

Course Planning, Delivery Tools, and PowerPoint® Presentations
Activity- and Video-Based
Leader's Guide—16 hour (Illinois)

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Adult learning theory suggests that people are more likely to learn when the material is presented to them in as many different ways as possible. That is the purpose behind the *ServSafe Activity- and Video-Based Approach*. With this new way for teaching ServSafe, information is presented using specific ServSafe DVDs, supplemental PowerPoint® presentations, and interactive activities.

While this approach may not sound that different from the video-based approach, in reality it is. It's the way in which activities are used that makes it different. In the video-based approach, activities are used to see if learners can apply what they have learned. In the activity- and video-based approach, activities are used to present, practice, and apply content. This approach shifts the responsibility for learning from the instructor to the learner.

Another feature that sets the activity- and video-based approach apart is the fact that the lesson plan is built right into the accompanying PowerPoint (PPT) presentations. When it's time to play a video, the PPT cues the instructor. When it's time to do an activity, the PPT cues the instructor. And many of the activities are built right into the presentation, so there is no directing the students' attention to their books. The activities themselves are built to be interactive. A problem is posed and students are asked to provide answers. When the time comes, the instructor can provide the correct answer by clicking and revealing it on the slide. These are just some of the features of this exciting approach.

This leader's guide is designed to help you utilize the *ServSafe Activity- and Video-Based Approach* so it will be a unified and engaging experience for your students.

The state of Illinois requires you to make learners aware of Illinois regulations outlining their responsibilities in the operation. To ensure that the appropriate information is covered, review the Illinois Food Service Sanitation Code (77 Ill. Adm. Code 750) and note any differences with the ServSafe content. Discuss these differences at the appropriate points in your class. Hand out a copy of the Retail Food Sanitary Inspection Report to Students at the beginning of class. Refer to the form throughout the class.

Time Frames

Time frames are included for conducting the course. Until July 1, 2014, the state of Illinois requires the course presentation to be 15 hours. The time taken for breaks and lunch are not included in this total. The presentation of the course will be completed in 15 hours. Allotting an hour for the certification examination, the course will be completed in 16 hours.

Breaks are typically 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.

Day 1—Activity- and Video-Based Leader's Guide Agenda—16 hour (Illinois)			
Chapter	Activity	Time	Total Time Per Chapter
Introduction	Welcome learners and do introductions. Do a food safety-related icebreaker activity. Share foodborne illness stories. Provide an overview of the class. Complete the 40-question Practice Test as a pretest.	20 minutes 10 minutes 5 minutes 7 minutes 50 minutes	92 minutes 8:30 to 10:02
Providing Safe Food <i>ServSafe Manager</i> Chapter 1	Do the <i>Populations at High Risk for Foodborne Illness</i> activity. Play the <i>Introduction to Food Safety</i> DVD.	12 minutes 12 minutes	24 minutes 10:02 to 10:26
	Break	10 minutes	10 minutes 10:26 to 10:36
Providing Safe Food <i>ServSafe Manager</i> Chapter 1	Teach the additional content not included in the DVD. Review the content presented.	24 minutes 15 minutes	39 minutes 10:36 to 11:15
Forms of Contamination <i>ServSafe Manager</i> Chapter 2	Play the <i>Overview of Foodborne Microorganisms and Allergens</i> DVD. Review the content presented in the DVD. Teach the additional content not included in the DVD.	25 minutes 20 minutes 8 minutes	53 minutes 11:15 to 12:08
	Lunch	30 minutes	30 minutes 12:08 to 12:38
Forms of Contamination <i>ServSafe Manager</i> Chapter 2	Do the <i>Teach The Bug</i> activity. Continue teaching the additional content. Do the <i>Allergen Story</i> activity. Continue teaching the additional content. Review the content presented.	30 minutes 14 minutes 5 minutes 4 minutes 10 minutes	63 minutes 12:38 to 1:41
The Safe Food Handler <i>ServSafe Manager</i> Chapter 3	Do the <i>Ball Toss</i> activity. Play the <i>Personal Hygiene</i> DVD. Teach the additional content not included in the DVD. Review the content presented.	5 minutes 15 minutes 22 minutes 20 minutes	62 minutes 1:41 to 2:43
	Break	10 minutes	10 minutes 2:43 to 2:53
The Flow of Food: An Introduction <i>ServSafe Manager</i> Chapter 4	Teach the chapter content. Review the content presented. Do the <i>Stump the Trainer</i> activity.	22 minutes 20 minutes 10 minutes	52 minutes 2:53 to 3:45
The Flow of Food: Purchasing, Receiving, and Storage <i>ServSafe Manager</i> Chapter 5	Teach the "Purchasing and Receiving" content.	35 minutes	35 minutes 3:45 to 4:20
	Break	10 minutes	10 minutes 4:20 to 4:30
Review	Review Day 1	60 minutes	60 minutes 4:30 to 5:30




