



Course Planning and Delivery Tools

Activity-Based Leader's Guide

8 hour

This .pdf is only part of the Activity-Based Leader's Guide and not the entire document.



The release of the fifth edition of the ServSafe® program gives you the opportunity to teach ServSafe courses in a new way. For the first time, the ServSafe program can be taught using an activity-based approach for learning. This approach is based on the principles of accelerated learning, which has many advantages for learners. It gets them totally involved, appeals to all learning styles, and energizes the learning process.

Traditionally, activities are used to see if learners can apply what they have learned. The ServSafe Activity-Based Leader's Guide breaks this tradition. Activities are used to present, practice, and apply content. This approach shifts the responsibility for learning from the Instructor to the learner. The Instructor becomes the orchestrator of the learning environment, rather than the presenter of content. The activities presented in this approach allow people to learn from each other and to teach each other. Success depends on collaboration between Instructors and learners and also between learners.

This guide provides step-by-step instructions for teaching the ServSafe course using this new approach. It combines using prescribed activities, PowerPoint® (PPT) slides, and pages in *ServSafe Essentials*. The activities are found on the ServSafe Instructor Deluxe CD-ROM in the Activities section of the main menu.

Time Frames

Time frames are included for conducting the course. Keep in mind that your local regulatory authority may have specific requirements. Allot a minimum of one hour for the certification examination.

Breaks are indicated in ten-minute increments. Thirty minutes are allowed for lunch. You may reposition these breaks as necessary, but it is critical to keep learners to strict time frames when taking breaks. Extending these breaks will jeopardize the amount of time available for covering important food safety concepts.

Essentials Text-Design Features to Improve Learner Comprehension

ServSafe Essentials, Fifth Edition has been revised with the learner in mind.

- Common workforce language makes it easier to read, digest, and retain.
- Concepts from earlier chapters now appear at the beginning of each chapter. This helps to reinforce key topics and reduce repetition throughout the book, and it allows for shorter chapters. It also allows learners to focus on a new concept without being overburdened with concepts that they have already learned in a previous chapter.
- Photos are shown from an employee's perspective, helping learners to focus on what is important in the photo.
- Standardized page layouts in each chapter present information consistently. This helps learners process the information being presented rather than try to figure out how the presentation has changed each time.
- Activities at the end of each major topic allow learners to apply the information they have learned.

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Essentials Text Features That You Need to Know

ServSafe Essentials, Fifth Edition has many features that help learners with the following tasks.

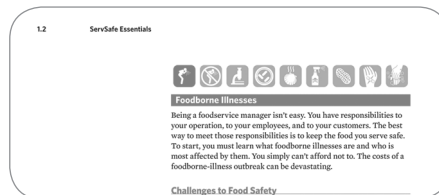
- Navigating the text
- Feeling motivated to learn
- Identifying what needs to be learned
- Seeing the difference between correct and incorrect practices
- Making connections that bridge content between chapters
- Making connections between the content and the real world
- Incorporating what is presented with what applies in their local area

Navigation

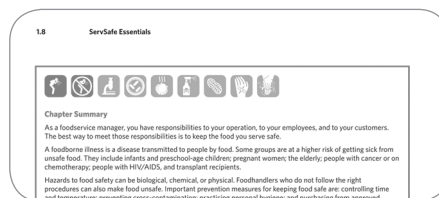
The book is divided into four units. Each unit has an introductory page that lists the chapters in the unit. It also lists the icons for the major topics in each chapter. Below to the left is an example of the icons for unit 1.



Opening page All the icons for the unit are at the top of the page. The icons for the major topics that are covered in the chapter are highlighted.



Beginning of a major topic All the icons for the unit are at the top of the page. The highlighted icon is for the major topic covered in that section.



Chapter summary and review activities page All the icons for the unit are at the top of the page. The icons for the major topics covered in the chapter are highlighted.

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Chapter 1 Providing Safe Food 11

1

Providing Safe Food

In the News

Employees Sick from Own Food

In a recent incident, John White, a chef for the Johnson's Family Dining chain, led his staff in preparing, cooking, and transporting food to a banquet facility. The banquet facility was responsible for reheating and serving the food later that evening for the chain's holiday party. In the days after the party, 14 of the chain's employees got sick.

John was puzzled by the event, because he knew that his team had handled the food safely. Johnson's Family Dining has a strong commitment to food safety. It ensures that all its managers are certified in food protection.

At the party, John and his coworkers became what almost 132 million people are each day: customers at a foodservice operation. All customers expect to eat safe food, so did John. Unfortunately, the banquet facility that heated the party did not have good practices in place for holding food. Much of the food that John's team delivered was time-temperature abused by the time the party started.

