

Using Equipment Safely and Efficiently

2002 BREAKFAST LUNCH TRAINING



National Food Service Management Institute
The University of Mississippi
University, Mississippi

2002

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National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

LOCATION

The National Food Service Management Institute (NFSMI) was established by Congress in 1989 at The University of Mississippi in Oxford as the resource center for Child Nutrition Programs. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service. The NFSMI Applied Research Division is located at The University of Southern Mississippi in Hattiesburg.

MISSION

The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION

The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

PROGRAMS AND SERVICES

Professional staff development opportunities and technical assistance to facilitate the management and operation of Child Nutrition Programs are provided through:

- Educational References and Materials
- Information Services
- Workshops and Seminars
- Teleconferences and Satellite Seminars
- Applied Research

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Introduction

Each day as children learn in school, food service operation staff across the country prepare nutritious and safe food. Nutritious food promotes children's health and growth. Food service employees have many tools and resources available to facilitate these efforts.

An important element in reaching the final goal of safe and healthy food is using cooking equipment properly. Cooking equipment can be anything from a steamer to a food chopper or oven to a kettle. The purpose of cooking food is to increase digestibility and to prepare food that looks and tastes good. Retaining the nutrients is the job of the food service employee using appropriate equipment and cooking procedures.

These lessons focus on food service equipment. The information presented here includes suggestions on:

- Equipment selection based on the recipe
- Efficient equipment usage and maintenance
- Employee safety
- Improving work flow and energy use

OVERVIEW

There are four lessons in this module:

- **Lesson One:** Choosing the Right Equipment
- **Lesson Two:** Simplified Equipment Operation
- **Lesson Three:** How to Keep Equipment Running
- **Lesson Four:** Working Safely and Efficiently

Each lesson can be broken into short segments. More information is included on various pieces of equipment than can be used in the time allotted. The instructor will want to select the equipment appropriate for the food service operation and prepare in advance to ensure a successful experience for participants. Training can be presented as individual lessons or combined to meet the needs of the food service operation.

The 32-minute videotape, *Using Equipment Safely and Efficiently*, can be used before the lessons to encourage interest in equipment or can be used during the lessons to provide visual reminders.

Each lesson in this module contains the following:

- Lesson Guidelines
- Lesson Objectives
- Lesson Content/Instructor Notes
- Handouts
- Pretest and Posttest with Answer Key
- PowerPoint Handouts

The module also contains:

- Glossary of terms with definitions
- Resource and Reference lists
- Videotape
- CD-ROM with PowerPoint presentations

These lessons are designed for the busy manager who wants to work closely with employees to improve equipment efficiency and effectiveness. At the conclusion of each of the four lessons, participants should have a working knowledge of equipment and the preparation techniques that produce healthy and safe food. This can be checked by using the pretest and posttest provided in each lesson.

ROLE OF THE INSTRUCTOR

The instructor may be a site manager, director, or an experienced employee. The instructor's job is to cover the material as clearly as possible. The Instructor Notes column in each lesson offers ideas on how to deliver the content, encourage employee participation, or perform activities. The instructor's challenge is to improve or change the participants':

- Knowledge level
- Skills
- Attitude toward equipment use

Words found in the Glossary are listed after the Lesson Guidelines for each lesson.

Instructors should support and provide positive reinforcement to participants for their efforts. The instructor does not have to be an expert on food service equipment in order for the lessons to be a success. It is possible to explore the lessons as a team and "learn as you go."

TIPS FOR TRAINING SUCCESS

- Before setting the lesson date, the instructor should review the Lesson Guidelines and the lesson itself in order to get a feel for the objectives, content, and activities. Each lesson should include discussion and demonstration. Encourage participants to become involved in handling the equipment.
- Schedule the training session when participants will be fresh and ready to learn.
- Provide a comfortable, quiet atmosphere where participants will not be distracted. Perhaps the cafeteria before or after service or the kitchen area would be appropriate.
- Encourage participants to share their personal knowledge, experiences, and comments.
- Consider pairing an experienced partner with someone who has less experience.

ADULT LEARNERS

Teaching adults can be a challenging task. Training experts have discovered several characteristics about adult learners. They

- Want to participate
- Want to be challenged in learning
- React best when they know what to expect
- Respond most positively to information that directly helps them in their jobs

Participants must be able to clearly see the value of each lesson. The instructor should review the entire module before beginning Lesson One. Participants should know what will be included and how long the lesson(s) will take. These lessons include information that may be new to participants. They are designed to provide a “hands-on” experience with the equipment. Participants should also be aware of the tests at the end of each lesson. Adults learn new information at different rates. The instructor should explain and demonstrate the activities patiently. Each participant should work at a comfortable and personal pace.

Encourage active participation. Participants may recall as little as 10% when only lecture is used. When participants contribute ideas, repeat concepts, and participate in activities, the learner may recall as much as 90%. Now that is a case for participation and lesson preparation!

These lessons include technical material to be learned and ideas to help make the material come to life. Expect to have fun. Participants should also have an enjoyable time while learning. There is no substitute for good planning in advance. Best wishes for learning success.

