

IPPE

INTEGRATED POST PRIMARY EDUCATION PROGRAMME

COOKERY

Module 1

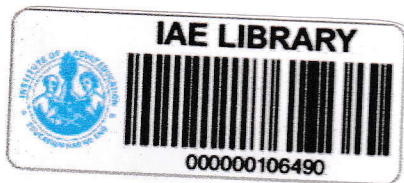
Making Working Environment Safe



Institute of Adult Education
Integrated Post Primary Education Programme

COOKERY

Making Working Environment Safe



UNICEF Integrated Post Primary Education Programme



P. O. Box 20679,
Dar es Salaam,
Bibi Titi Mohamed Street,
Tanzania.

Fax: +255 22 2150836
E-mail: info@iae.ac.tz
Website: www.iae.ac.tz

© First Edition 2011

ISBN 978-9987-11-038-4

All rights reserved. No part of this publication may be reproduced in any form or any means, in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without the written permission of the Institute of Adult Education.

Acknowledgements

This module '**Making Working Environment Safe**' is an outcome of concerted efforts of various experts from within and outside the Institute of Adult Education (IAE). The IAE profoundly acknowledges the valuable inputs of them all for devoting their time and resources untiringly to ensure effective preparation of this module.

Special thanks are extended to the United Nations Children's Fund (UNICEF) for financial and technical support. Distinctive thanks go to the IPPE team led by Ms Leonia Kassamia (IPPE coordinator) guided by Dr. Wilberforce Meena. Much gratitude are extended to Dr. Fidelice Mafumiko (Deputy Director – Academic, Research and Consultancy) for his closer supervision to ensure that, the work is done effectively.

Sincere thanks goes to Mr. Eric Samba for guiding editorial work and Ms. Aneth Katefu who provided valuable secretarial services. Specifically, sincere appreciations and recognition for insightful and critical contributions are extended to the following writers of this module:

Mr. Peter Mangare	Njuweni Institute of Hotel Management
Mrs. Rhoda Sanga	VETA - Moshi
Mrs. Vick Mushi	Retired officer - MOEVT
Fatma Jongo	Editor

Director
Institute of Adult Education

Contents

About this module	1
How this module is structured	1
Module overview	3
Welcome to making working environment safe module	3
Introduction	3
General competence	3
Study skills	4
Do you need help?	5
Unit assignments	5
Getting around this module	6
Margin icons	6
Unit 1	7
Maintaining personal hygiene	7
Introduction	7
Learning Outcomes	7
Glossary	7
Personal hygiene and its importance	7
Ways of maintaining personal hygiene	8
Tools and materials used for maintaining personal hygiene	9
Unit reflection	10
Unit assignment	11
Unit 2	12
Maintaining food hygiene	12
Introduction	12
Learning Outcomes	12
Useful terms	12
Meaning of food hygiene and its importance	12
Food hygiene not only keeps away germs, but also makes a person feel comfortable and enjoy the food	13
Food poisoning and its causes	13
How bacteria enter the food	13
Rules on food hygiene	14
Preventing food poisoning	14
Tools and equipment for storing food	15

Unit reflection	18
Unit assignment	18
Unit 3	19
Cleaning the kitchen and storage area	19
Introduction	19
Learning Outcomes.....	19
Useful terms	19
Meaning of kitchen cleanliness	20
Importance of cleaning the kitchen and storage area	20
The kitchen	20
Rules for keeping kitchen and store clean.....	20
Tools and materials for cleaning the kitchen.....	21
Unit reflection	23
Unit assignment	23
Unit 4	24
Dealing with accidents in the kitchen	24
Introduction	24
Learning outcomes	24
Meaning of Accidents	24
Common accidents in the kitchen and their causes.....	24
Causes of accidents	25
First Aid.....	26
Giving first aid to a person who has been cut	27
Giving first aid for burns or scalds.....	27
Giving first aid to a victim of electric shock.....	28
Preventing accidents in the kitchen	29
Unit reflection	30
Unit assignment	30
References	31

About this module

Safe and Healthy Working Environment has been produced by the Institute of Adult Education. All Modules produced by the Institute of Adult Education are structured in the same way, as outlined below.

How this module is structured

The course overview

The module overview will help you determine:

- If the module is suitable for you,
- What you can expect from the module and
- How much time you will need to complete the module.

