

Food Safety for Kids

Educator Guide

Big Idea / Inquiry Questions

How can I use the four food safety steps to prevent foodborne illness?

Target Course and Grade

Health and wellness curricula across Canada for Grades 4–6.

This resource kit will support cross-curricular outcomes, including science, language arts and food-specific courses for Grades 4–6.

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Introduction to the Theme

Knowing how to properly clean, separate, cook and chill while handling and preparing food can help prevent foodborne illness. Students will learn about the food temperature danger zone and how to stay safe from microorganisms by following the four food safety steps. This resource kit includes interactive videos, a food safety chatterbox, sorting activities, real-life scenarios, a card game and a food safety trivia game.

Student Achievement

This resource kit includes a set of six food safety achievement badges. These badges are meant to commemorate and celebrate students learning about food safety. Use these badges throughout the resource kit as a reward for participation or, at the end, as a token of student achievement. The food safety achievement badges can be found on pages 22–23 of this Educator Guide.

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A Message From Health Canada

Foodborne illness continues to be a significant health issue around the world. There are more than 4 million cases of foodborne illness in Canada annually. Each year, these illnesses result in over 11,500 hospitalizations and 240 deaths. These illnesses are caused by food that is contaminated by a variety of foodborne pathogens.

Symptoms usually include nausea, vomiting, diarrhea, stomach pain and fever. Often, people recover quickly with no lasting complications, but in some cases, serious complications can occur, including death.

Everyone has a part to play in Canada's food system. Knowing how to properly clean, separate, cook and chill foods while handling and preparing them can help you and your students prevent foodborne illness.

We have created these food safety education resources to give students the knowledge they need to make safe and healthy food preparation choices. This age group might be interested in this topic because they may be helping prepare food in their homes. Food safety education is important for creating positive habits that will last a lifetime.

Teacher Backgrounder

Safe food handling practices are important when preparing food. Knowing how to properly handle and prepare foods can help prevent foodborne illness. There are four key steps to safe food handling practices: clean, separate, cook and chill. Education surrounding food safety and safe food preparation should focus on these four concepts.

Clean

The “clean” food safety step means that hands, preparation surfaces, cooking surfaces and cooking utensils are cleaned before, during and after food preparation. Hands are one of the most common means of moving microorganisms from one place to another. Reminding students to wash their hands for at least 20 seconds using soap and warm running water is important. Completing this step ensures that harmful microorganisms are not transferred from unclean surfaces to clean surfaces. Eating food or consuming beverages containing harmful microorganisms can cause foodborne illness.

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Separate

The “separate” food safety step means not cross-contaminating raw food and cooked or ready-to-eat food. Raw food can contain harmful microorganisms that may be transferred to ready-to-eat foods, food preparation surfaces and storage surfaces. Raw food should remain separate from ready-to-eat food at the grocery store, in the fridge and during food preparation. Use clean cooking utensils and dishes when switching from preparing raw foods to serving ready-to-eat foods. Remember: separate, don’t cross-contaminate!

Cook

The “cook” food safety step means cooking food to its recommended safe internal cooking temperature and checking with a digital food thermometer. Cooking food to its recommended safe internal cooking temperature will destroy harmful microorganisms that cause foodborne illness. With the help of an adult, students can use a clean digital food thermometer to check that their food is cooked correctly. This resource kit includes a student-friendly *Safe Internal Cooking Temperature Chart* for students to reference. Remember, you can’t tell if food is cooked to the correct temperature simply by looking at it.

Chill

The “chill” food safety step means keeping cold food cold. The goal is to keep food out of the food temperature danger zone. This danger zone is from 4°C to 60°C (40°F to 140°F). This temperature range is where bacteria can multiply quickly and cause foodborne illness. Microorganisms grow fast if food is left in the food temperature danger zone for over two hours, and if you eat this food, it could cause foodborne illness. To prevent foodborne illness, keep hot food at or above 60°C (140°F) and cold food at or below 4°C (40°F). This resource kit provides a student-friendly *Food Temperature Danger Zone* diagram for students to reference.

School lunches containing “fridge items” should be packed in an insulated lunch bag with an ice pack. If students are taking food that should be served warm, they can heat it up before they leave home and store it in a heat-preserving container or Thermos. Remember, keep hot foods hot and cold foods cold!

