



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

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ServSafe® courses can be taught using the ServSafe DVDs as the primary way to deliver content for most of the course topics. This can be effective because the DVD series is comprehensive and it allows you to show real-world examples, practices, procedures, and equipment that is not usually accessible in a classroom setting.

This guide is designed to help you teach the ServSafe course using this approach. It shows you how to incorporate the DVDs into your classroom experience and identifies the additional content that must be covered through other materials. You will be directed to specific PowerPoint® (PPT) slides and pages in *ServSafe Manager Book 6th Edition updated with the 2013 FDA Food Code*. Time is also allotted for using activities to review the content that you have presented. These activities are found in *ServSafe Manager Book 6th Edition updated with the 2013 FDA Food Code*.

Time Frames

Time frames are included for conducting the course. Keep in mind that your local regulatory authority may have specific requirements. The presentation of the course can be completed in approximately 15 hours. Allotting an hour for the certification examination, the course will be completed in 16 hours.

Breaks are indicated in ten-minute increments. Sixty 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.

Video-Based Leader's Guide Agenda—16 hour			
Chapter	Activity	Time	Total Time Per Chapter
Introduction	Welcome learners and do introductions.	20 minutes	100 minutes 9:00 to 10:40
	Do an icebreaker activity.	10 minutes	
	Provide an overview of the class.	10 minutes	
	Complete the 40-question Practice Test as a pretest.	60 minutes	
Break			10 minutes 10:40 to 10:50
Providing Safe Food <i>ServSafe Manager</i> Chapter 1	Play the <i>Introduction to Food Safety</i> DVD.	12 minutes	41 minutes 10:50 to 11:31
	Teach the additional content.	19 minutes	
	Review the content presented.	10 minutes	
Forms of Contamination <i>ServSafe Manager</i> Chapter 2	Play the <i>Overview of Foodborne Microorganisms and Allergens</i> DVD.	25 minutes	35 minutes 11:31 to 12:06
	Review the content presented.	10 minutes	
	Lunch		
Forms of Contamination <i>ServSafe Manager</i> Chapter 2	Teach the additional content.	27 minutes	37 minutes 1:06 to 1:43
	Review the content presented.	10 minutes	
The Safe Food Handler <i>ServSafe Manager</i> Chapter 3	Play the <i>Personal Hygiene</i> DVD.	15 minutes	41 minutes 1:43 to 2:24
	Teach the additional content.	16 minutes	
	Review the content presented.	10 minutes	
The Flow of Food: An Introduction <i>ServSafe Manager</i> Chapter 4	Teach the chapter content.	18 minutes	28 minutes 2:24 to 2:52
	Review the content presented.	10 minutes	
Break			10 minutes 2:52 to 3:02
The Flow of Food: Purchasing, Receiving, and Storage <i>ServSafe Manager</i> Chapter 5	Play the <i>Purchasing, Receiving, and Storage</i> DVD. Stop the DVD after the "Purchasing and Receiving" section has finished playing.	10 minutes	25 minutes 3:02 to 3:27
	Teach the additional content.	10 minutes	
	Review the content presented.	5 minutes	
The Flow of Food: Purchasing, Receiving, and Storage <i>ServSafe Manager</i> Chapter 5	Play the "Storage" topic from the <i>Purchasing, Receiving, and Storage</i> DVD.	5 minutes	30 minutes 3:27 to 3:57
	Teach the additional content.	15 minutes	
	Review the content presented.	10 minutes	
Review	Review Day 1	60 minutes	60 minutes 3:57 to 4:57

Chapter	Activity	Time	Total Time Per Chapter
Review	Review of Day 1.	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. Note: Stop the DVD after the "Reheating Food" topic has finished playing. Teach the additional content. Review the content presented.	15 minutes 28 minutes 15 minutes	58 minutes 9:30 to 10:28
	Break		10 minutes 10:28 to 10:38
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. Review the content presented.	5 minutes 15 minutes 10 minutes	30 minutes 10:38 to 11:08
Food Safety Management Systems <i>ServSafe Manager</i> Chapter 8	Teach the chapter content. Review the content presented.	28 minutes 10 minutes	38 minutes 11:08 to 11:46
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.	15 minutes	15 minutes 11:46 to 12:01
	Lunch		60 minutes 12:01 to 1:01
Sanitary Facilities and Pest Management <i>ServSafe Manager</i> Chapter 9	Teach the additional content. Review the content presented. Play the "Integrated Pest Management" section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Note: Stop the DVD after the "Pest Identification" section. Review the content presented.	8 minutes 10 minutes 7 minutes 5 minutes	30 minutes 1:01 to 1:31
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. Review the content presented.	15 minutes 18 minutes 15 minutes	48 minutes 1:31 to 2:19
	Break		10 minutes 2:19 to 2:29
Review	Play <i>Food Safety Showdown</i> (Versions A and B)	70 minutes	70 minutes 2:29 to 3:39
	Break Preparation for certification exam		15 minutes 3:39 to 3:54
	Certification Exam	60 minutes	60 minutes 3:54 to 4:54

