



Teacher Resource

# Food Safety Week

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Why is handwashing important when handling food?
2. Which of these is a bacteria that causes food poisoning?
  - a. Salmonella
  - b. E-coli
  - c. Listeria
  - d. All of the above
3. Why is it important to use different chopping boards when preparing raw meat and vegetables?
4. What are some symptoms of food poisoning?
5. What did you learn watching the BTN Food Safety Week story?

## Activity: Class Discussion

### Before watching

Before watching the BTN Food Safety Week story students will discuss in small groups what they already know about how to prepare and store food safely.



### After watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you **learn** from the BTN story?
- What do you **think** about what you saw in the BTN Food Safety story?
- What was **surprising** about this story?
- Think of three **questions** you have about the story.



### EPISODE 33

15th November 2022

### KEY LEARNING

Students will investigate the safe storage and preparation of food.

### CURRICULUM

#### Health – Year 3-4

Identify and practise strategies to promote health, safety and wellbeing.

Discuss and interpret health information and messages in the media and internet.

#### Health – Year 5-6

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

#### Health – Year 7-8

Investigate and select strategies to promote health, safety and wellbeing.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Food Safety Week story. Here are some words to get them started.

HYGIENE	BACTERIA	CONTAMINATION
FOOD POISONING	CROSS CONTAMINATION	GERMS

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Write your own sentences using the key words.
- Use the following words to write a summary about food safety: hygiene, bacteria, contamination.
- Investigate how food safety practices have changed over time. How was food stored or preserved so that it was safe to eat? Students could talk to parents or grandparents about how food storage has changed over time.

## Activity: Public education campaign

Students will design a public education campaign to raise awareness about how to prepare and store food safely. Students will think about their campaign's aim, target audience, and the value of raising awareness at their school and/or the wider community.

To create a school awareness campaign, students will need to identify the following:

- Why is it important to prepare and store food safely?
- How can not following safe food practices make us sick?
- Why is it important for everyone to learn more about food safety?
- How can you teach other kids about the importance of food safety? Think of creative ways you can teach kids your message about the topic.

Some questions to consider when designing your campaign:

- What is the campaign's main aim?
- What are your goals? What do you want to achieve?
- Do you have a slogan or message? What is it?
- Who is your target audience?
- What is the best way to communicate the message?

Discuss with students how they will get their message out there to help raise public awareness. Some possibilities include:

- Short film or animation
- Community service announcement (for print, television or radio).
- Press release (create posters to be put up around the school or pamphlets to give to all students).
- Use [Canva](#) to design a poster to put up around their school and the wider community.

## Activity: Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

### Food Safe Recipe

Choose a recipe and add steps to the recipe to improve food safety. E.g., wash hands with soap and water, wash vegetables under running water, wash utensils after touching raw meat.

### Food Safety Poster

Create a poster that outlines the important things to remember about food safety. Include information about handwashing, cross contamination, cooking food to the proper temperatures and refrigerating food.

### More about bacteria!

Not all bacteria are bad. Watch [this video](#) to find out more about good and bad bacteria. Present the information to other students.

### Myth Busting

What are some common food poisoning myths that can be busted?

## Activity: BTN Handwashing story

Washing your hands before handling food and after handling raw meat or poultry will decrease the possibility of food poisoning and other disease. Watch the [BTN Handwashing story](#) and answer the following questions:

1. What did the BTN Handwashing story explain?
2. What year did Dr Semmelweis realise that handwashing was important for our health?
  - a. 1746
  - b. 1846
  - c. 1946
3. What famous nurse supported Dr Semmelweis' views about handwashing?
4. What is another word for germs?
5. What did the experiment in the BTN story show?
6. How many seconds should you wash your hands for?
7. What are good handwashing practices? Write step-by-step instructions.
8. What did you learn from the BTN Handwashing story?



## Useful Websites

- [Food Safety Week](#) – Food Safety Information Council
- [Food Safety Basics](#) – Food Safety Information Council
- [Food Safety Week](#) – BTN
- [Handwashing](#) – BTN