FOOD SAFETY WEEK FOR SCHOOLS
A KEY STAGE 2 RESOURCE FOR TEACHERS
INTRODUCTION

WELCOME TO FOOD SAFETY WEEK

Food Safety Week is held annually and organised by the Food Standards Agency to promote the importance of good food hygiene in the home. In 2009, Food Safety Week will take place between 15 and 21 June. However, the activities in this booklet are not time dependent and can take place at any stage of the school year for Key Stage 2 pupils.

During Food Safety Week, there will be a range of events across the UK in schools, community groups and local councils, to highlight the importance of food safety and hygiene in the home and raise awareness of the ‘4 Cs’ (cooking, cleaning, chilling and cross-contamination).

The GermWatch campaign supports these messages and there is a range of relevant classroom resources available. If you are planning an event in school to promote good food hygiene, you can order posters, leaflets and other GermWatch materials by contacting FSA Publications on 0845 606 0667.

For more information about Food Safety Week and the GermWatch Campaign, check out the website below.

www.eatwell.gov.uk/germwatch

ABOUT GRUBEYE

Grubeye is the Food Standards Agency’s GermWatch character, who appears whenever there is a risk of food poisoning. He is happiest when germs are spread - such as when people don’t wash their hands before preparing food or forget to store perishable food in the fridge.
This year, Food Safety Week will focus on providing people aged over 60 with food hygiene advice – particularly on the need for correct storage and handling of food in the home.

The reason for this focus is the recent rise in cases of listeria within this age group. Listeria causes the same number of deaths per year as salmonella and E. coli O157 combined, and cases have doubled since 2000.

Schools and pupils can play an important role in helping to get the key messages to the focus group, through sharing information and skills.

The key messages for Food Safety Week 2009 centre on practical actions that people can do for themselves in order to reduce the risk of contracting listeria. This includes storing food correctly by:

- keeping fridges at the correct temperature
- following the storage instructions on the label
- using food by its ‘use by’ date (as well as knowing the difference between ‘best before’ and ‘use by’).

The mini projects in this resource are designed to be used flexibly. You can pick and choose the activities you would like to run and build your own project that way. We have also given ideas for extensions, should you want to take the project further. All activities aim to get pupils thinking about food safety from different angles. The projects are fun, active and are also a great way to develop community cohesion in your school – Section 1 being especially relevant:

- ‘Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action’ (Taken from the DCSF’s Guidance on the duty to promote community cohesion)

**KILLER FACT:**

Listeria causes the same number of deaths per year as salmonella and E. coli O157 combined, and cases have doubled since 2000.
HOW CAN FOOD SAFETY FIT INTO THE SCHOOL TIMETABLE?

There are many ways in which the issue of food safety can be observed in your school, whether through participating in a single class, as a whole school or as an entire community.

- If your year group is taking part in a healthy eating project - as part of either the PSHE or Science curriculum - you will be able to use some of the activities suggested in this booklet.
- Food Safety Week could be incorporated into a school Science Week, with a special day put aside exclusively for issues concerned with Food Safety and using some of the activities and extensions outlined here.
- Schools could organise some community events that would involve older people - either by bringing them into the school or by taking pupils out into the community, e.g. for a coffee morning at a local community centre.

CURRICULUM LINKS

The activities in this booklet can support the school curriculum in all four countries of the UK - particularly in the following subject areas:

- PSHE/PSD/SPHE
- Science
- Literacy - especially speaking, listening and writing
- ICT

Please follow these links for the curriculum in your country:

Wales: [http://old.accac.org.uk/eng/content.php?mID=129](http://old.accac.org.uk/eng/content.php?mID=129)
Northern Ireland: [www.nicurriculum.org.uk/key_stages_1_and_2/](http://www.nicurriculum.org.uk/key_stages_1_and_2/)
FOOD COMPETENCY FRAMEWORK

The food competences are set out by the FSA as a framework of core skills and knowledge for children and young people. This helps schools and community-based organisations provide young people with a consistent set of food skills and knowledge. The Food Safety Week activities and resources reference the framework in the following way:

FOOD SAFETY

- Pupils should recognise the importance of preparing and cooking food safely and hygienically, e.g. cleaning up regularly.

