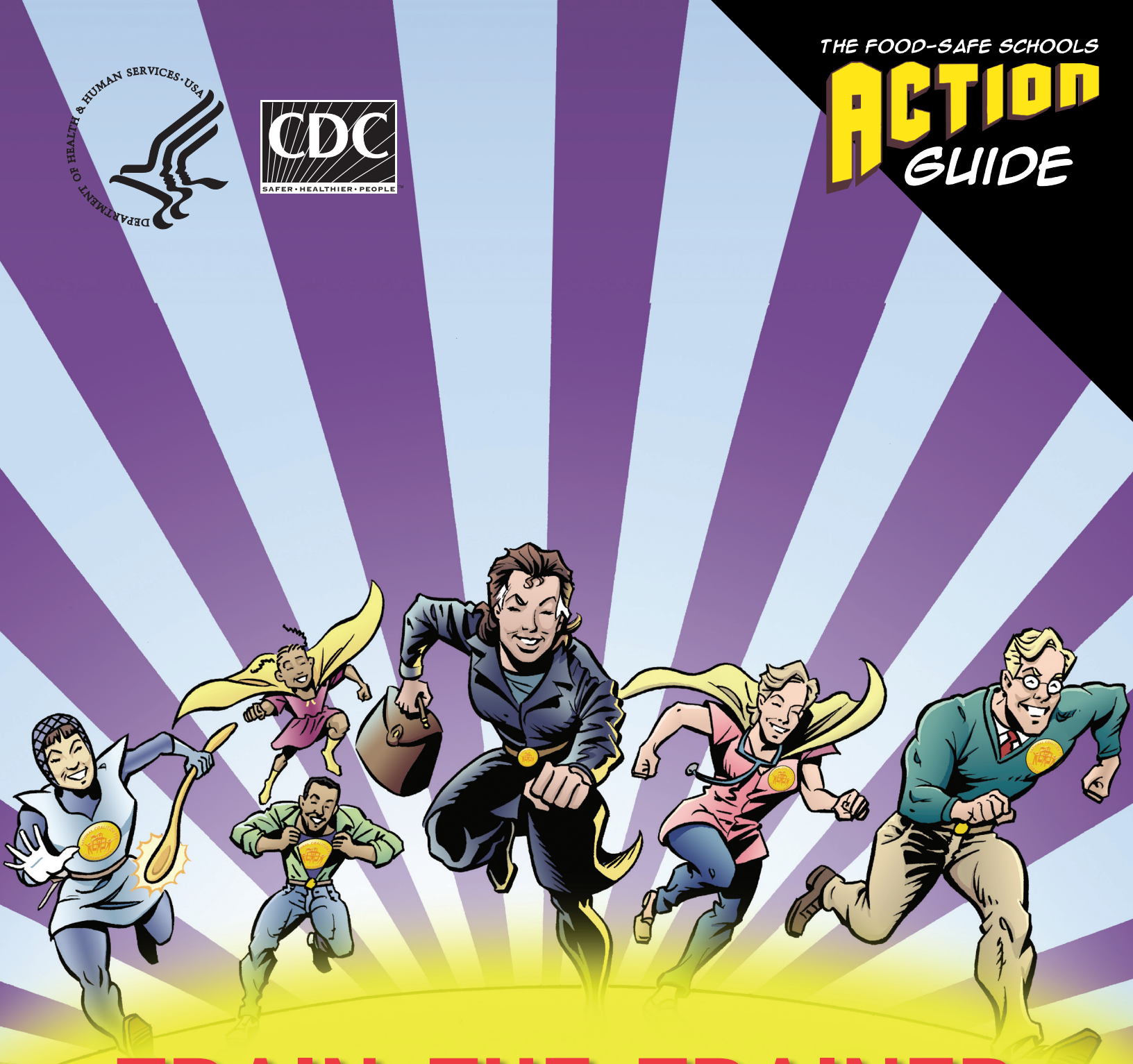
THE FOOD-SAFE SCHOOLS

ACTION GUIDE



TRAIN-THE-TRAINER MANUAL

FOR SCHOOL FOODSERVICE PERSONNEL

This document was developed by the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Division of Adolescent and School Health (DASH), Research Application Branch (RAB).

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TRAIN-THE-TRAINER MANUAL

FOR SCHOOL FOODSERVICE PERSONNEL

2007

TABLE OF CONTENTS

OBJECTIVES

Following the train-the-trainer workshop, the participants will be able to—

1. Name three costs of foodborne illness outbreaks in schools.
2. Identify at least three symptoms of foodborne diseases.
3. Identify at least five causes of foodborne diseases.
4. List recommendations to create food-safe schools.
5. Describe the *Food-Safe Schools Action Guide Toolkit,* including how it can be used to promote food safety.
6. Identify the eight key players of food-safe schools, including examples of each.
7. List the people needed to create a Food-Safe School Team.
8. Identify at least five strategies to bridge connections between foodservice personnel and others.
9. Describe what data need to be collected to conduct a needs assessment for food-safe schools.
10. Identify the components of the wellness policy required by law.
11. Create a school site improvement plan for promoting a food-safe school.
12. Explain adult learning theory as it applies to training adult learners to create food-safe schools.
13. Describe strategies to educate school-level foodservice personnel about the *Food-Safe Schools Action Guide Toolkit*.

MATERIALS

The following materials will be needed for this train-the-trainer workshop:

- ❑ Handouts for each participant
  - *Agenda*
  - *Objectives*
  - *Pretest*
  - *Food Safety Scavenger Hunt*
  - *Key Players in Food-Safe Schools: Everyone Has a Role in Food Safety*
  - *Our Food-Safe School Team*
  - *Tip Sheet for Bridging Connections*
  - *Problem-Solving Scenarios*
  - *Elevator Speech*
  - *Food-Safe School Improvement Plan*
  - *Food Safety Risk Analysis*
  - *Food Safety Risk Analysis—Photos*
  - *Posttest*
- ❑ PowerPoint® presentations
  - *The Importance of Food-Safe Schools*
  - *Guidelines for Preventing Foodborne Illness in Schools*
  - *Developing Nutrition and Wellness Policies*
  - *Effective Teaching Strategies*
  - *Food Safety Feud*
- ❑ PowerPoint projection equipment, e.g., laptop/computer, screen, LCD projector
- ❑ Bottle of brightly colored glitter
- ❑ Bowl of cold water
- ❑ Bowl of warm water
- ❑ Hand soap
- ❑ Hand towel
- ❑ Hand lotion (optional)
- ❑ Newspaper
- ❑ Hand sanitizer
- ❑ Baby wipes
- ❑ Paper towels
- ❑ 25–40 pieces of unwrapped candy
- ❑ 10 index cards, each marked in large print with numbers 1–10
- ❑ Six 4" x 6" index cards with preprinted scenarios (see Elevator Speech activity)
- ❑ *Food-Safe Schools Action Guide Toolkit*[1] for each participant
- ❑ Board and markers/chalk
- ❑ Food Safety Feud
- ❑ Prizes for the winners of Last Person Standing and Food-Safety Feud (e.g., cutting board, ice pack, pot holder, apron, hand sanitizer, or thermometer)

[1] To order the *Food-Safe Schools Action Guide Toolkit,* go to http://www.foodsafeschools.org/requestag.php.

- ❑ Items for Scavenger Hunt Activity
  - Head of lettuce
  - Shallow food storage containers
  - Song titles (“ABCs” and “Happy Birthday”) listed on a sheet of paper
  - Unlabeled containers with soap powder in them
  - Small jar of mayonnaise
  - Disposable glove
  - Picture of ground beef
  - Cutting board
  - Piece of fruit
  - Cantaloupe
  - Tuna
  - Deep food storage containers
  - Sponge

POWERPOINT® USER GUIDE

Opening a PowerPoint presentation

1. Insert the CD into the CD drive.
2. Double-click on "My Computer."
3. Double-click on the CD disk drive (usually D: or E:).
4. Double-click on the PowerPoint presentation you want to open.

Note: PowerPoint files are labeled with this icon: ®

Printing handouts with notes from a PowerPoint presentation

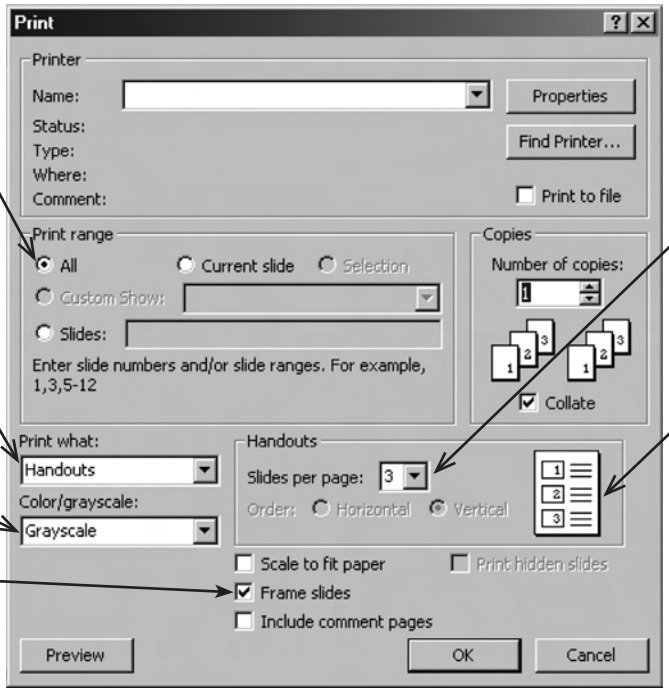
Sometimes it is helpful to print handouts of a PowerPoint presentation to allow audience members to have a hard copy of the presentation for note-taking.

1. Open the PowerPoint presentation you want to make into notes pages. Click the "File" button and select "Print." The screen on the right will appear.

2. Make sure "All" is selected here to print all the slides.

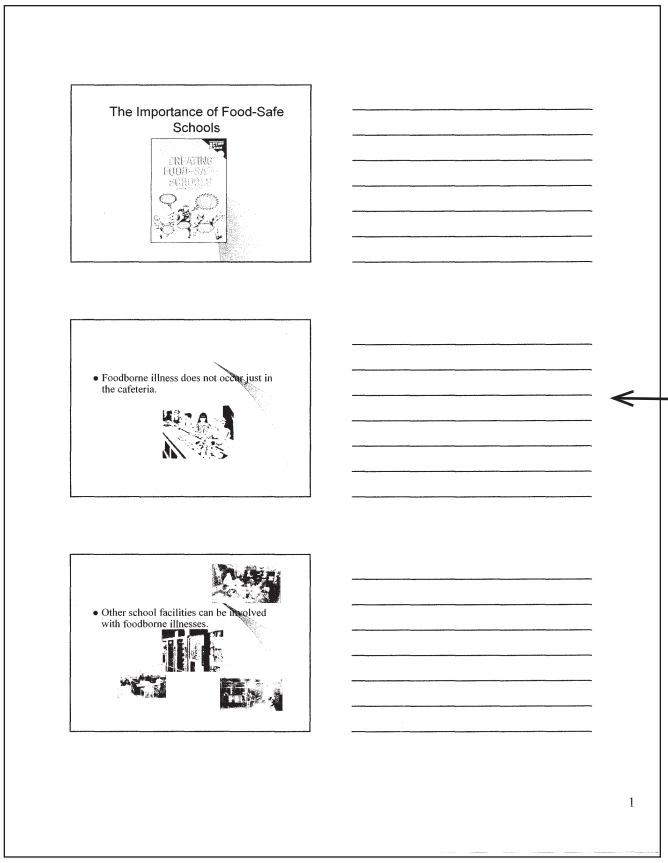
3. For handouts, select "Handouts" from the drop-down menu here.

   Other notes:
   - Use this drop-down menu to select whether you want slides in color, grayscale, or black and white.
   - "Frame slides" is usually checked to place boxes around each slide.



4. You can select 1, 2, 3, 4, 6, or 9 slides per page. The layout is previewed here. If you select 3 slides per page, the handouts will have lines for people to take notes on.

