

ServSafe® Food Handler for Food Banking Leader's Guide



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Preface

There are two ways to teach this course.

Option 1: This approach is designed for larger class settings. It uses the following materials:

- *ServSafe® Food Handler Guide for Food Banking*
- ServSafe® Food Handler for Food Banking PowerPoint® Presentation

Option 2: This approach is designed for smaller class settings. It uses the following materials:

- *ServSafe® Food Handler Guide for Food Banking*
- ServSafe® Food Handler for Food Banking Leader's Guide

The ServSafe® Food Handler for Food Banking Leader's Guide is designed to help you teach the class using option 2. If you are teaching a larger class and want to teach it using option 1, you'll find the instructions for doing so in the actual powerpoint presentation.

| Agenda | |
|---|-------------|
| Chapter | Time |
| Welcome and Overview | 5 minutes |
| Food Safety Is Important | 15 minutes |
| Good Personal Hygiene | 25 minutes |
| Receiving and Storing Food Safely | 20 minutes |
| Break | 5 minutes |
| Evaluating, Repacking, and Transporting Food Safely | 25 minutes |
| Cleaning and Sanitizing | 20 minutes |
| Break (Prepare for Test) | 5 minutes |
| Test | 30 minutes |
| Total Class Time: 2 hours, 30 min | |

Introduction

| Topic | Directions | Time |
|----------------------|--|-------|
| Welcome and Overview | <p>Provide students with an overview of the class. The overview should include a discussion of the following information:</p> <ul style="list-style-type: none">• Class length: 2 ½ hours with test• Test: The test will be given at the end of the class. Students will have at least 30 minutes to complete it—with more time if necessary.• Breaks: Two five-minute breaks will be given.• Class structure: Information will be presented using instructor presentations and the <i>ServSafe Food Handler Guide for Food Banking</i>. Activities will be used to review the content that was presented.• All questions are welcome. | 5 min |

Chapter 1 Food Safety Is Important

| Topic | Directions | Time |
|--|--|-------|
| Introduction | <ul style="list-style-type: none"> Review the story <i>Unsafe Temperatures</i> with the students. Discuss the importance of keeping food at safe temperatures while transporting it. | 2 min |
| How Food Becomes Unsafe page 1-1 | | 4 min |
| Introduction page 1-1 | <ul style="list-style-type: none"> Ask a volunteer to define foodborne illness. Point out that foodborne illness is almost always preventable. | |
| Hazards from the Environment page 1-1 | <ul style="list-style-type: none"> Discuss the three types of hazards that can make food unsafe. Ask students to provide examples of physical hazards in their food banks or agencies. Explain that physical hazards include jewelry, glass, brittle plastics, ceramics, and bandages. | |
| How People Make Food Unsafe page 1-2 | <ul style="list-style-type: none"> Ask students to define poor personal hygiene, cross-contamination, time-temperature abuse, and incorrect cleaning and sanitizing. | |
| Apply Your Knowledge page 1-2 | <ul style="list-style-type: none"> Have students complete the <i>What Do You Think?</i> activity in their books and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |

| Topic | Directions | Time |
|---|---|-------|
| Your Role in Keeping Food Safe page 1-3 | | 3 min |
| Introduction page 1-3 | <ul style="list-style-type: none"> • Discuss the four practices that can help keep food safe. • Ask students to describe how the practices in each photo help keep food safe. | |
| Understanding Food Allergies page 1-4 | | 2 min |
| Introduction page 1-4 | <ul style="list-style-type: none"> • Discuss what a food allergy is and its dangers. • Define "cross-contact." | |
| The Most Common Food Allergens page 1-4 | <ul style="list-style-type: none"> • Ask students to take turns identifying each of the Big Eight food allergens. Then recap the whole list of Big Eight food allergens. | |
| Preventing Food Allergen Contamination page 1-5 | | 4 min |
| Prevent Cross-Contact page 1-5 | <ul style="list-style-type: none"> • Ask students to take turns identifying what should be done to prevent cross-contact. | |
| Apply Your Knowledge page 1-5 | <ul style="list-style-type: none"> • Have students complete The Most Common Food Allergens activity in their books and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Cleaning Up Food Spills page 1-5 | <ul style="list-style-type: none"> • Discuss the steps for cleaning up food spills that may lead to cross-contact. | |