Visit [www.food.gov.uk/healthiereating/nutritionschools/competencies/#h_2](http://www.food.gov.uk/healthiereating/nutritionschools/competencies/#h_2) for more information on the framework.

HAVING HELPERS IN SCHOOL

Having additional helpers or visitors in school has many positive points. From a safety point of view, if the adult is coming in to help for a one-off occasion and is not left with a group of pupils (who will remain the responsibility of the class teacher), a CRB check will generally not be necessary. However, different councils vary in their policy and procedures, so do check first.

Having older helpers in school can be beneficial for the school and for the community as a whole. Older people often enjoy helping in school because they feel they are ‘putting something back’ into the community. Older people may also feel that they can increase their own feelings of well-being and dignity, and earn the respect of younger people through helping in school. Having people of a different generation around the school also helps pupils consider the views and feelings of others.

Specifically, many older people have knowledge about food and hygiene that is relevant today, and that children can learn from. For example, older people may be able to encourage children with the principles of hygiene in the kitchen – such as hand washing and keeping things clean. Older people will also be able to help pupils make real comparisons between the past and present.

It is important that children understand that they can learn a lot from the experiences of older people; teachers should ensure that pupils give respect to any older people who have been invited into class to share their experiences and help with this topic.
PROJECT: FOOD DETECTIVES

LEARNING OBJECTIVES:
- To find out about good food hygiene – especially when storing food
- To collect information and to compare and present findings

ACTIVITIES

The Food Detectives activities could be dipped into for one lesson or extended, depending on the amount of time available. If you are planning on organising a performance or assembly at the end of a focus week, the Food Detectives Survey should be carried out at the start of the week, so that results can be collated and the information used to plan the assembly. The purpose of the survey is to see if there is a gap in pupils’ knowledge on how food should be stored. All the people asked to take part will hopefully find the results relevant and interesting.

CLASS DISCUSSION

Start off with a class discussion about basic food hygiene practices such as hand washing, keeping hair tied back, wearing an apron, keeping work surfaces clean and clear and ensuring all utensils are clean. Accept all ideas then try to steer the pupils towards thinking specifically about storing food. Record these ideas in a spidergram. Ask pupils what they know about ‘use by’ and ‘best before’ dates. Have they ever seen them? Where? What do they mean?

- ‘Use by’ dates are for highly perishable foods – those that ‘go off’ quickly. No one likes to waste food but it can be dangerous to eat foods past their ‘use by’ date.
- ‘Best before’ dates are for foods with longer life. They indicate how long the food will be at its best quality. Food past its ‘best before’ date should still be safe to eat.

Ask pupils why certain types of food must be stored in the fridge. Which sorts of food should be stored in the fridge?

- The temperature of a fridge should be between zero and five degrees Celsius.
- Some food needs to be kept in the fridge to help stop harmful bacteria from growing on them, because most bacteria don’t grow in temperatures below five degrees Celsius. Bacteria on food can make people very unwell.
- Food that must be kept in the fridge includes: food with a ‘use by’ date, cooked food and foods that are ready to eat, such as desserts and cooked meats.
ACTIVITY - KITCHEN HYGIENE

Play the game on kitchen hygiene from the following website: www.sensoryworld.org/kitchen_hygiene.html. Alternatively, click on ‘Level 1’, ‘Level 2’ or ‘Level 3’ and print out paper copies. Ask the pupils to show what is wrong in the picture. Talk through ideas about how to put right the problems. The ‘info’ button at the top of the screen provides useful extra information.