5. You can also preview your handouts by clicking "Preview" or press "OK" to print.



6. The finished product will look like this. There will be 3 slides on each page, with spaces for note-taking.

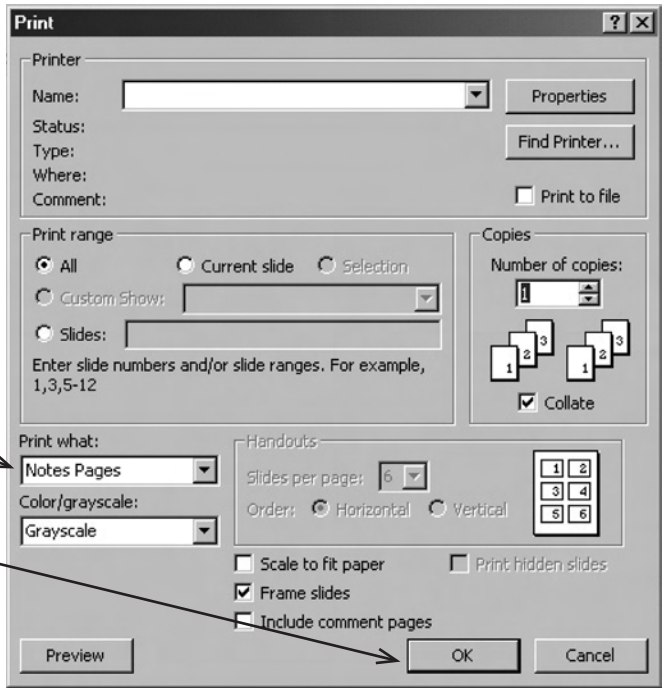
Printing notes pages from a PowerPoint presentation

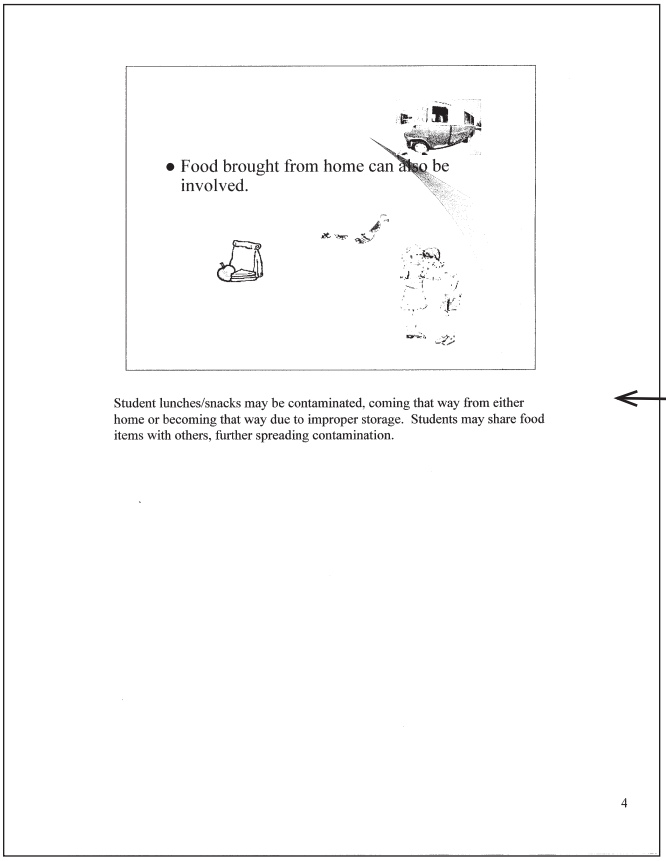
To view notes that correspond to each slide, you can print notes pages. These notes can help when giving a presentation.

1. Open the PowerPoint presentation you want to make into notes pages. Click the "File" button and select "Print." The screen on the right will appear.

2. Select "Notes Pages" from the drop-down menu here.

3. Press "OK."





4. The finished product will look like this. Each slide will be on its own page. Printed underneath each slide will be its corresponding notes.

Converting PowerPoint presentation slides into overheads

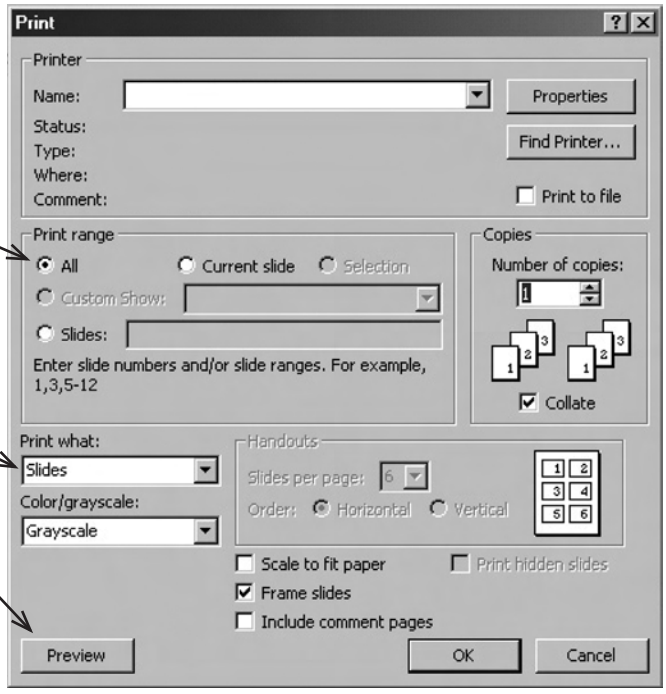
1. Open the PowerPoint presentation you want to make into notes pages. Click the "File" button and select "Print." The screen on the right will appear.

2. To print every slide, select "All." If you want to print selected slides, list them here, separated with commas.

3. Select "Slides" from the drop-down menu. Choose whether you want to frame each slide. Again, you can preview it before pressing "OK" to print.

4. The result is one slide printed per page.

5. Make copies of each slide onto blank transparencies.



AGENDA
(Approximately 6 hours)

Part I: The Problem (1 hour, 45 minutes to 1 hour, 50 minutes)

15 minutes	Introduction
15–20 minutes	How Germs Spread
10 minutes	The Importance of Food-Safe Schools
25 minutes	*Food-Safe Schools Action Guide Toolkit*
10 minutes	Last Person Standing
15 minutes	Guidelines for Preventing Foodborne Illness in Schools
15 minutes	Food Safety Scavenger Hunt

Break

Part II: Bridging Connections (2 hours, 45 minutes to 3 hours, 20 minutes)

10–15 minutes	Teamwork
20–30 minutes	Creating a Food-Safe School Team
30–40 minutes	Bridging Connections
30–40 minutes	Elevator Speech Activity
15 minutes	Conducting a Needs Assessment for Food-Safe Schools
30 minutes	Creating a Plan for Food-Safe Schools
15 minutes	Food Safety Risk Analysis
15 minutes	Developing Nutrition and Wellness Policies

Break

Part III: Training Others (1 hour to 1 hour, 10 minutes)

30–40 minutes	*Food-Safe Schools Action Guide Toolkit* Training
20 minutes	Food Safety Feud
10 minutes	Conclusion

PART I: THE PROBLEM

INTRODUCTION

Estimated Time: 15 minutes

Materials: *Pretest* (handout)
Objectives (handout)

Preparation: Copy the *Pretest* and *Objectives* handouts for each participant.

1. **Introduce** yourself and any other trainers, providing a brief background of your experience. If applicable, introduce any special guests.

2. **Have participants** take a moment to introduce themselves, providing the following information:
    a. Name
    b. School/district
    c. Foodservice responsibilities
    d. Favorite fruit or vegetable

3. **Explain** the purposes of today's training:
    a. To understand the importance of preventing foodborne outbreaks in schools.
    b. To learn strategies to train school-level foodservice workers about the *Food-Safe Schools Action Guide Toolkit*.
    c. To learn strategies to bridge connections between foodservice personnel and school/nonschool partners to promote food-safe schools.

4. **Distribute and review** the *Objectives*.

5. **Explain** that evaluation is a key component of both this training and the overall project.

6. **Distribute** the *Pretest* to each participant, explaining the directions. Give participants time to complete the pretest. When done, note that throughout the training, the answers to the questions will be provided.

PRETEST

1. According to the Centers for Disease Control and Prevention, the single most important method of preventing illness is to wash hands regularly.
    a. True
    b. False

2. Foodborne diseases cause approximately 5,000 deaths per year in the United States.
    a. True
    b. False

3. Bacteria, viruses, toxins, parasites, and contaminants cause foodborne diseases.
    a. True
    b. False

4. The usual symptoms of foodborne diseases are diarrhea, vomiting, stomach cramps, headache, cramps, respiratory failure, and paralysis.
    a. True
    b. False

5. Handwashing can reduce gastrointestinal illness-related absences, physician visits, and medication use.
    a. True
    b. False

6. Lack of time, student vandalism, lack of supplies, and inoperable/inaccessible bathrooms are challenges to handwashing.
    a. True
    b. False

7. HACCP means Helpful Actions for Cooking Control and Prevention.
    a. True
    b. False

8. Foodservice personnel should analyze potential hazards associated with a food and then identify measures to control the hazard.
    a. True
    b. False

9. When foods are delivered to the school, a foodservice professional should immediately assess the temperature and freshness of the foods.
    a. True
    b. False

10. Cold food should be kept at a temperature of 41°F or below.
    a. True
    b. False

11. Transmission of pathogens from one food item to another is known as cross-contamination.
    a. True
    b. False

12. Reheated food should be heated to 165°F or above.
    a. True
    b. False

13. Hot foods should be kept hot at 135°F or above.
    a. True
    b. False

14. Safe food handling and preparation can reduce the risk of foodborne illness, even if food is contaminated before it comes into the school.
    a. True
    b. False

PRETEST

ANSWER KEY

1. According to the Centers for Disease Control and Prevention, the single most important method of preventing illness is to wash hands regularly.
   ► a. True
   b. False

2. Foodborne diseases cause approximately 5,000 deaths per year in the United States.
   ► a. True
   b. False

3. Bacteria, viruses, toxins, parasites, and contaminants cause foodborne diseases.
   ► a. True
   b. False

4. The usual symptoms of foodborne diseases are diarrhea, vomiting, stomach cramps, headache, cramps, respiratory failure, and paralysis.
   a. True
   ► b. False; respiratory failure and paralysis are not common symptoms of foodborne diseases.

5. Handwashing can reduce gastrointestinal illness-related absences, physician visits, and medication use.
   ► a. True
   b. False

6. Lack of time, student vandalism, lack of supplies, and inoperable/inaccessible bathrooms are challenges to handwashing.
   ► a. True
   b. False

7. HACCP means Helpful Actions for Cooking Control and Prevention.
   a. True
   ► b. False; Hazard Analysis and Critical Control Point

8. Foodservice personnel should analyze potential hazards associated with a food and then identify measures to control the hazard.
   ► a. True
   b. False

9. When foods are delivered to the school, a foodservice professional should immediately assess the temperature and freshness of the foods.
   ► a. True
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10. Cold food should be kept at a temperature of 41°F or below.
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    b. False

14. Safe food handling and preparation can reduce the risk of foodborne illness, even if food is contaminated before it comes into the school.
    ▶ a. True
    b. False

HOW GERMS SPREAD[2]

Estimated Time: 10–30 minutes

Materials:
Hand lotion (optional)
Bottle of brightly colored glitter
Bowl of cold water
Bowl of warm water
Hand towel
Baby wipes
Hand soap
Newspaper
Paper towels

Note: Part I of this activity can be used to teach about germs and how they spread. Part II can be used to teach proper handwashing technique.

Part I: 10 minutes

Prior to this activity, and out-of-sight of participants, liberally apply hand lotion to your own hands (optional). You may find that hand lotion helps the glitter stick better to your hands. Sprinkle them with glitter, and rub the glitter over just the palms of your hands.

1. Initiate the activity by introducing yourself to one of the participants, shaking hands in the process, and asking them to indicate their favorite fruit and vegetable.

