



Course Planning and Delivery Tools

# Video-Based Leader's Guide

## 8 hour

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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, you can use select ServSafe videos as the primary way to deliver content for some of the course topics. This is possible because the new video series is more comprehensive than ever before. The series allows you to show real-world examples, practices, procedures, and equipment that are not usually accessible in a classroom setting.

This guide is designed to help you teach the ServSafe course using this new approach. It shows you how to incorporate the videos into your classroom experience and tells you what content you must cover through other materials. You will be directed to specific PowerPoint® (PPT) slides and pages in *ServSafe Essentials* or *ServSafe Coursebook*. Time is also allotted for using activities to review the content that you have presented. These activities are found in *ServSafe Essentials*, *ServSafe Coursebook*, *ServSafe Video Guides*, and the ServSafe Instructor Deluxe CD-ROM.

### Approaches to Presenting Chapter Content

Three presentation/practice approaches for teaching ServSafe content are used in this guide.

- 1 Video delivers all of the chapter content.
  - You play the video in its entirety.
  - You select the appropriate review/practice activity(s) to review what was presented in the video.
- 2 Video delivers some of the chapter content, and then you present additional content.
  - You play the video in its entirety.
  - You select the appropriate review/practice activity(s) to review what was presented in the video.
  - You teach the additional topics using PPT slides or the book.
  - You select the appropriate review/practice activity(s) to review what you presented.
- 3 You present chapter content.
  - You teach chapter content using PPT slides or the book.
  - You select the appropriate review/practice activity(s) to review what you presented.

Throughout this guide you will also see transitions, which provide suggestions and guidelines that will make it easier for learners to move between training activities (e.g., from watching a video to completing a review activity).

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## Time Frames

Time frames are included for conducting the course. Keep in mind that your local regulatory authority may have specific requirements.

For some review activities, the guide offers a span of time for conducting them. If instruction is based on the minimum amount of time allotted for each activity, the presentation of the course can be completed in approximately seven hours. Allotting an hour for the certification examination, the course can be completed in eight hours. If instruction is based on the maximum amount of time allotted for each activity, the presentation of the course can be completed in approximately eight hours. Allotting an hour for the certification examination, the course can be completed in nine hours.

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 teaching important food safety concepts.

## Essentials Text-Design Features to Improve Learner Comprehension

*ServSafe Essentials, Fifth Edition* has been revised with the learner in mind. It is concise and easier to understand for several reasons.

- Common workforce language is used so learners can relate to it easier.
- Concepts from earlier chapters now appear at the beginning of each chapter. This helps to reinforce key topics and reduce repetition throughout the book. 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 are used in each chapter to present information consistently. This helps learners process the information being presented rather than trying to figure out how the presentation has changed each time.
- More opportunities for learners to apply information that they have learned are provided, thus increasing the probability that they will comprehend the content.

## 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

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## 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. These icons also appear throughout each chapter of the unit.

They are in three locations in each chapter.

**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.

## 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.

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### 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.

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 busing 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.

### 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 on page 4.6, the icon makes an important connection between the information on Norovirus in chapter 2 and handwashing.

**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 compost her meal. Fortunately, the customer was eating, and the rest of the evening ran uneventfully.

**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.

### 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. An example of one of these scenarios is provided at left. Not all of the stories have a negative outcome; some illustrate realistic solutions to food safety problems.

**Handing 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.

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## Video-Based Leader's Guide Agenda—8 hour

