

## Activities for Chapter 1

### ***Food Safety Is Top Priority***



**1. *Could It Happen in Our Foodservice?***

(*Instructor Guide* page 54)

**2. *Where are the Hazards?***

(*Instructor Guide* pages 55-56)

**3. *Food Safety Risks***

(*Instructor Guide* page 57)

**4. *Food Safety Checklist***

(*Instructor Guide* page 58; “Food Safety Checklist” on pages 86-89 in *Serving It Safe*)

**5. *Chapter 1 Action Plan—Food Safety is Top Priority***

(*Instructor Guide* pages 59-60)

**Chapter 1–Activity 1****Could It Happen in Our Foodservice?**

**Purpose:** To generate a discussion regarding whether a reported outbreak of foodborne illness could happen in a foodservice.

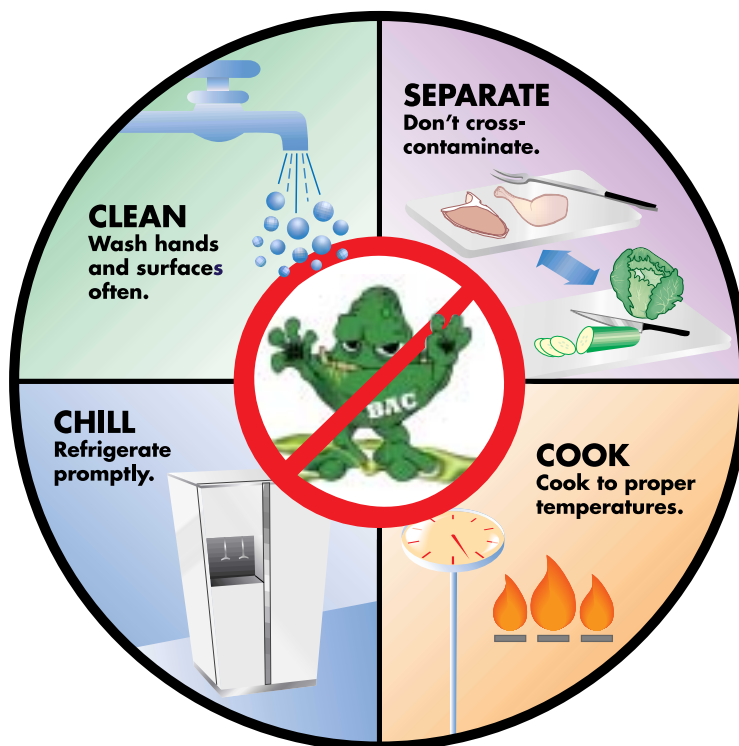
**Estimated Time:** Approximately 15 minutes to read the story and lead a short discussion

**Materials:** One written account of a documented outbreak of foodborne illness

**Directions:**

- **Group Activity:** This activity is useful to begin a discussion of the seriousness of an outbreak of foodborne illness and whether it could happen in any foodservice.
- Read a local newspaper article or use other sources in foodservice to find one or more reports of documented outbreaks of foodborne illness. Check with your State and local public health department for reports of foodborne outbreaks. Bring the story to the training session and read aloud to the group.
- After reading the account to the group, ask “Could this happen in your facility?” Call on several different participants to describe why they would answer “yes” or “no.” If the answer is “yes,” the participant should describe why. If the answer is no, the participant should explain what food safety measures are in place that would prevent such a problem from occurring.

**Follow-up Discussion:** Use this activity as a lead-in to content from *Serving It Safe*.



## Chapter 1–Activity 2

### Where are the Hazards?

**Purpose:** To introduce participants to the many potential hazards of food safety in a typical kitchen and to raise the level of awareness. Although the problems identified have serious consequences, the picture is amusing, so allow participants to have fun with this activity.

**Estimated Time:** 15-20 minutes, depending on the size of the group

**Materials:** For each participant, one copy of the “Where Are the Hazards” picture (*Instructor Guide* page 56) and a pencil or pen

#### Directions:

- **Independent Activity:** Working independently, the participants should view the picture and list all the food safety hazards.
- **Group Activity:** To use this activity in group training, divide the participants into pairs or small groups of three or four people. Working together, the participants should view the picture and list all the food safety hazards. Each group should be ready to point out the food safety hazards.

**Follow-up Discussion:** Discuss the safety hazards identified and ways to avoid them. Chapter 1 and subsequent chapters will address these and many other food safety hazards.

#### ANSWERS

1. **The server is not wearing a single-use glove over her bandaged hand.**
2. **She is wearing dangling earrings and a necklace.**
3. **She is not wearing any hair covering.**
4. **She is wearing nail polish.**
5. **Her clothing is soiled.**
6. **She is wearing inappropriate shoes.**
7. **There is rat poison on the storage shelf near serving utensils and food.**
8. **There are pests running about.**
9. **Pots are stored on the floor.**
10. **Utensils are stored right-side-up and uncovered.**
11. **Pot is boiling over.**
12. **Trash is on the floor.**
13. **Maintenance tools, such as mops and brooms, are not stored properly to prevent contaminating food and equipment.**
14. **Wood cabinet is used to store food and cooking utensils.**

### **What Are the Hazards?**

How many hazards can you find in this scene?



