



Simply Good Eating
for English Language Learners
Preparing Safe Food



PREPARING SAFE FOOD

Behavioral Goal: Participants will decrease their risk of contracting a foodborne illness.

Vocabulary List

bacteria
bleach solution
contaminate
cross-contamination
foodborne illness/
food poisoning
germs
harmful
prepare
raw
sanitize
spoiled
thaw
thermometer

Teaching Vocabulary

- a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.
- b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do *not* go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.
- c. Pass out copies of the Vocabulary List at the *end* of the lesson.
- d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives

Participants will be able to:

- Define foodborne illness
- Demonstrate the correct way to wash their hands
- Identify kitchen safety problems and correct them
- Prepare a sanitizing solution and properly clean cooking surfaces
- Thaw and store meat safely



Before You Start: Review the concepts from your last lesson.

Activity 1: Hands and Germs

- Purpose:** To demonstrate proper hand washing and its importance
- Needed from kit:** Materials: Rubber chicken sprinkled with Glo Germ™ Powder (optional), black light, Glo Germ™ Liquid, liquid hand soap, paper towels
Additional need: Access to warm water
- Estimated time:** 10-15 minutes
-

Activity 2: From Farm to Home

- Purpose:** To demonstrate the importance of washing produce well
- Needed from kit:** Materials: Apple, sticker dots, grocery bag, box
Props: Hat, apron, and other props for role play (optional)
- Estimated time:** 10 minutes
-

Activity 3: What Is Wrong with This Picture

- Purpose:** To enable participants to identify common kitchen safety problems and correct them
- Needed from kit:** Educator Reference: “Kitchen Hazards in ‘What Is Wrong with This Picture?’” or “Kitchen Hazards in ‘Food Safety at Home’”
Handouts: “What Is Wrong with This Picture?” or “Food Safety at Home”
Materials: Glo Germ™ Powder, black light, cutting board, rubber chicken, sticker dots, vegetables (real or models), overhead transparency of the handout, non-permanent transparency marker
- Estimated time:** 15 minutes

Activity 4: A Clean Kitchen Is a Safe Kitchen

- Purpose:** To enable participants to prepare a sanitizing solution
- Needed from kit:** Handout: “Preparing a Sanitizing Solution”
Materials: Bleach, measuring spoons, quart and gallon containers, dish rags, spray bottles
Additional need: Access to warm water
- Estimated time:** 10 minutes
-

Activity 5: Cooking

- Purpose:** To give participants the opportunity to practice safe food preparation skills
- Needed from kit:** Handout: “Preparing Dinner” (optional)
Materials: *Simply Good Eating Recipe Cards*, 20-Minute Chicken Creole recipe
- Suggested recipes:** 20-Minute Chicken Creole, Chicken Stir Fry, Spanish Noodle Casserole

Preparing Safe Food Kit Contents

Educator References

- “Clean Kitchen Hazards in ‘What Is Wrong with This Picture?’”
- “Clean Kitchen Hazards in ‘Food Safety at Home’”

Handouts

- “What Is Wrong with This Picture?”
- “Food Safety at Home” (see Materials section)
- “Making a Sanitizing Solution”
- “Preparing Dinner”
- “Preparing Safe Food Vocabulary List” (distribute at end of lesson)
- “Preparing Safe Food: Review and Writing Practice” (for ELL teacher)

Materials to Gather (see Materials section)

- Glo Germ™ Liquid and Glo Germ™ Powder
- Black light
- Cutting board
- Rubber chicken
- Vegetables (real or models)
- Liquid hand soap
- Paper towels
- Apple (real or model)
- Sticker dots (small enough to put several on the apple)
- Overhead transparency of “What Is Wrong with This Picture?” or “Food Safety at Home”
- Non-permanent transparency marker
- Bleach
- Measuring spoons
- Quart and gallon containers
- Dish rags
- Spray bottles
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- 20-Minute Chicken Creole recipe

Props

- Grocery bag
- Box
- Hat, apron, and other props for role play (optional)

Many people in the world do not have access to safe water, and for some people, water may be scarce. For these reasons, proper hand washing may not have been a routine for many of your participants. Still, everyone believes that their way of preparing food is safe, so it is important to present this information respectfully. A topic like hygiene can be sensitive. Participants may feel like you are treating them like children when you teach them hand washing. However, when people learn about poor sanitation and how it affects their families, they usually make significant changes in their food preparation techniques. Furthermore, even managers in businesses that serve food must learn how to properly wash their hands during their training, because this is so important in preventing foodborne illnesses.