Conclusion

Helping students understand the four food safety steps—clean, separate, cook and chill—will help them make safe food choices when preparing and storing food. You are encouraged to visit the “Additional Resources” on page 19 of this Educator Guide for more specific information about the four food safety steps and practices. This Educator Guide also includes a Food Safety Definition for Students Handout on pages 20–21. You can use this handout to ensure learners are familiar with the vocabulary used in this resource kit.

Resource 1.1

Isabelle's Conundrum

Video

Resource Description

A mystery exists: Isabelle and her friends are not feeling well. Can you use the clues in the video to help discover why Isabelle is feeling sick? In this resource, students use contextual clues to activate their knowledge about microorganisms and food safety. The four food safety steps are introduced near the end of the video.

Learning Objectives

Students will be able to:

- identify causes of foodborne illness
- hypothesize ways in which food can become contaminated

Instructional Plan

Before

Write the definition of foodborne illness on a shared writing space.

A foodborne illness is a sickness you get from eating food that has been contaminated by harmful microorganisms or their toxins. This is also called food poisoning.

Review the definition of foodborne illness with students.

Ask the following questions in a group discussion to see what students already know about foodborne illness.

- Have you or anyone you know been sick from foodborne illness?
- What does it feel like to have foodborne illness?
 - Discuss the signs and symptoms of foodborne illness. For more information, visit Health Canada's *Food-Related Illnesses* web page at <https://lbrd.ca/foodrelatedillnesses>
- Can we prevent foodborne illness?
 - Yes, by practicing the four food safety steps and following the food safety guidelines.

During

Consider having students watch the video in partners or small groups.

Play the video.

The video asks students to consider contextual clues and answer questions.

- Pause the video when prompted.
- You can activate students' thinking by reminding them of clues from the video.

Resource 1.1

Isabelle's Conundrum

Video

Students can answer the questions by talking to an elbow partner or using the Think, Pair, Square, Share strategy (see "Related Resources" at the bottom of this page).

- Suggested answers are provided in the answer key below.

Debrief the activity as a class afterwards.

After

Consider creating a question wall (see "Related Resources" at the bottom of this page) for students to share their questions about foodborne illness and food safety.

You can use this question wall to guide students' learning throughout this resource kit.

Answer Key

1. Question: What do you think made Isabelle and her friends feel sick?

Answer: *Students could talk about some of the risk factors of foodborne illness shown in the video, including the following:*

- *They kept food that was supposed to be chilled at room temperature for more than two hours.*
- *They didn't wash their hands or keep eating surfaces clean.*
- *They shared food and drinks, even though someone was sick.*

2. Question: What do you think made Isabelle and her friends feel sick again?

Answer: *Students could talk about some of the risk factors of foodborne illness shown in the video, including the following:*

- *They ate food that wasn't cooked to its safe internal cooking temperature.*
- *They kept ready-to-eat and raw foods at room temperature for too long (over two hours).*
- *They had an unclean eating area, which gave pets and insects access to food.*

Related Resources

- For more information on the Think, Pair, Square, Share strategy, visit EAL in the Daylight at <https://lbrd.ca/thinkpairsquareshare>
- To learn more about creating and using a question wall, visit the Professional Learning Board website at <https://lbrd.ca/questionwall>

Resource 1.2

Video

Clean, Separate, Cook and Chill

Resource Description

Welcome to the story of clean, separate, cook and chill. Students will see how the four food safety steps work together to protect everyone from foodborne illness. The concepts taught in this video will support student learning throughout this resource kit.

Learning Objectives

Students will be able to:

- determine the causes and consequences of foodborne illness
- review prevention measures for cross-contamination
- explain the relationship between food pathogens and the concepts of clean, separate, cook and chill

Instructional Plan

Before

Consider introducing the four food safety steps by viewing the *Tricks to Not Get Sick: Food Safety for Kids* video. To view the video, visit Health Canada's website at <https://lbrd.ca/trickstonotgetsick>

Have students take a piece of paper and create four quadrants. They can write one of the four food safety steps (clean, separate, cook and chill) in each quadrant.

- Students can use this as a note-taking tool for the *Clean, Separate, Cook and Chill* video.

During

Play the video.

This video is the basis of food safety learning for this kit. Students will need to view it more than once. Consider having students watch the video again in small groups or independently to process the information at their own pace.

After

Debrief about the four food safety steps with students. Have them share what they added to their note-taking tool on a shared writing space (see "Answer Key" on page 7 for suggested responses).