The overview also provides guidance on:

- Study skills,
- Where to get help,
- Course Unit assignments,
- Activity icons and
- Units.

We strongly recommend that you read the overview carefully before starting your study.

The course content

The course is broken down into units. Each unit comprises:

- An introduction to the unit content,
- Learning outcomes,
- Glossary,
- Core content of the unit with a variety of learning activities,
- Unit reflection and



About this module

- Unit assignments.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these may be books, articles or web sites.

Your comments

After completing practicing making working environment safe and health module, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course.

Your feedback might include comments on:

- Module content and structure,
- Module reading materials and resources,
- Module Unit assignments,
- Module assessments,
- Module learning hours,
- Module support (assigned tutors, technical help, etc).

Your constructive feedback will help us to improve and enhance this course.

Module overview

Welcome to this Module: Making Working Environment Safe

Introduction

This module is composed of four units, which are: *maintaining personal hygiene, maintaining food hygiene, cleaning the kitchen and storage area and dealing with accidents in the kitchen.*

General competence



After completing this module, you should be able to apply health and safety measures in your working environment.

Study skills



As an out of school learner your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

<http://www.how-to-study.com/>

The “How to study” web site is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading text books, using reference sources, test anxiety.

<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the web site of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a “where does time go?” link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills (“remembering”).

<http://www.howtostudy.org/resources.php>

Another “How to study” web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated and developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing, these web links were active. If you want to look for more go to www.google.com and type “self-study basics”, “self-study tips”, “self-study skills” or any other statement similar to that.

Do you need help?



Dear learner, in the course of your study, you may need help in various issues such as the location and how to get support from resource centres, clarification of various issues pertaining to your study materials (modules) and so on. If this happens, you are advised to ask for the help from your centre coordinator or facilitator, you can also visit the website of the Institute of Adult Education which is www.iae.ac.tz or ask for help by using phone no +255 22 2150836

Unit assignments
























After each unit, you will be required to attempt one unit assignment. These are not meant for submission rather for reflection on what you have learned in the whole module. You will also be given tests and assignments for submission as you will be guided by your module facilitator. You will also sit for mock examinations to accomplish your continuous assessment.

Getting around this module

Margin icons

While working through this module you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this module a complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
Activity	Assessment	Unit assignment	Case study
			
Discussion	Group activity	Help	Note it!
			
Outcomes	Reading	Reflection	Study skills
			
Computer-Based Learning	Terminology	Time	Tip
			
Objectives	Audio	Video	Feedback
			
Basic Competence	Answers to Assessments		

Unit 1

Maintaining personal hygiene

Introduction

Dear learner, the main focus of this unit is to enable you to maintain personal cleanliness before handling and cooking food. This unit has six sections which are: the meaning of *personal hygiene and its importance*, *ways of maintaining personal hygiene*, *tools and materials for maintaining personal hygiene*.

Learning Outcomes



Upon completion of this unit you should be able to:

- Explain the meaning of personal hygiene,
- explain the importance of personal hygiene,
- Describe the key points to be considered in order to maintain personal hygiene,
- identify tools and materials used in maintaining personal hygiene,
- observe personal hygiene and
- Clean and store tools and materials used in practicing personal hygiene.

Glossary

*Germ*s: organisms which cause diseases.

Mannerism: a way of behaving.

Nail cutter: a tool used for cutting nails.

Personal hygiene and its importance

What comes in your mind when you hear the term personal hygiene?

Suppose you are told to eat food prepared by any of the following persons. One has long and uncombed hair, his/her mouth gives bad breath, his/her finger nails long and dirt and his/her body gives out bad smell. The other one has well kept hair, clean teeth and fresh breath, short and clean fingernails and his/her body smells nicely. Of the two persons above, whose food will you prefer to eat? Why? do you think you need to maintain personal hygiene?



Personal hygiene is the practice of keeping oneself clean. This practice is important especially for people who handle food because it helps to prevent germs from getting into the food we eat.

Ways of maintaining personal hygiene

For you to maintain personal hygiene, you should observe the following:

Bathing

It is important for you to take a bath before working in the kitchen in order to remove germs found on our bodies. These germs can enter the food and make us sick.

Teeth and mouth

Mouth can contain a lot of germs that can attack the food or cooking tools. You should brush your teeth by using tooth brush and tooth paste at least twice a day. Clean mouth also gives fresh breath. Therefore customers will not be annoyed when you serve them.