We have found that participants who are new to the United States often do not know about three other issues related to food preparation:

- Participants may be unaware that the use of chemicals and cleaning products can be hazardous. For example, they may not know that mixing ammonia with bleach and breathing in the chemicals can cause respiratory problems. Caution your participants about these dangers and encourage them to use cleaning products correctly.
- Cutting boards may be unfamiliar to some participants. They may be cutting foods on counters, which damages countertops and causes conflict with landlords. Emphasize the proper use and cleaning of cutting boards. Point out that cutting boards protect counters and other surfaces.
- Some participants do not use a sink full of hot, soapy water but instead run cool water and rinse items. Emphasize the use of hot, soapy water, followed by a warm water rinse for washing dishes and surfaces as well as hands.

This lesson can be used with the **Food Safety and Storage** lesson or on its own, depending on the needs of your participants. When working with participants who have lower-level English and/or little knowledge of safe food preparation techniques, there will probably be time to complete only Activities 1 and 2. With participants who have higher-level English and/or greater knowledge of safe food preparation techniques, you will probably have time to do all the activities. Some basic information about food safety and cross-contamination follows, for your reference:

- Thaw meats for 1-2 days in the refrigerator on the bottom shelf. Leave meat, fish or poultry in the store wrapper when you put it in the refrigerator. Wrap it with plastic or put it on a plate on the bottom shelf to keep the juice from dripping on other foods in the refrigerator. If thawing meat in the microwave, use it immediately.
- Large cuts of meat, such as a turkey, can be thawed in cold water in a clean sink or pan. Keep the meat in the original wrapper and change the cold water every 30 minutes.
- Raw meat, poultry, and seafood should be kept away from other foods in the kitchen. Cut them on a separate cutting board, or be sure to wash the cutting board well in hot, soapy water before cutting other foods.

- Wash cutting boards, dishes, can openers, utensils, and countertops with hot soapy water after preparing meat. Cutting boards should be made of plastic or other nonporous material. These boards should be washed in the dishwasher or in hot soapy water after each use. They can be sanitized using the sanitizing solution. Throw away boards with cracks.
- When cooking meat, use a meat thermometer to determine when meat is done. For ground beef and all pork products, cook to 155°F degrees or more. Cook beef roasts, steaks, lamb and veal to at least 145°F and poultry to at least 165°F. For fish, use a fork to pull it apart. Fish flakes easily with a fork when done.
- Do not reuse meat bags.
- Refrigerate foods within two hours of preparation. It is best to store foods in the refrigerator in a covered container, not in a large pot. Do not store foods on the stove even if you plan to reheat them later.

Advance Preparation for Activity 3

Do these steps before doing Activity 3, preferably at the start of the class:

1. Before the class begins, sprinkle the rubber chicken with Glo Germ™ Powder.
2. At the beginning of Activity 1 (see the introduction to Activity 1 below) or at the beginning of class:
 - a. Pretend you are taking the rubber chicken out of the freezer to thaw.
 - b. Pass the chicken around for each participant to touch and see.
 - c. Place the chicken next to some vegetables (real or models) on a cutting board to “thaw.”
 - d. Put eight sticker dots on the chicken, telling participants the dots represent germs.
 - e. Every 20 minutes, double the number of dots on the chicken, to represent the doubling of bacteria.

Activity 1 ***Hands and Germs***

Needed from Kit

Materials:

- Rubber chicken sprinkled with Glo Germ™ Powder
- Black light
- Glo Germ™ Liquid
- Liquid hand soap
- Paper towels

Additional Need:

- Access to warm water

1. Introduction

Ask participants, “Why is it a good idea to wash our hands before eating? What does hand washing do?” Take this opportunity to discuss germs (especially bacteria). If you have prepared the rubber chicken for use in Activity 3, ask participants to pass the chicken around. Then ask participants to put their hands under the black light and say, “The spots that you see are where you touched the chicken.” Explain why this can cause problems by spreading germs.