Day 2—Activity- and Video-Based Leader's Guide Agenda—16 hour (Illinois)

Chapter	Activity	Time	Total Time Per Chapter
Review	Review Day 1	30 minutes	30 minutes 8:30 to 9:00
The Flow of Food: Purchasing, Receiving, and Storage <i>ServSafe Manager</i> Chapter 5	Teach the "Storage" content.	30 minutes	30 minutes 9:00 to 9:30
The Flow of Food: Preparation <i>ServSafe Manager</i> Chapter 6	Play the <i>Preparation, Cooking, and Serving</i> DVD. Stop the DVD after the "Produce" section has finished playing. Teach the additional content not included in the DVD. Review the content presented.	10 minutes 18 minutes 5 minutes	45 minutes 9:30 to 10:15
	Play the "Cooking", "Cooling", and "Reheating" sections of the <i>Preparation, Cooking, and Serving</i> DVD. Stop the DVD after the "Reheating" section has finished playing.	12 minutes	
	Break	10 minutes	10 minutes 10:15 to 10:25
The Flow of Food: Preparation <i>ServSafe Manager</i> Chapter 6	Teach the additional content not included in the DVD. Review the content presented.	22 minutes 5 minutes	27 minutes 10:25 to 10:52
The Flow of Food: Service <i>ServSafe Manager</i> Chapter 7	Play the "Holding Food" and "Serving Food" topics from the <i>Preparation, Cooking, and Serving</i> DVD. Teach the additional content not included in the DVD. Review the content presented. Do the <i>What Did I Do Wrong?</i> activity.	5 minutes 22 minutes 10 minutes 10 minutes	47 minutes 10:52 to 11:39
Food Safety Management Systems <i>ServSafe Manager</i> Chapter 8	Teach the chapter content. Do the <i>HACCP Story</i> activity.	18 minutes 3 minutes	21 minutes 11:39 to 12:00
	Lunch	30 minutes	30 minutes 12:00 to 12:30
Food Safety Management Systems <i>ServSafe Manager</i> Chapter 8	Continue teaching the chapter content. Review the content presented.	18 minutes 5 minutes	23 minutes 12:30 to 12:53
Sanitary Facilities and Pest Management <i>ServSafe Manager</i> Chapter 9	Play the "Sanitary Facilities and Equipment" section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Teach the additional content not included in the DVD. Review the content presented. Play the "Integrated Pest Management" section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Stop the DVD after the "Pest Identification" section.	15 minutes 26 minutes 15 minutes 7 minutes	63 minutes 12:53 to 1:56
	Break	10 minutes	10 minutes 1:56 to 2:06


Chapter	Activity	Time	Total Time Per Chapter
Sanitary Facilities and Pest Management <i>ServSafe Manager</i> Chapter 9	Do the <i>Pests vs. PCOs</i> activity.	15 minutes	15 minutes 2:06 to 2:21
Cleaning and Sanitizing <i>ServSafe Manager</i> Chapter 10	Play the “Cleaning and Sanitizing” section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Teach the additional content not included in the DVD. Review the content presented.	15 minutes 24 minutes 20 minutes	59 minutes 2:21 to 3:20
	Break	5 minutes	5 minutes 3:20 to 3:25
Review	Play <i>Food Safety Showdown</i> (Versions A and B).	60 minutes	60 minutes 3:25 to 4:25
	Break Preparation for certification exam	5 minutes	5 minutes 4:25 to 4:30
Certification Exam		60 minutes	60 minutes 4:30 to 5:30