Hands and finger nails

Hands and finger nails can spread germs into the food. Finger nails should always be kept short. Hands should be washed with soap and water before preparing food and after visiting toilet.

Hair

You should cover your hair when handling food because hair may drop in the food. When hair is taken with food, it may enter breathing system, it may cause health problems.

Clothes

Dirty clothes may carry germs. They also make you smell badly and make those who eat the food to feel uncomfortable. You should always wear clean clothes and shoes every time you prepare, cook and serve food.

Illness/Sickness

Do not prepare or cook food if you are suffering from communicable diseases such as diarrhea, typhoid or TB. This is because, the food may catch germs and make others sick.

Mannerism

Observe the following when preparing food;

- Avoid putting your fingers into your mouth, nose or ears.
- Cover your mouth when sneezing or coughing

- Never tick your fingers
- Cover cuts or sores with a plaster
- Avoid scratching yourself.



Why do you think it is important to observe each of the above points? Discuss the importance of each of the above practices with your colleagues and share the observations with your teacher.

Tools and materials used for maintaining personal hygiene

Every day you use some tools to make yourself neat. Which tools do you use? The following is the list of some of the tools which you can use to keep yourself clean: nail, cutter, hair brush, tooth brush, razor blade and comb.



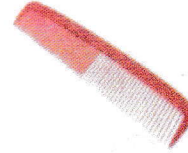
Nail cutter



Hair brush



Nail scissors



Comb



Tooth paste



Tooth brush

Figure 1: Some tools for maintaining personal hygiene



Activity: Practicing personal hygiene

Requirements: Razor blade, tooth brush, tooth paste, body oil or lotion, soap and water.

1. Cut your finger nails short and clean them. Do the same with your toe nails.
2. Brush your teeth with tooth brush and tooth paste. Then rinse with clean, safe water.
3. Prepare some water, soap and wet your body with water and apply soap. Slowly clean your body with a brush or soft material to remove dirt.
4. Rinse thoroughly with clean water. Then dry your body with a clean towel.
5. Apply your body with a body lotion and mild deodorant if available. Wear clean clothes and shoes.
6. Clean and store properly all tools you used.



Always keep on maintaining personal hygiene while you work with cooking environment.

Unit reflection



You are coming to the end of this unit. You have learned about how to maintain personal hygiene to ensure food safety. In the course of your learning:

- What new knowledge did you get?
- What do you think are the most important points you learned in this unit? Why are they important?
- What made you enjoy this unit?

Now you know the importance of personal hygiene in preparing food. In the next unit, you will learn about food hygiene and its importance in ensuring food safety.

Unit assignment



You have come to the end of this unit. Do the following questions to assess yourself before going to the next unit. If you cannot answer most of the questions please repeat the unit.

1. Why do you think it is important to cut your finger nails short?
2. Which part of your body do you think bacteria prefer to hide most?
3. Why should a person be encouraged to maintain personal hygiene before handling food?
4. Suppose you do not have a nail cutter, or a modern tooth brush and a tooth paste, what things will you use in order to maintain personal hygiene?

Unit 2

Maintaining food hygiene

Introduction

This unit will provide you with the knowledge on how to handle food properly so that you prevent germs from attacking the food and cause health problems. The unit has six sections which are: *Meaning of food hygiene and its importance, food poisoning, and its causes how bacteria enter the food, rules on food hygiene and tools and equipment for storing food.*

Learning Outcomes



Upon completion of this unit you should be able to:

- explain the meaning of food hygiene,
- describe the importance of maintaining food hygiene,
- explain meaning of food poisoning,
- mention major causes of food poisoning,
- describe points to consider in order to prevent bacteria from entering food,
- identify tools and equipments used for food storage and
- observe food hygiene.

Useful terms

Food poisoning: an illness of the stomach caused by eating food that contains germs.

Left over's: food that remains at the end of a meal, and can therefore be eaten later.

Meaning of food hygiene and its importance

How would you feel to see food being prepared, cooked and served in dirty conditions? Given such food, would you eat and enjoy it?

In previous lesson, you learned that if food is not handled properly, it can be a source of diseases. Therefore it is important to ensure that a cook is clean, a kitchen is clean and everything that it used during cooking food is clean.

