

Activities for Chapter 4

A Clean and Sanitary Foodservice



- 1. *Are Your Hands Really Clean?***
(*Instructor Guide* page 86)
- 2. *Food-Safe Facility Checklist***
(*Instructor Guide* pages 87-88)
- 3. *Case Study: Pest Problems at Red Oak School***
(*Instructor Guide* pages 89-90)
- 4. *Chapter 4 Action Plan—A Clean and Sanitary Foodservice***
(*Instructor Guide* pages 91-92)

Chapter 4–Activity 1**Are Your Hands Really Clean?**

Note to the Instructor: Correct handwashing procedures were presented in detail in *Serving It Safe* Chapter 2, pages 14 to 15. This activity can be used in training sessions for Chapter 2 or Chapter 4.

Purpose: To demonstrate the importance of the correct handwashing procedure

Estimated Time: Time needed depends on the number of participants. For 15 participants, the activity will take approximately 30 minutes.

Materials:

- A substance that can be used to simulate “microorganisms” on the hands
 - **Option 1:** Fluorescent substance and a black light. One source is: Glo-Germ Company, P. O. Box 189, Moab, Utah 84532. Telephone: 800-842-6622.
 - **Option 2:** Colored glitter

Directions:

Group Activity: Using the materials and procedures described below, show participants the “invisible microorganisms” that may be hiding on their hands.

Option 1: Using the fluorescent substance and a black light

1. Direct participants to dip their hands in fluorescent substance.
2. Tell participants to wash their hands.
3. Have participants hold their hands under the black light.
4. Explain proper handwashing using *Serving It Safe* pages 16-17.
5. Have participants wash their hands again, this time using the proper handwashing steps.
6. Have participants once again hold their hands under the black light.

Options 2: Using colored glitter

1. Direct half the participants to dip their right hands in glitter.
2. A participant with dipped hands should shake hands with a participant with undipped hands.
3. Direct participants who did not dip their right hand to display the colored glitter that was transferred during the handshake.
4. Discuss the importance of handwashing and explain proper handwashing using the steps in *Serving It Safe* pages 16-17.
5. Have participants wash their hands using the proper handwashing steps.
6. Have participants examine the amount of glitter left on their hands. Remind participants that microorganisms cannot be seen with the naked eye but are in many places in a foodservice operation.

Follow-up Discussion:

Emphasize the correct procedure for washing hands and the “when’s, why’s, and how’s.”

Chapter 4–Activity 2

Food-Safe Facility Checklist

Purpose: To provide participants an opportunity to assess whether they have a “food-safe” facility.

Estimated Time: A facility inspection will take approximately 20 minutes including some discussion afterwards. If participants review their own facilities from memory, the time would be shortened to about 10 minutes, then a short discussion.

Materials: For each participant, one copy of the “Food-Safe Facility Checklist” (*Instructor Guide* page 86-89)

NOTE: In order for participants to do a kitchen inspection as part of a training session, the session will need to be held in a school when the kitchen is available for inspection. Note that the “Food-Safe Facility Checklist” is based on the information in *Serving It Safe* pages 53-64.

Directions:

- Distribute the “Food-Safe Facility Checklist” and have participants work together in pairs to inspect the kitchen.
- If the training session site does not lend itself to a kitchen inspection on site, have participants use knowledge of their own facilities to complete the “Checklist” from memory.

Follow-up Discussion:

Lead a discussion of what problems participants identified and how they can be corrected.

Chapter 4–Activity 2–Handout
Food-Safe Facility Checklist

	<i>Yes</i>	<i>No</i>	<i>Work Needed</i>
1. The kitchen is designed for easy cleaning and maintenance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The floors, walls, and ceilings are free of dirt, litter, and moisture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The service line and serving stations are clean and neat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The exhaust fans and hoods are clean and operating properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. All types of storage areas – the dry storage room, the refrigerators, and the freezers – are in excellent condition. There is NO damage or spoilage, NO broken or torn packages, and NO bulging or leaking cans. Floors are clean, dry, and uncluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cleaning supplies and chemicals are properly labeled and are stored AWAY from food supply areas. Measuring utensils used for chemicals are stored with the chemicals and are never used with or near food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Restrooms are convenient, sanitary, adequately stocked with soap and paper towels, and have warm, running water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Garbage is kept away from food preparation areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Garbage containers are leak-proof, waterproof, pest-proof, durable, easy to clean and sanitize, and have tight-fitting lids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Spills are cleaned immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Garbage is disposed of properly and promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. There is no evidence of infestation from bugs or other pests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Procedures are written and available for all employees to use to clean and maintain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ floors, walls, and ceilings;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ service line and dispensers;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ ventilation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ restrooms,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ trash collection areas; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ an effective pest control program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 4–Activity 3**Case Study: Pest Problems at Red Oak High School**

Purpose: To provide practice using knowledge about how to have an effective pest control program.

