

Agenda:

- Opening (15 minutes) (page 1)
- Activity 1: Deisy's Story (15 minutes) (page 1)
- Activity 2: Kitchen Affirmations (15 minutes) (page 2)
- Activity 3: Kitchen Superhero Characteristics (45 minutes) (page 3)
- Break (15 minutes)
- Activity 4: Secret Superpower (15 minutes) (page 4)
- Activity 5: Kitchen Sanitization Schedule (15 minutes) (page 4)
- Activity 6: Kitchen Cleaning Superhabits (20 minutes) (page 5)
- Closing (15 minutes) (page 6)

Materials

- Appendix 1: Deisy's Story (page 7)
- Appendix 2: Deisy's Images (page 9)
- Appendix 3: Kitchen Superhero Qualities (page 11)
- Appendix 4: Cleaning Kit Contents (page 12)
- Flipchart paper and markers
- Posters: One printed copy of each poster per school kitchen or per participant, depending on available resources (Poster: *Kitchen Superheroes* and Poster: *Secret Superpower*)
- Sets of task cards: One printed and laminated set per school kitchen
- Task chart: One printed and laminated task chart per school kitchen
- Stickers: Several stickers per school kitchen or per participant, depending on available resources.

Preparation

Before the session, the organizers should ensure they have printed out enough posters, stickers, task charts, and sets of task cards so that each school kitchen group can take their copies with them.

The cards should be printed on both sides and laminated. We suggest punching a little hole in the corner of each card so that the set can be hung on a ring to make it easier to store and refer to.

The organizers of the session should put together at least one cleaning kit ahead of time, to show the participants. Depending on the resources available from the program and budget, you could put together one kit per participant or several kits per school kitchen.

3 hours
in total



Lesson Plan

School Kitchen Superheroes

Learning Outcomes

By the end of this session, participants will be able to:

1. Explain the importance of their work
2. Illustrate the qualities of an excellent kitchen worker
3. List proper personal protection and hygiene items
4. Explain what items should be included in a cleaning kit, and how to use them
5. Evaluate kitchen cleanliness and determine which cleaning activities are required
6. Fill out a schedule for kitchen cleaning tasks

15 minutes

Opening



1. Introduce the facilitators and your organization.
2. Introduce the workshop.
 - This workshop covers topics related to hygiene in school kitchens.
 - It will take 3 hours altogether.
 - This workshop is participatory. There will be several activities in small groups.
 - Everyone in this room has things they can learn and they can teach, including the facilitator.
3. Go over the day's agenda.
4. Explain housekeeping items, such as: where the bathrooms are, if coffee or snacks will be provided, emergency exits, etc.

15 minutes

Deisy's Story



Use Appendices 1 and 2, "Deisy's Story" and "Deisy's Images" (these can be found at the end of this lesson).

1. Show The **Deisy: Before** image and read out **Part 1** of her story.
2. Split the participants into groups of 2-3 people. Ask them to talk about the story in their groups.
 - "Do you identify with any part of this story?"
 - "Which aspect do you identify most with?"
3. Ask: "What does each of you contribute to the school community?" Write down the answers.
4. Ask: "What benefits do you get from working in a school kitchen?" Write down the answers.

Kitchen Affirmations



1. Explain what affirmations are:
 - Affirmations are positive statements that can help us to overcome negative thoughts and that set an intention for our personal goals. When we repeat them often and we believe them, we can start to make positive changes. Affirmations are like exercises for our minds and our attitudes. These positive mental repetitions can reprogram our thinking, help us grow as people, and transform ourselves.
2. Ask if anyone can give an example of an affirmation.
 - Many affirmations are in the first person, e.g., "I am strong," or "I am worthy."
 - Affirmations convey confidence in the face of challenges, e.g., "I can do it and I will do it."
 - They can also remind us of what we are worth, e.g., "I use my time and my talent to help others."
3. Split the participants into groups of 2-3 people. Give each group a set of markers and a piece of flipchart paper.
4. Ask them to make a poster with 3-5 affirmations that remind them of their worth, strength, and importance in the school community.
5. The affirmations could start with: "We kitchen workers... "
6. Invite each group to share their affirmations and put the posters up on the walls around the room.
7. Read out the affirmations from the "Kitchen Superheroes" poster.
8. Ask the participants how they feel when they hear the affirmations.
9. Whenever they mention positive feelings, ask them what they can do to hang on to those positive feelings.
 - Examples of possible responses:
 - They can take the posters back to their kitchens.
 - The more they read and repeat these affirmations, and they encourage each other, the stronger their motivation and positive attitude will be.
10. Give out one printed copy of the "Kitchen Superheroes" poster to each school kitchen group (if there are enough resources, give out one to each participant).

