

# **32-Week Pacing Guide: Introduction to Food Safety and Nutrition**

## **Unit 1: Career Exploration and CTSOs (Weeks 1–3)**

### **Week 1: Introduction to Food Service Careers**

#### **Topics**

Explore career pathways in culinary arts, restaurant management, nutrition science, and dietetics. Discuss the hospitality and healthcare industries.

#### **Standards Addressed**

Standard 1.2.1 – Investigate careers in culinary arts and restaurant management and the industries in which foodservice and hospitality professionals work.

#### **Learning Activities**

Research three food service careers and create a career profile including job duties, work environment, and typical day-to-day tasks. Watch industry videos or conduct virtual interviews with professionals.

#### **Suggested Resources**

Bureau of Labor Statistics Occupational Outlook Handbook, CareerOneStop, LinkedIn Learning, YouTube chef and dietitian interviews, local restaurant visits

### **Week 2: Qualifications, Salary, and Benefits**

#### **Topics**

Investigate aptitudes, training requirements, salary ranges, and benefits for various positions across different geographic regions.

#### **Standards Addressed**

Standard 1.2.2 – Summarize the aptitudes and training needed for at least three careers of interest.

Standard 1.2.3 – Research salary ranges and benefits for various positions in different geographic regions.

### **Learning Activities**

Compare salary data and benefits packages for three different positions. Create a salary comparison chart showing regional differences. Discuss educational pathways needed for each career.

### **Suggested Resources**

Glassdoor, Indeed, PayScale, Bureau of Labor Statistics, college websites, trade school programs

## **Week 3: CTSOs and Professional Organizations**

### **Topics**

Learn about FCCLA and SkillsUSA as student organizations. Understand how CTSOs connect to professional organizations and build leadership skills. Explore competitive events.

### **Standards Addressed**

Standard 1.1.1 – Research CTSOs (FCCLA and/or SkillsUSA) and draw connections between participation and success.

Standard 1.1.2 – Explore how CTSOs are like school versions of professional organizations and how involvement builds leadership and career skills.

Standard 1.1.3 – Discuss and evaluate CTSO activities which reinforce and connect real-world application to the curriculum taught in the classroom.

Standard 1.1.4 – Explore CTSO competitive events and identify strategies and resources for successful preparation.

### **Learning Activities**

Attend a CTSO meeting or watch a virtual presentation. Research competitive events and identify which ones align with your interests. Create a plan for participating in at least one event.

### **Suggested Resources**

FCCLA.org, SkillsUSA.org, state organization websites, competitive event guidelines, student testimonials

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## **Unit 2: Health, Hygiene, and Foodborne Illnesses (Weeks 4–10)**

### **Week 4: Personal Hygiene and Handwashing**

#### **Topics**

Learn proper handwashing techniques according to ServSafe and FDA Food Code standards. Understand the importance of personal hygiene in food service.

#### **Standards Addressed**

Standard 2.1.1 – Demonstrate proper handwashing techniques per ServSafe and FDA Food Code standards.

#### **Learning Activities**

Practice handwashing using the six-step method. Use glow powder or UV light to demonstrate how germs spread. Create a handwashing poster for a food service establishment.

#### **Suggested Resources**

ServSafe training materials, FDA Food Code, CDC handwashing guidelines, YouTube demonstrations, glow powder kits

### **Week 5: Bare Hand Contact and First Aid**

#### **Topics**

Identify guidelines for bare hand contact with ready-to-eat foods. Describe proper first-aid procedures for food safety emergencies.

#### **Standards Addressed**

Standard 2.1.2 – Identify guidelines for bare hand contact with ready to eat foods.

Standard 2.1.3 – Describe the proper first-aid procedures for various emergencies in relation to food safety.

#### **Learning Activities**

Review FDA guidelines on bare hand contact. Practice scenarios involving minor cuts and burns in a food service setting. Discuss when to restrict food handlers from duties.

### **Suggested Resources**

FDA Food Code, ServSafe materials, first-aid training videos, Stop the Bleed resources, local health department guidelines

## **Week 6: Wound Care and Employee Health**

### **Topics**

Evaluate guidelines for proper wound care of food servers. Investigate ways to minimize the impact of employee illness in food establishments.

### **Standards Addressed**

Standard 2.1.4 – Evaluate guidelines for proper wound care of food servers such as Stop the Bleed.