Food hygiene is therefore a condition of keeping food clean and safe during preparing, cooking, serving, storing and eating.

Food hygiene not only keeps away germs, but also makes a person feel comfortable and enjoy the food.

Food poisoning and its causes

Have you ever eaten something and after some time, you got stomach discomfort, vomit or even diarrhea? That condition is called *food poison*. Food poisoning is a sickness caused by eating food or taking a drink that contains germs called *bacteria*. Food poisoning can be less dangerous but sometimes it can be serious and may even cause death. Milk, meat, fruits, vegetables and uncovered foods can catch bacteria more easily and cause food poisoning.

A person suffering from food poisoning may experience the following: vomiting, diarrhea, fever, headache, cramp and great weakness. The attack may last for a few hours only or for several days.

How bacteria enter the food

How do you think bacteria enter the food? Bacteria are found everywhere: in air, water, soil, surfaces, animals and human bodies. Bacteria can enter the food through:

- Water when washing vegetables or fruits with dirty water,
- Dirty hands,
- Dirty dishes and
- Flies, cockroaches, rats and domestic animals when they touch food.

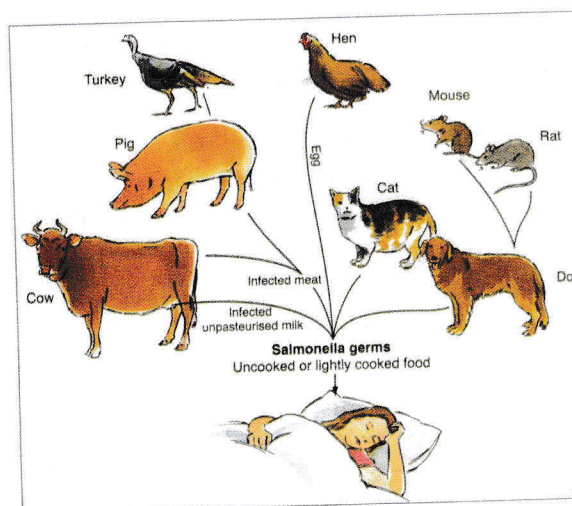


Figure 2: Most likely foods that can be attacked by bacteria

Rules on food hygiene

For you to be able to maintain food hygiene, you should observe the following:

- Food must not be touched with dirty hands.
- Food must be prepared on clean surfaces and by a clean person.
- Food must be protected from flies, mice/rats and domestic animals.
- Working surfaces should be cleaned before and after each food preparation.
- Food must be prepared, cooked and served in clean pots, dishes/containers.
- Food should be cooked while fresh.
- Cooked food must be eaten while hot.
- Cold cooked food must be stored in a refrigerator.
- Waste should be disposed off properly in clean bins with fitting lids.

Preventing food poisoning

Food poisoning should be prevented in every step from preparing, cooking, serving and eating to storing. The following practices will help you prevent food poisoning:

- Always wash hands with clean water and soap before eating or handling food.
- Wash fruits and vegetables well and with clean and safe water before eating or preparing them.

- Eat food that is properly cooked.
- Do not eat food that looks or smells different from normal.
- Heat left overs before you eat them.
- Cover food to keep out of flies.



Discuss how each of the above practices helps in preventing food poisoning.

Tools and equipment for storing food



At some point at home, you need to keep the food you have cooked warm. Sometimes you need to keep fruits, vegetables and meat for future use. You also need to store some cereals like rice, beans or flour.

- What tools or equipment do you use to keep food warm, keep fruits and vegetables fresh and store cereals for future use?
- How does each tool or equipment differ from the other?

Your list may include the following:

Refrigerator



Figure 1: A refrigerator

Refrigerators are equipments used to store food temporarily. Refrigerators have low temperature therefore slow down growth of germs like bacteria. You can refrigerate food such as milk, juice, fresh fruits and vegetables.

Freezer

Freezers are equipments which store food at very low temperatures. Freezers stop growth of germs in the food. You can freeze foods such as chicken, fish and meat.



Figure 2: A freezer

Plastic bags

Are used to store food and prevent entry of germs. Can you think of food stuffs that can be stored in plastic bags? List them and discuss with your colleagues.

Hot pots

These are tools which can store food only for a short time. Hot pots prevent food from getting cold. They also prevent entry of germs.