Video-Based Leader's Guide—16 Hour

Introduction

Activity	Directions	Time
<p>1  Welcome learners and do introductions. Do an 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.</p> <p>Tell them you are going to play a game that will help break the ice. Conduct your icebreaker activity.</p>	30 min
<p>2  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). • Certification exam: The exam will be given at the end of the class on the second day. Learners will have at least one hour to complete the exam and more time if necessary. • Breaks: Periodic 10-minute breaks. • Lunch: 60 minutes. • Exits/restrooms: Point out locations. • Class structure: <ul style="list-style-type: none"> ◦ Information will be presented using DVDs, instructor/PowerPoint® (PPT) presentations, and <i>ServSafe Manager Book</i>. ◦ Activities will be used to review content that was presented. ◦ All questions are welcome. 	10 min
<p>3  Complete the 40-question Practice Test.</p>	<p>The Practice Test will serve as a pretest to check the learner's prior knowledge and understanding of the material. The Practice Test can be found on ServSafe.com.</p>	60 min
Break		10 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  Play the <i>Introduction to Food Safety</i> DVD.</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. 	<p>12 min</p>
<p>Transition Let learners know that there is additional content for this topic that was not included in the DVD.</p>		
<p>2  Teach the additional content not included in the DVD by using one of the following materials.</p>	<p>PPT</p> <ul style="list-style-type: none"> • Chapter 1 slides <p>If you use the Chapter 1 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	<p>19 min</p>

Activity	Directions	Time		
ServSafe Manager				
<ul style="list-style-type: none"> • Challenges to Food Safety page 1.2 • How Food Becomes Unsafe pages 1.4 to 1.5 • Food Most Likely to Become Unsafe: TCS Food page 1.6 • Populations at High Risk for Foodborne Illnesses page 1.7 • Keeping Food Safe pages 1.8 to 1.9 				
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 activities from ServSafe Manager.	Do as many activities as possible in the time allowed.	10 min
ServSafe Manager				
<ul style="list-style-type: none"> • Apply Your Knowledge—<i>What's the Cause?</i> page 1.7 • Apply Your Knowledge—<i>Which is it?</i> page 1.7 • Apply Your Knowledge—<i>Who Does What?</i> page 1.10 • Chapter Review Case Study page 1.11 			Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 1.13.	
Transition				
After finishing the activity(s), 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 of 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 can select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity	Directions	Time
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">1</div> <div style="display: flex; align-items: center;">  <div> <p>Play the Overview of Foodborne Microorganisms and Allergens DVD.</p> </div> </div> </div>	<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"> • Pathogens <ul style="list-style-type: none"> ◦ The term “pathogens” is now used in place of the term “microorganisms”. Pathogens are harmful microorganisms. • FAT TOM <ul style="list-style-type: none"> ◦ FAT TOM is now only used to define the conditions that <i>bacteria</i> need to grow as opposed to the conditions <i>pathogens</i> need to grow. • Food allergies <ul style="list-style-type: none"> ◦ 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 to the eight most common food allergens. They are milk, eggs, soy, fish, tree nuts, peanuts, crustaceans shellfish, and wheat. ◦ The symptoms of a food allergy have been revised to include: nausea and itchy rashes. 	<p>25 min</p>

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

2



Review the content presented using activities from *ServSafe Manager*.

Do as many activities as possible in the time allowed.

10 min

ServSafe Manager

- Apply Your Knowledge—*Which Ones Are Contaminants?* page 2.10
- Apply Your Knowledge—*What's Wrong with This Picture?* page 2.11
- Apply Your Knowledge—*What's It Stand For?* page 2.11
- Apply Your Knowledge—*What's the Best Way to Control Them?* page 2.12
- Apply Your Knowledge—*Identify the Symptoms* page 2.19
- Apply Your Knowledge—*The Most Common Food Allergens* page 2.19
- Chapter Review Case Study page 2.22

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 2.25 to 2.26.

