



# INSTRUCTOR GUIDE

## Using the CD-ROM or Web-based Training Program

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This guide is designed to help you as a food service director or manager provide engaging and meaningful professional development that addresses basic standards and competencies on food equipment operation and cleaning for food service employees.

It includes a comprehensive outline for conducting group presentations (8-12 employees) and supervising self-study, with strategies for addressing different learning styles and abilities in several ways.

- **Interactive sessions encourage reflection and problem solving.**
- **Traditional print materials, such as the FEAST fact sheets and food safety posters, supplement video segments.**
  - *Review Questions* accompany each equipment type and overview video.
  - Fact sheets are available in nine languages (Chinese, Greek, Haitian, Italian, Portuguese, Polish, Russian, Spanish and Vietnamese) at <http://www.mafoodsafetyeducation.info/>
- **Your demonstration and practice sessions allow application.**

The *Guide for Coordinating a Self-study* provides a simple overview of steps you need to take as the supervisor to review appropriate videos and fact sheets, ensure opportunities for demonstration and practice, and assess competency.

The FEAST program is intended as a general training guide. You should always follow specific instructions provided by the equipment and sanitizer manufacturers.

## Guide for Group or Individual Presentations

### BEFORE THE SESSION

#### I. VERIFY THE SYSTEM REQUIREMENTS.

#### II. REVIEW ALL TRAINING MATERIALS FROM CD-ROM OR WEBSITE.

- **Print and review all training materials.**
- **Read this guide and review the appropriate food safety posters and teaching tips.**
- **Decide on the equipment to be covered in your training session.**



• **List:**

- Differences between the FEAST videos and fact sheets and your equipment and/or standard operational procedures that you want the employees to note.
- Discussion questions that relate to your food service operation and/or problems that you are experiencing.

- **Read the *Review Questions* and *Answer Key*. Develop additional discussion or review questions that may be unique to your operation.**

**III. SCHEDULE**

• **Instructional equipment and materials that you will need for a group presentation:**

- computer with CD drive
- external speakers
- Internet access if using the web
- data projector
- flipchart or white board with markers
- blank wall or screen
- appropriate seating and/or viewing space for demonstration

• **Food service equipment and supplies for demonstrations:**

- Food items used to demonstrate each piece of equipment.
- Cleaning equipment and supplies to demonstrate safe cleaning procedures.

**IV. PREPARE PACKETS TO DISTRIBUTE TO EMPLOYEE(S)**

• **Print FEAST fact sheets and food safety posters as needed.**

- equipment fact sheets
- food safety posters
  - *Employee Must Wash Hands* poster
  - *How to Sanitize by Hand with Chemical Sanitizers* poster

• **Print your standard operating procedures (SOPs) as appropriate.**

- hand washing
- glove use
- personal safety
- lockout/tagout procedures
- equipment use

• **Assemble as packets.**



## SUGGESTED TRAINING OUTLINE

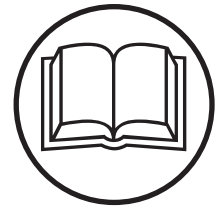
### **FEAST Background and Introduction**

#### **I. INTRODUCE THE SESSION**

- **Review the purpose of the training.**
  - Increase knowledge of proper food service equipment operation and cleaning procedures.
  
  - Improve skills for safe food handling and equipment.
  
- **Explain how this fits into their professional development.**
  - Review how employees and supervisors will document training and skill competence.
  
  - Show the *FEAST Skills Inventory*.

#### **II. INTRODUCE THE IMPORTANCE OF EQUIPMENT SAFETY**

- **Review the importance of equipment safety.**
  - Proper use of any type of equipment is important for many reasons.
  
- **Ask why it is important to operate food service equipment safely – at home or at work.**
  - personal safety
  
  - customer safety
  
  - loss of work due to injury (immediate and long-term)
  
  - other



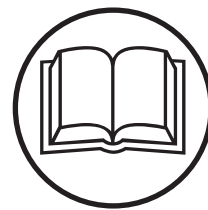
- **Write responses on flipchart or board.**
  
- **Introduce the FEAST videos and fact sheets. Briefly tell what they include:**
  - important equipment safety and sanitation principles
  
  - safe operating directions
  
  - safe cleaning directions
  
  - key terms and important equipment parts
  
- **Review the disclaimer.**
  - Emphasize that fact sheets and videos are general guidelines.
  