Plastic food containers

They store food so that it can be kept in a refrigerator. They can also be used to store dry foods such as biscuits, roasted groundnuts and cashew nuts.

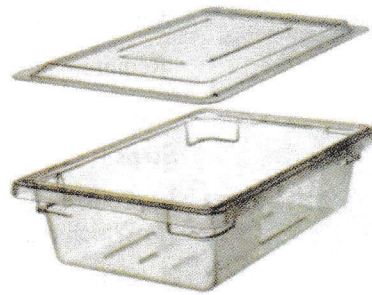


Figure 3: Plastic food containers

Buckets and pots

Which tools do you use to store food such as flour, rice or beans in your home? You can use buckets or pots to store dry food and cereals.

Aluminum foil

For covering or storing food for a short time. When food is properly covered with aluminum foil, it prevents entry of germs.

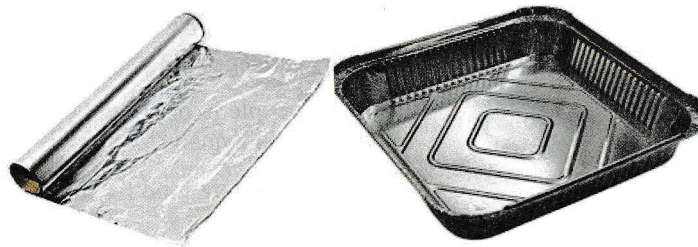


Figure 4: Alluminium foil

Cling film

Also called *plastic wrap* or *food wrap*. Cling film is a thin plastic film used for sealing food items in containers to keep them fresh over a longer period. Salads, fruits and vegetables can be stored in this way and kept in refrigerators.



Activity: Observing storage tools/equipment at home

Requirements: A notebook and a pen

Steps

1. Look around the kitchen or store. Which things do you find? Which tools or equipment you use for storing food?
2. Compare storage tools/equipment found in your home to those you have just learned in this unit.

Unit reflection



You are coming to the end of this unit. You have learned about food hygiene. Therefore you can now practice food hygiene for safety and health of those who will eat that food. In the course of your learning;

- What new knowledge did you get?
- Which part did you enjoy?
- Which challenges did you face?
- How do people in or around your home prepare food? Do they practice food hygiene?
- How do they store food for future use?

Unit assignment



You have come to the end of this unit. Do the following questions to assess yourself before going to the next unit. If you cannot answer most of the questions, please repeat the unit.

1. Why should food be handled in clean conditions?
2. List the areas where bacteria which cause food poisoning can be found.
3. How do bacteria get into food?
4. Which foods are fast attacked by bacteria?
5. Suppose in your area there are people running restaurants or cafes without observing food hygiene. What will you tell them so that they observe food hygiene?
6. Why should stored food be re-heated in correct temperature before eating?
7. How will you ensure that you keep bacteria away from entering food?

Unit 3

Cleaning the kitchen and storage area

Introduction

The main focus of this unit is to enable you to clean kitchen and keep storage area in the right way. This unit has six sections which are: *useful terms, meaning of kitchen, cleanliness, importance of cleaning the kitchen and storage area, the kitchen, rules for keeping kitchen clean and tools and materials for cleaning the kitchen.*

Learning Outcomes



Upon completion of this unit you should be able to:

- Mention different kitchen areas,
- Explain the importance of cleaning the kitchen and storage areas,
- Identify tools used for cleaning the kitchen and storage areas,
- Clean the kitchen and storage areas properly,
- Store cleaning agents/chemicals properly and
- Clean and store all tools used for cleaning the kitchen and storage areas.

Useful terms

Blisters: a swelling on a skin caused by a burn and which contains liquid.

Pad: a soft material made of cloth or cotton wool that is used to cover wounds.

Victim: a person who suffers because of an illness or accident.

Meaning of kitchen cleanliness

Which things do you think can make the kitchen and storage areas look dirty? How does a clean kitchen look like?

How would you feel preparing and cooking food in dirty and poorly arranged kitchen? Will it be easier for you to sight a tool or food material you want to use in the kitchen from the store? How will you define kitchen cleanliness?

Kitchen cleanliness is keeping of all kitchen areas, tools and equipment used in the kitchen, clean and in a good arrangement.

Importance of cleaning the kitchen and storage area

Why do you think it is important to keep a kitchen and store clean?

