English

HANDS ON

FOOD SAFETY

A program of the GMA Science and Education Foundation

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Endorsements

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LANGUAGE ARTS

Summary of Activities:

Setting the Stage

Anticipation Guide

Jigsaw Cooperative Learning Activity

Reaction Guide

Finding Food Safety Mistakes

Think-Pair-Share

Press Releases Intro

Press Releases Example and Formatting

Writing Press Releases

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Day	Language Arts Common Core Standards	
Day 1	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct form personal opinions or judgments.
	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.6.1a	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Day 2	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct form personal opinions or judgments.
	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.6.1a	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Day 3	W.6.9	Draw evidence from literary or information texts to support analysis, reflection, and research.
Day 4	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Days 5 and 6	L.6.1	Demonstrate command of the conventions of standard English grammar and usage.
	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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Stage of Instruction	Event	Description	Language Arts Activity
Pre-Instruction	Gaining Attention	Stimulates readiness to learn and participate. Stimuli like surprises or questions are typically used for this event.	Setting the Stage
	Informing learners of the objectives	Generates expectancy by helping them understand what they will be learning	Inform learners of the objectives
	Stimulating recall of prior learning	Relating new information to something they already know or have experienced helps learners make sense of the lesson	Anticipation Guide
Instruction	Presenting the stimulus	New information is presented. Strategies like providing examples or presenting vocabulary should be used to present the lesson content to provide more effective instruction	Jigsaw Cooperative Learning Activity
	Providing learning guidance	Helps facilitate the process of long-term information storage	Reaction Guide
	Eliciting performance	Requires the learner to practice the new skill or behavior. The repetition further increases the likelihood of retention of the new information	Finding Food Safety Mistakes
Post-Instruction	Providing feedback	Assess and further facilitate learning. Typically, activities designed for feedback are for comprehension, not scoring	Finding Food Safety Mistakes
	Assessing performance	To evaluate the effectiveness of the instructional events, you must test to see if the expected learning outcomes have been achieved	Student Reflection
	Enhancing retention and transfer	Helps learners develop expertise by internalizing the new information. Methods for helping learners internalize are paraphrasing, generating examples, creating concept maps or outlines, and repetition	Press Release

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Unit Activities:	Setting the Stage, Objectives, Anticipation Guide, Jigsaw Part 1	*Learning Objectives:*	Students will be able to: 1. Apply prior knowledge on safe food handling 2. Read non-fiction source material for details and main ideas 3. Come to consensus of main ideas with cooperative group learning
Instructional Events:	Gain Attention, Inform Learners of the Objectives, Stimulate Recall of Prior Learning, Present the Stimulus		
Student Handouts:	*Safe Food Handling Anticipation-Reaction Guide* *Food Safety Jigsaw Data Recording Sheet* *Clean/Chill/Cook/Separate* Info Sheets	*Common Core Standards:*	RI.6.2 SL.6.1 SL.6.1a SL.6.1d

Activities:

Setting the Stage (8 minutes)

Purpose: To capture attention and prepare students to learn and participate.

Learner Level: All

- Write the following question on the board or overhead: **What do you think are the three most important safety rules to follow when you are preparing food?**
- Ask students to write down their response to the question. Allow 3-5 minutes for students to do so.
- Allow students to share their responses with the class.
- Pose questions for discussion:
  - What might happen if you didn't follow these food safety rules?
  - Do you have examples of a time when these rules were broken? What happened?
  - What do you do if you see your parent or another adult not handling food safely?

Inform the Learner of the Objectives (2 minutes)

Purpose: To help students understand what they are responsible for learning.

Learner Level: All

- Tell Students: **Today we are going to learn basic food safety handling procedures.**

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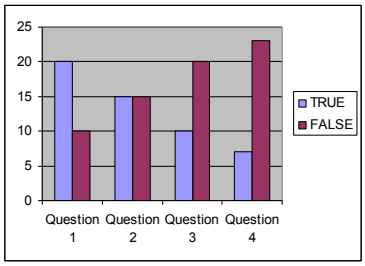
Activities:

Anticipation Guide: (15 minutes)

Purpose: To familiarize students with new words, activate prior knowledge, and provide a guide to the concepts they will learn in this lesson.

Learner Level: All

- Distribute one copy of the handout **Safe Food Handling Anticipation/Reaction Guide** to each student.
- Instruct them to read each of the four statements in the first box carefully and decide whether each statement is true or false.
- Give students a few minutes to select an answer for each statement then discuss answers.
- Create a class consensus chart for each statement for later reference (Example below).



- Remind students that they will complete the Reaction section after they finish the cooperative learning activity.

Jigsaw Cooperative Learning Activity Part 1 (30 minutes)

Purpose: To provide new information to students.

