



# Food Safety Facilitator Guide



The purpose of this curriculum is to teach basic food safety principles to individuals who seek independent living situations. There are two components of the group. The first involves the group process, learning material related to the topic of food safety and practicing or visualizing what was learned in the session through interactive group activities. The second component of the group is where participants put all of what they learned together in order to plan and prepare a meal celebrating the success of the group.

Because of the nature of this group, it will likely be easier to facilitate in a “kitchen” or “cafeteria” type of environment. The group will need access to running water, a food thermometer, and other types of supplies that can often be found in a kitchen. It is also most helpful for the learning to take place in an environment that will closely resemble a kitchen so that skills can easily be transferred.

This group will use a PowerPoint in each lesson. It is recommended that the group facilitator have access to a laptop/projector for each lesson so that individuals in the group have a visual as well as written accompaniments to the group discussion. In some lessons, the group will use pictures on the PowerPoint as part of the group exercise/activity.

Finally, there are also handouts for some of the group sessions, which can be found in the appendix of this manual. These handouts are also the Participant Guide, which should be made available for each participant in the group.

## Lesson One: Introduction to Food Safety

### Learning objectives:

1. Participants will learn about the purpose of the group and contract to participate in the group.
2. Participants will develop and agree to follow group rules.
3. Participants will share what they hope to achieve by participating in this group.

### Supplies Needed:

1. PowerPoint, laptop and projector
  2. Copies of the Curriculum Pretest
  3. Pens or pencils
  4. Whiteboard, markers
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- ❖ Start the group with welcoming everyone and ask them why they have chosen to participate in the group? Ask them what they hope to accomplish by attending. Will participating in this group help them to be more independent? How so?
    - Be sure to answer any questions that people may have about the group and what to expect.
  - ❖ Now that we know that each person is supposed to be in the group, do the “Marooned” exercise.
    - Ask participants to introduce themselves. Ask them what three items they would choose to take with them if they were stranded on a desert island and why.
  - ❖ Ask participants to create and agree on a list of group rules. Use a whiteboard and markers to write down the list and circle the ones everyone agrees should be included in the rules for the group.
  - ❖ Next, review the topics to be discussed in the group. Explain that the group will culminate in the planning and preparation of a meal with the supervision and support of the group facilitator.
  - ❖ Use the curriculum pretest to gauge participants’ current knowledge. While it is recommended that this be copied and distributed to all participants so they may follow along, the activity can be done aloud in the group.
  - ❖ Thank the group for participating and encourage them to come back for the next session.

## Lesson Two: The Microworld

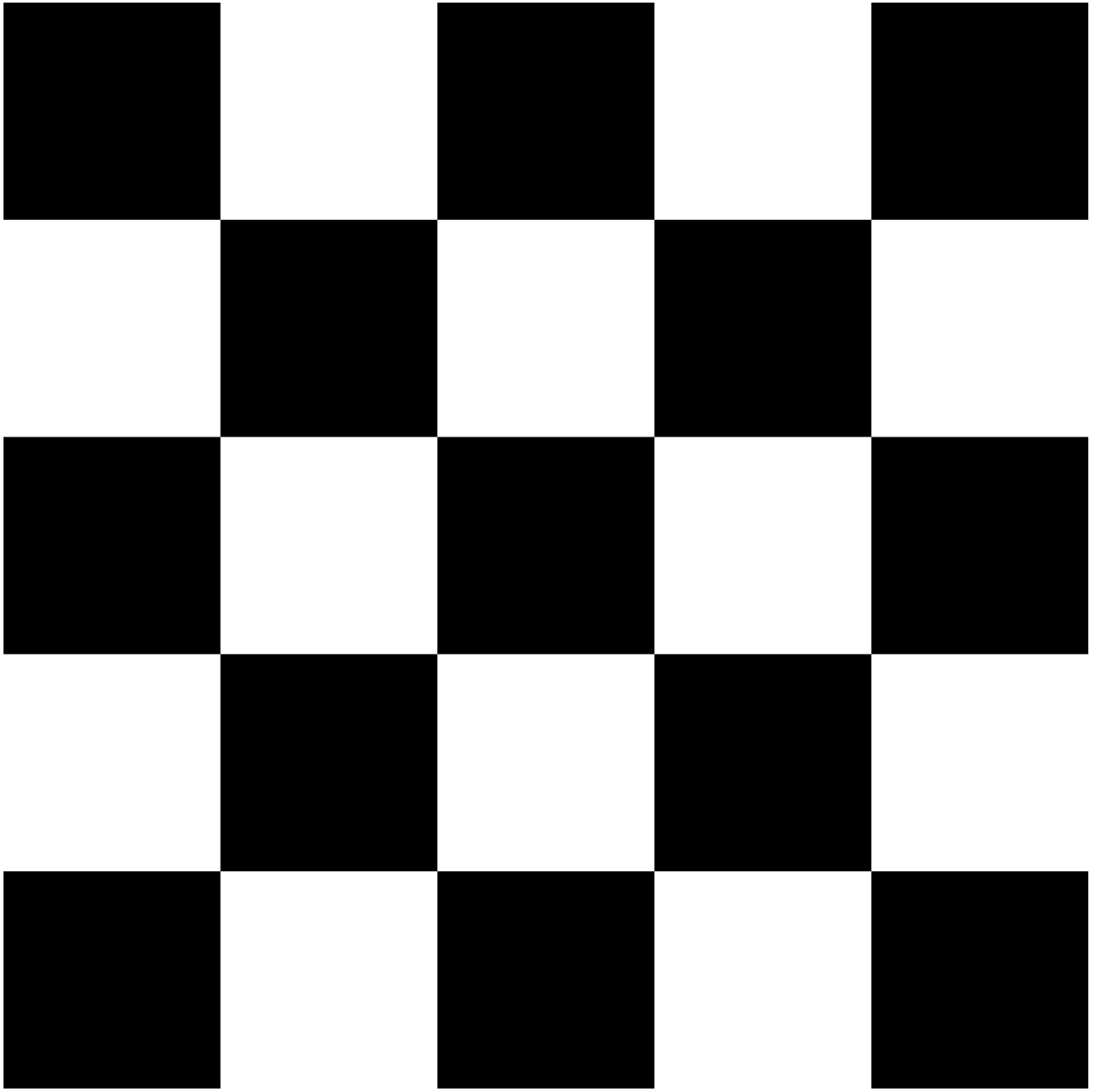
Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objectives:

