



Session 2

Participant Outcomes

Chapter 3 – See Action Plan on pages 82-83 in the *Instructor Guide*.

1. The participant will identify foods on the menu that need improved handling in order to prevent foodborne illness.
2. The participant will describe changes to be made to improve control of conditions for microorganism growth (food, temperature, and time).

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 (see *Instructor Guide* pages 73-81)
- Materials required for selected activities
- A copy of the Action Plan handout for Chapter 3 (*Instructor Guide* pages 82-83)
- A copy of the Session Feedback Form (see *Instructor Guide* page 49)
- Pen or pencil for each participant

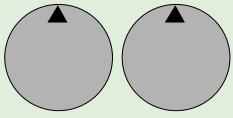
Place a set of the materials at each assigned place before the session begins.

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

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Time Schedule for Session 2



Approximately 2 hours

Serving It Safe

Section Title	Page(s)	Time Estimate
Introduction	No page numbers	<10 minutes
Chapter 3	29-46	1 hour & 50 minutes
What are the most common causes	29	<5 minutes
What are the major foodborne bacteria	29-35	20 minutes
What are the major foodborne viruses	35-36	<5 minutes
What are the major foodborne parasites	37-38	5 minutes
Activity (Case Study: Food Mystery)	(<i>Instructor Guide</i> pages 74-77)	25 minutes
Comfort Break		Instructor decision
How do microorganisms grow?	40-46	40 minutes
Chapter 3 Action Plan	(<i>Instructor Guide</i> pages 82-83)	10-15 minutes*

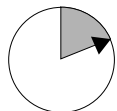
*The total time estimate for the chapter is based on the fewer number of minutes.

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 Session 2

No *Serving It Safe* pages



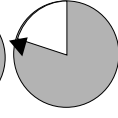
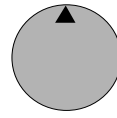
<10 minutes

1. Provide welcoming remarks. Complete any administrative requirements, such as roll call.
2. If an assignment was made in Session 1, followup with a discussion of the assignment before beginning Chapter 3.
3. Introduce Chapter 3 by reviewing the participant outcomes. Call attention to the Action Plan (*Instructor Guide* page 82). The Action Plan will be completed at the end of the discussion and activities for Chapter 3.

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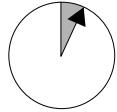
Basic Facts about Microorganisms

Total Time for Chapter 3 – 1 hour and 50 minutes



**1 hour and
50 minutes**

What are the most common causes of foodborne illnesses? (*Serving It Safe* page 29)



<5 minutes

- Provide a summary of the content using your own words.

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What are the major foodborne illnesses caused by bacteria and how can they be prevented? (*Serving It Safe* pages 29-35)



1. The list of foodborne illnesses includes more detailed information than can be presented in a training session. A participant can use *Serving It Safe* at a later time to find information as needed. This part of the training session is set up as a participant-led discussion designed to familiarize participants with the foodborne illnesses, the foods involved in outbreaks, and prevention guidelines.
2. Participant-led discussion: Eight different foodborne illnesses are described. Depending on the number of participants in the session, assign one or more to provide a very short summary (2 minutes) of the information about the foodborne illness. The participant should follow the outline below for the summary.

Write the outline below on a flip chart page and review it for the participants before making the assignments. Model the presentation of a summary using Foodborne Illness: E. coli infection (*Serving It Safe* page 31).

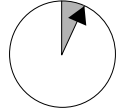
Assign one or more participants to provide a summary of information about the following foodborne illnesses.

- Group 1:** Campylobacteriosis (*Serving It Safe* page 30)
- Group 2:** E. coli infection (*Serving It Safe* page 31)
- Group 3:** Listeriosis (*Serving It Safe* page 32)
- Group 4:** Perfringens foodborne illness (*Serving It Safe* page 32)
- Group 5:** Salmonellosis (*Serving It Safe* page 33)
- Group 6:** Shigellosis (*Serving It Safe* page 34)
- Group 7:** Staphylococcal foodborne illness (*Serving It Safe* page 34)

3. Bring this topic to a close by emphasizing the importance of participants following the guidelines for prevention. Also point out that only a health professional can diagnose a foodborne illness or prescribe treatment. The symptoms of these foodborne illnesses are described only to emphasize the seriousness of a foodborne illness and the importance of everyone in foodservice following food safety practices.



