

# Technology and Livelihood Education Cookery

Quarter 1 – Module 2:

(Lessons 4 – 6)

Clean and Maintain Kitchen Tools,  
Equipment and Premises



**TLE – COOKERY Grade 9**  
**Alternative Delivery Mode**

**Quarter 1 – Module 2 Lessons 4 - 6: Clean and Maintain Kitchen Tools, Equipment and Premises**

**First Edition, 2020**

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Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

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**Printed in the Philippines by** \_\_\_\_\_

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# **Technology and Livelihood Education Cookery**

**Quarter 1 – Module 2:  
Clean and Maintain Kitchen Tools,  
Equipment and Premises**

# Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Note to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



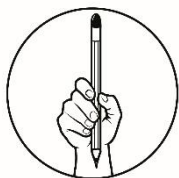
## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master how to use cleaning agents in sanitizing. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

- Lesson 4 – Use Cleaning Agents in Sanitizing

After going through this module, you are expected to:

1. Identify cleaning agents in sanitizing kitchen premises;
2. Use cleaning agents in sanitizing kitchen premises safely; and
3. Value the importance of using cleaning agents in sanitizing kitchen premises



## ***What I Know***

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What substances are used to remove dirt, including dust, stains, bad smells and clutter on surfaces?
  - a. pastes
  - b. liquids
  - c. powders
  - d. cleaning agents
2. What cleaning agents are used periodically in removing mineral deposits and other soils that detergents cannot eliminate?
  - a. solvents
  - b. abrasives
  - c. detergents
  - d. acid cleaners
3. Which one is the result of using too little sanitizer?
  - a. It works best.
  - b. It can be toxic.
  - c. It weakens microorganisms.
  - d. It causes inadequate reduction of harmful materials.
4. How can you protect yourself when dealing with strong cleaning chemical agents?
  - a. Wear sunglasses.
  - b. Wear jacket with hood.
  - c. Wear gloves and eye protection.
  - d. Wear complete personal protective equipment.

5. Why do we need to use cleaning agents in sanitizing kitchen premises?
  - a. to achieve perfect result of cleaning
  - b. to make the kitchen look neat and clean
  - c. to make the kitchen presentable to guests
  - d. to make it free of bacteria or disease-causing elements

## Lesson 4

# Cookery: Using Cleaning Agents in Sanitizing

Cleaning is the removal of dirt by physical or chemical means while sanitization is the process of reducing or getting rid of microbes on surfaces to make them hygienic. Sanitizing touchable surfaces kills the germs and microorganisms that soap and water cannot.

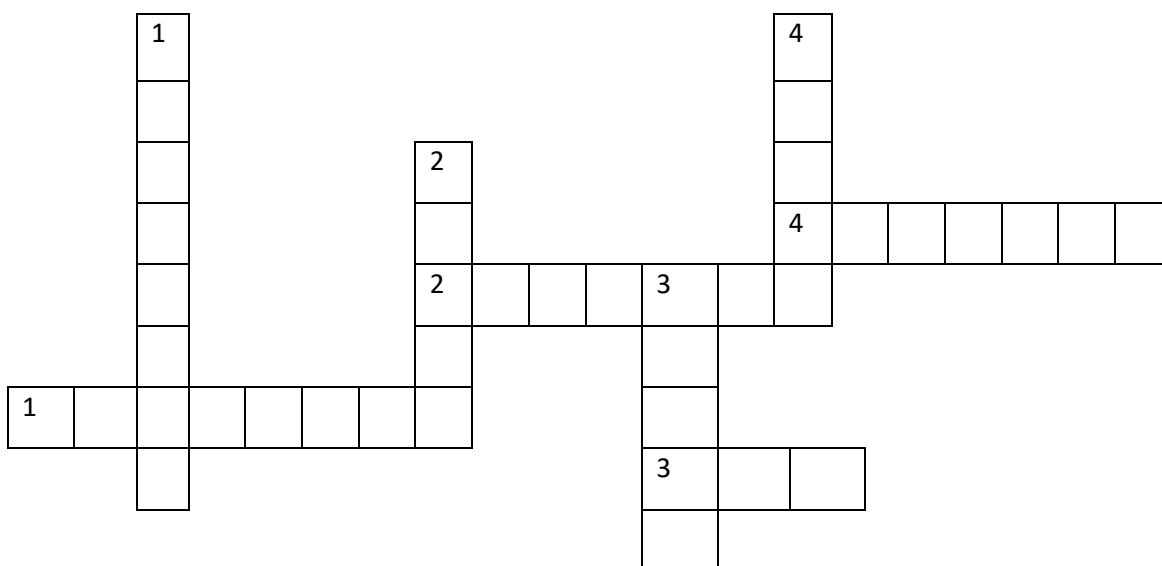


## What's In

### Activity1. Brain-Teasing Fun Game (Crossword Puzzle)

This activity will give you an opportunity to review the past lesson.

**Directions:** Copy the activity in your notebook. Use the clues below to fill the crossword puzzle with the correct words.