How could this happen? One reason might be because the banquet facility did not have a food safety program in place and their foodservice managers weren't certified in food protection. Studies have shown that operations with someone on staff who is certified in food safety have fewer foodborne-illness outbreaks, higher inspection scores, and safer, happier customers.

You Can Prevent This

If the banquet facility in the story above had a manager certified in food protection, it might have avoided the foodborne-illness outbreak. Preventing foodborne illnesses is one of your most important tasks as a manager. This chapter will introduce you to the following basics for keeping food safe in your operation.



4.6 ServSafe Essentials

PATHOGEN PREVENTION

When to Wash Hands
Foodhandlers must wash their hands before they start work. They must also do it **after** the following activities.

- Using the restroom. Foodhandlers with foodborne illnesses such as Norovirus gastroenteritis can transfer the pathogen to food if they don't wash their hands after using the restroom.
- Handling raw meat, poultry, and seafood (before and after).
- Touching the hair, face, or body.
- Sneezing, coughing, or using a tissue.
- Eating, drinking, smoking, or chewing gum or tobacco.
- Handling chemicals that might affect food safety.
- Taking out garbage.
- Clearing tables or bussing dirty dishes.
- Touching clothing or aprons.
- Handling money.
- Touching anything else that may contaminate hands, such as dirty equipment, work surfaces, or towels. The foodhandler in the photo at left should wash his hands after using the towel to wipe the prep counter.

Something to Think About...

More Than They Bargained For
At a restaurant on the East Coast, the salad bar was very popular. One afternoon while prepping the lettuce, an employee cut her finger. She bandaged it right away and returned to work. While she was tossing the salad, the bandage fell off into the lettuce.

A short time later, a customer reported that she had found a used bandage in her salad. The manager apologized and quickly composted her meal. Fortunately, the customer was eating, and the rest of the evening was uneventful.

Single-Use Gloves
Single-use gloves can help keep food safe by creating a barrier between hands and food. But never use gloves in place of handwashing. Hands must be washed before putting on gloves and when changing to a new pair.

Buying Gloves
When buying gloves for handling food, follow these guidelines.

Disposable gloves Buy only single-use gloves for handling food. Never wash and reuse gloves.

Multiple sizes Make sure you provide different glove sizes. Gloves that are too big will not stay on. Those that are too small will tear or rip easily. The photo at left shows a correct fit.

Latex alternatives Some foodhandlers and customers may be sensitive to latex. Consider providing gloves made from other materials.

Learner Motivation

Each chapter begins with a real-world scenario called In the News. It shows the learner how practicing food safety the right way or the wrong way can positively or negatively affect an operation. What happens in the story relates to the concepts presented in the chapter.

Before presenting content, you can use these scenarios as an introduction to the chapter topic. You should read these in advance and be ready to discuss what happened in the scenario and why.

Visual Examples

Several side-by-side photos show examples of correct and incorrect food safety practices. The correct practice has a ✓ in the left corner, and the incorrect practice has a ✗ in the left corner. You should review all these photos in advance and be able to explain why one is right and the other is wrong.

Pathogen Prevention icons

These icons connect foodborne-illness prevention measures with specific pathogens that are covered in chapter 2, The Microworld. The yellow highlighted content tells the learner how the prevention measure can prevent a specific pathogen from growing to levels that will make people sick.


In this example, you can see how the icon makes an important connection between the information on Norovirus in chapter 2 and handwashing.

Real-World Scenarios

Real-world stories called Something to Think About... focus on foodborne illnesses that happened because food was not handled safely.

You can use these stories to talk about what can happen when food safety practices are not followed. You can also allow learners to apply what they have learned by asking them why the incident happened and how it could have been prevented. At left is an example of one these scenarios. Not all of the stories have a negative outcome; some illustrate realistic solutions to food safety problems.

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- Handling money.
- Touching anything else that may contaminate hands, such as dirty equipment, work surfaces, or towels. The foodhandler in the photo at left should wash his hands after using the towel to wipe the prep counter.

Hand Antiseptics
Hand antiseptics are liquids or gels that are used to lower the number of pathogens on skin. If used, they must comply with Food and Drug Administration (FDA) standards.

Only use hand antiseptics **after** handwashing. Never use them in place of it. Wait for a hand antiseptic to dry before you touch food or equipment.

Check your local regulatory requirements.

How This Relates to Me

Are hand antiseptics allowed by your local regulatory authority?

Yes No

If allowed, what are the regulatory requirements?