Learner Level: Average-High

Part 1: Becoming Food Safety Experts

- Arrange students into groups of four and assign each group one topic (clean, separate, chill, cook).
- Students will be responsible for becoming "experts" on their topic.
- Distribute topic fact sheets to each group as appropriate.
- They should read the fact sheet that corresponds to their topic and as a group determine the five KEY points.
- Each group member should record the five key points on their **Food Safety Jigsaw Data Recording Sheet.**

Learner Level: Low-Average

- Follow instructions above, but fill in several of the key points for students on the **Food Safety Jigsaw Data Recording Sheet** to serve as examples.

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Teacher's Copy of Possible Answers

Safe Food Handling Anticipation-Reaction Guide

Section One Directions: Read each statement carefully. Decide whether you think each statement is **TRUE** or **FALSE** and mark the correct box.

Statement	True	False
1. The most important thing you can do to keep from getting sick is take a multi-vitamin everyday.		x
2. Using the same cutting board for raw meat and uncooked vegetables is safe, if it is wiped off with a paper towel.		x
3. Most bacteria cannot grow enough to cause illness, if it is colder than 140°F.		x
4. You can tell if meat is cooked thoroughly if it has turned from pink to brown.		x

Section Two Directions: Once you have completed the Cooperative Learning Activity re-read each statement carefully. Based on your new knowledge of food safety, decide whether you think each statement is **TRUE** or **FALSE** and mark the correct box. For each false statement, explain why the statement is wrong.

Statement	True	False	Explanation
1. The most important thing you can do to keep from getting sick is take a multi-vitamin everyday.		x	The most important thing you can do to keep from getting sick is to **wash your hands.**
2. Using the same cutting board for raw meat and uncooked vegetables is safe, if it is wiped off with a paper towel.		x	Using the same cutting board for raw meat and uncooked vegetables is **not safe.** If possible, use one cutting board for fresh produce and a separate one for raw meat, poultry, and seafood. Wash cutting boards with hot, soapy water after preparing each food item.
3. Most bacteria cannot grow enough to cause illness, if it is colder than 140°F.		x	Most bacteria **can** grow enough to cause illness, if it is colder than 140˚F. Unsafe temperatures are between 40˚F and 140˚F.
4. You can tell if meat is cooked thoroughly if it has turned from pink to brown.		x	You can tell if meat is cooked by using a **food thermometer.**

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Teacher's Copy of Possible Answers

Food Safety Jigsaw Data Recording Sheet

Directions: Record the five major points for each of the Food Safety Topics below:

CLEAN

1. Washing your hands is the most important thing you can do to keep from getting sick.
2. If you don't wash frequently you can transfer germs from surfaces and other people to your eyes, nose, or mouth.
3. You should wash your hands after using the bathroom, before eating or handling food, after handling animals, when they are dirty, or when you or others are sick.
4. Wash with soap and warm water for 20 seconds.
5. You should disinfect hot zones in your house such as the kitchen and bathroom with specialized disinfecting products.

SEPARATE

1. You can cross-contaminate foods by transferring bacteria from other foods, surfaces, utensils, hands, etc.
2. Keep raw meat, poultry, and seafood away from other foods in the grocery cart and refrigerator.
3. Wash hands and surfaces often when preparing food.
4. Do not use the same cutting board or knife when switching from uncooked meat to vegetables.
5. Refrigerate leftovers within 2 hours.

CHILL

1. Bacteria grow most rapidly between 40°F-140°F.
2. Refrigerate leftovers with 2 hours or within 1 hour if the temperature is over 90°F.
3. Do not defrost food at room temperature; thaw in the refrigerator.
4. Cold foods should be kept at 40°F or colder.
5. Don't over-stuff the refrigerator; cold air must circulate to keep foods safe.

COOK

1. Use a food thermometer to be sure that food is cooked to a safe temperature.
2. Food thermometers come in all varieties so they are easy to use.
3. Not cooking food to a safe temperature can make you and your family sick.
4. The proper temperature for a hamburger cooked medium is 160°F.
5. Cooking by color (pink or brown meat) can be misleading.

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Clean

The most important thing that you can do to keep from getting sick is to wash your hands. By frequently washing your hands you wash away germs that you have picked up from other people, or from contaminated surfaces, or from animals and animal waste.

What happens if you do not wash your hands frequently?

You pick up germs from other sources and then you infect yourself when you

- Touch your eyes
- Or your nose
- Or your mouth.

One of the most common ways people catch colds is by rubbing their nose or their eyes after their hands have been contaminated with the cold virus. You can also spread germs directly to others or onto surfaces that other people touch. And before you know it, everybody around you is getting sick.

