# Session 4

### **Participant Outcomes**

**Chapter 5** – See Action Plan on pages 101-102 in the *Instructor Guide*.

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

### **MATERIALS NEEDED FOR EACH PARTICIPANT**

- Table tent with the participant's name on it to assign seating
- A copy of each activity handout to be used (see *Instructor Guide* pages 94-100)
- Materials required for selected activities
- A copy of the Action Plan handout for Chapter 5 (*Instructor Guide* page 102)
- A copy of the Session Feedback Form (see *Instructor Guide* page 49)
- Pen or pencil for each participant

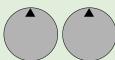
Place a set of the materials at each assigned place before the session begins.

#### MATERIALS NEEDED FOR THE INSTRUCTOR

- Serving It Safe and Instructor Guide
- Flip chart, easel, and markers or chalkboard and chalk or whiteboard and markers
- Materials required for selected activities

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## **Time Schedule for Session 4**



## **Approximately 2 hours**

**Serving It Safe** 

Section Title	Page(s)	Time Estimate
Introduction	No page numbers	<10 minutes
Chapter 5	65-89	1 hour & 50 minutes
How can foodborne illness be	67-89	100 minutes
Introduction	67	<5 minutes
Step 1: Purchasing	67	<5 minutes
Step 2: Receiving	68-73	5 minutes
Activity (Receiving Decisions)	Instructor Guide pages 94-95	10 minutes
Activity (Shallower is Safer)	Instructor Guide pages 99-100	10 minutes
Step 3: Storing	74-76	10 minutes
Comfort Break		Instructor decision
Step 4: Preparing	76-79	10 minutes
Step 5: Cooking	79-80	10 minutes
Step 6: Holding and serving	81-83	15 minutes
Step 7: Cooling	83-84	10 minutes
Activity (Shallower is Safer)	Instructor Guide pages 99-100	10 minutes
Step 8: Reheating	84	5 minutes
Chapter 5 Action Plan	Instructor Guide pages 101-102	10-15 minutes*

<sup>\*</sup>Total time estimate for the chapter is based on the fewer number of minutes.

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

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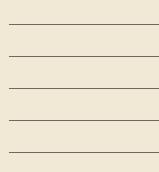
#### **Introduction to Session 4**

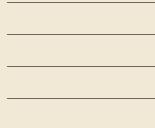
### No Serving It Safe pages

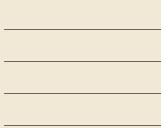


- Provide welcoming remarks. Complete any administrative requirements, such as roll call.
- **2.** If an assignment was made in Session 3, followup with a discussion of the assignment before beginning Chapter 5.
- **3.** Introduce Chapter 5 by reviewing the learning outcomes. Call attention to the Action Plan (*Instructor Guide* pages 101-102). The Action Plan will be completed at the end of the discussion and activities for Chapter 5.
- **4.** Lead into Chapter 5 by connecting the processes to be discussed with the content in Chapters 1, 2, 3, and 4.

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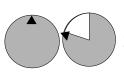
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## A Process for Preventing Foodborne Illness

Total Time for Chapter 5 – 1 hour and 50 minute



How can foodborne illness be prevented in the eight steps of the foodservice process? (Serving It Safe pages 65-89)



### 1 hour and 50 minutes

- **1.** Introduce the process for preventing foodborne illness and call attention to the eight steps (*Serving It Safe* page 67). **(<5 minutes)**
- **2. Purchasing** (*Serving It Safe* pages 67) **(<5 minutes)** Present a summary of this step. Provide additional information unique to the district or individual school sites.
- **3. Receiving** (*Serving It Safe* pages 68-73) **(5-10 minutes)** Summarize the content, adding details that are unique to the district or individual school sites. Call attention to the details on how to evaluate various foods during the receiving process, but do not discuss every item. The next activity was designed to familiarize the participants with the evaluation criteria for various foods (*Serving It Safe* pages 69-73).
- **4. Activity: Receiving Decisions** (*Instructor Guide* pages 94-95) **(10 minutes)** Use this activity with the large group by reading each receiving situation aloud and allowing participants to decide their decision. The participants should refer to the *Serving It Safe*, pages 68-73, to make their decision on whether to accept or reject the product. Ask participants to write the *Serving It Safe* page number beside their answer.
- **5. Optional Activities** (*Instructor Guide* pages 96-97) **(20-30 minutes)** Two additional activities are provided for use with the content on receiving. Before the session, make a copy of the handout if one is needed, or assemble other materials needed. Follow the directions to present the activity and discuss it after it has been completed. Begin and end every activity by relating the activity to the content that has been discussed.

Optional Activities for Chapter 5 (Step 2: Receiving)

- Checking Temperatures of Specially Packaged Foods (*Instructor Guide* page 96)
- Case Study: Safe In, Safe Out (*Instructor Guide* pages 97-98)

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## NOTES

**6. Storing** (*Serving It Safe* pages 74-76) **(10 minutes)** – Introduce this step of the process and describe the four areas of storage. Point out key points that meet the needs of the participants.

**Optional Technique for Presenting Content** (*Serving It Safe* pages 74-76) **(20 minutes)** – Divide the participants into four equal small groups and assign each small group one of the four areas of storage.