Standard 2.2.1 – Identify transmissible diseases related to employee illness in foodservice settings and explain how they can cause food contamination if proper prevention practices are not followed.

### **Learning Activities**

Learn wound care procedures and when to use bandages versus gloves. Research transmissible diseases common in food service. Create an illness reporting policy for a hypothetical restaurant.

### **Suggested Resources**

Stop the Bleed training, CDC disease information, Arkansas Department of Health guidelines, OSHA resources, food service policy templates

## **Week 7: Employee Illness and Contamination Prevention**

### **Topics**

Examine ways food handlers may contaminate food. Determine when to restrict employees from food handler roles. Review Arkansas Department of Health guidelines.

### **Standards Addressed**

Standard 2.2.2 – Examine ways food handlers may contaminate food.

Standard 2.2.3 – Conclude when to restrict employees from food handler roles, including policies for reporting health issues.

Standard 2.2.4 – Examine Arkansas Department of Health guidelines for illnesses of food handlers in the workplace.

### **Learning Activities**

Analyze case studies of foodborne illness outbreaks caused by employee illness. Create a decision tree for determining when to restrict employees. Research local health department policies.

### **Suggested Resources**

CDC outbreak investigations, Arkansas Department of Health website, case studies, food service management textbooks

## **Week 8: Types of Contaminants**

### **Topics**

Distinguish between physical, chemical, and biological contaminants. Identify common sources and prevention strategies.

### **Standards Addressed**

Standard 2.3.1 – Identify common sources of contaminants.

Standard 2.3.2 – Explain how to prevent contamination.

Standard 2.3.3 – Identify symptoms and prevention strategies for common foodborne illnesses.

### **Learning Activities**

Create a chart comparing physical, chemical, and biological contaminants with examples. Research five common foodborne illnesses and their symptoms. Develop prevention strategies for each.

### **Suggested Resources**

ServSafe materials, FDA Food Code, CDC foodborne illness database, food safety textbooks, infographics

## **Week 9: Food Allergens and Cross-Contact**

### **Topics**

Identify the Big 9 food allergens and common foods containing them. Distinguish between allergies, intolerances, and sensitivities. Explain how cross-contact occurs and prevention methods.

### **Standards Addressed**

Standard 2.4.1 – Identify the Big 9 food allergens and describe common foods that contain them.

Standard 2.4.2 – Compile a list of common symptoms caused by food allergies and distinguish them from food intolerances or sensitivities.

Standard 2.4.3 – Explain how cross-contact occurs and demonstrate methods to prevent it.

### **Learning Activities**

Create an allergen awareness poster. Role-play scenarios where customers ask about allergens. Design a kitchen system to prevent cross-contact. Research the difference between allergies and intolerances.

### **Suggested Resources**

FDA allergen information, Food Allergy Research & Education (FARE), restaurant allergen menus, ServSafe materials, medical resources

## **Week 10: Temperature Control and Thermometers**

### **Topics**

Define temperature abuse and its impact on food safety. Identify the temperature danger zone. Investigate types of food thermometers and proper use, calibration, and care.

### **Standards Addressed**

Standard 2.5.1 – Define temperature abuse and explain its impact on food safety.

Standard 2.5.2 – Identify the temperature danger zone and how it promotes bacterial growth.

Standard 2.5.3 – Investigate different types of food thermometers and their proper uses.

Standard 2.5.4 – Demonstrate proper thermometer care, calibration, and use in food safety procedures.

### **Learning Activities**

Measure temperatures of various foods using different thermometer types. Practice calibrating thermometers using ice water and boiling water methods. Create a temperature chart for different foods. Discuss time-temperature relationships.

### **Suggested Resources**

ServSafe materials, thermometer manufacturer guides, FDA Food Code, temperature charts, hands-on thermometer kits

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## **Unit 3: Kitchen Equipment, Tools, and Measuring (Weeks 11–14)**

### **Week 11: Kitchen Appliances and Equipment**

#### **Topics**

Investigate small and large kitchen appliances, their uses, and maintenance. Identify food preparation tools and equipment.

#### **Standards Addressed**

Standard 3.1.1 – Investigate small and large kitchen appliances, their uses, and maintaining the equipment.

Standard 3.1.2 – Identify food preparation tools and equipment.