2. Ask each participant to introduce themselves to several people in the room by properly shaking hands, exchanging names, and naming their favorite fruit and vegetable. You are to continue participating in this too.

3. Once everyone has introduced themselves to several others in the room, ask everyone to be seated.

4. Ask everyone to look at their hands, and have anyone with glitter on their hands stand up.

5. Note that you were the only one in the room "infected" with germs on your hand, but that you successfully transmitted the pathogen to every person with whom you came in contact. They, too, transmitted the pathogen to others.

[2] Adapted from Sayre, T. (2000). Teachers.net Lesson Bank: #1887. Glitter Germs. Retrieved from: http://teachers.net/lessons/posts/1887.html.

6. Ask the group the following questions:

    a. What is a germ?
        A germ, or "pathogen," is a very tiny living organism that gets into your body and tries to cause illness.
    b. How big are they?
        You can't see germs with your eyes.
    c. How can germs be spread from one person to another?
        One of the most common ways is by rubbing your nose or eyes after your hands have been contaminated. You can also spread germs directly to others or to surfaces that other people touch.
    d. Why is it important to wash your hands?
        Handwashing is the most important thing you can do to keep from getting sick or passing germs to others.

Part II: 15 to 20 minutes

Preparation: Set out a bowl of cold water, a bowl of warm water, a hand towel, baby wipes, hand soap, and newspaper.

Select four volunteers to serve as scientists.

(OPTIONAL) Put a small amount of hand lotion in the hands of the scientists, asking them to rub it all over their hands. You may find that hand lotion helps the glitter stick better to their hands.

Over a piece of newspaper, sprinkle a small amount of glitter into each student's hands. Have them rub their hands to spread the glitter evenly, explaining that the glitter represents the germs they may get on their hands when they cough, sneeze, wipe their nose, or touch another object with germs on it.

1. **Direct** the demonstration as follows:

    a. Have the *first scientist* try to remove the glitter with a *dry paper towel*. Have the group evaluate the effectiveness of this approach to removing germs from the hands.
    b. Have the *second scientist* try to remove the glitter with a *baby wipe*. Have the group evaluate the effectiveness of this approach to removing germs from the hands.
    c. Have the *third scientist* try to remove the glitter with *plain, cold water.* Have the group evaluate the effectiveness of this approach to removing germs from the hands.
    d. Have the *fourth scientist* try to remove the glitter with *warm, soapy water.* Have the group evaluate the effectiveness of this approach to removing germs from the hands.

2. **Summarize** by emphasizing that it's important to practice effective handwashing techniques to ensure that germs are eliminated. Note that it is estimated that one of three people do not wash their hands after using the restroom.

3. **Encourage** participants to wash their hands at key times such as the following:

    - Before they eat.
    - After using the bathroom.
    - After handling animals or animal waste.
    - When hands are dirty.
    - When someone in the home is sick.
    - After touching bare human body parts other than clean hands and clean, exposed portions of arms.
    - After coughing, sneezing, using a handkerchief or disposable tissue, using tobacco, eating, or drinking.
    - After handling soiled equipment or utensils.
    - When switching between working with raw food and working with ready-to-eat food.
    - Before donning gloves for working with food.
    - During food preparation, as often as necessary to remove soil and contamination and to prevent cross-contamination when changing tasks.

4. **Ask** participants "What are some of the barriers to getting students and others to regularly wash their hands?" Write their answers on a board/newsprint. Answers might include lack of time, lack of supplies, lack of knowledge, perceived insusceptibility, inoperable or inaccessible bathrooms, and vandalism to bathrooms.

5. **Discuss** methods of overcoming these barriers. Some examples might include posting reminder notices, ensuring that sink areas are adequately supplied with handwashing items, teaching them about how easily germs spread, and providing adequate time for handwashing.

6. **Demonstrate and discuss** proper handwashing techniques, using the following as a guide:

    - Wet your hands and apply liquid, non-antibacterial soap.
    - Rub your hands vigorously together and scrub all surfaces, making sure to include the tops of your hands and in between your fingers. You may want to use a nailbrush, if it's available, to make sure to get the germs underneath your nails.
    - Continue scrubbing for 10–15 seconds. Kids can be taught to wash hands as long as it takes to sing "Happy Birthday" or "ABCs."
    - Rinse and dry your hands. If possible, turn off the water faucet with a paper towel or your elbow so you don't recontaminate your clean hands.

7. **Summarize** the activity by noting how easy it is to transmit pathogens and the importance of proper hand washing as a means of preventing foodborne illness.

THE IMPORTANCE OF FOOD-SAFE SCHOOLS

Estimated Time: 10 minutes

Materials: PowerPoint presentation: *The Importance of Food-Safe Schools*
Handouts of PowerPoint presentation: *The Importance of Food-Safe Schools*

Preparation: Copy the PowerPoint presentation handout: *The Importance of Food-Safe Schools* for each participant.

1. **Ask** participants "How many of you have experienced a foodborne illness personally? At school?" Note the following:

    a. The importance of food-safe schools has gained national attention as foodborne illness outbreaks continue to occur.
    b. It's important to create schools that are food-safe to ensure the health of students, faculty, staff, and other guests.

3. **Distribute** the handout of the PowerPoint presentation.

4. **Introduce and show** the PowerPoint presentation.

5. **Ask** participants if they have any questions.

FOOD-SAFE SCHOOLS ACTION GUIDE TOOLKIT

Estimated Time: 25 minutes

Materials: *Food-Safe Schools Action Guide Toolkit* for each participant

Preparation: Order or photocopy *Food-Safe Schools Action Guide Toolkit* for each participant.[8]

1. **Explain** to participants that the *Food-Safe Schools Action Guide Toolkit* is the basis for this training and a great resource for creating a food-safe school.

2. **Show and explain** the following items from the kit:

    - Video: *How to Become a Food-Safe School* (This video demonstrates how one school team used the *Action Guide* to help them become a food-safe school.)
    - DVD: *How to Become a Food-Safe School* (This is the same as the video in DVD format.)
    - CD-ROM: *Web Browser-Based Action Kit and Partner Resources* (This is a tool to access the items in the kit online.)
    - DVD: *Science and Our Food Supply* (A useful classroom tool for teaching about food safety.)

3. **Form small groups** by having participants form groups of 6. Once participants have formed groups, have them introduce themselves to each other and number off 1 to 6.

4. **Assign each group member** one of the items from the *Food-Safe Schools Action Guide Toolkit* as follows, having them remove their assigned item from the kit:

    Group 1: *Creating Food-Safe Schools: A How-to Guide*
    Group 2: *Food-Safe Schools: Needs Assessment and Planning Guide*
    Group 3: *Action Sheets*
    Group 4: *Administrator's Briefing*
    Group 5: *Food-Safe Schools: PowerPoint Presentation Script*
    Group 6: *Handbook for School Nurses: Prevention, Detection, and Management of Foodborne Illnesses*

5. **Explain** that each group member is to briefly review the item assigned to him or her.

6. **Give** groups approximately 5 minutes to review their assigned items.

7. **Tell** groups that they are now to have each group member briefly explain the reviewed item to the rest of the group so that everyone in the group is familiar with the contents of the kit.

8. **Give** group members approximately 10 minutes to complete this task.

9. **Ask** if there are any questions about the contents of the kit.

10. **Encourage** all participants to review thoroughly the kit on their own time and to visit the Web site www.foodsafeschools.org for additional information and resources from project partners.

[8] Available from: http://www.cdc.gov/healthyyouth/foodsafety/actionguide.htm.

LAST PERSON STANDING[9]

Estimated Time: 10 minutes

Materials: Reward(s) for winner(s): Food safety items such as a cutting board, ice pack, pot holder, apron, or thermometer

Preparation: None

1. **Explain** to participants that this activity is an assessment of the group's personal food safety practices.

2. **Tell** all participants to stand.

3. **Explain** that you will read a statement about safe food practices, and they are to remain standing if they practice this principle *regularly*. If not, they are to sit down.

4. **Tell** participants: *"Remain standing if you always wash your hands with soap and warm water before handling food."* Give participants time to sit if necessary.

5. **Read** the remaining statements.

    a. Remain standing if you always keep packed lunches cold.
    b. Remain standing if you always discard prepared food that is left out for more than 2 hours.
    c. Remain standing if you always refrigerate unused portions of perishable foods immediately.
    d. Remain standing if you always keep butter in the refrigerator.
    e. Remain standing if you never defrost meat on the counter.
    f. Remain standing if you always start cooking with clean surfaces, utensils, and cutting boards.
    g. Remain standing if you never cross-contaminate foods by sharing cutting boards with both raw and cooked foods.
    h. Remain standing if you always use a meat thermometer to ensure food is cooked to the proper temperature.
    i. Remain standing if you properly wash fruits and vegetables each time before using them.
    j. Remain standing if you always keep cold foods cold (below 41°F) and hot foods hot (above 135°F).
    k. Remain standing if you bring a cooler to the supermarket in the summertime.
    l. Remain standing if you always wear disposable gloves when providing food or conducting a food demonstration in the classroom.
    m. Remain standing if you check your refrigerator temperature every day.

6. **Give** a reward to the participant(s) who remained standing through all the statements.

7. **Summarize** by noting that if most of us who are knowledgeable about foodborne illnesses don't even practice prevention techniques regularly, one can only imagine the lack of practice by others.

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[9] Adapted from: Bugden, E., DeLuca, M., & Breau, M. (2005, May 1). Food Safety Scavenger Hunt, Remain Standing, Food Safety Risk Assessment. Presented at the 2nd Train-the-Trainer Workshop for School Nurses, American Nurses Foundation, Atlanta, GA.

GUIDELINES FOR PREVENTING FOODBORNE ILLNESS IN SCHOOLS

Estimated Time: 15 minutes

Materials: PowerPoint presentation: *Guidelines for Preventing Foodborne Illness in Schools*
Handout of the PowerPoint presentation: *Guidelines for Preventing Foodborne Illness in Schools*

Preparation: Copy the handout of the PowerPoint presentation: *Guidelines for Preventing Foodborne Illness in Schools* for each participant.

1. **Ask** participants what specific things they know to do to prevent the spread of foodborne illnesses. Provide positive reinforcement for any correct answer. Correct any incorrect answer.

2. **Distribute** the handout in the manual that accompanies the PowerPoint presentation, *Guidelines for Preventing Foodborne Illness in Schools,* for each participant.

3. **Introduce and show** the PowerPoint presentation.

4. **Ask** participants if they have any questions.

FOOD SAFETY SCAVENGER HUNT[9]

Estimated Time: 15 minutes

Materials: *Food Safety Scavenger Hunt* (handout)
10 index cards, each marked with a number 1–10
Scavenger hunt items (see list below)

Preparation: Obtain 10 index cards. Mark each card with a number 1–10, using large print.

Copy the *Food Safety Scavenger Hunt* handout for each participant.

Collect and display on a front table the items listed below. DO NOT display them in the order listed. Rather, rearrange the items.

Head of lettuce
Shallow food storage containers
Song titles ("ABCs" and "Happy Birthday") listed on a sheet of paper
Unlabeled containers with soap powder in them
Small jar of mayonnaise
Disposable glove
Picture of ground beef
Cutting board
Piece of fruit
Cantaloupe
Tuna
Deep food storage containers
Sponge

1. **Distribute** the *Food Safety Scavenger Hunt* handout to each participant, and have each participant find a partner with whom to work.

2. **Explain** that the purpose of this activity is to identify the object on the front table that *best* represents each clue. Note that there are more objects than there are clues.

3. **Explain** that on the line after each clue they are to write the name of the object that best represents that clue.

4. **Tell** participants to begin the "hunt."

5. **Review** the findings of the participants by reading the first statement on the handout and asking for answers. Have participants justify their response. Correct any misperceptions they may have. Place index card #1 in front of the item that correctly corresponds to clue #1. Discuss how each item/clue is involved with safe food handling practices. Continue in the same manner with the remaining nine statements.

