



Spread of infection: Food Hygiene

Students will go through an interactive quiz which follows the preparation of a meal. Along the way, students will have to make decisions about what to do next and answer questions.

Curriculum Links

Science

Working scientifically, Living things and their habitats; Animals, including humans

PSHE/RSHE

Health and prevention

English

Reading and comprehension;
Spoken Language

Design and Technology

Cooking and nutrition

Key Words

Microbes, Foodborne illness, Bacteria,
Use by, Best before, Refrigeration

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[e-bug.eu/eng/KS2/lesson/
Food-Hygiene](http://e-bug.eu/eng/KS2/lesson/Food-Hygiene)

Learning Outcomes

All students will:

- Understand that microbes can be found on our food and can transfer to humans.
- Understand that cooking food properly can kill harmful microbes.
- Understand that bacterium multiply very quickly.

Most students will:

- Understand that refrigeration only stops microbes growing, it doesn't kill them.
- Understand the difference between "use by" and "best before".

📎 Resources Required

Starter Activity: Class Discussion

Per class

- ☐ Copy of SH1
- ☐ Copy of SH2

Main Activity: Kitchen Check

Per class

- ☐ Copy of PP1 (available from e-bug.eu website)

Extension Activity 1:

Fridge Raiders

Per group

- ☐ Copy of SH3
- ☐ Copy of SH4
- ☐ Copy of TS1

Extension Activity 2:

Food Hygiene Quiz

Per student

- ☐ Copy of SW1

Extension Activity 3:

Spot the Mistake

Per group

- ☐ Copy of SW2

Extension Activity 4: Label Sort

Per student

- ☐ Copy of SW3

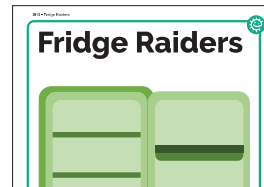
⚙️ Advance Preparation

For the Extension Activity Fridge Raiders, laminate a copy of SH3 and the images on SH4. Alternatively MS PowerPoint Slides of the images are available on the e-Bug website e-bug.eu.

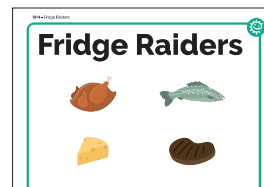
📄 Supporting Materials



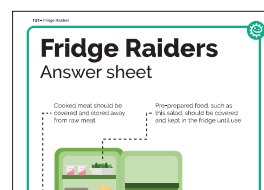
SH1 & SH2 Class Discussion



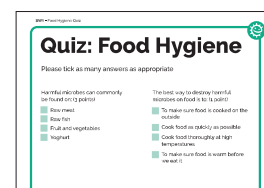
SH3 Fridge Raiders



SH4 Fridge Raiders



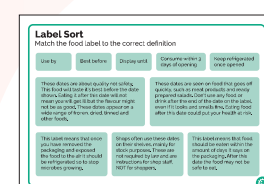
TS1 Fridge Raiders



SW1 Food Hygiene Quiz



SW2 Spot the Mistakes



SW3 Label Sort

Lesson Plan



Introduction

1. Explain to the students that some microbes like to grow in nice warm damp places, such as inside our bodies, and when they find somewhere they like, they grow and multiply. But they usually don't like places that are very warm or cold. Explain to the class that for this lesson they will be learning how harmful microbes can enter our bodies through the food we eat.
2. Ask students if they know why we cook food or keep it in a fridge. Explain that putting food in the fridge only slows or stops microbial growth, it doesn't kill it. The microbes will grow again when they come out of the fridge. The only way to kill microbes is to cook food until it is really hot and cooked all the way through. This is because very warm temperatures kill many harmful microbes.
3. Discuss with the class which foods contain the most harmful bacterium. Show the class pictures of various food types (SH1) and ask them which they think could contain the useful/harmless bacteria and which contain the harmful bacterium. Answers for the discussion are provided on SH2.

Main Activity: Kitchen Check

1 Open the Kitchen Check MS PowerPoint quiz

2 Make decisions about preparing a meal

3 Learn about good food hygiene along the way



Main Activity: Kitchen Check

- 1.** Set up the Kitchen Check MS PowerPoint quiz (available on the e-Bug website e-bug.eu) on a computer, tablet or projector.
- 2.** Students take part in an interactive quiz which follows the preparation of a meal. Students will be presented with questions to answer and explanations will be displayed.
- 3.** At the end of the quiz, students will understand where food hygiene risks lie and will be able to apply them to their own food preparation practices.

Extension Activities

Fridge Raiders

Using the laminated copies of SH3 and SH4, lay out the images of the large fridge and foods kept in the fridge on a table or display the student handouts on a whiteboard.

Ask students to place the foods in the fridge on the correct shelf according to best food hygiene practices. Ask the students which foods should also be covered up to prevent cross contamination. Teacher answers can be found in TS1.

Students learn how to store food safely, and that refrigeration only slows the growth of microbes, it doesn't kill them.

Food Hygiene Quiz

Provide SW1 to groups of 3 or 4 students. The team with the most points wins. Alternatively the quiz can be completed at the beginning of the lesson to measure understanding. Answers are available on the e-Bug website.

Spot the Mistake

Provide SW2 to groups of 2 or 3 and ask students to spot the best practice kitchen mistakes and discuss them with the class. Answers are available on the e-Bug website.

Label Sort

Allocate SW3 to groups of 3 or 4. Ask students to match food labels to their correct definition to help students learn how to consume food safely.



Learning Consolidation

At the end of the lesson, ask the class if they can name ways to reduce the spread of microbes when handling food.

For example:

- ☐ Wash my hands before and after handling food.
- ☐ Clean kitchen surfaces and utensils before and after preparing food.
- ☐ Wash fruit and vegetables before eating them.
- ☐ Don't wash raw meat to avoid harmful microbes splashing onto other foods and surfaces.
- ☐ Don't eat food that is past its used by date.

