



Session 1

Participant Outcomes

Chapter 1 – See Action Plan on pages 59-60 in the *Instructor Guide*.

1. The participant will identify sources of potential biological contamination of food.
2. The participant will describe a change to be made to prevent chemical contamination of food.
3. The participant will describe a change to be made to prevent physical contamination of food.

Chapter 2 – See Action Plan on pages 71-72 in the *Instructor Guide*.

1. The participant will describe two changes to be made to prevent foodborne illness.
2. The participant will identify good practices already in place to prevent foodborne illness.

MATERIALS NEEDED FOR EACH PARTICIPANT

- Table tent with the participant's name on it to assign seating
- A copy of each activity handout to be used (*Instructor Guide* pages 53-58, 61-70)
- Materials required for selected activities
- A copy of the Action Plan handout for Chapter 1 (*Instructor Guide* page 60) and Chapter 2 (*Instructor Guide* page 72)
- A copy of the Session Feedback Form (*Instructor Guide* page 49)
- Pen or pencil for each participant

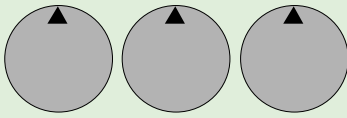
Place a set of the materials at each assigned place before the session begins.

MATERIALS NEEDED FOR THE INSTRUCTOR

- *Serving It Safe* and *Instructor Guide*
- Flip chart, easel, and markers, or chalkboard and chalk, or whiteboard and markers
- Materials required for selected activities

NOTES

Time Schedule for Session 1



Approximately 3 hours

Serving It Safe

| Section Title | Page(s) | Time Estimate |
|--|--|--------------------------------|
| Introduction to <i>Serving It Safe</i> | ix-xii | Approx. 30 minutes |
| Chapter 1 | 6 | 45 minutes |
| Why is food safety a top priority? | 2 | <5 minutes |
| Why is a foodborne illness and | 2 | 5 minutes |
| What must be done to keep food | 3-5 | 5 minutes |
| Activity (select one) | (<i>Instructor Guide</i> pages 53-58) | 15-30 minutes* |
| Chapter 1 Action Plan | (<i>Instructor Guide</i> pages 59-60) | 15 minutes* |
| Comfort Break | | Instructor decision |
| Chapter 2 | 7-27 | 1 hour & 45 minutes |
| Introduce the chapter | 7 | <5 minutes |
| What happens in the body after a | 8 | <5 minutes |
| How do harmful microorganisms | 8 | <5 minutes |
| What are the main causes of | 9-10 | 5 minutes |
| How can foodborne illness caused | 10-15 | 50-60 minutes |
| What are the responsibilities of the | 20 | 5 minutes |
| How should the foodservice manager | 21-22 | 30-40 minutes* |
| Chapter 2 Action Plan | (<i>Instructor Guide</i> pages 71-72) | 10-15 minutes* |

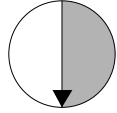
*The total time estimate for the chapter is based on the fewer number of minutes.

When there are Optional *Activities* included in the **Activity Section**, the estimated time for using those activities is not included in the time estimate for the session.

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Introduction to the *Serving It Safe* Training Session

Serving It Safe pages ix - xii



Approximately 30 minutes

1. Introduce yourself and have welcoming remarks.
2. Point out the Table of Contents on pages iii to vii in *Serving It Safe* and explain how to use the manual to find answers to questions about food safety.
3. Using the Table of Contents, describe how the chapters will be used in the training sessions.

Session 1: 3 hours

Chapter 1: Food Safety Is Top Priority

Chapter 2: Prevent Foodborne Illness—Understanding Microorganisms

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)

4. **To begin the session**, distribute to each participant a copy of the Action Plan handouts for Chapter 1 (*Instructor Guide* page 59) and Chapter 2 (*Instructor Guide* page 71). Review the participant outcomes for Session 1 and call attention to the Action Plans for Chapter 1 and Chapter 2. The Action Plans will be completed at the end of the discussion and activities for each chapter.
5. Ask participants to introduce themselves to the group by sharing the following information:
 - Name and job title
 - School and school district
 - Finish this sentence:
 “I would like to know more about _____.”

 - The sentence should describe some topic or area related to food safety.

6. Explain any logistical information needed by the participants.

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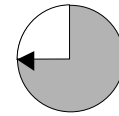
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Handwriting practice lines for notes, consisting of 20 horizontal lines on a light beige background.