We must keep the kitchen and storage area clean because:

- It becomes easier to move around and locate things.
- It prevents accidents.
- It keeps away flies and mice, therefore prevent food poisoning.
- It makes a cook feel comfortable.

The kitchen

Certainly, you have a kitchen in your home. What things are found in your kitchen? Do all kitchens look alike? How will you define the term kitchen?

Kitchen is a room in which food is prepared, cooked and served and in some cases, it also contains storage facilities.

Preparation and cooking of food involve the use of various kitchen areas which need to be kept clean and tidy all the time.

Kitchen cleanliness should always cover the roof, floor, shelves, cupboard, sinks drawers and food store. The cleaning method may include sweeping, moping, dusting and scrubbing.

Rules for keeping kitchen and store clean

For you to be able to keep your kitchen and store clean, you should observe the following.

- Do not leave anything that will attract flies such as fruit peels.
- Clean working surfaces immediately after you have finished cooking.
- Wipe away at once food that has been spilt on the working surface or floor.



- Kitchen utensils must be washed with soap and clean water, dried and kept in the cupboard.
- Sweep and mop the floor every day.
- Wash kitchen towels daily and iron them.
- Arrange the food store at least once per week.
- There must be a plentiful supply of hot water and soap available in the kitchen.
- Clean the sinks all times.
- All food materials used in the kitchen should be stored and prepared in a hygienic manner.
- Shelves, cupboard, and drawers should be wiped at least once a week.
- Dustbins should be covered with fitting lids.

Tools and materials for cleaning the kitchen

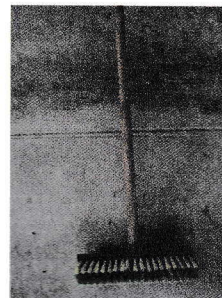
What do you think will be the right tools to use in cleaning the kitchen? Try to list them down and your list may include the following:

- Buckets
- Mop and mop bucket
- Brooms
- Dust pan
- Scrubbing brush
- Dusters
- Dust bin
- Cobweb brooms

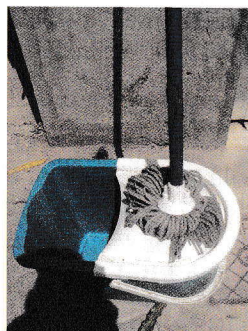
Unit 3 Maintaining food hygiene



Bucket



Broom



Mop and bucket



Dust bin



Dust pan



Cobweb

You will also need soap, disinfectants and water.

Activity: Cleaning the kitchen

Requirements: cleaning tools, soap, water and disinfectant



Steps

1. Clear working surfaces and dispose of waste properly.
2. Wipe surfaces with a damp (moist) cloth.
3. Wash all dishes with soap. Rinse with clean water and dry them with clean cloth. Store them in cupboards or appropriate place
4. Sweep the floor, pour soapy water and scrub with a brush.

5. Dry the floor and remove cobwebs on the roof and around corners.
6. Wash the tools and store them.

Unit reflection



You are coming to the end of this unit. You have learned about how to keep a kitchen and store clean and tidy. Therefore you can now keep your kitchen and store clean and tidy. In the course of your learning;

- What new knowledge did you get?
- Which part did you enjoy?
- Which challenges did you face?

Unit assignment



You have come to the end of this unit. Do the following questions to assess yourself before going to the next unit. If you cannot answer most of the questions please repeat the unit.

1. Why kitchen and storage areas should be kept clean?
2. What are the useful tools and materials you should use in cleaning the kitchen?
3. How do you keep the storage area clean and tidy?
4. Why do you think it is important to clean surfaces and floor immediately after the food spills on them?
5. Why are you advised to use hot water when cleaning kitchen surfaces?
6. Do you know any cleaning detergents to be used for kitchen cleanliness? Name 2.

Unit 4

Dealing with accidents in the kitchen

Introduction

Dear learner, the purpose of this unit is to introduce you to the types of accidents in the kitchen and how to prevent or deal with them. You will also learn how to give first aid to various victims. This unit has three sections which are: *common accidents*, *causes of accidents* and *first aid*.

Learning outcomes



Upon completion of this unit you should be able to:

- Explain the meaning of accident,
- Mention causes of accidents in the kitchen,
- Describe common accidents occurring in the kitchen,
- State how to prevent accidents in the kitchen and
- Give first aid to a variety of victims of accidents.