Activity- and Video-Based Leader's Guide—16 Hour

Introduction

Activity	Directions	Time
<p>1  Welcome learners and do introductions. Do a food safety-related icebreaker activity.</p>	<p>Introduce yourself to the learners. Go around the room and have the learners introduce themselves to the rest of the class. Ask them to indicate where they work, what they do, and what they would like to learn in the class. Ask them to share any food safety-related issues in their operations. Tell the class you are going to play a game that will help break the ice.</p>	30 min
<p>2  Ask students to share personal foodborne-illness stories with the class.</p>	<p>Ask students if they would be willing to share personal foodborne-illness stories with the rest of the class. Share some of your own if you have them. Tell students that the ServSafe class will help prevent incidents like this in the future.</p>	5 min
<p>3  Provide an overview of the class.</p>	<p>The overview should include the following information:</p> <ul style="list-style-type: none"> • Class length: 15 hours (not including exam). • Topics: A discussion of the topics that will be covered in the course. • Certification exam: The exam will be given at the end of the class. Learners will have at least one hour to complete the exam and more time if necessary. • Breaks: Periodic 10-minute breaks. • Lunch: 30 minutes. • Exits/restrooms: Point out locations. • Class structure: Information will be presented using DVDs, PowerPoint presentations, and interactive activities. Activities will also be used to review content that was presented. All questions are welcome. 	7 min

Pretest

Activity	Directions	Time
<p>4  Complete the 40-question <i>Practice Test</i> as a pretest.</p>	<p>Download the 40-question <i>Practice Test</i> from ServSafe.com. Make a copy for each student and have them complete it. Once finished, go through each question as a class.</p> <ul style="list-style-type: none"> To ensure that everyone in class participates, pass out index cards with the letters A, B, C, and D on them. Have each student answer each question by holding up the correct letter. 	50 min

Chapter 1 Providing Safe Food




Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 1.

Here are the topics in the DVD:

- Dangers and costs of foodborne illness
- Populations at high risk for foodborne illness
- How food becomes unsafe
- Important prevention measures

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity	Directions	Time
<p>1  Do the <i>Populations at High-Risk for Foodborne Illness</i> activity.</p>	<p>This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.</p>	12 min
<p>2  Play the <i>Introduction to Food Safety DVD</i>.</p>	<p>Note: Some of the content presented in this DVD differs from content presented in <i>ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code</i>. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.</p> <ul style="list-style-type: none"> • How food becomes unsafe <ul style="list-style-type: none"> ◦ The DVD does not reference poor cleaning and sanitizing when discussing how food becomes unsafe. Emphasize the relationship between poor cleaning and sanitizing and unsafe food. • High-risk populations <ul style="list-style-type: none"> ◦ Pregnant women are not identified as a high risk population in the <i>FDA Food Code</i>. ServSafe now reflects this. 	12 min
Break		10 min
Transition		
<p>Let learners know that there is additional content for this topic that was not included in the DVD.</p>		
<p>3  Teach the additional content not included in the DVD by using the Chapter 1 PPT slides.</p>	<p>Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT. Tell learners that regulatory inspection reports can be used to help control food-safety risks within the operation.</p>	24 min

Transition

Explain to learners that you are now going to use some activities that will let them practice the content that was presented.

<p>4  Review the content presented using the Chapter 1 PPT slides.</p>	15 min
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Transition

After finishing the activities, ask learners if they have any other questions about the content in this chapter.

Chapter 2 Forms of Contamination

Transition

Tell the class that they will watch a DVD that covers essential background information about pathogens, toxins, and chemical and physical contaminants.

Here are the topics in the DVD:

- What microbial contaminants are and how they contaminate food
- Conditions that affect the growth of pathogens
- Types of food that support the growth of pathogens
- Characteristics of bacteria, viruses, parasites, and fungi
- Types of biological, chemical, and physical contaminants
- Types of food allergens, the symptoms associated with them, and methods of prevention

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity

Directions

Time

1










Play the Overview of Foodborne Microorganisms and Allergens DVD.

Note: Some of the content presented in this DVD differs from content presented in *ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code*. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.

