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. |
| **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 |
| **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. |