Down

1. It is the process of removing unwanted substances, such as dirt, infectious agents and other impurities.
2. It is a mixture of baking soda and white vinegar.
3. It is a microorganism, especially one which causes disease.
4. It is the place where you wash your dishes.

Across

1. This means to free from dirt, germs etc., as by cleaning.
2. It is a piece of absorbent material used for cleaning.
3. It is a stick with soft material attached to one end, especially used for washing floors
4. It is a room or area where food is prepared and cooked.

Refer your answers to the answer key. Great! You have mastered already the previous lesson. Let's have another activity.

### ***Notes to the Teacher***

In this module you will facilitate ADM learners to go through a series of learning activities in order to produce the desired learning outcomes. This is a kind of flexible learning which allows the learners to learn by considering their convenience for time and/ or location. Hence, learning resource is aligned to the curriculum. It is designed to meet the needs and circumstances of learners.



## ***What's New***

### ***Activity 2. Fill Me In***

**Directions:** Write the missing letters in the boxes to complete the words that are related to cleaning agents used to clean and sanitize kitchen premises. Write your answers in your notebook.

1.

W \_ T \_ R

2.

D E \_ E \_ \_ E N \_ S

3.

\_ I N \_ G \_ R

4. **A \_ R \_ S I \_ \_ S**
5. **B \_ K I \_ G \_ O D \_**



## ***What is It***

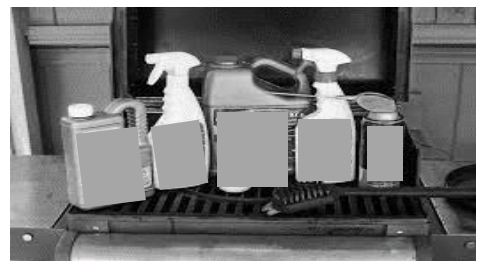
**Cleaning agents** are substances used to remove dirt, including dust, stains, bad smells and clutter on surfaces.

### ***Four main types of cleaning agents***

1. **Detergents** - these are cleaning agents, solvents or any substance used to wash table wares, surfaces and equipment.  
Example: soap, soap powders, cleaners, acids, volatile solvents and abrasives.



2. **Solvent Cleaners** – are commonly referred to as degreasers used on surfaces where grease has burned on. Ovens and grills are examples of areas that need frequent degreasing. These products are alkaline-based and are formulated to dissolve grease.



3. **Acid Cleaners** – are used periodically in removing mineral deposits and other soils that detergents cannot eliminate such as scale in washing machines and steam tables, lime buildup on dishwashing machines and rust on shelves (e.g. phosphoric acid, nitric acid, etc.) These products vary depending on the specific purpose of the product.



4. **Abrasives** – are generally used to remove heavy accumulations of soil that are difficult to remove with detergents, solvents and acids. These products must be carefully used to avoid damage to the surface being cleaned.



**Common cleaning agents:**

- Water
- Soap or detergent
- Ammonia solution
- Calcium hypochlorite (powdered bleach)
- Citric acid
- Sodium hypochlorite (liquid bleach)
- Sodium hydroxide (lye)
- Acetic acid (vinegar)

**Sanitizing** is defined as cleaning something to make it free of bacteria or disease-causing elements. All items that come into contact with food must be effectively cleaned and sanitized.

**Steps in sanitizing**

1. Step 1 – Preparation
  - Remove loose dirt and food particles.
  - Rinse with warm, potable water.
2. Step 2 – Cleaning
  - Wash with hot water (60 °C) and detergent.
  - Rinse with clean potable water.
3. Step 3 – Sanitizing (bacteria-killing stage)
  - Treat with very hot, clean, potable water (75 °C) for at least 2 mins.
  - Apply sanitizer as directed on the label.
4. Step 4 – Air drying
  - Leave benches, counters and equipment to air dry. The most hygienic way to dry equipment is in a draining rack.

**Methods of Sanitizing**

1. **Thermal Sanitizing** - involves the use of hot water or steam.

**Three methods of using heat to sanitize surfaces**

- Steam
- Hot water
- Hot air

2. **Chemicals** – are compounds or substances that have been purified or prepared, especially artificially. Approved chemical sanitizers are chlorine, iodine, and quaternary ammonium.

**Factors that influence the effectiveness of chemicals**

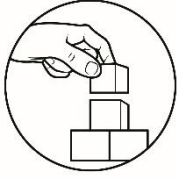
- a. **Concentration** - The presence of too little sanitizer will result in an inadequate reduction of harmful microorganisms. Too much can be toxic.
- a. **Temperature** - Generally, chemical sanitizers work best in water that is between 55°F (13°C) and 120°F (49°C).
- b. **Contact time** – In order for the sanitizer to kill harmful microorganisms, the cleaned item must be in contact with the sanitizer (either heat or approved chemical) for the recommended length of time.

**How to use strong cleaning chemicals safely**

- Buy the right chemical for the job.
- Read the label carefully and follow instructions closely.
- Be aware of the first aid advice.
- Use only as directed.
- Handle carefully.
- Keep away from children.

