

## Glo germs

### Key Stage 1 CFA Hygiene Lesson

<b>Suggested presenter</b>	Someone with a level of technical knowledge specifically around hygiene with training skills that include presenting/facilitating a group
<b>Lesson Information</b>	This session is aimed at Key Stage 1 pupils (Year 1 and 2 – ages 5-7)
<b>Duration</b>	1 Hour excluding breaks
<b>Aim</b>	The purpose is to introduce pupils to typical bugs and bacteria that can be found in and around food products.
<b>Learning Outcomes</b>	The students will be able to; <ul style="list-style-type: none"> <li>• name some germs of particular importance in foods</li> <li>• understand the importance of hand washing and food hygiene</li> <li>• understand how easy it is to contaminate food</li> </ul>
<b>Key Points</b>	This lesson plan is a guide only. As the person delivering the lesson you are encouraged to adapt it to suit the class you are teaching. It is important to remember that the main point is to inspire and introduce young people to the food sector.

*Please refer to the “How to guide – Preparing for the lesson”*

#### Lesson Format

1. Introduction
2. Germs and Bacteria
  - a. Discussion
  - b. Demonstration
  - c. Activity
  - d. Plenary
3. Finish

#### Resources Required

- ✓ Visual Timetable (*downloadable*)
- ✓ Pictures of bugs (*downloadable*)
- ✓ Pictures of bacteria (*downloadable*) and /or cuddly toy bacteria or bugs in liquid if available
- ✓ As much protective clothing from a factory (hair nets, coats, hats, boots etc) as possible.
- ✓ Glo Germ Gel
- ✓ Hand wash
- ✓ Hand lotion
- ✓ 2 colours of glitter
- ✓ Bowl of water , soap and hand towel
- ✓ UV Scanner
- ✓ Paper, pens, blu-tac
- ✓ Hand wash poster for each group
- ✓ Any company products for demonstration or gifts

### Introduction (5 minutes)

Introduce yourself and give your company name (only tell them where it is at this stage)

It's really important for children to have the big picture/ overview of the session and what they can expect in the time that you are there. Putting up a *visual timetable* (see downloadable resources) on the board is a useful way to engage all children but particularly those with special needs such as Aspergers / Autism because they feel safe and are able to behave better when they know what is going to happen.

### Giving the Big Picture (30 seconds!)

- **Stick up the visual timetable**
- First, I'm going to tell you about the exciting job I do and the company I work for. (Import or stick on a picture of your place of work or company logo onto the visual timetable)
- Then I will show you some of the ways we keep the food safe to eat and I will need some volunteers. (I'll be choosing children who sit nicely and listen carefully.)
- Then you are going to get into groups and have a go yourselves.
- At the end you can ask me any questions you have about what we have done today or about my job and where I work.
- By the end of our session you should know all about my job and my factory and some of the ways we keep the food safe for you to eat.

### Your job and your company (no more than 2 mins)

- Put it in context of where they might have seen or eaten your chilled product.
- Try to make everything you say relevant to the children. Take into consideration their age and possible life experiences but stay flexible and expand or reduce the information you give depending on the age, level of understanding and concentration they are showing.
- If they appear to fidget and get restless, it's probably time to stop talking even if you haven't finished all of what you planned to say. Tell them you can see that they are excited to start and go on with the next bit. You can come back to anything important you needed to say later.

**NOTE:** Pupils you work with will be of different abilities. Key Stage 1 pupils range between the ages of 5 to 7 but you will need to gauge their ability and possibly adapt how technical/scientific you make each session.

### NOTES

### **Bugs and Germs (5 mins)**

- Explain that because people are going to eat your chilled product without cooking it that it is really important that the food is clean and contains as few germs as possible and doesn't have any bugs in or on it.
- Ask them to name bugs that you can see – have pictures ready to stick on the board as they name them – maggots, worms, flies etc.
- Explain that germs can't be seen except with a microscope – they may not know of any so explain that there are thousands of different germs which we call bacteria and viruses that can't be seen and that some are good and some are bad and that some are only bad if there are too many in one place or the wrong place. Stick up picture of flu virus.
- Do they know what happens to us if the wrong ones get into our food? So it's really important that we make sure our hands are clean before we touch food. Stick up pictures of salmonella, campylobacter etc. and explain what they do to us
- Talk about how chilling /refrigeration helps to stop some bacteria from growing / slows down their growth and slows down food going off.
- In food factories we have to wash our hands really well to help make sure germs and bacteria don't get into the food and it's the same when you are at home. In factories we have to wear special clothes to make sure we don't bring germs in on the clothes we wear outside. How else might bugs and germs get into factories?

### **NOTES**

### **Demonstration (10 mins)**

- Ask for volunteers to help you. (Tell them you will only choose those sitting on their bottom quietly with their hand up!)
- Have protective clothes ready and dress up a volunteer explaining the different garments as you put them on him/her and the special order they have to be put on in. Tell them they will all get a chance to dress up later.
- Choose another to put on the glitter gel and be scanned before washing.
- Scan to show amount of contamination.
- Get him/her to wash his/her hands as they normally would – scan again to show how much they missed!
- Demonstrate how to wash hands properly yourself, get the volunteer to do it and the rest of the children to do it with you, with dry hands, at the same time and then scan the volunteer to show how much cleaner they are this time.

### Activity (30 mins)

- Ask the teacher to split the children into the groups.
- Have half the groups dressing up (taking photos of each other if possible) with the teacher or other adult supervising.
- Have the other half with you and choose another volunteer, cover hands in Glo Germ and get them to shake hands with the rest of the children on the classroom carpet. Check them all with the scanner to see how the germs have been spread.
- Alternatively, have the children two put on hand lotion, choose two volunteers and give them a coloured glitter each to rub on their hands. Have them hold their hands over a bin to catch the extra glitter and shake off the excess. Then get them to shake hands with the rest of the children. See how much glitter/Glo (germs) have transferred and if they have two colours of germ on them.
- Show the hand washing poster and have one for the middle of each hand washing group's table and get them to wash their hands properly.
- Move between each of the groups who are hand washing and check those who have finished using Glo gel with the scanner or check the glitter has been removed.
- Swap groups over and repeat.

### Plenary (5 minutes)

- When finished come back together as a group and talk about what they have found out about germs and hand washing. If appropriate, you could give them a score out of 5 to see who has washed their hands the best.
- Discuss the similarities between how the Glo Germ / glitter and real germs spread.
- Can they say how factories keep the food they make safe?

### Finish (10 minutes)

- Ask for any questions - be prepared for some in the younger year groups to ask irrelevant questions and don't feel you have to answer them. If you are not comfortable with a question or don't have time, tell them you'll come back to them. (Do try to remember to ask them again if you can.)
- Thank the pupils for working so hard and listening well and if possible leave them something that reminds them of you, your company and your products.

### NOTES