FOOD BORNE ILLNESSES: Teacher’s Notes

Suggested Sequence of Activities:

1. PROMPT: Ask students – Who washed their hands today? Divide students into groups according to how many times they washed their hands so far today (note: be aware of any students who may have hand-washing obsessive-compulsive disorder, or OCD, and if they are receiving treatment &/or may be teased about this serious disorder).

2. MINI-LAB:
   - Use the ultra violet light (UV) and ask students to observe their hands.
   - Then explain what Glo Germ powder or gel is used for and ask them to apply some to volunteers hands and observe them under the UV light again, noting any differences (germs will glow).
   - Ask the same volunteers to wash their hands, apply more Glo Germ to their hands, and observe them again under the UV light. Discuss whether or not the germs they observed are diminished, then discuss different hand washing techniques. Relate this to science-related careers (medicine, food science, even restaurants) where hand washing carefully is extremely important and why.
   - Ask all students to wash their hands carefully (they’ll learn scrubbing is more important even than soap), and check the level of bacteria on their hands with Glo Germ and the UV light after.
   - Optional Discussion & Homework: tie handwashing to avoiding colds and flus, and ask students to complete the Glo Germ handout and hand washing commitment for homework (see Unit 3 Appendix)

3. FOOD BORNE ILLNESSES – GROUP READING ACTIVITY:
   - Copy the student handout “FOOD BORNE ILLNESSES: GROUP READING ACTIVITY” on the next page with 1 of the 10 FOOD BORNE PATHOGENS-READ & DRAW handouts copied on the back of each sheet (for smaller classes, groups may do 2 or 3 of these sheets; for larger classes, 10 groups of 3 can do one pathogen each, or groups can do two each to ensure answers are correct between groups).
   - Read the first paragraph of the handout as a class, then complete the discussion and reading in small groups or all together before asking small groups to complete the reading and drawing activity for their pathogen(s). An alternate to drawing is for students to look up images of these pathogens and their effects in the Internet (search ‘images’) – this will really get their attention if you have the time and computers with Internet access.
   - Share answers as directed on the group reading handout and ask each student to fill in the Cloze notes on the Pathogens worksheet.