- Store in the original container and in a secure place.
- Open windows to ventilate where you are working.
- Wear gloves and eye protection if advised.

Did you learn something? Very good! Now, let's have more activities to master the lesson.



## What's More

### Activity 3. Matching Type

**Directions:** Match column A with column B and write your answers in your notebook.

- | A  | B                     |
|--|-----------------------|
| 1. These are degreasers used on surfaces where grease has burned on. | a. air drying         |
| 2. This involves the use of hot water or steam.                      | b. chlorine           |
| 3. It is the 4 <sup>th</sup> step in sanitizing                      | c. thermal sanitizing |
| 4. It is an approved chemical sanitizer.                             | d. cleaning           |
| 5. It is an example of common cleaning agent.                        | e. solvent cleaners   |
|  | f. water              |

Wow!!! You are doing great! Let's have another activity.



## What I Have Learned

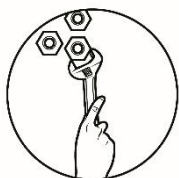
### Activity 4. Fill Me In

**Directions:** Read and understand the statement carefully. Fill in the blanks with the correct answer. Choose your answer from the box and write it in your notebook.

\_\_\_\_\_ products contain chemicals that allow them to do an effective job. However, they can also be potentially \_\_\_\_\_ to you, your staff, family and members of the public. It's \_\_\_\_\_ therefore that you know what \_\_\_\_\_ you are using and how to use them \_\_\_\_\_.

safely      harmful      important      products      cleaning

It seems that you've learned a lot from the previous activities.  
So, let's have another activity.



## What I Can Do

**Activity 5.1. Situation:** Your mother assigned you to clean and sanitize your kitchen premises.

In two or three paragraphs, write in your notebook what you did to accomplish the task successfully. Identify the cleaning agents that you used in sanitizing and then state how you did it safely.

Refer this activity to your teacher for checking of your out-put.  
Good Luck!!!!

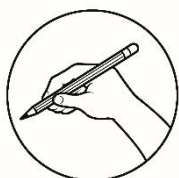
**Try This!**

## Activity 5:2. Test Yourself

**Direction:** Copy the activity in your notebook. Write in the box the correct sequence of steps in sanitizing kitchen premises.

↓
↓
↓

Refer your answer to the  
answer key.  
Congratulations!

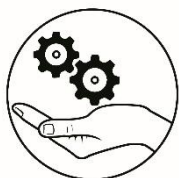


## Assessment

**Multiple Choice.** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What cleaning agents are used periodically in removing mineral deposits and other soils that detergents cannot eliminate?  
a. Solvents      b. abrasives      c. detergents      d. acid cleaners

2. Which is an example of detergents?
  - a. nitric acid
  - b. turpentine
  - c. soap powders
  - d. ammonium compound
3. Which one removes heavy accumulations of soil that are difficult to remove by other cleaning agents?
  - a. solvent
  - b. abrasives
  - c. detergents
  - d. acid cleaners
4. How can you protect yourself when dealing with strong cleaning chemical agents?
  - a. Wear sunglasses.
  - b. Wear jacket with hood.
  - c. Wear gloves and eye protection.
  - d. Wear complete personal protective equipment.
5. Why do we need to use cleaning agents in sanitizing kitchen premises?
  - a. To achieve perfect result of cleaning
  - b. To make the kitchen look neat and clean
  - c. To make the kitchen presentable to guests
  - d. To make it free of bacteria or disease causing elements



## ***Additional Activities***

### **Activity 6.**

**Directions:** List down at least 8 cleaning agents used in sanitizing kitchen premises and write it in your notebook.

<b>Cleaning Agents</b>
1.
2.
3.
4.
5.
6.
7.
8.

Refer this activity to your teacher for checking.



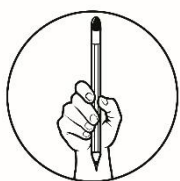
## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master how to follow cleaning schedule based on enterprise procedure. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

- Lesson 5 – Cleaning Schedule

After going through this module, you are expected to:

1. Follow cleaning schedule based on the enterprise procedure
2. Make own cleaning schedule based on the enterprise procedure
3. Value the importance of preparing a cleaning schedule



## ***What I Know***

**Direction:** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which is NOT a part of a cleaning schedule?
  - a. person responsible
  - b. frequency
  - c. Procedure
  - d. date
2. What is the example of *frequency* in the cleaning schedule?
  - a. once a week
  - b. century
  - c. millennium
  - d. decade
3. Who should be responsible in cleaning the kitchen premises?
  - a. owner of the establishment
  - b. waiter/waitress
  - c. kitchen hands
  - d. janitor
4. What document contains instructions to help a worker do his job?
  - a. Job Sheet
  - b. Task sheet
  - c. Work Sheet
  - d. Evaluation sheet
5. Which item found in the job sheet states the frequency of the activity?
  - a. What is to be cleaned
  - b. How to clean
  - c. Who to clean
  - d. How often

## Lesson

# 5

## Cookery: Cleaning Schedule

A **cleaning schedule** is an easy and effective way of ensuring that all equipment and premises are regularly cleaned. It is a set of instructions that describe everything that needs to be done in order to maintain the premises in a clean and sanitary condition.