This should give pupils an idea of good food hygiene, which will be useful for the subsequent activities. You could also show the ‘GermWatch’ advert, found at www.flyonthewall.com/FlyBroadcast/FSA/GermWatch

ACTIVITY SHEET ‘FRIDGE STORAGE’

Use the activity sheet called ‘Fridge storage’ to get pupils thinking about what should go where in the fridge. Before filling in the activity sheet, they could look at the ‘Cross contamination’ section of the GermWatch page on the Food Standards Agency website: www.eatwell.gov.uk/keepingfoodsafegermwatch

The activity sheet can be used for different levels of ability. For pupils with lower ability, the pictures could be drawn or cut out and stuck in the correct part of the fridge. Pupils with higher ability or older pupils could do more research on safe food storage in a fridge; they could write in where the food should be stored and add some information about why it should be kept in that particular place.

For further information about storing food, go to www.eatwell.gov.uk/keepingfoodsafegermwatch

For an interactive game about food storage in the fridge, go to www.glasgows.co.uk/fsa_interactives/FrdgLoad.swf
ANSWERS FOR ACTIVITY SHEET ‘FRIDGE STORAGE’

- Raw chicken (and other poultry), meats and fish should be kept well covered at the bottom of the fridge, to prevent dripping onto other foods.

- Leftovers (the curry) should be covered, stored in the fridge and eaten within two days.

- All dairy products (the cheese and milk) and eggs belong in the fridge - on any shelf above the raw meat and fish.

- Vegetables stay fresher for longer in the ‘crisper’ drawers at the bottom of the fridge.

- Cooked food (the chicken and fish) should be kept covered on any shelf above the raw products.

- A fridge’s temperature should be between zero and five degrees Celsius, which can be measured using any thermometer.

- ‘Use by’ dates are for highly perishable foods – those that ‘go off’ quickly. No one likes to waste food but it can be dangerous to eat foods past their ‘use by’ date.

- ‘Best before’ dates are for foods with longer life. They indicate how long the food will be at its best quality. Food past its ‘best before’ date should still be safe to eat.

- Storage dates on food labels should be checked carefully.

- Proper storage of food is an important part of reducing the risk of food poisoning. Some foods must be stored in the fridge and eaten within a short space of time; other foods, such as flour, pulses, canned foods and many others last much longer and can be stored at room temperature.

- Prepared cold foods must be kept in the fridge until it’s time to eat them.

- Many foods need to go in the fridge once they’ve been opened; food labels provide information on this and the length of time that the food can be stored after opening.

FRIDGE SURVEY

Ask pupils to complete the activity sheet, ‘Survey for Food Detectives’ at home, and then to complete the same survey (on a new, uncompleted survey sheet) with an older person, for example a grandparent or neighbour. Stress that the focus is finding out what people know and do not know about throwing lots of food out! All surveys will be confidential – pupils do not have to write their names on the sheet.

When enough questionnaires have been completed, collate the results to find particular trends. For example, if lots of people scored ‘No’ for question 3, it would show that people generally do not know that raw meat, fish or poultry should be covered and stored on the bottom shelf of the fridge. Questions 8 and 9 aim to get pupils thinking about the difference between ‘best before’ and ‘use by’ dates. They do not have measurable data but the answers will be interesting to discuss.

This information could then form the basis of a number of different activities, outlined under ‘Extensions’.
EXTENSIONS

DESIGN AN INFORMATION LEAFLET

Pupils can design and make an information leaflet that could be given out to older people. They would have to think carefully about the messages that they want to get across, using some of the data collected on the questionnaires.

They would also have to consider their target audience carefully – what kind of graphics and style of writing would be appropriate?

Alternatively, pupils could use ICT to present their information in a clear and interesting way. This could then be shown at an assembly.

ASSEMBLY – SHARING INFORMATION

Pupils invite parents and older people to an assembly where they will show their work from Food Safety Week (Science Week / Healthy Eating Day). Included in the presentation would be information regarding the trends recognised in the questionnaire.

