety, Sanitation, and HACCP.</p> <p>Include visuals or examples to enhance engagement.</p>
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b> Ask students to share a personal story related to food safety or a memorable experience where they realized the importance of safe food handling.</p> <p><b>2. Unlocking Content Area Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>HACCP (Hazard Analysis and Critical Control Points)</b> – Pronounced “hass’-ip,” it is a prevention-based system of identifying and controlling hazards to maintain the safest food possible by purchasing through service</li> <li>• <b>Cross-contamination</b> - Letting microorganisms from one food get into another.</li> </ul>	<p>Start with a brief icebreaker to set a positive and interactive tone. Ask them to share a personal story</p>

	<ul style="list-style-type: none"> <li>• <b>Danger zone</b> - The range of temperatures at which most bacteria multiply rapidly—between 40° and 140° Fahrenheit</li> <li>• <b>Food safety</b> - following practices that help prevent food-borne illness and keep food safe to eat.</li> <li>• <b>Foodborne illness</b> - Sickness caused by eating contaminated food, sometimes called food poisoning.</li> <li>• <b>Layout</b> – plan, design, or arrangement of objects and spaces in a room.</li> <li>• <b>Preparation</b> - The process of selecting, cleaning, cooking, and arranging ingredients to create dishes for consumption.</li> <li>• <b>Perishable foods</b> - Foods that can become unsafe or spoil quickly if not refrigerated or frozen.</li> <li>• <b>Sanitation</b> - Keeping work areas from dirt or bacteria.</li> <li>• <b>Service</b> - The act of providing food and beverages to customers in a dining establishment, catering event, or other food-related settings, often involving aspects such as taking orders, serving meals, and maintaining cleanliness and orderliness in the dining area.</li> </ul>	
<b>C. Developing and Deepening Understanding</b>	<p><b>DAY 1</b>  <b>SUB-TOPIC 1: Fundamentals of Food Preparation and Service</b></p> <p><b>1. Explicitation</b></p> <p>Food preparation and service are essential aspects of the hospitality industry, encompassing a wide range of skills and techniques.</p> <p>Food preparation and service are really important in places where people eat out. Food prep means picking the best ingredients and cooking them up in tasty ways. Cooks use different techniques like chopping, grilling, or baking to make dishes look and taste great. They even make sure the food looks nice on the plate!</p> <p>On the other hand, food service is about taking care of the customers. It's all about making sure they have a good time. That includes greeting them when they come in, taking their orders, and bringing them their food. Servers also answer any questions the customers might have about the menu and make sure everything is clean and tidy in the dining area.</p> <p>Both food prep and service are super important in making sure people have a great dining experience. When chefs and servers work together, they can make meals that people will remember and want to come back for again and again.</p>	<p>The teacher may show a video on SafeConsume Food Safety – User Journey Animation-  <a href="https://www.youtube.com/watch?v=nf4R6XHCU4Q">https://www.youtube.com/watch?v=nf4R6XHCU4Q</a></p> <p>After watching, ask students to reflect on the key food safety practices highlighted in the user journey. Identify at least three critical steps or principles emphasized in the animation and explain how they contribute to ensuring food safety. Additionally, consider how this information can be applied in real-life scenarios.</p> <p>After reflecting and sharing, present the lesson to the class.</p>