A **master cleaning schedule** includes cleaning of equipment, tools, containers, structures, and grounds, and identifies the area or equipment to be cleaned, the time of cleaning, and the person(s) responsible for cleaning. As it is completed, it also becomes a work record.



### What's In

#### Activity 1: Brain Teasing Fun Game (SQUABBLE)

This activity will give you an opportunity to review the past lesson.

**Directions:** Arrange the letters to form the correct word based on the guide questions below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
4. \_\_\_\_\_

CTICIR CIDA

ATICIC ADCI

MIUCCAL YHPOHCOLRTIE

DIUMOS HDROYIDEX

TEGTERDEN

#### Guide Questions:

1. What is a weak organic acid that has a chemical formula  $C_6H_8O_7$  and is present in citrus fruits in biochemistry?
2. What vinegar used in the kitchen also serves as cleaning agent?
3. What inorganic compound with formula  $Ca (ClO)_2$  is the main active ingredient of commercial products called bleaching powder?
4. What inorganic compound is found in lye and caustic soda with the formula  $NaOH$ ?
5. What is a water-soluble cleansing agent which combines with impurities and dirt to make them more soluble?

Refer your answers to the answer key. Great! You have mastered already the previous lesson. Let's have another activity.



## What's New

### Activity 2: Read and Help

**Directions:** Read the situation and fill in the Table below with what is asked for. Write your answer in your activity notebook.

#### Who Will Do It?

Mrs. Wendy prepared lunch for her family. After eating, she told her children Miles, Raine, Wencel and Ine to clean the kitchen and dining room. She asked her daughter Ine to clean the floor but she refused because according to her she already did it last night so she ended up quarrelling with her siblings. Mrs. Wendy decided to make a daily schedule for her children to do their tasks smoothly. If you were Mrs. Wendy, how would you make a daily schedule of their tasks?

#### Daily Cleaning Schedule

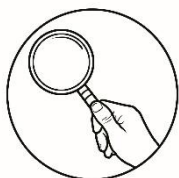
Monday

Area/Task	Breakfast	Lunch	Supper
Cleaning the table/benches	Raine	1. _____	Miles
Cleaning the stove	Wencel	Miles	2. _____
Cleaning the floor	3. _____	Ine	Raine
Washing the dishes	Ine	4. _____	5. _____

#### Guide Question:

1. Who will clean the table after lunch?
2. Who will clean the stove after dinner?
3. Who will clean the floor after breakfast?
4. Who will wash the dishes after lunch?
5. Who will wash the dishes after supper?

Refer your answers to the answer key. It's a nice try! Let us learn more about the lesson.



## What is It

### Guidelines for Cleaning Schedules

#### Purpose

It is vital that a food business maintains its premises and equipment to a standard of cleanliness where there is no accumulation of garbage, food waste, dirt, grease or other visible matter. The purpose of a cleaning schedule is to assist in ensuring that a premise is maintained to this level of cleanliness at all times and ensures that no item is forgotten.



Some items in a cleaning schedule should be done more than once a day, for example benches. Other items can be done as infrequently as once a week or once a month, for example window screens. To make the implementation of cleaning schedules easier, they can be implemented into other documented work practices like opening and closing procedures.

#### What should be included in a cleaning schedule?

The following items need to be included in a cleaning schedule:

- The item that needs to be cleaned
  - benches, tables, floors, walls, windows, stoves and etc.
- How often the item needs to be cleaned
  - every after use, every day, once a week, once a month and etc.
- The procedure to be followed to ensure the item is well-cleaned and sanitized
  - wash, mop, sweep, scrub, wipe and etc.
- What cleaning agent and its concentration should be used in cleaning and sanitizing of the item
  - detergent, disinfectant and others
- The person or the position that is responsible for cleaning the item (Name of the responsible individual)
- Signature of the person who cleaned the item to create ownership of the cleaning. This usually ensures that an item is cleaned as stated.

Example:

Area/Item	Frequency	Procedure	Cleaning Agent	Person Responsible	Signature
Floor	Daily	Sweep then Mop	Detergent	Jane	J. Brown
Wall	Once a week	Wipe	Detergent Disinfectant	Wendy	WEImidor
Benches	Every after use	Wipe	Detergent Disinfectant	Raul	RDinopol
Table	Every after use	Wipe	Detergent Disinfectant	Philma	PPMejorada
Windows	Once a week	Wipe	Detergent Disinfectant	Benzon	RDbastasa
Stove	Every after use	Wipe	Detergent Disinfectant	Raine	SRME

## Main Points – Cleaning Schedules

- Cleaning schedules help to ensure that items are cleaned regularly and maintained free of dirt, grease, food matter and other visible matter at all times.
- A cleaning schedule must incorporate the following:
  - the item to be cleaned
  - frequency of cleaning the item
  - procedure to follow when cleaning an item
  - cleaning agent to be used for cleaning
  - person responsible for cleaning and
  - signature of the person who cleaned the item

## What is a Job Sheet?

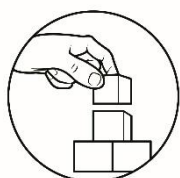
A *Job sheet* is a document (usually just a page) containing instructions to help a worker do his job. It also contains details such as time it takes to perform a job and the materials needed or used for a job. Some job sheets have blank quantity for the worker to fill up during or after performing the job.