Consider having students create their own song, rap or poem using what they have learned about the four food safety steps.

- They can refer to the *Tricks to Not Get Sick: Food Safety for Kids* video as an example.
- Students can share their creative pieces with classmates and their families.

Resource 1.2

Video

Clean, Separate, Cook and Chill

Teacher Tip

Consider demonstrating or discussing how to properly wash a digital thermometer by washing only the metal probe while keeping the digital screen dry.

Answer Key

Sample Food Safety Steps Note-Taking Tool

<p style="text-align: center;">Clean</p> <ul style="list-style-type: none">• Clean your hands, cooking surfaces and cooking utensils.• Use soap and warm water to kill harmful microorganisms.• Wash your hands for 20 seconds.• Wash your hands often.• Rinse fruits and vegetables.	<p style="text-align: center;">Separate</p> <ul style="list-style-type: none">• Separate raw food from ready-to-eat food.• Use separate utensils for raw and ready-to-eat foods.• You should clean cutting boards and cooking utensils in between preparing raw and ready-to-eat foods.• In the fridge, place raw meat and seafood below ready-to-eat food.
<p style="text-align: center;">Cook</p> <ul style="list-style-type: none">• Cooking food at high temperatures kills harmful microorganisms.• Use a digital food thermometer to check the internal temperatures of food.• You can't tell the food is cooked just by looking at it.	<p style="text-align: center;">Chill</p> <ul style="list-style-type: none">• Keep cold foods cold.• Keep frozen foods frozen.• Cool temperatures stop microorganisms from growing.• Avoid the food temperature danger zone.• Don't leave food at room temperature for more than two hours.• Keep hot foods hot.

Resource 1.3

Food Safety Chatterbox

Handout

Resource Description

How can students identify the key concepts of food safety? In this hands-on activity, students will use an interactive chatterbox to familiarize themselves with important information about the four food safety steps (clean, cook, separate and chill). Students will also highlight food safety concepts that are meaningful to them and share their learning with others.

Learning Objectives

Students will be able to:

- recall the concepts of clean, separate, cook and chill as they relate to food safety
- create learning experiences for others that reflect the four food safety steps

Materials Needed

- scissors

Instructional Plan

Before

Create a sample food safety chatterbox for students to see.

During

Assist students in creating the first food safety chatterbox.

- Consider creating the first chatterbox as a class.
- Students may require step-by-step modelling to fold the chatterbox correctly.

Students can play in pairs or small groups to answer the questions on the food safety chatterbox.

Next, have students fill in the blank food safety chatterbox template. They can add questions and answers based on the following information sources:

- Resource 1.2 – *Clean, Separate, Cook and Chill* (video)
- *Food Safety Definitions for Students* (page 20 of this Educator Guide)
- Health Canada’s *Food Safety and You* web page (found at <https://lbrd.ca/foodsafetyandyou>)

Students can play in pairs or small groups to answer the questions on the food safety chatterbox that their classmates created. Consider incorporating multiple group changes to increase student engagement.

After

Encourage students to share their food safety chatterbox with friends and family.

Challenge students to create a food safety chatterbox for students younger than them. For example, what would a student in Grade 1 need to know about the four food safety steps? Plan for students to share their food safety chatterbox with students from their target grade.

Resource 1.4

Food Safety Visual Scenarios

Resource Description

Take a look around Isabelle’s kitchen. Can you help her identify potential food safety mishaps? Can you help her place food items in their proper storage areas? In this activity, students will apply their food safety knowledge to ensure Isabelle has a clean and safe food preparation area. They will also ensure that food items are placed in their proper storage areas.

Learning Objectives

Students will be able to:

- detect potential mishaps in safe food preparation
- categorize foods into their appropriate storage temperatures

Materials Needed

- scissors
- colouring supplies
- glue

Instructional Plan

Before

Consider having the kitchen scenes displayed on a large surface, such as an interactive whiteboard or projector screen.

Consider printing this handout in colour so that students have a clearer picture when searching for food safety mistakes.

Have a whole group discussion with students about their cooking experiences.

- Highlight that the intent of this learning is to identify ideal food preparation and cooking practices. We know ideal preparation and practices are not always possible, but we try our best!
- Be aware that students may have seen their parents or guardians make some of these food safety mistakes. Our goal is to educate them on safe food practices, not to make them feel inadequate if they have seen food safety mistakes made in their home.

