

Activities for Chapter 5

A Process for Preventing Foodborne Illness



1. Receiving Decisions

(Instructor Guide pages 94-95)

2. Checking Temperatures of Specially Packaged Foods

(Instructor Guide page 96)

3. Case Study: Safe In, Safe Out

(Instructor Guide pages 97-98)

4. Shallower is Safer

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5. Chapter 5 Action Plan —A Process for Preventing Foodborne Illness

(Instructor Guide pages 101-102)

Chapter 5—Activity 1

Receiving Decisions

Purpose: To provide practice for participants on using safety guidelines during receiving.

Estimated Time: Approximately 20 minutes

Materials Needed: For each participant, one copy of the handout (*Instructor Guide* page 95)

Directions:

- **Group Activity:** Assign participants to work in pairs or small groups. If less time is available, use the activity with the large group.
- Distribute the handout and explain the directions. Emphasize the importance of justifying each answer with “Why?” The participants should refer to information in Chapter 5.
- Read the receiving situations aloud.
- As the groups are working, circulate around the room to provide coaching and feedback.

Follow-up Discussion:

Call on various participants to share their answers as you discuss each item.

ANSWERS

1. **Reject** (*Serving It Safe* page 70)
2. **Accept** (*Serving It Safe* page 70)
3. **Accept** (*Serving It Safe* page 71)
4. **Reject** (*Serving It Safe* page 71)
5. **Accept** (*Serving It Safe* page 72)
6. **Reject** (*Serving It Safe* page 72-73)
7. **Reject** (*Serving It Safe* page 72)
8. **Reject** (*Serving It Safe* page 72)

Chapter 5—Activity 1—Handout

Receiving Decisions

Directions: Refer to *Serving It Safe* pages 68 to 73, to decide whether to accept or reject various items during the receiving process. Describe *why* you made the decision. Keep in mind that the situations described could affect food safety but there are other considerations in receiving not discussed in this chapter.

| | <i>Accept</i> | <i>Reject</i> | <i>Why?</i> |
|--|--------------------------|--------------------------|-------------|
| 1. Eggs are delivered along with canned goods. The temperature of the truck feels very hot. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. Cases of fresh chickens are packed in crushed ice and the chicken looks and smells fresh. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. A food thermometer is used to test the internal temperature of three different cartons of milk. All tested milk is below 41 °F. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Three one-quart containers of yogurt are outdated. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. Cases of lettuce look fresh, not wilted, no signs of discoloration, firm texture. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Boxes of frozen broccoli are soft to the touch at the ends of boxes. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. Cartons of ice cream novelties have stains that appear to be from melting. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 8. Fresh-cut mixed salad greens have a temperature of 47 °F when a food thermometer is inserted between the bags. The salad greens inside the bags are obviously wilted. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Chapter 5—Activity 2

Checking Temperatures of Specially Packaged Foods

Purpose: To provide practice for checking temperatures of specially packaged foods.

Estimated Time: For 20 people, this activity should take approximately 30 minutes

Materials:

- 2 fresh eggs
- 1 small bowl
- 2 cartons of milk
- 2 packages of fresh-cut produce
- 2 frozen packages of vegetables
- 4 food thermometers
- Sanitizing wipes or sanitizing solution and paper towels
- 4 sheets of paper to record temperatures
- 4 pencils

Directions:

- **Group Activity:** Set up 4 learning stations: Station 1-eggs; Station 2-milk; Station 3-fresh-cut produce; Station 4-frozen vegetable.
- At each station, place a food thermometer, sanitizing wipes, the food to be tested (see above), and a sheet of paper and a pencil.
- For each station, explain and demonstrate the correct way to test the temperature of the food item during the receiving process.
- Have the participants number 1 through 4 repeatedly until everyone has a number (1, 2, 3, or 4). Participants should go to the station with their matching number. Using the guidelines for the chapter on how to test the internal temperature of each of these foods, each participant should test the internal temperature and record it on the paper. When all the participants in one group have completed a station, they should move to the right to the next station.
- All participants should have the opportunity to test the temperature of the food item at each of the 4 stations.