It is a document in which the details of one or more individual pieces of work are recorded.

Example:

What is to be cleaned:	Bain-marie
How to clean:	(1) Drain water from unit, (2) remove and throw out food, etc. from trays, (3) remove detachable trays and grids, (4) rinse in warm water, (5) wash in warm water with detergent, use brush and scourer as needed, (6) rinse with clean water, (7) apply sanitizer and soak detachable trays and grids, (8) allow to air dry.
How often:	Every day after use
Product used:	Scraper, brush, scourer, detergent, sanitizer
Who to clean:	Kitchen hand

Did you learn something from cleaning schedule? Very good! Now, let's have more activities to master the lesson.



## What's More

### Activity 3: Find My Pair

**Directions:** Match Column A with Column B. Write the answer on the space provided before each number.

## COLUMN A

- \_\_\_\_\_ 1. What is to be cleaned
- \_\_\_\_\_ 2. How to clean
- \_\_\_\_\_ 3. How often
- \_\_\_\_\_ 4. Product used
- \_\_\_\_\_ 5. Who cleans

## COLUMN B

- a. sanitizer
- b. drain water from unit
- c. kitchen hand
- d. daily
- e. kitchen table
- f. kitchen premises

Wow! You are doing great! Let's have another activity.



## What I Have Learned

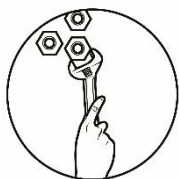
### Activity 4: Identify Me

**Directions:** Identify the correct answer from the choices inside the box.

A. Detergent      B. Weekly      C. Daphne      D. Stove      E. Sweep

- \_\_\_\_\_ 1. The item that needs to be cleaned
- \_\_\_\_\_ 2. How often the item needs to be cleaned
- \_\_\_\_\_ 3. The procedure to be followed to ensure the item is well cleaned and sanitized
- \_\_\_\_\_ 4. What cleaning agent and its concentration should be used in cleaning and sanitizing of the item
- \_\_\_\_\_ 5. The person or the position that is responsible for doing the cleaning of that item

It seems that you learned a lot from the previous activities. So, let's have another activity.



## What I Can Do

### Activity 5: Do What to Do

**Direction:** You are tasked to make a Cleaning Schedule. Ask your parents to affix their signature if the task has been followed or you can use online presenting a video of the activity/ies following the schedule you prepared.

Area/Item	Frequency	Procedure	Cleaning Agent	Person Responsible	Signature
1.	2.	3.	4.	5.	

Refer this activity to your teacher for checking your out-put. Amazingly done! Congratulations!



## Assessment

**Direction:** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What is the example of Procedure in a cleaning schedule?  
a. broom      b. detergent      c. stove      d. wash
2. What should be maintained to a high standard of cleanliness by a food business?  
a. kitchen      b. premises      c. working area      d. dining area
3. What is the example of Frequency in the cleaning schedule?  
a. once a week      b. century  
c. millennium      d. decade
4. What document contains instructions to help a worker do his job?  
a. Job Sheet      b. Task sheet  
c. Work Sheet      d. Evaluation sheet
5. Who should be responsible in cleaning the kitchen premises?  
a. Owner of the establishment      b. Waiter/waitress  
c. Kitchen hands      d. Janitor

Refer your answer to the answer key. What is your score? It seems that you really mastered the lesson.



## Additional Activities

### Activity 6: What You Have

**Directions:** List down at least 5 areas or items found in your kitchen premises and 5 cleaning agents you are using and write on the table below.

Areas/Items	Cleaning Agent
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Refer this activity to your teacher for checking your output. Very good!  
Good luck to the next lesson.



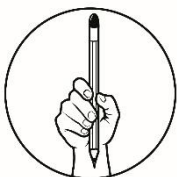
## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master how to follow safety and first aid procedure. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

- Lesson 6 – Safety First

After going through this module, you are expected to:

1. Discuss the general safety precautions you must observe in any kitchen premises
3. Follow safety precaution in the kitchen premises
4. Give the importance of following safety precaution in the kitchen premises



## ***What I Know***

**Directions:** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What is the most important concept to consider in the kitchen premises for yourselves and others?  
A. safety   B. budget                      C. knowledge                      D. cleanliness
2. What injuries are caused by carrying loads that are too heavy and by improper lifting practices?  
A. cuts                      B. falls                      C. burns                      D. strains
3. What are caused by extreme carelessness, wet floors and aisles, spilled food or grease, and by torn mats or warped floor boards?  
A. cuts                      B. falls                      C. burns                      D. strains

4. What does PPE mean?
  - A. Personal Protective Equipment
  - B. Personal Practice Equipment
  - C. Person Protected Equally
  - D. Protective Personal Equipment
5. What is an immediate assistance given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery?
  - A. Foods
  - B. Money
  - C. First Aid
  - D. Transportation

## Lesson

# 6

## Cookery: Safety First

**Safety** is the condition of being protected from harm or other non-desirable outcomes. It can also refer to the control of recognized hazards in order to achieve an acceptable level of risk.