### **Learning Activities**

Create an equipment inventory for a commercial kitchen. Demonstrate proper use and care of five different appliances. Research maintenance schedules and safety features.

### **Suggested Resources**

Equipment manufacturer manuals, commercial kitchen videos, culinary textbooks, YouTube tutorials, equipment supplier websites

## **Week 12: Recipe Interpretation and Abbreviations**

### **Topics**

Identify parts of a standard recipe and various recipe formats. Recognize and define abbreviations and measurement equivalents.

### **Standards Addressed**

Standard 3.3.1 – Identify the parts of a standard recipe and various recipe formats.

Standard 3.3.2 – Recognize and define abbreviations and measurement equivalents.

### **Learning Activities**

Analyze different recipe formats (traditional, metric, digital). Create a reference guide of common cooking abbreviations and equivalents. Convert recipes between measurement systems.

### **Suggested Resources**

Recipe databases, culinary textbooks, measurement conversion charts, cooking websites, digital recipe apps

## **Week 13: Measuring Techniques and Recipe Modification**

### **Topics**

Demonstrate accurate measuring techniques for dry, liquid, and solid ingredients. Use kitchen math to modify recipes for increased or decreased yield.

### **Standards Addressed**

Standard 3.3.3 – Demonstrate accurate measuring techniques for dry, liquid, and solid ingredients.

Standard 3.3.4 – Use standard kitchen math to modify recipes for increased or decreased yield.

### **Learning Activities**



Practice measuring dry ingredients, liquids, and solids using correct techniques. Scale recipes up and down using multiplication and division. Calculate ingredient costs for different yields.

### **Suggested Resources**

Measuring cup and spoon sets, kitchen scales, recipe scaling calculators, culinary math textbooks, online conversion tools

## **Week 14: Mise en Place and Culinary Terminology**

### **Topics**

Demonstrate proper mise en place for a variety of recipes. Follow recipes accurately using correct abbreviations, equivalents, and terminology. Demonstrate correct cooking techniques and terminology.

### **Standards Addressed**

Standard 3.4.1 – Demonstrate proper mise en place for a variety of recipes.

Standard 3.4.2 – Follow recipes accurately using correct abbreviations, equivalents, and terminology.

Standard 3.4.3 – Demonstrate the use of correct cooking techniques and terminology during lab preparation.

Standard 3.4.4 – Implement safe and sanitary lab procedures throughout the cooking process.

### **Learning Activities**

Prepare mise en place for three different recipes. Practice cooking techniques such as sautéing, simmering, and baking. Use proper terminology when describing cooking methods. Maintain food safety throughout lab activities.

### **Suggested Resources**

Culinary textbooks, recipe collections, cooking technique videos, food safety guidelines, lab procedures manual

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## **Unit 4: Knife Skills and Food Presentation (Weeks 15–17)**

## **Week 15: Knife Safety and Types of Knives**

### **Topics**

Demonstrate proper knife safety and care, including cleaning, sharpening, and storage. Analyze types of knives and their uses in food preparation.

### **Standards Addressed**

Standard 4.1.1 – Demonstrate proper knife safety and care, including cleaning, sharpening, and storage.

Standard 4.1.2 – Analyze types of knives and their uses in food preparation.

### **Learning Activities**

Learn proper knife grip and cutting stance. Practice safe knife handling techniques. Identify eight different knife types and their purposes. Demonstrate sharpening and honing techniques.

### **Suggested Resources**

Knife safety videos, culinary textbooks, knife manufacturer guides, sharpening stone kits, hands-on demonstrations

## **Week 16: Knife Cuts and Vegetable Preparation**

### **Topics**

Demonstrate a variety of knife cuts. Use knife skills to prepare vegetables. Create vegetable garnishes.

### **Standards Addressed**

Standard 4.1.3 – Demonstrate a variety of knife cuts (e.g. chiffonade, mince, julienne, dice, cube, chop).

Standard 4.2.1 – Use knife skills to prepare vegetables.

Standard 4.2.2 – Create vegetable garnishes.

### **Learning Activities**

Practice six different knife cuts on various vegetables. Prepare vegetables for recipes using appropriate cuts. Create decorative garnishes such as vegetable flowers and curls.

## **Suggested Resources**

Knife cut guides, vegetable preparation videos, garnish tutorials, practice vegetables, culinary demonstrations

## **Week 17: Food Presentation and Plating**

### **Topics**

Prepare garnishes and decorative food presentations. Conduct food tastings to evaluate sensory characteristics. Describe principles of plating and practice plating techniques.