As part of the assembly, pupils will reinforce the three main points of this year’s Food Safety Week, which are:

- keeping fridges at the correct temperature
- following the storage instructions on the label
- using food by its ‘use by’ date (as well as knowing the difference between ‘best before’ and ‘use by’).

This could be achieved through a short play showing a meal cooked and eaten using food that has not been correctly stored, contrasted with a meal cooked and eaten using food that has been correctly stored.

To round off the topic, pupils could repeat the spidergram, this time showing what they have learnt about safe food storage. Pupils assess their own learning by comparing the two charts.
PROJECT:
BACK TO SCHOOL DAY

LEARNING OBJECTIVES:
• To find out about good food hygiene - especially when storing food
• To think about the lives of people living in other places and times, and people with different values and customs.

Children should also learn that:
• many foods are different now than in the past
• many foods are prepared differently now
• many foods are stored differently now.

ACTIVITIES
These activities lead up to a ‘Back to School Day’, where grandparents or other known older people are invited into school to share their experiences of food and to help the pupils make comparisons between the past and present. Many older people have knowledge about food and hygiene that is relevant today - their input will give pupils a valuable insight into life in the past.

For this project, you should aim to have one older person for every four or five children, if possible. This will keep the numbers manageable but still allow for good discussion.
INTRODUCING FOOD HYGIENE PRACTICES

As with the Food Detectives project, a good way to introduce this topic would be to discuss with the class basic food hygiene practices such as hand washing, keeping hair tied back, wearing an apron, keeping work surfaces clean and clear and ensuring all utensils are clean. Ideas should be recorded in a spidergram. Ask pupils what they know about ‘use by’ and ‘best before’ dates. Have they ever seen them? Where? What do they mean? (See notes on Project: Food detectives – page 7 – for further information.)

Talk about why it is important to store food carefully and safely, and ask a few questions about what foods should be stored where. For example, pasta should be stored at room temperature in a cupboard; tinned soup – the same; eggs – in a fridge; and frozen peas – in the freezer compartment.

DESIGNING AN INVITATION FOR THE DAY (EXTENSION)

Ask pupils to design and make a postcard invitation for the Back to School Day, to go on a fridge door. The postcard should contain two or three facts that they have learnt about safe food storage through discussion or research (see introduction and the Food Detectives project).

The following websites have some great ideas to get pupils thinking about this topic:

- www.eatwell.gov.uk/info/games

The postcards should include details of the day (location, times, etc.) and a ‘call to action’ such as ‘Put this date in your diary now!’ The pupils should give the postcards to their grandparents or an older adult to stick on their fridge door.

KILLER FACT:

VEGETABLES STAY FRESHER FOR LONGER IN THE ‘CRISPER’ DRAWERS AT THE BOTTOM OF THE FRIDGE
FACT FILES

Ask pupils to complete the activity sheet, ‘Pupil activity sheet – Favourite food fact file’ before the day. The questions encourage the pupils to think about their experiences of food, where it is bought, how it is prepared, etc.

Pupils should also ask their older guest to fill in their own fact file, which asks the same questions as the pupils’ fact file (see activity sheet, ‘Guest activity sheet – Favourite food fact file’). This will prepare the visitors for the day and ensures that everyone has common ground for discussion. Pupils should be encouraged to ask questions and to share their own fact files.

ON THE DAY

You could start the day with a presentation or short sketch from the pupils to introduce the topic of food safety. Pupils present what they have learnt so far and explain that they are interested to learn from the older guests how storing food was different in their time.

In groups, using the ‘Favourite food fact file’ sheets, the pupils and guests look at what their favourite foods are, whether these foods are home made or not, where they were bought, how they were stored and how it’s possible to tell whether they’re safe to eat or not. Pupils find out how food storage today is different from when the guests were young.