Lunch

60 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 covered in the DVD by using one of the following materials.

27 min

PPT

- Chapter 2 slides

If you use the Chapter 2 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.

ServSafe Manager

- How Contamination Happens page 2.2
- Symptoms of Foodborne Illness page 2.3
- Major Bacteria that Cause Foodborne Illness page 2.5
- Major Viruses that Cause Foodborne Illness pages 2.6 to 2.7
- Biological Toxins page 2.8
- Deliberate Contamination of Food pages 2.13 to 2.14
- Responding to a Foodborne-Illness Outbreak page 2.15

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

4



Review the content presented using activities from *ServSafe Manager*.

Do as many activities as possible in the time allowed.

10 min

ServSafe Manager

- Apply Your Knowledge—*What Have I Got?* page 2.11
- Apply Your Knowledge—*Who Am I?* page 2.12
- Apply Your Knowledge—*The Best Defense* page 2.14
- Apply Your Knowledge—*What Did Phillip Do Wrong?* page 2.16

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 2.25 to 2.26.

Transition

After finishing the activity(s), ask learners if they have any other questions about the DVD content in this chapter.

Activity

Directions

Time

Chapter 3 The Safe Food Handler

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

1

**Play the *Personal Hygiene* DVD.****15 min**

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.

- Handwashing
 - 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
 - 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.
- Bare-hand contact
 - 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:
 - 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:
 - 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:
 - * Norovirus
 - * *Shigella* spp.
 - * Nontyphoidal *Salmonella*
 - * Shiga toxin-producing *Escherichia coli* (STEC) also known as *E. coli*
 - Exclude the food handler from the operation if the food handler has been diagnosed with an illness caused by one of these pathogens:
 - * Hepatitis A
 - * *Salmonella* Typhi
- Work attire
 - 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.

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 covered in the DVD using one of the following materials.

16 min

PPT

- Chapter 3 slides

If you use the Chapter 3 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.

ServSafe Manager

- Situations That Can Lead to Contaminating Food page 3.2
- Managing a Personal Hygiene Program page 3.4
- Hand Care page 3.7
- Single-Use Gloves page 3.8
- How to Use Gloves page 3.9
- Bare-Hand Contact with Ready-To-Eat Food page 3.10
- Handling Staff Illnesses page 3.13

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 activities from *ServSafe Manager*.

Do as many activities as possible in the time allowed.

10 min

ServSafe Manager

- Apply Your Knowledge—*Who Is at Risk?* page 3.3
- Apply Your Knowledge—*Check Your Handwashing Savvy* page 3.14
- Apply Your Knowledge—*When to Wash Hands?* page 3.15
- Apply Your Knowledge—*Exclusion or Restriction?* page 3.15
- Chapter Review Case Study page 3.17

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 3.20 to 3.21.

Transition

After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.

Chapter 4 The Flow of Food: An Introduction

Activity	Directions	Time
Transition		
This chapter is not included in the DVDs. You must teach this content.		
1	 Teach the Chapter 4 content using one of the following materials.	18 min
	<p>PPT</p> <ul style="list-style-type: none"> Chapter 4 slides 	
	<p>ServSafe Manager</p> <ul style="list-style-type: none"> Hazards in the Flow of Food pages 4.2 to 4.4 Monitoring Time and Temperature pages 4.6 to 4.9 	
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 activities from ServSafe Manager.	10 min
	<p>ServSafe Manager</p> <ul style="list-style-type: none"> Apply Your Knowledge—<i>An Ounce of Prevention</i> page 4.5 Apply Your Knowledge—<i>Is It Safe?</i> page 4.5 Apply Your Knowledge—<i>Pick the Correct Thermometer</i> page 4.10 Chapter Review Case Study page 4.11 	<p>Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 4.14.</p>
Transition		
After finishing the activity(s), ask the learners if they have any other questions about the content in this chapter.		
Break		10 min

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

Transition

Tell the class that they will watch a DVD that covers most of the content in Chapter 5.