During

Food Safety Mistake Scenario

- This activity could be completed as a whole class or individually.
- Set up the learning for students by reading the instructions aloud.
- Once students have identified the food safety mistakes, have them form small groups to share their answers and complete the “Think About It!” section in their handout.
- Debrief about the activity with the class.

Resource 1.4

Food Safety Visual Scenarios

Food Safety Storage Matching

- Students can complete this activity individually or in small groups.
- To personalize the activity, encourage students to create more of their own food options. They could also create a kitchen space that is more reflective of their home.
 - Have students share their food options and food storage choices with the group.

After

Consider having students create their own food safety mistakes drawing. They could choose to highlight various food preparation and cooking settings.

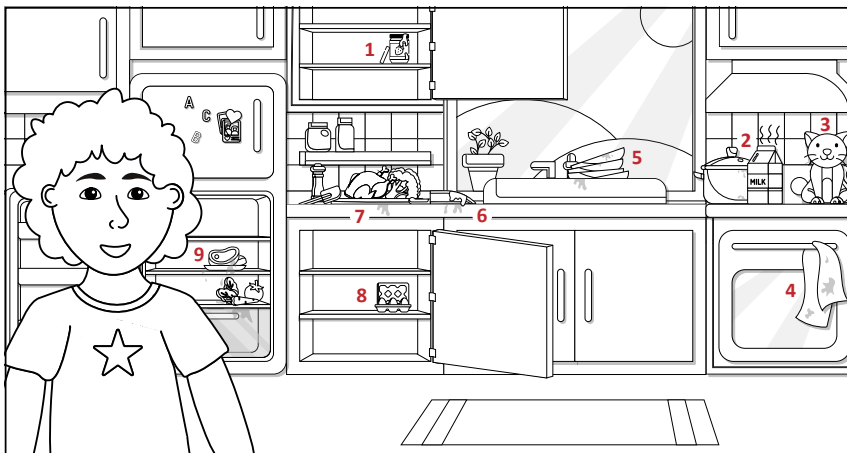
Have students share their drawings with classmates and see if others can identify the food safety mistakes.

Teacher Tip

Consider having students take this activity home to complete with their families. This may foster meaningful conversations about food safety and safe food storage at home.

Answer Key

Food Safety Mistakes Scenario (Visual)



1. uncovered jam jar
2. unrefrigerated milk
3. pet-contaminated kitchen surface
4. dirty dish towel
5. uncleaned sink
6. unwashed cooking utensil
7. shared cutting board for raw and ready-to-eat food
8. unrefrigerated eggs
9. improperly placed meat (above ready-to-eat food)

Resource 1.4

Food Safety Visual Scenarios

Answer Key

Think About It!

1. **Question:** When would you wash your hands if you were preparing food in this kitchen?

Answer: *I would wash my hands*

- *before and after cooking food,*
- *before and after handling raw meat, poultry, fish or seafood,*
- *after handling pets, changing diapers and using the bathroom.*

2. **Question:** What potential mistakes are happening for each food safety step? For each mistake, think about how you can make the situation safer.

Sample Answers

Food Safety Step	Potential Mistakes	How Can You Ensure Food Safety?
Clean	<ul style="list-style-type: none">• <i>A pet is contaminating the kitchen surfaces.</i>• <i>The kitchen towel is dirty.</i>• <i>The sink is unclean.</i>• <i>The cooking utensils are unwashed.</i>	<ul style="list-style-type: none">• <i>Keep pets out of food preparation areas.</i>• <i>Use clean cloths and towels to clean kitchen surfaces and utensils.</i>• <i>Ensure the sink is clean before cleaning kitchen surfaces and utensils.</i>• <i>Ensure cooking utensils are clean before use.</i>
Cook	<ul style="list-style-type: none">• <i>N/A</i>	<ul style="list-style-type: none">• <i>N/A</i>

(Continued on next page)

Resource 1.4

Food Safety Visual Scenarios

Answer Key

Think About It! (Cont'd)

Separate	<ul style="list-style-type: none">• The cutting board has raw and ready-to-eat food on it.• The meat in the fridge is above ready-to-eat food.	<ul style="list-style-type: none">• Keep raw and ready-to-eat food on separate cutting boards.• Place meat below ready-to-eat food to avoid the risk of raw juices contaminating ready-to-eat food.
Chill	<ul style="list-style-type: none">• The food in the cupboard is uncovered.• The milk is not in the fridge.• The eggs are in the cupboard.	<ul style="list-style-type: none">• Place opened jars of food in the fridge. Place the lids on the jars.• Place the milk in the fridge after use.• Store eggs in the body of the fridge.