FOOD SAFETY SCAVENGER HUNT

1. This food can become contaminated with *E. coli* O157:H7 and should be washed before using.

_____

2. Leftover chili should be stored in this product.

_____

3. These can be helpful when washing your hands.

_____

4. This is an example of a food safety hazard.

_____

5. Often falsely accused of being a high-risk food for contamination or causing a foodborne illness.

_____

6. These give a person a false sense of being sanitary when preparing food.

_____

7. This perishable food should be used within 2 days of purchase or stored in the freezer to be used later.

_____

8. This item, if not used properly, can be a source of cross-contamination.

_____

9. In the refrigerator, this food should be stored on a shelf above the chicken or meat.

_____

10. This food should be thoroughly washed before it is cut.

_____

FOOD SAFETY SCAVENGER HUNT

ANSWER KEY

1. This food can become contaminated with *E. coli* O157:H7 and should be washed before using.
   Head of lettuce

2. Leftover chili should be stored in this product.
   Shallow food storage containers

3. These can be helpful when washing your hands.
   Songs: "ABCs" and "Happy Birthday"

4. This is an example of a food safety hazard.
   Unlabeled container with soap powder in it

5. Often falsely accused of being a high-risk food for contamination or causing a foodborne illness.
   Small jar of mayonnaise

6. These give a person a false sense of being sanitary when preparing food.
   Disposable glove

7. This perishable food should be used within 2 days of purchase or stored in the freezer to be used later.
   Ground beef

8. This item, if not used properly, can be a source of cross-contamination.
   Cutting board

9. In the refrigerator, this food should be stored on a shelf above the chicken or meat.
   Piece of fruit

10. This food should be thoroughly washed before it is cut.
    Cantaloupe

PART II: BRIDGING CONNECTIONS

TEAMWORK

Estimated Time: 10–15 minutes

Materials: Hand sanitizer
25–40 pieces of unwrapped candy

Preparation: None

1. **Ask for 4 to 6 volunteers** to come to the front of the room. If they are hesitant to volunteer, tell them you need volunteers who enjoy eating candy. Have the volunteers clean their hands with hand sanitizer.

2. **Ask** the volunteers to

    a) put both arms out in front of them with elbows locked, i.e., stiff and not bent, and
    b) close their eyes.

3. **Place** a piece of unwrapped candy in one hand of each volunteer.

4. **Explain** that their task is to eat the candy, but they must follow these simple rules:

    a) They cannot talk to each other.
    b) They must keep their eyes closed.
    c) They cannot bend their elbows.

5. **Tell** the audience that they are to observe the interactions to determine if and how each volunteer accomplishes the task.

6. **Allow enough time** for the volunteers to complete the task, making sure all the rules are enforced. You will need to decide how long to let the activity run. Generally, at least one person will figure out that the way they "eat the candy" is to feed it to another person. However, it will take some time for them to figure this out, and some may never do it.

7. **Ask** the following questions *of the volunteers* once the activity is completed:

    a) What were you thinking about while trying to accomplish the task?
    b) *(To those who were unsuccessful at the activity)* What kept you from doing something different?
    c) *(To those who were successful at the activity)* What made you decide to feed the candy to someone else?

8. **Summarize** the activity by noting that often, to get a job done, we have to work with others and work by unconventional means.

9. **Explain** the benefits of working as a team.

    a) All projects, even those with an abundance of capable people working on them, should collaborate with partners to take advantage of other school and community resources.
    b) A diverse team has a greater probability of accomplishing project goals with the greatest amount of support and least amount of resistance.
    c) Although collaboration may be challenging for a coordinator or director, the collaborative approach is practical because it brings commitment, increases the possibility of achieving objectives, broadens the knowledge base, strengthens partnerships, and allows for different perspectives while reducing suspicion and fear.

CREATING A FOOD-SAFE SCHOOL TEAM

Estimated Time: 20–30 minutes

Materials: *Key Players in Food-Safe Schools: Everyone Has a Role in Food Safety* (handout)
Our Food-Safe School Team (handout)

Preparation: Copy the handouts for each participant.

1. **Distribute and review** the handout, *Key Players in Food-Safe Schools: Everyone Has a Role in Food Safety,* noting that this is a suggested team of people that could help create food-safe schools, reinforcing that each school has different needs and resources.

2. **Have participants form groups** based on their school/districts. If there is only one person from some districts, have all those individuals work together as one group.

3. **Distribute** the handout, *Our Food-Safe School Team*.

4. **Explain** that each group should begin to put together its team, using the *Key Players in Food-Safe Schools: Everyone Has a Role in Food Safety* handout as a guide. **Encourage** them to—

    - List specific names.

    - Consider other key players, such as maintenance workers (who maintain the foodservice equipment), health clerks, and PTA members (who might be involved in providing food at events or fundraisers).

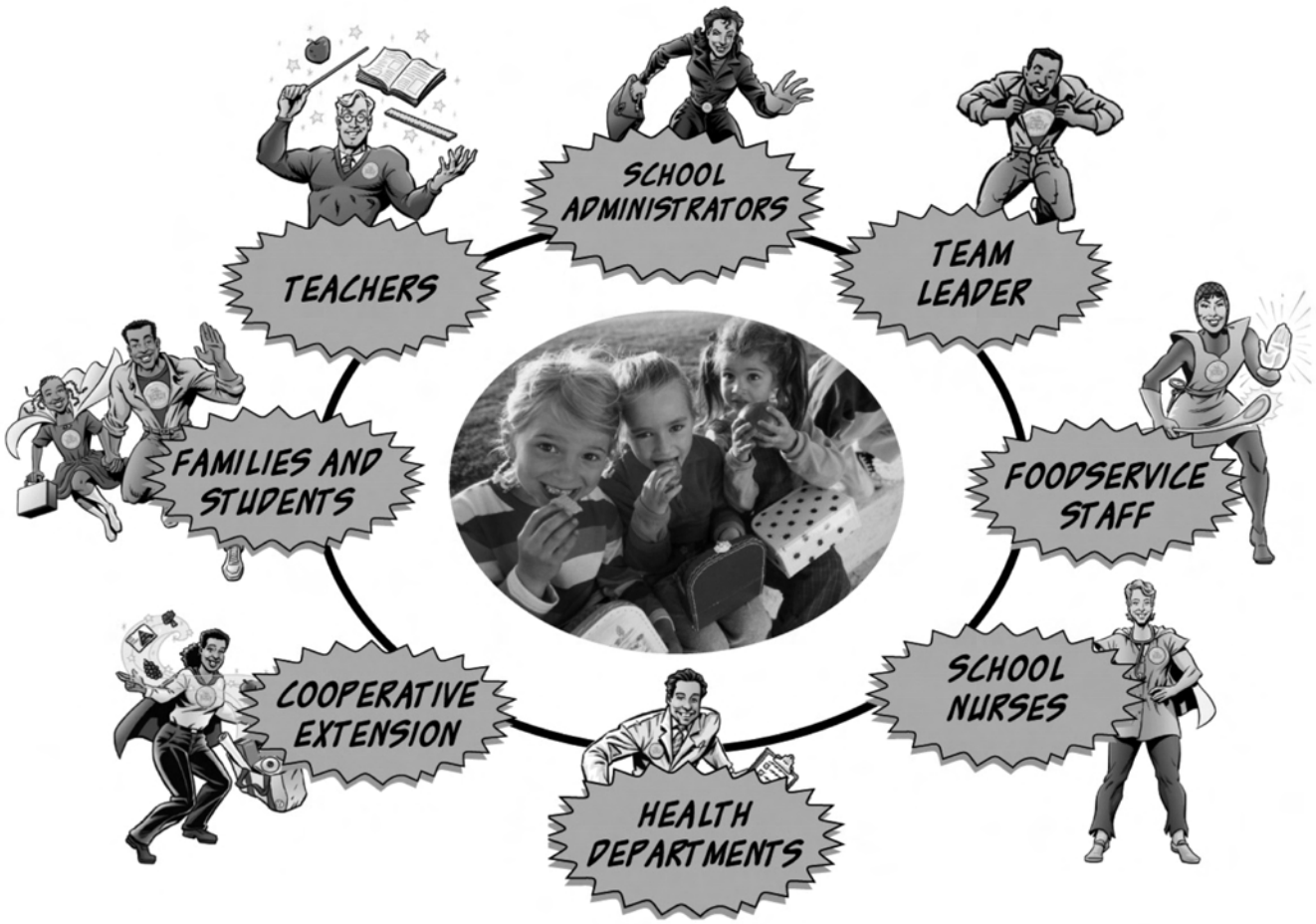
    - List more than one person for each "position" in case their first choice declines or they want to assign an alternate.

    - Discuss *why* each person should be included on the team and *what* each person can bring to the mission of creating a food-safe school.

5. **Circulate throughout the room** as teams are working on this to see if they need help and to keep them on task.

6. **Ask** the teams to remain together for the next activity.

KEY PLAYERS IN FOOD-SAFE SCHOOLS: EVERYONE HAS A ROLE IN FOOD SAFETY



OUR FOOD-SAFE SCHOOL TEAM

Representative	Name
Foodservice Personnel	
Teacher	
School Nurse	
School Administrator	
Families	
Cooperative Extension Representative	
Health Department Representative	
Team Leader	

BRIDGING CONNECTIONS

Estimated Time: 30–40 minutes

Materials: *Tip Sheet for Bridging Connections* (handout)
Problem-Solving Scenarios (handout)

Preparation: Copy the handouts for each participant.

1. **Explain** that the purpose of this next activity will be to explore how to work more effectively with members of the Food-Safe School Team and others to create a food-safe school.

2. **Distribute and review** the *Tip Sheet for Bridging Connections*.

3. **Ask** each group to designate one person as the "reporter," the person responsible for summarizing the group's work to the larger group. After a brief moment, ask all the reporters to raise their hands so you know who they are.

4. **Ask** each group to spend just a few minutes considering any other suggestions they might have for working with each group of collaborators (administrators, cooperative extension representatives, families, etc.). Have groups report on any additional suggestions they might have.

5. **Distribute** the handout, *Problem-Solving Scenarios,* to each participant.

6. **Explain** that the groups are to work together to come up with potential solutions to the problem of getting this team member to collaborate toward the development of a food-safe school. Encourage groups to use the tips from the *Action Guide* to help them.

7. **Read** Scenario #1. One by one, ask each group's reporter to summarize their group's solution to that problem.

8. **Summarize** by reinforcing the importance of finding ways to bridge connections.

9. **Ask** participants to remain in their existing groups for the next activity.

TIP SHEET FOR BRIDGING CONNECTIONS

School Administrators

- ☑ Familiarize yourself with the district's policies before meeting with the administrator.
- ☑ Schedule a specific time to meet with the administrator, being considerate of the administrator's schedule as well as your own. Make sure to adhere to the time you've been allocated.
- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the administrator.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Ask for his or her assistance in making a presentation to the School Board.

Teachers

- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the teachers.
- ☑ Schedule a specific time to meet with the teachers, being considerate of the teachers' schedules as well as your own. Make sure to adhere to the time you've been allocated.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Also bring a folder of limited suggestions, resources, and activities that could be used in the classroom to teach food safety. Don't overwhelm them with resources. Include fun items such as stickers and posters.
- ☑ When arranging a training or meeting, provide some incentives such as opportunities to win gift cards or lunch.
- ☑ Make initial contact with the department chair (middle school and high school) or grade-level chair (elementary school), eliciting their support in arranging a meeting or training.

Families

- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the families.
- ☑ Schedule a specific time to meet with the families, being considerate of the families' schedules as well as your own. Make sure to adhere to the time you've been allocated.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Also bring a folder of limited suggestions, resources, and activities that could be done at home to practice and teach food safety.
- ☑ Make it fun by providing food and activities related to the topic (see training manual for examples of activities).
- ☑ When arranging a training or meeting, provide some incentives related to food safety such as thermometers, coolers, and hand sanitizer.
- ☑ Make a presentation at a PTA meeting.

Students

- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the students.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Also bring a folder of limited suggestions, resources, and activities that could be done at home to practice and teach food safety.
- ☑ When arranging a training or meeting, provide some incentives such as opportunities to win gift cards or lunch.
- ☑ Make it fun by providing food and activities related to the topic (see training manual for examples of activities).