Relating Content to Local Law

Some of the food safety practices in this book may not follow your learners' local laws. To help them remember these differences, you can ask them to record their local requirements in the How This Relates to Me sections. These write-in sections also provide an opportunity to discuss differences between ServSafe content and policies in your learners' operations.

Instructions for Using Activities

Each activity has these components. A detailed explanation and example of each component is provided below. An example of an entire activity is on pages 9 through 11.

- Heading
- Activity description
- Activity profile
- Before class
- During class
- Answers
- Activity sheet (where applicable)

Heading

Each activity has a heading with the *ServSafe Essentials* chapter covered by the activity, a specific activity number that will be referenced in this guide, and an activity title.

The Flow of Food: Service Activity 23 Fact or Fiction?



Activity Description

This brief description tells the Instructor the purpose of the activity and what learners will be doing.

Activity description Learners listen to a series of factual and fictional statements about holding food and must decide if each statement is factual or fictitious.

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Activity Profile

The activity profiles have six components.

Activity profile	<input type="checkbox"/> Active	<input type="checkbox"/> Somatic	<input type="checkbox"/> Individual	<input checked="" type="checkbox"/> Instructor-led
	<input checked="" type="checkbox"/> Passive	<input checked="" type="checkbox"/> Auditory	<input type="checkbox"/> Partners/Teams	<input type="checkbox"/> Learner-led
		<input type="checkbox"/> Visual	<input checked="" type="checkbox"/> Whole class	
		<input checked="" type="checkbox"/> Intellectual		
Class time	7 minutes			
Materials	<i>Fact or Fiction?</i> activity sheet			

- 1 Active or Passive** This indicates whether the learners are physically active (out of their seats) or physically passive (sitting down) during the activity.
- 2 Somatic, Auditory, Visual, Intellectual (SAVI)** This indicates which primary learning styles are emphasized during the activity.

Somatic—Learning by doing

Learners use their bodies and are physically engaged in some way. This includes moving around, acting things out, doing hands-on exercises, and manipulating physical objects while processing new knowledge or a skill.

Auditory—Learning by hearing

Learners use sound as a major learning vehicle. This includes word pictures, listening, verbal metaphors, verbal memory devices, and talking aloud while processing new knowledge or a skill.

Visual—Learning by seeing

Learners use their eyes as a major learning vehicle. This includes reading, watching demonstrations and presentations, observing real-world events, and creating visual pictures or diagrams while processing new knowledge or a skill.

Intellectual—Learning by thinking

Learners use their internal cognitive processes as a major vehicle of learning. This includes reflection, rational analysis, building cognitive models, and the use of mental imagery while processing new knowledge or a skill.

- 3 Individual/Partners or Teams/Whole class** This indicates the type of learner involvement in the activity.
- 4 Instructor-led/Learner-led** This indicates the level of instructor versus learner involvement in the activity.
- 5 Class time** This is the amount of time given to complete the activity.
- 6 Materials** This is a list of items needed to conduct the activity.

Before Class

This section provides the Instructor with all the tasks that must be completed prior to coming to the class.

Before class	Print out the <i>Fact or Fiction?</i> activity sheet.
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During Class

This section provides the Instructor with a step-by-step procedure for conducting the activity.

During class

- ① Tell learners that you are going to present a series of factual and fictional statements about holding food. Tell them that their task is to decide which are facts and which are fiction.
- ② Read each statement on the activity sheet. After you read each statement, ask a volunteer if it is fact or fiction and then to explain why.
- ③ If a learner provides the correct answer, then acknowledge it. If a learner provides an incorrect answer, redirect the statement to the class.
- ④ If no one provides a correct answer, then provide the correct answer and explain why.

Answers

This section provides the Instructor with the answers for the activity.

Answers

- ① **Fiction.** Hot TCS food (minestrone soup) must be held at 135°F (57°C) or higher.
- ② **Fiction.** Hot TCS food (prime rib) must be held at 135°F (57°C) or higher.
- ③ **Fiction.** Cold TCS food (macaroni salad) must be held at 41°F (5°C) or lower.
- ④ **Fiction.** You must always use a thermometer to check the internal temperature of food.
- ⑤ **Fact.** This is correct; however it would be better to check it every two hours to leave time for corrective action.
- ⑥ **Fiction.** Cold TCS food (potato salad) must be held at 41°F (5°C) or lower. The potato salad was held at the right temperature.
- ⑦ **Fact.** This is correct.
- ⑧ **Fiction.** Most hot-holding equipment does not pass food through the temperature danger zone quickly enough. Never use hot-holding equipment to reheat food unless it is built to do so.
- ⑨ **Fact.** The potato salad would meet the conditions for holding cold TCS food without temperature control.
 - The food was held at 41°F (5°C) or lower before removing it from refrigeration.
 - The food was labeled with the time it was removed from refrigeration and the time when it should be thrown out.
 - The food did not exceed 70°F (21°C) while being served.
 - The food was eaten within six hours.
- ⑩ **Fiction.** The baked mostaccioli would not meet all the conditions for holding hot TCS food without temperature control.
 - It was held at 135°F (57°C) or higher before being removed from temperature control.
 - It was labeled with the time that it must be thrown out.The baked mostaccioli would not meet the condition of being sold, served, or thrown out within four hours. It was held for five hours.