Food Safety Is Top Priority

Total Time for Chapter 1 — 45 minutes

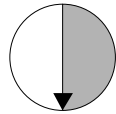


45 minutes

Why is food safety a top priority? (*Serving It Safe* page 2)

What is a foodborne illness and foodborne outbreak? (*Serving It Safe* page 2)

What must be done to keep food safe? (*Serving It Safe* pages 3-5)



30-45 minutes

1. Introduce Chapter 1 by reviewing the participant outcomes. Call attention to the Action Plan (*Instructor Guide* pages 59-60). The Action Plan will be completed at the end of the discussion and activities for Chapter 1.
2. **Why is food safety a top priority?** (*Serving It Safe* page 2) (**<5 minutes**) – Provide a summary of the content using your own words.
3. **What is a foodborne illness and foodborne outbreak?** (*Serving It Safe* page 2) (**5 minutes**) – Provide a definition of each.
4. **What must be done to keep food safe?** (*Serving It Safe* pages 3-5) (**5 minutes**) – Describe each hazard and give one or two examples of how to prevent contamination. Encourage participants to use this section as a reference.
5. **Activity** (*Instructor Guide* pages 53-58) (**approximately 15 minutes or more depending on the activity**) – Select an activity that meets the needs of the participants and fits the time available. Before the session, make copies of handouts as needed or assemble any other materials needed. Follow the directions to present the activity and discuss it after the activity has been completed. Begin and end every activity by relating the activity to the content that has been discussed.

ACTIVITIES FOR CHAPTER 1 – SELECT ONE

1. “Could It Happen in Our Foodservice?” (*Instructor Guide* page 54) is a quick and easy attention grabber to be used at the beginning of the session. It is most effective if the news story is local.
2. “Where are the Hazards?” (*Instructor Guide* pages 55-56) is ideal for use after the discussion of the three categories of hazards.
3. “Food Safety Risks” (*Instructor Guide* page 57) has many potential uses throughout all five of the training sessions.
4. “Food Safety Checklist” (page 58) (*Serving It Safe* pages 86-89) can be distributed and used as a “homework” activity before the next session.

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Chapter 1 Action Plan (*Instructor Guide* pages 59-60)**15 minutes****Participant Outcomes**

1. The participant will identify sources of potential biological contamination of food.
2. The participant will describe a change to be made to prevent chemical contamination of food.
3. The participant will describe a change to be made to prevent physical contamination of food.

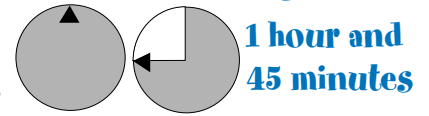
1. **At the end of Chapter 1**, ask participants to turn to their Action Plan handout. Follow the guidance on *Instructor Guide* page 59 to explain the Action Plan and relate the development of the plans to the participant outcomes for Chapter 1. Allow participants to work independently for about 5 minutes. Lead a discussion by calling on several participants to share their answers to items 1, 2, and 3.

Some school districts may collect the completed Action Plans and use them for documentation of participation in the training session. If this is done, the completed Action Plans should be returned to the participants to allow them to implement their plans. Implementation will be enhanced if the school district director or another person can use the Action Plan and work with each participant to provide follow-up after the session.

2. **Summary** – Bring the discussion of Chapter 1 to a close using the summary comments. Lead into Chapter 2. The Session Feedback Form should be completed at the end of the session.

Prevent Foodborne Illness—Understanding Microorganisms

Total Time for Chapter 2 – 1 hour and 45 minutes



1 hour and 45 minutes

What happens in the body after a contaminated food has been eaten? (*Serving It Safe* page 8)
 How do harmful microorganisms contaminate food? (*Serving It Safe* page 8-9)

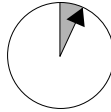


1. **Introduce Chapter 2 by reviewing the participant outcomes.**
 Call attention to the Action Plan (*Instructor Guide* page 71). The Action Plan will be completed at the end of the discussion and activities for Chapter 1.
2. **Introduce the topic of Chapter 2** (*Serving It Safe* page 8) – Use the text at the top of page 8 to introduce the chapter topic.
3. **What happens in the body after a contaminated food has been eaten?** (*Serving It Safe* page 8) – Provide a summary of the content using your own words.
4. **How do harmful microorganisms contaminate foods?** (*Serving It Safe* page 8-9) – Provide a summary of the content in your own words.

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What are the three main causes of foodborne illness?
(*Serving It Safe* pages 9-10)

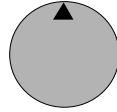


5 minutes

- 1. What are the three main causes of foodborne illness?** (*Serving It Safe* pages 9-10) – Summarize the three factors described. Call attention to one example for each factor.