Here are the topics in the DVD:

- Purchasing principles
- Receiving principles
- General receiving and inspection guidelines
- Storage guidelines

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

Activity

Directions

Time

1		Play the <i>Purchasing, Receiving, and Storage</i> DVD. Stop the DVD after the “Purchasing and Receiving” section has finished playing.	Tell learners that the “Preventing Cross-Contamination” and “Controlling Time and Temperature” sections in the video are a review of concepts learned in Chapter 4.	10 min
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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 one of the following materials.		10 min
		<p>PPT</p> <ul style="list-style-type: none"> • Chapter 5 slides 	If you use the Chapter 5 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.	

ServSafe Manager

- Receiving and Inspecting pages 5.3 to 5.6

Transition

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

3		Review the content presented using activities from <i>ServSafe Manager</i>.	Do as many activities as possible in the time allowed.	5 min
		<p><i>ServSafe Manager</i></p> <ul style="list-style-type: none"> • Apply Your Knowledge—<i>Accept or Reject?</i> page 5.7 	Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 5.18.	

Transition

Tell learners they will watch the “Storage” topic from the DVD.

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

Activity

Directions

Time

4		<p>Play the “Storage” topic from the Purchasing, Receiving, and Storage 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"> • Labeling and date marking <ul style="list-style-type: none"> ◦ All food items that are not in their original container must be labeled. ◦ Ready-to-eat TCS food must be date marked to indicate when it must be sold, eaten, or thrown out. This is required when the food has been prepped on-site and will be held for longer than 24 hours. • Storage temperatures <ul style="list-style-type: none"> ◦ Milk can be received at 45°F (7°C) or lower as long as it is cooled to 41°F (5°C) or lower in four hours. • Dry storage <ul style="list-style-type: none"> ◦ There is no requirement that storerooms be kept at temperatures between 50°F and 70°F (10°C and 21°C). 	5 min
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Transition

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

5		<p>Teach the additional content not included in the DVD by using one of the following materials.</p>	<p>PPT</p> <ul style="list-style-type: none"> • Chapter 5 storage slides 	<p>If you use the Chapter 5 storage PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	15 min
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ServSafe Manager

- Labeling page 5.8
- Date Marking page 5.9
- Temperatures page 5.9
- Rotation page 5.10
- Preventing Cross-Contamination page 5.10

Transition

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

Activity

Directions

Time

6



Review the content presented using activities from *ServSafe Manager*.

Do as many activities as possible in the time allowed.

10 min

ServSafe Manager

- Apply Your Knowledge—*Load the Cooler* page 5.12
- Apply Your Knowledge—*What's Wrong with This Picture?* page 5.12

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 5.18 and 5.19.

Transition

After finishing the activity(s), ask the learners if they have any other questions about the content in this chapter.

Day 1

Review

60 min

Tell the class that they will review the content covered up to this point using the study questions at the back of each chapter. There are a total of 45 questions.

Here are the locations of the study questions and their answers:

- Chapter 1: Providing Safe Food page 1.12 (answers page 1.13)
- Chapter 2: Forms of Contamination pages 2.23 and 2.24 (answers page 2.26)
- Chapter 3: The Safe Food Handler pages 3.18 and 3.19 (answers page 3.21)
- Chapter 4: The Flow of Food: An Introduction pages 4.12 and 4.13 (answers page 4.14)
- Chapter 5: The Flow of Food: Purchasing, Receiving, and Storage pages 5.16 and 5.17 (answers page 5.19)

Note: Here is a sure way to get all learners to participate in answering each question. Create sets of index cards with the letters A, B, C, and D on them. There should be one letter on each card. Hand out a set to each learner. As you read each question ask every learner to hold up the card with the letter that answers that question. Choose a learner to explain their answer. Continue until all of the questions have been answered.

Day 2

Review the content covered on Day 1.

30 min

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.

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.

Chapter 6 The Flow of Food: Preparation

Transition

Before you play the DVD, 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 can select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity	Directions	Time
<p>1  Play the Preparation, Cooking, and Serving DVD. Stop the DVD after the topic, "Reheating Food" has finished playing.</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"> • Thawing <ul style="list-style-type: none"> ◦ 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. 	15 min
<p>Transition Let learners know that there is additional content for this topic that was not included in the DVD.</p>		
<p>2  Teach the additional content not included in this section of the DVD by using one of the following materials.</p>	<p>If you use the Chapter 6 PPT slides to teach this content, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	28 min
<p>PPT</p> <ul style="list-style-type: none"> • Chapter 6 slides 		