Estimated Time: Approximately 20 minutes

Materials: For each participant, a copy the handout (*Instructor Guide* page 90)

Directions:

- **Group Activity:** Use the activity after the section on pest control has been discussed.
- Explain the directions. Have participants work in pairs or small groups to decide on changes that should be made to have a more effective pest control program.

Follow-up Discussion: After participants have made their lists, lead a discussion. Call on various participants to share their ideas. Some suggested answers are shown below.

1. Fan at back door does not work – *Have it repaired. In the meantime, keep the door closed.*
2. Unscreened back door does not fit securely when closed – *Have maintenance check the door and make it more secure. Flies and other pests can enter in very small spaces.*
3. One bag of rice in storeroom broken at bottom and spilled – *Clean up the rice, discard the bag since a rat or mouse may have chewed it. Store all food and supplies 6- to 8-inches off the floor on pallets or shelves.*
4. Cases of cans stored in cardboard cartons – *Remove the cans from the cases and record the arrival date on the cans. If necessary keep a portion of the case for reference numbers.*
5. Pipes from steam-jacketed kettle have space around them – *Have maintenance fill openings around pipes to prevent entry by pests.*
6. Garbage cans not covered at any time of the day – *Follow State public health department guidelines; keep garbage cans covered as much as possible.*
7. Loading dock is clean in the middle but sides are dirty – *Have the loading dock completely cleaned, and then begin a routine cleaning program of that area.*
8. Bins of flour and sugar were left half-full over the summer – *Bins should have been emptied, cleaned, and sanitized for the summer. Food left in the bins should be discarded and the bins cleaned and sanitized.*
9. The grease trap had not been cleaned and the three-compartment sink drain had overflowed and the overflow had dried during the summer. An unpleasant odor was obvious. – *All grease traps should be cleaned on a regular basis to prevent grease build-up.*
10. Material Safety Data Sheets were not available for the cleaning chemicals used in the kitchen – *Jim should contact the person who purchases the chemicals and obtain a copy of the MSDS for each chemical used. All employees should be properly taught about the procedure for using chemicals and where the MSDS are located.*

Chapter 4–Activity 4–Handout

Case Study: Pest Problems at Red Oak High School

Jim began the new school year at Red Oak High School after several years as manager in another school in the district. During the week before school started, he noticed evidence of pests, including cockroaches and flies. Although the school had been closed for the summer, Jim found out from the principal that the pest control company serviced the school regularly. Jim decided that he would work with the foodservice staff to make some changes to help prevent infestations. His first job was to walk around the kitchen and observe where and why the pests were in the kitchen. His observations are listed below.

Directions: In the column to the right of each observation, write the change that should be made in order to have a more effective pest control program. Refer to *Serving It Safe* pages 55 to 56 “Maintain an Effective Pest Control Program” for information.

Jim’s Observations

Change to be Made

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. Fan at the back door does not work | _____ |
| 2. Unscreened back door does not fit securely when closed | _____ |
| 3. One bag of rice in storeroom broken at bottom and spilled | _____ |
| 4. Cases of cans stored in cardboard cartons | _____ |
| 5. Pipes from steam-jacketed kettle have space around them | _____ |
| 6. Garbage cans not covered at any time of the day | _____ |
| 7. Loading dock is clean in the middle but sides are dirty | _____ |
| 8. Bins of flour and sugar were left half-full over the summer | _____ |
| 9. The grease trap had not been cleaned and the three-compartment sink drain had overflowed and the overflow had dried during the summer. An unpleasant odor was obvious. | _____ |
| 10. Material Safety Data Sheets were not available for the cleaning chemicals used in the kitchen | _____ |



Chapter 4–Activity 4**ACTION PLAN*****A Clean and Sanitary Foodservice***

Purpose: To provide an opportunity at the end of Chapter 4 for the participants to describe how they will use what has been learned.

Estimated Time: 10-15 minutes

Materials: For each participant, a copy of the Action Plan (*Instructor Guide* page 92)

Directions:

- **Independent Activity:** This activity should be completed at the end of Chapter 4.
- Explain the directions for completing the Action Plan. Allow participants to work independently to complete each item on their individual Action Plan.

Follow-up Discussion: Allow participants to work on their individual Action Plan. When everyone has completed their form, call on several participants to share one plan for change.

Chapter 4–Activity 4–Handout

ACTION PLAN

A Clean and Sanitary Foodservice

Participant Outcomes

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.

Directions: You have completed Chapter 4 and learned more about how to operate a food-safe facility and how to clean and sanitize smallware and large equipment. For each category below describe plans for changes to improve your facility.

<i>Change to be Made</i>	<i>Who is Responsible</i>	<i>When</i>
Personal hygiene and work attire		
Facility (floors, walls, ceiling, service line, ventilation, restrooms, garbage collection areas, pest control)		
Cleaning and sanitizing smallware		
Cleaning and sanitizing large equipment		

Name _____ Date _____