School Nurses

- ☑ Schedule a specific time to meet with the nurse, being considerate of the nurse's schedule as well as your own. Make sure to adhere to the time you've been allocated. Keep in mind that the meeting may be changed on short notice due to medical emergencies.
- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the nurse.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Ask for the nurse's involvement in training related to symptoms and reporting.
- ☑ Ask for the nurse's involvement in creating a plan to monitor and report foodborne illness, as well as collecting data for the needs assessment.
- ☑ Make presentations at a school nurse professional development session.

Health Department Staff

- ☑ Schedule a specific time to meet with the representative, being considerate of the representative's schedule as well as your own. Make sure to adhere to the time you've been allocated.
- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the representative.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.
- ☑ Ask for the department's involvement in creating a plan to monitor and report foodborne illness, as well as inspection procedures.

Cooperative Extension Representative

- ☑ Schedule a specific time to meet with the representative, being considerate of the representative's schedule as well as your own. Make sure to adhere to the time you've been allocated.
- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the representative.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.

Foodservice Personnel

- ☑ Provide a fun training at a regular staff meeting.
- ☑ When arranging a training or meeting, provide some incentives such as lunch or opportunities to win gift cards, food thermometers, or coolers.
- ☑ Prepare an "elevator speech" (see page 41), and use it in your meeting with the staff.
- ☑ Be well prepared, brief, and to the point.
- ☑ Come to the meeting with a ½- to 1-page handout summarizing key points of food safety and the program, along with your contact information.

PROBLEM-SOLVING SCENARIOS

Scenario #1

Your school's principal is not very supportive of participating on your Food-Safe School Team. Your school is a very low-performing school, and your principal is focused on increasing test scores. She doesn't want to take on any new projects that might detract the school from this priority.
What can you do to garner the support of the principal?

Scenario #2

A teacher at your school does an excellent job teaching nutrition. She has students bring in food from home to use for class activities. She uses her own money to purchase food from the local farmers' market so the kids can try different fruits and vegetables. She even integrates math, science, and health by teaching healthful cooking. However, this teacher does not have proper storage for the foods nor does she have proper facilities/equipment to adequately clean or wash hands. You don't want to discourage this creative teaching.
What can you do to get the teacher to create a food-safe classroom?

Scenario #3

You want the local health department involved on your Food-Safe School Team. However, the department seems to be more focused on giving citations than prevention.
What can you do to get the health department to participate on your Food-Safe School Team?

ELEVATOR SPEECH

Estimated Time: 30–40 minutes

Materials: Board, newsprint, or flip chart
Chalk or markers
Six 4" x 6" index cards with preprinted scenarios
Elevator Speech (handout)

Preparation: Copy the *Elevator Speech* handout for each participant.

1. **Explain** that it's important to involve key people in the planning and implementation process. One of the ways to involve them is to make it clear how *they* will benefit from giving their time and resources to support.

2. **Explain** to the participants that they are going to participate in brainstorming, following some rules you are about to go over.

3. **Tell** participants that they are going to brainstorm how other members of the team will *benefit* from creating a food-safe school, or something about creating a food-safe school that might be of *interest* to them. Explain the rules that need to be followed for this process to be effective:

    a. Everyone needs to participate.
    b. All answers are valid at this time.

4. **Begin** the brainstorming process, writing all answers on the board. Do not discuss or evaluate any answers at this time. Continue until the group has no more answers to provide.

5. **Review and evaluate** each item, asking participants, "Which of the ideas on the list would be most beneficial to school administrators?" Place an "A" next to each of those items. Then ask, "Which ideas would be most beneficial, or of most interest, to teachers?" Place a "T" next to those items on the list. Continue with Families (F), Students (S), Health Department (HD), Health Services (HS), Cooperative Extension (CE), and Food Services (FS). Examples might include the following:

    FS: Schools have a responsibility to provide safe and nutritious meals and prevent foodborne illness outbreaks from occurring as a result of food consumed at school or at school-sponsored events.

    F: Schools also play an integral role in educating the nation's youth on effective ways to prevent foodborne illness throughout their lives.

    F: Foodborne illnesses affect the health of students and staff, causing symptoms that range from mild discomfort to chronic illness and death.

    T: If students or staff become ill with a foodborne illness, they are likely to miss school. Therefore, students' full learning potential may not be fulfilled.

A: By minimizing potential outbreaks, a food-safe school can prevent lawsuits and loss of reputation.

A: Handwashing prevents the spread of infectious illness, which causes more than 164 million school days lost each year among students, grades K–12.

6. **Explain** that we're going to use this list to create an "elevator speech."

7. **Ask** participants the following questions:

   a. How many of you regularly talk with strangers while you're in an elevator?
   b. Have you ever noticed that rarely do people speak to or look at anyone else in an elevator, and the audience in the elevator is "captive" for a short period of time?
   c. What if you had the opportunity to talk with an important person on the elevator to tell him or her about what you do with food-safe schools and what you would like him or her to do? Will you be ready to interact in case someone does speak?
   d. What if you are in an elevator and in walks the food industry representative that you've been trying to reach for a year. You've got 15 seconds to make an impression. What do you say? "Hi, my name is Susan Smith. I am a school foodservice manager." This might lead to a silent "so what" response rather than a great deal of interest in your work.

8. **Ask** participants: What is an "elevator speech?"

   - An elevator speech is a short description of what you do or the point you want to make, presented in the time it takes an elevator to go from the top floor to the first floor or vice versa.
   - An elevator speech starts with an introduction with impact that can stop the listener that moment, which is exactly what you need to do. This is your "hook" to garner the attention of someone.
   - Based on your short message, the energy in your voice, and your body language, the elevator speech should lead the person to act on your call to action.

9. **Explain** that they need to create an elevator speech to use just for those occasions when they have a very brief moment with someone important to the success of their program.

10. **Ask** participants, "What do you tell people when you're asked what you do?" Examples might include things like "I'm a cafeteria worker," "I'm in charge of foodservices for a school district," or "I'm a teacher."

11. **Explain** that most people respond with a label, then continue to describe the *process* of what they do rather than the *outcome* of what they do. Here are three examples:

    Label: Cosmetic Salesperson
    Process: I sell cosmetics at a department store.
    Outcome: I make women more beautiful.

    Label: Brick Mason
    Process: I lay brick.
    Outcome: I create beautiful homes.

Label: Foodservice Worker
Process: I plan menus and order food.
Outcome: I ensure that students are nourished, so they can learn better.

12. **Distribute** the *Elevator Speech* handout to each participant.

13. **Review** the three components and examples.

14. **Assign** each group one of the six scenarios. Depending on the number of groups, some of the scenarios might be assigned to more than one group.

15. **Tell** groups to prepare their speeches. They have 10 minutes to complete them. Then they will present them to the other participants. If they need assistance coming up with ideas for what they want the people to do, here are some examples:

    - Participate by becoming a member of the Food-Safe School Team.
    - Attend the next meeting of the Food-Safe School Team to learn more about what we do.
    - Help to develop a school policy to promote food safety education for students and staff.
    - Allow the distribution of food safety materials to students and to their families.
    - Provide hand sanitizers at the entrance to the school eating facilities.

16. **Prepare** groups for the presentation of their speech, using the following guidelines:

    - Have each small group get up in front of the room and stand close together, as if they are in an elevator.
    - Each group should select someone to read the situation and identify who they are and to whom they are speaking.
    - One person should start up a conversation with another, giving the respondent an opportunity to share his or her elevator speech.
    - Following each presentation, the trainer and participants should provide the group with feedback based upon the three components for the elevator speech. They should consider these questions:
        1. Was the opening a short, declarative statement?
        2. Was the benefit(s) shared?
        3. Was the action specified?
    - Ask for suggestions for improving each speech.

17. **Ask** participants: "Where and when could you use this elevator speech?" Answers will most certainly include an elevator, but encourage participants to think of other places where it might be useful: at a conference, in the restroom, walking into a building together, etc.

18. **Summarize** by telling the participants that they might consider crafting several elevator speeches, still staying within the single call to action, by changing the wording ever so slightly so that it doesn't sound memorized just in case others are close enough to overhear them.

19. **Conclude** by thanking the participants for sharing their speeches with the group and asking them to remain in the same groups for the next activity.

ELEVATOR SPEECH

Components

1. Open with a short, declarative statement. The statement asserts; it doesn't ask.

2. Identify the interest or benefit to the listener: what you do *for,* not *to,* your target audience. It is at this point that you could use some of the benefits generated by the group during the brainstorming activity.

3. Specify the action you want the person to take.

Example

1. Short, declarative statement: *"Hi. My name is Susan Smith. I help make sure that the kids eat food at school that is healthful and helps them learn better."*

2. Identify the interest/benefit to the listener: *"Did you know that 5,000 people die each year from food-borne illnesses, many of them children?"*

3. Specify the action you want the person to take: *"Mr. Smith, do you have a quick moment to chat, or may I give you a call at your office?"*

Scenario #1

You are in an elevator with 2 to 3 people you do not know personally. You are the foodservice director for your district. One person is the school district's school board president, and she asks you who you are and what you do. Take this opportunity to share information about food-safe schools and what she could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

Scenario #2

You are in an elevator with 2 to 3 people you do not know personally. You are a foodservice worker in an elementary school in the district. One person is your school's principal, who, although personable, does not know your name and what you do. Take this opportunity to share information about food-safe schools and what the principal could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

Scenario #3

You are in an elevator with 2 to 3 people you do not know personally. You are the foodservice/cafeteria manager for your middle school. One person in the elevator is the school's PTA president. You've seen him in the cafeteria kitchen storing food for class fundraisers. He asks you who you are and what you do. Take this opportunity to share information about food-safe schools and what he could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

Scenario #4

You are in an elevator with 2 to 3 high school students. You know they are on the school leadership team, and they are involved in the Nutrition Advisory Group for your school foodservice. You are new to the school as well as the school custodian. One student in the elevator asks you who you are and what you do. Take this opportunity to share information about food-safe schools and what he could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

Scenario #5

You are in an elevator with 2 to 3 teachers who have just completed a staff development session on nutrition education for which you, as the nutrition network coordinator for your school district, served as the instructor. Take this opportunity to share information about food-safe schools and what they could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

Scenario #6

You are the state nutrition consultant and you are in an elevator with 2 to 3 school district-level foodservice directors. Take this opportunity to share information about food-safe schools and what they could do to help.

Components:

#1: _____

_____

_____

#2: _____

_____

_____

#3: _____

_____

_____

CONDUCTING A NEEDS ASSESSMENT FOR FOOD-SAFE SCHOOLS

Estimated Time: 15 minutes

Materials: *Food-Safe Schools Needs Assessment and Planning Guide* (document included in the *Food-Safe Schools Action Guide Toolkit*)

Preparation: None

1. **Explain** that the first activity of any good program is a thorough needs assessment, and it will be important to involve your team in this process. Note that involving team members is one of the first ways to bridge connections with others.

2. **Explain** that the importance of conducting a needs assessment is that the process helps to—

    - Identify the strengths and weaknesses of your school's food safety policies, procedures, and programs.
    - Develop an action plan for improving school food safety and outbreak detection and response.
    - Involve a team of collaborating partners (teachers, foodservice staff, school nurses, school administrators, families, students, and the community, including the local health department and cooperative extension agency) in improving school food safety.
    - Incorporate food safety activities in your school improvement plan.

3. **Explain** that they will now familiarize themselves with the needs assessment process provided with the *toolkit*.

4. **Have participants** take out the document *Food-Safe Schools Needs Assessment and Planning Guide* from their *toolkit* and turn to pages 5–16.