  - Refer to and show:
    - your SOPs
  
    - equipment manufacturers' directions and/or manuals



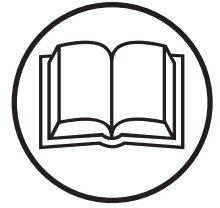
## **Overview of General Safety Precautions**

### **I. PROPER PERSONAL DRESS AND HYGIENE**

- **Introduce the importance of the food safety principle of preventing cross-contamination.**
  - Review SOP's on:
    - personal attire and hygiene
    - glove use
  
  - Refer to FEAST fact sheet and food safety poster:
    - *Personal Dress and Hygiene*
    - *Employees Must Wash Hands*
  
- **Review the importance of personal safety precautions.**
  - Review SOP's on:
    - safety gloves and goggles
    - shoes
    - other
  
  - Ask if anyone has seen situations that may have been hazardous or dangerous due to personal safety.
  
  - Discuss how following existing safety procedures might prevent harm.



- View the *Personal Dress and Hygiene* video segment.
  
- Discuss video and fact sheets.
  - Ask and write:
    - How are these precautions similar to, or different from, practices they use at home or other work settings?
  
    - If anyone had notes to share or questions.
  
  - Write responses on flipchart or board.
  
- Assess knowledge.
  - Distribute *Review Questions for Personal Dress and Hygiene* fact sheet.
  
  - Complete questions.
  
  - Discuss responses.



## II. CLEANING AND SANITIZING

- **Introduce the importance of cleaning and sanitizing in relation to preventing cross-contamination when using equipment.**

*(See How To Sanitize by Hand Using Chemicals Teaching Tips)*

- **Refer to:**

- food safety poster *How To Sanitize by Hand Using Chemicals*

- SOP's on cleaning and sanitizing

- **Review SOPs on:**

- safe use of cleaning chemicals

- MSDS notebook and its location



### III. SAFE USE OF ELECTRICITY AND GAS

- Introduce the importance of following safety precautions while operating gas or electrical equipment in food service operations.

- Refer to FEAST *Gas and/or Electric Overview* fact sheets.

- Explain that these guides highlight general safety precautions that are needed with the types of equipment in our operation.

- View the *Electric and Gas Overview* video segment.

- Discuss the video and fact sheets.

#### Gas Overview

- Review definitions.
- Highlight responsibilities of the supervisor or manager and employees.
- Stress the importance of telling the supervisor if the food service worker detects a gas leak.
- Explain the importance of following evacuation procedures.



### Electricity Overview

- Review definitions.
- Review Lockout/Tagout procedures.
  
- Introduce and review the circuit breaker.
  - Show location of the circuit breaker box.
  - Explain how circuit breakers are labeled for identification.
  - Demonstrate how to switch circuit breaker on and off.
  
- **Display samples or show photos of unsafe situations that should be reported.**
  
- **Ask how these precautions are similar to or different from procedures they use at home or other work settings.**
  - Encourage sharing of questions, points or “notes” that learners have written.
  
  - Write responses on flipchart or board.
  
- **Assess knowledge.**
  - Distribute *Review Questions for Electric and/or Gas Overviews*.
  
  - Complete questions.
  
  - Discuss responses.



## **Equipment Safety**

### **I. PROCEDURES FOR SAFE OPERATION AND CLEANING**

- **Introduce the equipment.**
  - Name and describe the equipment.
    - equipment type
    - design and specific features
    - equipment purpose in general and in your kitchen
    - key terms and definitions.
  
- **View Equipment video.**
  - Pause at the equipment illustration.
  
  - Review names of parts.
  
- **Discuss videos, fact sheets and specific operations.**
  - Ask if anyone had notes or questions from the fact sheet or video.
  
  - Write responses on flipchart or board.
  
- **Demonstrate safe operating and cleaning procedures.**
  
- **Show and compare FEAST fact sheets with your procedures and manufacturer's recommendations.**



- Define and explain the part(s).