Optional activity:

On each participant's sticky note, ask the participants to write down the three affirmations that inspire and motivate them most. They will then stick their affirmations on their copy of the "Kitchen Superheroes" poster, to put them up in their school kitchens.

Kitchen Superhero Characteristics



1. Ask the participants to form small groups of 3-5 people.
2. In their small groups, ask them to think of the qualities **Deisy** should have to be a model Cafeteria Matron.
 - Ask a few small groups to share the qualities they discussed.
 - Explain that, in this lesson, they will go over the qualities of kitchen workers.
3. Give each group a set of markers and a piece of poster paper. Ask them to draw their interpretation of a Kitchen Superhero.
 - Ask the participants to consider:
 - ✓ What does a great kitchen worker like?
 - ✓ What clothing should they be wearing?
 - ✓ What personality and attitudes do they have?
 - ✓ What are the things that are important to them?
 - Encourage the participants to be creative in their visualization of these qualities, by using drawings rather than words in their illustrations.
4. Once they have finished drawing, ask each of the groups to put their drawing up on the wall at the front of the room.
5. Ask the other participants to interpret what they see in the drawing. Record the responses on a piece of flipchart paper, in two columns:
 - Physical Appearance; Hygiene and Dress; and
 - Personal Qualities.
6. Once the interpretation is finished, ask each small group to add anything that was not mentioned.
7. Repeat the same steps with all groups, until all drawings have been presented.
8. In the large group, go over the list of qualities and add on any ones that are missing.

Trainer Tips

If the participants are having a hard time thinking of the qualities of a Kitchen Superheroine, do a brainstorm with them and make a list they can refer to when they do their drawings.

Note for the facilitator: See the document "Kitchen Superhero Qualities" for a few suggestions of qualities (available in **Appendix 3**, at the end of this document).

Secret Superhero



For this activity, you will need:

- a pre-made cleaning kit,
- handouts: "Deisy's Story" (Appendix 1) and "Cleaning Kit Items" (Appendix 4), and
- printed copies of the "Secret Superpower" poster.

1. Read out **Part 2** of Deisy's Story.
2. Ask the participants to name the different items they think Deisy included in her kit. Write down the answers.
3. Take out the cleaning kit you put together, and show its items one by one.
4. Ask the participants what each item should be used for, and how often each one should be replaced/restocked.
5. Discuss strategies that can be used to put together someone's own cleaning kit for their school kitchen. Ask the participants what they would do in situations where supplies are limited and the school can't afford to replace/restock them.
6. Give out one printed copy of the "Secret Superpower" poster to each school kitchen group (if there are enough resources, give out one to each participant).

Note: The organizers of the session should put together at least one cleaning kit ahead of time, to show the participants.

Depending on the resources available from the program and budget, you could prepare one kit per participant or several kits per school kitchen.

Kitchen Sanitization Schedule



1. Go through the kitchen cleaning task cards one by one, and ask the participants to explain what they see on each card, and say why that task is important.
2. Ask: "What tasks are important in a school kitchen, that might not be as important at home?"
3. Split the participants into groups of 3-5 kitchen workers, ensuring they are grouped with other people who work in the same school kitchen.
4. Using the "Schedule Heading Cards," ask each group to sort the kitchen cleaning task cards into the following categories:
 - These tasks must be done several times a day, as needed (red)
 - These tasks must be done at least once a day (blue)
 - These tasks must be done at least once or twice per week (green)

5. After each group has sorted their cards, explain that the cards are colour-coded:
 - the red cards are tasks that should be done several times a day;
 - the blue cards are tasks that should be done at least once a day; and
 - the green cards are tasks that are recommended to be done once or twice per week.
6. Ask each group to check whether they have sorted the cards correctly.
7. Go over the cards in the larger group and talk about the frequency of the different kitchen sanitization tasks.
 - Ask the group if there are any tasks whose recommended frequency surprised them, and why.
8. Give each group a laminated task schedule and give them time to fill it in and discuss their plans for using them in their own school kitchens.

20 minutes

Kitchen Sanitization Superhabits



1. In the same groups, ask the participants to do a self-evaluation of their own school kitchens, sorting the kitchen cleaning task cards by using the Heading Cards:
 - We do this task properly, as often as required (green).
 - We could improve this task, and/or do it more often (yellow).
 - We do not do this task (red).
2. In each group, ask them to review the yellow and red cards, discuss why these tasks are difficult, and identify ways of addressing their concerns.
 - Give examples (how to make the task easier, more fun, more practical, easier to remember),
 - e.g., people could pool some money, use nice-smelling soap, make a schedule.
3. Each group should share 2 tasks that were identified as problematic and present their ideas to overcome their obstacles.

