

Handling, Storing, Preparing and Consuming Food Unit Plan (#1)

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*See also Healthy Lifestyles and Environment Unit Plan for more activities, as well as Hospitality Lesson Plans
TFJ Equipment Safety Passport
TDSB Hospitality Safety

This unit takes approximately 12 hours, if you do all activities.

1 WHMIS Lesson (~60 minutes):

When preparing food, one must properly clean and sanitize the food preparation/cooking area. When doing so, it is important to follow WHMIS Standards. A unit on WHMIS should be taught before this unit.

Resources:

Life Safe, Work Smart - http://www.livesafeworksmart.net/english/special_needs/lesson_3-4.htm

London Health Sciences Centre & St. Joseph's Health Care London -

https://www.londonhospitals.ca/departments/medical_affairs/courses/documents/LHSCSJHCWHIMISRevised.pdf

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https://www.londonhospitals.ca/departments/medical_affairs/courses/documents/LHSCSJHCWHIMISRevised.pdf

2 Handwashing Lesson (~30 minutes):

Before handling or preparing food, it is important to do a proper handwash. Please see attached Handwashing Lesson Plan.

3 Nutrition Lesson (~75 minutes):

Ensure that each student receives a copy of Eating Well with Canada's Food Guide or Eating Well with Canada's Food Guide - First Nations, Inuit and Métis. These can be ordered online or through your school's public health nurse.

<http://www.hc-sc.gc.ca/hl-vs/eat-aliment/index-eng.php> - Health Canada - Healthy Eating

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php> - Health Canada - Food and Nutrition – Eating Well with Canada's Food Guide

See attached Eating well with Canada's Food Guide powerpoint presentation - http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/eat_well_present_bien_manger-eng.php

See attached Nutrients powerpoint presentation - www.foodafactoflife.org.uk/.../e14b87fb-2591-4aa12cde1a46.ppt

Heart-Healthy Eating Guide for your Family <http://www.heartandstroke.com/atf/cf/%7B99452D8B-E7F1-4BD6-A57D-B136CE6C95BF%7D/heart-healthy-eating-family-en.pdf> - HP4213E V1.1

4 Nutrition Labelling Lesson (~45 minutes):

See attached Nutrition Labelling powerpoint presentation - <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/info-nutri-label-etiquet-eng.php>

See attached Food Labels booklet (6 pages)

Have students bring in 3 food labels, then have the students evaluate the products. Discuss as a class.

5 Hazards in the Kitchen Lesson (3 hours):

May include:

- Safe Food Handling – can ask how to run this certificate course through your local Health Unit or Board of Health
- Home Kitchen Safety – Kitchen Safety Essentials video – KWL pre-discussion – Think Pair Share - List ten safety precautions to list in your home kitchen environment. Watch Kitchen Safety Essentials video (see attached for worksheet, if necessary). Review KWL objectives to ensure that students have met their learning objectives

Kitchen Safety Essentials Physical 20 minutes Produced 1995 Distributor Kinetic Inc. (KINETIC) Audience Grade 7-10, Grade 11-12 (IS) Series [Kitchen & Food Safety](#) Synopsis Visit a home kitchen and a commercial kitchen to learn about the importance of cleaning and sanitizing, food safety and storage, proper use and storage of knives and more.

Kitchen Safety Essentials - <http://www.enasco.com/product/WA26178H> + worksheet -

See also:

Fight BAC -<http://www.canfightbac.org/en/> (Canada) <http://fightbac.org/> (US)

- Knife safety - <http://www.monkeysee.com/play/17635-kitchen-knife-safety>

See attached Knife Skills Powerpoint

This can be followed by a practical demonstration session.

