



Economic and Consumer Literacy in European Schools

IO2 – Economic and Consumer literacy
education material and guidelines

Module: Food safety

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Module [xx]: Food Safety

Introduction	<p>The ECOLES module on Food Safety will help teach students about food safety in an engaging and interactive way using clear and simple language to explain the key elements of food safety and hygiene. Food safety and hygiene skills are a vital life lesson for everyone, and we are never too young to learn these skills.</p> <p>In this module we will cover the following topics:</p> <ul style="list-style-type: none"> • Introduction to food safety and why it is important • Food contamination – bacteria and toxins • Shopping for food and food waste • Cooking at home and food preparation • Understanding food labels and nutrition • Personal hygiene (including hand hygiene. 													
Duration	4 hours of learning activities													
Learning Outcomes	<p>At the end of this module, you will be able to:</p> <table border="1" data-bbox="389 976 1428 1615"> <thead> <tr> <th data-bbox="389 976 735 1048">Knowledge</th> <th data-bbox="735 976 1082 1048">Skills</th> <th data-bbox="1082 976 1428 1048">Attitude</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 1048 735 1227"> 1. Understand why food hygiene and food safety is important. </td> <td data-bbox="735 1048 1082 1227"> 1. Prepare and ensure safe and clean workspaces when handling food. </td> <td data-bbox="1082 1048 1428 1227"> 1. Appreciate the importance of food safety at home and at school. </td> </tr> <tr> <td data-bbox="389 1227 735 1406"> 2. Have knowledge of how to be safe and clean around food. </td> <td data-bbox="735 1227 1082 1406"> 2. Identify and reduce health risks in kitchens related to food items, utensils, or storage. </td> <td data-bbox="1082 1227 1428 1406"> 2. Foster responsibility regarding food safety and hygiene </td> </tr> <tr> <td data-bbox="389 1406 735 1615"> 3. Have knowledge of how food labels work, where to find best before dates and how to reduce food waste. </td> <td data-bbox="735 1406 1082 1615"> 3. Identify and use product labelling to find out nutritional or storage information </td> <td data-bbox="1082 1406 1428 1615"> 3. Take care of your own health and hygiene in relation to food </td> </tr> </tbody> </table>		Knowledge	Skills	Attitude	1. Understand why food hygiene and food safety is important.	1. Prepare and ensure safe and clean workspaces when handling food.	1. Appreciate the importance of food safety at home and at school.	2. Have knowledge of how to be safe and clean around food.	2. Identify and reduce health risks in kitchens related to food items, utensils, or storage.	2. Foster responsibility regarding food safety and hygiene	3. Have knowledge of how food labels work, where to find best before dates and how to reduce food waste.	3. Identify and use product labelling to find out nutritional or storage information	3. Take care of your own health and hygiene in relation to food
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Activities														
Activity 1	<table border="1" data-bbox="389 1756 1460 2024"> <tr> <td data-bbox="389 1756 735 1809"> Module Title </td> <td data-bbox="735 1756 1460 1809"> Food Safety </td> </tr> <tr> <td data-bbox="389 1809 735 1863"> Activity Title </td> <td data-bbox="735 1809 1460 1863"> Introduction to Food Safety (Basic) </td> </tr> <tr> <td data-bbox="389 1863 735 1917"> Activity target group </td> <td data-bbox="735 1863 1460 1917"> Primary School (7-12) </td> </tr> <tr> <td data-bbox="389 1917 735 2024"> Introduction </td> <td data-bbox="735 1917 1460 2024"> This activity will ask students to create their own interpretation of what food safety means to them and allow them to share their thoughts with each other. </td> </tr> </table>		Module Title	Food Safety	Activity Title	Introduction to Food Safety (Basic)	Activity target group	Primary School (7-12)	Introduction	This activity will ask students to create their own interpretation of what food safety means to them and allow them to share their thoughts with each other.				
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	<p>During this process they will also learn from each other. The teacher will provide help and encouragement in this lesson and rectify any inaccuracies that the students might need help with. The teacher will provide extra hints and learning to reinforce what the students already know.</p> <p>As part of this activity, students will be asked to 'brainstorm'. Brainstorming is when the students have an open discussion and come up with some wonderful ideas. They break up into small teams and have a talk about all the things they think are associated with food safety. When all these ideas are discovered, the teacher will create a mind-map where everyone can join in. A mind-map is a fun way to link everyone's pictures, thoughts and words together and help to understand the whole procedure. This is a great way for the teacher to go through the different ideas and facts about food safety with students.</p> <p>Face-to-face Activity</p>
Aim of the activity	The value in completing this activity for the students comes from the fact that the students are encouraged to create their own personal definition of food-safety and are allowed to expand upon any previous knowledge they might have. This gives the students a sense of control over their learning in a safe and blended learning environment – the students instead get to use their logic, previous knowledge and experiences to create their own definition of food-safety. Students then get to expand on their knowledge of food safety and basic food h
Activity preparation	<ul style="list-style-type: none"> • Tables should be laid out for groups of 3-5 students per table. • Knowledge of how to create a mind-map <ul style="list-style-type: none"> ◦ https://www.twinkl.ie/tthiseaching-wiki/mind-map
Materials & hand-outs	<ul style="list-style-type: none"> • Pens • A3 Paper • Pencils • Markers
Duration of the activity	30 Minutes
Group size(s)	Ideally 3-5 students per group, but activity is flexible
Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should explain to the class that they will be learning about food safety today and will be creating a mind-map to help make the lesson more interesting. The teacher