5. **Assign** each person within each group one topic (noted below) to review and summarize *briefly* for his or her small group. Give the participants time to review and summarize their assigned section. For example, one person will be given the topic "Policies, Procedures, Plan" and be responsible for reviewing and summarizing sections #1 and #2. Depending on the size of the group, participants may be assigned more than one topic.

a. *Policies, Procedures, Plan*
    1. Written Policies or Procedures on Food Safety
    2. Outbreak Crisis Management Plan

b. *Training*
    3. Staff Development and Food Safety
    4. Foodservice Manager Certification
    5. Continuing Education for Foodservice Manager
    6. Staff Development for All Foodservice Staff
    7. Extent of Staff Development for All Foodservice Staff
    8. Staff Development for Teachers Who Cook in the Classroom
    9. Staff Development for Culinary and Family and Consumer Science Teachers

c. *Facilities and Equipment*
    10. Foodservice Facilities and Equipment
    11. Handwashing Facilities

d. *Illness Control*
    12. Hands Washed Before Meals and Snacks
    13. Safe Food Preparation in the Cafeteria
    14. Assessment of Students and Staff for Potential Foodborne Illness

e. *Education and Collaboration*
    15. Food Safety and Handwashing Taught by Grade Levels
    16. Education for Families About Food Safety and Handwashing
    17. Collaboration
    18. Schoolwide Approach

6. **Review** the key steps in the needs assessment process.

    a. Create a team or subcommittee of your Food-Safe School Team to conduct the needs assessment.
    b. Work with the team to determine how the assessment will be completed.
    c. Complete the scorecard.
    d. Identify the areas for improvement.

7. **Summarize** by explaining that this is an important first step in the creation of their food-safe school. **Ask** participants if they have any questions about the needs assessment process. **Ask** participants to remain in their groups for the next activity.

CREATING A PLAN FOR FOOD-SAFE SCHOOLS

Estimated Time: 30 minutes

Materials: *Food-Safe School Improvement Plan* (document included in the *Food-Safe Schools Action Guide Toolkit*)

Preparation: Review the Sample *Food-Safe School Improvement Plan,* and if needed, copy as a handout.

1. **Explain** that once the needs assessment has been completed, the next step to creating food-safe schools is to create and implement a Food-Safe School Improvement Plan.

2. **Distribute** the handout, *Food-Safe School Improvement Plan*.

3. **Review** the process of completing the form.

   Instructions
   1. In the first column: list, in priority order, the actions that the Food-Safe School Team has agreed to implement.
   2. In the second column: list the specific steps that need to be taken to implement each action.
   3. In the third column: list the people who will be responsible for each step.
   4. In the fourth column: list the dates when the work will begin and when it will finish.

4. **Explain** to participants that they will now begin creating their *Food-Safe School Improvement Plan,* but that much of this plan will need to be completed after they've completed their needs assessment. Explain that this initial portion of the Improvement Plan should include actions such as the following:

   a. Create a Food-Safe School Team.
   b. Create a Food-Safe Schools Needs Assessment Committee.
   c. Conduct a needs assessment.
   d. Create recommendations based on the needs assessment.
   e. Complete the *Food-Safe School Improvement Plan*.

5. **Circulate throughout the room,** working with each group as necessary.

6. **Summarize** by reminding them that this is an activity they'll continue when they return to their own sites. At this point, participants may return to their original seats or remain with their groups.

SAMPLE
FOOD-SAFE SCHOOL IMPROVEMENT PLAN

Jenks Junior High School, Pawtucket, Rhode Island
FSS Team: Anne Barlow (Team Leader), Solange Morrissette, Kathy Kando, Skip Sequeria, Elizabeth Bugden, and Linda Cabral

Action	Steps	By Whom	By When
1. Develop school-wide or district-wide policies and procedures	a. Introduce project to School Committee	Anne (Food and consumer science teacher)	4/9
	b. Share examples of other relevant existing food safety policies and procedures	Elizabeth (KidsFirst)	3/20
	c. Draft school food safety policy for Jenks Junior High	All team members	6/30
	d. Bring policy to District Standards Committee	Skip (Principal)	6/30
	e. Bring to School Committee for approval	Skip (Principal)	6/30
	f. Share contents of the CDC Food-Safe Schools Action Guide Toolkit	Elizabeth (KidsFirst)	3/20
2. Conduct staff and student training on food handling and handwashing	a. Introduce project to all school staff; pass out food safety brochure	All team members	4/3
	b. Gather materials for student education training; involve other departments (e.g., science, math, history, physical education) in development of training	Anne	6/30
	c. Gain food safety certification	Anne	June
	d. Conduct awareness training during staff development day	Solange (Food Service Director)	September
	e. Develop training program for students	Anne/Solange	6/30
	f. Implement food safety training for students	Anne	6/30
	g. Install hand sanitizers in the cafeteria	Solange	6/30
	h. Have information table at school-wide International Night	Elizabeth/Anne	5/7
3. Locate or develop tool to assess potential foodborne illness	a. Research foodborne illness assessment tools	Kathy (Nurse Teacher)	6/30
4. Locate or develop educational materials	a. Search Internet (e.g., www.foodsafeschools.org) and the Action Guide CD-ROM and work with Elizabeth to gather resources for education	All team members	3/31
5. Add other items as project progresses	a. TBD	TBD	TBD

FOOD-SAFE SCHOOL IMPROVEMENT PLAN

(Suggestion: photocopy one copy for each action before using)

Action	Steps	By Whom	By When
#_____	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		

FOOD SAFETY RISK ANALYSIS[9]

Estimated Time: 15 minutes

Materials: *Food Safety Risk Analysis* (handout)
Chef Demonstration! (photo)
How Does Your Garden Grow? (photo)
Eat Healthy, Get Active! (photo)

Preparation: Copy the handout, *Food Safety Risk Analysis,* for each participant.

1. **Explain** to participants that the purpose of this next activity is to assess situations on school campuses that might be potential opportunities for spreading foodborne infections.

2. **Distribute** the handout, *Food Safety Risk Analysis,* to each participant.

3. **Explain** the activity. For each picture, there are several action statements about the picture. For each statement, they are to decide whether the action is a high-risk (red), medium-risk (yellow), or low-risk (green) opportunity for food contamination or the spread of foodborne illness.

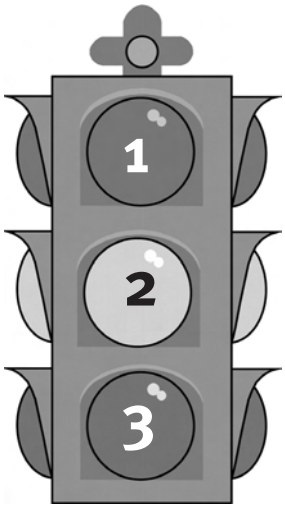
4. **Tell** participants to begin by filling in the appropriate circle on the worksheet that matches their answers.

5. **Give** participants sufficient time to complete the worksheet. Then review the answer with the group, asking for explanation, when necessary, about why the specific action is a potential risk.

6. **Summarize** by reminding participants that there are ample opportunities at schools to prevent foodborne illnesses.

[9] Adapted from: Bugden, E., DeLuca, M., & Breau, M. (2005, May 1). Food Safety Scavenger Hunt, Remain Standing, Food Safety Risk Assessment. Presented at the 2nd Train-the-Trainer Workshop for School Nurses, American Nurses Foundation, Atlanta, GA.

FOOD SAFETY RISK ANALYSIS[9]



1. **RED = STOP**
   A food safety risk or a perceived food safety risk.
2. **YELLOW = CAUTION**
   Some food safety risk or some perceived risk. Sometimes go, sometimes stop.
3. **GREEN = GO**
   No food safety risk or *no* perceived food safety risk.

Chef Demonstration!

1	2	3	
○	○	○	**We arrived at cooking class to find the meat for the stir-fry still frozen. To thaw it quickly, we placed it in a warm water bath.**
○	○	○	**We washed our hands with hot, soapy water for 10 seconds.**
○	○	○	**We served the stir-fry to our teacher, and she found a piece of red paint in her lunch.**
○	○	○	**In preparation for class, the students pulled back and protected their hair.**

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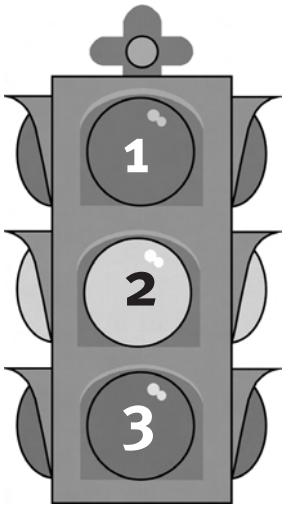

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How Does Your Garden Grow?

1	2	3	
◯	◯	◯	**We sampled the vegetables from our pesticide-free garden as we harvested them.**
◯	◯	◯	**We chopped our leafy green vegetables on the kitchen cutting board after another family member used the cutting board to prep sausage for the grill.**
◯	◯	◯	**We harvested the lettuce, washed it, and made a great salad for dinner.**
◯	◯	◯	**We killed *Listeria* and *E. coli* O157:H7 found in the soil when the greens were cooked.**

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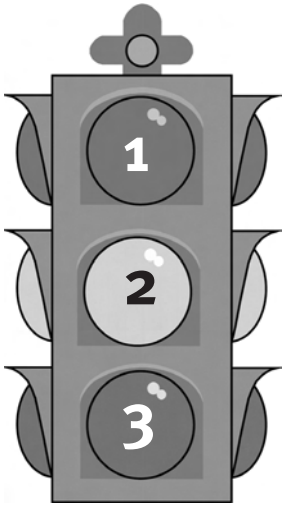

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Eat Healthy, Get Active!

1	2	3	
○	○	○	**The temperature of the milk cooler is 39°F.**
○	○	○	**The outside door is propped open without a screen.**
○	○	○	**Elementary students are getting active in the cafeteria before lunch. Does the janitor have time to reset and sanitize all the tables and wash the floor before lunch?**
○	○	○	**The code date on the milk cartons in the cooler passed 2 days ago.**

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PHOTOS[9]

Chef Demonstration!
How Does Your Garden Grow?
Eat Healthy, Get Active!

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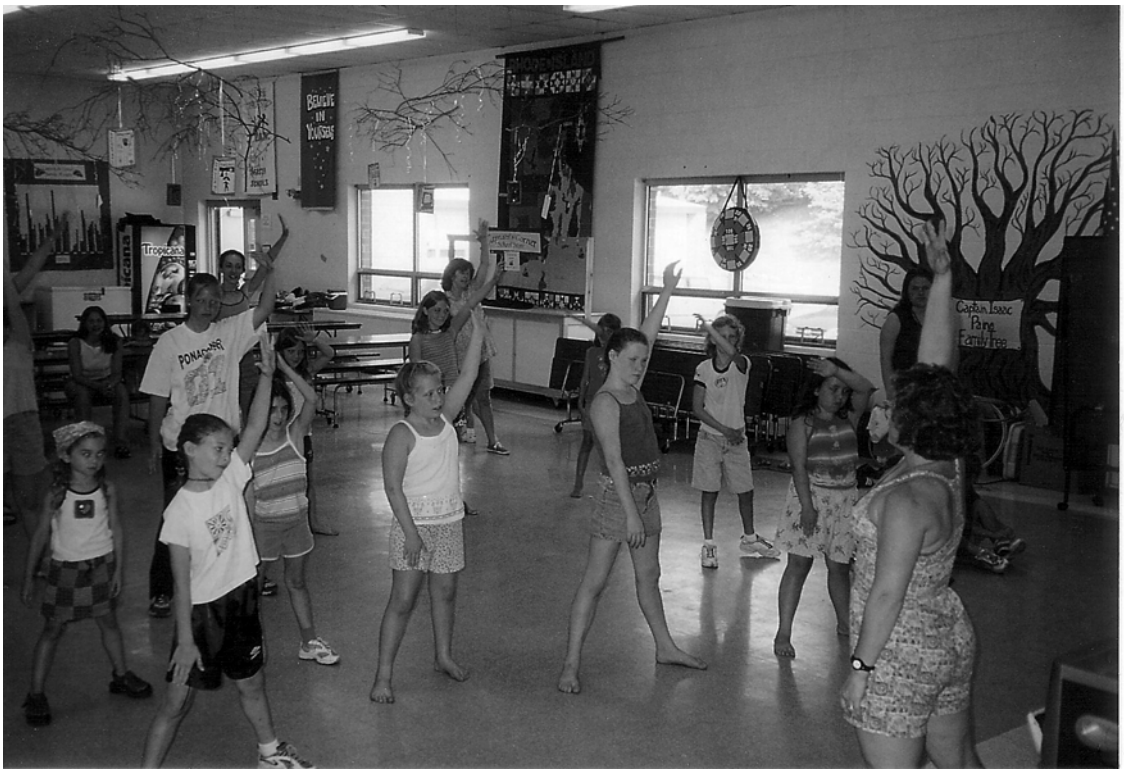
Chef Demonstration!

