
Serving It Safe

INSTRUCTOR
GUIDE

SECOND EDITION

Produced by the
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Serving It Safe, 2nd Edition, Serving It Safe Instructor Guide, and Serving It Safe poster are available on the NFSMI Web site at: <http://www.nfsmi.org/Information/sisindex.html>

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Table of Contents

	<i>Page</i>
Introduction	v
Prepare to Present the Sessions	vi
Session 1	1
Introduction to <i>Serving It Safe</i> Training Sessions	3
Chapter 1: Food Safety is Top Priority	5
Chapter 2: Prevent Foodborne Illness—Understanding Microorganisms	7
Session 2	13
Chapter 3: Basic Facts about Microorganisms	17
Session 3	25
Chapter 4: A Clean and Sanitary Foodservice	29
Session 4	35
Chapter 5: A Process for Preventing Foodborne Illness	39
Session 5	43
Chapter 6: Introduction to Hazard Analysis and Critical Control Point (HACCP)	47
Session Feedback Form	49
Activity Section	51
Activities for Chapter 1	53
1. Could It Happen in Our Foodservice?	54
2. Where are the Hazards?	55
3. Food Safety Risks	57
4. Food Safety Checklist	58
5. Action Plan—Food Safety is Top Priority	59

	<i>Page</i>
Activities for Chapter 2	61
1. Hands-on Temperature Taking	62
2. How to Calibrate a Food Thermometer	63
3. Bacteria Farm	64
4. Cross-Contamination Matching Game	66
5. Word Match	68
6. Case Study: Field Trip Frenzy	70
7. Action Plan—Prevent Foodborne Illness—Understanding Microorganisms	71
Activities for Chapter 3	73
1. Case Study: Food Mystery	74
2. Word Match	78
3. Case Study: Watch Me Do It Right!	80
4. Action Plan—Basic Facts about Microorganisms	82
Activities for Chapter 4	85
1. Are Your Hands Really Clean?	86
2. Food-Safe Facility Checklist	87
3. Case Study: Pest Problems at Red Oak High School	89
5. Action Plan—A Clean and Sanitary Foodservice	91
Activities for Chapter 5	93
1. Receiving Decisions	94
2. Checking Temperatures of Specially Packaged Foods	96
3. Case Study: Safe In, Safe Out	97
4. Shallower is Safer	99
5. Action Plan—A Process for Preventing Foodborne Illness	101

Introduction

The *Serving It Safe Instructor Guide* provides an outline for conducting 10 hours of group training sessions using *Serving It Safe, 2nd edition*. The five training sessions are shown below.

Activity Section

The *Instructor Guide* includes a variety of activities that can be used by an individual participant or by an instructor in a group training session. The activities are organized into five chapters that correspond to the first five chapters of *Serving It Safe*. There are no activities described for Chapter 6.

Session 1: 3 hours

Introduction to *Serving It Safe* (Approximately 30 minutes)

Chapter 1: Food Safety is Top Priority (45 minutes)

Chapter 2: Prevent Foodborne Illness—Understanding Microorganisms (1 hour and 45 minutes)

Session 2: 2 hours

Chapter 3: Basic Facts about Microorganisms

Session 3: 2 hours

Chapter 4: A Clean and Sanitary Foodservice

Session 4: 2 hours

Chapter 5: A Process for Preventing Foodborne Illness

Session 5: 1 hour

Chapter 6: Introduction to Hazard Analysis and Critical Control Point (HACCP)

Prepare to Present the Sessions

1. The *Instructor Guide* is designed for use in five sessions for a total of 10 contact hours. If time is available, more content from the *Serving It Safe* can be presented and more activities from the *Instructor Guide* can be used.

The Time Schedule for each session is based on the Instructor using the selected activities noted. When Optional Activities have been suggested, the estimated time for using those activities is not included in the time estimate for the session. To estimate time for the sessions, it is assumed there will be 25 to 30 participants.

Keep in mind that the *Serving It Safe* is designed for use as a reference as well as the course book for the sessions. To completely cover all of the content and use all of the activities will require approximately 20 hours of training time. A school district can use the materials to present a series of 10 training sessions of 2 hours each.

2. Read through the *Instructor Guide* to decide how you will present the sessions. The sessions should be taught in sequence.
3. Decide when the sessions will be presented and provide ample notice to persons who will be expected to participate in the training.
4. Prepare for presenting the five sessions.
 - Before the session, select activities that fit the estimated time for the chapter. Using a variety of activities in a session provides a change a pace that energizes participants.
 - Practice explaining the directions for the activities and Action Plans, which are shown at the end of Chapters 1 through 5 in the *Instructor Guide* (Action Plans are on pages 59-60, 71-72, 82-83, 91-92, 101-102).
 - Using the *Instructor Guide*, review the pages of *Serving It Safe*.
 - Note that in the boxes on the *Instructor Guide* pages, the printed questions are those answered in each chapter of *Serving It Safe*. The box shows the Instructor the content from *Serving It Safe* that will be used. Page numbers of the *Serving It Safe* are also shown.
 - Make notes in the space provided in the *Instructor Guide* for use when presenting the sessions.
 - Be ready to share guidance about State and local public health department regulations and local food safety policies and procedures.
 - Practice presenting lecturers in your own words using information from the *Serving It Safe*.

5. Make a copy of each activity handout for all participants. See the *Instructor Guide Activity Section*.
6. Plan to obtain feedback from the participants *after each session*. Copy the Session Feedback Form on page 49 of the *Instructor Guide*. Collect the anonymous feedback forms at the end of each session and review them to determine ways to improve the next session.
7. Set up the training room to promote adult learning.
 - Arrange seating for four or five people at a table (a small group). The small groups can then have discussions as described in the *Instructor Guide*.
 - Have a small table at the front of the room for your use during the session. Avoid using a lectern since this ties you to the front of the room and provides a barrier between you and the participants.
8. Use best practices for facilitating adult learning.
 - Be aware of what the participants *already know* about food safety. Find out their specific *needs* in the area of food safety through discussions.
 - Make sure the participants know *why* food safety is important and necessary to their success. *Serving It Safe* provides explanations of why various procedures are important to food safety.
 - Follow the *Instructor Guide* to *involve* the participants. In addition to the activities that have been planned, involve participants by asking questions and leading discussions.
 - Use *coaching* during activities as a way to provide individual attention and encouragement.
 - Give *feedback* to the group and to individuals.
 - After explaining directions for an activity, use a communication check to be sure participants understand what is to be done. Call on a participant by name to tell the class what is to be done. If the participant does not recall the correct directions, explain the directions again.
9. Plan for “comfort breaks” as part of the session schedule. A three-hour session should include at least one 15-minute break. The Time Schedule for each session includes a suggested place in the content where a “comfort break” can be scheduled.
10. Begin and end each session on time.

