The purpose of these short skits is to visually demonstrate food safety issues. These scenes and their associated “props” were developed to illustrate the concepts of “clean, separate, cook and chill.” These scenes can be demonstrated by the teachers or the skit cards can be distributed to participants in educational sessions as hands-on activities.

To use, print the cards (preferably on cardstock) and cut them out. Ask for volunteers. Distribute the cards, along with associated props, to your volunteer “actors.” Encourage discussion after each scene. Distribute a food safety handout, such as “Fight BAC: Four Simple Steps to Food Safety” or another resource from the website listed below.

**Resources**

- [www.ag.ndsu.edu/food](http://www.ag.ndsu.edu/food) (see “Food, Food Safety & Nutrition Publications” then “Food and Home Safety”)
- [www.ndsu.edu/global](http://www.ndsu.edu/global) (food safety information in other languages)
**Skit Card**

**Clean**

**Scene:** Two people sitting in chairs pretending to watch TV. Person 1 is “petting” a dog.

*Person 1:* “I’m getting hungry. Should I make us a snack?”

*Person 2:* “Yeah, that sounds good.”

Person 1 hands Person 2 the “dog,” gets up and grabs a bag/box of snack food. Both start to eat.

**What’s wrong with this picture?**

**Message:** Wash hands after petting or handling animals.

**Props:** 2 chairs, stuffed toy dog, box of snack food

---

**Skit Card**

**Clean**

**Scene:** Person 1 and 2 are driving home from the grocery store. Person 1 is driving.

*Person 1:* “Hey, can you hand me one of those apples we just bought?”

*Person 2:* “Sure.” Person 2 “hands” Person 1 the apple.

*Person 1:* Pretends to start to bite apple.

**What’s wrong with this picture?**

**Message:** Wash fruits and vegetables before eating to remove any unwanted bacteria.

**Props:** 2 chairs (simulate car), apple food model

---

**Skit Card**

**Separate**

**Scene:** Person 1 is pretending to grill.

*Person 1:* “The hamburgers are at the right temperature. Can you grab a plate?”

*Person 2:* “I’ll just use the one the burgers were on before grilling.”

**What’s wrong with this picture?**

**Message:** Never put ready-to-eat items on plates that had raw meat, poultry, seafood or fish on them.

**Props:** hamburger food model, plate

---

**Skit Card**

**Separate**

**Scene:** A person is cutting chicken and grabs the lettuce to start cutting with the same knife and board.

**What’s wrong with this picture?**

**Message:** Wash knives and cutting boards with warm, soapy water after cutting raw meat, poultry and seafood.

**Props:** chicken food model, lettuce food model, knife, cutting board
Scene: Person 1 and Person 2 just finished eating a rice dish at a party.

*Person 1:* “Mmm, that rice was good. Let’s relax and visit.”

*Person 2:* “Should I put the rice away?”

*Person 1:* “No, the kids will eat the rest after everyone leaves.”

What’s wrong with this picture?

**Message:** Leftovers should be refrigerated within two hours to limit the time they spend in the “danger zone.”

**Props:** bowl, rice food model

---

Scene: Person 1 walks in from the grocery store and looks in the “refrigerator.”

*Person 1:* “I just got back from the store with some meat and vegetables. Where should I put them?”

*Person 2:* “Oh, anywhere you can find room.”

*Person 1:* “I put the meat on the top shelf and the vegetables on the bottom shelf.”

What’s wrong with this picture?

**Message:** Store raw meat, poultry, seafood and eggs below fresh produce and ready-to-eat items.

**Props:** grocery bags, meat food model, produce food model, refrigerator (or makeshift cardboard box)
Skit Card

Cook

Scene: Person 1 is cooking steaks.

*Person 1 to Person 2:* “How would you like your steak?”

*Person 2:* “Oh, just a little brown on the edges and nice and juicy on the inside.”

What’s wrong with this picture?

Message: Measure the temperature of red meats, poultry and pork with a meat thermometer. Steak should reach an internal temperature of 145 degrees Fahrenheit; hamburgers should reach an internal temperature of 160 degrees Fahrenheit. *(Demonstrate proper use of a food thermometer.)*

Props: steak or hamburger food model, tongs, meat thermometer

---

Skit Card

Cook

Scene: Person 1 walks in while Person 2 is “stirring” a pot of food.

*Person 1:* “Mmmm, what smells so good?”

*Person 2:* “Oh, I’m reheating some stew from the refrigerator.”

*Person 1:* “Is it ready?”

*Person 2:* “Let me take a look and smell.” *(Sniff and look at the food.)* “Yep, it looks done.”

What’s wrong with this picture?

Message: Always reheat foods to at least 165 degrees Fahrenheit. Use a food thermometer to check.

Props: cooking pot, spoon, food thermometer

---

International icons courtesy International Association for Food Protection: [www.foodprotection.org](http://www.foodprotection.org)

This material is based upon work supported by the USDA-CSREES under Award No. 2005-51110-03293. Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the USDA.

The NDSU Extension Service does not endorse commercial products or companies even though reference may be made to tradenames, trademarks or service names. This publication may be copied for noncommercial, educational purposes in its entirety with no changes. Requests to use any portion of the document (including text, graphics or photos) should be sent to NDSU.permission@ndsu.edu. Include exactly what is requested for use and how it will be used.

For more information on this and other topics, see: [www.ag.ndsu.edu](http://www.ag.ndsu.edu)

County commissions, North Dakota State University and U.S. Department of Agriculture cooperating. North Dakota State University does not discriminate on the basis of age, color, disability, gender identity, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708. This publication will be made available in alternative formats for people with disabilities upon request, (701) 231-7881.