25 min

- Pathogens
 - The term “pathogens” is now used in place of the term “microorganisms”. Pathogens are harmful microorganisms.
- FAT TOM
 - FAT TOM is now only used to define the conditions that bacteria need to grow as opposed to the conditions pathogens need to grow.
- Food allergies
 - The content on food allergies has been expanded. A food allergen is a naturally occurring protein in a food or ingredient that some people are sensitive to. When enough of an allergen is eaten, the immune system mistakenly considers it harmful and attacks the food protein. This can result in an allergic reaction.
 - The term “Big Eight” is now used to refer the eight most common food allergens. They are milk, eggs, soy, fish, tree nuts, peanuts, crustacean shellfish, and wheat.
 - The symptoms of a food allergy have been revised to include nausea and itchy rashes.

Activity	Directions	Time
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
2	 Review the content presented in the DVD by using the Chapter 2 PPT slides.	20 min
Transition		
Let learners know that there is additional content for this topic that was not included in the DVD.		
3	 Teach the additional content not included in the DVD by using the Chapter 2 PPT slides.	8 min
Lunch		
30 min		
4	 Do the <i>Teach The Bug</i> activity.	This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.
5	 Continue teaching the additional content not included in the DVD by using the Chapter 2 PPT slides.	14 min
6	 Do the <i>Allergen Story</i> activity.	This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.
7	 Continue teaching the additional content.	4 min
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
8	 Review the content presented using the Chapter 2 PPT slides.	10 min
Transition		
After finishing the activities, ask learners if they have any other questions about the content in this chapter.		

Chapter 3 The Safe Food Handler

Activity	Directions	Time
1  Do the <i>Ball Toss</i> activity.	This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.	5 min


Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 3.



Here are the DVD topics:

- How food handlers can contaminate food
- How to wash hands and when it is required
- Requirements for hand care
- How to use gloves
- Requirements for personal cleanliness and attire
- Policies that should be implemented in the operation about eating, drinking, smoking, and chewing gum or tobacco
- Requirements for reporting illness and injury

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

2  Play the <i>Personal Hygiene</i> DVD.	<p>Note: Some of the content presented in this DVD differs from content presented in <i>ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code</i>. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.</p> <ul style="list-style-type: none"> • Handwashing <ul style="list-style-type: none"> ◦ The handwashing process applies to prosthetic devices as well as hands. ◦ Hands must be rinsed with warm running water after scrubbing them with soap. ◦ Hands can be dried with a single-use paper towel or a hand dryer that uses either warm air or room-temperature air delivered at high velocity. ◦ Hands must be washed after handling service animals or aquatic animals and after leaving and returning to a prep area. ◦ Hands must be washed in sinks dedicated for handwashing. • Hand care <ul style="list-style-type: none"> ◦ Fingernails should be filed after trimming them because ragged nails are hard to clean and can hold pathogens. ◦ Infected wounds are covered differently depending on where the wound is located. 	15 min
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Activity	Directions	Time
	<ul style="list-style-type: none"> • Bare-hand contact <ul style="list-style-type: none"> ◦ Bare-hand contact with ready-to-eat food may be allowed if the food will be added as an ingredient to a dish that does not contain raw meat, seafood, or poultry. The dish must be cooked to at least 145°F (63°C). ◦ Bare-hand contact with ready-to-eat food may also be allowed if the food will be added to a dish that contains raw meat, seafood, or poultry, and the dish will be cooked to the required minimum internal temperature of the raw item(s). • Glove use <ul style="list-style-type: none"> ◦ You do not need to rewash your hands each time you change gloves as long as you are performing the same task, and your hands have not become contaminated. • Handling staff illness <ul style="list-style-type: none"> ◦ Exclude the food handler from the operation if the food handler is vomiting or has diarrhea and has been diagnosed with an illness caused by one of these pathogens: <ul style="list-style-type: none"> * Norovirus * <i>Shigella</i> spp. * Nontyphoidal <i>Salmonella</i> * Shiga toxin-producing <i>Escherichia coli</i> (STEC), also known as <i>E. coli</i> ◦ Exclude the food handler from the operation if the food handler has been diagnosed with an illness caused by one of these pathogens: <ul style="list-style-type: none"> * Hepatitis A * <i>Salmonella</i> Typhi • Work attire <ul style="list-style-type: none"> ◦ False eyelashes cannot be worn. Neither can hair accessories that can become physical contaminants. ◦ Dirty clothing must be stored in nonabsorbent containers or washable laundry bags. 	