Chapter 2 Good Personal Hygiene

| Topic | Directions | Time |
|---|--|--------|
| Introduction | <ul style="list-style-type: none">• Review the Hepatitis A Scare story with the students. Discuss the importance of staff members reporting illnesses to their director or supervisor. | 2 min |
| How And When To Wash Your Hands page 2-1 | | 10 min |
| How to Wash Your Hands page 2-1 | <ul style="list-style-type: none">• Discuss the steps for handwashing. Emphasize the importance of correct water temperature.• Ask students to stand up and start rubbing their hands together as though they are scrubbing them with soap. Ask them to stop when they think that 10 to 15 seconds have passed. Students will be surprised by how far off they are. | |

| Topic | Directions | Time |
|---|--|-------|
| After Washing Your Hands page 2-2 | <ul style="list-style-type: none"> • Have students describe what they should do to make sure their hands stay clean immediately after handwashing. | |
| When to Wash Your Hands pages 2-2 to 2-3 | <ul style="list-style-type: none"> • Have students take turns identifying when hands should be washed. | |
| Using Hand Antiseptics page 2-4 | <ul style="list-style-type: none"> • Have students describe the steps that must be followed if hand antiseptics are used. | |
| Apply Your Knowledge page 2-4 | <ul style="list-style-type: none"> • Have students complete the Check Your Handwashing Knowledge activity. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Where To Wash Your Hands page 2-5 | | 2 min |
| Use a Handwashing Sink page 2-5 | <ul style="list-style-type: none"> • Discuss the do's and don'ts for using a handwashing sink. • Ask students to identify what's wrong in the photos with the red X: <ul style="list-style-type: none"> ◦ Photo #1: Explain that a staff member is dumping dirty water in a handwashing sink, which could contaminate the sink and the hands of those who wash them in that sink. ◦ Photo #2: Explain that access to the handwashing sink is blocked, thus discouraging people from using the sink. | |
| Stocking the Handwashing Sink page 2-5 | <ul style="list-style-type: none"> • Discuss what must be supplied in a correctly stocked handwashing sink. | |
| Other Hand-Care Guidelines page 2-6 | | 4 min |
| Use Gloves Correctly page 2-6 | <ul style="list-style-type: none"> • Discuss the requirements for using gloves. • Ask students to take turns identifying the situations when glove changes are required. | |
| Hands and Nails page 2-7 | <ul style="list-style-type: none"> • Have students take turns identifying the requirements for hands and nails. • Discuss the requirements for covering wounds. | |
| Apply Your Knowledge page 2-7 | <ul style="list-style-type: none"> • Have students complete the Keeping It Safe activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |

| Topic | Directions | Time |
|---|---|-------|
| What To Wear page 2-8 | | 2 min |
| Introduction page 2-8 | <ul style="list-style-type: none"> • Explain the relationship between poor personal hygiene and pathogens. | |
| Hair Covering page 2-8 | <ul style="list-style-type: none"> • Discuss the situations when hair must be covered. | |
| Clothing and Aprons page 2-8 | <ul style="list-style-type: none"> • Describe the importance of clean clothing, and point out the instances when aprons must be removed. | |
| Jewelry page 2-8 | <ul style="list-style-type: none"> • Ask students to identify jewelry that cannot be worn when prepping food. | |
| Apply Your Knowledge page 2-8 | <ul style="list-style-type: none"> • Have students complete the It's What You Wear activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Other Important Practices page 2-9 | | 5 min |
| Eating, Drinking, Smoking, and Chewing Gum or Tobacco page 2-9 | <ul style="list-style-type: none"> • Have students identify the places where you cannot eat, drink, smoke, or chew gum or tobacco within the operation. | |
| What to Do if You Are Sick page 2-9 | <ul style="list-style-type: none"> • Ask students to take turns identifying the illness symptoms that should be reported to a director or supervisor. | |
| Apply Your Knowledge page 2-9 | <ul style="list-style-type: none"> • Have students complete the Reporting Illnesses activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Review | <ul style="list-style-type: none"> • Play the ServSafe Food Handler for Food Banking <i>Practicing Good Personal Hygiene</i> video. | |