2. Participant Activity

- a. Give each participant a dime-size amount of Glo Germ™ Liquid. Have everyone spread it on their hands. Ask them to wash their hands as they normally do.

- b. When participants finish washing their hands, ask them put their hands under the black light. Explain, “The spots that you see under this special light are places that did not get clean when you washed your hands. These spots are not real bacteria or germs. We cannot see that. But if you had germs on your hands before washing, the germs would probably still be in the places you can see under the light.” Ask participants, “Do you see any places on your hands that a lot of other people have missed, too?” Point out that germs often hide under fingernails, between fingers, and under jewelry.
- c. Demonstrate proper hand washing with warm water and soap. While you wash, you may want to recite the alphabet as you wash to demonstrate the amount of time it takes to wash hands well. Ask participants to wash their hands more carefully a second time. Then have everyone check their hands with the black light again. Ask, “How do your hands look different this time?”
- d. Discuss the hazards of poor hand washing (spread of germs, foodborne illness, etc.) Explain, “Hand washing is the number one way to prevent illness. It is easy and does not cost extra money.”

3. Review

Ask participants to pretend that you are a child and that they are teaching you about hand washing by answering your questions. Ask, “Why do I need to wash my hands? When do I need to wash? How do I wash my hands the right way?” Assist participants with their responses as needed.

Activity 2 *From Farm to Home*

Needed from Kit

Materials:

- Apple (real or model)
- Sticker dots (small enough to put several on the apple)

Props:

- Grocery bag
- Box
- Hat, apron, and other props for role play (optional)

1. Introduction

Say, “I brought an apple to class. Let’s learn about where it came from.”

2. Role play

- a. Ask specific participants to play the following parts, but explain the details in parentheses a little later:

- Farmer (checks apple)
 - Picker at the farm (picks apple from the tree)
 - Packer (puts apple in a box)
 - Trucker (drops box, apple rolls out)
 - Produce manager (checks apple)
 - Stock boy at the grocery store (removes apple from box)
 - Shopper #1 (picks up apple, coughs, and decides not to buy it)
 - Shopper #2's child (picks up apple but puts it back)
 - Buyer (picks up apple and puts it in box to buy)
 - Cashier (rings up apple on an imaginary cash register)
 - Bagger (puts apple into grocery bag and hands bag to buyer)
 - Buyer's child (asks to eat apple)
- b. Ask players to stand in a semi-circle around a table, with other participants watching. Place a sticker dot on the apple to represent germs. If you discussed germs earlier, simply explain that the sticker dots are germs. If you have not discussed germs, explain "These dots stand for germs. What are germs? Can we see them? What do germs do?"
- c. Place the apple on the table and ask the picker to pick the apple off the tree. Prompt each player with his/her part as listed above. As each player holds the apple, have him/her add another sticker dot.
- d. When the buyer's child asks for the apple, ask "Is this a good time to eat the apple? What does the parent need to do?" This will begin the discussion on spreading germs as well as washing food and hands.

Note: *You may want to add props to make the role play more realistic (a hat for the farmer, an apron for the produce manager, etc.) If participants have lower-level English, use fewer players but choose parts that participants will recognize easily.*

3. Summary

Say, "We always want to remember to wash fresh foods well and to wash our hands before eating. This will help to keep us safe from germs on foods and on our hands."

Activity 3

What Is Wrong with This Picture?

Needed from Kit

Educator Reference:

- "Kitchen Hazards in 'What Is Wrong with This Picture?'" or "Kitchen Hazards in 'Food Safety at Home'"

Handout:

- "What Is Wrong with This Picture?" or "Food Safety at Home" (see Materials section)

Materials:

- Glo Germ™ Powder
- Black light
- Cutting board
- Rubber chicken
- Vegetables (real or models)
- Sticker dots
- Overhead transparency of handout
- Non-permanent transparency marker

Preparation

See Advance Preparation for Activity 3 at the beginning of the Activities section. Also, decide in advance which handout you will use: “What Is Wrong with This Picture?” or “Food Safety at Home.” Make an overhead transparency of the handout you have chosen, so you can use it if an overhead projector is available in the classroom.

1. Introduction

Pass out copies of one of the handout: “What Is Wrong with This Picture?” or “Food Safety at Home.” If you have an overhead projector available, use an overhead transparency of the handout. Circle one of the more obvious mistakes in the picture and explain why it is not safe. Ask participants to circle every kitchen safety problem they can find. They may work individually or in pairs, depending on the needs of the group.