**Safety** reduces the chances of accidents or injuries. A safe work environment enables employees to focus on their works. Safety reduces injury thereby decreasing lost work hours.



### What's In

#### Activity 1: Brain-Teasing Fun Game (Crossword Puzzle)

This activity will give you an opportunity to review the past lesson.

**Direction:** Supply the missing letter on the box to form the correct word based on the guide questions below. Write your answer in your notebook.

													5. J
	1. W												
2. K		T		H		N		H		N			S
	3. D		I		Y								E
4. S		E		P									T

**Guide Questions:**

1. What is an example of area/item in cleaning schedule?
2. Who should be responsible in cleaning the kitchen premises?
3. What is an example of frequency in the cleaning schedule?
4. What is an example of procedure in cleaning schedule?
5. What document contains instructions to help a worker do his job?

Refer your answers to the answer key. Great! You have mastered already the previous lesson. Let's have another activity.



## **What's New**

**Activity 2: Read and Analyze**

**Direction:** Read the situation and identify the accident that occurs or may possibly occur. Choose the answer from the box and write the answer in your activity notebook.

BURNS

FALLS

STRAINS

CUTS

**Situation 1.** \_\_\_\_\_

Ivy needs to cook for their lunch but she also needs to watch her favorite television program since the story is already thrilling. While slicing the meat, spices and other ingredients she also glances at the television show.

**Situation 2.** \_\_\_\_\_

Mrs. Fernandez arrives home with some boxes of goods from the grocery. He asks his son Raul to carry the boxes to the kitchen. Raul needs to hurry because he will be late for school. He lifted all the boxes at once and put down on the kitchen floor but as he was about to leave for school, he could no longer move his shoulder.

**Situation 3.** \_\_\_\_\_

Maika is frying fish for their viand. While waiting, her friend called. Maika answers the call and is now busy on their conversation and forgot that she is frying. The fire caught the pot holder near the stove. Maika grabs the pot holder nervously.

**Situation 4.** \_\_\_\_\_

Letty is refilling the water container from the faucet. She leaves it for a while and starts to cook their food. She forgets that she leaves the faucet open. She runs toward the faucet without noticing that the floor is already wet.

1. What kitchen accident may happen in situation 1?
2. What kitchen accident may happen in situation 2?
3. What kitchen accident may happen in situation 3?
4. What kitchen accident may happen in situation 4?

Refer your answers to the answer key. It's a nice try! Let us



## ***What is It***

### **Kitchen Premises Safety Procedures**

In the kitchen premises, the most important thing to consider is your own safety and that of others. Most safety practices are common sense. Unfortunately, they can be forgotten or overlooked unless you make them a practice or habit.

#### **General Safety**

By doing things right, you and your co-workers will commit yourselves to safety. Accidents occur in many ways but most often can be traced back to one of two basic factors: ignorance or carelessness. You must always be concerned with your own safety and the safety of others around you.

The following is a general list of safety precautions you must observe in any work area:

- Don't fool around. "Horseplay" is one of the biggest causes of injuries on the job and it may be a ground for dismissal.
- Never work while under the influence of drugs or alcohol, as you are a hazard to yourself and your co-workers.
- Pay particular attention to moving objects, such as equipment, dollies, mixers, and slicers.
- Walk, do not run, in the work areas.
- Stay completely alert on the job.
- Avoid back strain by lifting properly.

#### **Kitchen Accidents and Their Causes**

Over 90% of all accidents are preventable, and the following three basic rules of kitchen safety, if enforced, will significantly reduce the likelihood of kitchen mishaps.

1. Do not run: People who rush around in the kitchen tend to take chances that increase the likelihood of an accident.
2. Keep your mind on your work: People who let their attention wander are a hazard to themselves and others around them. Lack of interest, personal problems, and distraction by others can all lead to serious accidents in the kitchen.
3. Observe all the rules for operating kitchen equipment. Never operate kitchen equipment until instructed with the correct procedures.

## Cuts

Cuts are all too common in commercial kitchens because knives and other cutting implements are constantly in use. These cuts, and the seriousness of the cuts, however, can be held to a minimum by using ordinary good sense, by paying attention to the proper safety rules, and by practicing proper cutting procedures. Once the skill of using a knife is developed, accidental cuts could not occur very often. However, when and if they do occur, they should be treated properly and without delay. If infection sets in, it can result in more serious consequences and the loss of many working hours. Remember: preventive care is always cheaper than injury treatment!