Food Safety Storage Matching

Food	Storage
Salad (mixed vegetables)	Fridge
Fresh Meat (beef, wild game)	Fridge
Bread (various types)	Cupboards
Fish and Seafood (frozen)	Freezer
Cereal (grain product)	Cupboards
Cheese	Fridge
Chicken Nuggets (frozen)	Freezer
Jam or Canned Goods (unopened)	Cupboards

(Continued on next page)

Resource 1.4

Food Safety Visual Scenarios

Answer Key

Food Safety Storage Matching (Cont'd)

Noodles or Pasta (uncooked)	Cupboards
Pizza (leftover)	Fridge
Macaroni (cooked)	Fridge
Apple (whole)	Cupboards
Other	Answers will vary. You can reference Health Canada's Safe Food Storage web page at https://lbrd.ca/safefoodstorage

Think About It!

1. Question: Why is it important to store food properly? What can happen if we don't?

Answer: Answers will vary. Students should express that proper food storage keeps food safe from microbial growth. It can also keep food fresh and give it a longer shelf life. If we don't store food properly, it can spoil quickly. Harmful microorganisms can begin to grow within two hours.

2. Question: How can we keep our food out of the food temperature danger zone?

Answer: Keep hot foods hot, cold foods cold and frozen foods frozen.

3. Question: How can we keep our cold foods cold when we are out of the house?

Answer: Pack food in an insulated bag or a cooler with an ice pack(s).

Resource 1.5

Food Safety Card Game

Handout

Resource Description

Let's play a game and use cooperative learning to solve food safety challenges. In this food safety card game, students will work together to find solutions to food safety challenges using the steps of clean, separate, cook and chill.

Learning Objectives

Students will be able to:

- apply their food safety knowledge to various food preparation and cooking challenges
- create food safety challenges and solutions that use the four food safety steps

Materials Needed

- scissors

Instructional Plan

Before

Students will need to be in groups of four to eight players.

Students will need one handout per group.

- This handout is designed to be printed double-sided. If this is not possible, students will have to cut and glue the cards together.
- Alternatively, have the sets of cards prepared for students.

Review the setup and gameplay with students.

Consider having a sample game ready to demonstrate gameplay with students.

During

Check in with each group of students to ensure they understand the gameplay.

Consider adjusting the difficulty by providing students with multiple choice answers for each question.

Troubleshoot any challenge and solution debates by using the answer key to guide students to the correct answers if they ask. Remind them to think about the four food safety steps.

After

Give students time to create their own game.

Invite students to share their games and play each other's games in small groups.

Challenge students to share their games with friends and family.

Resource 1.5

Food Safety Card Game

Teacher Tip

Students could play this as a matching game.

1. Group the challenge and solution cards for each food safety step (clean, separate, cook and chill). This would total eight cards per group.
2. Lay the cards for each step face down.
3. Take turns flipping them over to find a challenge and solution match.
4. Once all matches are found, they will move on to the next group of cards.
5. Repeat until all four food safety steps have been matched.

Answer Key

Challenge	Solution
I played basketball with my friends, and now I'm hungry for a snack. My hands are dirty, but there's no sink around. What should I do?	Use an alcohol-based hand sanitizer when soap and water are unavailable. Keep some in your backpack.
I need to cut up a whole cantaloupe to share with my family. What is the first food safety step I should take?	Rinse the cantaloupe under cool running tap water while scrubbing it with a clean produce brush.
I was making a snack when I got distracted and started playing with my cat. I am ready to continue making my snack. What should I do first?	Wash your hands with soap and warm water for 20 seconds before continuing to prepare your snack.
An adult at home asked me to help with dinner by preparing the salad. They just cut chicken on the cutting board I want to use. What should I do?	Before making the salad, wash the cutting board and knife with warm soapy water. Then you can use it to chop your vegetables.
I was out shopping with my parent. I noticed the meat we bought was leaking juices onto produce and ready-to-eat food. What could we do in the future to prevent cross-contamination?	Put packages of raw meat in separate plastic bags to keep meat juices from leaking onto other foods in the grocery cart.

