



Session 3

Participant Outcomes

Chapter 4 – See Action Plan on pages 91-92 in the *Instructor Guide*.

1. The participant will describe one or more changes to promote food safety through improved personal hygiene and employees' work attire in the foodservice facility.
2. The participant will describe one or more changes to promote food safety through improved cleaning procedures and pest control.
3. The participant will describe one or more changes to improve procedures for cleaning and sanitizing smallware.
4. The participant will describe one or more changes to improve procedures for cleaning and sanitizing large equipment.

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 85-90)
- Materials required for selected activities
- A copy of the Action Plan handout for Chapter 4 (*Instructor Guide* pages 91-92)
- A copy of the Session Feedback Form (see *Instructor Guide* page 49)
- Pen or pencil for each participant

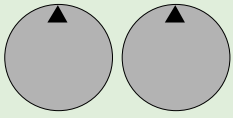
Place a set of the materials at each assigned place before the session begins.

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

NOTES

Time Schedule for Session 3



Approximately 2 hours

Serving It Safe

Section Title	Page(s)	Time Estimate
Introduction	No page numbers	<10 minutes
Chapter 4 How can food safety be promoted	51-64 51-53	1 hour and 50 minutes 50 minutes
Comfort Break		Instructor decision
How can a food-safe facility be	53-56	35-55 minutes
How should smallware be cleaned	56-60	10 minutes
How should large equipment be	60-61	5 minutes
Who is responsible for food safety?	62	<5 minutes
Chapter 4 Action Plan	<i>Instructor Guide</i> pages 91-92	10-15 minutes

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

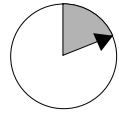
When there are Optional Activities included in the **Activity Section**, the estimated time for using those activities is not included in the time estimate for the session.

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Introduction to Session 3

No *Serving It Safe* pages



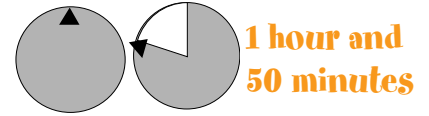
<10 minutes

1. Provide welcoming remarks. Complete any administrative requirements, such as roll call.
2. If an assignment was made in Session 2, followup with a discussion of the assignment before beginning Chapter 4.
3. Introduce Chapter 4 by reviewing the learning outcomes. Call attention to the Action Plan (*Instructor Guide* pages 91-92). The Action Plan will be completed at the end of the discussion and activities for Chapter 4.
4. Lead into Chapter 4 with your own comments regarding the importance of a clean and sanitary foodservice. Relate content of Chapters 1, 2, and 3 to this chapter. Use questions to involve participants.

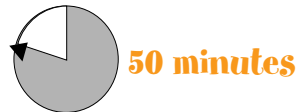
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A Clean and Sanitary Foodservice

Total Time for Chapter 4 – 1 hour and 50 minutes



How can food safety be promoted through personal hygiene and work attire? (*Serving It Safe* pages 51-53)

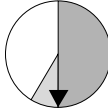


1. Introduce the topic by explaining that food safety is the responsibility of everyone who works in foodservice (*Serving It Safe* page 51). Call on several participants to describe some aspect of their job that has an impact on food safety.
2. **Know Why Personal Hygiene and Work Attire Are Important** (*Serving It Safe* page 51) (**<5 minutes**) – In your own words, present the content on page 51 about how a foodservice employee can contaminate foods with hands.
3. **Use Guidelines for Good Personal Hygiene** (*Serving It Safe* page 51) (**5 minutes**) – Use questions to involve participants in developing their own guidelines for good personal hygiene. As participants make suggestions, write them on a flipchart or whiteboard. If any of the guidelines shown on page 61 are not suggested, add them to the list. Add to the list any guidelines unique to the district or individual school sites.
4. **Activity: Are Your Hands Really Clean?** (*Instructor Guide* page 86) (**30 minutes**) – Using activity, “Are Your Hands Really Clean?” is an effective way to emphasize the importance of handwashing. Assemble the materials needed before the session. You may want to review best practice for handwashing (when and how) in *Serving It Safe* Chapter 2 pages 16-17.
5. **Dress for Food Safety Success** (*Serving It Safe* page 52) (**5 minutes**) – Continue using the questioning technique to have the participants suggest guidelines for work attire. As participants make suggestions, write them on a flipchart or whiteboard. If any of the guidelines shown on page 52 are not suggested, add them to the list. Add to the list any guidelines unique to the school district or individual school sites.
6. **Use Common Sense as a Guide When Working With Food** (*Serving It Safe* pages 52-53) (**5 minutes**) – Review the seven items. If participants need training in correct tasting procedure, explain the procedure in item 2 and have them demonstrate it. As participants make suggestions, write them on a flipchart or whiteboard. If any of the guidelines shown on pages 52-53 are not suggested, add them to the list. Add to the list any guidelines unique to the district or individual school sites.