## Burns

Two types of burns occur in the commercial kitchen: minor and serious. Minor burns are usually a result of wet or damp towels used to handle hot pots and pans, or from bumping an exposed area of your arm against a hot surface like an oven rack. More serious burns occur when grease is splashed, when steam escapes or is released too quickly, or when gas is turned on or released unknowingly. Burns are generally more painful than cuts, and they certainly take more time to heal. If the burn is severe enough to cause a blister, it should be treated promptly by trained medical personnel.



## Falls

Falls can cause some of the most serious injuries in the commercial kitchen. They may disable or incapacitate a person for life. Falls are caused by extreme carelessness, wet floors and aisles, spilled food or grease, and by torn mats or warped floor boards.



## Strains

Strains may not be as serious as other types of injuries, but they are painful and can result in the loss of many working hours. They are caused by carrying loads that are too heavy and by improper lifting practices. Most strains do not require medical attention, but they do require time and care to heal properly.



## Safety Practices for the Kitchen

A kitchen has many safety hazards. It contains hot stoves, electrical equipment, and sharp tools. These hazards, combined with the busy, often frantic pace in a kitchen, make it very important that you work carefully while giving constant attention to the following safety practices:

1. Proper handling of the equipment
2. Proper handling sharp Utensils
3. Avoid Burns
4. Keep floors safe
5. Proper handling of glassware and chinaware
6. Proper storing of supply
7. Proper disposal of refuse
8. Lifting practices
9. Housekeeping
10. Electrical

## Personal Protective Equipment

In addition to being aware of the mechanical hazards in the kitchen, it is important that you use the correct protective clothing and equipment. Wearing personal protective equipment (PPE) can prevent accidents from happening. As a worker, you are responsible for the following:

- Making sure your uniform is well-fitted.
- Keeping all uniforms clean and in good condition, not frayed or badly worn.
- Making sure sleeves are kept buttoned at the wrist, cuffs on overalls and trousers are be eliminated, and trouser legs are long enough to hang outside boots.
- Wearing specific personal safety equipment such as goggles, hearing protection, gloves, and aprons when required.



## First Aid

First aid is the first and immediate assistance given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery.

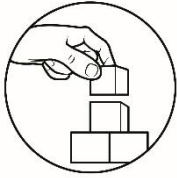


## Top 10 First Aid Kit Items

### Additional Items

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Gloves/Eye Protection   | 1. 20 ml syringe & irrigation cap |
| 2. CPR Pocket Mask         | 2. Steri-strip                    |
| 3. Tourniquet              | 3. Benzoin Tincture               |
| 4. Roller Gauze            | 4. Biodegradable soap             |
| 5. 4x4 Gauze Pads          | 5. Opposite flexi-grip film       |
| 6. Medical Tape            |                                   |
| 7. Two Triangular Bandages |                                   |
| 8. Sam Splint              |                                   |
| 9. Elastic Bandage         |                                   |
| 10. Trauma Shears          |                                   |

Did you learn something? Very good! Now, let's have more activities to master the lesson.



## What's More

### Activity 3: Fill Me In

**Direction:** Read each statement and identify the missing word. Choose the letter of the correct answer and write it on your activity notebook.

1. Don't fool around. "Horseplay" is one of the usual causes of \_\_\_\_\_ on the job and it may be a ground for dismissal.  
a. injury                      b. accident                      c. damage                      d. misfortune
2. Pay particular attention to \_\_\_\_\_ objects, such as equipment, dollies, mixers, and slicers.  
a. stationery                      b. moving                      c. standby                      d. shaking
3. Walk, do not \_\_\_\_\_, in the work areas.  
a. run                      b. hold                      c. stand                      d. crawl
4. Stay completely alert on the \_\_\_\_\_.  
a. work                      b. movement                      c. job                      d. instruction
5. Avoid back strain by \_\_\_\_\_ properly.  
a. lifting                      b. holding                      c. carrying                      d. grabbing



## What I Have Learned

### Activity 4: Pair Play

**Direction:** Match Column A with Column B. Write the answer on the space provided before each number.

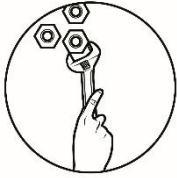
#### COLUMN A

- \_\_\_ 1. Proper handling of the equipment
- \_\_\_ 2. Proper handling sharp utensils
- \_\_\_ 3. Avoid burns
- \_\_\_ 4. Keep floors safe
- \_\_\_ 5. Proper handling of glassware and chinaware
- \_\_\_ 6. Proper storing of supply
- \_\_\_ 7. Proper disposal of refuse
- \_\_\_ 8. Proper lifting practices
- \_\_\_ 9. Housekeeping
- \_\_\_ 10. Electrical

#### COLUMN B

- A. Mop wet floor
- B. Entrance & Exit
- C. Knives
- D. Trash cans
- E. Outlets
- F. Pot holder
- G. Mixer
- H. Cellophane
- I. Cabinet
- J. Grocery boxes
- K. Coffee mug

It seems that you learned a lot from the previous activities. So, let's have another activity.