Chapter	Activity	Time	Total time per chapter
<b>Introduction</b>	Welcome learners and icebreaker activity	5 minutes	10 minutes
	Overview of the class	5 minutes	
<b>Providing Safe Food</b> <i>Essentials</i> and <i>Coursebook</i> chapter 1	Play the <i>Introduction to Food Safety</i> video.	12 minutes	18 minutes
	Teach additional content.	1 minute	
	Review content presented.	5 minutes	
<b>The Microworld</b> <i>Essentials</i> and <i>Coursebook</i> chapter 2	Play the <i>Overview of Foodborne Microorganisms and Allergens</i> video.	25 minutes	75 minutes
	Review the content presented in the video.	5 minutes	
	Teach additional content.	40 minutes	
	Review content presented.	5 minutes	
<b>Break</b>			10 minutes
<b>Contamination and Food Allergens</b> <i>Essentials</i> and <i>Coursebook</i> chapter 3	Review the content presented in the video.	5 minutes	15 minutes
	Teach additional content.	5 minutes	
	Review content presented.	5 minutes	
<b>The Safe Foodhandler</b> <i>Essentials</i> and <i>Coursebook</i> chapter 4	Play the <i>Personal Hygiene</i> video.	15 minutes	20 minutes
	Review the content presented in the video.	5 minutes	
<b>The Flow of Food: An Introduction</b> <i>Essentials</i> and <i>Coursebook</i> chapter 5	Teach chapter content.	15 minutes	20 minutes
	Review content presented.	5 minutes	
<b>The Flow of Food: Purchasing, Receiving, and Storage</b> Purchasing and Receiving: <i>Essentials</i> and <i>Coursebook</i> chapter 6 Storage: <i>Essentials</i> chapter 6; <i>Coursebook</i> chapter 7	Play Purchasing and Receiving topic from the <i>Purchasing, Receiving, and Storage</i> video.	11 minutes	30 minutes
	Teach additional content.	10 minutes	
	Review the purchasing and receiving content presented.	5 minutes	
<b>Lunch</b>			30 minutes
	Play the Storage topic from the <i>Purchasing, Receiving, and Storage</i> video.	5 minutes	41 minutes
	Review the content presented in the video.	10 minutes	

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Chapter	Activity	Time	Total time per chapter
<b>The Flow of Food: Preparation</b> <i>Essentials</i> chapter 7 <i>Coursebook</i> chapter 8	Play the <i>Preparation, Cooking, and Serving</i> video.	19 minutes	34 minutes
	Teach additional content.	10 minutes	
	Review content presented.	5 minutes	
<b>The Flow of Food: Service</b> <i>Essentials</i> chapter 8 <i>Coursebook</i> chapter 9	Teach additional topics not included in the video.	10 minutes	20 minutes
	Review the content presented.	10 minutes	
<b>Food Safety Management Systems</b> <i>Essentials</i> chapter 9 <i>Coursebook</i> chapter 10	Teach chapter content.	25 minutes	30 minutes
	Review content presented.	5 minutes	
<b>Break</b>			10 minutes
<b>Sanitary Facilities and Equipment</b> <i>Essentials</i> chapter 10 <i>Coursebook</i> chapter 11	Play the Sanitary Facilities and Equipment topic from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> video.	14 minutes	19 minutes
	Review the content presented in the video.	5 minutes	
<b>Cleaning and Sanitizing</b> <i>Essentials</i> chapter 11 <i>Coursebook</i> chapter 12	Play the Cleaning and Sanitizing topic from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> video.	13 minutes	18 minutes
	Review the content presented in the video.	5 minutes	
<b>Integrated Pest Management</b> <i>Essentials</i> chapter 12 <i>Coursebook</i> chapter 13	Play the Pest Management topic from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> video.	11 minutes	16 minutes
	Review the content presented in the video.	5 minutes	
<b>Food Safety Regulations and Standards</b> <i>Essentials</i> chapter 13 <i>Coursebook</i> chapter 14	Teach chapter content.	15 minutes	15 minutes
<b>Employee Food Safety Training</b> <i>Essentials</i> chapter 14 <i>Coursebook</i> chapter 15	Teach chapter content.	15 minutes	15 minutes
<b>Break</b>			10 minutes
<b>Certification Examination</b>			60 minutes or as much time as needed

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## Video-Based Leader's Guide—8 Hour

## Introduction

Activity	Directions	Time
<p>1  <b>Welcome learners and use an icebreaker activity.</b> The following icebreakers, located on the ServSafe Instructor Deluxe CD-ROM, can be used.</p> <ul style="list-style-type: none"> <li>• Human Knot</li> <li>• Match Game</li> <li>• The Guessing Game</li> <li>• Toothpick Frenzy</li> <li>• Famous Duos</li> </ul>	<p>Introduce yourself to learners. Tell them you are going to play a game that will help break the ice and introduce them to class content in a fun way. Follow the directions for the icebreaker you have chosen.</p>	5 min
<p>2  <b>Provide an overview of the class.</b></p>	<p>The overview should include the following information.</p> <ul style="list-style-type: none"> <li>• <b>Class length:</b> 7 hours</li> <li>• <b>Certification exam:</b> The exam will be given at the end of the class. They will have at least one hour to complete the exam and more time if necessary.</li> <li>• <b>Breaks:</b> Periodic 10-minute breaks</li> <li>• <b>Lunch:</b> 30 minutes</li> <li>• <b>Exits/restrooms:</b> Point out locations</li> <li>• <b>Class structure:</b> <ul style="list-style-type: none"> <li>◦ Information will be presented using videos, instructor presentations, and <i>ServSafe Essentials</i> or <i>ServSafe Coursebook</i>.</li> <li>◦ Activities will be used to review content that was presented.</li> <li>◦ All questions are welcome.</li> </ul> </li> </ul>	5 min