	<p><b>Different Food Service Operation</b></p> <p>There are two types of food service operations. Commercial Food Service Operation and Institutional or Non Commercial Food Service Operation.</p> <ol style="list-style-type: none"> <li><b>1. Commercial Food Service Operation</b> – are organization that sells food solely to make profits. Example are food services of the hospitality and tourism industries, such as hotel, restaurants, coffee shops, snack shops, deli and cocktails bars, convenience stores, catering business, and fast food chains.</li> <li><b>2. Non Commercial Food Service Operation</b> – sometimes called <b>Institutional or on-site</b>, these include educational, governmental, or business establishments whose food operations are mainly for service to food employees. Sale of food is a secondary goals and typically is not for profit.</li> </ol> <p><b>Basic Rules on Food Preparation and Service</b></p> <p>Food hygiene constitutes a basic necessity of good manufacturing/agricultural practices and the development of hazard analysis critical control points (HACCP), as well as being a component of all Global Food Safety Initiative (GFSI)-benchmarked food safety standards. Government, industry, and consumers all play a role in safe sanitation and food hygiene practices.</p> <p>WHY food safety is important?</p> <ul style="list-style-type: none"> <li>• Protects the reputation of your food service establishment.</li> <li>• Satisfies our moral obligation to protect the lives and health of our customers.</li> <li>• Make our employees proud.</li> <li>• A lapse in food safety may cause contamination that can affect the reputation of your business. These topics show you how to ensure that your establishment is safe at all times.</li> </ul> <p>WHO data indicate that only a small number of factors related to food handling are responsible for a large proportion of foodborne disease episodes everywhere. Common errors include:</p> <ul style="list-style-type: none"> <li>• Preparation of food several hours prior to consumption, combined with its storage at temperatures which favors growth of pathogenic bacteria and/or formation of toxins;</li> <li>• Insufficient cooking or reheating of food to reduce or eliminate pathogens;</li> <li>• Cross contamination; and</li> <li>• People with poor personal hygiene handling the food.</li> </ul>	
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The **Ten Golden Rules** respond to these errors, offering advice that can reduce the risk that foodborne pathogens will be able to contaminate, to survive or to multiply.

#### WHO “Golden Rules”

- |                                      |  |
|--------------------------------------|--|
| 1. Choose foods processed for safety | 6. Avoid contact between raw foods and cooked foods      |
| 2. Cook food thoroughly              | 7. Wash hands repeatedly                                 |
| 3. Eat cooked foods immediately      | 8. Keep all kitchen surfaces meticulously clean          |
| 4. Store cooked foods carefully      | 9. Protect foods from insects, rodents, and other animal |
| 5. Reheat cooked foods thoroughly    | 10. Use safe water                                       |

#### Kitchen Layout

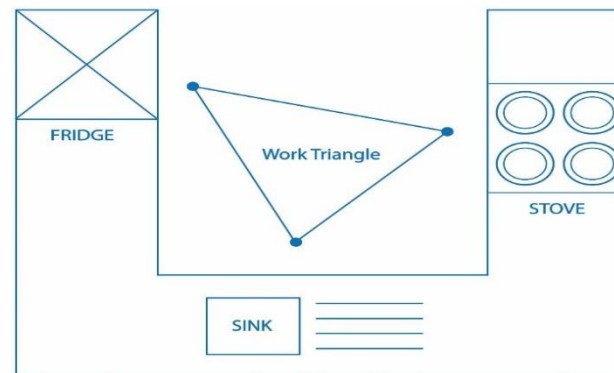
A good kitchen layout is both aesthetically pleasing and functional. The manner in which the furniture, appliances, and counters are placed should be pleasing to the eye as well as facilitate the work done in the kitchen. It should make cooking tasks easier and quicker, not get in the way of them.

#### Factors in planning the layout

- Distance of the sink from the stove
- Distance of the stove to the storage for ingredients to the sink
- Distance of the storage for ingredients to the sink
- Ample space for food preparation
- Size and shape of the room
- Enough room to move around freely and comfortably

#### The Work Triangle

1. Food Storage station
2. Preparation/Cooking Station
3. Clean-up-station



## Types of Kitchen Layout

### 1. **Single Line Layout**

In the single line/wall layout, all kitchen counters and appliances are placed in a single line against one wall. The sink and stove are in the middle of this layout, reducing the need to walk to and from the two ends of the kitchen while working.

### 2. **Galley Layout**

Also known as corridor layout, the galley layout utilized two rows of working space that are parallel to each other, making it easy to move from one workstation to the next. For instance, preparation can be done on one row and cooking on the other row.

### 3. **L-shaped Layout**

An L-shaped kitchen layout is bounded by two wall or counters. This kitchen layout keeps the kitchen free of outside traffic.

### 4. **U-shaped**

Uses three walls or counters to create U, maximizing kitchen space and providing an abundance of counter space of which to work.

