

# WHY IT'S COOL TO HAVE A COOL LUNCHBOX

HEALTH AND SOCIAL SCIENCES-BASED TEACHING ACTIVITIES - FOR YRS 1-5

[www.foodsmart.govt.nz](http://www.foodsmart.govt.nz)

Ministry for Primary Industries  
Manatū Ahu Matua



## MAJOR IDEAS DEVELOPED

HOW TO HAVE A COOL LUNCHBOX AT SCHOOL AND WHY AND HOW SHOULD I WASH MY HANDS

## FREE RESOURCES

MPI has free food safety resources you can order to use in your classroom. You can also read many of our booklets and brochures online or download as pdfs. Visit: <http://www.foodsmart.govt.nz/resources>

## TUNING IN TO FOODBORNE ILLNESS

- Through discussion, find out how many students have ever become sick and been told that they have food poisoning? Did they know that the proper name for this is a 'foodborne illness' caused by germs? Tell students that over 500 people in New Zealand catch a foodborne illness every day? How many more is that than the number in their class?
- Did the students know that there are some very sensible rules we can follow to keep us safe when we are getting food ready to eat (preparing food) storing our food and before we eat our food? Can the students think of any of these? **eg**
  - making sure all the tools we use such as knives are very clean
  - making sure that what we put the food on (plates and dishes, boards) is very clean
  - washing and drying our hands well before we eat our food and when we prepare our food
  - don't store different foods together, especially meats, chicken, fish and shellfish.
- Play and discuss the short food preparation video at: [www.youtube.com/watch?v=VWUr7Y-r6z0](http://www.youtube.com/watch?v=VWUr7Y-r6z0)
- Download and display the *Separate your kai* pdf poster for shared reading and class discussion at: [www.foodsmart.govt.nz/elibrary/consumer/separate\\_your\\_prevent.pdf](http://www.foodsmart.govt.nz/elibrary/consumer/separate_your_prevent.pdf)  
Why do students think it is important to keep different foods separate from each other and use different chopping boards and knives?

## WHY ITS COOL TO BE COOL AT SCHOOL

- Have students brainstorm a list of the food items kept in their fridges at home. How are these food items stored? **eg** in plastic wrap or in a sealed container. What reasons can students give for storing our food in the fridge? Why do they think we should keep our food cool? Tell students that if our food is left out on the bench or in the sun it gets warm and germs that make us sick can develop on the food.
- Play and discuss the *fridge* video at: [www.youtube.com/watch?v=vH4VLE4jKgA](http://www.youtube.com/watch?v=vH4VLE4jKgA)
- Introduce the idea that if we use the fridge to help keep our food safe, cool and germ free, do students think it would be a good idea to keep the lunch boxes we take to school as cool as possible before we eat our lunch? Can they think of ways we could do this?



- Download *My Cool Lunchbox* pdf brochures for shared class reading and discussion from: [www.foodsmart.govt.nz/elibrary/consumer/cool\\_lunchbox\\_.pdf](http://www.foodsmart.govt.nz/elibrary/consumer/cool_lunchbox_.pdf) or order them for **FREE** from: [www.foodsmart.govt.nz/resources](http://www.foodsmart.govt.nz/resources)
- Have students discover:
  - where their packed lunchbox is stored overnight
  - what are perishable leftovers, why we don't eat them and how we can keep them cool in our lunchbox?
  - how can coloured stars help?
  - what we can do to keep our lunchbox clean and why we must always keep them clean?
  - how we can keep our lunchbox cool at school?
  - why is it so important to wash and dry our hands before eating?

## WASHING AND DRYING OUR HANDS



- Use the resources below to teach the 20/20 seconds washing and drying of hands correctly. Download the wash your hands pdf at: [www.foodsmart.govt.nz/elibrary/consumer/how-to-wash-your-hands-sticker.pdf](http://www.foodsmart.govt.nz/elibrary/consumer/how-to-wash-your-hands-sticker.pdf) and play the *wash your hands* video at: [www.youtube.com/watch?v=vEatBiGcdys](http://www.youtube.com/watch?v=vEatBiGcdys)  
Ensure the students understand that the length of time taken and thorough drying makes sure that their hands are really clean and dry. Have students practise this and demonstrate it to each other.

## CONCLUDING ACTIVITIES

- As a class, brainstorm and list all the food safe, cool at school and wash, clean dry tips they have discovered. Have each student draw a self portrait and caption of themselves carrying out one of these. Display all portraits and invite other classes to view the display.
- Have groups of students draw/construct 'large' cardboard lunchboxes and draw/construct the food and drinks that will be packed in the boxes. Have students label all food and the special things they have done to keep the food safe and cool at school. Use as a wall display.
- Have groups plan and act out a *Be Cool at School* and *Wash, Clean, Dry* demonstration drama and act these out to other classes and parents.