- The small group should work together for a maximum of five minutes to go over the information in the *Serving It Safe* and get ready to present a short summary of the content.
- In the directions to the small groups, explain that they should
  - 1. Select content that is most applicable to their foodservice.
  - 2. Be prepared to give at least one example of how they can use these guidelines in their foodservice.
  - 3. Plan for each member to participate in a two-minute presentation of content about his or her storage area.

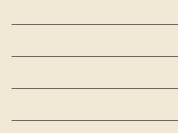
Assign small groups:

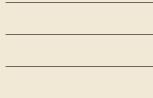
- #1 Use Dry Storage Safely (Serving It Safe page 74)
- #2 Use Refrigerated Storage Safely (Serving It Safe page 75)
- #3 Use Deep Chilling Safely (Serving It Safe page 75)
- #4 Use Frozen Storage Safely (Serving It Safe page 76)

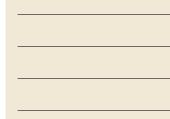
Circulate around the room as the small groups are working to provide coaching. As the groups are making their presentations, fill in key points they may have overlooked.

- 7. **Preparing** (Serving It Safe pages 76-79) (10 minutes) Using the introductory content at the bottom of page 76, introduce the food safety guidelines for preparing. Use a lecturette to present a summary of the content for this step. Use questions to involve participants and allow them to share their expertise. Emphasize topics that are particularly relevant to the participants. For example, if panning food for batch cooking is a common practice, spend more time on the topic, "Follow Food Safety Guidelines for Panned Foods to be Cooked Later" (see Serving It Safe page 78).
- **8. Cooking** (*Serving It Safe* pages 79-80) **(10 minutes)** Present a summary of the content in this step. Point out any differences of State and local public health requirements on the minimum safe internal cooking temperatures. These temperatures are consistent with the 2001 *Food Code*.

- **9. Holding and Serving** (*Serving It Safe* pages 81-83) **(15 minutes)** Provide a summary of "Follow Food Safety Guidelines for Holding and Serving" (*Serving It Safe* page 81). Involve the participants in presenting the remaining content in this step using the following technique:
  - Divide the participants into three (or six) equal groups, depending on the size of the whole group. Allow the small groups to present a summary of three parts of this step. The summary should point out two or three key points.
  - If there are only three groups, one group will summarize their assigned part (see below). If there are six groups, divide each assigned part. Encourage the small groups to stand while having their discussion and deciding how and what they will present.
  - Allow the small groups to work about five minutes, and then call on each group.
  - Assignments for three or six groups (divide each part of the assigned content into two parts)
    - **Group 1:** Food Safety Guidelines for Employees on the Service Line (*Serving It Safe* pages 81-82)
    - **Group 2:** Food Safety Guidelines for Sanitary Self-service (*Serving It Safe* page 82)
    - **Group 3:** Food Safety Guidelines for Transporting and Receiving Food for Off-site Feeding (*Serving It Safe* pages 82-83)
- **10. Step 7: Cooling** (*Serving It Safe* pages 83-84) **(10 minutes)** Introduce this topic. Present a lecturette using the content. Ask questions to involve the participants and use their expertise.
- **11. Activity: Shallower is Safer** (*Instructor Guide* pages 99-100) **(10 minutes for discussion)** Explain the activity that has been in progress for the past hour or more. Ask the three participants who monitored the cooling of the water in the three containers to share their results. Use questions to encourage participants to relate the content in "Follow the Steps for Safe Cooling" (*Serving It Safe* pages 83-84) to the results of this cooling experiment. End the discussion by calling on participants to suggest changes they should make to use the steps for safe cooling in their foodservice.
- **12. Step 8: Reheating** (*Serving It Safe* page 84) **(5 minutes)** Provide a summary of the content. Ask questions to involve the participants and use their expertise.







INSTRUCTOR GUIDE • SESSION 4

## NOTES

Chapter 5 Action Plan (Instructor Guide pages 101-102)



10-15 minutes

### **Participant Outcome**

- 1. The participant will describe one or more changes to be made to prevent foodborne illness at each step of the foodservice process.
- 1. At the end of Chapter 5, ask participants to turn to their Action Plan handout. Follow the guidance in the *Instructor Guide* to explain the Action Plan and relate the development of the plan for change to the participant outcomes for Chapter 5. Allow participants to work independently for about 5 minutes. Lead a discussion by calling on several participants to share changes they will make.

Some school districts may collect the completed Action Plans and use them for documentation of participation in the training session. If this is done, the completed Action Plans should be returned to the participants to allow them to implement their plans. Implementation will be enhanced if the school district director or another person can use the Action Plan and work with each participant to provide follow-up after the session.

- **2. Summary** Bring the discussion of Chapter 5 to a close using the summary comments. Announce the time and place for the next session.
- **3. Assignment: Food Safety Checklist** (*Serving It Safe* pages 86-89) Ask participants to complete the "Food Safety Checklist" in their facility before the next session. Suggest that participants should either make a copy of the "Food Safety Checklist" or distribute copies to them. The completed "Food Safety Checklist" should be brought to the next session for discussion. Call attention to the directions for the "Checklist" at the top of page 86 in *Serving It Safe*.
- **4. Session Feedback Form** (*Instructor Guide* page 49) Distribute a Session Feedback Form to each participant. Read aloud each item, explaining the response options. Allow participants to complete the form independently. Designate a table where participants place their completed forms as they leave.