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**Providing Safe Food** *Essentials and Coursebook chapter 1*

Activity	Directions	Time		
<b>Transition</b>				
Before you play the video, tell the class that they will watch a video that covers most of the content in chapter 1.				
Here are the topics in the video.				
<ul style="list-style-type: none"> <li>• Dangers and costs of foodborne illness</li> <li>• Populations at high risk for foodborne illness</li> <li>• How food becomes unsafe</li> <li>• Keys to food safety</li> </ul>				
You can select stopping points in the video to discuss concepts or practices that you want to emphasize. This is easier for DVD users, who can select individual topics from the DVD menu.				
1	 <b>Play the <i>Introduction to Food Safety</i> video.</b>	12 min		
<b>Transition</b>				
After showing the video, ask the class for questions about the content of the video.				
Let learners know that there is an additional concept for this topic that was not included in the video.				
2	 <b>Teach the additional concept not included in the video by using one of the following materials.</b>	1 min		
<table border="0" style="width: 100%;"> <tr> <td style="width: 30%; vertical-align: top;"> <b>PPT</b> <ul style="list-style-type: none"> <li>• Chapter 1 slide(s)</li> </ul> </td> <td style="vertical-align: top;">                     If you use the chapter 1 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.                 </td> </tr> </table>			<b>PPT</b> <ul style="list-style-type: none"> <li>• Chapter 1 slide(s)</li> </ul>	If you use the chapter 1 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.
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<table border="0" style="width: 100%;"> <tr> <td style="width: 30%; vertical-align: top;"> <b>Essentials</b> <ul style="list-style-type: none"> <li>• Potential Hazards to Food Safety page 1.5</li> </ul> </td> <td></td> </tr> </table>			<b>Essentials</b> <ul style="list-style-type: none"> <li>• Potential Hazards to Food Safety page 1.5</li> </ul>	
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<table border="0" style="width: 100%;"> <tr> <td style="width: 30%; vertical-align: top;"> <b>Coursebook</b> <ul style="list-style-type: none"> <li>• Potential Hazards to Food Safety page 1-7</li> </ul> </td> <td></td> </tr> </table>			<b>Coursebook</b> <ul style="list-style-type: none"> <li>• Potential Hazards to Food Safety page 1-7</li> </ul>	
<b>Coursebook</b> <ul style="list-style-type: none"> <li>• Potential Hazards to Food Safety page 1-7</li> </ul>				
<b>Transition</b>				
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.				
3	 <b>Review the content presented.</b>	Use at least one of the activities to review the content. <b>5 min</b>		

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Activity	Directions	Time
<p><b>Essentials</b></p> <ul style="list-style-type: none"> <li>• Apply Your Knowledge—<i>Who's at Risk?</i> page 1.4</li> <li>• Apply Your Knowledge—<i>What's the Problem?</i> page 1.7</li> <li>• Chapter Review Case Study page 1.8</li> <li>• Study Questions page 1.9</li> </ul>	<p>Have learners write their answers in their books. Then ask them to provide the correct answer(s) as you review the activity as a group. <b>Answers are on page 1.10.</b></p>	
<p><b>Coursebook</b></p> <ul style="list-style-type: none"> <li>• Apply Your Knowledge—<i>Discussion Questions</i> page 1-13</li> <li>• Study Questions page 1-14</li> </ul>	<p>Ask a volunteer to answer each question as you read it aloud. <b>Answers are in the answer key on page AK-1.</b></p>	
<p><b>Video Guide</b></p> <ul style="list-style-type: none"> <li>• Review Questions and Answers pages 1-4 to 1-6</li> </ul>	<p>Ask a volunteer to answer each question as you read it aloud. <b>Answers are on pages 1-4 to 1-6.</b></p>	

**Transition**

After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.