## Chapter 1–Activity 3

### Food Safety Risks

**Purpose:** To demonstrate that food safety and sanitation problems exist in every kitchen, even though an outside observer may not discover them.

**Estimated Time:** About 5 minutes to give directions and have participants write their food safety risks. Using the food safety risks for problem solving can take from 15 to 30 minutes depending on the number of secrets discussed.

**Materials:** For each participant one 3-inch-by-5-inch note card or a small piece of paper and a pencil or pen

#### Directions:

- **Group Activity:** This activity should be used with a group of participants of at least 15 people from more than one school.
- Distribute a note card to each participant. Explain that each participant should anonymously and independently write a one or two sentence description of a food safety risk, something that happens in the kitchen that is a threat to food safety but is not generally known. **The food safety risk should be stated so that it does not identify a person, a school, or a kitchen.** The note card should describe enough about a food safety risk that another person could understand *why* it is a threat to food safety.

**Example of a kitchen risk:** “When we cook chili, we just roll the big pot into the freezer and let it sit there until the next day. We do not have time to put it in shallow pans or chill it in an ice bath.”

- The participants should have several minutes to write their food safety risk. Then they should fold their card, and the Instructor should collect the cards.

**Follow-up Discussion:** There are several options for using this activity after the participants have generated the food safety risks.

- Use this activity in the first session of a series of training sessions on food safety. Collect the cards and later group them by topic to be used for practice activities. An example of grouping is shown below.
  - Problems of cross-contamination
  - Problems of time-temperature control
  - Problems of personal hygiene
- When a topic has been discussed, for example cross-contamination, bring out the food safety risks dealing with that problem. Distribute one food safety risk to each person or small group and have the individual or group decide how to apply what has been learned in order to solve the problem.
- Collect the food safety risks immediately after participants have written them. Then redistribute the cards to small groups to decide how to solve the problem.

## Chapter 1–Activity 4

### Food Safety Checklist

**Purpose:** To provide participants an opportunity to assess their current use of food safety practices *before* learning more about ways to improve sanitation. This activity will raise the level of awareness of participants regarding the desirable sanitation procedures that should be in place to ensure food safety.

**Estimated Time:** 15 minutes to complete the “Checklist;” about 10 minutes for a group discussion

**Materials:** For each participant, a copy of the “Food Safety Checklist” (*Serving It Safe* pages 86-89) and a pencil or pen

#### Directions:

- **Independent Activity:** Explain to the participants how to use the “Checklist: “Using the “Food Safety Checklist,” think about the kitchen where you work and mark “**Yes,**” “**No,**” or “**Corrective Action**” for each item on the Checklist. If you are not sure what to mark, mark “**No**” and then find out what is done in that area.”
- **Group Activity:** When using this with the group, read each item aloud, allowing a few seconds for participants to mark their answer.

**Follow-up Discussion:** Discuss new procedures that participants noticed during the assessment. Have participants keep the completed “Food Safety Checklist” as a baseline to compare with the “Food Safety Checklist” completed later in the training.

**Chapter 1–Activity 5****ACTION PLAN****Food Safety is Top Priority**

**Purpose:** To provide an opportunity at the end of Chapter 1 for the participants to describe how they will use what has been learned.

**Estimated Time:** About 15 minutes

**Materials:** For each participant, a copy of the Action Plan (*Instructor Guide* page 60)

**Directions:**

- **Independent Activity:** This activity should be completed at the end of Chapter 1.
- Explain the directions for completing the Action Plan. Allow participants to work independently to complete each item on their individual Action Plan.
- When everyone has completed their form, call on several participants to share one plan for change.

**Follow-up Discussion:** If time permits, after participants have completed their Action Plans, ask questions to have them share their answers to items 1, 2, and 3.

**Chapter 1–Activity 5–Handout**

**ACTION PLAN**

**Food Safety is Top Priority**

**Participant Outcomes**

- 1. The participant will identify sources of potential biological contamination of food.
- 2. The participant will describe a change to be made to prevent chemical contamination of food.
- 3. The participant will describe a change to be made to prevent physical contamination of food.

**Directions:** You have completed *Serving It Safe*, Chapter 1 and have been introduced to ways a food can become contaminated. Answer the questions below to describe your plans to prevent foodborne illness.

- 1. From our discussion of how harmful microorganisms can contaminate food, I think the source of contamination I would be most concerned about in our facility is (circle one source)

People

Food

Unsanitary facilities and equipment

Disease-spreading pests

- 2. To improve the way we handle chemicals and prevent chemical contamination of food or injury to an employee, a change we could make is

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- 3. To prevent physical contamination of food, a change we could make is

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Name \_\_\_\_\_ Date \_\_\_\_\_