The important thing to remember is that, in addition to colds, some pretty serious diseases -- like hepatitis A, meningitis, and infectious diarrhea -- can easily be prevented if people make a habit of washing their hands.

When should you wash your hands?

You should wash your hands often. Probably more often than you do now because you can't see germs with the naked eye or smell them, so you do not really know where they are hiding.
It is especially important to wash your hands:

- Before, during, and after you prepare food
- Before you eat, and after you use the bathroom
- After handling animals or animal waste
- When your hands are dirty
- More frequently when someone in your home is sick.

What is the correct way to wash your hands?

- First wet your hands and apply liquid or clean bar soap. Place the bar soap on a rack and allow it to drain.
- Next rub your hands vigorously together and scrub all surfaces.
- Continue for 20 seconds or about the length of a little tune. It is the soap combined with the scrubbing action that helps dislodge and remove germs.
- Rinse well and dry your hands.

It is estimated that one out of three people do not wash their hands after using the restroom. So these tips are also important when you are out in public.

Washing your hands regularly can certainly save a lot on medical bills. Because it costs less than a penny, you could say that this penny's worth of prevention can save you a $50 visit to the doctor.

Another way to help you keep the germs away is to routinely clean and disinfect surfaces.

What is the difference between cleaning and disinfecting?

Cleaning and disinfecting are not the same thing. In most cases, cleaning with soap and water is adequate. It removes dirt and most of the germs. However, in other situations disinfecting provides an extra margin of safety.

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Clean

You should disinfect areas where there are a lot of dangerous germs and a possibility that they will be spread to others. That is because disinfectants, including solutions of household bleach, have ingredients that destroy bacteria and other germs. While surfaces may look clean, many infectious germs may be lurking around. Given the right conditions some germs can live on surfaces for hours and even for days.

Do you know where the "hot zones", or the contaminated areas, are in your home?

The kitchen is one of the most dangerous places in the house because of the infectious bacteria that are sometimes found in raw food such as chicken. Also, there is a potential for germs to be spread to other people because that is where food is prepared. You cannot always tell where or when germs are hiding. When you touch a contaminated object you can contaminate other surfaces that you touch afterwards and spread the germs to others.

Another potential hot zone is the bathroom. Routinely cleaning and disinfecting the bathroom reduces odors and may help prevent the spread of germs when someone in the house has diarrhea. Also, do not forget your child's changing table and diaper pail.

What is the best way to routinely clean and disinfect surfaces?

- You should follow the directions on the cleaning product labels. And be sure to read safety precautions as well.
- If you are cleaning up body fluids such as blood, vomit, or feces, you should wear rubber gloves, particularly if you have cuts or scratches on your hands or if a family member has AIDS, Hepatitis B, or another bloodborne disease. And it is also a good idea to clean and disinfect surfaces when someone in the home is sick.
- To begin, clean the surface thoroughly with soap and water or another cleaner
- After cleaning, if you need to use a disinfectant, apply it to the area, and let it stand for a few minutes or longer, depending on the manufacturer’s recommendations. This keeps the germs in contact with the disinfectant longer.
- Wipe the surface with paper towels that can be thrown away or cloth towels that can be washed afterwards.
- Store cleaners and disinfectants out of the reach of children.
- And remember, even if you use gloves; wash your hands after cleaning or disinfecting surfaces.

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Separate

Cross-contamination is the transfer of harmful bacteria to food from other foods, cutting boards, utensils, etc., if they are not handled properly. This is especially true when handling raw meat, poultry, and seafood, so keep these foods and their juices away from already cooked or ready-to-eat foods and fresh produce. When handling foods, it is important to Be Smart, Keep Foods Apart—Don't Cross-Contaminate. By following these simple steps, you can prevent cross-contamination and reduce the risk of foodborne illness.

When Shopping: Separate raw meat, poultry, and seafood from other foods in your grocery-shopping cart. Place these foods in plastic bags to prevent their juices from dripping onto other foods. It is also best to separate these foods from other foods at check out and in your grocery bags.

When Refrigerating Food:

- Place raw meat, poultry, and seafood in containers or sealed plastic bags to prevent their juices from dripping onto other foods. Raw juices often contain harmful bacteria.
- Store eggs in their original carton and refrigerate as soon as possible.

When Preparing Food: Wash hands and surfaces often. Harmful bacteria can spread throughout the kitchen and get onto cutting boards, utensils, and counter tops. To prevent this:

- Wash hands with soap and hot water before and after handling food and after using the bathroom, changing diapers, or handling pets.
- Use hot, soapy water and paper towels or clean cloths to wipe up kitchen surfaces or spills. Wash cloths often in the hot cycle of your washing machine.
- Wash cutting boards, dishes, and counter tops with hot, soapy water after preparing each food item and before you go on to the next item.
- A solution of 1 teaspoon of bleach in 1 quart of water may be used to sanitize surfaces and utensils.