		<p>should then ask the students to form into groups of 3-5 students.</p> <ul style="list-style-type: none"> • Step 2: After the students have formed into their groups, they should be given one A3 sheet per group. They will each get a selection of coloured pens, pencils and markers. Once this has been done the teacher can explain that they will have to work together to create their mind-map. • Step 3: Before commencing this activity, the teacher asks one student to write the word food safety in the centre of the page and draw a circle around it. • Step 4: The teacher should then give the students 30 Minutes to write down as much as they can about food safety. If the teacher notices that the students are struggling to write down ideas the teacher can help by prompting them with different words like bacteria, washing hands, cooking, cleaning etc. • Step 5: Once the students have created their mind-maps they should then share their answers with the class and the teacher. At this point the teacher will discuss all the excellent work that has being done and congratulate the students on their answers and help to correct or expand their answers.
	<p>Tips for performing the activity</p>	<ul style="list-style-type: none"> • The teacher should have a basic understanding of food safety for this activity so they can help the students expand their knowledge accurately. • Experience in the use of mind-map would be an advantage.
	<p>How to evaluate the activity?</p>	<p>The teacher can choose to collect the students mind-maps and correct them by ticking the correct answers and providing feedback.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • Were you able to write down more answers because you were in a group? • What information did you share with your classmates, and did you learn anything interesting from them? • Did you help someone else learn something about food safety?
	<p>Further information</p>	<ul style="list-style-type: none"> • https://www.safefood.net/professional/food-safety • https://www.foodstandards.gov.scot/education-resources

Activity 2	Module Title	Food Safety
	Activity Title	Food Contamination Basic
	Activity target group	Primary School (7-12)
	Introduction	<p>This activity will allow students to create their own posters for the “Do’s and Don’ts” of Food Contamination. This activity will encourage the students to carry out some research on the basics of food contamination. Topics that can be researched could be personal hygiene, the safe handling of food, how to clean your utensils and equipment, how to store food and checking the sell by dates.</p> <p>Once the students have researched the different dos and don’ts concerning food contamination, their teacher will support them to create an informative poster that they will be proud to hang on their kitchen wall at home and share all their knowledge with their family.</p> <p>Face-to-face Activity</p>
	Aim of the activity	<p>The value in completing this activity is that students will learn about basic food contamination and the safe ways that they can avoid it. The students will learn skills associated with being food safety conscious and will also have their own personalised poster that they can bring home and hang in their kitchen.</p> <p>If the teacher also chooses to allow the students to conduct their own research, the students also gain the added benefit of learning how to research food safety themselves.</p> <p>Students will develop their knowledge about food contamination and learn new skills on how to avoid contaminants such as bacteria in food caused by undercooking not storing food at a safe temperature. They will be helped to adopt a safe and practical attitude to the ‘Do’s and Don’ts’ of Food contamination.</p>
Activity preparation	<p>The teacher should talk about basic food contamination with the students before commencing this activity. The teacher can find links for this information at the bottom of this activity. The teacher can also set up devices or computers in the class so that the students to conduct their own research and use this information to make their poster.</p>	

	Materials & hand-outs	<ul style="list-style-type: none"> • A3 Posters/Paper • Glue • Colour Paper • Pens • Pencils • Markers • Tape 	
	Duration of the activity	30 Minutes	
	Group size(s)	Students can complete this activity as a group or individually	
	Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should explain the basics of what food contamination is and give the students a quick introduction to it. The teacher can then facilitate an open discussion on the topic, by asking the students about their ideas on good food hygiene. The teacher can provide examples of good food hygiene for example, washing your hands before making or eating food. • Step 2(a): The teacher should ask the students to write down some of their ideas onto their page, in one column there will be the do's, and the other column will be the don'ts. The teacher can then give feedback to the students. <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • Step 2(b): If the teacher has access to technology, the students can conduct their own research on-line. They can either be provided with the links in the bottom section of this activity or provided with links that the teacher has found or helped to do their own research regarding the do's and don'ts that they will use for their posters. • Step 3: Once the students have their list of do's and don'ts the teacher should encourage the students to get as creative as possible with the posters. The posters should contain some do's and don'ts for food contamination that they feel are important. The students can even create images, shapes or items from the different coloured paper and use these as additions for their posters. The teacher should give 	

		<p>the students around 30 Minutes to create their posters, helping where needed.</p> <ul style="list-style-type: none"> • Step 4: Once their posters have been created the teacher should allow the students some time to show off their posters.
	Tips for performing the activity	<p>Allow the students to be as creative as they like with the poster.</p> <p>Encourage the students to come up with ideas to include in their do's and don'ts posters.</p>
	How to evaluate the activity?	<p>The teacher can choose to collect the students' posters and provide feedback on their work.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • How did you create the articles to put on your posters? • What did you not put on your poster that your other classmates did? • Where do you think the best place to hang your poster at home is?
	Further information	<p>Teachers should utilise the following links to introduce different food safety steps to the students:</p> <ul style="list-style-type: none"> • https://lat.ms/2Xw5XfR • https://www.nhs.uk/live-well/eat-well/10-ways-to-prevent-food-poisoning/ • https://www.safefood.net/food-safety/cross-contamination
Activity 3	Module Title	Food Safety
	Activity Title	Shopping for Food (Basic)
	Activity target group	Primary School (7-12)
	Introduction	<p>In this module students will learn how to read the 'best before dates' or 'use before' dates on food. They will also find out how to read the storing instructions. To make this exercise more interesting they have a 'show and tell' kind of activity, where students bring in different types of (dry) food still in their packaging so the teacher can explain how to recognise the signs of food contamination and poor food hygiene. The teacher will bring in some perishable items of food and explain the difference between food with a short shelf life and food that should be eaten within the best before date on the packaging.</p> <p>The class will learn about the different food stuffs and practice good food hygiene. .</p>

