

### Lesson 3: Food Safety Routine

#### Learning Focus:

Learning basic kitchen safety reduces risk and reinforces the concept of personal care. Visual warnings and hygiene sequences build internal alert systems and support rule-following without relying on verbal instruction. Studies emphasize that structured visual safety routines directly support behavior regulation in neurodiverse learners (Borrusso et al., 2015; Banerjee et al., 2021).

**Duration:** 10 minutes

**Group:** You + 1 Learner

#### Materials Needed:

- Soap, towel, water
- Red = Danger, Blue = Safe cue cards
- PECS-style hygiene visuals
- Laminated images: wash hands, danger, hot stove



#### **caregiver tips**

*Turn hygiene steps into a fun ritual — same gestures, same words, same order. It becomes automatic over time.*



#### **watch out!**

*Don't assume "they know this already." Even if it feels repetitive, visuals must stay consistent every session.*

## What To Do

### ♦ Step 1: Handwashing Ritual (4 minutes)

Show card: “Wash Hands”

Say it while miming:

“Wet hands. Soap. Rub! Rinse. Dry.”

Sing a short song or count to 20. Use gestures.

### ♦ Step 2: Danger Zones (3 minutes)

Show stove or picture.

Hold up **red card**:

“HOT. No touch.”

Show spoon + **blue card**:

“Safe. We use this.”

Let learner point: Hot or Safe?

### ♦ Step 3: Hygiene Reminder (3 minutes)

Point to “Wipe Mouth” or “Clean Table”

Do the action → Hand them the cloth → Let them copy

### Communication Support:

- Use cards: “Safe” vs. “Unsafe”
- Show faces: 😊 vs ⚠️
- Repeat same visual cues for every session

### What They’re Learning:

Goal	How You’ll See It
Hygiene response	Washes or mimics handwashing
Risk awareness	Points to “hot” when shown
Visual prompt use	Reacts to safety symbols correctly

### Why It Matters:

Kitchen are hazard zones, and safety skills are survival tools. From burns to foodborne illness, teaching hygiene and cautious behaviour early is critical. Embedding safety into routines can reduce physical risk and increase overall kitchen confidence (Borrusso et al., 2015; Banerjee et al., 2021).