2. Discussion

- a. Ask the participants to call out each safety problem. Circle each safety problem on the overhead transparency, so everyone can see. For each safety problem, ask participants what the people in the picture should do differently, adding comments as needed.

Note: See the educator references for “Kitchen Hazards in...” at the end of the lesson. The references list the hazards in each handout option.

- b. When you are ready to talk about the rubber chicken “thawing” on the cutting board next to the vegetables in your classroom, point to the chicken and ask, “What does it mean that there are so many sticker dots on this chicken? Why did this happen? How should we thaw meat?” Give participants correct information about thawing. Next, ask participants, “Is it a good idea to chop vegetables on the cutting board? Why or why not?” Use a black light to show how the chicken cross-contaminated the cutting board, your hands, and possibly other places. Discuss ways to prevent cross-contamination, including use of the bleach sanitizing solution in Activity 4.

3. Summary

Tell participants, “Think about your own kitchen. What are some things you can change to make it safer?” When participants finish discussing their ideas, say “At the bottom of your handout, write down one thing that you will do differently in your kitchen next week. Start your sentence with ‘Next week I’m going to...’”

Activity 4

A Clean Kitchen Is a Safe Kitchen

Needed from Kit

Handout:

- “Preparing a Sanitizing Solution”

Materials:

- Bleach
- Measuring spoons
- Quart and gallon containers
- Dish rags
- Spray bottles

Additional Need:

- Access to warm water

1. Introduction

Explain, “One of the ways we can get sick from food is by preparing it on a contaminated cutting board or counter. First we should wash surfaces where we prepare food with hot, soapy water, and then a simple solution using bleach will sanitize the kitchen.”

2. Demonstration

Demonstrate how to make a sanitizing solution. Put 1 teaspoon of bleach in one quart of warm water or 1 tablespoon of bleach in 1 gallon of warm water. Check that participants know the correct name for each of the spoons to ensure that they mix the solutions correctly at home. Ask, “Which of these is the teaspoon and which is the tablespoon? Which is the quart container and which is the gallon container?” Demonstrate proper measuring, and wash the measuring spoons immediately after using them, pointing out why you are doing this.

3. Participant Activity

Pass out the handout “Preparing a Sanitizing Solution.” If available, also pass out spray bottles and dish rags to participants. Ask participants to prepare their own sanitizing solution. Explain that the solution should be made daily because it loses strength over time. Also caution participants:

- Not to splash the solution on their clothing.
- Not to make the solution stronger by adding more bleach. Breathing in large amounts of chlorine can be harmful.
- Keep the bleach and the solution in a place where children cannot get them. They are poisonous.
- Never mix bleach with ammonia. The fumes can kill.
- When buying cleaning solutions at the store, be sure to read the instructions on the back of the bottle. Some solutions (such as 409™) must be left on the kitchen

surface for 10 minutes in order to kill bacteria. It is not necessary to leave the sanitizing solution you make with bleach on surfaces this long.

4. Summary

Say, “Bleach is a low-cost cleaner that you can use to kill harmful germs and bacteria living in the kitchen. When making a sanitizing solution, be sure to measure carefully and make a new mix every day.”

Activity 5 Cooking

Needed from Kit

Handout:

- “Preparing Dinner” (optional)

Materials:

- Suggested recipes from *Simply Good Eating Recipe Cards*: Chicken Stir Fry, Spanish Noodle Casserole
- Additional recipe: 20-Minute Chicken Creole

1. Introduction

Explain, “We are going to prepare a recipe that needs to be cooked. It contains uncooked meat and vegetables. What are some steps we should take today to be sure we make the food safely?” List the steps that participants suggest on the board.

Note: *If time allows, use the “Preparing Dinner” handout as a sequence activity before or after cooking. This will help participants practice food safety steps for cooking. See the “Preparing Dinner” instruction sheet for more details.*

2. Food Preparation

- Have all participants (including yourself) wash their hands.
- Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. This would be a good time to review the steps for food safety that participants mentioned in the introduction and add any that have been missed.
- If this is a recipe that requires several steps, organize participants into teams and assign at least one step to each team. For example, have one team chop vegetables, one chop meat and/or brown meat, one grate cheese, one open cans and cartons, one arrange table and paper products, and one clean up. Before they get started, have each team identify special food safety steps they need to take before, during, and after preparation.
- While participants are cooking, assist as needed.