		Face-to-face Activity
	Aim of the activity	<p>The value in completing this activity comes when the students develop new skills and learn about food safety. These skills include learning how to recognise the signs of food safety practise and to be aware of the dangers of eating food that is past its” best before dates.”</p> <p>Students will develop a knowledge of how to shop for food safely and hygienically, while building skills that will help them identify best before dates and the best way to store food. Students will be able to go to the supermarket with their parents and to be aware of food hygiene.</p>
	Activity preparation	The teacher should prepare the class for this activity by notifying the students earlier that they will be required to bring in different dried foods that they might have at home. It would be a good preparation step to also send a letter home to their parents, explaining what is needed and what the students will learn.
	Materials & hand-outs	<ul style="list-style-type: none"> • Dry food items that are usually stored in a cupboard. • Cold items that the teacher will bring in and store in a fridge till the time of the activity. • Paper sheets • Pens
	Duration of the activity	30 Minutes.
	Group size(s)	Students can complete this activity as a group or individually
	Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher asks the students to show the items that they have brought in to school from home and leave them on their desks. The students will then be asked if they know what a best before date is along with what they think storing instructions are. Students will be given a chance to share their thoughts on each item. • Step 2: The teacher then asks the students to try to find the best before date on each of the items they have brought in. If the students can't find where the best before date is the teacher will help them to identify it. • Step 3: The teacher should then instruct the students to form into groups, the teacher will hand out sheets of paper to each

		<p>student. They should then make a list of various topics for example columns for fridge, cupboard, fruit bowl and freezer. Instruct the students then to place their different food items onto the page where it belongs. For instance, cereal can go into the cupboard column, apples can go into the fruit bowl column. The students should find and read the storing instructions to find the right place.</p> <ul style="list-style-type: none"> • Step 4: Once the students are happy with where they have put their items, the teacher should then check to see if they are in the right place.
	Tips for performing the activity	The teacher can make this activity fun by engaging all students in the process
	How to evaluate the activity?	<p>The teacher can choose to check the student's answers and where they placed their items and note how many they got correct.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • How easy was it to find the dates on your items? • Were there any items that it was hard to read the best before date? • How did you decide whether to put your items into the fridge, cupboard etc?
	Further information	https://www.bbcgoodfood.com/howto/guide/what-put-where-kitchen
Activity 4	Module Title	Food Safety
	Activity Title	Cooking at Home (Basic)
	Activity target group	Primary School (7-12)
	Introduction	<p>This activity will revolve around students learning the different food groups and the hygiene rules that follow them, such as cleaning up and washing your utensils immediately after cooking certain foods. How to store food safely. The students will then create a poster which could have the different categories of foodstuffs on them which they can then hang up at home to remind everyone in the household to be food safe.</p> <p>Face-to-face Activity</p>
	Aim of the activity	The value in completing this activity lies in creating the knowledge for the students for how to handle different foods safety. In particular it will equip

		<p>them with the skills and knowledge for safely dealing with food like raw meats, raw poultry and how to store them effectively.</p> <p>Students will learn how to conduct themselves around food safely at home and minimise their exposure to germs and contaminants in the kitchen. They will develop skills that will help them to minimise or eliminate risks or dangers in the kitchen and will have a willingness to become more responsible for food safety in the home.</p>
	Activity preparation	The teacher should cover basic food contamination facts and storage with the students before commencing the activity. The teacher can find links for this information at the bottom of this activity.
	Materials & hand-outs	<ul style="list-style-type: none"> • A3 Posters/Paper • Glue • Colour Paper • Pens • Pencils • Markers • Tape
	Duration of the activity	30 Minutes
	Group size(s)	Students can complete this activity as a group or individually
	Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should explain the basics of what food contamination and storage are and give the students a quick introduction to it. The teacher can then allow a discussion to happen, by asking the students if they have any ideas for what you should or shouldn't do for food contamination when cooking and where to store different items. The students should be allowed to share their own ideas, but the teacher can use prompts like asking them if vegetables should be cut on the same chopping boards as raw meats • Step 2: The teacher should then ask the students to write down some of the rules that they have learned about using certain foods. For instance, when cooking and chopping raw meats, what do you do immediately to stop the spread of germs. Or that meats should be kept separate from other ingredients. The teacher should continue to help the students to find information to include on their poster

		<ul style="list-style-type: none"> • Step 3: Once the students have their list of rules for different foods the teacher should encourage the students to get as creative as they like with the posters. The posters should contain several different food categories like dairy, dry foods, meat, and fish. What information should be displayed underneath. The students should be given 30 Minutes to create their posters. • Step 4: Once their posters have been created the teacher should allow the students a chance to show off their posters.
	Tips for performing the activity	<p>Allow the students to be as creative as they like with the poster.</p> <p>Encourage the students with ideas to include as their rules for different food groups.</p>
	How to evaluate the activity?	<p>The teacher can choose to collect the students' posters and provide feedback on posters and things they could choose to include.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • How did you come up with the things to put on your posters? • What did you not put on your poster that your other classmates did? • Where do you think the best place to hang your poster at home is?
	Further information	<ul style="list-style-type: none"> • https://lat.ms/2Xw5XfR • https://www.nhs.uk/live-well/eat-well/10-ways-to-prevent-food-poisoning/ • https://www.safefood.net/food-safety/cross-contamination • https://spunout.ie/health/healthy-eating/hl-food-hygiene • https://www.delta-net.com/health-and-safety/food-safety-topic/faqs/what-are-the-ten-rules-of-safe-food-practice
Activity 5	Module Title	Food Safety
	Activity Title	Understanding Food Labels (Basic)
	Activity target group	Primary School (7-12)
	Introduction	Students will watch a demonstration video on how to read different food labels and nutrition information and then will discuss what they have learned. The students will also get to reflect on labels they might have seen or have in their lunch box and can share what they have learned with the class