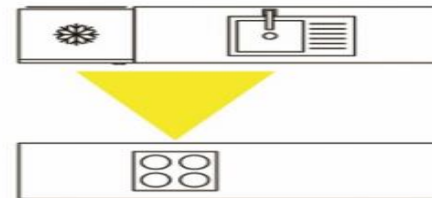
### 5. **G-shaped Layouts**

The G-shaped or peninsula layout adds a short, low wall to the U-shaped layout. This creates more workspace and further prevents outside traffic to the kitchen area.

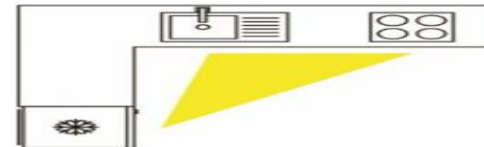
STRIGHT KITCHEN



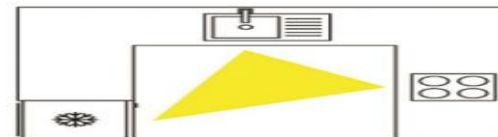
PARALLEL KITCHEN



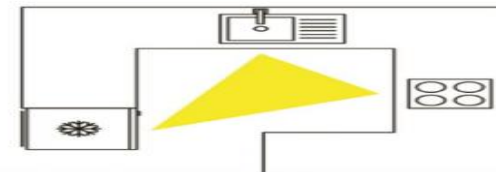
L-SHAPED KITCHEN




U-SHAPED KITCHEN



G-SHAPED KITCHEN





	<p><b>6. Island Layout</b>  An island is unattached counter places in the middle of the kitchen. It adds additional workspace for food preparation. It can also serve as a surface for serving meals. It often has a sink and storage space, or even a stove.</p>  <p><b>2. Worked Example</b>  Class sharing:</p> <ol style="list-style-type: none"> <li>1. Reflect on your own food hygiene practices. Based on what we discussed today, are there any habits you need to improve or change?</li> <li>2. Recall the time when you observed someone practicing good (or poor) food hygiene. How did it impact the overall experience?</li> </ol> <p><b>3. Lesson Activity</b>  <b>Design your Dream Kitchen</b>  For this activity, you will design your dream kitchen on a short bond paper. Begin by considering the layout that best suits your needs and preferences. You may choose from the different kitchen layouts and use the kitchen symbols. For example, use a stove symbol to depict the location of your cooktop, a refrigerator symbol for your fridge, and a sink symbol for your kitchen sink. Be sure to include other elements like cabinets, countertops, and kitchen islands if applicable. Consider factors such as workflow, convenience, and aesthetics when arranging your kitchen components. Once you have sketched out your ideal kitchen, take some time to reflect on the design and make any necessary adjustments to ensure it aligns with your vision.</p> <p><b>DAY 2</b>  <b>SUB-TOPIC 2: Seven Principles of Hazard Analysis Critical Control Point (HACCP)</b></p> <p><b>1. Explicitation</b>  A food safety management system is a group of procedures and practices intended to prevent foodborne illness. It does this by actively controlling risks and hazards throughout the flow of food.</p>	<p>Post these reflective questions after the discussion. These questions would encourage students to think critically about what they've learned and how it applies to their own experiences and future practices.</p> <p>This activity will allow students to explore their creativity and visualize their ideal culinary space.</p>
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	<p>A HACCP plan involves identifying hazards (chemical, biological, physical) at specific points during food handling and identifying how they can be prevented, eliminated, or reduced to a safe level. There are seven sequential steps to developing a full HACCP plan.</p> <ol style="list-style-type: none"> <li>1. <b>Analyze Hazards.</b> Identifies the potential hazards associated with food and the measures to control them. The hazard could be biological, such as a microbe; chemical, such as a pesticide; or physical, such as glass or metal fragments.</li> <li>2. <b>Identify Each Critical Control Point.</b> The point in a food's production—from its raw state through processing to consumption by the consumer—at which a potential hazard can be controlled or eliminated. Examples include receiving, preparation, cooking, and cooling.</li> <li>3. <b>Establish Preventive Measures with Critical Limits for Each Control Point.</b> An example of using cooked food might include setting the minimum cooking temperature and time required to ensure the elimination of any harmful microbes.</li> <li>4. <b>Establish Procedures to Monitor Each Critical Control Point.</b> Such procedures might include determining how and by whom cooking time and temperatures should be monitored.</li> <li>5. <b>Establish Corrective Actions to Be Taken When Monitoring Shows That a Critical Limit Has Not Been Met.</b> For example, reprocessing or disposing of food if the minimum cooking temperature is not met.</li> <li>6. <b>Establish Procedures to Verify That the System Is Working Properly.</b> For example, testing time-and-temperature recording devices to verify that a cooking unit is working properly.</li> <li>7. <b>Establish Effective Record Keeping to Document the HACCP System.</b> This would include records of hazards and their control methods, the monitoring of each critical control point, and the action taken to correct potential problems.</li> </ol> <p><b>When is HACCP required?</b></p> <p>Food-service establishments are not required to use HACCP unless they</p> <ul style="list-style-type: none"> <li>• Smoke or cure meat for preservation purposes.</li> <li>• Use food additives to preserve food.</li> <li>• Employ reduced oxygen packaging on site.</li> <li>• Maintain a tank of live molluscan shellfish (clams, oysters, mussels) for consumption</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Custom process meat</li> <li>• Package unpasteurized juice for sale without a warning label.