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Evaluation of the high school food safety curriculum using a positive deviance model

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TITLE:

Evaluation of the high school food safety curriculum using a positive deviance model

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KEY WORDS: food safety, education, high school, positive deviance

HIGHLIGHTS:

- High school students are interested in food safety classes
- High school students lack food safety knowledge
- Take-home worksheets can encourage students practice safe food handling
- Positive deviance curriculum can increase food safety knowledge among students

ABSTRACT:

Proper food handling practices can help protect consumers from foodborne illness. This study assessed high school students' food safety knowledge and handling practices and evaluated the effectiveness of a new food safety curriculum based on the Positive Deviance model. In phase I, 114 high school students completed a food safety on-line questionnaire assessing their baseline food safety knowledge and food handling practices; in phase II, 53 high school students took a one session class and completed pre- and post- assessment and take-home tasks. The results showed that there is a critical need for an effective high school food safety curriculum. The curriculum increased students' knowledge significantly.

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