Activity	Directions	Time		
<p>ServSafe Manager</p> <ul style="list-style-type: none"> • General Preparation Practices (Additives) page 6.2 • General Preparation Practices (Presentation) page 6.2 • General Preparation Practices (Corrective Actions) page 6.3 • Produce page 6.4 • Ice page 6.5 • Preparation Practices That Have Special Requirements page 6.6 • Cooking Requirements for Specific Food pages 6.9 to 6.10 • Partial Cooking During Preparation page 6.11 • Consumer Advisories page 6.12 • Operations That Mainly Serve High-Risk Populations page 6.12 • Storing Food for Further Cooling page 6.16 • Reheating Food page 6.17 				
Transition				
Explain to learners you are now going to use some activities that will let them practice the content that was presented.				
3		Review the content presented using activities from ServSafe Manager.	Do as many activities as possible in the time allowed.	15 min
<p>ServSafe Manager</p> <ul style="list-style-type: none"> • Apply Your Knowledge—<i>What’s the Problem?</i> page 6.7 • Apply Your Knowledge—<i>Pick the Correct Way to Prep Food</i> page 6.8 • Apply Your Knowledge—<i>Handling Ice</i> page 6.8 • Apply Your Knowledge—<i>How Do You Check It?</i> page 6.13 • Apply Your Knowledge—<i>What’s the Temperature?</i> page 6.14 • Apply Your Knowledge—<i>Cooling Food</i> page 6.17 • Apply Your Knowledge—<i>Is It Hot Enough?</i> page 6.18 • Chapter Review Case Study page 6.20 • Study Questions pages 6.21 to 6.23 		Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 6.24 to 6.25.		
Transition				
After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.				
Break				10 min

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	Directions	Time
<p>1  Play the “Holding Food” and “Serving Food” topics 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 one of the following materials.</p>	<p>If you use the Chapter 7 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	15 min
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ServSafe Manager

- Holding Food without Temperature Control pages 7.3 to 7.4
- Preset Tableware page 7.7
- Re-serving Food page 7.7
- Labeling Bulk Food page 7.9
- Off-Site Service page 7.9
- Vending Machines page 7.10

Transition

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

3



Review the content presented using activities from ServSafe Manager.

Do as many activities as possible in the time allowed.

10 min

Activity

Directions

Time

ServSafe Manager

- Apply Your Knowledge—*Is It Being Handled Safely?* page 7.4
- Apply Your Knowledge—*Is It Being Served Safely?* page 7.10
- Apply Your Knowledge—*Re-serve or Throw Out?* page 7.11
- Chapter Review Case Study page 7.12
- Study Questions pages 7.13 and 7.14

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 7.15.

Transition

After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.

Chapter 8 Food Safety Management Systems

Transition

This chapter is not included in the DVD content. You must teach this content.

Activity	Directions	Time
<p>1  Teach the Chapter 8 content using one of the following materials.</p> <p>PPT</p> <ul style="list-style-type: none"> Chapter 8 slides <p>ServSafe Manager</p> <ul style="list-style-type: none"> Food Safety Management Systems pages 8.2 to 8.10 	<p>If you use the Chapter 8 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.</p>	<p>28 min</p>

Transition

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

<p>2  Review the content presented using activities from ServSafe Manager.</p> <p>ServSafe Manager</p> <ul style="list-style-type: none"> Apply Your Knowledge—<i>It's the Principle of the Thing</i> page 8.11 Chapter Review Case Study page 8.12 Study Questions page 8.13 to 8.14 	<p>Do as many activities as possible in the time allowed.</p> <p>Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 8.15.</p>	<p>10 min</p>
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Transition

After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.

Chapter 9 Sanitary Facilities and Pest Management

Transition

Tell learners that the DVD is divided into three major sections: “Sanitary Facilities and Equipment,” “Cleaning and Sanitizing,” and “Integrated Pest Management.” Explain that they will be watching this DVD section by section.