- Cooking Safety

Facts for: Cooking Safety – Health Canada - Her Majesty the Queen in Right of Canada, represented by the Minister of Health, 2012

SC Pub. : 120069 Cat. : H164-150/2012 ISBN : ISBN 978-1-100-54260-7

Healthy Canadians – Cooking Safety - <http://www.healthycanadians.gc.ca/init/cons/food-aliments/safety-salubrite/cooking-cuisiner-eng.php>

Kitchen oil fire – video - <http://www.youtube.com/watch?v=wux85VAnChg>

<http://www.youtube.com/watch?v=wux85VAnChg>

<http://www.youtube.com/watch?v=wux85VAnChg>

6 Healthy Eating Lesson (75 minutes over two classes):

Students will choose a recipe and have recipe or meal proposal. This must be preapproved by the teacher – The recipe must be a single dish with all food groups represented – In a one page summary, explain how it has all 4 food groups represented and why it is a healthy choice (5 marks Knowledge/Understanding).

Then, depending on the course, or on the cooking facilities available, either make arrangements to use family studies or hospitality classroom to cook or have the students make it at home and bring it to school. (10 marks Application).

For example, here are two recipe websites from local Boards:

<http://dcvi.typepad.com/marie/2010/03/recipes-from-grade-10-food-and-nutrition.html>

<http://sss.wrdsb.ca/library/family-studies-assignments>

<http://sss.wrdsb.ca/library/family-studies-assignments>

<http://sss.wrdsb.ca/library/family-studies-assignments>

7 Assistive Feeding Aids Mini-Lesson (~20 minutes)

See:

Assistive Feeding Aids Powerpoint Presentation

Stroke Engine: Assistive Devices for Grooming, Dressing, Preparing and Eating Meals - Family/Patient Information, 2006, pp. 5-10. <http://www.medicine.mcgill.ca/Strokingengine/PDF/adgroomingdressingpreparingandeatingmeals.pdf>
<http://www.medicine.mcgill.ca/Strokingengine/PDF/adgroomingdressingpreparingandeatingmeals.pdf>
<http://www.medicine.mcgill.ca/Strokingengine/PDF/adgroomingdressingpreparingandeatingmeals.pdf>

8 Feeding Lab (~75 minutes):

Required: teaspoons, applesauce or pudding, juice or water, drinking straws

The following resources/guidelines can assist you – and can be student assigned reading:

BP Blogger – Swallowing Issue

<http://www.rgpc.ca/best/BP%20Blogger-Swallowing%20July-Aug%202007.pdf>

[http://www.rgpc.ca/best/BP Blogger-Swallowing July-Aug 2007.pdf](http://www.rgpc.ca/best/BP%20Blogger-Swallowing%20July-Aug%202007.pdf)

BP Blogger – The Fluids Issue

<http://www.rgpc.ca/best/BP%20Blogger-Fluids%20June%202007.pdf>

[http://www.rgpc.ca/best/BP Blogger-Fluids June 2007.pdf](http://www.rgpc.ca/best/BP%20Blogger-Fluids%20June%202007.pdf)

Heart and Stroke Foundation of Ontario – Ontario Stroke System - Heart and Stroke Tips and Tools for Daily Living – Section 11 – Hydration – see attached powerpoint presentation

Heart and Stroke Foundation of Ontario – Ontario Stroke System - Heart and Stroke Tips and Tools for Daily Living – Section 12 – Meal Assistance and Special Diets – see attached powerpoint presentation

<http://www.youtube.com/watch?v=AcqBFavNqTY> – Feeding a patient who cannot feed themselves

Feeding the Dependent Patient - <http://www.nursingtimes.net/nursing-practice-clinical-research/skills-feeding-the-dependent-patient/205682.article>

Mobility and body position play an essential in feeding for both the person being fed and the feeder - knowing the musculoskeletal system – help with knowledge of body mechanics – sitting with proper posture and straight back
<http://www.activemobility.com.au/index.php/stools.html>

Have the students watch the powerpoint presentations, then do the assigned reading listed above and then give input into making the rubric for the feeding lab. The class can make the safe feeding rubric as an activity together. Factors (including safety factors) to take into consideration are pace of feeding, amount of food on the spoon, positioning of client

and feeder (e.g. use of feeding stool), cueing (to swallow, to tuck chin), interspersing sips of fluids and food, food is of correct consistency and temperature, etc.

9 Food Allergies Lesson (30 minutes)

Food allergies must be taken into consideration when planning to make recipes in the classroom. A mini-lesson must be taught about food anaphylaxis.

