



“Tasty with safety” video series | Video usage guide

## Use of the videos in educational settings

### Tips and ideas

This guide will show you various examples and ways in which you can use the “Tasty with safety” video series together with the supporting materials for educational purposes on the topic of kitchen hygiene. You can also use the video series individually and, for example, only show excerpts from the videos.



## VIDEO “VERSION 1”

This video demonstrates **poor kitchen hygiene**. The video shows a chef preparing a dish in the style of popular television cooking shows. In doing so, he makes numerous hygiene errors that can lead to foodborne infections. These include, for example, not washing his hands or cross-contamination.

**Good to know:** *The errors are shown explicitly, but neither commented on by the chef nor highlighted in the video in any other way. Therefore, this video is suitable to let the participants spot errors independently.*



## VIDEO “VERSION 2”

This video demonstrates **exemplary kitchen hygiene** without any hygiene errors. The video features the same chef from Video 1 demonstrating the preparation of the same dish. This time, however, he follows the basic rules of kitchen hygiene.

**Good to know:** *In this video, the chef also does not comment on his hygiene behaviour, nor is it highlighted in any other way. The video can be used, for example, for comparison with Video 1, without giving away why the behaviour shown in Video 2 is exemplary.*



## VIDEO “VERSION 3”

This version **compares** the poor hygiene behaviour shown in Video 1 with the exemplary hygiene practices in Video 2. First, a scene from Video 1 featuring poor kitchen hygiene is shown. The hygiene errors are highlighted by an acoustic signal (error sound). After every hygiene error, the video is rewound and the scene restarts with the exemplary behaviour from Video 2.

**Good to know:** *Explanatory texts are displayed to highlight what to look out for in each situation. This makes Video 3 suitable for quickly resolving the errors in Video 1 and for providing background knowledge about kitchen hygiene.*

## What materials are available?

### WORKSHEET

The worksheet is a template that participants can use to write down the hygiene errors they spot in Video 1.

**Good to know:** *The worksheet is an editable PDF that can be filled in digitally. Alternatively, the template can be printed out, copied or mailed.*

### ANSWER SHEET

The answer sheet lists all hygiene errors from Video 1 in the order in which they occur, as well as the time at which they happen. In addition, the answer sheet contains information on how to do it correctly.

**Good to know:** *The answer sheet provides a brief overview. Repeated errors are not listed individually (see note in the answer sheet).*



Video 1: Poor kitchen hygiene



Video 2: Exemplary kitchen hygiene



Video 3: Comparison

## EXAMPLE CONCEPT A

### Independent identification of errors with subsequent discussion

**Materials:** Video 1, Video 2, Worksheet, Answer Sheet

**Duration:** approx. 30–45 minutes

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The participants first watch Video 1 and are asked to independently use the worksheet to note the hygiene errors they spot in the video. Video 1 is then shown a second time and paused after each error. Participants then discuss what they noticed in the respective scene and why this behaviour poses a problem in terms of kitchen hygiene. To conclude, Video 2 (exemplary behaviour) is shown and used to illustrate exemplary hygiene behaviour.

## EXAMPLE CONCEPT B

### Identification of errors during group work

**Materials:** Video 3, Worksheet, Answer Sheet

**Duration:** approx. 25–30 minutes

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The participants watch Video 3 together and take notes on the worksheet about the errors they spot. After each error scene (i.e. when the video is rewound but the scene has not yet restarted), the video is paused and the participants discuss which hygiene errors they spotted and how they can be avoided. The video then continues by showing the exemplary behaviour. If necessary, the video can be paused again after this point to explain certain aspects in more detail. Then the group moves on to the next hygiene error.

## EXAMPLE CONCEPT C

### Independent identification of errors with interim discussion

**Materials:** Video 1, Video 3, Worksheet, Answer Sheet

**Duration:** approx. 25–35 minutes

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The participants first watch Video 1 and are asked to independently use the worksheet to note the hygiene errors they spot in the video. Subsequently, the participants discuss which hygiene errors they spotted and how they can be avoided. Video 3 is then played to reveal the errors in Video 1 and to illustrate exemplary hygiene behaviour. If necessary, the video can be paused after each scene to discuss the scenes in more depth.

All videos and supporting materials can be found on the BfR website:

[www.bfr.bund.de/en](http://www.bfr.bund.de/en) > **Publications** > **Educational materials** > **Educational videos about kitchen hygiene**



Further information from the BfR about food hygiene can be found at:

[www.bfr.bund.de/en](http://www.bfr.bund.de/en) > **A-Z Index** > **Food Hygiene**

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## Imprint

### Publisher

German Federal Institute for Risk Assessment (BfR)  
Max-Dohrn-Straße 8–10  
10589 Berlin / GERMANY  
bfr@bfr.bund.de  
www.bfr.bund.de/en

### Actor

Tino Schmidt

### Technical realisation videos

CINE PLUS Media Service GmbH & Co. KG, Berlin / GERMANY

### Design/realisation of supporting materials

www.tangram.de, Rostock / GERMANY

### Illustrations supporting materials

Freepiks from [www.flaticon.com](http://www.flaticon.com), Adobe Stock

### Date

December 2022