Closing: Parallel Lines



1. Divide the entire group into 2 parallel lines, one in front of the other, with the participants facing each other.
2. Ask the participants to identify their partner in front of them, with whom they will share:
 - What makes you feel the most proud as a Cafeteria Matron?
3. When they have finished, one line will move to the right by one space, so all participants get a new partner. With their new partner, they will share:
 - What are the 3 habits you will change when you go back to your school kitchen?
4. Repeat the process, with the same line moving by one more space to the right, so each participant gets another new partner. This time they will share:
 - What did you like about this workshop?
5. At the end of the activity, hand out stickers to each participant so they can use them in their school kitchen.

Deisy's Story

Deisy - Part 1

My name is Deisy.

I've been working as a kitchen worker for two years. I work at the primary school where 3 of my kids study. I also have a daughter in secondary school.

Before I started working in the school kitchen, I felt inadequate:

- I didn't finish my studies and I didn't feel like I could help my kids with their studies.
- We don't have much money. I used to skip lunch to be able to feed my kids dinner, but the meals I did give them weren't as nutritious and didn't have as much variety as I would have liked.
- I felt powerless in my home. I wasn't the one making most of the decisions for the family, and I often felt that my family ignored my ideas and suggestions.
- I didn't have much confidence. I felt unimportant.

Now I feel like a Kitchen Superhero:

I support my kids and all kids at the school to eat nutritious food, so they are healthy and can focus on their education.

I am full of energy because I am also eating nutritious food every day, and I feel healthier.

I have a lot of skills.

- I can make a lot of new recipes and I am always learning new ones.
- Now I know how to make sure meals are nutritious.
- I can build a budget with the cost of the foods and plan delicious, low-cost menus.

I am part of a community of empowered mothers.

I have made a lot of friends, and the school kitchen has become my community.

- In the school kitchen community, we listen to others' ideas.
- We encourage each other to be the best version of ourselves.
- We support each other to keep learning.

At home, I am a Supermom:

- I can plan and make better meals for my family at home.
- I have more confidence and my family respects my ideas more.
- My kids see me as a role model and they respect my work.

Deisy - Part 2

When I started working in the school kitchen, I noticed that other Cafeteria Matrons worked very hard to keep the kitchen clean, but it was really hard.

The women told me that they didn't have enough time or supplies to do all the cleaning. I noticed that, in general, they always used the same sponge to wash dishes, clean countertops, and even to clean up spills in the fridge. I asked another Matron why they weren't using clean sponges and cloths, and she told me that they keep the cleaning supplies in another area of the school, and that it wasn't practical to go and get the items they needed.

When I stopped to think, I noticed that, as cooks, we need to have all our tools nearby: the fridge, the stove, cutting boards, pots, pans, and the utensils are all in the places where we need them.

But, our job is not only to prepare food, but also to keep the kitchen sanitized and clean so that the kids are safe and healthy. We fight filth and we need our secret weapons close at hand.

I went and got a few items from the school and I put a special cleaning kit together. I like to say that this is my superpower, because I am a Kitchen Superheroine and every day I fight bacteria, dirt, mould, and fungi.

Deisy: Before



Deisy: Now



Resources for Facilitators: Kitchen Superhero Qualities

Physical Appearance; Hygiene and Dress;	Personal Qualities
Hair pulled back and covered (with a hairnet)	Detail-oriented
No jewellery, rings/earrings, watches, bracelets or necklaces	Desire to learn
Clean, neat clothing	Passionate about children's well-being
Sleeves must not cover wrists	Friendly, positive attitude
No watches or bracelets	Knows how to work as part of a team
All wounds are covered	Punctual and efficient
Short, clean nails, without polish	Neat
Torn clothing should be mended or replaced	Energetic
Shoes must be closed-toed; no high heels	Flexible/adaptable
Wears an apron	Takes initiative
Wear a mask (when required)	Reliable/committed

Resources for Facilitators: Cleaning Kit Items

Item	Description
Container	Select a durable container to keep the cleaning items in. This will help keep everything organized and will make it easy to find and transport the supplies. The container could be a specially designed box, or simply a bucket with a handle.
Dishwashing gloves	Protect hands when using the disinfecting chlorine solution.
Spray bottle	To fill with disinfecting chlorine solution. This solution should be replaced daily since chlorine evaporates over time and the solution loses its effectiveness.
Cloths	These are used to wipe down surfaces; they should be washed and replaced daily with clean ones.
Soft-bristled brush	Used to scrub water containers, cutting boards, and other surfaces. The soft bristles clean surfaces without scratching them. Small abrasions and scratches become hiding places for germs to grow.
Sponges	Used to clean surfaces and dishes. Sponges give bacteria and mould lots of places to grow, so they should be replaced often (at least once a week). To prevent bacteria growth, wring out the water after each use and leave them to dry completely.
Detergent	Select a concentrated detergent, such as a powder, that can be used for all types of cleaning - dishes, floors, and surfaces.