Cutting Boards:

- Always use a clean cutting board.
- If possible, use one cutting board for fresh produce and a separate one for raw meat, poultry, and seafood.
- Once cutting boards become excessively worn or develop hard-to-clean grooves, you should replace them.

Marinating Food:

- Always marinate food in the refrigerator, not on the counter.
- Sauce that is used to marinate raw meat, poultry, or seafood should not be used on cooked foods, unless it is boiled just before using.

When Serving Food:

- Always use a clean plate.
- Never place cooked food back on the same plate or cutting board that previously held raw food.

When Storing Leftovers:

- Refrigerate or freeze leftovers within 2 hours or sooner in clean, shallow, covered containers to prevent harmful bacteria from multiplying.

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Cook

Why Use A Food Thermometer?

Most people think they know when food is "done" just by "eyeballing it." They look at it and trust their experience. Experience is good, but it sometimes can be misleading. For instance, cooking by color is definitely misleading. Meat color—pink or brown—can fool you!

How do you know when your hamburger is cooked? Because it's brown inside? Think about this... 1 out of every 4 hamburgers turns brown in the middle BEFORE it has reached a safe internal temperature, according to recent USDA research. **Use a food thermometer. Keep your family safe. Be a better cook.**

Digital, Dial, & Disposable!

Thermometers are turning up everywhere in today's kitchens in all shapes and sizes—digitals, instant-reads, probes for the oven and microwave, disposable indicators and sensor sticks, pop-ups, and even barbecue forks. They're high-tech and easy to use.

Some thermometers are meant to stay in the food while it's cooking; others are not. Some are ideal for checking thin foods, like the digital. Others, like the large-dial thermometer are really meant for large roasts and whole chickens and turkeys.

Why is it Important?

These are the facts!

- Millions of people get sick from dangerous bacteria in food every year.
- Public health data in 2000 show that there are more than 5 times the number of dangerous bacteria in our food than we were aware of in 1942.
- Many people don't link their illness to foodborne bacteria. They think they have a case of the flu.
- You can become sick anytime from 20 minutes to 6 weeks after eating food with some types of harmful bacteria.
- For some people who are at high risk—young children, pregnant women, people over 65, and people with chronic illnesses—getting sick from foodborne bacteria can cause serious health problems.

Temperature Rules!

Food	**°F**
Ground Meat & Meat Mixtures	
Beef, Pork, Veal, Lamb	160
Turkey, Chicken	165
Fresh Beef, Veal, Lamb	
Medium Rare	145
Medium	160
Well Done	170
Poultry	
Chicken & Turkey, whole	165
Poultry breasts, roast	165
Poultry thighs, wings	165

Fresh Pork	
Medium	160
Well Done	170
Ham	
Fresh (raw)	160
Pre-cooked (to reheat)	140
Leftovers & Casseroles	165

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Chill

CHILL FACTS

Bacteria grow most rapidly in the Danger Zone—the unsafe temperatures between 40 °F and 140 °F—so it's important to keep foods out of this temperature range. And since cold temperatures keep most harmful bacteria from growing and multiplying . . . be sure to refrigerate foods quickly!

The Top 4 Cool Rules

- The Chill Factor—Refrigerate or freeze perishables, prepared foods, and leftovers within 2 hours of purchase or preparation, or within 1 hour if the temperature is above 90 °F. Marinate foods in the refrigerator.
- The Thaw Law—Never defrost food at room temperature. Thaw food in the refrigerator. For quick thawing, put food in cold water in airtight packaging, or thaw food in the microwave if you'll be cooking it immediately.
- Divide and Conquer—Separate large amounts of leftovers into small, shallow containers for quicker cooling in the refrigerator.
- Avoid the Pack Attack—Don't over-stuff the refrigerator. Cold air must circulate to keep food safe.

Serve & Preserve

When serving cold food at a buffet, picnic, or barbecue, keep these "chilling" tips in mind.

- Cold foods should be kept at 40 °F or colder.
- Keep all perishable foods chilled right up until serving time.
- Place containers of cold food on ice for serving to make sure they stay cold.
- It's particularly important to keep custards, cream pies, and cakes with whipped-cream or cream-cheese frostings refrigerated. Don't serve them if refrigeration is not possible.

Hit the Road!

When traveling with food, be aware that time, temperature, and a cold source are important. Here are some tips to help keep your travels cool!

- Keep frozen foods in the refrigerator or freezer until you're ready to go.
- Always use ice or cold packs and fill your cooler with food. A full cooler will maintain its cold temperatures longer than one that is partially filled.
- When traveling, keep the cooler in the air-conditioned passenger compartment of your car, rather than in a hot trunk.
- If you've asked for a doggie bag to take home from a restaurant, it should be refrigerated within 2 hours of serving.