Meaning of Accidents

Have you ever seen accident happening in the kitchen? What was it? Have you ever cut yourself? How did it happen? All those are called *accidents*. Can you define what an accident is?

Accident is an event or situation which happens without planning in which a person is injured or something is damaged. Accidents can occur anytime, anywhere and to anybody.

Common accidents in the kitchen and their causes

Common accidents

The following are the most common accidents that occur in the kitchen.

1. **Cuts:** accidents caused by cutting with a knife or sharp tool/object like cut edges of tins or pieces of broken glass.
2. **Burns and scalds**
 - Burns are caused by touching hot dry materials such as cooker, hot frying pan and pots.

What do you think are the most causes of accidents in the kitchen?

- Scalds are caused by hot wet liquids such as porridge, tea and soup.
- 3. **Falls** are caused by slippery floor or spills. For example if porridge or soup spills on the floor and you accidentally step on it, you may slip and fall. Wet floors may also cause a person to slip and fall. Can you think of other things which may cause a person to fall in the kitchen?
- 4. **Fires:** fire may occur while cooking, especially by frying. If it is not controlled it can cause things in the kitchen to catch fire.
- 5. **Electric shock:** this may occur when there is a problem in electrical appliances such as a cooker or in the switch.

Causes of accidents



Activity: To find out causes of accidents

Steps

1. Read the following passage.

Kuki was preparing a breakfast. He put a pan of milk on a stove and left it to boil. While waiting for the milk to cook, he started making a salad. Suddenly, he felt a burning smell. The milk spilled on the floor. He quickly dropped the knife and jump to the stove. The knife fell on his foot. After he had removed the milk pan from the stove, he stepped on the poured milk and fell. When he was checking on his legs he realized that he had also cut himself with a knife.



2. Discuss the following questions:

- Mention 3 accidents that occurred to Kuki.
- What are the causes of such accidents?
- What would you do to prevent such accidents?
- Mention any other causes of accidents you know.

The following are some of the causes of accidents:

Carelessness

This is when people do not pay attention to what they are doing. For example leaving a cooking pot unattended, leaving on a cooker

or removing cooking pots with bare hands. Also, accidents are likely to happen when people's mind are out of the work they are doing.

Slippery floor

When there are spills of food or when the floor is wet or peelings of vegetables or fruits are left on the floor, a persona may step on them and fall.

Electric faults

Sometimes there might occur electrical faults which may cause fire or damage to the tools.

Wearing loose clothing

Wearing loosely fitted clothing while cooking may cause them to catch fire. Loose long sleeves may even stuck on a pan handle and spill boiling food. This may cause burns to a cook or any person around.

First Aid

What comes in your mind when you hear about the term first aid?

Have you ever given or been given first aid? What kind of treatment did you give or receive?

First aid is an immediate and minor treatment given to the injured person before visiting or being taken to a doctor. *First aid box* or *kit* is a box which contains first aid items. Remember that you should give first aid in the area where the accident occurred.



Activity 1: To find out components of a first aid kit

Requirements: A first aid kit, a notebook and a pen.

Steps:

1. Visit a dispensary or a school. You can also visit websites.
2. Talk to a person concerned with the first aid e.g. a doctor, a nurse, a first aider or a store keeper.
3. What are the components of a first aid kit? Write down your results as shown in the table below.

Item	Uses
1.	
2.	

Although accidents can be prevented, they can still occur. When accidents occur, you should be able to give first aid immediately. This is because, first aid:



- Relieves pain and saves lives,
- Prevents further injuries and
- Reassures the victim.

Giving first aid to a person who has been cut

Cutting with a knife or sharp object may cause bleeding. Bleeding can be light (not very serious) or heavy (very serious). For light bleeding, do the following:

1. Place a victim in a resting position.
2. Raise the injured part and place it on something (e.g. on a chair or table). This helps to stop bleeding.
3. Wash the injured part and dry it with a gauze or clean piece of cloth.
4. Cover the injured part with a bandage, sterile plaster or clean soft piece of cloth.

For heavy bleeding:

1. Repeat step 1 -3 above, then do the following:
 - Gently press the side of the wound firmly to stop bleeding.
 - Put a bandage or clean piece of cloth on the wound and cover it with a pad and hold it tightly with a bandage.
2. If bleeding does not stop, take the victim to hospital.