# LEARNING FOOD SAFETY BEHAVIOURS TO SHARE WITH OTHERS

HEALTH AND SOCIAL SCIENCES-BASED TEACHING ACTIVITIES - FOR YRS 6-10

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## MAJOR IDEAS DEVELOPED

FINDING OUT WHAT OUR FAMILIES AND WIDER COMMUNITY KNOW ABOUT PRACTISING FOOD SAFETY BEHAVIOURS

### INTRODUCTION TO FOODBORNE ILLNESS

- Have any students or members of their families become sick or felt ill after eating food? Did they know that this is commonly called food poisoning or more correctly – a foodborne illness? Do they know the causes of foodborne illness? Have the class discuss the introduction to food poisoning to discover the following at:

[http://kidshealth.org/teen/infections/intestinal/food\\_poisoning.html#](http://kidshealth.org/teen/infections/intestinal/food_poisoning.html#)

- the main causes of food poisoning
- the most common effects on people after being infected with a foodborne illness
- find examples of how foods and liquids can become contaminated.

### FOOD SAFETY IN THE HOME RESEARCH

- Did students know that there are over 200,000 cases of foodborne illness in New Zealand every year – that is about 500 every day! Can they suggest why this is so high? Tell students that experts tell us that about 80,000 of these people get sick because they don't follow some simple rules about handling, preparing and storing food at home. Did they know that these rules are based on the ideas (4Cs) of 'Clean, Cook, Cover, Chill' and handwashing? Can the class think of some simple rules to follow to help prevent so much foodborne illness?

[www.foodsmart.govt.nz/elibrary/consumer/food-safety-in-the-home.pdf](http://www.foodsmart.govt.nz/elibrary/consumer/food-safety-in-the-home.pdf)

- Assign each group one or more research projects using the above pdf to discover the following and report their findings back to the class:

**Clean:** Video: [www.youtube.com/watch?v=VWU7Y-r6z0](http://www.youtube.com/watch?v=VWU7Y-r6z0)

- what we must always first do before handling any food
- the kitchen equipment that needs to be scrubbed between tasks and why this is so important
- what to use when cleaning up spills and wiping the bench and why
- how to effectively and quickly clean a dishcloth or sponge
- what to use separate sponges, cloths and paper towels for
- when do we need to use separate chopping boards.

#### **Cook:**

- why it is dangerous to eat undercooked meat, how to cook mince sausages and poultry and why a meat thermometer is important
- why it is important to thoroughly defrost frozen foods before cooking and identify the best ways of doing this
- how long uneaten food should stay out of the fridge and how to reheat these leftovers
- the difference between 'use by' date and 'best before' date.

**Cover:** Video: [www.youtube.com/watch?v=vH4VLE4jKgA](http://www.youtube.com/watch?v=vH4VLE4jKgA)

- why we must always keep food covered until we eat or cook it
- why ready-to-eat foods must be covered and how to cover them
- how to make store unused food in a can to make it taste good
- where to store and how to store raw meat and poultry in the fridge
- how long food should sit at room temperature and the effect of

... high room temperatures on un-chilled food

- describe the best way to stack/organise a fridge.

**Chill:** Video: [www.youtube.com/watch?v=fVQxTQtXzk](http://www.youtube.com/watch?v=fVQxTQtXzk)

- why a fridge should be kept at 2–4 degrees C
- why we should cool hot food slightly before refrigerating
- the importance of keeping our fridge clean
- how to keep purchased food cool before it is placed in the fridge.

**Hand Washing:** Video: [www.youtube.com/watch?v=vEatBiGcdys](http://www.youtube.com/watch?v=vEatBiGcdys)

- what surveys show about our New Zealand hand washing habits
- correct procedures and time taken to ensure our hands are clean.

#### **Poultry and Meat Tips**

- steps to take when transporting meat and poultry home
- where they should be placed in the fridge and why we do this.

**BBQs:** Video: [www.youtube.com/watch?v=oWvYdMNBqes](http://www.youtube.com/watch?v=oWvYdMNBqes)

- special steps must be taken when preparing, cooking and storing BBQ food and why we need more than one set of utensils.

#### **Cool Lunch Box:** pdf poster

[www.foodsmart.govt.nz/elibrary/consumer/cool\\_lunchbox\\_.pdf](http://www.foodsmart.govt.nz/elibrary/consumer/cool_lunchbox_.pdf)

- special taken to ensure our lunchbox is kept cool before it is taken to school and keeping it cool plus hand washing.

### CONDUCTING A COMMUNITY SURVEY

- Now student research is complete, why do students think it is very important to find out what our families know about foodsafe behaviour at home? In what ways could this help reduce and prevent foodborne illness at home and in our community? How can we find out what our family knows? Discuss and list ideas.
- Introduce the idea of running an anonymous survey (discuss why the survey is anonymous) with their family as a homework project to find out what foodsafe rules they practise and any foodsafe rules they do not know or are unsure about. Have every group contribute their questions to a class multi-choice survey based on the research they have previously carried out.
- As a class, collate the results of the survey and express the results in graphic and statistical form. Have students identify the foodsafe behaviours that need to be better understood. Brainstorm ideas about how they can plan and run a campaign to get these important foodsafe messages out and better understood by the community. Introduce the idea that running a Food Safety Parents/Community Day would be a good day to get these messages out and could include:
  - sharing and discussing the survey results with parents
  - inviting health professionals to talk about and explain the dangers of foodborne illnesses and actions we can take to avoid them
  - inviting cooks to talk about and demonstrate foodsafe preparation, handling and storage
  - present dramas, videos and posters promoting foodsafe behaviours around everyday situations – hand washing, BBQ, food preparation.

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