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*Unit  
Activities:*

Setting the Stage,  
Objectives, Anticipation  
Guide, Jigsaw Part I

*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  
(pg.69).  
Food Safety Jigsaw Data  
Recording Sheet (pg. 71).  
Clean/Chill/Cook/Separate Info  
sheets (pgs. 72-76).

*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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*Learning  
Objectives:*

Students will be able to:

1. Apply prior knowledge on safe food handling
2. Read non-fiction source material for detail and main idea.
3. Come to consensus of main ideas with cooperative group learning

*Tennessee  
Standards:*

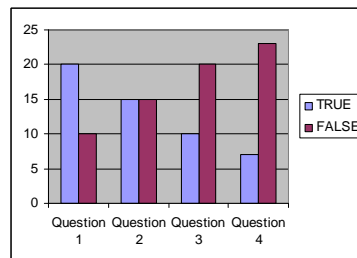
GLE 0701.2.1, GLE 0701.2.3,  
GLE 0701.2.7, GLE 0701.6.1,  
GLE 0701.6.3

**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 4 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 5 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.

**Unit  
Activities:**

Review, Jigsaw Part II,  
Jigsaw Part III

**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.

**Instructional  
Events:**

Present the Stimulus

**Student  
Handouts:**

Food Safety Jigsaw Data  
Recording Sheet (pg. 71).  
Clean/Chill/Cook/Separate  
Info sheets (pgs. 72-76).

**Tennessee  
Standards:**

GLE 0701.2.1, GLE 0701.2.5,  
GLE 0701.2.7, GLE 0701.6.1

**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 4 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 others’ 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

**Instructional  
Events:**

Provide Learner Guidance,  
Elicit Performance & Provide  
Feedback

**Student  
Handouts:**

Anticipation-Reaction Guide  
(From Day 1) (pg. 69).  
  
Finding Food Safety Mistakes  
(pg.80).

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**Learning  
Objectives:**

Students will be able to:

1. Identify proper food handling practices
2. Recognize common food safety handling mistakes
3. Read for detail

**Tennessee  
Standards:**

GLE 0701.5.1, GLE 0701.5.2

**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 the 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).

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**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** to students.
- 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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**Unit  
Activities:**

Review, Think-Pair-Share, Press Release Intro, Press Release Example and Format

**Instructional  
Events:**

Enhance Retention and Transfer

**Materials:**

Markers

**Student  
Handouts:**

Press Release Tips & Formatting Suggestions (pg.85)  
Sample Press Release (pgs. 85-86).

**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 accidentally 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 encouraged to share their answers with the class.

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**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

**Tennessee  
Standards:**

GLE 0701.2.7, GLE 0701.3.1,  
GLE 0701.3.2, GLE 0701.7.1

**Activities:**

*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 brain storm 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 Illness**.
- 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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**Activities:**

*Press  
Release  
Examples  
and  
Formatting  
(20 minutes)*

**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 Illness**.
- Read the example with students.
- Give each student (or small groups) 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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*Unit  
Activities:*

Review, Research, Press  
Release Drafts

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*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)

*Tennessee  
Standards:*

GLE 0701.1.1, GLE 0701.3.1,  
GLE 0701.3.2, GLE 0701.3.3,  
GLE 0701.7.4

*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.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** (pg. 89) 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** (pg.89 ) to assess each group's press release.

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*Unit  
Activities:*

Review, Press Release  
Final Drafts

*Instructional  
Events:*

Enhance Retention and  
Transfer

*Materials:*

Research materials (the  
Internet, encyclopedias, news-  
based magazines, food safety  
resources from other classes)

*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 reflect 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 Food Safety 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.

***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 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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*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.

*Tennessee  
Standards:*

GLE 0701.1.1, GLE 0701.3.1,  
GLE 0701.3.2, GLE 0701.3.3,  
GLE 0701.7.4