		Face-to-face Activity
Aim of the activity	<p>Students will get to learn about how to read food and nutritional labels. Understanding food labels are essential for us to know what ingredients are included in our food not only for nutrition, but also to be aware of food allergens that might be present. Students will have the opportunity to learn how to read labels and develop a basic understanding of nutrition and how to become responsible for their own nutrition.</p> <p>Students will develop a knowledge of the importance and function of food and nutrition labelling and will build skills that will help them to read and understand labels. They will be equipped with a positive attitude towards becoming responsible for their nutrition.</p>	
Activity preparation	The teacher should ensure that they have a way to present the video to the students and have speakers for the sound.	
Materials & hand-outs	<ul style="list-style-type: none"> • Computer/Laptop • Projector System or TV • Speakers • YouTube video provided at bottom of activity. 	
Duration of the activity	30 Minutes.	
Group size(s)	Any	
Activity instructions	<p>Step 1: The teacher will introduce the following video to the students. https://www.youtube.com/watch?v=krI9waE-xbE This video describes how to watch out for and understand nutrition labelling that you would find on different food items. Sometimes the labels can vary, but they all essentially have the same information on them.</p> <p>Step 2: After the teacher has introduced the video, the teacher can then ask the students if they have any questions or if there was anything that they didn't understand.</p> <p>Step 3: The teacher can then ask the students to open their lunch boxes and see if they have any packaging on their food that they can practice reading. The teacher can then open a discussion as the students are reading the labels, asking them if they can say what the sugar content is, how many calories the item has etc.</p>	

	Tips for performing the activity	<p>This activity works best when the video is accompanied by some form of practice or engagement. If the students don't have items in their lunchboxes which has the nutrition information on it - the teacher can instead bring in some items of their own or can use google search to find different products online and examine the labels with the students on the projector.</p>
	How to evaluate the activity?	<p>The teacher can ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • Did you know that food items have nutrition information on them? • Were there any food items you have in your lunchbox that were high in sugar? What were they? • Were there any food items you have in your lunchbox that were high in fats? What were they?
	Further information	<p>https://bit.ly/3vAFF8W https://www.eufic.org/en/healthy-living/category/nutrition-labelling https://www.eufic.org/en/healthy-living/article/understanding-nutrition-information-infographic</p>
Activity 6	Module Title	Food Safety
	Activity Title	Personal Hygiene
	Activity target group	Primary School (7-12)
	Introduction	<p>This activity will see the students practice and understand the importance of personal hygiene in relation to food safety. Hand washing, overall health and cleanliness are important when handling food as it ensures that we reduce the chances of contaminating food with bacteria and diseases.</p> <p>Students will participate in the soap and pepper experiment, which demonstrates the importance of adequately washing our hands and making sure to use soap.</p> <p>Face-to-face Activity</p>
	Aim of the activity	<p>The value in completing this activity lies in how it provides a visual demonstration to the benefits of washing our hands with soap. The students will witness first-hand how soap can repel and clean off bacteria from our hands.</p> <p>Students will get to build knowledge around personal hygiene and its importance while</p>

		developing skills that will help them become more hygienic and safer. They will be encouraged to have a positive attitude towards personal hygiene.
	Activity preparation	The teacher should prepare stations with bowls of water, soap, and pepper at each of the table stations.
	Materials & hand-outs	<ul style="list-style-type: none"> • Bowls • Water • Soap • Pepper • Paper Towels for cleaning/drying • Paper to write on • Pens
	Duration of the activity	30 Minutes
	Group size(s)	No Limit
	Activity instructions	<p>Step 1: The teacher should prepare stations for the children to witness the experiment from. Ideally the teacher will have one station in front of themselves to demonstrate from and several stations for the groups of students. The stations should be prepared by filling the bowls halfway with water, and then spreading some pepper across the surface of the water. There should also be some soap near each of the stations and some towels in case of any mess.</p> <p>Step 2: The teacher should begin the activity by teaching the students about the importance of washing your hands and using soap. To prove the importance the teacher will dip their finger into the bowl of water and will ask the students to do the same. They should see that some of the pepper will stick to their fingers. Next the teacher should ask everyone to dry their fingers, apply some soap to the top of their finger and stick it into the bowl of water again. This time they will notice that the pepper will rush away from their finger. When the students remove their fingers, they will notice this time that no pepper has stuck to them. The teacher should then explain that this is the same with germs.</p> <p>Step 3: The teacher should then ask the students to write down their results for what happened when they didn't use soap, and when they did. They should then be given some time to think about why there was different results. The teacher can then ask them to share their explanation and can provide them with the correct answer afterwards.</p>

	Tips for performing the activity	The teacher should make this activity interesting by introducing the practical elements and letting each student participant join in.
	How to evaluate the activity?	The teacher can also ask the students the following post-activity questions: <ul style="list-style-type: none"> • How did you find the activity? • What happened when you didn't use soap and dipped your finger? Why do you think this happened? • What happened instead when you did use soap? Why do you think this happened? • Do you think that using soap is important now that you have seen how it works?
	Further information	Germs' experiment - https://www.youtube.com/watch?v= KirHm_sYfl
Secondary School Activities		
Activity 7	Module Title	Food Safety
	Activity Title	Introduction to Food Safety (Advanced)
	Activity target group	Secondary School (13-18)
	Introduction	<p>This activity will have students engage in a discussion as groups to discover what they know about food safety before exploring the concept with the teacher. As part of the activity, students will form into groups and discuss amongst themselves as to what food hygiene and safety means and what things they consider to be good and bad hygiene and safety. They will then present these to the teacher and will engage in a further group discussion where they will learn if they were correct or if they forgot certain things.</p> <p>Face-to-face Activity</p>
	Aim of the activity	<p>The value in completing this activity for the students comes from the students gaining the opportunity to not only learn from each other, but also in learning how to share their ideas and thoughts with each other. The activity will allow students to learn through exploring and gaining a chance to expand on previous knowledge or ideas in a safe space where the teacher can guide and correct the learning experience.</p> <p>Learners will expand their knowledge in food safety and hygiene further, developing skills for becoming responsible for more advanced hygiene and have a willingness to learn more about food safety.</p>