What are the major foodborne illnesses caused by viruses and how can they be prevented? (*Serving It Safe* pages 35-37)



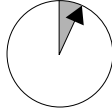
<5 minutes

1. Provide a brief summary of the content in your own words.
2. Emphasize the importance of following guidelines for prevention.

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What are the major foodborne illnesses caused by fungi and how can they be prevented? (*Serving It Safe* pages 37-38)

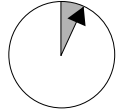


<5 minutes

1. Provide a brief summary of the content in your own words.
2. Emphasize the importance of discarding any food that appears to be moldy or has an unnatural color or smell.



What are the major foodborne illnesses caused by parasites and how can they be prevented? (*Serving It Safe* pages 38-40)



5 minutes

1. Provide a brief summary of the content. (5 minutes)
2. Emphasize the importance of following guidelines for preventing foodborne illness.

Activity (Case Study: Food Mystery)
(*Instructor Guide* pages 74-79)

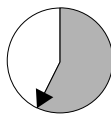
3. **Activity: Case Study: Food Mystery** (*Instructor Guide* pages 74-77) (**Approximately 25 minutes**) – The “Case Study: Food Mystery” provides an opportunity for participants to practice using what they have learned about guidelines for preventing foodborne illnesses. This activity is a good change of pace between the discussion of foodborne illnesses and the discussion of how microorganisms grow.

Before the session, prepare enough sets of 14 clues for one set for each small group of four or five participants.

Follow the directions for the activity. After the activity has been completed, relate the activity to the guidelines for preventing foodborne illnesses.

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How do microorganisms grow? (*Serving It Safe* pages 40-46)**40 minutes**

- 1. Stages of Growth** (*Serving It Safe* page 40) (**5 minutes**) - Ask participants to refer to page 40 to see how a vegetative cell divides. When summarizing page 41, emphasize that heat kills bacteria. Lead into the discussion of conditions needed for growth and how the conditions should be controlled.

- 2. Control Conditions to Prevent the Growth of Foodborne Microorganisms** (*Serving It Safe* pages 41-46) (**15 minutes**) – Introduce the six conditions for growth. Explain the acronym, FAT-TOM, as one way to remember the six conditions.

Option 1: Present a lecturette on the six conditions necessary for growth of microorganisms. This option has the advantage of allowing the Instructor to select the key content to share with the participants.

Option 2: If time is available, use this option since it involves the participants. Divide the participants into small groups. Assign each small group one of the six conditions for growth and ask them to prepare a two-minute presentation for the large group. This option has the advantage of involving participants, a technique that enhances learning. The small group should work together to select two or three important facts that describe the condition as well as one important way to control growth by controlling the condition. When called on the small group should be ready to share their information

As a small group makes its presentation, the Instructor should add any important facts not mentioned by the group. Remind participants that they should refer to this information as needed, not try to memorize it.

- 3. Activity** (*Instructor Guide* pages 73-81) (**Approximately 20 minutes**) – Select an activity that meets the needs of the participants and fits the time available. Before the session, make copies of the handout if needed. Follow the directions to present the activity and discuss it after it has been completed. Begin and end every activity by relating the activity to the content that has been discussed.

Select one or more activities, depending on the time available.

- Word Match: What Microorganisms Need to Grow (*Instructor Guide* pages 78-79)
- Case Study: Watch Me Do It Right! (*Instructor Guide* pages 80-81)

Chapter 3 Action Plan (*Instructor Guide* pages 82-83)



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Participant Outcomes

1. The participant will identify foods on the menu that need improved handling in order to prevent foodborne illness.
2. The participant will describe changes to be made to improve control of conditions for microorganism growth (food, temperature, and time).

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

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 3 to a close using the summary comments. Announce the time and place for the next session.
3. **Optional Assignment: “Check Your Knowledge: Growth of Harmful Microorganisms”** (*Serving It Safe* page 47) – Ask participants to complete the activity “Check Your Knowledge” before the next session. They should refer to the content in Chapter 3 to find the answers. If this assignment is made, plan time at the beginning of the next session to go over the answers. Use questions to encourage the participants to explain *why* a particular answer is correct.
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.

Handwritten notes area with horizontal lines.

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Lined writing area for taking notes.