Activity	Directions	Time
Transition		
Let learners know that there is additional content for this topic that was not included in the DVD.		
3	 Teach the additional content not included in the DVD by using the Chapter 3 PPT slides.	22 min
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
4	 Review the content presented using the Chapter 3 PPT slides.	20 min
Transition		
After finishing the activities, ask learners if they have any other questions about the content in this chapter.		
Break		10 min

Chapter 4 The Flow of Food: An Introduction

Transition



There is no DVD for this chapter. You must teach this content.

Activity

Activity	Directions	Time
1 	Teach the chapter content using the Chapter 4 PPT slides.	Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.

Transition

Explain to learners that you are now going to use some activities that will let them practice the content that was presented.

2 	Review the content presented using the Chapter 4 PPT slides.	20 min
3 	Do the <i>Stump the Trainer</i> activity.	This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.


Transition

After finishing the activities, ask learners if they have any other questions about the content in this chapter.

Chapter 5 The Flow of Food: Purchasing, Receiving, and Storage

Transition


This chapter content will be taught using the Chapter 5 PowerPoint slides. Several interactive activities will be used to both introduce and review important concepts. These activities are built into the PowerPoint presentation.

Activity	Directions	Time
<p>1  Teach the purchasing and receiving content using the Chapter 5 PPT slides.</p>	<p>Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT. Tell learners that the Meat and Poultry Inspection Code (8 Ill. Adm. Code 125) protects consumers purchasing meat and poultry slaughtered and processed in the state of Illinois. Point out that meat and poultry cannot be brought into an official establishment unless it is inspected or has been prepared in an official establishment or in a federally licensed establishment and is identified by an official inspection mark.</p>	35 min

Break

10 min

Day 1 Review

<p>1  Review the content covered using <i>ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code</i>.</p>	<p>Complete the Study Questions for the following chapters in <i>ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code</i> (39 questions):</p> <p>Chapter 1: page 1.12 (questions 1 through 6) Chapter 2: pages 2.23 and 2.24 (questions 1 through 10) Chapter 3: pages 3.18 and 3.19 (questions 1 through 10) Chapter 4: pages 4.12 and 4.13 (questions 1 through 7) Chapter 5: page 5.16 (questions 1 through 6)</p> <p>To ensure that everyone in class participates, pass out index cards with the letters A, B, C, and D on them. Have each student answer each question by holding up the correct letter.</p>	60 min
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Day 2 Review

1



Review the content covered on Day 1.

Ask the class if they have any questions about the content covered the previous day. Tell them that they are going to complete several quizzes that will help them review the content covered yesterday.

30 min

Download these quizzes from ServSafe.com:

- **Activity Quiz 1:** Providing Safe Food
- **Activity Quiz 2:** Forms of Contamination
- **Activity Quiz 3:** The Safe Food Handler
- **Activity Quiz 4:** The Flow of Food: An Introduction
- **Activity Quiz 5:** The Flow of Food: Purchasing, Receiving, and Storage

Note: Print out a copy of every quiz for each student. Do not include the answer sheets, which are found at the end of each quiz. Give the class time to fill out the quizzes and then discuss the answers as a group. Keep a copy of the answer sheets for your reference in case you need to refer to them.

Transition

After finishing the activities, ask learners if they have any other questions about the content in this chapter.

Chapter 6 The Flow of Food: Preparation

Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 6.

Here are the topics in the DVD:

- How to thaw food
- How to prep specific food
- How to cook food
- Cooking requirements for specific food
- How to cool food
- How to reheat food
- How to hold food
- How to serve food

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize. This DVD will also be played in sections.

Activity

Directions

Time

1



Play the *Preparation, Cooking, and Serving* DVD. Stop the DVD after the "Produce" section has finished playing.

Note: Some of the content presented in this section of the DVD differs from content presented in *ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code*. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.

10 min

- Thawing
 - When thawing food under running water, the temperature of the food must not go above 41°F (5°C) for longer than four hours. This includes the time it takes to thaw the food plus the time it takes to prep or cool it.

Transition

Let learners know that there is additional content for this topic that was not included in the DVD.

2



Teach the additional content not included in this section of the DVD by using the Chapter 6 PPT slides.





Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.

18 min

Discuss the Illinois Food, Drug and Cosmetic Act (410 ILCS 620) as it relates to adulterated and misbranded food.

Transition

Explain to learners that you are now going to use some activities that will let them practice the content that was presented.