The members of each group collect their answers and write down ‘main trends’, for example, ‘Most of the food in our group was homemade’; ‘When our guests were young, they stored food in this way’; Our favourite foods are...’

Groups then present their findings back to the class.
TAKING PICTURES (EXTENSION)
During the event, you could hand out a camera or video camera so that pupils can take photographs or videos. These can then be used to create an events wall or page on the school website to showcase the day and share learning with the whole school. Some of the pictures could be used to create ‘Thank you’ cards for the older guests.

FURTHER INFORMATION AND RESOURCES
Lots of information, printable resources and interactive games can be found at www.eatwell.gov.uk/info/games

For food safety music – fun songs and videos - go to http://foodsafe.ucdavis.edu

For information about healthy eating in a fun, interactive and accessible way, visit www.bbc.co.uk/northernireland/schools/4_11/uptoyou

Information about healthy eating can be found at www.foodafactoflife.org.uk
SHOW WHERE EACH ITEM OF FOOD SHOULD GO IN THE FRIDGE.

NOW FIND OUT...

What is the correct temperature for a fridge?

What do the ‘use by’ date and the ‘best before’ date on certain foods mean?

Why is it important to follow food storage instructions?
The type of food we eat has changed over the years. Your task is to find out how food is stored in your fridge at home and in the fridge of an older person – perhaps your grandparents or a neighbour. Remember, you will need to complete two surveys – one at home and one for an older person.

ALL ANSWERS ARE COMPLETELY CONFIDENTIAL!

**QUESTION 1**
Is there any ice in the fridge? (If the answer is yes, this could mean that the fridge is not at the correct temperature. If you have a thermometer, you could check that the temperature is not more than five degrees Celsius)

**YES** **NO**

**QUESTION 2**
Is all the leftover food in covered containers?

**YES** **NO**

**QUESTION 3**
If there is any raw meat, fish or poultry? Is it covered and stored on the bottom shelf?

**YES** **NO**

**QUESTION 4**
Are the cooked foods and raw foods (meat, fish or poultry) stored on separate shelves?

**YES** **NO**

**QUESTION 5**
Have a quick check – are any of the packaged foods out of date?

**YES** **NO**

**QUESTION 6**
Is anything mouldy? (Be honest!)

**YES** **NO**

**QUESTION 7**
Is the fridge generally clean? (Have spills been wiped up, etc?)

**YES** **NO**

**QUESTION 8**
Find the storage instructions on a packet in the fridge. What do they say?

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**QUESTION 9**
Search the cupboards for any open jars or bottles. What do the storage instructions say?

______________________________
THINK ABOUT YOUR FAVOURITE FOOD AND ANSWER THESE QUESTIONS.

1. Is the food a homemade meal, a ready meal, fresh food (e.g. fruit and vegetables) or a snack bought from a shop?

   ____________________________
   ____________________________
   ____________________________

2. Where was the food bought?

   ____________________________
   ____________________________
   ____________________________

3. Where is the food kept - fridge, freezer or cupboard?

   ____________________________
   ____________________________
   ____________________________

4. How do you know it's safe to eat? E.g. has it been stored in a sealed container?

   ____________________________
   ____________________________
   ____________________________

My favourite food is ____________________________

   ____________________________
The pupils in Year ________ have been thinking about their favourite foods and have completed their own fact files. Please have a think about your favourite food from when you were younger – maybe from when you were at primary school – and have a go at answering these questions. If you visit the school, we hope that pupils and grandparents/older guests will be able to share information from their files and compare the similarities and differences.

**FAVOURITE FOOD FACT FILE**

**GUEST ACTIVITY**

1. **My favourite food is**

2. Was the food a homemade meal, a ready meal, fresh food (e.g. fruit and vegetables) or a snack bought from a shop?

3. Where was the food bought?

4. Where was the food kept – fridge, freezer, cupboard or somewhere else?

5. How did you know it was safe to eat? E.g. was it stored in a sealed container?

My favourite food is