	Activity preparation	<ul style="list-style-type: none"> • Tables should be laid out for groups of 3-5 students per table. • Knowledge of how basic food safety and hygiene works.
	Materials & hand-outs	<ul style="list-style-type: none"> • Pens • A3 Paper • Pencils • Markers
	Duration of the activity	30 Minutes
	Group size(s)	Ideally 3-5 students per group, but activity is flexible
	Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should explain the activity to the students, by firstly asking them to form into groups of 3-5. After the students have formed the groups, the teacher should ask them to discuss amongst themselves what they think food hygiene and safety means, making sure they come up with examples of both. They will be given time to discuss amongst themselves, and afterwards will share their thoughts with the class. The teacher will help them to share, expand and correct their ideas afterwards. • Step 2: The teacher will then allow time for the students to discuss their ideas and thoughts. The teacher should observe the groups and ensure that they are discussing and sharing ideas. If a teacher notices a group might be quiet, they can provide the students with some hints or ideas to help discussion. • Step 3: After the teacher has allowed the students some time to discuss, they should ask them to re-join the rest of the class where they can now share the ideas that they have discussed as groups. The teacher at this point will provide feedback on the student's ideas, adding or correcting where necessary.
	Tips for performing the activity	<ul style="list-style-type: none"> • The teacher should have a basic understanding of food safety for this activity so they can help the students expand and correct their answers

		<ul style="list-style-type: none"> The teacher should ensure to provide constructive feedback to the students, gently correcting or providing feedback to their ideas. This firstly ensures that students don't feel targeted and that they were completely wrong, but also helps the student expand upon their knowledge.
	How to evaluate the activity?	<p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> How did you find the activity? Were you able to come up with more answers and ideas because you were in a group? What do you not know about food safety that your teammates knew? Did you help someone else learn something about food safety?
	Further information	<ul style="list-style-type: none"> https://www.safefood.net/professional/food-safety https://www.foodstandards.gov.scot/education-resources https://www.plenty.com/en/kitchen-tips/the-10-golden-rules-of-kitchen-hygiene/
Activity 8	Module Title	Food Safety
	Activity Title	Food Contamination Advanced
	Activity target group	Secondary School (13-18)
	Introduction	<p>This activity will see students create their own checklist for food contamination and hygiene in their households. They will be able to refer to this checklist and ensure that each week they check whether items are still in date, are stored in the right areas and leftovers have been safely dealt with!</p> <p>Students in this activity will be expected to research different food rules and safety tips before creating their own checklist.</p> <p>Face-to-face Activity</p>

	<p>Aim of the activity</p>	<p>The value in completing this activity is that students will learn about food contamination in the home and what steps they can take to avoid it. A checklist is a manageable way to ensure that regular safety tasks relating to food safety are undertaken and give the students a tool to help them stay food safe.</p> <p>Added value is gained from the students being able to research the different food hygiene rules and tasks. This is useful as many 13-18's has digital devices where they can build skills, they can use to find answers to food hygiene questions that they might have.</p> <p>Students will develop an understanding of food contamination and the dangers it poses at home and in school. They will be taught skills for reducing the risk of food contamination and how they can become safer around food. Students will develop a more responsible attitude to food safety and reducing their exposure to food contamination.</p>	
	<p>Activity preparation</p>	<p>The teacher should cover basic food contamination with the students before commencing the activity. The teacher can find links for this information at the bottom of this activity.</p> <p>The teacher should ensure that students have access to a digital device or computer that the student can conduct their own research from.</p>	
	<p>Materials & hand-outs</p>	<ul style="list-style-type: none"> • Either A4 Posters or Create a Digital Checklist • Pens • Pencils • Markers • Tape 	
	<p>Duration of the activity</p>	<p>30 Minutes</p>	
	<p>Group size(s)</p>	<p>Students can complete this activity as a group or individually</p>	

	<p>Activity instructions</p>	<ul style="list-style-type: none"> • Step 1: The teacher should explain the basics of what food contamination is and give the students a quick introduction to it. The teacher can then allow a discussion to happen, by asking the students if they have any ideas for what you should or shouldn't do for food contamination. The teacher can provide more advanced examples like where foods should be stored, what items shouldn't be mixed – such as cleaning equipment with dry foods. • Step 2: The teacher should then allow the students to conduct their own research. The teacher can help to guide this by giving examples of what the students should search. This could be things like where to store foods, how to store them, how to prevent contamination, what are sources of contamination. • Step 3: Once the students have conducted their research, they should be guided to take notes of what they feel is most important to be included into their checklist. This way they can refer to their notes when it comes to creating their checklists. • Step 4: The students should then create their checklists. They can either create them in physical form using paper, pens, and markers, or if they wish, they could create it digitally on a computer with software like Office Word or using online software like Canva to create a checklist. 	
	<p>Tips for performing the activity</p>	<p>Allow the students to conduct their own research as much as possible, but be on standby to help guide them, giving suggestions on what to include or what they might be forgetting.</p>	
	<p>How to evaluate the activity?</p>	<p>The teacher can choose to collect the students' checklists and provide feedback on the checklists and things they could choose to include.</p> <p>The teacher can also ask the students the following post-activity questions:</p>	