### **Standards Addressed**

Standard 4.1.4 – Prepare garnishes and decorative food presentations.

Standard 4.3.1 – Conduct food tastings to evaluate sensory characteristics.

Standard 4.3.2 – Describe the principles of plating.

Standard 4.3.3 – Practice plating techniques to enhance sensory experience.

### **Learning Activities**

Plate a simple dish using principles of balance, color, and height. Conduct a sensory evaluation of different foods. Discuss how presentation affects perception of taste. Create plating guidelines for a restaurant menu.

### **Suggested Resources**

Plating technique videos, food photography, restaurant menus, sensory evaluation forms, culinary magazines

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## **Unit 5: Nutrition Fundamentals (Weeks 18–22)**

### **Week 18: Reasons for Eating and Dietary Guidelines**

#### **Topics**

Describe psychological, physiological, cultural, and environmental reasons for eating. Evaluate lifestyle choices on wellness. Explore Dietary Guidelines for Americans resources.

### **Standards Addressed**

Standard 5.1.1 – Describe and reflect on personal, psychological, cultural, and environmental reasons for eating.

Standard 5.1.2 – Evaluate lifestyle choices on wellness.

Standard 5.2.1 – Explore Dietary Guidelines for Americans resources and interpret dietary recommendations.

### **Learning Activities**

Reflect on personal eating habits and motivations. Research cultural food traditions. Review current Dietary Guidelines for Americans. Develop a personalized nutrition and activity plan.

### **Suggested Resources**

MyPlate.gov, Dietary Guidelines for Americans website, wellness assessment tools, cultural food databases, nutrition apps

## **Week 19: Nutrients and Their Functions**

### **Topics**

Identify basic nutrient groups, their sources, and functions. Classify nutrients and their functions in the body.

### **Standards Addressed**

Standard 5.3.1 – Identify nutrients and their sources.

Standard 5.3.2 – Classify nutrients and their functions.

### **Learning Activities**

Create a nutrient reference guide covering carbohydrates, proteins, fats, vitamins, minerals, and water. Identify food sources for each nutrient. Discuss the role of each nutrient in maintaining health.

### **Suggested Resources**

Nutrition textbooks, MyPlate resources, nutrition databases, educational videos, infographics

## **Week 20: Nutritional Analysis and Recipe Modification**

### **Topics**

Formulate nutritional analysis of a variety of recipes. Describe food-related health problems. Identify appropriate ingredient substitutions.

### **Standards Addressed**

Standard 5.3.3 – Formulate nutritional analysis of a variety of recipes.

Standard 5.4.1 – Describe and investigate food-related health problems (e.g. food allergies, diabetes).

Standard 5.4.3 – Identify appropriate ingredient substitutions for recipes.

### **Learning Activities**

Use nutrition analysis software to calculate calories, macronutrients, and micronutrients in recipes. Research how to modify recipes for diabetes, celiac disease, and other conditions. Practice ingredient substitutions that maintain flavor and texture.

### **Suggested Resources**

MyFitnessPal, Cronometer, nutrition analysis software, recipe modification guides, health organization websites

## **Week 21: Menu Planning for Nutritional Needs**

### **Topics**

Compile menus to meet various nutritional needs. Plan and evaluate family meal menus that are nutritious and visually appealing.

### **Standards Addressed**

Standard 5.4.2 – Compile menus to meet various nutritional needs.

Standard 6.4.3 – Plan and evaluate family meal menus that are nutritious and visually appealing (e.g., color, texture, shape, aroma).

### **Learning Activities**

Design a week of menus for a family with specific dietary needs. Consider color, texture, shape, and aroma in menu planning. Calculate nutritional content of planned menus. Present menus with recipes and shopping lists.

### **Suggested Resources**

Menu planning templates, nutrition software, recipe databases, dietary guideline resources, family meal planning guides

## **Week 22: Reading and Creating Nutrition Labels**

### **Topics**

Analyze information required by law on food labels and nutritional facts panels. Create a nutrition label using a digital format.

### **Standards Addressed**

Standard 5.5.1 – Analyze information required by law, on food labels and nutritional facts panels.

Standard 5.5.2 – Create a nutrition label using a digital format.

