Lesson Plan Form

Student Name\_\_\_\_\_Afnan Chikhani\_\_\_\_\_\_\_\_ Date\_\_\_\_7-15-2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty/Preceptor/Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_ Site: Missouri Baptist Hospital food service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Population: Employees in the kitchen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title or Topic\_\_\_Glutin Allergie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Learning Objectives/Goals** *(The lesson’s objectives and learning outcomes appropriate for meeting curricular and student need)**Include the GOAL of the lesson and learner objectives/outcomes in SMART format.* |
| **GOAL: the goal of this presentation is to educate the employee and cross-contamination of food allergies in the kitchen.****LEARNER OBJECTIVES/OUTCOME(S):*** The employee to be able to handle a gluten-free diet in the kitchen with an accuracy of 80%.
* Avoiding gluten free from cross-contamination with an accuracy of 90 %
* Increase the catering associate about food allergies and it effect of Patients.
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| **Assessment** *(Assessment(s) before, during, and after the lesson) Align assessments with outcomes and procedures.*  |
| I will ask: what do you know about food allergy?Are you or anyone you knew to have a food allergy? Do you know what is gluten’?What food contains gluten?How do you handle gluten in the kitchen for gluten allergies?  |
| **Lesson Structure and Procedures**  *(Sequence of events of the lesson elements - The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)*  |
| * Start by introducing myself and the reason I am talking about this topic.
* Assess my audient knowledge about the topic.
* Take about the most common food allergies.
* Gluten is one of the most common food allergies.
* The reaction to gluten allergies
* How to handle it in the kitchen
* Show photos and video about
* how to handle food I kitchen to avoid cross-contamination.
* Ask if they have any questions for me
* Thank them for listening to me
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| **Instructional Strategies**Teacher approach to helping students achieve the learning objectives and meet their needs. |
| My strategy to teach them is to show the mistake done and them the correct way. The video I chose did show it both the wrong way them the right way of handling glutin allergies in the kitchen by avoiding cross-contamination. I also explained the reason this topic is essential in the hospital because Pt is already sick; it is the kitchen responsibility to prevent an allergic reaction.  |
| **Learning Activities***Opportunities provided for students to develop knowledge and skills of the learning objectives.* |
| I have a picture to have visual while and explanting. I also have a u-tub video to show on my computer. |
| **Resources and Materials** *List of materials used in the planning of and during the instruction of the lesson*  |
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| **Technology** *Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning*  |
| **I used my laptop to show u tube video.**<https://www.youtube.com/watch?v=q3up769Jhow> |
| **Differentiation/Accommodations/Modifications/Increase in Rigor** *To help meet the needs of all learners, learning differences, cultural and language differences, etc.*  |
| This presentation is in the kitchen entrance. The staff is very busy, so my presentation needs to be quick and straightforward. I considered the cultural differences and education level, so I had mostly photos and limited my words explanation. I also showed a video to simplify and summarize my massage.  |
| **Classroom Management** *Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged*  |
|  I asked questions to assess their knowledge and to interact with the audience.  |
| **Extensions***Activities for early finishers that extend students’ understanding of and thinking about the learning objectives by applying their new knowledge in a different way*  |
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| **Additional Information***Any areas or lesson component that may not have been covered by this format that you think is vital to include in this lesson.* |
| I also shared the plat need to be changed. So in case of mistake of placing an item that contains gluten, a new plate needs to be made. Never remove the glutin item, because some people have severe allergies. In severe cases, food should not even touch the allergens.  |