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Activity Sheets

Activity sheets take various forms.

- Worksheets that require learners to answer questions or do something
- Songs
- Information sheets containing content
- Directions for a task
- Pre- and post-tests

See page 10 for an example of an activity sheet.

The Flow of Food: Service

Activity 23 Fact or Fiction?



Activity description Learners listen to a series of factual and fictional statements about holding food and must decide if each statement is factual or fictitious.

Activity profile	<input type="checkbox"/> Active	<input type="checkbox"/> Somatic	<input type="checkbox"/> Individual	<input checked="" type="checkbox"/> Instructor-led
	<input checked="" type="checkbox"/> Passive	<input checked="" type="checkbox"/> Auditory	<input type="checkbox"/> Partners/Teams	<input type="checkbox"/> Learner-led
		<input type="checkbox"/> Visual	<input checked="" type="checkbox"/> Whole class	
		<input checked="" type="checkbox"/> Intellectual		
Class time	7 minutes			
Materials	<i>Fact or Fiction?</i> activity sheet			

Before class Print out the *Fact or Fiction?* activity sheet.

- During class**
- ① Tell learners that you are going to present a series of factual and fictional statements about holding food. Tell them that their task is to decide which are facts and which are fiction.
 - ② Read each statement on the activity sheet. After you read each statement, ask a volunteer if it is fact or fiction and then to explain why.
 - ③ If a learner provides the correct answer, then acknowledge it. If a learner provides an incorrect answer, redirect the statement to the class.
 - ④ If no one provides a correct answer, then provide the correct answer and explain why.

Answers

- ① **Fiction.** Hot TCS food (minestrone soup) must be held at 135°F (57°C) or higher.
- ② **Fiction.** Hot TCS food (prime rib) must be held at 135°F (57°C) or higher.
- ③ **Fiction.** Cold TCS food (macaroni salad) must be held at 41°F (5°C) or lower.
- ④ **Fiction.** You must always use a thermometer to check the internal temperature of food.
- ⑤ **Fact.** This is correct; however it would be better to check it every two hours to leave time for corrective action.
- ⑥ **Fiction.** Cold TCS food (potato salad) must be held at 41°F (5°C) or lower. The potato salad was held at the right temperature.
- ⑦ **Fact.** This is correct.
- ⑧ **Fiction.** Most hot-holding equipment does not pass food through the temperature danger zone quickly enough. Never use hot-holding equipment to reheat food unless it is built to do so.

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The Flow of Food: Service Activity 23: Fact or Fiction?

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- ⑨ **Fact.** The potato salad would meet the conditions for holding cold TCS food without temperature control.
- The food was held at 41°F (5°C) or lower before removing it from refrigeration.
 - The food was labeled with the time it was removed from refrigeration and the time when it should be thrown out.
 - The food did not exceed 70°F (21°C) while being served.
 - The food was eaten within six hours.
- ⑩ **Fiction.** The baked mostaccioli would not meet all the conditions for holding hot TCS food without temperature control.
- It was held at 135°F (57°C) or higher before being removed from temperature control.
 - It was labeled with the time that it must be thrown out.

The baked mostaccioli would not meet the condition of being sold, served, or thrown out within four hours. It was held for five hours.

The Flow of Food: Service**Activity 23** Fact or Fiction? Activity Sheet

Read each statement to the class.