## What I Can Do

### Activity 5: Can You Fill Me?

**Direction:** Choose from below the Top 10 First Aid items in preparing a medicine kit. Write them inside this box.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Gloves/eye protection  
CPR pocket mask  
Trauma shears  
Roller gauze  
4×4 gauze pads  
Two triangular bandages  
Elastic bandage

Opposite flexi-grip film  
Tourniquet  
Steri-strips  
Benzoin Tincture  
Medical tape  
Sam splint  
Biodegradable soap

### Activity 5.1: I can Do it

**Direction:** Present a video that demonstrates safety and first aid procedures or write a paragraph on how to observe safety and first aid procedure in the kitchen premises.

Refer this activity to the answer key. Amazing! It's properly done.  
Congratulations!



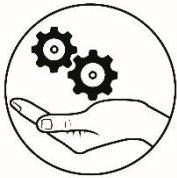
## Assessment

**Direction:** Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- What is one of the usual causes of injuries on the job which may be a ground for dismissal?
  - Falls
  - Cuts
  - Burns
  - Horseplay

2. What injury is caused by carrying loads that are too heavy and by improper lifting practices?
  - a. Cuts
  - b. Falls
  - c. Burns
  - d. Strains
3. What does PPE mean?
  - a. Personal Protective Equipment
  - b. Personal Practice Equipment
  - c. Person Protected Equally
  - d. Protective Personal Equipment
4. What is the immediate assistance given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery?
  - a. Foods
  - b. Money
  - c. First Aid
  - d. Transportation
5. What is the most important thing to consider in the kitchen premises that you are responsible for yourselves and of others?
  - a. Safety
  - b. Budget
  - c. Knowledge
  - d. Cleanliness

Refer your answer to the answer key. What is your score? It seems that you really mastered the lesson.



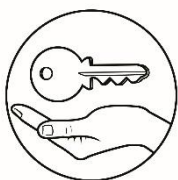
## ***Additional Activities***

### **Activity 6: What You Have**

**Direction:** List down at least 5 accidents that happened in your kitchen premises or in your school kitchen and write the reasons why they happened.

<b>Kitchen Accidents</b>	<b>Reason/s Why It Happened</b>
1.	
2.	
3.	
4.	
5.	

Refer this activity to your teacher for checking your output. Very good!  
Good luck to the next lesson



# Answer Key

## Lesson 1

<b>What's More</b> 1. E 2. C 3. A 4. B 5. F	<b>What's New</b> 1. WATER 2. DETERGENT TS 3. VINEGAR 4. ABRASIVES 5. BAKING SODA	<b>What's In</b> <u>Down</u> Cleaning Paste Germs Sinks <u>Cross</u> Sanitize Sponges Kitchen mop	<b>What I Know</b> 1. D 2. D 3. D 4. C 5. D
--	--	---	--

## Lesson 2

<b>What's In</b> 1. Citric Acid 2. Acetic Acid 3. Calcium Hypochlorite 4. Sodium Hydroxide 5. Detergent	<b>What I Know</b> 1. D 2. D 3. C 4. A 5. D	<b>Assessment</b> 1. D 2. C 3. B 4. C 5. D	<b>What I Have Learned</b> 1. Cleaning 2. Harmful 3. Important 4. Products 5. Safety <b>What I Can Do</b> 1. preparation 2. Cleaning 3. sanitizing 4. air drying
--	--	---	--

<b>Assessment</b> 1. D 2. D 3. A 4. A 5. C	<b>What I Have Learned</b> 1. D 2. B 3. E 4. A 5. C	<b>What's More</b> 1. E 2. B 3. D 4. A 5. C	<b>What's New</b> 1. Wencel 2. Ine 3. Miles 4. Raine 5. Wencel
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# **Lesson 3**

<p><b>What's New</b></p> <p>1. CUTS 2. STRAINS 3. BURNS 4. FALLS</p>	<p><b>What's In</b></p> <p>1. Daily 2. Sweep 3. Window 4. Kitchen 5. Job sheet</p>	<p><b>What I Know</b></p> <p>1. A 2. A 3. B 4. A 5. C</p>
<p><b>Assessment</b></p> <p>1. D 2. D 3. A 4. C 5. A</p>	<p><b>What I Have Learned</b></p> <p>1. G 9. B 2. C 10. C 3. F 4. A 5. K 6. I 7. D 8. J</p>	<p><b>What's More</b></p> <p>1. Injury 2. Moving 3. Run 4. Job 5. Lifting</p>
<p><b>What I Can Do</b></p> <p>1. Gloves/Eye Protection 2. CPR Pocket Mask 3. Tourniquet 4. Roller Gauze 5. 4x4 Gauze Pads 6. Medical Tape 7. Two Triangular Bandages 8. Sam Splint 9. Elastic Bandage 10. Trauma Shears</p>		

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## Lesson 1

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## Lesson 2

- <https://www.nisbets.com.au/ultimatekitchencleaningguide>
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## Lesson 3

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