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Unit Activities:	Review, Jigsaw Part II, Jigsaw Part III
Instructional Events:	Present the stimulus
Student Handouts:	*Food Safety Jigsaw Data Recording Sheet* *Clean/Chill/Cook/Separate* Info Sheets

Learning Objectives:	Students will be able to: 1. Recognize key concepts of safe food handling: clean, cook, chill, separate 2. Clearly communicate concepts of safe food handling to peers verbally
Common Core Standards:	RI.6.2 SL.6.1 SL.6.1a SL.6.1d

Activities:

Review (5 minutes)

Daily Review Question: **Yesterday we began a learning activity designed to teach you how to handle food safely. What is one interesting thing you learned yesterday that you did not know before? Today we are going to complete that activity and share our results with the class.**

Jigsaw Cooperative Learning Activity: Part II (20 minutes)

Purpose: To provide new information to students.

- Rearrange students into groups of four so that each group has one "expert" in each of the four topics.
- Students will be responsible for educating their new group members on their expert topic.
- Encourage students to share and explain their information, not simply read or copy each other's sheets.
- Students should record the key points from each expert on their **Food Safety Jigsaw Data Recording Sheet.**

Jigsaw Cooperative Learning Activity: Part III Debriefing (15 minutes)

- As a class, review the data that students recorded to ensure that everyone has similar and correct information.
- Sample answers included on **Food Safety Jigsaw Data Recording Sheet (Possible Answers).**

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Unit Activities:	Review, Reaction Guide, Finding Food Safety Mistakes	*Learning Objectives:*	Students will be able to: 1. Identify proper food handling practices 2. Recognize common food safety handling mistakes 3. Read for detail
Instructional Events:	Provide Learner Guidance, Elicit Performance & Provide Feedback		
Student Handouts:	*Anticipation-Reaction Guide* *Finding Food Safety Mistakes*	*Common Core Standards:*	W.6.9

Activities:

Review (5 minutes)

Daily Review Question: **Yesterday we learned how to handle food safely. What are some of the important rules we learned? Today we are going to see how well you can recognize those rules when someone breaks them.**

Reaction Guide (20 minutes)

Purpose: To facilitate the transfer of new knowledge to long-term retention and determine what students have learned from activities in this lesson so far.

Learner Level: All

- This activity is a follow-up to the Anticipation Guide from the beginning of this lesson.
- Ask students to complete the second box on the **Safe Food Handling Anticipation/Reaction Guide** by reading each statement, determining whether it is true or false, and then defending their answer with facts.
- Once students have completed the worksheet, discuss their responses with the class.
- Create a class consensus chart to compare with the Anticipation Guide Chart to measure class growth (See example on Day 1 lesson plan).

Activities: Finding Food Safety Mistakes (20 minutes)

Purpose: To allow the learner to practice the new knowledge and assess and facilitate further student learning. The repetition further increases the likelihood of retention of the new information.

Learner Level: All

- Distribute **Finding Food Safety Mistakes.**
- Students will read the scenario and identify all of the food safety mistakes.
- Students will then predict possible outcomes from these mistakes.
- Discuss the mistakes and predictions with the class.

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Finding Food Safety Mistakes

Directions: Read the following story and list, underline, circle, or highlight all of the food safety mistakes. Discuss the mistakes with a partner or in groups.

Melanie has decided to make a special meal for her family. She arrives at the grocery store and selects a package of steak to make fajitas. She places the steak in the top portion of the shopping cart. She then goes to the produce section and purchases lettuce, tomatoes, onions, and peppers. She places these items in the bottom of her shopping cart. Melanie spends a total of 45 minutes in the store. On her way home, she drives for 30 minutes, then decides to stop for ice cream, since it is a hot summer day. Melanie spends 30 minutes at the ice cream shop, leaving the groceries in the back seat of her car. From the shop, it takes her another 15 minutes to get home.

Melanie parks in the garage and pauses to pet Pug, the family dog, on her way into the house. She goes into the kitchen and places her groceries on the countertop. She gets a knife and cutting board and begins to slice the steak. She drops a piece of steak on the floor, but quickly picks it up and places it back in the pile of slices. She then places the steak in sauce to marinate on the countertop. Next, she washes the vegetables and places them on the same cutting board used for the steak. Melanie then begins to cut her vegetables using the same knife she used to cut the steak. She lets the steak marinate for a couple of hours on the countertop, and then cooks the steak and vegetables on the stove. When the food is cooked, she places it back in the bowl of marinade, sitting on the counter, and takes it to the table for her family.

