Pathogen Tracker Game

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Stage Two: Find the Contaminated Food

Level I Student Worksheet

Vocabulary: control group, infected group, matched-pairs analysis, statistical analysis

Describe in detail the steps to be followed in a matched-pairs analysis.

Explain thoroughly the differences between the control group and the infected group.

Create a table for the matched-pairs analysis. Your table should include the members of the Infected Group with the matched pair from the Control Group as well as your reasons for making this match.

List the foods commonly associated with each of the following microorganisms: *L. monocytogenes, E. coli* O157:H7*, and Salmonella.*

Create a table listing each of the foods that could be possible contaminants, tell whether or not you will include it in the interview, and give the reasons for your choice.

How successful were you in choosing the correct foods to include in the interview?

Create a matrix to list all of the foods eaten by the members of both the infected group and the control group, as well as which foods were eaten by which members.

BEFORE YOU CONTINUE THE GAME, using the data in the table above, create a graph to display the foods that were eaten, the number of people from the infected group who ate that food, and the number of people from the control group who ate that food.

In reviewing the data in the table and in the graph, what food do you think is the possible source of the outbreak? What reasons do you have for making this choice?

CONTINUE THE GAME

Explain in detail the similarities and differences between your graph and the graph "Incidence of Food Consumption" used in the game. In your opinion, which is the better graph and why?

Now that you have completed Stage Two, go back to Stage One and review any revisions you might have made to the steps for solving a foodborne illness outbreak. What additional revisions do you want to make to these steps? Be sure to explain why you are making those revisions.

Password to continue to Stage Three: _____.