The first section of the DVD that will be watched is “Sanitary Facilities and Equipment.” Here are the topics for this section:

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

Activity	Directions	Time
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">1</div> <div style="display: flex; align-items: center;">  <div> <p>Play the “Sanitary Facilities and Equipment” section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD.</p> </div> </div> </div>	<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"> • Equipment selection <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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. 	<p>15 min</p>

Activity	Directions	Time
Lunch	<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 operation 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. 	60 min

Transition

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

Activity	Directions	Time
<p>2  Teach the additional content not included in the DVD by using one of the following materials.</p> <p>PPT</p> <ul style="list-style-type: none"> • Chapter 9 slides 		8 min

ServSafe Manager

- Installing and Maintaining Equipment pages 9.2 to 9.3
- Dishwashing Machines page 9.3
- Garbage page 9.7
- Emergencies That Affect the Facility page 9.10

Transition

Explain to the 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 activities from ServSafe Manager.</p>	<p>Do as many activities as possible in the time allowed.</p>	10 min
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ServSafe Manager

- Apply Your Knowledge—*What’s Missing?* page 9.8
- Apply Your Knowledge—*What’s Wrong with This Picture?* page 9.9
- Apply Your Knowledge—*Which Sink?* page 9.9
- Apply Your Knowledge—*Garbage In, Garbage Out* page 9.9
- Chapter Review Case Study page 9.14
- Study Questions pages 9.15 and 9.16 (questions 1-11)

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on page 9.17.

Transition

Explain that you are going to play topics from the “Integrated Pest Management” section of the DVD. Here are the topics that will be covered:

- How to develop and implement an integrated pest management program
- How to identify pests

<p>4 </p>	<p>Play the “Integrated Pest Management” section of the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD. Stop the DVD after the “Pest Identification” section has finished playing.</p>	7 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.

Activity

Directions

Time

5



Review the content presented using activities from *ServSafe Manager*.

5 min

ServSafe Manager

- Apply Your Knowledge—Keep 'Em Out!
page 9.12

Transition

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

Chapter 10 Cleaning and Sanitizing

Transition

Tell learners that they will be watching the final section of the DVD, “Cleaning and Sanitizing.”

Here are the topics in this section of 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 can select stopping points in the DVD to discuss concepts or practices that you want to emphasize.

Activity	Directions	Time
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">1</div> <div style="display: flex; align-items: center;">  <div> <p>Play the “Cleaning and Sanitizing” section from the <i>Facilities, Cleaning and Sanitizing, and Pest Management</i> DVD.</p> </div> </div> </div>	<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"> • Cleaners <ul style="list-style-type: none"> ◦ <i>ServSafe Manager Book 6th Edition updated with the 2013 FDA Food Code</i> 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 <ul style="list-style-type: none"> ◦ Store chemicals in their original containers away from food and prep areas. This can be done through spacing or partitioning. • High-temperature dishwashing machines <ul style="list-style-type: none"> ◦ 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. 	<p>15 min</p>

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 one of the following materials.

18 min

PPT

- Chapter 10 slides

If you use the Chapter 10 PPT slides to teach this topic, follow the instructor notes at the bottom of each slide. You can access these notes by selecting the Notes Page view in PPT.

Activity

Directions

Time

ServSafe Manager

- Sanitizer Effectiveness page 10.3
- How and When to Clean and Sanitize page 10.4
- Cleaning and Sanitizing Stationary Equipment page 10.5
- Clean-in-Place Equipment page 10.5
- Manual Dishwashing page 10.8
- Cleaning Up After People Who Get Sick page 10.12
- Storing Cleaning Tools and Supplies page 10.13

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 activities from *ServSafe Manager*.

Do as many activities as possible in the time allowed.

15 min

ServSafe Manager

- Apply Your Knowledge—*Was it Sanitized?* page 10.6
- Apply Your Knowledge—*Take the Correct Steps* page 10.6
- Apply Your Knowledge—*To Sanitize or Not to Sanitize?* page 10.6
- Apply Your Knowledge—*The New Dishwasher* page 10.10
- Apply Your Knowledge—*Mary's Dilemma* page 10.11
- Apply Your Knowledge—*What's Wrong with This Picture?* page 10.11
- Apply Your Knowledge—*Is it Stored Correctly?* page 10.16
- Apply Your Knowledge—*What's Wrong with This Picture?* page 10.16
- Chapter Review Case Study page 10.18
- Study Questions pages 10.19 and 10.20

Have learners write their answers in their books. Then ask them to provide the correct answers as you review the activity as a group. Answers are on pages 10.21 to 10.22.

Transition

After finishing the activity(s), ask learners if they have any other questions about the content in this chapter.

Break

10 min

Review

1



Review course content by playing *Food Safety Showdown* with the class.

This is available for download on ServSafe.com. There are two rounds available (Versions A and B). Play both rounds with the class. Instructions for use are included with the game.

70 min

Break

This break includes time for students to fill out the Examination Answer Sheet. Preparation for certification examination

15 min

Certification Examination

60 min