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How can a food-safe facility be operated? (*Serving It Safe* pages 53-64)

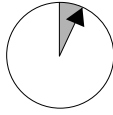


35-55 minutes

1. Introduce the topic by explaining that the term “food-safe” is used in *Serving It Safe* to mean a facility that is clean and in good repair.
2. **Know the Characteristics of a Food-safe Facility** (*Serving It Safe* page 53) (**<5 minutes**) – In your own words, present the content on page 54. Add other characteristics that are specific to the district or individual school sites.
3. **Activity: Food-Safe Facility Checklist** (*Instructor Guide* pages 87-88) (**<10 minutes**) – Distribute a copy of the “Food-Safe Facility Checklist” handout. Read each item aloud, allowing about 10 seconds for participants to mark their answer. After everyone has completed the “Checklist,” call on several participants to share a change that should be made to make their facility food-safe.

Option: To reduce time in the session, the “Food-Safe Facility Checklist” can also be used after the session for an on-site inspection of each participant’s facility. If this is done, plan time in the next session for participants to share and discuss their findings.
4. **Maintain Clean Floors, Walls, and Ceilings; Maintain a Clean and Sanitary Service Line and Serving Stations; Maintain Good Ventilation; Maintain Clean Employee Restrooms; Maintain Clean and Neat Trash Collection Areas** (*Serving It Safe* pages 54-55) (**15 minutes**) – Divide the participants into five small groups. Assign each small group one of the areas discussed in having a food-safe facility.
 - Each small group should prepare a two-minute presentation of important points from *Serving It Safe*. Encourage each person in the group to take part in the presentation.
 - In addition to presenting a summary from *Serving It Safe*, each small group should select one improvement needed for their area and be ready to share it with the large group.
 - Allow the small groups about five minutes to work together to prepare their presentation. While they are working, circulate around the room to provide coaching as needed.
 - Each small group should make their presentation to the large group. Ask questions to involve everyone.
5. **Maintain an Effective Pest Control Program** (*Serving It Safe* page 55-56) (**5 minutes**) – Present a summary of the content. Emphasize any additional requirements or procedures for the district or individual school sites.
6. **Optional Activity: Case Study: Pest Problems at Red Oak High School** (*Instructor Guide* pages 89-90) (**Approximately 20 minutes**) – Follow the directions to facilitate the activity.

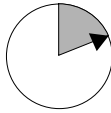
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How should large equipment be cleaned and sanitized?
(*Serving It Safe* page 60)**5 minutes**

1. Introduce the topic and review content needed by the participants.
2. **Use the Chemical Method to Sanitize Equipment** (*Serving It Safe* pages 57-58) – Provide a summary of the topic.
3. **Follow the Steps to Sanitize In-Place Equipment** (*Serving It Safe* page 61) – Provide a summary of the topic.

NOTES

Chapter 4 Action Plan (*Instructor Guide* pages 91-92)



10-15 minutes

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1. **At the end of Chapter 4**, 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 4. Allow participants to work independently for about 5 minutes. Lead a discussion by calling on several participants to share changes they will make.

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 4 to a close using the summary comments. Announce the time and place for the next session.
3. **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.