		<ul style="list-style-type: none"> • How did you find the activity? • How did you find the research portion of the activity? • How hard was it to decipher the information you found online? • How will you implement your checklist? 	
	Further information		
Activity 9	Module Title	Food Safety	
	Activity Title	Shopping for Food (Advanced)	
	Activity target group	Secondary School (13-18)	
	Introduction	<p>Students will learn how to create a table of food items and categorise them based on how they should be stored. Students will learn about the different storage categories and the rules that go with them which will help them to understand how they organise their shopping and how to safely store it when they bring it home.</p> <p>Face-to-face Activity</p>	
	Aim of the activity	<p>The value in completing this activity comes from the students' developing skills and creating tools to help them identify and follow the different storage requirements and rules to help them ensure proper food hygiene.</p> <p>Students will develop their knowledge of food items and the proper method for storing them along with building the skills necessary for ensuring proper food storage at home. Students will develop a positive attitude for creating tools to ensure food safety in their own homes.</p>	
	Activity preparation	The teacher should prepare for the learning activity by ensuring that all students have access to a digital device which they can access the internet from.	
	Materials & hand-outs	<ul style="list-style-type: none"> • Digital Devices – Computer/Tablet/Phone • Image making software – alternatively can use poster paper and markers • Paper sheets 	

		<ul style="list-style-type: none"> • Pens 	
	Duration of the activity	30 Minutes.	
	Group size(s)	Students can complete this activity as a group or individually	
	Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should explain to the students that this activity will ask them to conduct their own research online, discovering from their own experience what different food hygiene storage rules there are for different food items. This will include learning how items like eggs, raw meats, vegetables etc should be stored. The students should pay particular attention to the more complex instructions, such as taking note of the temperature their fridge and freezer should operate at, ensuring raw meats are not near cooked meats, ensuring that raw foods are towards the bottom of a fridge or freezer to ensure they do not leak down onto cooked foods. • Step 2: The teacher should then allow the students time to conduct their own research. • Step 3: The teacher should then instruct the students to take the research that they have found and create a table either on a digital device with image creating software, or by using markers and paper. This table should include the main areas of food storage, such as the fridge, freezer, cupboards, and shelves, and finally fruit/vegetable bowls. For each section of the table the students should write in the rules that they have researched for the relevant place to store the food items. • Step 4: Once the students are happy with their posters or images, they should produce them and hang them up somewhere in their house that they can reference when needed. 	

	Tips for performing the activity	Making the teacher available to help students how have difficulty with digital devices-computers.
	How to evaluate the activity?	<p>The teacher can choose to check the student's images or posters and ensure that the rules they included are accurate or correct.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • How did you find researching the different rules on your own? • Were there any items that it was hard to find the best way to store them? • How did you decide how to create your table for where to put your items, either into the fridge, cupboard etc?
	Further information	https://www.bbcgoodfood.com/howto/guide/what-put-where-kitchen https://www.nidirect.gov.uk/articles/storing-food-safely
Activity 10	Module Title	Food Safety
	Activity Title	Cooking at Home (Advanced)
	Activity target group	Secondary School (13-18)
	Introduction	<p>This activity will revolve around students developing important cooking hygiene skills that they can use at home. One of the most important steps in cooking at home is ensuring that there is no chance for cross contamination to occur between different cooking and food preparation surfaces. The students will learn how to implement a 'colour-coded' approach to chopping boards or food preparation surfaces. The students will have to learn and then develop a chart for what food items should be prepared on different coloured chopping boards and finally how to adequately clean them.</p>

	Face-to-face Activity
Aim of the activity	<p>The value in completing this activity lies in creating the knowledge for the students for how to handle different foods safety. In particular it will equip them with the skills and knowledge for safely dealing with things like raw meats, storing and using dairy foods properly and learning how to safely clean after cooking.</p> <p>Students will build knowledge around how to handle different food products in the kitchen and learn essential skills in how to use and clean chopping boards that will help keep them safe when handling food. Students will be instilled with a positive attitude towards being safe and clean in the kitchen environment.</p>
Activity preparation	The teacher should ensure that they have a projector or television available for them to present the video included in the activity to the students.
Materials & hand-outs	<ul style="list-style-type: none"> • YouTube video included at the bottom of this activity
Duration of the activity	30 Minutes
Group size(s)	Students can complete this activity as a group or individually
Activity instructions	<ul style="list-style-type: none"> • Step 1: The teacher should introduce the learning activity to the students by explaining that they will be learning about the importance of chopping boards being used correctly when cooking in the kitchen. Once the teacher has done this, they can then present the YouTube video to the students. • Step 2: Once the students have watched the video. The teacher should then allow some time for the students to ask questions or to discuss what they have learned in the video. • Step 3: After the students have discussed and questioned the video resource, they should then be instructed by the teacher to create their own chart for remembering

		<p>what items should be used on what chopping boards. They can be as creative as they like, opting to either just use words, or by using images and colours of different food items.</p> <ul style="list-style-type: none"> • Step 4: Once their charts have been created the teacher should allow the students to discuss their posters, explaining why they chose to create their chart in the way they did.
	Tips for performing the activity	Allow the students to be as creative as they like with the poster.
	How to evaluate the activity?	<p>The teacher can choose to collect the students' charts and provide feedback on charts and whether they correctly understood the video and activity.</p> <p>The teacher can also ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the activity? • What did you learn from the video? • How did you choose to create your chart for remembering the different colour codes for chopping boards? • Where do you think the best place to hang your poster at home is?
	Further information	<ul style="list-style-type: none"> • YouTube Video Link • Colour Coded Chopping Boards Resource
Activity 11	Module Title	Food Safety
	Activity Title	Understanding Food Labels (Advanced)
	Activity target group	Secondary School (13-18)
	Introduction	<p>Students will learn how to understand different aspects of food nutrition labels and be able to understand the importance of the sections included. As part of this activity, students will demonstrate their ability to read different labels and answer questions based on a real-life example.</p> <p>Face-to-face Activity</p>