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Melanie's Mistakes:

1. Melanie places meat in the top portion of the grocery cart, and then places vegetables below.
2. Melanie retrieves meat first instead of last and spends too much time (45 minutes) in the store.
3. She has groceries in the car on a hot summer day for 30 minutes driving to the ice cream shop, spends 30 minutes at the ice cream shop and another 15 driving home. (Over 2 hours at a warm temperature.)
4. She doesn't wash her hands after petting Pug or before handling the food.
5. Melanie leaves groceries on the countertop instead of refrigerating items until she needs them.
6. She drops steak on the floor and returns it to the pile instead of throwing it away.
7. She leaves steak in the marinade on the countertop for a couple of hours instead of refrigerating.
8. She doesn't wash her hands between handling the raw meat and vegetables.
9. She uses the same cutting board and knife on meat and vegetables without washing and sanitizing it.
10. She places cooked food back into marinade that contained the raw or uncooked meat.

Do you think Melanie's mistakes could create possible issues? If so, what might happen to Melanie and her family?

- Her family might become sick and require medical attention.
- Her family might become sick and recover on their own.
- Her family might not become sick at all.

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Unit Activities:	Review, Think-Pair-Share, Press Release Intro, Press Release Example and Format	*Learning Objectives:*	Students will be able to: 1. Locate and analyze written information on foodborne illnesses to prepare a press release educating the public on prevention of foodborne outbreaks 2. Demonstrate expository writing skills with drafts, revisions, proper grammar spelling, and sentence construction
Instructional Events:	Enhance Retention and Transfer		
Materials:	Markers		
Student Handouts:	*Press Release Tips & Formatting Suggestions* *Sample Press Release*	*Common Core Standards:*	RI.6.4 RI.6.5

Activities:

Review (5 minutes)

Daily Review Question: **Yesterday we read about Melanie and the food safety mistakes she made while making dinner for her family. Did any of you catch yourselves or family members making food safety mistakes at dinner last night? Today we are going to learn about Press Releases and you are going to research more about bacteria that cause foodborne illnesses.**

Think-Pair-Share (20 minutes)

Purpose: To determine if students are successfully meeting the learning objectives for this lesson.

Learner Level: All

- Ask students to individually think about the following questions and write down possible responses.
    - **What are the possible outcomes of not handling food properly?**
    - **How might you accidently put other people at risk by not handling food properly?**
- Have students share their thoughts and responses with a partner.
- The pair should discuss each other's ideas and come up with a joint answer.
- Have students use construction paper to illustrate their best answers to each question.
- Pairs should be encourage to share their answers with the class.

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Press Release Introduction (5 minutes)

Purpose: To allow students to develop expertise with the new information and create a construct for transferring knowledge to long-term retention.

Learner Level: All

- Pose questions for discussion:
  - **What is a press release?**
  - **What types of people, companies, or organizations might issue a press release?**
  - **Why would someone issue a press release?**
- Allow students to brainstorm and discuss their ideas.

Sample answers might include:

- A press release is an effective way to share information or news with the media (newspapers, TV, radio, etc.) so that your information can be shared with the public.
- Politicians, businesses like pharmaceutical (drug) companies, research institutions, computer companies, and governmental agencies might issue press releases.
- One would issue a press release to share information on new products or services, update information that is important to the public (terror alerts, epidemics, news on the economy, etc.) or simply any information that the public might find interesting or useful.

Press Release Examples and Formatting (20 minutes)

Learner Level: Average-High

- Review **Press Release Tips and Formatting Suggestions** with students so they clearly understand what should be in a press release and how it should be formatted.
- Give students a copy of the sample press release **Four Simple Steps Can Prevent Foodborne Illnesses.**
- Read the example with students.
- Pose questions for discussion:
  - **Can you identify each of the seven basic elements in this example?**
  - **Does this example follow the formatting suggestions?**
- Encourage students to critique the sample press release using the tips and formatting suggestions. What discrepancies can they find?

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Press Release Examples and Formatting, continued

Learner Level: Low-Average

- Review **Press Release Tips and Formatting Suggestions** with students so they clearly understand what should be in a press release and how it should be formatted
- Give students a copy of the sample press release **Four Simple Steps Can Prevent Foodborne Illnesses.**
- Read the example with students.
- Give each student (or small group) a packet of markers.
- Assign each formatting element a color. (For Immediate Release=blue, Contact Information=yellow, etc.)
- Have students use the assigned colors to highlight each of the formatting elements in the sample press release. This allows students to visualize each of the required elements.
- Encourage students to critique the sample press release using the tips and formatting suggestions. What discrepancies can they find?