</li> </ul> <p>In addition, federal legislation mandates that a HACCP plan is required for any schools that participate in the National School Lunch Program and/or School Breakfast Program and that accept USDA commodity goods.</p> <p><b>Advantages of HACCP</b></p> <p>The HACCP system offers useful approaches to controlling food safety:</p> <ul style="list-style-type: none"> <li>• It focuses on identifying and preventing food hazards before they occur rather than reacting to them after they have caused a problem.</li> <li>• It is based on sound science.</li> <li>• HACCP places responsibility for ensuring food safety in the food service establishment.</li> </ul> <p><b>2. Worked Example: Roleplay</b></p> <p>Students will be divided into groups. Each group will then create a scenario where a food business implements a food safety management system. In the scene where they will act, they will show what challenges might this food business face, and how these can be addressed using the HACCP principles. At the end of the activity, have students reflect on how the role-play experience relates to real-life kitchen scenarios.</p> <p>Discuss how the principles learned can be applied in professional or home kitchens, and assess if the group solutions are correct in the given situations.</p> <p><b>DAY 4</b></p> <p><b>3. Lesson Activity</b>  <b>(See worksheet #1 for the activity which students will accomplish.)</b></p> <p>The teacher will provide each student with a copy of the “You’re the Inspector: A Safe, Celebratory Meal for the Football Team” activity and the “Food Establishment Inspection Report” form. Ask them to read the story and then rate the members of the Sandwiches n. Use the boxes to the left of each RISK FACTOR by filling in or circling the rating according to the information in the story:</p> <p>Y = yes, in compliance      N = no, not in compliance  N/O = not observed      N/A = not applicable</p>	<p>Additional related activities not included in the lesson after the discussion, you may wish to show students the “Dirty Dining” report by MSNBC’s Dateline, where the health inspection reports on the ten biggest fast food chains are reviewed; the video is approximately 13.5 min and aired June 9, 2010 (<a href="https://www.nbcnews.com/id/wbna3473728">https://www.nbcnews.com/id/wbna3473728</a>)</p> <p>The teacher can modify this activity by giving them the scenario ahead of time, and the students will create the solution for the given scene.</p> <p><b>DAY 4</b> –role play presentation</p> <p>Let the students do the <b><i>You’re the Inspector: A Safe, Celebratory Meal for the Football Team</i></b> activity to get students thinking about how food safety should be managed.</p> <p>Facilitate a group discussion on the challenges and insights gained during the activity. Reinforce the importance of collaborative HACCP planning for ensuring food safety.</p>
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<b>D. Making Generalizations</b>	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways</b></p> <ul style="list-style-type: none"> <li>• Can you summarize each of the seven principles of HACCP in your own words?</li> <li>• How confident do you feel in your understanding of these principles?</li> </ul> <p><b>2. Reflection on Learning</b></p> <ul style="list-style-type: none"> <li>• Consider the broader implications of HACCP in the food industry. How does a solid understanding of HACCP principles contribute to overall food safety and customer satisfaction?</li> </ul>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>DAY 4</b></p> <p><b>1. Formative Assessment</b></p> <p><b>Multiple choice Quiz:</b> Students will take the 10-item test about the seven principles of HACCP.</p> <ol style="list-style-type: none"> <li>1. What does HACCP stand for?             <ol style="list-style-type: none"> <li>a) Hazard Assessment and Control for Critical Points</li> <li>b) Hygiene and Cleaning Procedures</li> <li>c) Hazard Analysis and Critical Control Points</li> <li>d) Healthy and Controlled Cooking Practices</li> </ol> </li> <li>2. Which of the following is the first principle of HACCP?             <ol style="list-style-type: none"> <li>a) Establish critical limits</li> <li>b) Conduct a hazard analysis</li> <li>c) Implement corrective actions</li> <li>d) Monitor critical control points</li> </ol> </li> <li>3. What is the most effective way to prevent cross-contamination in a kitchen?             <ol style="list-style-type: none"> <li>a) Using the same cutting board for raw meat and vegetables</li> <li>b) Washing hands only before handling cooked food</li> <li>c) Separating raw meats from other food items</li> <li>d) Sharing utensils between different food items</li> </ol> </li> <li>4. Which of the following are common errors related to food handling that can contribute to foodborne illness?             <ol style="list-style-type: none"> <li>a) Cooking food at low temperatures.</li> </ol> </li> </ol>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c) Hazard Analysis and Critical Control Points</li> <li>2. b) Conduct a hazard analysis</li> <li>3. c) Separating raw meats from other food items</li> <li>4. b) Cross-contamination between raw and cooked foods.</li> <li>5. d) All of the above</li> </ol>