### **Learning Activities**

Compare nutrition labels from similar products. Identify serving sizes, calories, and nutrient content. Use nutrition software to create a label for a homemade recipe. Discuss how to interpret percent daily values.

### **Suggested Resources**

FDA nutrition label guidelines, nutrition label examples, nutrition software, label creation tools, consumer education materials

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## **Unit 6: Food Technology, Shopping, and Meal Planning (Weeks 23–27)**

### **Week 23: Food Technology and Additives**

#### **Topics**

Explore effects of technology on food safety, availability, choices, and nutrient content. Provide examples of foods created with technological advances. Debate pros and cons of food additives.

### **Standards Addressed**

Standard 6.1.1 – Explore the effects of technology in the application of practical purposes for safety, availability, choices, and nutrient content of food.

Standard 6.1.2 – Provide examples of food created with technological advances.

Standard 6.1.3 – Debate pros and cons the four reasons additives are used in food products (e.g. adds nutrients, preserves quality, aids in processing or preparation, and enhances flavors or colors).

### **Learning Activities**

Research modern food technologies such as pasteurization, freezing, and irradiation. Identify additives in common foods and their purposes. Conduct a debate on the safety and necessity of food additives.

### **Suggested Resources**

FDA food additive database, food technology articles, scientific journals, TED talks on food innovation, industry websites

## **Week 24: Current Food Trends and Environmental Concerns**

### **Topics**

Explore current trends in food technology. Evaluate how trends impact nutrition, cost, and accessibility. Analyze environmental issues related to food resources.

### **Standards Addressed**

Standard 6.2.1 – Explore current trends in food technology (e.g., easy prep, engineered foods, lab grown proteins, food preservation).

Standard 6.2.2 – Evaluate how current trends in food impact nutrition, cost, and accessibility.

Standard 6.2.3 – Analyze environmental issues related to food resources.

### **Learning Activities**

Research emerging food trends such as plant-based proteins and lab-grown meat. Discuss sustainability in food production. Analyze the environmental impact of food choices. Create a presentation on a current food trend.

### **Suggested Resources**

Food industry publications, sustainability organizations, environmental reports, TED talks, documentary films

## **Week 25: Convenience Foods and Meal Delivery Services**

### **Topics**

Compare advantages and disadvantages of convenience foods. Analyze reasons teens choose convenience foods. Evaluate meal delivery services and food price comparison methods.

### **Standards Addressed**

Standard 6.3.1 – Compare cost, quality, and time in the preparation of convenience food and the same food prepared conventionally.

Standard 6.3.2 – Analyze reasons teens choose convenience foods over conventional foods.

Standard 6.3.3 – Analyze current trends in meal delivery services including but not limited to nutritional needs, budget, ease of use, and continued interest.

Standard 6.3.4 – Compare ways to do food price comparison using your computer, applications, and store websites.

### **Learning Activities**

Compare the cost and nutrition of a convenience meal versus a homemade version. Research popular meal delivery services. Use apps and websites to compare food prices. Discuss the pros and cons of different shopping methods.

### **Suggested Resources**

Meal delivery service websites, grocery store apps, price comparison tools, nutrition databases, consumer reviews

## **Week 26: Meal Planning Resources and Considerations**

### **Topics**



Analyze how time, money, skill level, technology, and food availability influence meal planning. Discuss food cost in relation to nutritional value.

### **Standards Addressed**

Standard 6.4.1 – Analyze how time, money, skill level, technology, and food availability influence meal planning.

Standard 6.4.2 – Discuss food cost in relation to nutritional value.

### **Learning Activities**

Create meal plans for different budgets and time constraints. Calculate cost per serving and nutritional value. Research food availability in different regions. Discuss how to maximize nutrition on a limited budget.

### **Suggested Resources**

Budget meal planning guides, cost analysis tools, USDA nutrition databases, food desert research, community resource guides

## **Week 27: Informed Food Purchases and Shopping Methods**

### **Topics**

Investigate various methods of shopping for food. Compare and contrast generic, store brand, and name brand products. Identify items that are not Generally Recognized As Safe (GRAS).

### **Standards Addressed**

Standard 6.5.1 – Investigate various methods of shopping for food.

Standard 6.5.2 – Compare and contrast generic, store brand, and name brand.

Standard 6.1.4 – Identify items that are not Generally Recognized As Safe (GRAS).