- Note parts in the video illustration and fact sheet terms that are italicized or followed by \*\*.

- Emphasize that we always follow the manufacturer's directions. The fact sheets and videos are only general guidelines.

- **Ask for questions.**

- names of parts

- procedures

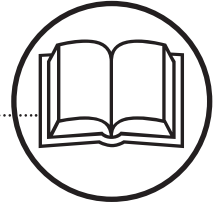
- definitions of key terms

- **Assess knowledge.**

- Distribute *Review Questions* for the selected equipment.

- Complete questions.

- Discuss responses.



## **II. USING EQUIPMENT SAFELY**

- **Review the importance of practicing proper use of equipment to gain confidence and skill.**
- **Schedule dates with employees to practice selected equipment that will allow you to provide coaching as needed.**
- **Respond to questions that the employee may have about the training.**



## AFTER THE SESSION

### Practice and Assessment

#### I. PLAN PRACTICE TIME TO INCLUDE

- review of training material and associated SOP(s)
- hands-on practice on safe and sanitary use of equipment
- coaching as employee needs
- opportunity and encouragement to ask questions if the employee is uncertain about any aspects of safe operation or cleaning

#### II. ASSESS THE EMPLOYEE'S COMPETENCY IN SAFE AND SANITARY USE OF EQUIPMENT

- Demonstrate equipment set-up, operation, dismantling and sanitation.
- Evaluate knowledge of general equipment safety and sanitation procedures verbally or with a written quiz.
- If the employee can not successfully demonstrate safe equipment use:
  - Schedule time to re-train and retest.
  - Note this on the Skills Inventory.

#### III. DOCUMENT COMPETENCY

- Complete the *FEAST Skills Inventory*:
  - Note completion of tasks for each piece of equipment.
  - Sign and date the *FEAST Skills Inventory* section that documents the employee's competency.
  - File a copy of the *FEAST Skills Inventory* in the employee's personnel file.
- Present FEAST Certificate of Completion.



## Guide for Coordinating Self-Study

Many of the steps for self-study will be similar to those for formal group presentations regarding review and preparation of print materials, and arranging for practice and demonstration sessions with equipment. Additional time should be scheduled after the employee has viewed the video segment(s) to discuss materials, assess competency, retrain or retest, and finally document the training.

For employees who must or prefer to learn on their own:

### **I. MEET AND SPEAK WITH THE EMPLOYEE**

- **Review:**

- objectives for the training
- Self-Study Guidelines
- equipment that will be covered
- system/technical requirements
  - hardware
  - software

- **Provide the employee with copies of all training materials as noted on page 1 of this guide.**

- **Ask the employee to use the FEAST fact sheets to make note of:**

- Differences between your equipment and standard operational procedures and the FEAST fact sheets and/or video demonstrations.
- Questions that relate to your food service operation and/or problems that you or they are experiencing.

- **Note dates on the employee's Self-Study Guide to:**

- view video
- discuss questions and provide demonstration
- practice equipment
- assess and document competency



**II. PROVIDE DEMONSTRATION AND ASSESS KNOWLEDGE**

- Provide demonstration of equipment as noted on pages 10 and 11.
- Assess knowledge.
  - Distribute Review Questions for the overviews and selected equipment.
  - Ask the employee to complete questions.
  - Discuss responses.

**III. PROVIDE OPPORTUNITIES FOR PRACTICE TO INCLUDE**

- review of training material and associated SOP(s)
- hands-on practice on safe and sanitary use of equipment
- coaching as employee needs
- opportunities and encouragement to ask questions if the employee is uncertain about any aspects of safe operation or cleaning

**IV. ASSESS AND DOCUMENT**

- Assess the employee's competency in safe and sanitary use of equipment
  - Demonstrate equipment set-up, operation, dismantling and sanitation.
  - Evaluate knowledge of general equipment safety and sanitation procedures verbally or with a written quiz.
- If the employee can not successfully demonstrate safe equipment use:
  - Schedule time to re-train and retest.
  - Note this on the *FEAST Skills Inventory*.
- Document competency
  - Complete the *FEAST Skills Inventory*.
    - Note completion of tasks for each piece of equipment.
    - Sign and date the Skills Inventory section that documents the employee's competency.
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