Foodborne Illness Educational Materials

Purpose

To develop educational materials targeted at a specific population concerning important facts and prevention of a particular foodborne illness.

Overview

This section will require students to work in teams to research and create educational material succinctly summarizing known salient facts, including prevention, of a particular foodborne illness. The educational materials must be presented in both oral and written format, and targeted at an identified population. The oral presentation can be presented in a variety of formats including: a slide show, video, poem, song or rap. The written materials can be presented in a variety of formats including: brochure, fact sheet, webpage, or poster. The formats of the written and oral presentations should be appropriate to the target group selected. After the oral and written presentations, the groups will answers questions from their audience concerning their presentation and written materials.

Time

1 class hour session for organization, unlimited hours as out of class teamwork, and then a 10-minute group presentation of the oral and written materials.

Key Concepts

Foodborne illnesses are environmental, scientific, historical, social, and economic issues with data supporting potentially many different points of view. Information concerning these diseases can be communicated succinctly through a variety of media appropriate to the target group selected.

Skills

This section in its entirety will help in researching a particular issue and synthesizing the facts to communicate a succinct targeted message. Written and verbal communication skills are stressed, as well as creation of effective educational materials.

Materials

Access to word processing, presentation, and art software, as well as the internet, would be useful for production of the written and oral products. Class discussions and materials can be incorporated into the oral and written materials.

Background

Foodborne illnesses represent a group of under-diagnosed and under-reported illnesses associated with the consumption of food and water. These diseases can be caused by biological (i.e. bacteria, viruses, or parasites), chemical (natural and manmade toxins),
and even physical factors. These diseases can affect all ages and subpopulations of people, including possibly susceptible subgroups such as children or elderly persons with chronic diseases. Although the methods and technology exist, the prevention of these diseases presents multiple public health issues. One of the major issues is the lack of knowledge among those at risk as well as the healthcare, public health, and food industries.

**Procedure**

The following activities should be done in groups (although they could be performed by individual students).

1. Form the groups, preferably randomly rather than by student selection
2. Each group should select a specific Foodborne Illness
3. Each group should select a specific Target Group for the educational message
4. Each group should research the specific foodborne illness, focusing on issues such as: What is this Disease? What causes this disease? How do People get it? What happens to the health of People who get this disease? How can People prevent themselves from getting this disease?
5. Each group will create both educational materials that must be presented in both oral and written format, and targeted at an identified population. The oral presentation can be presented in a variety of formats including: a slide show, video, poem, song or rap. The written materials can be presented in a variety of formats including: brochure, fact sheet, webpage, or poster. The formats of the written and oral presentations should be appropriate to the target group selected. Inclusion of graphics are highly encouraged. Citation of sources and correct use of scientific terms are essential.
6. The oral presentations will be made in 10 minutes by the group; each group member will participate in the oral presentation. The written materials will be explained and distributed at the same time. The target group should be identified at the beginning of the presentation.
7. After the oral and written presentations, the groups will answers questions from their audience concerning their presentation and written materials.

**Further Investigation**

Students can use their handouts and presentation to discuss foodborne illnesses as an environmental health issue for other students, families and neighborhood organizations.

What would the student(s) do to rectify this issue if it occurred in their own neighborhood or family? What can one individual do? What can a group of people do? How can this situation be prevented for other foodborne illness?

Students can assess environmental issues for their own neighborhoods, prioritize these issues, and create plans of how to address these issues to either remediate or prevent them.
Student Assessment

Give the following presentation design components to each student team as a guide to their group presentations:

- Decide what facts are important to include to support their particular viewpoint on their particular foodborne illness issue
- Decide on a Target Group for the educational outreach
- Design an oral presentation that can be presented in a variety of formats including: a slide show, video, poem, song or rap.
- Design written materials that can be presented in a variety of formats including: brochure, fact sheet, webpage, or poster.
- Select the presentation and written materials to be appropriate to the selected target group.
- Practice and keep their presentation within the time allotted
- Each group member should take part in the Presentation, even if it is just to read or explain one piece of the presentation
- Each group member should answer at least one question from the audience at the end of their Group presentation.

Assign points for the following components of the Team Presentation:

- Were the written and oral presentations easy to read/effective at communicating the facts and the particular point of view?
- Were the written and oral presentations appropriate to the target group selected?
- Were pictures/maps/illustrations used?
- Were proper science terms used?
- Was each group member actively involved in the presentation?
- Did the group report their sources?
- Could the group members answer questions from the audience about the facts and defend their point of view?