Giving first aid for burns or scalds

You should know the degree of burns before giving first aid. Burns are of 3 types.

First degree burns

These are minor burns. They may cause mild swelling and pain. For this kind of burns, do the following:

1. Apply cool clothes or dip a burnt area in cold water in order to cool it. You can also let running water to run until the affected area is cooled of.
2. If necessary, cover the affected part with a clean pad.

Second degree burns

These are deep and form blisters. They also form swelling and are painful. For this type of burns:

1. Deep a cloth in cold water and put it on affected area. If necessary, cover the area with a clean piece of cloth, leave it loosely (do not tight). Why?
2. Raise the affected area (if the burn is on legs or hand) so as to improve blood circulation. Do not break the blisters. Why? Breaking blisters causes a lot of pain and germs may enter the wound.
3. Take a victim to hospital.

Third degree burns

These are very serious and very deep burns which involve deep layer of the skin and even internal parts of your body. This type of burn needs immediate medical care and can even cause death. For this type of burns, do the following:

1. Do not apply anything to the affected area. Do not remove any cloth on the burn. Do you think why?
2. Using a bandage or clean, dry cloth, cover the area and quickly take a victim to hospital. Note that a piece of cloth for covering the burn should be made of cotton.

Giving first aid to a victim of electric shock

Before learning about first aid to a victim of electric shock, you should observe the following:

- Never touch a victim with your bare hands. This is because, the victim's body is still in contact with electric current. Therefore you might be shocked as well.
- Do not stand near the area until the current is switched off.
- Do not switch on or operate the tool until the problem is fixed.

Give the first aid as follows:

1. Turn off the main switch if you can. If it is not possible, move a victim from the electric current using a dry bar made of wood or plastic. Never use a metallic bar, why?
2. Do not move the victim unless it is very necessary. Lay the victim down. If she/he is not conscious but is breathing, place him/her on his/her side to prevent air blockage.

3. If a victim is not breathing, give a mouth to mouth breathing by placing your mouth close to his and breathe into his/her mouth.
4. Cover the victim with a blanket or piece of cloth to keep his body warm. Keep his/her head lower than the rest of the body.
5. Take the victim to hospital.

Preventing accidents in the kitchen

Now that you have learnt about common accidents and their causes, can you suggest ways to prevent accidents in the kitchen?



Activity 2: To find out ways of preventing accidents in the kitchen

Requirements: A list of common accident and their causes, a notebook and a pen.

Steps:

1. Read common accidents and their causes as you learned in previous sections
2. In a tabular form, write a cause on one column and a preventing measure on the other column. See the table below.

Preventing accidents in the kitchen

Causes	Preventive measure
1. Carelessness e.g. unattending a cooking pot	You should be careful, e.g. watch a cooking pot until the food is cooked.
2. Wearing loose clothing	
3. Slippery floors	
4. Electric faults	

3. Fill the table and discuss it with your friend or course tutor.

Unit reflection



You are coming to the end of this unit. You have learned about common accidents, ways to prevent them and how to give first aid to victims of various accidents. Therefore you can now practice. In the course of your learning;

- Did you find anything new in this unit? What was it?
- Which part interested you more?
- Does this unit have any point that you need more explanation?

Unit assignment



You have come to the end of this unit. Do the following questions to assess yourself before going to the next unit. If you cannot answer most of the questions, please repeat the unit.

1. What are the common causes of kitchen accidents in your working area?
2. Why do you think is important to have first aid kit in your kitchen?
3. Why should you know the causes of accidents in the kitchen or cooking area?
4. List down the items found in a first aid box.
5. Select one accident, explain its cause or causes. How will you help a victim of such an accident and how will you advice him/her on how to avoid such kind of accident in the future?

References

- Alfred (1985). Integrated Food Science and Technology
- Ceserani V, Kinton R. and Foskett D. (2004). Theory of Catering 10th edition by Hodder and Stoughton Ihekoronye
- Ceseran V, et el (2000) Ninth edition practical cookery by Hodder and Sloughton
- Tanzania Institute of Education, 1993, Child Care and Home Nursing, Pritcare, Dar es Salaam
- Oxford University Press (Tanzania) (2010). Biology for Secondary Schools, Form 1 & 2, Dar es Salaam
- Alice Taabu (2001) Mke Nyumbani Alice Taabu's Cookery Book. Kenway Publications: Nairobi.