Chapter 3 Receiving and Storing Food Safely

| Topic | Directions | Time |
|--|---|-------|
| Introduction | <ul style="list-style-type: none"> Review the <i>Salmonella</i> Outbreak Threatens Food Banks story with the students. Discuss the importance of following recall notices. | 2 min |
| Controlling Time and Temperature During Receiving page 3-1 | | 5 min |
| Introduction page 3-1 | <ul style="list-style-type: none"> Ask students to identify what is important about the temperature range in the illustration. Point out that the temperature range between 41°F and 135°F (5°C and 57°C) is the temperature danger zone. Explain that pathogens on food will grow in this temperature range and could cause a foodborne illness. Discuss the “cold chain” as it relates to the temperature danger zone. | |
| Types of Thermometers page 3-1 | <ul style="list-style-type: none"> Discuss the three types of thermometers commonly used in food banks and agencies. Ask students to identify the characteristics of each type of thermometer. | |
| The Correct Way to Calibrate a Thermometer page 3-2 | <ul style="list-style-type: none"> Define calibration for students. Discuss calibrating digital and infrared thermometers. Have students explain the steps for calibrating a bimetallic stemmed thermometer. | |
| Apply Your Knowledge page 3-2 | <ul style="list-style-type: none"> Have students complete the Ice-Point Calibration Method activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Inspecting Food During Receiving To Make Sure It Is Safe page 3-3 | | 5 min |
| Inspecting The Delivery Vehicle page 3-3 | <ul style="list-style-type: none"> Ask students to identify all of the things they should look for before unloading a delivery from a delivery truck. Discuss the criteria for rejecting a food delivery. | |

| Topic | Directions | Time |
|---|--|-------|
| Checking the Temperature of Food page 3-4 | <ul style="list-style-type: none"> • Discuss the temperature criteria for receiving different food items. | |
| Apply Your Knowledge page 3-4 | <ul style="list-style-type: none"> • Have students complete the Is the Delivery Safe? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Apply Your Knowledge page 3-4 | <ul style="list-style-type: none"> • Have students complete the Is It the Correct Temperature? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Storing Food Safely page 3-5 | | 8 min |
| General Storage Guidelines page 3-5 | <ul style="list-style-type: none"> • Ask students to take turns describing each guideline for storing food. | |
| Apply Your Knowledge page 3-6 | <ul style="list-style-type: none"> • Have students complete the Is it Stored Correctly? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. Make sure each student explains why the food is or is not being stored correctly. | |
| Labeling Food for Storage page 3-6 | <ul style="list-style-type: none"> • Discuss the labeling requirements for food that will be stored. | |
| Understanding Food Product Dating pages 3-6 to 3-7 | <ul style="list-style-type: none"> • Bring in some real products from the food bank or agency with different types of product dates. Pass them around and discuss the purpose of each of these product dates. | |
| Determining the Shelf-life for Refrigerated Food in Storage page 3-7 | <ul style="list-style-type: none"> • Ask students what should be done with food that has a sell-by date or no date at all. Point out that it should be frozen or distributed following Feeding America guidelines. • Ask students what might happen to food that is stored too long. Explain that it will stay safe for long periods of time, but quality will suffer. | |

| Topic | Directions | Time |
|--------------------------------------|---|-------------|
| Handling Recalled Food page 3-7 | <ul style="list-style-type: none">• Ask students why food is typically recalled. Explain that it usually happens when food has become contaminated, or when food allergens have not been identified on the label.• Discuss the guidelines for handling recalls in the food bank or agency. | |
| Rotating Food In Storage page 3-8 | <ul style="list-style-type: none">• Discuss the requirements for FEFO with the students.• Discuss the requirements for FIFO with the students. | |
| Apply Your Knowledge page 3-9 | <ul style="list-style-type: none">• Have students complete the Has It Been Rotated Correctly? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |

Chapter 4 Evaluating, Repacking, and Transporting Food Safely

| Topic | Directions | Time |
|---|--|--------|
| Introduction | <ul style="list-style-type: none"> Review the story Botulism Scare with the students. Ask them how evaluating the condition of canned goods might help prevent a botulism outbreak like the one in the story. Explain that certain can conditions, such as swollen or bulging ends, might indicate that a can may be contaminated with pathogens that cause botulism. Tell the students that this will be covered in more detail in the chapter. | 2 min |
| Evaluating the Condition of Food page 4-1 | | 12 min |
| Checking Cans for Defects page 4-1 | <ul style="list-style-type: none"> If possible, bring in cans with defects that are representative of those discussed on page 4-1. Pass around each can and discuss the defect. Make it clear that a can with these defects must be discarded. Note: If you are unable to bring in actual cans with these defects, refer to the photos on page 4-1 while discussing can defects that require them to be discarded. | |
| Checking Jars and Bottles for Defects page 4-2 | <ul style="list-style-type: none"> Ask students to look at the photos of the defective jars and bottles. Have them take turns describing the defect that is being shown in each photo. Discuss the additional criteria for determining if a jar or bottle is defective and must be discarded. | |
| Checking Commercially Packaged Dry Food for Defects pages 4-2 to 4-3 | <ul style="list-style-type: none"> Discuss the types of commercially packaged dry food. Ask students to look at the photos of the commercially packaged dry food. Have them take turns describing the defect that is being shown in each photo. Discuss the additional criteria for determining if a commercially packaged dry food is defective and must be discarded. | |

| Topic | Directions | Time |
|---|---|-------|
| Apply Your Knowledge page 4-3 | <ul style="list-style-type: none"> • Have students complete the Keep It or Toss It? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Checking Produce for Defects page 4-4 | <ul style="list-style-type: none"> • Ask the students to take turns identifying produce defects that would be grounds for rejecting the produce. | |
| Apply Your Knowledge page 4-4 | <ul style="list-style-type: none"> • Have students complete the Should You Keep It? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Checking Over-the-Counter (OTC) Medications for Defects page 4-5 | <ul style="list-style-type: none"> • Ask students to look at the photos of the over-the-counter medications. Have them take turns describing the defect that is being shown in each photo. • Discuss the additional criteria for determining if over-the-counter medications are defective and must be discarded. | |
| Apply Your Knowledge page 4-5 | <ul style="list-style-type: none"> • Have students complete the Is It Acceptable? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Repacking Food page 4-6 | | 5 min |
| Introduction page 4-6 | <ul style="list-style-type: none"> • Define the term “clean room” for the students. • Discuss the requirements for a clean room. | |
| Guidelines for Repacking Food page 4-6 | <ul style="list-style-type: none"> • Ask students to take turns providing guidelines for repacking food. | |
| Labeling Repacked Food page 4-7 | <ul style="list-style-type: none"> • Discuss the specific information that is required on repackaged food. | |
| Apply Your Knowledge page 4-7 | <ul style="list-style-type: none"> • Have students complete the What Did They Do Wrong? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |

| Topic | Directions | Time |
|--|--|-------|
| Loading and Distributing Food Safely page 4-8 | | 6 min |
| Preparing Delivery Vehicles before Transporting Food page 4-8 | <ul style="list-style-type: none"> • Ask students to take turns providing guidelines for inspecting and maintaining delivery vehicles. • Discuss practices that can help keep food at the correct temperature during transport. | |
| Preparing Food for Transport page 4-9 | <ul style="list-style-type: none"> • Discuss the guidelines for getting food ready for transport. • Ask students to identify what's wrong in the bad practices photos. Discuss these practices. | |
| Loading and Transporting Food Safely page 4-10 | <ul style="list-style-type: none"> • Ask students to take turns identifying the guidelines for loading and transporting food safely. • Ask students to identify what's wrong in the bad practices photos. Discuss these practices. | |
| Apply Your Knowledge page 4-10 | <ul style="list-style-type: none"> • Have students complete the Was It Loaded Safely? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |

Chapter 5 Cleaning and Sanitizing

| Topic | Directions | Time |
|--|---|-------|
| Introduction | <ul style="list-style-type: none"> Review the story Pest Troubles with the students. Ask them why pests, such as rodents, are such a risk. Ask them why correct cleaning and sanitizing at the location can help prevent pests. | 2 min |
| How and When to Clean and Sanitize page 5-1 | | 9 min |
| Introduction page 5-1 | <ul style="list-style-type: none"> Ask a volunteer to explain the difference between cleaning and sanitizing. Explain why it is important to clean and sanitize surfaces. | |
| Surfaces to Clean and Sanitize page 5-1 | <ul style="list-style-type: none"> Have students give examples of surfaces that need to be simply cleaned and surfaces that need to be cleaned and sanitized. | |
| How to Clean and Sanitize Surfaces page 5-2 | <ul style="list-style-type: none"> Ask a volunteer to explain the procedure for cleaning and sanitizing surfaces. | |
| Cleaning and Sanitizing Stationary Equipment page 5-3 | <ul style="list-style-type: none"> Discuss the procedure for cleaning and sanitizing stationary equipment. | |
| When to Clean and Sanitize page 5-3 | <ul style="list-style-type: none"> Have students take turns identifying the times when food-contact surfaces must be cleaned and sanitized. | |
| How to Make Sure Sanitizers are Effective page 5-4 | <ul style="list-style-type: none"> Discuss the steps for making sure a sanitizer will be effective. | |
| Apply Your Knowledge pages 5-4 to 5-5 | <ul style="list-style-type: none"> Have students complete the Cleaning and Sanitizing? activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| How to Manually Clean and Sanitize Tools and Utensils page 5-6 | | 5 min |
| Setting Up a Three-Compartment Sink page 5-6 | <ul style="list-style-type: none"> Ask students to name the first thing that must be done before using a three-compartment sink. Have students identify the steps for correctly setting up a three-compartment sink. Discuss the sanitizer used at the location and how to correctly add it to the sanitizer sink. | |

| Topic | Directions | Time |
|--|--|-------|
| Using a Three-Compartment Sink pages 5-6 to 5-7 | <ul style="list-style-type: none"> • Ask students to describe the correct steps for using a three-compartment sink. • Discuss the amount of time that items at the location must be soaked in sanitizer solution. | |
| Apply Your Knowledge page 5-7 | <ul style="list-style-type: none"> • Have students complete the Washing Tools and Utensils activity and then take turns providing answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Handling Garbage page 5-8 | <ul style="list-style-type: none"> • Ask students to explain how garbage and garbage containers should be handled at the location. | 2 min |
| Apply Your Knowledge page 5-8 | <ul style="list-style-type: none"> • Have students to complete the That's Just Garbage activity and ask a volunteer to provide answers. See the Answer Key in the <i>ServSafe Food Handler Guide for Food Banking</i> for answers. | |
| Spotting Pests page 5-9 | | 2 min |
| Introduction page 5-9 | <ul style="list-style-type: none"> • Have students explain why pests are dangerous to the location. • Ask students to identify the signs that pests are present in the location. | |

Test

The test is designed to check students' knowledge of the content presented in the ServSafe Food Handler for Food Banking class. Students will complete the test, found in the back of the guide, by circling the best answer to each question. Once the test has been completed, it must be graded using the Test Answer Key. Certificates of completion should be issued to all students who have achieved a score of at least 75%. You will find these certificates within each guide.

- Students should be given at least 30 minutes to complete the test.
- Once the test has been completed, it must be graded using the Test Answer Key.
- Certificates of completion should be issued to all students who have achieved a score of at least 75%. You will find these certificates within each guide.
- Students who don't score at least 75% on the test should either be asked to sit through the class again at a later date, or should be allowed to retake the test at a later time.