- anaphylaxis focus with feeding techniques considerations included - <http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>
- <http://www.anaphylaxis.ca/>
- http://www.anaphylaxis.ca/en/resources/sabrinas_law.html <http://www.anaphylaxis.ca/>
<http://www.csaci.ca/index.php?page=360>

see attached Food Allergy Powerpoint

- <http://www.authorstream.com/Presentation/Ariane-36809-food-allergy-know-Basics-mean-havea-Symptoms-Mild-Allergic-Rea-as-Entertainment-ppt-powerpoint/>
 - <http://www.authorstream.com/Presentation/Ariane-36809-food-allergy-know-Basics-mean-havea-Symptoms-Mild-Allergic-Rea-as-Entertainment-ppt-powerpoint/>
- <http://www.authorstream.com/Presentation/Ariane-36809-food-allergy-know-Basics-mean-havea-Symptoms-Mild-Allergic-Rea-as-Entertainment-ppt-powerpoint/>

10 Food and Nutrition Professions comparison (of conventional and alternative) research homework assignment.

see Food and Nutrition Professions handout

11 Culminating Task (2 hours class time, plus homework):

Client wellness and safety depends upon a thorough understanding of each client diagnosis and their nutritional needs and restrictions. Based on Eating Well with Canada's Food Guide, plan a one-day menu/meal plan for a client with each of the following medical conditions (name the type of special diet the client would be on, include foods and beverages, state the reasons for your food choices, list specific serving sizes and give a breakdown of how many servings of each of the 4 major food groups is included in your menu):

- 1 Client who has trouble digesting fats due to gallbladder disease
- 2 Client whose circulation is impaired due to fluid retention
- 3 Client who has irritation of the GI tract due to an ulcer and cannot tolerate spicy food
- 4 Client who is overweight and has a high cholesterol level
- 5 Client who has tissue wasting due to cancer
- 6 Client who has difficulty chewing and swallowing
- 7 Client on a modified diabetic diet who requires six small meals a day
- 8 Client who has suffered from 24 hours of vomiting and diarrhea
- 9 Client who has constipation
- 10 Client who has a large decubitus ulcer on their coccyx
- 11 Client with a peanut allergy
- 12 Client (child) who dislikes vegetables

Rubric for Assignments - KTCA Format

Student Name: _____ Date: _____

Assignment: _____

	Level 4/3 marks	Level 3/2 marks	Level 2/1 mark	Level 1/0 marks
Knowledge (K)	- demonstrates a thorough knowledge of the material and is able to answer all questions	- demonstrates a considerable knowledge of the material and is able to answer most questions	- demonstrates a limited knowledge of the material	- incomplete
Knowledge (K) terminology	- uses appropriate terminology consistently	- uses appropriate terminology most of the time	- sometimes uses appropriate terminology	- never uses appropriate terminology
Thoroughness/attention to detail (T)	- thorough in responses - answers questions with appropriate/sufficient details or elaborations	- reasonably thorough in responses - answers questions by providing some details or elaborations	- not consistently thorough in responses - answers show few details or elaborations	- assignment lacks detail, is not thorough - answers show no details or elaborations
Spelling and Grammar (C)	- no mistakes in spelling or grammar	- only one or two mistakes in spelling or grammar	- several mistakes in spelling or grammar	- many mistakes in spelling or grammar
Overall Impression (C)	- professional and impressive final impression - has title page - neat and organized - easy to read	- satisfactory, positive final impression, indicators of conscientiousness and attention to detail - has title page - is organized - easy to read	- adequate, attempts to have consistent format - missing title page - not organized - easy to read	- unsatisfactory, no consistent format, much room for improvement

Content Application (A)	Addresses higher order thinking skills, demonstrating synthesis of information, able to assimilate all parts of the assignment	Addresses some higher order thinking skills, demonstrates some synthesis of information (not enough detail), does not fully assimilate all parts of the assignment.	Addresses beginnings of higher order thinking skills, slight synthesis of information (not enough detail), only partially assimilates all parts of the assignment.	Does not address higher order thinking skills, does not demonstrate synthesis of information, not able to assimilate all parts of the assignment.
Punctuality (A)	- submitted on time	- submitted one day late	- submitted two days late	- submitted late by three or more days