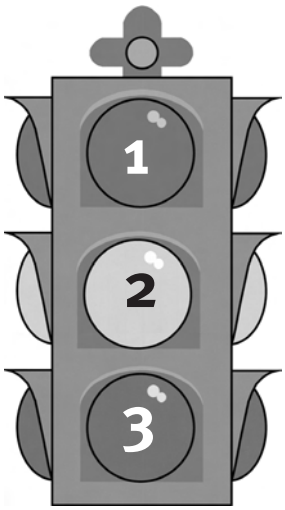
How Does Your Garden Grow?



Eat Healthy, Get Active!

FOOD SAFETY RISK ANALYSIS[9]

ANSWER KEY



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○	●	○	**We washed our hands with hot, soapy water for 10 seconds.**
○	●	○	**We served the stir-fry to our teacher, and she found a piece of red paint in her lunch.**
○	○	●	**In preparation for class, the students pulled back and protected their hair.**

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FOOD SAFETY RISK ANALYSIS[9]

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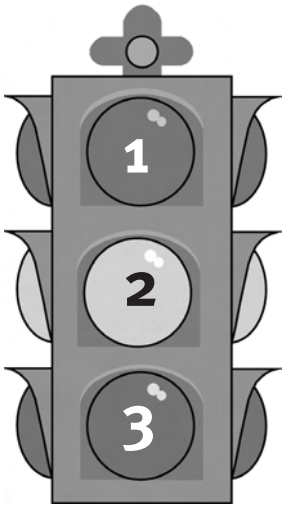

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How Does Your Garden Grow?

1	2	3	
○	◐	○	**We sampled the vegetables from our pesticide-free garden as we harvested them.**
●	○	○	**We chopped our leafy green vegetables on the kitchen cutting board after another family member used the cutting board to prep sausage for the grill.**
○	○	●	**We harvested the lettuce, washed it, and made a great salad for dinner.**
○	◐	○	**We killed *Listeria* and *E. coli* O157:H7 found in the soil when the greens were cooked.**

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FOOD SAFETY RISK ANALYSIS[9]

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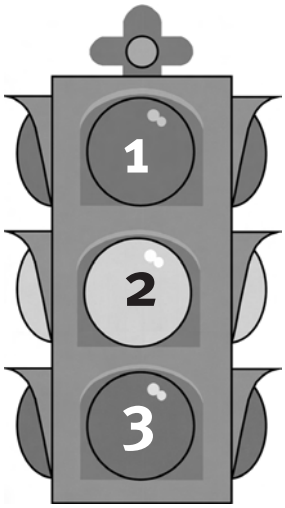

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Eat Healthy, Get Active!

1	2	3	
○	○	●	**The temperature of the milk cooler is 39°F.**
○	●	○	**The outside door is propped open without a screen.**
○	●	○	**Elementary students are getting active in the cafeteria before lunch. Does the janitor have time to reset and sanitize all the tables and wash the floor before lunch?**
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DEVELOPING NUTRITION AND WELLNESS POLICIES

Estimated Time: 15 minutes

Materials: PowerPoint presentation: *Developing Nutrition and Wellness Policies*
Handouts of the PowerPoint presentation: *Developing Nutrition and Wellness Policies*

Preparation: Copy the PowerPoint presentation handout, *Developing Nutrition and Wellness Policies,* for each participant.

1. **Explain** to participants that activities such as those explored in the Food Safety Risk Analysis create the need for policies that support food-safe schools.

2. **Distribute** the handout of the PowerPoint presentation, *Developing Nutrition and Wellness Policies,* to each participant.

3. **Introduce and show** the PowerPoint presentation.

4. **Direct** participants to the resource section of the manual, taking a few moments to **review** the resources on policy development.

PART III: TRAINING OTHERS

FOOD-SAFE SCHOOLS ACTION GUIDE TOOLKIT TRAINING

Estimated Time: 45–60 minutes

Materials: PowerPoint presentation: *Effective Teaching Strategies*
Handouts of the PowerPoint presentation: *Effective Teaching Strategies*

Preparation: Copy the PowerPoint presentation handout, *Effective Teaching Strategies,* for each participant.

1. **Make the following points** as part of your introduction:

    a. As part of your job creating food-safe schools, you'll need to develop and provide trainings to a variety of audiences.
    b. Some of your audiences may be administrators, teachers, foodservice workers, community organizations, and government agencies such as the public health department.
    c. The exact content of the training will vary slightly from audience to audience.
    d. However, there are core principles that should apply to all your trainings.

2. **Explain** that you'd like to practice role-playing, both to demonstrate its use as an instructional methodology and to further explore how to bridge connections with others who might be able to help create food-safe schools.

3. **Ask** participants to take out their handout *Problem-Solving Scenarios* from earlier in the training. **Ask** participants to share one of their solutions that, at least in part, involved talking to someone else about an issue. Continue asking for examples until you get one that would make a good role-playing exercise, i.e., one that would demonstrate a good conversation between two people.

4. **Have participants form pairs.** Ask each pair to identify which of the two will be Person A and which will be Person B.

5. **Assign** Person A to be one of the two roles of the people involved and assign Person B to be the other person. At least one of the two should be a member of the Food-Safe School Team.

6. **Explain** that the pairs are to role-play the solution to the scenario by talking with each other about the issue.

7. **Circulate** as the pairs are role-playing to see if they need help and to identify which pairs are doing a particularly good job.

8. **After the pairs have had sufficient time to role-play the scenario, ask** one of the pairs that seemed to be doing a good job to come to the front of the room and role-play for the entire group. After giving the pair sufficient time to complete the play (no more than 5 minutes), debrief the role-playing, using the following as a guide:

Ask the following questions of the role-playing pair, focusing on the person playing the role of the member of the Food-Safe School Team:

a. What did you feel worked the best about your ability to communicate?
b. What was the most difficult?
c. What would you do differently next time?
d. Any other questions that are appropriate based on the role-playing.

Ask the following questions of the rest of the participants:

a. What did you think worked well?
b. What suggestions do you have for improving the scenario (focusing on the role of the member of the Food-Safe School Team)?
c. Any other questions that are appropriate based on the role-playing.

Thank the two people for their participation.

9. **Summarize** by noting that role-playing is an excellent strategy that applies adult learning theory, provides opportunities for active learning, and helps team members develop skills for bridging connections with others to create food-safe schools.

10. **Distribute** the handouts of the PowerPoint presentation, *Effective Teaching Strategies*.

11. **Introduce and show** the PowerPoint presentation.

12. **Summarize** by encouraging participants to create trainings that use the principles of adult learning theory and active learning.

FOOD SAFETY FEUD

Estimated Time: 20 minutes

Materials: *Food Safety Feud* Questions and Answers
Food Safety Feud PowerPoint slides
Rewards for winners: Food safety items such as a cutting board, ice pack, pot holder, apron, or thermometer

Preparation: Review all *Food Safety Feud* Questions and Answers

1. **Explain** that they will now review the key concepts covered in this training session. To do that, they will play a game, called *Food Safety Feud*. They will play the game in two teams. The team with the most points will win prizes. This review will assist them in responding correctly to questions on the posttest.

2. **Tell** participants to number off, 1, 2, 1, 2, and so on. Then tell all the "1s" to form one team, and all the "2s" to form another team. Each team is to select a leader and a name for their team.

3. **Explain** the rules of the game to the teams.

    a. There will be a flip of a coin to determine which team will answer the first set of questions.
    b. Once the team to answer the first set of questions (Team 1) has been decided, tell them they will be given three questions. Each of the questions will be valued at 5 points. Tell the participants of Team 1 that they will hear the question (also shown on the PowerPoint slide), they should confer with their teammates, and then the team leader should answer the question on behalf of the team. The team will be given the first question, and then asked for a response. If the team's response is correct, then the second question will be asked, the team will respond, then proceed to the third question.
    c. If Team 1 does not answer one of the questions correctly, the other team (Team 2) will be given three questions and, if they answer correctly, receive the points. Then, Team 2 will be given another set of three questions and proceed as per 3B. The questions do not come back to Team 1 until either Team 2 has completed all three questions correctly or Team 2 does not answer a question correctly.
    d. Proceed with the questions and answers until all questions have been asked and answered.
    e. Add up the total number of points. If there is a tie, then use the tiebreaker questions. Give prizes to the winning team.

FOOD SAFETY FEUD QUESTIONS AND ANSWERS

Question 1: Give three examples of how foodborne illnesses can be spread at school.
Answer: Examples are numerous and may include potlucks, food prepared in the classroom, and food not cooked to the proper temperature.

Question 2: T/F: The number of cases of foodborne illnesses at schools is probably lower than actually reported.
Answer: False. Not all cases are reported.

Question 3: 40% of foodborne illness at schools is caused by which pathogen?
Answer: *Salmonella*.

Question 4: T/F: A Washington school was issued a judgment in excess of $4 million after children were infected with *E. coli* O157:H7 linked to their school lunch.
Answer: True.

Question 5: T/F: Most students know they are susceptible to foodborne illnesses.
Answer: False.

Question 6: T/F: Almost three-quarters of students seldom wash their hands before eating at school.
Answer: True.

Question 7: List three symptoms of foodborne illnesses.
Answer: Diarrhea, vomiting, stomach cramps, headache.

Question 8: List three ways that food commonly becomes contaminated.
Answer: During slaughter, irritation with contaminated water, unwashed hands, cross-contamination, food insufficiently cooked, and food stored at the incorrect temperature.

Question 9: What are the five ways to prevent foodborne illnesses?
Answer: Cook, separate, chill, clean, and report.

Question 10: What is the proper temperature to which meat should be cooked?
Answer: 145–165°F.

Question 11: What is the proper temperature to which poultry should be cooked?
Answer: 165°F.

Question 12: What is the proper temperature to which eggs should be cooked?
Answer: 145°F.

Question 13: What is the proper temperature to which food should be reheated?
Answer: 165°F.

Question 14: Describe two ways to prevent cross-contamination.
Answer: Wash hands, utensils, and cutting boards after using with meat and before using with other food; put cooked meat on a clean platter; use different dishes and utensils for raw and cooked foods; store meats so they don't drip onto other food.

Question 15: What is the proper temperature for your refrigerator?
Answer: 40°F.

Question 16: What is the proper temperature for your freezer?
Answer: 0°F.

Question 17: T/F: Large volumes of food should be separate in the refrigerator so they will cool more quickly.
Answer: True.

Question 18: T/F: The single most important method of preventing infectious diseases is to cover your mouth when you cough or sneeze.
Answer: False. The correct answer is to wash hands correctly and regularly.

Question 19: T/F: Foodborne diseases cause approximately 5,000 deaths per year in the United States.
Answer: True.

Question 20: List two challenges to getting students to wash their hands regularly at school and a potential solution for each.
Answer: Vandalism, lack of time, lack of supplies, inoperable/inaccessible bathrooms; education, monitoring of bathrooms, and installing hand sanitizer dispensers in lunch areas.

Question 21: What does the HACCP system stand for, and what is it?
Answer: Hazard Analysis and Critical Control Point principles; a systematic approach to preventing food contamination based on seven principles.

Question 22: List two school requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and Reauthorization Implementation.
Answer: Increase the number of food safety inspections from one to two each year; post the most recent inspection report in a visible location; release a copy of the report to members of the public upon request.[12, 13, 14]

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[12] Committee on Education and the Workforce. (2004, Oct. 7), *Bill Summary: Child Nutrition and WIC Reauthorization Act*. Oct. 7, 2004 (update). Available from: http://www.house.gov/ed_workforce/issues/108th/education/childnutrition/billsummaryfinal.htm.

