

UNDERSTANDING FOOD SAFETY BEHAVIOUR

Health, Science and Social Sciences classroom activities and scenarios for years 4-8+

Ministry for Primary Industries
Manatū Ahu Matua



TEACHER NOTES

Most cases of food poisoning (foodborne illness) are preventable and yet there are about 15,000 cases per year reported in New Zealand, but many go unreported. Foodborne illness is caused by not handling, storing and cooking food properly – along with incorrect or lack of hand washing. Use the following activities and scenarios to get food safety messages out to your students and their families.

THINKING ABOUT FOOD SAFETY BEHAVIOUR

- As a general class discussion, introduce the idea of food poisoning, more correctly known as foodborne illness. Have any students suffered from it? What are the symptoms of foodborne illness? What causes it? Did they know it was caused by harmful bacteria – properly known as pathogens getting into their bodies? Can they think of any ways these pathogens could get into our bodies? Have groups brainstorm ways this could happen and report back. Introduce the idea that that foodborne illness is all about things we do or not do properly when we are around food.
- Using shared class reading, visit the following website for an overview of the 4Cs – clean, cook, cover and chill that reduce the chances of pathogens getting into our food and giving us a foodborne illness.
www.mpi.govt.nz/document-vault/10697

THE IMPORTANCE OF HAND WASHING

- Did students know that one of the most important steps we can take to prevent pathogens entering our body is to correctly wash and dry our hands in hot/warm running water with soap before and after we do certain things. Challenge students to make **before** and **after** lists.
- Discuss the following videos with the class to find out when and how we pick up pathogens and the ways we can prevent this happening at: www.youtube.com/watch?v=LQ24EfM7sEw and www.youtube.com/watch?v=hD5i3I99mac
Have students compare this with their previous **before** and **after** lists. Point out that it is very important to know how to correctly wash our hands. What tips did they pick up? Visit: www.mpi.govt.nz/food-safety/food-safety-for-consumers/tips-for-food-safety for further shared reading and discussion. View the 'How to wash your hands' information card. Play the WHO approved video for further discussion at: www.youtube.com/watch?v=vYwypSLiaTU
Challenge students to summarize it as a series of 6-8 steps.
- After practice, have students demonstrate good handwashing techniques to junior school classes or at assembly.

MORE THAN JUST WATER

- Introduce the idea that there are times when washing our hands with water is not enough to protect us from foodborne illnesses. Can students identify these times? **eg**
 - tap water is not treated and may contain pathogens

- on a camping trip and taking water from a stream or river
- after an earthquake that damages the local water supply.
- Can students think of measures to take to make sure the water is safe for handwashing (or drinking?) Did they think of:
 - boiling the water for several minutes
 - using water purifying tablets
 - using anti-bacterial hand wipes instead of water
 - using bottled water on hiking trips.

COOK, CLEAN, COVER, CHILL DEMONSTRATIONS

- Divide the class into one of the above groups and revisit: www.mpi.govt.nz/food-safety/food-safety-for-consumers/tips-for-food-safety for further group research. Have groups prepare and deliver a practical demonstration of some food safety tips discovered.

INTRODUCING THE FIVE SCENARIOS

Treat the following scenarios as group or individual challenges for all students. To resolve the scenarios students can find the relevant information on the MPI website at:
www.mpi.govt.nz/food-safety/food-safety-for-consumers/tips-for-food-safety

SCENARIO 1 - Staying Well Around Food

As health professionals, you have been asked to speak to a group of people involved in the hospitality industry (waiters, cooks, store owners ...) about how likely we are to catch a foodborne illness in New Zealand. In preparing your talk you have decided that you should make the group aware of the following important points:

- the causes of foodborne illnesses (food poisoning)
 - how serious the problem is in New Zealand
 - the main causes of foodborne illnesses
 - the importance of knowing the basics of safe food handling
 - being aware of why it is important to know about safe food handling and when not to handle it, **eg** when you're sick
 - identify for them the main rules we should observe when preparing and handling food.
- Use the useful (and humorous) video at: www.youtube.com/watch?v=PxiaT2HLiOk
 - Have students deliver their presentations to the class.