	<p>b) Cross-contamination between raw and cooked foods.  c) Reheating food thoroughly before consumption.  d) Storing cooked food in airtight containers.</p> <p>5. Why is food safety important in a food service establishment?  a) Protects the reputation of your food service establishment.  b) Satisfies our moral obligation to protect the lives and health of our customers.  c) Makes our employees proud.  d) All of the above</p> <p><b>2. Homework</b>  Let the students practice this song to be presented at the next meeting.</p> <p style="text-align: center;"><b>I WILL SURVIVE (“I Will Survive” by Gloria Gaynor)</b></p> <p style="text-align: center;">I’d listen to the news and I’d be petrified  Another foodborne outbreak, I’d be all torn up inside  But then I spent so many nights  Worried about what I just ate  Could I be next?  Did I have poisons on my plate?  But now I’m back  From cyberspace  Determined that I won’t become a foodborne illness case  I’ve learned some simple steps  To keep my food safe for me  And if you do the same  You’ll raise your life expectancy</p> <p style="text-align: center;"><b>Chorus:</b>  I’ve got a sign  On my fridge door  Sayin’ go away bacteria  Cause you’re not welcome anymore  Listeria don’t scare me nor does that nasty E. coli  Hey Salmonella?  Did you think I’d lay down and die?  Oh no, not I  I will survive  Oh as long as I am careful with my food I’ll stay alive</p>	<p>This song is an excellent summary of the lesson. It mentions cooking food thoroughly, using a food thermometer, defrosting, food safely, and the importance of refrigeration.</p> <p>The “take home” message from this song is that foodborne illness can be prevented if the necessary precautions are taken.</p>
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	<p>Cause I've got all my safety plans I disinfect and wash my hands And I'll survive, I will survive Hey, hey</p> <p>I pointed my web browser to fightback. O R G I learned that microbes pose a danger Though they are too small to see So I spent a couple of nights Gettin' myself into the know And now I take the steps That don't allow those bugs to grow I cook my meats and poultry through A thermometer is handy to show me just how well I do I defrost food in the fridge And promptly refrigerate When you're dealing with food pathogens There's not much time to wait</p> <p>Chorus...</p> <p>There's a sign On my fridge door Sayin' go away bacteria Cause you're not welcome anymore Listeria don't scare me nor does that nasty E. coli Hey Salmonella? Did you think I'd lay down and die?</p> <p>Oh no, not I! I will survive Oh as long as I am careful with my food I'll stay alive Cause I've got all my safety plans I disinfect and wash my hands And I'll survive, I will survive I will survive</p>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	The teacher may take note of some observations related to the effective practices and

	<b>strategies explored</b>			problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.