- ① Minestrone soup held in a soup warmer can be held at 125°F (52°C).
- ② Prime rib held in a hot-holding unit can be held at 130°F (54°C).
- ③ Macaroni salad can be held at 50°F (10°C).
- ④ The temperature gauge in a holding unit can be used to check the internal temperature of food.
- ⑤ You must check the temperature of food at least every four hours.
- ⑥ You should throw out potato salad that has been held for four hours at 40°F (4°C).
- ⑦ Covering food helps maintain the internal temperature of the food.
- ⑧ All hot-holding equipment can be used to reheat food.
- ⑨ You can hold potato salad at a picnic without temperature control from 12:00 p.m. to 6:00 p.m. if:
 - It is at 39°F (4°C) when taken out of refrigeration.
 - It has a label indicating when it was removed from refrigeration and states that it should be thrown out at 6:00 p.m.
 - While out of temperature control, the potato salad never goes higher than 70°F (21°C).
 - All of the potato salad will be eaten by 5:00 p.m.
- ⑩ You can hold a pan of baked mostaccioli without temperature control from 1:00 p.m. to 5:00 p.m. if:
 - It is at 140°F (60°C) before being removed from temperature control.
 - It has a label indicating that it should be thrown out at 5:00 p.m.
 - All of the mostaccioli will be eaten by 6:00 p.m.

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Activity-Based Leader's Guide Agenda—8 hour

Chapter	Activity # and Name	Time needed	Total time per chapter
Introduction	Welcome learners and icebreaker activity	5 minutes	10 minutes
	Overview of the class	5 minutes	
Providing Safe Food chapter 1	1: Providing Safe Food Pretest	5 minutes	18 minutes
	2: Costs of a Foodborne Illness	3 minutes	
	3: Populations at High-Risk for Foodborne Illness	5 minutes	
	4: How Food Becomes Unsafe	5 minutes	
The Microworld chapter 2	5: Pathogens Text Review	2 minutes	84 minutes
	6: FAT TOM Activity	7 minutes	
	7: TCS Food	5 minutes	
	8: Teach the Bug	55 minutes	
Break			10 minutes
	Chapter 2 PPT slides	15 minutes	
Contamination and Food Allergens chapter 3	Chapter 3 PPT slides	3 minutes	25 minutes
	9: White Powder Game	7 minutes	
	10: Allergen Story	5 minutes	
	11: Peanuts to Die For	10 minutes	
The Safe Foodhandler chapter 4	12: Ball Toss Pretest	5 minutes	31 minutes
	13: Personal Hygiene Stations	21 minutes	
	14: What's Wrong with This Picture? Post-Test	5 minutes	
The Flow of Food: An Introduction chapter 5	15: Press Conference	12 minutes	20 minutes
	16: The Flow of Food: An Introduction Post-Test	8 minutes	
Lunch			30 minutes
The Flow of Food: Purchasing, Receiving, and Storage chapter 6	17: Purchasing and Receiving Teachback	20 minutes	35 minutes
	18: Storage Teachback	5 minutes	
	19: Purchasing, Receiving, and Storage Post-Test	10 minutes	
The Flow of Food: Preparation chapter 7	20: The Ad Campaign	13 minutes	37 minutes
	Chapter 7 PPT slides (1-5)	7 minutes	
	21: Cooking Temperature Pretest	5 minutes	
	22: The Cooking Song	5 minutes	
	Chapter 7 PPT slides (7-11)	7 minutes	

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Chapter	Activity # and Name	Time needed	Total time per chapter
The Flow of Food: Service chapter 8	23: Fact or Fiction? Activity	7 minutes	
	Break		10 minutes
	24: What Did I Do Wrong? Chapter 8 PPT slides	10 minutes 7 minutes	24 minutes
Food Safety Management Systems chapter 9	25: Seafood Depot Case Study	10 minutes	
	26: HACCP Analogy	10 minutes	
	27: Crisis Q & A	5 minutes	25 minutes
Sanitary Facilities and Equipment chapter 10	28: You're the Architect	10 minutes	
	Chapter 10 PPT slides (2-4)	4 minutes	
	29: Seal of Approval	5 minutes	
	Chapter 10 PPT slides (5-7)	4 minutes	
	30: Build a Handwashing Station	5 minutes	
	31: What's Wrong with the Plumbing? Chapter 10 PPT slides (8-14)	5 minutes 10 minutes	43 minutes
Cleaning and Sanitizing chapter 11	32: Cleaning and Sanitizing Match Game	10 minutes	
	Chapter 11 PPT slides	8 minutes	18 minutes
	Break		10 minutes
Integrated Pest Management chapter 12	33: Pests vs. PCOs	16 minutes	
	34: Pest Songs	5 minutes	21 minutes
Food Safety Regulations and Standards chapter 13	Chapter 13 PPT slides	9 minutes	
	35: Food Safety Regulations and Standards Post-Test	6 minutes	15 minutes
Employee Food Safety Training chapter 14	Chapter 14 PPT slides	7 minutes	
	36: How Would You Teach It?	18 minutes	25 minutes
	Break		10 minutes
Certification Examination			60 minutes or as much time as needed

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