3. Summary

Ask, “Was it hard to prepare food safely? [Response: No] Usually, it is not very hard. We just need to get into the habit of practicing safe food preparation. I encourage you to go home and make some of the changes we talked about today. Your family will thank you.”

Suggestions for Follow-up and Review

1. Leave “Preparing Safe Food: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.
2. Leave the handout “Preparing Dinner” for the ELL classroom teacher to use as a sequence activity, especially if you did not use the handout during the Cooking activity. The teacher will need to cut copies of the handout into strips in advance. Participants will then put them in the correct order, based on what they learned about safe food preparation.
3. Ask, “How did you wash your hands at home last week? When did you wash them? Did you show your children how they should wash their hands?”
4. Ask, “Did you make any changes in your kitchen or the way you prepared food? What were they?”
5. Ask, “Did you make the bleach solution in the last week? Where did you use it? How did you use it?”
6. Ask, “Did anyone use frozen meat last week? How did you thaw it?”

Kitchen Hazards in “What Is Wrong with This Picture?”

For educator’s reference only

Below is a list of hazards in the handout “What Is Wrong with This Picture?” with explanations and corrective guidelines.

<i>Explanation of Hazard</i>	<i>Corrective Guidelines</i>
1. The woman is tasting the food.	Food should be tasted only with a spoon that will not be used again for stirring, etc.
2. The handle of the pan is facing outward.	Turn the handle of the pan inward to avoid tipping it over.
3. Flies are circling the garbage.	Throw away garbage regularly to avoid attracting pests.
4. The foods in the cupboard are opened but are not sealed. Bugs can easily get inside. Roaches and other insects that live in sink drains or feed on garbage cans carry bacteria with them and contaminate foods.	Keep foods in airtight containers in a cool place. Some foods like flour may be frozen to keep bugs out. Throw away food that contains roaches. In some cultures, it is acceptable to sift a few small bug parts out of foods like flour. For example, the flour may be frozen, then sifted. However, when roaches have been found in food, it should never be eaten.
5. Food is stored under the sink where it may get wet. Also, many people keep cleaning supplies under the sink. Someone, especially young children, might mistake a cleaning product as a food or drink.	Move food to another place.
6. Milk is left out on the counter.	Put milk in the refrigerator.
7. The chicken is thawing on the counter.	Thaw the chicken in the refrigerator.
8. The child is coughing or sneezing on the food. Coughing and sneezing spreads germs out from the person and into the food.	Cover mouth and face away from food when coughing or sneezing. Then wash hands with warm, soapy water.
9. There is a cup of spilled milk on the floor. This could cause a fall.	Clean it up.
10. The child is eating while touching the cat. There is likely to be a variety of bacteria on the pet.	Wash hands with warm, soapy water after handling a pet and before eating.

Kitchen Hazards in “Food Safety at Home”

For educator’s reference only

Below is a list of hazards in the handout “Food Safety at Home” with explanations and corrective guidelines.

<i>Explanation of Hazard</i>	<i>Corrective Guidelines</i>
1. The woman is tasting the food.	Food should be tasted only with a spoon that will not be used again for stirring, etc.
2. The spoon in the pan is facing outward.	Turn the spoon inward to avoid spilling the food or tipping over the pan.
3. There is leftover food in the pan. It is common in some cultures to prepare cooked food in the morning and keep it on the counter or stove unheated to be eaten during the day.	Food should be stored in the refrigerator or freezer within two hours of cooking.
4. Flies are circling the garbage.	Throw away garbage regularly to avoid attracting pests.
5. The foods in the cupboard are opened but are not sealed. Bugs can easily get inside. Roaches and other insects that live in sink drains or feed on garbage cans carry bacteria with them and contaminate foods.	Keep foods in airtight containers in a cool place. Some foods like flour may be frozen to keep bugs out. Throw away food that contains roaches. In some cultures, it is acceptable to sift a few small bug parts out of foods like flour. For example, the flour may be frozen, then sifted. However, when roaches have been found in food, it should never be eaten.
6. Food is stored under the sink where it may get wet. Also, many people keep cleaning supplies under the sink. Someone, especially young children, might mistake a cleaning product as a food or drink.	Move food to another place.
7. Milk is left out on the counter.	Put milk in the refrigerator.
8. The chicken is thawing on the counter.	Thaw the chicken in the refrigerator.
9. The chicken is on the same cutting board as the vegetables. This can cause cross-contamination when bacteria from the meat come in contact with the vegetables.	Use separate cutting boards for meats and vegetables.