<p>Aim of the activity</p>	<p>Students will get to learn about how to read food and nutritional labels. Understanding food labels are essential for us to know what levels of nutrition that we gain from eating different foods. Students will also be expected to show an understanding of what calories are, what the storing information is for the food items, and what nutrition levels are included in the food.</p> <p>Students will develop an in-depth knowledge of food and nutritional labels along with skills for reading and decoding them that will help them become more responsible for their nutrition. Students will have a greater appreciation for the nutrition of the different foods they may eat.</p>
<p>Activity preparation</p>	<p>The teacher should gather several different food items from their own shopping and household that they will bring into the students. The teacher will only need to bring in the external packaging or sleeve for the food item that has the labelling information on it. The teacher should aim to have several labels gathered, so that they can provide one to each of the groups of students.</p>
<p>Materials & hand-outs</p>	<ul style="list-style-type: none"> • Paper • Pens • Food labels belonging to the teacher
<p>Duration of the activity</p>	<p>30 Minutes.</p>
<p>Group size(s)</p>	<p>Ideally 3-5 students per group.</p>
<p>Activity instructions</p>	<p>Step 1: The teacher will introduce the following video to the students. https://www.youtube.com/watch?v=Orj7p3KQcyQ</p> <p>This video describes how to understand nutrition labelling that you would find on different food items. Sometimes the labels can vary, but they all essentially have the same information on them.</p> <p>Step 2: After the teacher has introduced the video, the teacher can then ask the students if they have</p>

		<p>any questions or if there was anything that they didn't understand.</p> <p>Step 3: The teacher will then distribute one of the labels that they have brought into each of the groups. The teacher should explain to the students that they will be expected to read the labels together and write down answers to the following questions which the teacher will ask.</p> <ul style="list-style-type: none"> • How many servings does the item contain? • How many calories does the food contain in total? • How much fat does the item contain? Is it high or low? • How much salt does the item contain? Is it high or low? • Does the item seem healthy (good nutrition) or does it seem unhealthy (not very nutritious)? • How should the food item be stored and where? 	
	<p>Tips for performing the activity</p>	<p>Encourage all students to participate by simplifying the information and being on hand to answer questions.</p>	
	<p>How to evaluate the activity?</p>	<p>The teacher can ask the students the following post-activity questions:</p> <ul style="list-style-type: none"> • How did you find the video? • Was it difficult to find the information on your packaging/item? • How did you find the activity? 	
	<p>Further information</p>	<p>https://bit.ly/3vAFF8W</p> <p>https://www.eufic.org/en/healthy-living/category/nutrition-labelling</p> <p>https://www.eufic.org/en/healthy-living/article/understanding-nutrition-information-infographic</p>	
<p>Activity 6</p>	<p>Module Title</p>	<p>Food Safety</p>	
	<p>Activity Title</p>	<p>Personal Hygiene</p>	

	Activity target group	Secondary School (13-18)
	Introduction	<p>This activity will see the students' developing skills and knowledge for personal hygiene in the kitchen. As part of this activity, the teacher will create a role-play experience, where they will take on the role of a person cooking in the kitchen, and the students will become the audience. The teacher will pretend to cook in the kitchen and then will act out certain actions like sneezing in-front of the students. The students will be expected to call out these behaviours or actions and identify what went wrong and what should happen instead.</p> <p>Face-to-face Activity</p>
	Aim of the activity	<p>The value in completing this activity lies in how it provides a visual demonstration of unhealthy and unhygienic practices in the kitchen to the students. The students then develop skills in identifying these issues and learning how to address them properly.</p> <p>Students will develop a knowledge of what personal hygiene in the home consists of and build skills for ensuring that they are safe and clean around food. Students will also build skills that will help them identify unclean and unhygienic practices that could cause illnesses in the home kitchen. They will also have a positive attitude towards being vigilant against unhygienic practices.</p>
	Activity preparation	<p>The teacher should prepare the learning environment by making sure that all students are able to watch the role-play experience. This could be by facing all the students chairs towards the teacher's desk, or by clearing an area where the students can clearly see the teachers action.</p> <p>The teacher may also need to cover basic hygiene in the kitchen with the students to ensure they are able to identify the problems in the role-play scenario.</p>
	Materials & hand-outs	<ul style="list-style-type: none"> • Props to be used such as: <ul style="list-style-type: none"> ○ Dirty Apron ○ Soap ○ Food items

		<ul style="list-style-type: none"> ○ Anything else the teacher will need to help their demonstration.
	Duration of the activity	30 Minutes
	Group size(s)	No Limit
	Activity instructions	<p>Step 1: The teacher should first ensure that they have a clear space for their demonstration. This will include making sure their table or desk that they will use is clear of obstructions and that all students have a clear view. The teacher should then explain the activity to the students. The teacher will be acting as a person cooking in their home environment, however there will be several things that they will do wrong or will be unhygienic. The students must raise their hand when they see one of these actions and will tell the teacher what they have done wrong and what the teacher should have done instead.</p> <p>Step 2: The teacher should then begin their demonstration. They should think of something that they cook at home and use that as the basis for their demonstration. The teacher should then carry out some unhygienic practices as they begin their demonstration. These can include not washing their hands before cooking, sneezing into the food, cleaning their ears, or wiping their nose with their hand, cooking on a dirty or messy surface, wearing a dirty apron, having their hair in front of their face (if possible), not cleaning work surfaces, dropping things onto the floor and not cleaning them. As they perform these actions the teacher should wait for the students to notice what they did wrong, if the students do not, the teacher can take note of what the students missed and discuss it at the end of the activity. If the students do notice and raise their hand, the teacher should ask them what they did wrong and what they should have done instead.</p> <p>Step 3: After the teacher has performed the role-play activity and covered all the unhygienic actions, they should then allow for discussion. During the discussion the teacher should ask the students why they thought certain actions were unhygienic, how it could be dangerous and raise any of the actions the</p>