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Resource 1.5

Food Safety Card Game

Answer Key

<p>I like to help at the checkout by packing the groceries. When packing groceries, what is the best way to ensure food stays out of the food temperature danger zone?</p>	<p>Buy cold and frozen foods at the end of your grocery trip and pack them together in your grocery bags or bins to help them stay cold longer.</p> <p>If you live far from your grocery store, consider bringing an insulated cooler with ice packs for foods that need to be kept cold.</p>
<p>My sibling and I are in charge of planning dinner once a week. This week we are making shrimp tacos. How should we thaw the shrimp?</p>	<p>Thaw seafood in the refrigerator. Place it in a large container and let it sit overnight. It should be on the bottom shelves in case it leaks. You can also thaw seafood under cold water or in the microwave. Cook seafood immediately once it is thawed if you choose these methods.</p>
<p>My family is cooking steaks on the barbecue tonight. They are ready to come off the grill, but the only platter I have is the one that the raw steaks were on. What should I do?</p>	<p>Use a clean platter or wash the dirty platter before you place the cooked food on it to help avoid cross-contamination from the raw meat.</p>
<p>I am helping my parent cook bison burgers for my family. The burgers have been on the grill for a while, and I think they are cooked. How do I know for sure that the burgers are cooked?</p>	<p>Use a digital food thermometer to ensure the burgers are cooked to 71°C (160°F). Insert the digital food thermometer through the side of the patty, all the way to the middle, to check the temperature.</p>
<p>I am helping my siblings make chicken wings in the air fryer. They asked me to check if they were ready. The chicken wings look brown—does this mean they are ready?</p>	<p>You can't know that meat is safe to eat by looking at the colour. Meat can turn brown before all the harmful microorganisms are killed. To check the temperature of the meat you are cooking, insert the digital food thermometer through the thickest part of the meat.</p>
<p>I have some leftover meatballs. Should I reheat them to a specific temperature?</p>	<p>You should check the internal temperature of all food, including leftovers. Heat leftovers to 74°C (165°F).</p>

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Resource 1.5

Food Safety Card Game

Answer Key

I am in charge of cleaning up after dinner. Can I leave the leftovers on the countertop for a few hours while I go and play?	Put your leftovers in the fridge or freezer within 2 hours of eating to reduce the chance of getting sick from your food.
I am baking chocolate chip cookies with my grandparents. The dough looks so good that I want to taste it! I know there are raw eggs in it. Is the dough still safe to eat?	Cookie dough made with raw eggs could contain harmful microorganisms like <i>Salmonella</i> and should not be eaten until thoroughly cooked.
For lunch, I want to take a tuna sandwich, milk and an apple to school. How do I make sure my lunch stays cool all day?	You should pack your food in an insulated lunch bag or lunch box along with an ice pack to keep food cold until lunchtime.
Fruit is one of my favourite snacks. I am going to cut some up for my sister and myself. Where should I store the cut-up fruit?	You should store washed, cut-up fruits and vegetables in covered containers in the refrigerator.
I want to take ice cream to share with my teammates at today's baseball game. It's really hot outside today. What steps should I take to ensure the treats are safe for my team?	Do not keep your food outside for more than 1 hour during outdoor activities on a hot day. Keep cold foods cold. Use a cooler filled with ice packs to store your food. The temperature inside the cooler should be at or below 4°C (40°F).
My cucumbers keep freezing in my fridge. I know the fridge should be cold and the freezer even colder, but how cold should they be?	Set the fridge at a temperature where foods are near but above their freezing point. Use a thermometer to check the temperature of your fridge and freezer. The fridge should be set at 4°C (40°F) or lower. The freezer should be -18°C (0°F) or lower.

Resource 1.6

Presentation

Food Safety Trivia for Kids

Resource Description

Are you ready to show off your food safety learning? This food safety trivia game is a fun way for students to review the food safety steps (clean, separate, cook and chill) and show what they have learned.

Learning Objectives

Students will be able to:

- apply their food safety knowledge to answer questions
- collaborate with one another to create a new game

Instructional Plan

Before

Preview the presentation.

If appropriate, students can create their own score sheet. There are 21 questions and answers.

During

Consider adjusting the difficulty by providing students with multiple choice answers for each question.

This game can be played as a whole class, with students answering individually or in teams.

Alternatively, consider having a student lead the game in a group of five or six. They would need access to a device to share the presentation.

After

Invite students to share their games and play each other's games in groups of three or four.

Challenge the students to share their games with friends and family outside of the classroom.