<i>Explanation of Hazard</i>	<i>Corrective Guidelines</i>
10. The child eating the snack has dirty hands (seen on the refrigerator).	Wash hands before eating.
11. The refrigerator door has dirty fingerprints. When people open the refrigerator, they can easily pick up the dirt and bacteria on their hands.	Clean the refrigerator door with a sanitizing solution.
12. The eggs are left out on the counter. [Picture of Latino family only.]	Put eggs in the refrigerator.
13. Dirty dishes are piled high in the sink. They might fall from the sink or bacteria from the dishes could spread to food on the counter.	Wash the dishes in hot, soapy water and air-dry them.
14. The salad is left out on the counter.	Put salad in the refrigerator after it is prepared.
15. The cat is in the window near the food. [Picture of White family only.]	Pets should be kept away from food.

Glo Germ™ Powder and Glo Germ™ Liquid (Activities 1 and 3)

Note that Glo Germ™ Liquid comes in gel or oil form, and it is applied like hand lotion. To order Glo Germ™ products, go to the company web site at <http://www.glogerm.com> or call 1-800-842-6622. Glo Germ™ also sells UV (black) lights.

Rubber Chicken (Activities 1 and 3)

You can find rubber chickens in toy and novelty stores or online at Gag Works, <http://www.gagworks.com> (search for “rubber chicken”).

“Food Safety at Home” Handout (Activity 3)

University of Minnesota Extension. *Food Safety at Home Participant Handout (English)*. (Packs of 50) Item MI-07225. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07225), or call toll free at 1-800-876-8636.

OR

University of Minnesota Extension. *Food Safety at Home Participant Handout (Spanish)*. (Packs of 50) Item MI-07224. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07224), or call toll free at 1-800-876-8636.

20-Minute Chicken Creole Recipe (Activity 5)

You may find this recipe in National Cancer Institute. *Down Home Healthy Cookin’*. Reprinted 2000. Available free online at http://www.modep.buffalo.edu/assets/docs/healthy_down_home_cookin.pdf or call the National Cancer Institute at 1-800-4-CANCER.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 5)

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handout 1: “Preparing Safe Food Vocabulary List”

Handout 2: “What Is Wrong with This Picture?”

Handout 3: “Making a Sanitizing Solution”

Handout 4: “Preparing Dinner”

Handout 5: “Preparing Safe Food: Review and Writing Practice”
(for ELL teacher)

PREPARING SAFE FOOD VOCABULARY LIST

bacteria – very small living things that sometimes cause disease

Example: Some **bacteria** cause harmful diseases.

bleach solution – a mixture of water with bleach

Example: Using a **bleach solution** is a good way to clean counters.

contaminate – to make dirty; to spread germs

Example: The raw meat can **contaminate** the cutting board.

cross-contamination – to pass harmful bacteria from one food or surface to another

Example: Washing a cutting board with hot, soapy water helps prevent **cross-contamination**.

foodborne illness/food poisoning – to get sick from food

Example: Sandra got a **foodborne illness** from eating spoiled meat.

germs – very small living things that cause disease

Example: Maria spreads **germs** by coughing without covering her mouth.

harmful – not good; can hurt someone

Example: Leaving chicken in the sink all day can be **harmful**.

prepare – to make something ready

Example: This recipe is hard to **prepare**.

PREPARING SAFE FOOD VOCABULARY LIST

raw – not cooked; fresh

Example: Keep **raw** meat in the refrigerator or freezer.

sanitize – to clean something very well

Example: I use bleach to **sanitize** the counter.

spoiled – food that is not safe to eat

Example: The potato salad **spoiled** at the picnic because it was not kept cold.

thaw – to change from frozen to not frozen

Example: We **thaw** meat in the refrigerator.

thermometer – a tool used to measure temperature

Example: The **thermometer** shows that the turkey is almost cooked.