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Press Release Tips

1. Make sure the information is newsworthy.
2. Tell the audience that the information is intended for them and why they should read it.
3. Start with a brief description of the news, and then explain who announced it, and not the other way around.
4. Ask yourself, "How are people going to relate to this and will they be able to connect?"
5. Make sure the first 10 words of your release are effective, as they are the most important.
6. Avoid excessive use of adjectives and fancy language.
7. Deal with the facts.
8. Provide as much contact information as possible: Individual to Contact, address, phone, fax, email, Web site address.
9. Make sure you wait until you have something with enough substance to issue a release.

Formatting Suggestions

There are seven basic elements that every press release should have in terms of content and how it appears:

FOR IMMEDIATE RELEASE: These words should appear in the upper left-hand margin, just under your letterhead. You should capitalize every letter.

Contact Information: Skip a line or two after release statement and list the name, title, telephone and fax numbers of your company spokesperson (the person with the most information). It is important to give your home number since reporters often work on deadlines and may not be available until after hours.

Headline: Skip two lines after your Contact information and use a boldface type to draw attention.

Dateline: This should be the city your press release is issued from and the date you are mailing your release.

Lead Paragraph: The first paragraph needs to grasp the reader's attention and should contain the relevant information to your message such as the five W's (who, what, when, where, why).

Text: The main body of your press release where your message should fully develop.

Recap: At the lower left hand corner of your last page restate your product's specifications, highlight a product release date.

- Use 8 ½ x 11 paper with a minimum of one-inch margins. Use only one side of each sheet of paper.
- Capitalize the first letter of all words in the headline (with the exception of: "a", "an", "the", or prepositions such as: "of", "to", or "from"). The combination of upper and lower case makes it easier to read.
- Complete the paragraph on one page instead of carrying it over onto the next page.
- Use the word "more" between two dashes and center it at the bottom of the page to let reporters know that another page follows.
  - more –
- Use three numbers symbols immediately following the last paragraph to indicate the end of the press release: # # #

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Sample Press Release

Four Simple Steps Can Prevent Foodborne Illness

Clean, Separate, Cook and Chill Is All It Takes

FOR IMMEDIATE RELEASE
CONTACT: Melanie Miller
703-768-7980

Washington, D.C., Aug. 10, 2000 - In light of recent foodborne illness outbreaks and bacteria-related food recalls, the Partnership for Food Safety Education today advised consumers that following four simple food safety steps can reduce their risk of getting sick.

"Illness-causing bacteria and other pathogens can be found on food, but by properly handling and preparing food, you can help prevent illness," according to the Partnership's Susan Conley, a U.S. Department of Agriculture (USDA) food safety expert. "By practicing four simple food safety steps, you can protect yourself and your family from foodborne illness." Conley said.

The Partnership, a national coalition of government, consumer and industry groups, provides food safety education efforts through its Fight BAC!® campaign.

Fight BAC! is designed to teach consumers about the importance of food safety in the home in an effort to reduce the incidence of foodborne illness. The campaign provides safety tips, an education curriculum for use in schools and a Web site (www.fightbac.org) for finding additional resource information on food safety.

According to Conley, key food safety steps for consumers to use in the home are:

CLEAN

- Always wash your hands with hot, soapy water before and after handling food. Keep your kitchen, dishes and utensils clean, too. Clean up kitchen surfaces with a clean cloth or paper towels. Always serve food on clean plates.

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SEPARATE

- Keep raw meat, poultry and seafood away from fruits and vegetables so juices will not cross-contaminate foods. Always place cooked food on a clean plate.

COOK

- Use a meat thermometer and cook foods thoroughly to safe temperatures. (Roast beef to 145°F for medium rare; whole poultry to 165°F, poultry breasts to 165°F and ground poultry to 165°F; and ground beef to 160°F. To test fish for doneness, make sure it is opaque and flaky. Cook eggs until the yolk and white are firm. If using eggs in recipes, cook to an internal temperature of at least 160°F.)
- Keep hot foods hot and cold foods cold. Place hot cooked foods in chafing dishes, crock pots and warming trays to keep them at 140°F or warmer. Place cold foods in bowls of ice to keep them cold.

CHILL

- Don't let foods sit at room temperature for more than 2 hours. Promptly refrigerate and store all leftovers in shallow containers. Most cooked dishes can keep for up to 3-4 days in the refrigerator. Reheat thoroughly to 165°F or until food is hot and steaming. In addition, Conley said consumers should remember refrigerated and frozen foods temperatures can rise substantially during the summertime trip home from the grocery store. She said shoppers should use the following Fight BAC! tips to keep cold foods cold during summer's hot days:
- When shopping, select refrigerated and frozen items last.
- Make the grocery store your last stop before going home.
- If you have a long distance to travel from the grocery store, consider taking a cooler and ice packs in your car to transport perishable products. If a cooler is not practical, place perishable foods near the air conditioning vents.