Activity	Directions	Time
3 	Review the content presented using the Chapter 6 PPT slides.	5 min
4 	Play the “Cooking”, “Cooling”, and “Reheating” sections of the <i>Preparation, Cooking, and Serving DVD</i> . Stop the DVD after the “Reheating” section has finished playing.	12 min
Break		10 min
Transition		
Let learners know that there is additional content for this topic that was not included in the DVD.		
5 	Teach the additional content not included in this section of the DVD by using the Chapter 6 PPT slides.	22 min
Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.		
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
6 	Review the content presented using the Chapter 6 PPT slides.	5 min
Transition		
After finishing the activities, ask learners if they have any other questions about the content in this chapter.		

Chapter 7 The Flow of Food: Service

Transition


Tell learners that they are now going to watch the "Service" section of the *Preparation, Cooking, and Serving* DVD.

Activity

Activity	Directions	Time
<p>1  Play the "Holding Food" and "Serving Food" sections from the <i>Preparation, Cooking, and Serving</i> DVD.</p>	<p>Note: Some of the content presented in this section of the DVD differs from content presented in <i>ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code</i>. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.</p> <ul style="list-style-type: none"> • Bare-hand contact <ul style="list-style-type: none"> ◦ In most cases, food handlers must wear single-use gloves whenever handling ready-to-eat food. As an alternative, food can be handled with spatulas, tongs, deli sheets, or other utensils. 	5 min



Transition

Let learners know that there is additional content for this topic that was not included in the DVD.

<p>2  Teach the additional content not included in the DVD by using the Chapter 7 PPT slides.</p>	<p>Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	22 min
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Transition

Explain to learners that you are now going to use some activities that will let them practice the content that was presented.

<p>3  Review the content presented using the Chapter 7 PPT slides.</p>	<p>This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.</p>	10 min
<p>4  Do the <i>What Did I Do Wrong?</i> activity.</p>	<p>This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.</p>	10 min




Transition

After finishing the activities, ask learners if they have any other questions about the content in this chapter.

Chapter 8 Food Safety Management Systems

Transition

There is no DVD for this chapter. You must teach this content.

Activity	Directions	Time
1  Teach the Chapter 8 content using the Chapter 8 PPT slides.	Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.	18 min
2  Do the HACCP Story activity.	This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.	3 min
Lunch		30 min
3  Continue teaching the Chapter 8 content using the Chapter 8 PPT slides.	Follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.	18 min

Transition

Explain to learners that you are now going to use some activities that will let them practice the content that was presented.

4  Review the content presented using the Chapter 8 PPT slides.		5 min
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Transition

After finishing the activities, ask learners if they have any other questions about the content in this chapter.

Chapter 9 Sanitary Facilities and Pest Management

Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 9.

Here are the topics in the DVD:

- Requirements for interior flooring materials
- Requirements for handwashing stations
- Sanitation standards for equipment
- Requirements for installing dishwashing machines
- Requirements for installing and maintaining kitchen equipment
- Requirements for water supply and plumbing
- Lighting and ventilation requirements
- Requirements for garbage disposal

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity

Directions

Time

1







Play the "Sanitary Facilities and Equipment" section from the *Facilities, Cleaning and Sanitizing, and Pest Management DVD*.

Note: Some of the content presented in this section of the DVD differs from content presented in *ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code*. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.

15 min

- Equipment selection
 - Foodservice equipment must meet certain standards if it will come in contact with food. NSF is an organization that creates these national standards.
 - Food equipment must be nonabsorbent, smooth, and corrosion resistant. It must also be easy to clean, durable, and resistant to damage.
- Dishwashing machines
 - Dishwashers must be installed so they are reachable and conveniently located.
 - Purchase dishwashers that have the ability to measure water temperature, water pressure, and cleaning and sanitizing chemical concentration.