WHAT IS WRONG WITH THIS PICTURE?

► Circle the mistakes.



Illustration by Hawley Wright

► Next week I'm going to _____.

Used with permission from Mary Darling. *Simply Good Eating*. St. Paul, MN: Regents of the University of Minnesota, 1996.

MAKING A SANITIZING SOLUTION

The participant handout, instructions for making a sanitizing solution, is found on the following page. There are two copies of the instructions on the page, so you will need to cut the handout along the dotted line before passing it out.

MAKING A SANITIZING SOLUTION

A sanitizing solution is a special liquid with bleach that kills germs or bacteria in kitchens. You can use it to clean surfaces such as counters, baby high chairs, cutting boards, and other places where bacteria like to grow.

INSTRUCTIONS:



1. Mix 1 teaspoon of household bleach in 1 quart of warm water to make the solution
OR mix 1 tablespoon of household bleach in 1 gallon of warm water to make the solution.
2. Wash surfaces with the bleach solution.
3. Make only what you need for one day because the solution does not work well if you keep it longer.
4. Do not spill the solution on clothing, and **KEEP IT AWAY FROM CHILDREN.**



Adapted with permission from Mary Darling. *Simply Good Eating*. St. Paul, MN: University of Minnesota Extension Service, 1997.

Copyright © 2007 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

MAKING A SANITIZING SOLUTION

A sanitizing solution is a special liquid with bleach that kills germs or bacteria in kitchens. You can use it to clean surfaces such as counters, baby high chairs, cutting boards, and other places where bacteria like to grow.

INSTRUCTIONS:



1. Mix 1 teaspoon of household bleach in 1 quart of warm water to make the solution
OR mix 1 tablespoon of household bleach in 1 gallon of warm water to make the solution.
2. Wash surfaces with the bleach solution.
3. Make only what you need for one day because the solution does not work well if you keep it longer.
4. Do not spill the solution on clothing, and **KEEP IT AWAY FROM CHILDREN.**



Adapted with permission from Mary Darling. *Simply Good Eating*. St. Paul, MN: University of Minnesota Extension Service, 1997.

Copyright © 2007 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

PREPARING DINNER

This handout is used as a sequence activity. Give each participant a full set of strips from the handout. Each strip describes one step in preparing dinner. Participants will put the strips in order, based on what they learned about preparing safe food.

To prepare for the activity, cut copies of the following page into strips. Mix up each set of strips so they are out of order.

PREPARING DINNER

Jane is planning to cook chicken tomorrow.

She takes the chicken out of the freezer the day before.

She thaws the chicken in the refrigerator the day before.

She cuts the vegetables on the cutting board.

She cuts the chicken on the cutting board.

She serves small portions to her children.

She puts the leftover chicken and vegetables into a small container.

She puts the container in the refrigerator within 2 hours after cooking it.

PREPARING SAFE FOOD: REVIEW AND WRITING PRACTICE

For ELL teacher's use

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Always wash your hands before eating or preparing food.
2. When you use a cutting board to cut uncooked chicken, wash it well before you use it for other foods.
3. Thaw frozen meat in the refrigerator the day before you want to cook it.
4. Use bleach and water to sanitize kitchen counters.
5. Put leftover food in a covered container in the refrigerator within two hours after cooking.

PREPARING SAFE FOOD: REVIEW AND WRITING PRACTICE

1. Always wash your hands before eating or preparing food.
2. When you use a cutting board to cut uncooked chicken, wash it well before you use it for other foods.
3. Thaw frozen meat in the refrigerator the day before you want to cook it.
4. Use bleach and water to sanitize kitchen counters.
5. Put leftover food in a covered container in the refrigerator within two hours after cooking.

Copyright © 2007 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

PREPARING SAFE FOOD: REVIEW AND WRITING PRACTICE

1. Always wash your hands before eating or preparing food.
2. When you use a cutting board to cut uncooked chicken, wash it well before you use it for other foods.
3. Thaw frozen meat in the refrigerator the day before you want to cook it.
4. Use bleach and water to sanitize kitchen counters.
5. Put leftover food in a covered container in the refrigerator within two hours after cooking.

Copyright © 2007 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.