For more information on safe food handling tips, consumers, educators and media are encouraged to visit the Fight BAC! Web site at www.fightbac.org. Or call the USDA Meat & Poultry Hotline at 1-800-535-4555.

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Unit Activities:	Review, Research, Press Release Drafts	*Learning Objectives:*	Students will be able to: 1. Demonstrate mastery of the writing process by composing, editing, and revising multiple drafts of a press release educating the public on prevention of foodborne illness outbreaks
Instructional Events:	Enhance Retention and Transfer		
Materials:	Research materials (the Internet, encyclopedias, news-based magazines, food safety resources from other classes)	*Common Core Standards:*	L.6.1 W.6.2

Activities:

Review (5 minutes)

Daily Review Question: **Yesterday we learned about Press Releases and you started researching foodborne pathogens. On what types of food do you usually find *Salmonella*? Today you are going to complete your research and begin writing your own press release.**

Writing Press Releases (50 minutes)

Learner Level: Average-High

- Each student should research foodborne illnesses using the Internet and Food Safety material they've learned in other classes.
- Specific websites for research:
  http://www.cdc.gov/ncidod/dbmd/diseaseinfo/salmonellosis_g.htm
  http://www.salmonella.org/faq.html
  http://vm.cfsan.fda.gov/~mow/chap1.html
- They will then compose a press release educating the public on the dangers of foodborne illness outbreaks and how to avoid outbreaks.
- Use the **Press Release Scoring Rubric** to assess each press release.

Learner Level: Low-Average

- Assign students to groups of 2 or 3.
- Each group should research foodborne illnesses using the Internet and Food Safety material they've learned in other classes. (Specific websites for research are listed above.)
- They will then compose a press release educating the public on the dangers of foodborne illness outbreaks and how to avoid outbreaks
- Use the **Press Release Scoring Rubric** to assess each group's press release.

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Press Release Scoring Rubric

0	1	2	3	4	5	You use credible sources for your research and include a bibliography.
0	1	2	3	4	5	You include important information about foodborne illnesses like how you get them, the symptoms, and prevention.
0	1	2	3	4	5	You follow the Press Release Tips discussed in class.
0	1	2	3	4	5	The format of your press release follows the format discussed in class.
0	1	2	3	4	5	You demonstrate the writing process by including a 1st draft, all revisions and other drafts, and a final draft.
0	1	2	3	4	5	Your press release includes correct grammar and no spelling mistakes.

TOTAL: /30 points

Press Release Scoring Rubric

0	1	2	3	4	5	You use credible sources for your research and include a bibliography.
0	1	2	3	4	5	You include important information about foodborne illnesses like how you get them, the symptoms, and prevention.
0	1	2	3	4	5	You follow the Press Release Tips discussed in class.
0	1	2	3	4	5	The format of your press release follows the format discussed in class.
0	1	2	3	4	5	You demonstrate the writing process by including a 1st draft, all revisions and other drafts, and a final draft.
0	1	2	3	4	5	Your press release includes correct grammar and no spelling mistakes.

TOTAL: /30 points

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Unit Activities:	Review, Press Release Final Drafts	*Learning Objectives:*	Students will be able to: 1. Demonstrate mastery of the writing process by composing, editing, and revising multiple drafts of a press release educating the public on prevention of foodborne illness outbreaks
Instructional Events:	Enhance Retention and Transfer		
Materials:	Research materials (the Internet, encyclopedias, news-based magazines, food safety resources from other classes).	*Common Core Standards:*	L.6.1 W.6.2

Activities:

Review (5 minutes)

Daily Review Question: **Last week we learned how to handle food safely, how to recognize food handling mistakes, how to write press releases and we did research to learn about foodborne pathogens. Did any of you notice that you washed your hands more often this weekend? Were there any other behavior changes you noticed? Today you are going to edit and revise the rough drafts of your press releases to create a final draft. Then we are going to work in pairs to on what you have learned about food safety.**

Writing Press Releases (50 minutes)

Learner Level: Average-High

- Each student should research foodborne illnesses using the Internet and material they've learned in other classes. (Specific websites for research listed on the Day 5 lesson plan.)
- They will then compose a press release educating the public on the dangers of foodborne illness outbreaks and how to avoid outbreaks.
- Use the **Press Release Scoring Rubric** to assess each press release.

L*earner *Level: Low-Average

- Assign students to groups of 2 or 3.
- Each group should research foodborne illnesses using the Internet and Food Safety material they've learned in other classes. (Specific websites for research are listed on the Day 5 lesson plan.)
- They will then compose a press release educating the public on the dangers of foodborne illness outbreaks and how to avoid outbreaks.
- Use the **Press Release Scoring Rubric** to assess each group's press release.

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