Comments and Suggestions for Improvement: _____

Knowledge (K) <u> </u> 6	Thinking/Inquiry (T) <u> </u> 3	Communication (C) <u> </u> 6	Application (A) <u> </u> 6
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Curriculum Expectations Met:

**Health Care, Grade 10
Open TPJ2O**

A2. describe factors that affect personal health and well-being;

A2.1 identify factors that affect the personal health and well-being of children and adolescents (e.g., environmental conditions, diet, food safety, food security, adequate shelter, amount of daily exercise, amount of daily rest, recreation opportunities, work/life balance, stress);

A2.2 demonstrate an understanding of the nutritional needs of children and adolescents and describe the health effects of poor nutrition (e.g., obesity, diabetes, retarded growth, reduced physical and mental efficiency);

A2.8 explain how lifestyle choices can have an impact on an individual's health and well-being (e.g., sleep habits; nutrition; work/life balance; use of tobacco, alcohol, prescription and illegal drugs);

A2.10 develop a personal health plan that promotes healthier lifestyle choices and habits.

B3. demonstrate an understanding of and apply sound nutritional practices, as described in Canada's Food Guide;

B1.1 demonstrate an understanding of and perform proper hand-washing techniques to prevent transmission of disease (e.g., preventing the spread of rhinovirus and/or conjunctivitis);

B1.2 describe a variety of health care instruments and equipment and demonstrate the ability to use them correctly (e.g., thermometer for body temperature, stethoscope for heart rate and respiration, EpiPen™ for immediate treatment of allergic reaction);

B1.3 demonstrate an understanding of and apply safe procedures for preparing, handling, and storing food in order to reduce or eliminate contaminants (e.g., bacteria, viruses, fungi, parasites) and prevent disease (e.g., salmonella or E. coli infections).

B3.1 identify the major topics covered by Canada's Food Guide (e.g., food groupings, food guide servings, nutritional labelling information), and describe the information that can be obtained from the guide and related resources (e.g., Eating Well with Canada's Food Guide; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

B3.2 perform a personal dietary analysis and suggest changes to personal dietary habits, using criteria presented in Canada's Food Guide (e.g., portion size and caloric intake);

B3.3 design a menu that is suited to the needs of children or adolescents at a particular stage of development, that uses foods from the four food groups of Canada's Food Guide, and that is appropriate to the needs of a specific cultural group.

C1.2 describe the impact of health-related choices on the environment, and create a plan for improving personal health and fitness that also benefits the environment (e.g., walking or biking rather than driving; eating more locally produced fruits and vegetables and less meat and processed food).

C2.1 identify current child and adolescent health issues from recent media coverage (e.g., lack of exercise, poor diet, and child obesity; adult alcoholism and fetal alcohol syndrome; poverty and malnourishment);

D1.2 comply with legislation, regulations, and standards pertaining to health and safety in the workplace;

D1.3 demonstrate an understanding of and apply safe procedures for the use of tools and equipment, as outlined in safety manuals, operating instructions, and institutional requirements;

D1.4 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

D2.1 identify career opportunities in the health care field and describe the roles and responsibilities of workers in these occupations (e.g., dentists, laboratory technologists, nurses, paramedics, recreational therapists, nutritionists, early childhood educators, massage therapists, pediatricians);

Health Care, Grade 11 University/College Preparation TPJ3M

A4. describe the relationship between lifestyle choices and personal health and well-being;

A2.10 demonstrate an understanding of visual indicators of health status that should be noted when carrying out a health assessment of an individual (e.g., skin appearance [normal, bruised, jaundiced], breathing, posture, height, weight, alertness, balance, gait, signs of malnourishment).