		students missed to their attention and ask them why they didn't see it as a problem.
	Tips for performing the activity	The teacher should be as clear as they can in their actions and over-exaggerate where possible to ensure the students understand what is happening. The teacher may also find it helpful to use props to help their demonstration, as the actions may become clearer.
	How to evaluate the activity?	<p>The teacher can then ask the following questions at the end of the activity:</p> <ul style="list-style-type: none"> • What actions did you pick up on that the teacher did that was wrong? • Which ones did you miss? • How did you find seeing the actions done in front of you? Was it more clear why these are wrong/unhygienic? • How could you make sure you are hygienic and safe in your own kitchen at home?
	Further information	<p>https://www.unileverfoodsolutions.com.my/en/chef-inspiration/food-safety/personal-hygiene-kitchen-safety-tips.html</p> <p>https://www.safefood.net/food-safety/kitchen-hygiene</p> <p>https://www.plenty.com/en/kitchen-tips/the-10-golden-rules-of-kitchen-hygiene/</p>
<p>Step-by-Step guide for Teachers for the overall module</p>	<p>Step 1:</p> <p>Teachers can focus on two separate sets of learning activities:</p> <ul style="list-style-type: none"> • Activity 1 – 6: Designed ideally for Primary/Basic School students (7-12) • Activity 7 – 12: Designed ideally for Secondary School students (13-18) <p>Teachers can review these activities before implementing and include the basic or advanced level activity based on the requirements and ability of their students.</p> <p>Step 2:</p> <p>Ideally teachers will progress through the activities in numerical order, starting at Activity 1 for Primary/Basic school students, and Activity 7 for Secondary School</p>	

students. This is to ensure that they cover each of the vital topics of food safety and hygiene. These topics are:

Introduction to Food Safety and why it is important	Activity 1 (Basic) + 7 (Advanced)
Food contamination	Activity 2 (Basic) + 8 (Advanced)
Shopping for food and food waste	Activity 3 (Basic) + 9 (Advanced)
Cooking at home and food preparation	Activity 4 (Basic) + 10 (Advanced)
Understanding food labels and nutrition	Activity 5 (Basic) + 11 (Advanced)
Personal hygiene (including hand hygiene)	Activity 6 (Basic) + 12 (Advanced)

Teachers will then follow the activity guidelines which will provide them with additional information that will help them conduct the lesson and activity, any preparation, or materials they will need, a step-by-step guide and finally evaluation activities they can complete with their students to assess their learning experience.

Step 3:

Once the teacher has completed the different learning activities, they can then choose to complete the assessment of the module activity which comes in the form of a quiz below.

Assessment of the Module

Quiz Activity.

1. Food safety is a practice of only ensuring food is properly cooked (**TRUE or FALSE**)
 - A = False, food safety involves several different practices that ensures our food, and our cooking time is safe.
2. Food contamination is any food that has been damaged or spoiled with dirt, germs, or unwanted chemicals.
 - A = True, food contamination can be dangerous, so it's important we ensure it doesn't become spoilt or damaged by being incorrectly handled or cooked.
3. It is safe to store raw meats with cooked meats as they are both protein food items. (**TRUE or FALSE**)
 - A = **FALSE** It is never safe to mix raw meats with cooked meats, as you can contaminate the ready to eat food with bacteria from the raw food.
4. Do's and Don'ts of Food Contamination (**DRAG & DROP**)
Drag the do's onto do, drag the don'ts onto don't (in correct order)

DO	DON'T
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Wash your hands regularly	Leave food out for more than two hours
Clean cooking surfaces before and after	Mix raw food with cooked or ready-to-eat food
Keep your fridge at the right temperature	Use the same chopping board for raw meat and ready-to-eat food.

5. If you are unsure of where to store certain food items, what should you do?

Take a guess and hope for the best	Check the product label for information
Store it in the fridge just to be safe	Store it on the shelf so you can keep an eye on it

6. You can place cooked meat back onto the same chopping that was used when it was raw since it's still the same type of meat (**TRUE or FALSE**)

- A = **FALSE**, Cooked and raw meats should never be mixed, ideally you should have a chopping board for raw meats, and one for cooked meats and both should be cleaned as soon as they're finished being used.

7. Drag and Drop Chopping Boards (**DRAG and DROP**)

Drag the correct food onto the correct chopping board (in correct order)

					
Raw Fish	Vegetables	Salads & Fruit	Raw Meat	Diary & Bakery	Cooked Meats

8. On a food label, what does kcal refer to?

The amount of fat contained in the food item	How much energy the sugar has in the food item
The number of calories contained in the food item	The amount of weight you will put on after eating the food item

9. Why is the use of soap important when washing our hands, or cleaning food surfaces & utensils?

		Soap helps remove and repel germs and dirt	Soap leaves a nice fragrance which helps remind you things are clean
		Soap removes friction	Soap kills bacteria instantly on your hands and utensils so you don't have to use water
Summary	<p>Brief summary of the key points within the module – takeaway message for both teachers and students [200 words]</p> <p>Food hygiene and safety are incredibly useful skills which we all need at our disposal throughout our lives. By engaging students with food hygiene early on, we can help to develop their life skills and give them the foundations needed to be food safe.</p> <p>Food hygiene can be a difficult topic to approach, with many different forms of information existing and often disordered or not a 'start-to-finish' approach. Teachers can take the key learning content contained in this module and be able to develop and build upon the learner's knowledge of food safety and provide them not only with an introduction but also with modules that progress their knowledge in food safety.</p> <p>All aspects of food safety are equally as important, and its vital that we learn to minimise the risks of food contamination, how to shop for food and ensure we are buying in date to be food safe and reducing waste, how to cook and prepare food safely along with learning how to read food labels and nutrition and personal hygiene in the kitchen.</p>		