Activity	Directions	Time
	<ul style="list-style-type: none"> • Handwashing stations <ul style="list-style-type: none"> ◦ Handwashing stations are required in restrooms or directly next to them. ◦ The water at a handwashing station must be drinkable and meet temperature and pressure requirements. ◦ Hand dryers may be provided that dry hands using warm air or room temperature air delivered at high velocity. ◦ Some jurisdictions allow the use of automatic handwashing facilities in an operation. • Cross-connection <ul style="list-style-type: none"> ◦ Backflow can be the result of pressure pushing contaminants back into the water supply. Backflow can also happen when high water use in one area of the operation creates a vacuum in the plumbing system that sucks contaminants back into the water supply. This is called backsiphonage. ◦ Mechanical devices can be installed to prevent backflow and backsiphonage. These include vacuum breakers and double check valve and reduced pressure zone backflow preventers. • Lighting <ul style="list-style-type: none"> ◦ Different areas of the facility have different lighting intensity requirements. Local jurisdictions usually require prep areas to be brighter than other areas. This allows staff to recognize the condition of food. It also allows staff to identify items that need cleaning. ◦ Replace any bulbs that have burned out and make sure they are the correct size. • Ventilation <ul style="list-style-type: none"> ◦ Ventilation systems must be cleaned and maintained according to manufacturer's recommendations and/or local requirements. • Garbage <ul style="list-style-type: none"> ◦ Indoor garbage containers must be covered when not in use. 	15 min

Activity	Directions	Time
Transition		
Let learners know that there is additional content for this topic that was not included in the DVD.		
2	 Teach the additional content not included in the DVD by using the Chapter 9 PPT slides.	26 min
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
3	 Review the content presented using the Chapter 9 PPT slides.	15 min
Transition		
Tell the class that they will watch a section of the DVD that covers essential information on integrated pest management.		
Here are the topics that will be covered in the DVD:		
<ul style="list-style-type: none"> • Integrated pest management program • Pest identification 		
4	 Play the “Integrated Pest Management” section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Stop the DVD after the “Pest Identification” section has finished playing.	7 min
Break		
10 min		
Transition		
Explain to learners that you are now going to use an activity that will let them practice the content that was presented.		
5	 Do the <i>Pests vs. PCOs</i> activity.	15 min
This activity can be downloaded from ServSafe.com. Directions for using the activity are included with it.		
Transition		
After finishing the activities, ask learners if they have any other questions about the content in this chapter.		

Chapter 10 Cleaning and Sanitizing

Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 10.

Here are the topics in the DVD:

- Difference between cleaning and sanitizing
- Cleaning agents and their uses
- Methods of sanitizing
- Dishwashing machines and their operation
- How to clean and sanitize equipment using a three-compartment sink
- How to store utensils, tableware, and equipment
- How to clean the operation
- How to store cleaning tools and supplies
- How to use and store hazardous materials
- How to develop a cleaning program

You should select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity

Directions

Time

1






Play the “Cleaning and Sanitizing” section from the *Facilities, Cleaning and Sanitizing, and Pest Management* DVD.

Note: Some of the content presented in this section of the DVD differs from content presented in *ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code*. These differences are indicated below and must be worked into your presentation. You can do this by stopping the DVD at the appropriate points and discussing the differences, or you can discuss these differences after playing the DVD.

15 min

- Cleaners
 - *ServSafe Manager Book, 6th Edition updated with the 2013 FDA Food Code* does not require the need to distinguish between different types of cleaning agents.
 - Cleaners must be stable, noncorrosive, and safe to use. Ask your supplier to help you pick cleaners that meet your needs.
- Storing chemicals
 - Store chemicals in their original containers away from food and prep areas. This can be done through spacing or partitioning.
- High-temperature dishwashing machines
 - When using high-temperature dishwashing machines, provide staff with tools to check the temperature of the items being sanitized. Options include maximum registering thermometers and temperature sensitive tape.

Activity	Directions	Time
Transition		
Let learners know that there is additional content for this topic that was not included in the DVD.		
2	 Teach the additional content not included in the DVD by using the Chapter 10 PPT slides.	24 min
Transition		
Explain to learners that you are now going to use some activities that will let them practice the content that was presented.		
3	 Review the content presented using the Chapter 10 PPT slides.	20 min
Transition		
After finishing the activities, ask learners if they have any other questions about the content in this chapter.		
Break		
5 min		
Review		
1	 Play <i>Food Safety Showdown</i>.	60 min
You will be playing both Version A and Version B. This will offer two full rounds of questions (70 in all). You can use either the printable or interactive version. Both can be downloaded from ServSafe.com .		
Break		
Preparation for certification examination		
5 min		
Certification Examination		
60 min		