A4.1 identify and describe lifestyle choices that can improve a person's health and well-being (e.g., avoidance of substance use/abuse, stress management, regular exercise, prevention of dental cavities, safe use of MP3 players and cell phones, using an Aboriginal medicine wheel as a health framework);

A4.2 assess a simulated client's dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate resources (e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

A5.3 describe a variety of conventional and complementary methods of preventing and treating disease that can be combined to provide a holistic approach (e.g., prescribed and over-the-counter medication, meditation, herbal remedies, chiropractic treatment, naturopathy, massage therapy, surgery);

B3.1 demonstrate an understanding of correct hand hygiene procedures (e.g., knowing when they are required, knowing when to use hand washing rather than antibacterial sanitizers), and apply as required;

B3.2 perform common caregiving skills and techniques (e.g., bed making, bed bathing, feeding, toileting, oral care, weighing) safely and correctly, using baby and/or adult mannequins;

D1.1 identify and comply with legislation, regulations, standards, and requirements pertaining to worker safety in the health care workplace (e.g., Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS]);

D1.2 demonstrate an understanding of and apply procedures to ensure safe and productive work practices in the health care workplace (e.g., use tools and equipment safely as outlined in safety manuals, operating instructions, and institutional requirements; conduct a safety inspection or audit of a facility; use a checklist to keep track of tools and equipment);

D1.3 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

**Health Care, Grade 11
College Preparation TPJ3C**

A4. describe the relationship between lifestyle choices and personal health and well-being;

A4.2 assess a simulated client's dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate resources (e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

A4.3 identify different types of community health and social services that help people maintain active and healthy lives (e.g., community care access centres, nursing, mental health services, physiotherapy, lab services, Meals on Wheels, vision services, dental services, pharmacy services).

B3.1 demonstrate an understanding of correct hand hygiene procedures (e.g., knowing when they are required, knowing when to use hand washing rather than antibacterial sanitizers), and apply as required;

B3.2 perform common caregiving skills and techniques (e.g., bed making, bed bathing, feeding, toileting, oral care, weighing) safely and correctly, using baby and/or adult mannequins;

B3.6 demonstrate an understanding of and apply safe practices for handling, preparing, and storing food in a real or simulated care environment(e.g., use proper cooking temperatures to kill bacteria; check that clients' food tolerances, requirements, or restrictions are observed).

D1.1 identify and comply with legislation, regulations, standards, and requirements pertaining to worker safety in the health care workplace(e.g., Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS]);

D1.2 demonstrate an understanding of and apply safe procedures for the use of tools and equipment as outlined in safety manuals, operating instructions, and institutional requirements;

D1.3 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

D2.1 identify and explain the principal components of legislation pertaining to health care in Ontario (e.g., Regulated Health Professions Act [RHPA] sets the framework for regulating the scope of practice of health professions);

D2.2 describe the professional and ethical standards that health care workers are expected to adhere to (e.g., accountability, knowledge, competence, respect for patients' rights and privacy, respect for cultural and religious diversity, respect for the sanctity of life).

Health Care, Grade 12 University/College Preparation TPJ4M

B3.2 use appropriate medical aseptic procedures (e.g., hand hygiene, gloving, proper use of biohazard waste containers and handling of contaminated laundry waste, steam sterilization of equipment) to prevent the spread of pathogens;

D1.1 explain the principal components of and comply with legislation, regulations, and guidelines pertaining to the safety of the health care workplace (e.g., Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS]);

D1.2 identify potential hazards in the health care workplace (e.g., biological, chemical, radiological, and physical hazards such as body fluids, soiled linens, cleaning agents, X-rays, combative clients, and sharp objects);

D1.4 demonstrate an understanding of and apply safe procedures for the use of instruments, materials, and equipment as outlined in safety manuals, operating instructions, and institutional requirements;

D1.5 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

D3.1 assess health care career opportunities in conventional and alternative therapy fields and describe the education and/or training required for a specific career path;

Health Care, Grade 12 College Preparation TPJ4C

A4.1 demonstrate a basic understanding of disease transmission (e.g., the chain of infection) and the role of the health care provider in controlling the spread of infection (e.g., taking standard infection control precautions, such as following hand hygiene rules, sterilizing instruments and equipment, and keeping client areas clean);

B3.2 use appropriate medical aseptic procedures (e.g., hand hygiene, gloving, proper use of biohazard waste containers, safe handling of contaminated laundry waste) to prevent the spread of pathogens;

D3. demonstrate an understanding of career opportunities in conventional and alternative therapy fields.