Follow-up Discussion: After all participants have completed the temperature testing practice, discuss how these skills should be used during the receiving process. You may also want to point out how the temperature of the food items increased quickly while they were at room temperature. Refer to the temperature recordings at each of the learning stations. Use this opportunity to reinforce the importance of keeping food out of the temperature danger zone.

Chapter 5—Activity 3

Case Study: Safe In, Safe Out

Purpose: This case study illustrates the importance of planning ahead and following proper procedures for receiving food.

Estimated Time: Approximately 20 minutes

Materials: For each participant, a copy of the handout for the case study (*Instructor Guide* page 98)

Directions:

- **Group Activity:** Provide each participant a copy of the case study.
- Read the case study aloud.
- Explain the directions.
- Allow the participants to discuss the case study in pairs or small groups.

Follow-up Discussion: Call on several participants to share answers. The correct answers are shown below.

What did Mary do right?

ANSWER: She put the dry foods in the storeroom for storage at a later time.

What did Mary do wrong?

ANSWER: She DID NOT do the following four things:

1. **Check for quality and condition of the incoming foods.**
2. **Reject the milk.**
3. **She loaded both refrigerated and frozen foods on a cart and stored them temporarily in the refrigerator. The frozen foods would have begun to thaw and lose quality.**
4. **She did not communicate with her manager/supervisor.**

What can Mary and her manager/supervisor do to PREVENT similar situations in the future?

ANSWER:

1. **Ask the vendor to schedule future deliveries for less busy times in the day, such as early in the morning, so correct receiving can be followed.**
2. **Also, or alternatively, arrange to have additional trained employees available when deliveries arrive.**
3. **Notify the vendor of the dirty milk case and cartons. Insist that the vendor investigate and alleviate the problem.**
4. **Have a plan for storing all foods at the proper temperatures immediately upon delivery.**

Chapter 5—Activity 3—Handout
Case Study: Safe In, Safe Out

The delivery truck arrived with a variety of foods—frozen foods, fresh produce and bags of fresh-cut produce, and some dry foods. Because it was almost serving time, Mary, the employee who was receiving, was in a rush to receive and store the foods. At the same time, the dairy’s delivery person arrived with the milk for the remaining days of the week.

Mary quickly signed for the first shipment after glancing over the invoice and the purchase order. She noticed that dirt was on the milk cases and even on many milk cartons. She thought about rejecting the milk but felt she should not bother the manager who was meeting with an auditor. She decided to accept the milk and wash the cartons. Mary accepted the milk and gave a stern warning to the delivery person.

She moved the dry foods into the storeroom for later storage, after lunch. She loaded the frozen and refrigerated foods on one cart and pushed it into the walk-in refrigerator to sort it later when she had time. She then took time to wash the dirty milk cartons in cold water to remove the soil before storage in the refrigerator. She did not tell the manager about the dirty milk cartons.

What did Mary do correctly?

What did she do incorrectly?

What can Mary and her manager/supervisor do to PREVENT similar situations in the future?



Chapter 5—Activity 4

Shallower is Safer

Purpose: To demonstrate that chilling food in shallow containers decreases the time it takes to reduce the internal temperature to meet food safety requirements.

Estimated Time: 1 hour and 15 minutes

Materials:

- Container 1: 3-gallon stockpot filled with 2 gallons of water at 165 °F
- Container 2: 2 gallons of 165 °F water in a 4-inch-deep steam table pan
- Container 3: 2 gallons of 165 °F water in a 4-inch-deep steam table pan
- 4-inch-deep steam table pan filled with crushed ice
- Timer
- 3 sheets of paper and pencils for recording temperatures
- 3 food thermometers
- Metal pitchers to transport hot water
- 3 copies of the Daily Temperature Form – Internal Food Temperatures (*Serving It Safe* page 118)

Directions:

- **Demonstration:** This demonstration should be done at the beginning of a class period in order to track the cooling of the water over an hour's period of time.
- Remind participants to chill food correctly. Chill cooked hot food from 140 °F to 70 °F within 2 hours and from 70 °F to 41 °F in an additional 4 hours for no more than a total cooling time of 6 hours. If the food has not reached 70 °F within 2 hours, it must be reheated immediately to 165 °F for 15 seconds.
- Set up the demonstration so all participants can see and hear.
- Assign 3 participants to monitor the temperature of the assigned containers every 15 minutes for one hour. For each 15-minute interval, the internal temperature of the water should be determined with the same food thermometer and recorded on a sheet of paper.

Container 1 - 3 gallon stockpot filled with 2 gallons of water at 165 °F – Take the temperature to begin the one-hour period; it should be 165 °F. Immediately place the stockpot in the refrigerator and take the temperature every 15 minutes (3 times) in the next hour. Record the temperature.

Container 2 - 2 gallons of 165 °F water in a 4-inch-deep steam table pan – Take the temperature to begin the one-hour period; it should be 165 °F. Immediately place the steam table pan of hot water in the refrigerator and take the temperature every 15 minutes (3 times) in the next hour. Record the temperature.

Container 3 - 2 gallons of 165 °F water in a 4-inch-deep steam table pan – Take the temperature to begin the one-hour period; it should be 165 °F. Immediately place the 4-inch steam table pan of hot water in a 4-inch steam table pan filled with crushed ice. Take the temperature every 15 minutes (3 times) in the next hour. Record the temperature.

- At the end of one hour, the 3 participants who were monitoring the temperatures should show and explain their temperature form. All temperatures would have decreased, but the 4-inch pan of water chilled in the crushed ice will probably be the coldest.

Follow-up Discussion: Discuss how this demonstration showed the importance of chilling food or liquids in shallow containers, either in the refrigerator or in crushed ice. End by sharing the information below.

- Point out that foods of a creamier, thicker consistency, such as stew, cool internally at a slower rate than food items that have a more liquid consistency. Therefore, in this demonstration, the water would cool faster than a stew or mixed dish.
 - A large stockpot containing 12 gallons of stew placed in a refrigerator can take 36 hours to cool from 140 °F to 50 °F.
 - If two 6-gallon containers of stew are placed in an ice bath and stirred, it takes only 1 hour to reduce the temperature from 140 °F to 75 °F.
 - If a steam-table pan of stew that is 2-inches deep is placed in the refrigerator, it takes 2 hours to cool from 75 °F to 40 °F. If the stew is 4-inches deep, it takes 8 hours. And if the stew is 8-inches deep, it takes 32 hours.
 - This demonstration proved why shallower is safer.
 - Most people associate the shallow end of a swimming pool with water safety so it is easy to remember that shallow containers of food represent improved food safety.

Chapter 5—Activity 5**ACTION PLAN*****A Process for Preventing Foodborne Illness***

Purpose: To provide an opportunity at the end of Chapter 5 for the participants to describe how they will use what has been learned.

Estimated Time: 20 minutes

Materials: For each participant, a copy of the Action Plan (*Instructor Guide* page 102)

Directions:

- **Independent Activity:** This activity should be done at the end of Chapter 5.
- 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 5–Activity 5–Handout

ACTION PLAN

A Process for Preventing Foodborne Illness

Participant Outcome

1. The participant will describe one or more changes to be made to prevent foodborne illness at each step of the foodservice process.

Directions: You have completed Chapter 5 and learned some new precautions to prevent foodborne illness at each of the seven steps of the foodservice process.

1. For each category below, describe changes to be made to prevent foodborne illness at that step of the foodservice process.

| <i>Change to be Made</i> | <i>Who is Responsible</i> | <i>When</i> |
|--------------------------|---------------------------|-------------|
| Receiving | | |
| Storing | | |
| Preparing | | |
| Cooking | | |
| Holding and Serving | | |
| Cooling | | |
| Reheating | | |

Name _____ Date _____