### **Learning Activities**

Compare product quality and price across different brands. Research GRAS status of common food ingredients. Plan a shopping trip using multiple methods (in-store, online, farmers market). Create a consumer guide for making informed food purchases.

### **Suggested Resources**

FDA GRAS list, consumer reports, product comparison websites, grocery store websites, farmers market directories

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## **Unit 7: Table Service and Etiquette (Weeks 28–29)**

### **Week 28: Place Settings and Table Service**

#### **Topics**

Set and clear a place setting based on styles of service. Demonstrate proper table manners in public and private settings.

#### **Standards Addressed**

Standard 6.6.1 – Set and clear a place setting based on styles of service.

Standard 6.6.2 – Demonstrate proper table manners in public and private settings.

#### **Learning Activities**

Practice setting formal and informal place settings. Learn different service styles (French, American, Russian). Practice proper table manners. Role-play dining scenarios in various settings.

#### **Suggested Resources**

Table setting guides, etiquette videos, restaurant service training materials, hospitality textbooks, dining etiquette websites

### **Week 29: Restaurant Etiquette and Gratuity**

#### **Topics**

Assess guidelines for restaurant etiquette, including gratuity. Understand expectations for dining in various restaurant settings.

#### **Standards Addressed**

Standard 6.6.3 – Assess guidelines for restaurant etiquette, including gratuity.

## **Learning Activities**

Research gratuity guidelines and regional differences. Discuss restaurant etiquette in fine dining versus casual settings. Practice ordering from a menu and interacting with servers. Discuss tipping culture and its impact on service workers.

## **Suggested Resources**

Restaurant etiquette guides, hospitality industry resources, tipping guides, dining experience videos, service industry perspectives

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# **Unit 8: Application Through Labs and Projects (Weeks 30–32)**

## **Week 30: Food Science Experiments**

### **Topics**

Design and execute experiments related to food preparation, digestion, and nutrient absorption. Analyze and interpret lab results using scientific reasoning.

### **Standards Addressed**

Standard 7.1.1 – Design and execute experiments related to food preparation, digestion, and nutrient absorption.

Standard 7.1.2 – Analyze and interpret lab results using scientific reasoning.

### **Learning Activities**

Conduct experiments such as testing starch content in foods, observing protein denaturation, or demonstrating emulsification. Record observations and data. Draw conclusions based on scientific principles. Create lab reports with data analysis.

### **Suggested Resources**

Food science experiment guides, laboratory equipment, scientific method templates, data analysis tools, food science textbooks

## **Week 31: Evidence-Based Presentations and Projects**

## **Topics**

Create evidence-based presentations, reports, or projects related to nutrition and health. Apply all course knowledge to comprehensive projects.

## **Standards Addressed**

Standard 7.1.3 – Create evidence-based presentations, reports, or projects related to nutrition and health.

## **Learning Activities**

Develop a comprehensive project such as a nutrition education campaign, a restaurant business plan, a cookbook for a specific dietary need, or a food safety audit. Present findings to the class. Incorporate research, data analysis, and practical applications.

## **Suggested Resources**

Presentation software, research databases, project templates, rubrics, peer review guidelines

## **Week 32: Course Review and Assessment**

### **Topics**

Review all course standards and concepts. Complete final assessments and reflections.

### **Standards Addressed**

All course standards

### **Learning Activities**

Complete a comprehensive final exam or project. Reflect on learning throughout the course. Discuss how course content applies to future careers or personal life. Celebrate student achievements and discuss next steps for continued learning.

### **Suggested Resources**

Study guides, practice tests, review games, reflection prompts, course summary documents

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## **General Resources for All Units**

### **Online Platforms and Websites**

MyPlate.gov, FDA.gov, CDC.gov, ServSafe.com, FCCLA.org, SkillsUSA.org, Khan Academy, Coursera, YouTube educational channels

### **Textbooks and Print Materials**

ServSafe Food Handler Guide, Culinary Essentials, Nutrition and You, Introduction to Food Science and Technology, Food Safety and Sanitation

### **Equipment and Supplies**

Kitchen tools, food thermometers, measuring equipment, food samples, laboratory materials, first-aid supplies, food safety posters

### **Guest Speakers and Field Experiences**

Local chefs, registered dietitians, food service managers, health inspectors, restaurant visits, culinary school tours