D1.1 describe the principal components of and comply with legislation, regulations, and guidelines pertaining to the safety of the health care workplace (e.g., Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS]);

D1.2 identify potential hazards in the health care workplace (e.g., biological, chemical, radiological, and physical hazards such as body fluids, soiled linens, cleaning agents, X-rays, combative clients, and sharp objects);

D1.4 demonstrate an understanding of and apply safe procedures for the use of instruments, materials, and equipment as outlined in safety manuals, operating instructions, and institutional requirements;

D1.5 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

D2.1 identify and explain the principal components of legislation regulating the practice of health care in Ontario (e.g., Regulated Health Professions Act [RHPA] sets the framework for regulating the scope of practice of health professions);

D3.1 describe health care career opportunities in conventional and alternative therapy fields and the education and/or training required for a specific career path;

Child Development and Gerontology, Grade 12 College Preparation TOJ4C

A3. demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults;

A2.2 demonstrate appropriate hand hygiene techniques and explain the importance of hand washing to prevent disease transmission;

A3.3 explain the benefits of good nutrition and well-balanced meals to overall health and well-being, in relation to age and stage of development;

B1. create appropriate meal plans to enhance the well-being of children and older adults;

B4. demonstrate appropriate use of techniques and practices required to assess and meet the physical needs of children and older adults;

B1.1 summarize information about the essential nutrients (e.g., create a chart listing the sources and functions of essential nutrients) and explain their importance in a balanced diet for children and older adults;

B1.2 design an appropriate meal plan for a child and an older adult, using relevant resources (e.g., Eating Well with Canada's Food Guide [2007], Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

B1.3 design a meal plan that addresses the nutritional needs of clients who have special dietary requirements because of health-related problems (e.g., heart disease, diabetes, allergies or intolerances), physical limitations (e.g., resulting from arthritis), and/or religious or cultural background.

B4.1 use correct techniques for taking care of children and older adults (e.g., when feeding, bathing, lifting and transferring, toileting, and providing skin care such as washing, drying, and applying protective skin products);

B4.6 demonstrate the correct use of safety devices (e.g., grab bars, wheelchair, Zimmer frame, high chair, safety gate, car seat) when caring for children and older adults;

B4.7 demonstrate practices and the use of aids that protect the safety of children and older adults (e.g., place safety locks on cabinets, cover electrical outlets, remove sharp objects, cover sharp corners and edges, tuck in blind cords, use Velcro closures on shoes, provide non-skid mats, ensure proper lighting, provide appropriately designed cooking utensils for arthritic clients).

D1.4 identify, on the basis of research, hazards that can affect the safety of children and older adults (e.g., absence of fire extinguishers and/or fire alarms, lack of information about food or medication allergies, improper household chemical storage, extreme water temperatures);

D1.5 explain the importance of proper labelling of hazardous materials (e.g., to protect against ingestion of hazardous products).

**Health Care: Support Services, Grade 12
Workplace Preparation TPJ4E**

A3. identify relationships between lifestyle and the health of individuals;

A3.2 describe how lifestyle choices (e.g., amount of sleep, dietary and exercise habits, substance use and abuse) can affect an individual's health and well-being.

A5.1 compare conventional and complementary approaches to health care in terms of the therapeutic approaches used (e.g., pharmaceutical medications versus herbal/natural remedies) and the types of practitioners offering the services (e.g., physicians versus homeopaths or Aboriginal healers);

B3.1 demonstrate an understanding of correct hand hygiene procedures (e.g., knowing when they are required, knowing when to use hand washing rather than antibacterial sanitizers), and apply as required;

B3.5 demonstrate an understanding of and apply safe practices for handling, preparing, and storing food in a real or simulated care environment (e.g., use proper cooking temperatures to kill bacteria; check that clients' food tolerances, requirements, or restrictions are observed);

D1.1 identify and describe legislation and sources of information pertinent to worker safety in the health care workplace (e.g., Occupational Health and Safety Act [OHSA], Workplace Hazardous Materials Information System [WHMIS]);

D1.4 use protective clothing and equipment as required to keep themselves and others safe and free from harm.

D4.1 identify career opportunities in the health care field and describe the education and/or training required for entry into these occupations;