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Introductory unit: Food fit to eat – a food safety angle

This unit enables students to take a food safety perspective on the foods they eat. They examine personal behaviours, as well as those portrayed in the media, with respect to preventing food poisoning. They identify and explore factors that influence food poisoning and develop an understanding of how to minimise its risk.

Students:

- Identify and explore types, symptoms and incidence of food poisoning.
- Identify and explore the factors that influence food poisoning:
 - foods that are likely to cause food poisoning
 - behaviours and conditions that promote unsafe food
 - ways to minimise contamination of food
 - ways to kill or minimise growth of micro-organisms.
- Evaluate food safety behaviours portrayed in the media.
- Evaluate personal food safety behaviours.

Sample overview for Food fit to eat — a food safety angle (one hour per week)

Stage	Learning experiences	Resources
<p>Week 1</p> <p>Orienting</p> <p>Identifying types, symptoms and incidence of food poisoning</p>	<p>Students:</p> <ul style="list-style-type: none"> ■ Use a UV fluorescent powder or lotion to determine the effectiveness of washing their hands. <p>Teacher:</p> <ul style="list-style-type: none"> ■ Discusses with students what they learnt about hand washing and why hand washing is important. Ask students to consider its impact on food safety. ■ Establishes a consumer perspective: Why is food safety important to consumers? ■ Defines food poisoning and its types, symptoms and incidence (OHT 1). ■ Explains types of food contamination and factors contributing to food poisoning (OHTs 2–9). ■ Explains that although food can be unsafe for a number of reasons, the focus of the unit is the role of micro-organisms in food poisoning. <p>Students:</p> <ul style="list-style-type: none"> ■ ‘Think, pair, share’ what they would like to learn about food safety and discuss this with the teacher. <p>Teacher:</p> <ul style="list-style-type: none"> ■ Introduces the unit and the sorts of things students will be doing to complete the unit (Student resource 1). <p>Teacher and students:</p> <ul style="list-style-type: none"> ■ In light of student think–pair–share activity, negotiate any amendments to what they will be doing and to timelines for each stage of their work (Student resource 2). ■ Discuss meanings of some terms in the investigation — for example, ‘unsafe food’, ‘food contamination’, ‘micro-organisms’. <p>Homework:</p> <p>Students complete ‘Student resource 3: Personal food safety questionnaire’ to identify current behaviours related to food safety.</p>	<p>GlitterBug Handwash Training Series (www.arrowscientific.com.au/glitterbug.html)</p> <p>Student resources</p> <ol style="list-style-type: none"> 1. Food fit to eat – a food safety angle 2. Food fit to eat: Planner 3. Personal food safety questionnaire <p>Overhead transparencies</p> <ol style="list-style-type: none"> 1. Food poisoning 2. Types of food contamination 3. Chemicals 4. Natural toxins 5. Foreign matter 6. Organisms 7. Factors contributing to food poisoning outbreaks 8. Strategies to prevent food poisoning 9. Preventing food poisoning in the home
<p>Week 2</p> <p>Identifying and exploring foods that are likely to cause food poisoning</p> <p>Identifying and exploring behaviours and conditions that promote unsafe food</p>	<p>Students:</p> <ul style="list-style-type: none"> ■ Identify the foods that are high-risk foods if not stored, prepared and/or cooked correctly (Student resource 4). ■ Discuss the impact of not cleaning the kitchen benches properly and leaving residues of high-risk foods on the bench — for example, growth of micro-organisms that then get on to other food and equipment on the bench; attracts pests. ■ Swab the school kitchen benches to test for residues of protein food. <p>Students:</p> <ul style="list-style-type: none"> ■ Watch the video ‘A case for Con Tamination’. ■ Solve the problem for the video character ‘Con Tamination’: What are the possible causes of food poisoning? (Student resource 5) 	<p>Student resource</p> <ol style="list-style-type: none"> 4. Horror stories <p>Swab ‘n’ Check hygiene monitoring kit (www.medvet.com.au)</p> <p>Student resource</p> <ol style="list-style-type: none"> 5. Help ‘Con Tamination’ solve the mystery <p>Video: ‘A case for Con Tamination’</p>

Stage	Learning experiences	Resources
<p>Week 3</p> <p>Identifying and exploring ways to minimise contamination of food</p> <p>Identifying and exploring ways to kill or minimise growth of micro-organisms</p>	<p>Students:</p> <ul style="list-style-type: none"> ■ Complete a concept map on the main ways to minimise food poisoning (Student resource 7). <p>OR</p> <ul style="list-style-type: none"> ■ Identify good food safety practice in the kitchen (Student resource 8). <ul style="list-style-type: none"> ■ Complete a cloze exercise that summarises key messages for good food safety practices (Student resource 9). <p>OR</p> <ul style="list-style-type: none"> ■ Summarise messages for good food safety practice under the headings 'Ways to minimise contamination of food' (personal hygiene, food selection, food preparation) and 'Ways to kill or minimise growth of micro-organisms' (food storage, cooking). ■ Apply what they have learnt to answer questions (Student resource 10). <p>If necessary, teacher:</p> <ul style="list-style-type: none"> ■ Summarises key messages for good food safety practice (OHTs 10–19). <p>Homework:</p> <p>Students identify and categorise five examples of perishable, semi-perishable and long-life foods found in their home. Next to each example, they record where the food is stored and decide if the storage is suitable for that category of food. They make recommendations based on their findings (Student resource 6).</p>	<p>Student resources</p> <ol style="list-style-type: none"> 6. Where to store the food? 7. Food safety: Developing a concept map 8. Food safety in the kitchen 9. Preventing food poisoning 10. Applying the facts <p>Overhead transparencies</p> <ol style="list-style-type: none"> 10. Keeping hands and nails clean 11. Washing hands and nails thoroughly with warm, running water and soap 12. Transfer of micro-organisms by hands 13. Keeping the kitchen clean 14. Keeping the kitchen clean: Pest control and animals 15. Handling food safely 16. Cooking high-risk food thoroughly 17. Keeping hot food hot and cold food cold 18. Keeping hot food hot 19. Keeping cold food cold
<p>Week 4</p> <p>Evaluating food safety behaviours promoted in the media from a food safety perspective</p> <p>Evaluating personal behaviours from a food safety perspective</p>	<p>Students:</p> <ul style="list-style-type: none"> ■ Evaluate the food safety behaviours promoted in a television program (Student resource 1) <p>Students:</p> <ul style="list-style-type: none"> ■ Assess their own food safety behaviours as documented in the questionnaire completed in week 1 (Student resources 3 and 12). ■ Reflect on whether any of these behaviours have changed since week 1 (Student resource 12). 	<p>Student resource</p> <ol style="list-style-type: none"> 11. Soaps, foodies and safety <p>Student resources</p> <ol style="list-style-type: none"> 3. Personal food safety questionnaire (completed in week 1) 3. Personal food safety questionnaire (new copy) 12. Personal food safety: Then and now