[13] U.S. Department of Agriculture, Food and Nutrition Service. *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles*. June 2005. Available from: http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child_Nutrition/Government_Affairs/Reauthorization/Guidance/HACCPGuidance.pdf.

[14] U.S. Department of Agriculture, Food and Nutrition Service. Memorandum: School Food Safety Inspections–Reauthorization 2004: Implementation Memo–SP 10. December 16, 2004.

Question 23: Name one benefit of the Reauthorization Implementation of the Child Nutrition and WIC Reauthorization Act of 2004.
Answer: Schools will be able to identify and correct food safety problems in a more timely and consistent manner; the quality of school meals will be enhanced.

Question 24: Name two foods that should be thoroughly washed before being cut.
Answer: Cantaloupe, watermelon, apples, pineapple, other relevant examples.

Question 25: Ground beef should be used or stored in the freezer within how many days of purchase?
Answer: Two.

Question 26: List two tips for working with *school administrators* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Question 27: List two tips for working with *teachers* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Question 28: List two tips for working with *foodservice staff* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Question 29: List two tips for working with *health department staff* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Question 30: List two tips for working with *families* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Question 31: List two tips for working with *students* to create food-safe schools.
Answer: Any appropriate answer is acceptable.

Tie-breaking question:
► ***What are the seven HACCP principles?***

Answer:

1. Analyze potential hazards.
2. Determine critical control points (CCPs).
3. Establish critical limits.
4. Establish monitoring procedures.
5. Establish corrective actions.
6. Establish verification procedures.
7. Establish recordkeeping and documentation procedures.

CONCLUSION

Estimated Time: 10 minutes

Materials: *Posttest* (handout)

Preparation: Copy the *Posttest* for each participant.

1. **Distribute** the *Posttest* to each participant, explaining the directions.
2. **Collect** the *Posttest* after giving participants enough time to complete it.
3. **Ask** the participants if they have any questions.
4. **Thank** them for their time and participation.

POSTTEST

1. According to the Centers for Disease Control and Prevention, the single most important method of preventing infectious diseases is to
    a. separate foods to avoid cross-contamination.
    b. wash hands regularly.
    c. cover your mouth when sneezing.
    d. cook the food.

2. Litigation costs, medical costs, and _____ costs are possible outcomes of foodborne illness outbreaks in schools.
    a. student attitudes and behaviors
    b. food
    c. staff
    d. public relations

3. Bacteria, viruses, toxins, contaminants, and _____ cause foodborne diseases.
    a. parasites
    b. vectors
    c. water
    d. sponges

4. Handwashing can reduce
    a. gastrointestinal illness-related absences.
    b. physician visits.
    c. medication use.
    d. all of the above.

5. All of the following are usual symptoms of foodborne diseases EXCEPT (select the exception)
    a. diarrhea.
    b. vomiting.
    c. stomach cramps.
    d. respiratory failure.

6. Obstacles to handwashing include
    a. lack of time.
    b. student vandalism.
    c. lack of supplies.
    d. all of the above.

7. HACCP means
    a. Helpful Actions for Cooking Control and Prevention.
    b. Hazard Analysis and Critical Control Point principles.
    c. Help Avoid Cooking Contamination Practices.
    d. All of the above.

8. When foods are delivered to the school, a foodservice professional should immediately
    a. assess the temperature and freshness of the foods.
    b. wash his/her hands.
    c. inspect the food label.
    d. review the invoice.

9. Transmission of pathogens from one food item to another is known as
    a. cross-contamination.
    b. cross-contagion.
    c. corruption.
    d. infectivity.

10. All of the following statements are true about food temperature, EXCEPT (select the exception)
    a. Reheated food should be heated to 165°F or above.
    b. Hot foods should be kept hot at 105°F or above.
    c. Cold food should be kept at a temperature of 41°F or below.
    d. Eggs should be cooked to 145°F.

11. Foodborne illnesses can be spread at school by
    a. potlucks.
    b. food prepared in the classroom.
    c. food not cooked to the proper temperature.
    d. all of the above.

12. Which of the following is *true* about student behavior related to infectious diseases?
    a. Most students seldom wash their hands before eating at school.
    b. Most students know they are susceptible to foodborne illnesses.
    c. Most students know how to properly handle foods.
    d. All of the above.

13. All of the following are ways to prevent cross-contamination, EXCEPT (select the exception)
    a. Wash hands, utensils, and cutting boards after using with meat and before using with other food.
    b. Put cooked meat on a clean platter.
    c. Use different dishes and utensils for raw and cooked foods.
    d. Place meats and other foods to be prepared in a sink basin and rinse with water before cooking.

14. The proper temperature for a refrigerator is
    a. 85°F.
    b. 60°F.
    c. 45°F.
    d. 40°F.

15. The Child Nutrition and WIC Reauthorization Act of 2004 and Reauthorization Implementation requires a school to increase the number of food safety inspections from one to two each year, post the most recent inspection report in a visible location, and _____ .
    a. release a copy of the report to members of the public upon request.
    b. obtain comprehensive liability insurance.
    c. administer medications to a sick child.
    d. limit all potluck or similar mass food preparation by those other than certificated foodservice personnel (e.g., families and/or teachers).

16. List the seven ***HACCP*** principles.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

POSTTEST

ANSWER KEY

1. According to the Centers for Disease Control and Prevention, the single most important method of preventing infectious diseases is to
   a. separate foods to avoid cross-contamination.
   ▶ b. wash hands regularly.
   c. cover your mouth when sneezing.
   d. cook the food.

2. Litigation costs, medical costs, and _____ costs are possible outcomes of foodborne illness outbreaks in schools.
   a. student attitudes and behaviors
   b. food
   c. staff
   ▶ d. public relations

3. Bacteria, viruses, toxins, contaminants, and _____ cause foodborne diseases.
   ▶ a. parasites
   b. vectors
   c. water
   d. sponges

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   a. diarrhea.
   b. vomiting.
   c. stomach cramps.
   ▶ d. respiratory failure.

6. Obstacles to handwashing include
   a. lack of time.
   b. student vandalism.
   c. lack of supplies.
   ▶ d. all of the above.

7. HACCP means
   a. Helpful Actions for Cooking Control and Prevention.
   ▶ b. Hazard Analysis and Critical Control Point principles.
   c. Help Avoid Cooking Contamination Practices.
   d. All of the above.

8. When foods are delivered to the school, a foodservice professional should immediately
   ▶ a. assess the temperature and freshness of the foods.
   b. wash his/her hands.
   c. inspect the food label.
   d. review the invoice.

9. Transmission of pathogens from one food item to another is known as
   ▶ a. cross-contamination.
   b. cross-contagion.
   c. corruption.
   d. infectivity.

10. All of the following statements are true about food temperature, EXCEPT (select the exception)
   a. Reheated food should be heated to 165°F or above.
   ▶ b. Hot foods should be kept hot at 105°F or above.
   c. Cold food should be kept at a temperature of 41°F or below.
   d. Eggs should be cooked to 145°F.

11. Foodborne illnesses can be spread at school by
   a. potlucks.
   b. food prepared in the classroom.
   c. food not cooked to the proper temperature.
   ▶ d. all of the above.

12. Which of the following is *true* about student behavior related to infectious diseases?
   ▶ a. Most students seldom wash their hands before eating at school.
   b. Most students know they are susceptible to foodborne illnesses.
   c. Most students know how to properly handle foods.
   d. All of the above.

13. All of the following are ways to prevent cross-contamination, EXCEPT (select the exception)
   a. Wash hands, utensils, and cutting boards after using with meat and before using with other food.
   b. Put cooked meat on a clean platter.
   c. Use different dishes and utensils for raw and cooked foods.
   ▶ d. Place meats and other foods to be prepared in a sink basin and rinse with water before cooking.

14. The proper temperature for a refrigerator is
   a. 85°F.
   b. 60°F.
   c. 45°F.
   ▶ d. 40°F.

15. The Child Nutrition and WIC Reauthorization Act of 2004 and Reauthorization Implementation requires a school to increase the number of food safety inspections from one to two each year, post the most recent inspection report in a visible location, and _____ .
   ▶ a. release a copy of the report to members of the public upon request.
   b. obtain comprehensive liability insurance.
   c. administer medications to a sick child.
   d. limit all potluck or similar mass food preparation by those other than certificated foodservice personnel (e.g., families and/or teachers).

16. List the seven ***HACCP*** principles.
    Answer:
    - a. Analyze potential hazards.
    - b. Determine critical control points (CCPs).
    - c. Establish critical limits.
    - d. Establish monitoring procedures.
    - e. Establish corrective actions.
    - f. Establish verification procedures.
    - g. Establish record-keeping and documentation procedures.

RESOURCES AND REFERENCES

RESOURCES AND REFERENCES TABLE OF CONTENTS

SAMPLE AGENDAS

The following pages provide sample agendas for training teachers, administrators, and students. These agendas may be adapted to meet the needs and interests of trainees, training location, group size, and time available for training.

SAMPLE AGENDA: WORKING WITH TEACHERS

I. Welcome and Introductions

II. Activity (any activity from this manual that teachers could do with their own students)
- How Germs Spread
- Last Person Standing
- Food Safety Scavenger Hunt

III. PowerPoint presentation[15] and PowerPoint presentation script[16]: *Joining Forces to Prevent Foodborne Illness Outbreaks*

IV. Review the school district's Food-Safe Schools Policy.

V. Activity (any activity from this manual that teachers could do with their own students)
- Teamwork
- Food Safety Risk Analysis

VI. Action Sheets[17]: Teachers

VII. Commitment: Have each teacher publicly state one or more things he/she will do to help create a food-safe school.

VIII. Conclusion

[15] *Food-Safe Schools Action Guide* CD-ROM, D:\Powerpoint_04.0929.ppt.
[16] *Food-Safe Schools Action Guide* CD-ROM, D:\FSSAG_PresentationScript_LayoutTwo.pdf.
[17] *Food-Safe Schools Action Guide* CD-ROM. D:\ActionSheet_Teachers_4-26-05.pdf.

SAMPLE AGENDA: WORKING WITH ADMINISTRATORS

I. Welcome and Introductions

II. PowerPoint presentation[18] and PowerPoint presentation script[19]: *Joining Forces to Prevent Foodborne Illness Outbreaks*

III. Review the Administrators' Brochure[20]

IV. Review the school district's Food-Safe Schools Policy

V. Action Sheets: Administrators[21]

VI. Commitment: Have each administrator publicly state one or more things he/she will do to help create a food-safe school.

VII. Conclusion

[18] *Food-Safe Schools Action Guide* CD-ROM, D:\Powerpoint_04.0929.ppt.
[19] *Food-Safe Schools Action Guide* CD-ROM, D:\FSSAG_PresentationScript_LayoutTwo.pdf.
[20] *Food-Safe Schools Action Guide* CD-ROM, D:\AdminBrochure_1228.pdf.
[21] *Food-Safe Schools Action Guide* CD-ROM, D:\administrators_action.pdf.

SAMPLE AGENDA: WORKING WITH STUDENTS

I. Welcome and Introductions

II. Activity (any activity from this manual)
- How Germs Spread
- Last Person Standing
- Food Safety Scavenger Hunt

III. PowerPoint presentation[22] and PowerPoint presentation script[23]: *Joining Forces to Prevent Foodborne Illness Outbreaks*

IV. Activity (any activity from this manual)
- Teamwork
- Food Safety Risk Analysis

V. Action Sheet: Students[24]

VI. Commitment: Have each student publicly state one or more things he/she will do to help create a food-safe school.

VII. Conclusion

[22] *Food-Safe Schools Action Guide* CD-ROM, D:\Powerpoint_04.0929.ppt.
[23] *Food-Safe Schools Action Guide* CD-ROM, D:\FSSAG_PresentationScript_LayoutTwo.pdf.
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