Teacher Tip

Consider adding the *Food Safety Trivia for Kids* questions and answers to an online, game-based learning platform like Kahoot (<https://kahoot.com>). This will allow students to play the game in real-time on their devices.

Extension Activities

Encourage students to cook at school and home using the four food safety steps. Have students document their cooking by taking photos or videos.

Students are encouraged to visit other online learning activities to learn about food safety, including these:

- Health Canada's *Interactive Tool on Food Safety* at <https://lbrd.ca/interactivetool>
- Partnership for Food Safety Education's *Kids Games and Activities* at <https://lbrd.ca/gamesandactivities>

Additional Resources

For more food safety information, visit these websites.

Health Canada

- Review the four food safety steps by visiting <https://lbrd.ca/foodsafetyandyou>
- Learn about general food safety tips by visiting <https://lbrd.ca/foodsafetytips>
- Learn more about poultry safety by visiting <https://lbrd.ca/poultrysafety>
- Watch a video to learn how to use a food thermometer by visiting <https://lbrd.ca/foodthermometers>
- Get tips on safe food storage by visiting <https://lbrd.ca/safefoodstorage>
- View the recommended safe cooking temperatures by visiting <https://lbrd.ca/safeinternaltemperatures>
- View the *Tricks to Not Get Sick: Food Safety for Kids* video by visiting <https://lbrd.ca/trickstonotgetsick>
- Learn about food safety for First Nations and Inuit by visiting <https://lbrd.ca/foodsafetyfirstnationsandinuit>

Partnership for Food Safety Education

- Learn how to pack a safe lunch by visiting <https://lbrd.ca/safelunch>
- Continue to learn about safe poultry handling by visiting <https://lbrd.ca/safepoultryhandling>

Public Health Agency of Canada

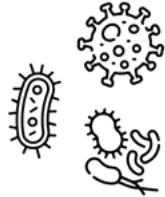
- Learn more about the benefits of handwashing by visiting <https://lbrd.ca/handwashing>
- Watch the *Hand-Washing Heroes* video by visiting <https://lbrd.ca/handwashingheroes>

Food Safety Definitions for Students


Use the following handout to remember the key terms we learned!



For each key term, read the definition and draw what it is describing.

Term	Definition	Draw Your Understanding
Bacteria	<p><i>Bacteria</i> are tiny organisms found all around us. You cannot see, smell or taste bacteria. Some bacteria are helpful and necessary for our bodies to work properly, while others can cause infections and make us sick.</p>	<p>Example:</p> 
Cross-Contamination	<p><i>Cross-contamination</i> is when harmful microorganisms are accidentally spread. They are spread when harmful microorganisms are transferred from one surface or food to another.</p>	
Disease	<p>A <i>disease</i> is an illness or sickness that prevents your body from working as it should. A disease can usually be recognized by signs and symptoms.</p>	
Foodborne Illness	<p>A <i>foodborne illness</i> is a sickness you get from eating food that has been contaminated by harmful microorganisms or toxins. This is also called food poisoning.</p>	
Fungi	<p><i>Fungi</i> are a group of microorganisms that includes moulds and yeasts.</p>	
Germs	<p><i>Germs</i> refer to microorganisms that can cause illness and disease. You cannot see, smell or taste germs.</p>	

Food Safety Definitions for Students

Term	Definition	Draw Your Understanding
Microorganisms	<p><i>Microorganisms</i> are really small organisms. You can only see them with a microscope. They include bacteria, viruses, parasites and fungi.</p>	
Organism	<p>An <i>organism</i> is any living thing. Some organisms you can see, such as plants or animals, and some you cannot see, like microorganisms.</p>	
Parasites	<p>A <i>parasite</i> is an organism that lives on or inside another organism. They need a host to survive. Some parasites, like ticks, you can see. Other parasites, like bacteria and viruses, you cannot see, smell or taste.</p>	
Pathogens	<p><i>Pathogens</i> are any disease-causing microorganism, often called a “germ” or “bug.” You cannot see, smell or taste pathogens.</p>	
Toxins	<p><i>Toxins</i> are harmful substances that are produced by some living organisms. You cannot see, smell or taste toxins.</p>	
Viruses	<p><i>Viruses</i> are very tiny organisms that can make you feel sick when they move through your body. You cannot see, smell or taste viruses.</p>	

Food Safety Achievement Badges



Food Safety Achievement Badges

