



Lesson 3

Clean Green Cookbook



Student handout



Assessment tools



Resources



Videos



Lesson 3:

Clean Green Cookbook

Learn More About...

CRD Sanitary Sewer

- Regulations and best management practices
- Monitoring wastewater and the marine environment

CRD Waste and Recycling

- Hartland landfill
- Hazardous waste

CRD Storm drain

- Model Regulation: Storm Sewer and Watercourse Protection
- Monitoring stormwater
- Watershed information and maps

WorkSafe BC

- Young Workers Series
- Six Minute Safety Talks
- Health & safety topics regulations, resource and tools

Resources

Electronic and hardcopy lesson plans, handouts, maps and more information are available online at:

www.crd.bc.ca/teacher

or by contacting:

education@crd.bc.ca

Purpose

Use the *Clean Green Cookbook* recipes to raise students' awareness of the cleaning properties of natural and food based ingredients. Follow the recipes to make "green" products that they can use to clean their workstations throughout the year or at year end.

Note: Clean Green Cookbook recipes are intended for residential use. These recipes do NOT replace FoodSafe or other regulatory sanitation processes. Always follow applicable regulatory requirements.

Preparation

- Select which recipes you would like to make with students at www.crd.bc.ca/cleangreen
- Acquire the materials necessary to create your cleaner(s)
- Have students research and/or ask family and friends for their favourite alternative cleaning recipes to share with the class
- Copy or display the student handout "*Clean Green Cookbook*"
- (Optional) Collect a variety of empty commercial cleaning product containers for display

Procedure

1. (Optional) Display a variety of empty cleaning product containers and draw attention to any hazard symbols.
2. Remind students that in our region, anything that goes down a drain inside our homes could impact the ocean (via sanitary sewer) or in our groundwater (via septic system). What we put down the drain makes a difference. There are environmentally safe and affordable alternatives to most household cleaners like lemon juice, baking soda and vinegar.
3. Ask students to share their research findings.
 - What were some of the concerns?
 - What were some alternatives/solutions?
 - What was the most unexpected alternative/solution?
 - What was the most surprising ingredient?
4. Display the *Clean Green Cookbook* recipes on an overhead or go to www.crd.bc.ca/cleangreen.

5. Discuss which recipes students would find:
 - most useful.
 - easiest to make.
 - most effective.
6. Distribute materials and have students make a *Clean Green Cookbook* cleaning product.
7. Discuss product preferences and what to do with old cleaning products.
 - Use up remaining cleaning products or take them to participating locations for proper disposal.
 - Does the product have a hazardous symbol?

Many household cleaners cannot go into the garbage because they are hazardous wastes. Instead, return them for proper disposal, free of charge, at participating locations throughout the region. To find a location near you and for more information about sustainable cleaners and how to reduce your waste call the CRD at **250.360.3030** or visit **www.myrecyclopedica.ca**
 - Have a product that you can't identify?
 - Residents of the capital region can bring the product to the recycling area at Hartland landfill and recycling facility. Hartland staff have experience identifying products and know how to deal safely with unidentified materials.
 - Businesses are asked to use private hazardous waste management companies to dispose of their hazardous waste.
8. Remind students of the watershed and marine environment that they are helping to protect (see Lesson 1, step 9).

Did you know?

You can use half the recommended amount of soap and detergent if:

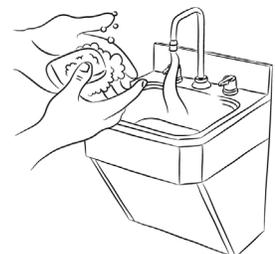
- you are connected to municipal water from the Greater Victoria Water Supply
- measurement instructions are based on average national water hardness.

Why:

- Surfactants (in soap and detergents) act as an emulsifier, allowing oil and water to mix (by lowering the surface tension of water).
- Soap and detergents bind to oil on the dirty dishes as well as to the minerals in water.
- Since our water is soft (it has a low concentration of minerals), there are less minerals for the soap and detergent to react with and therefore there is more soap and detergent available to bind with oil, grease and grime.

What's the Difference? Soap vs. Detergent

- Soap is made with natural fat (animal, vegetable) and lye.
- Detergent is made with petroleum products.



Home Economics: Foods and Nutrition

FOOD PREPARATION

- A1 identify sources of food contamination or food borne- illnesses and demonstrate appropriate preventative measures (grade 8-12)
- A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation (grade 8-12)
- A3 demonstrate safe use of equipment needed to prepare food items (grade 8-12)
- A5 care for and store equipment appropriately (grade 8-12)
- A6 demonstrate co-operation in partner and group work (grade 8-12)

SOCIAL, ECONOMIC AND CULTURAL INFLUENCES

- D1 analyse comparative costs of convenience, restaurant, and self-prepared foods (grade 12)
- D2 analyse global and environmental health issues related to the production and consumption of food
- D2 demonstrate an awareness of environmental and health issues related to the production and consumption of food (grade 11)

Professional Cook

TRADE KNOWLEDGE

- Describe roles and responsibilities in the workplace.

SAFETY STANDARDS

- Describe general safety practices
- Describe workplace hazards (WHMIS Pre-requisite)
- Describe WorkSafe BC Regulations in the workplace.

SANITARY STANDARDS

- Describe the procedures to maintain workplace sanitation and personal hygiene

Production Procedures

- Identify common types of kitchen equipment and their use, cleaning and maintenance.

Ordering Inventory

- Describe principles of reducing waste, reusing and recycling materials
- Identify correct waste management procedures

Cafeteria Training

SAFETY, SANITATION AND EQUIPMENT

- Use commercial kitchen tools and equipment in a safe manner
- Describe relationship between personal hygiene and public safety

PRINCIPLES OF FOOD PREPARATION

- Describe principles of purchasing, receiving, storage, and waste management in a food-service operation

FOOD SERVICE

- Identify and evaluate factors that affect the food-service industry
- Demonstrate an understanding of social, financial, and environmental issues related to the food-service industry

