

Foods II Food Borne Illness

Summary

Basic review of food borne illness; sources, symptoms, and prevention. Internal temperatures are introduced and proper storage placement when refrigerating.

Main Core Tie

Food And Nutrition II

[Strand 1 Standard 1](#)

Time Frame

1 class periods of 90 minutes each

Materials

- Food Borne Illness PowerPoint
- PowerPoint listening guide
- Concentration game/flash cards

All three of these can be found in the Attachments below.

Background for Teachers

These materials are from the Weber Morgan Health Department, WebMD and Servsafe. By going through the PowerPoint and filling in a listening guide, the teacher should have an understanding of the food borne illnesses being taught.

Student Prior Knowledge

Students will have covered three or four food borne illnesses: salmonella, E-coli, and Botulism. This is a review of these three with additional bacteria's/viruses added.

Intended Learning Outcomes

Students will be able to list and explain various food borne illnesses, their sources, symptoms and preventions as well as identify the danger zone and define cross contamination.

Instructional Procedures

Ask students to respond to these questions:

- Have any of you ever been sick after eating somewhere?

- Have you ever found anything in you food that shouldn't be there - like a hair?

- Are there certain restaurants that you will not go to because you or someone you know became sick after eating there?

Allow the class to discuss their answers and share experiences that they have had.

Transition:

- What are food borne illnesses?

- Have you ever had a food borne illness?

- How do you know if you have a food borne illness?

Allow student feedback.

Hand out the student listening guide for Food Borne Illness and start the Food Borne Illness PowerPoint. The students will need time to get the information on their listening time, so take time to go over each slide and add personal experiences along the way.

As students finish their listening guide, introduce the Concentration game.

Have students work in groups of 3 or 4 depending on class size.

Each group must finish each page of concentration cards with the required answers using their listening guide and present them to the teacher for check off.

Once checked off, the students will cut out the individual squares and turn them face down to play a matching game of concentration regarding food borne illness.

Allow students time to get their cards cut apart and play until all in the class have played at least one round.

Have student gather their cards and save them for future review in preparation for the unit assessment.

Strategies for Diverse Learners

For the special needs and resource student, the concentration game can be modified and played with the cards faced up to better assist the students. A peer could be assigned to help the student better match the food borne illness and its source, symptoms and prevention.

Bibliography

Weber Morgan Health Department

WebMD.com

Servsafe.com teaching and training

Authors

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