

Glo germs

Key Stage 2 CFA Hygiene Lesson

Suggested presenter	Someone with a level of technical knowledge specifically around hygiene with training skills that include presenting/facilitating a group
Lesson Information	This session is aimed at Key Stage 2 pupils (Year 3, 4, 5 and 6 – age range 7-11)
Duration	1 hour excluding breaks
Aim	The purpose is to introduce pupils to typical bugs and bacteria that can be found in and around food products.
Learning Outcomes	The students will be able to; <ul style="list-style-type: none"> • name some germs of particular importance in foods • understand the importance of hand washing and food hygiene • understand the best methods for hand washing • understand how easy it is to contaminate food
Key Points	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*)
- ✓ Protective clothing from a factory (hair nets, coats, hats, boots etc)
- ✓ Glo Germ Gel
- ✓ Hand wash
- ✓ Bowls of water , soap and hand towels x 4
- ✓ Thermometer x 4
- ✓ Stop watches x 4
- ✓ Instructions and record sheets
- ✓ UV Scanner
- ✓ Paper, pens, blu-tac
- ✓ Hand wash poster x 5
- ✓ Any company products for demonstration or gifts

In this session students will be put into groups of 4 and each group will experiment hand washing techniques using different factors (temperature, time, method, cleaning agents). It would be a good idea to set the experiments up before the session starts.

Introduction (5 minutes)

- Introduce yourself and give your company name (only tell them where it is at this stage) and then give an overview of the session.
- It's really important for children to have the big picture and what they can expect in the time that you are there. Putting up a *visual timetable* 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.
- After I am gone I would like you to make me a poster about what you've found out today and send it to me to show to the people in my factory. *(And maybe consider having it made to use in parts of the factory? If the children thought it was for a 'real purpose' it would be much more motivational)*

Your job and your company (2 mins)

- Try to put it in context of where they might have seen or eaten your 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 range and level of understanding and concentration.
- 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 activity. 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 7 to 11 but you will need to gauge their ability and possibly adapt how technical/scientific you make each session.*

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Germs and Bacteria (5 mins)

- Explain that because people are going to eat your 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 on or in it.
- Ask them to name bugs that you can see – for Years 3/4 have pictures ready to stick on the board as they name them – caterpillars, slugs, worms, flies etc.
- Explain that germs can't be seen except with a microscope – I would expect some of them to name at least the Flu virus. Ask if anyone knows the names of the micro organisms which can make us vomit if they get into our bodies through our mouths. Stick up pictures of salmonella, campylobacter andif or as they say them. If not, put them up as you name and explain them.
- Explain that there are thousands of different bugs or 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.
- If the Salmonella, Campylobacter etc. get into our food they can give us nasty and sometimes fatal bouts of sickness and diarrhoea so it's really important that we make sure our hands are clean before we touch food.
- In all factories, especially where chilled food is prepared, hands must be washed really well to help make sure that no germs get into the food and special protective clothing is worn to make sure germs are not brought in on the clothes the staff wear outside.
- How else might bugs and germs get in to the factories?

Demonstration (10 mins)

- Ask for volunteers to help you. (Remind them you will only choose those sitting 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.
- Choose another to put on the Glo Germ gel
- 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!
- Explain that that would be a dangerous thing to happen in your factory and that today you would like the class to investigate the best way to wash hands to get rid of all the germs so they can advise all your staff by making a poster about what they found!

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Activity (30 mins)

- Ask the teacher to split the class into their groups.
 - Tell them they have 30 minutes to investigate the different ways hands can be washed and record their findings.
 - Send to their tables where you have left instructions and equipment.
- 1) For group 1- **Temperature** – Glo Germ gel / bowl / jug / hand towel / thermometer / stop watch / instruction and record sheet (downloadable resource)
 - 2) For group 2 – **Time** - Glo Germ gel / bowl / hand towel / stopwatch / instruction and record sheet (downloadable resource)
 - 3) For group 3 – **Method** - Glo Germ gel / bowl / hand towel / stop watch / instruction and record sheet (downloadable resources)
 - 4) For group 4 – **Cleaning Agent** - Glo Germ gel / bowl / hand towel / soap / liquid soap / stop watch / instruction and record sheet (downloadable resource)

Plenary (5 minutes)

- When finished come back together as a class and get each group to feed back what they found out.
- Discuss the findings and see if the children can put the best findings from each group together to find the ultimate hand cleansing method.
- Demonstrate how to wash hands properly yourself and get the children to do it with you, with dry hands, at the same time and then scan yourself to show how much cleaner they are this time.
- Ask them to remember the best method and when you are gone to make a poster for the teacher to send on to you. (Either in class or as homework – the teacher will decide)

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.

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