SCENARIO 2 - BBQ Chefs

As an end-of-year activity, your class has planned a BBQ for parents and friends. Your group has been chosen to assist with food preparation and cooking. Knowing how important it is to make sure no one catches a foodborne illness, you decide to revise all the things you can do to make sure this doesn't happen. Have students carry out research at: www.mpi.govt.nz/food-safety/food-safety-for-consumers/tips-for-food-safety
> scroll down to the BBQ section. For further research visit:

AND PUTTING IT INTO PRACTICE EVERY DAY

www.mpi.govt.nz/food-safety/food-safety-for-consumers/resources and download 'Hot Tips for a Sausage Sizzle'. Present to the class to help them be food safe this summer. **eg**

- making sure all frozen food is thoroughly defrosted
- making sure food is properly cooked to kill pathogens, use a meat thermometer to check internal temperature is at 75° C
- all surfaces on BBQ and utensils are cleaned with soap and water
- use separate utensils and dishes for raw and cooked food
- cover/refrigerate left-overs within 2 hours of the BBQ.

SCENARIO 3 - My Cool Lunch Box

Your group have all been taught how to prepare and pack your own lunch box by your teacher. You have now all been asked to teach younger students at school how to do this properly. Refresh your ideas and write them down by visiting and downloading the 'My Cool Lunchbox'pdf at:

www.mpi.govt.nz/food-safety/food-safety-for-consumers/resources **eg**

- always wash and dry hands when preparing the lunch
- put packed lunch in fridge overnight
- freeze drinks overnight to keep cool
- keep lunchbox out of the sun
- cover foods with plastic wrap
- remind young students to wash and dry hands before eating
- put stickers on foods that might spoil to remind them to eat these foods first
- remind students to thoroughly wash and dry lunch boxes when they get home.

SCENARIO 4 - WWe Chill Our Food

At the monthly meeting of local food retailers there is discussion about the importance of chilling food. They decide it is important their customers know about the care they take and the reasons why they take these steps. They approach the class to design posters that they can display that promotes these messages.

www.mpi.govt.nz/food-safety/food-safety-for-consumers/tips-for-food-safety

Have students use the 'Chill' section of the website to find out

the positive messages they will have on the poster. **eg**

- we always set our fridge temperatures between 2° – 5° C to stop pathogens growing
 - we never display our food at room temperature for more than 2 hours
 - we clean our fridge regularly and immediately clean up spills
 - we never overfill our fridge so all food can be kept cool.
 - cover cooked food and store above raw food in the fridge.
- Display posters in the school and local community.

SCENARIO 5 - School Canteen

Your group has been given permission to run the school canteen, with profits going towards your class trip. All food and drinks sold at the canteen are pre-packaged and made by another business. Tell students that some of the food/drinks they sell will have to be re-heated (pies) and some will need to be kept cool.

- Did students know that the **Food Act** in New Zealand sets out rules to follow when handling and or selling food – even pre-packaged by other manufacturers. Why do they think it is important to set food safety rules for people selling food? Visit: www.mpi.govt.nz/food-safety/food-act-2014 and click on 'Where Do I Fit' tool and select their business from the list. Have students answer the questions (No to the first 4 questions and Yes to the last 3) to find out what National programme the canteen is likely to be under. Select 'Food Case Studies' from the menu and select 'College Cafe' from the list. Does this apply to them (Yes-National Programme 3)?
- Visit: www.mpi.govt.nz/food-safety/food-act-2014 and select National Programmes to find the steps they will have to take to comply with National Programme 3.
- Play video at: www.youtube.com/watch?v=PxiaT2HLiOk to find the practical steps they will have to take to keep their cafe food safe. Have the group demonstrate/report these steps to the class and explain how it can all go wrong.



NEW FREE CURRICULUM RESOURCES FOR YEARS 1-10

MPI has developed new curriculum resources for Years 1-10 in three areas related to New Zealand's primary industries.



Animal Welfare



Biosecurity



The Food System

- The resources provide teachers with contextualised learning opportunities across a range of curriculum areas
- Based on the Future Focus principle, the resources encourage students to look to the future by exploring significant issues such as sustainability, citizenship, enterprise and globalisation.

Visit: <http://www.mpi.govt.nz/news-and-resources/teacher-resources/te-ao-turoa>

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