How can foodborne illness caused by microorganisms be prevented? (*Serving It Safe* pages 10-20)



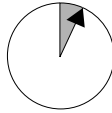
Approximately 60 minutes

1. **Introduce this topic** (*Serving It Safe* page 10) (**<5 minutes**) – Explain that not all of the content on this topic will be discussed during the training session, but the participant should use *Serving It Safe* to answer questions.
2. **Practice Good Personal Hygiene** (*Serving It Safe* page 11) (**5 minutes**) – Call attention to this topic, but do not go into detail since it is covered thoroughly in Chapter 4. Emphasize that it is the responsibility of the manager and director to establish rules for good personal hygiene and make sure that everyone follows them.
3. **Control Time and Temperature of Foods** (*Serving It Safe* pages 11-15) (**<5 minutes**) – Present a summary of the content in your own words. Select content that addresses the needs of the participants and prepares them for participating in the activity that follows.
4. **Activity** (*Instructor Guide* pages 62-63) (**Approximately 20-30 minutes**) – Two activities are provided for use when teaching how to use food thermometers. Select one or both activities, depending on the time available. The Instructor can demonstrate both of the activities to save time. However, involvement of the participant in a practice activity is always more effective than demonstration. Select one or more activities, depending on the time available.
 - Hands-on Temperature Taking (*Instructor Guide* page 62)
 - How to Calibrate a Food Thermometer (*Instructor Guide* page 63)
5. **Prevent Cross-Contamination** (*Serving It Safe* pages 15-20) (**10 minutes**) – Select content that meets the needs of the participants. Present a summary of the content in your own words.
6. **Activity** (*Instructor Guide* pages 64-70) (**Approximately 20-30 minutes**) – Three activities are provided for use with the content on preventing cross-contamination. **Select one or more activities, depending on time available.**
 - Bacteria Farm (*Instructor Guide* pages 64-65)
 - Matching Game: Cross-Contamination (*Instructor Guide* pages 66-67)
 - Word Match (*Instructor Guide* pages 68-69)

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What are the responsibilities of the foodservice manager and employees? (*Serving It Safe* page 20)

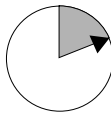


6 minutes

- 1. Responsibilities of the foodservice manager** (*Serving It Safe* page 20) – Review the responsibilities, adding any responsibilities unique to the district or individual school sites.
- 2. Responsibilities of the employees** (*Serving It Safe* page 20) – Review the responsibilities, adding any responsibilities unique to the district or individual school sites.



NOTES

Chapter 2 Action Plan (*Instructor Guide* pages 71-72)**10-15 minutes****Participant Outcomes**

1. The participant will describe two changes to be made to prevent foodborne illness.
2. The participant will identify good practices already in place to prevent foodborne illness.

1. **At the end of Chapter 2**, ask participants to turn to their Action Plan handout. Follow the guidance in *Instructor Guide* page 71 to explain the Action Plan and relate the development of the plan for change to the participant outcomes for Chapter 2. Allow participants to work independently for about 5 minutes. Lead a discussion by calling on several participants to share answers to items 1, 2, 3, and 4.

Some school districts may collect the completed Action Plans and use them for documentation of participation in the training session. If this is done, the completed Action Plans should be returned to the participants to allow them to implement their plans. Implementation will be enhanced if the school district director or another person can use the Action Plan and work with each participant to provide follow-up after the session.

2. **Summary** – Bring the discussion of Chapter 2 to a close using the summary comments. Announce the time and place for the next session.
3. **Optional Assignment 1: Prevent Foodborne Illness Questionnaire** (*Serving It Safe* pages 24-25) Using this questionnaire to assess the foodservice operation provides an immediate application of the content of Chapter 2. The “Prevent Foodborne Illness Questionnaire” should be completed before the next session. Ask participants to bring their completed Questionnaires to the next session and be ready to share some of their findings. Plan time for sharing and discussion in the next session.

Optional Assignment 2: Daily Temperature Form – Internal Food Temperatures (*Serving It Safe* page 118) Using this temperature form to record food temperatures during meal service provides an immediate application of the content of *Serving It Safe* Chapter 2, pages 11-15. Assign participants to complete the “Daily Temperature Form” (*Serving It Safe* page 118) for one day’s lunch menu. Ask participants to bring their completed “Daily Temperature Form” to the next session and be ready to share some of their findings. Plan time for sharing and discussion in the next session.

4. **Session Feedback Form** (*Instructor Guide* page 49) – Distribute a Session Feedback Form to each participant. Read aloud each item, explaining the response options. Allow participants to complete the form independently. Designate a table where participants place their completed forms as they leave.