1. Learn what foodborne illness is and how microbes can get into the food we eat.
2. Learn about how microbes get into the foods we eat.
3. Learn how to keep microbes out and keep foods we eat safe.

### Supplies Needed:

1. Laptop and projector
  2. Checkerboard handout (1 copy)
  3. Small bag of lentils or rice
  4. Timer (you can use the timer on your smartphone)
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- ❖ Introduce the lesson for the day and review learning objectives.
  - ❖ Review vocabulary words using the PowerPoint.
  - ❖ Have a discussion with the group about how microbes get into the foods we eat and how we can keep them out!
  - ❖ Learn ways of keeping microbes out of food and using a thermometer to keep food safe when we eat it.
  - ❖ Use the handout to complete the group exercise depicting how quickly microbes can multiply.
  - ❖ End the group by asking participants the discussion questions.



## Double Trouble Activity

### Supplies:

1. A small box of rice or bag of lentils
2. Checkerboard handout
3. Clock or watch (feel free to use a cell phone for this)

### Directions:

In this activity, participants will see how fast bacteria can multiply, using grains of rice or lentils (lentils may be easier to manipulate/hold/sort).

1. Note the time on the clock/watch
2. Place 1 grain of rice or 1 lentil on the first square of the checkerboard.
3. For each square after that, place double the number of grains than the previous square (in the 2<sup>nd</sup> square place 2 grains, in the 3<sup>rd</sup> square place four grains, in the 4<sup>th</sup> square place 8 grains and in the 5<sup>th</sup> square place 16 grains).
4. Continue doubling the number of grains in each square until you cannot fit anymore!
5. Check the time on the clock.
6. Ask participants how many grains are in the last square filled. At what point does it get hard to fit the grains in the square? How much time has passed while the "bacteria" is "multiplying"?

### Discussion Questions:

1. What time was it when the first grain of rice was placed in the 1<sup>st</sup> square?
2. What was the time when the last grain was placed on the last square of the checkerboard?
3. How many grains of rice were there on the last square filled?
4. How long did it take for the "bacteria" to "multiply"?
5. What could you do to prevent bacteria from multiplying in the kitchen?

### Lesson Three: Keeping It Clean

Check in with the group and make sure to answer any questions participants have since the previous lesson.

#### Learning objectives:

1. Understand how good personal hygiene practices can prevent foodborne illness.
2. Understand how proper cleaning and sanitizing of food preparation and storage areas can prevent foodborne illness.

#### Supplies Needed:

1. Laptop and projector
  2. Access to soap, a sink with running water and paper towels
  3. Copies of the picture on slide #30
  4. Copies of “clean up” worksheet, pens or pencils
- ❖ Introduce the topic for the lesson using the overview slide and review learning objectives.
  - ❖ Use the discussion question to elicit answers from participants about the importance of cleanliness in the kitchen.
  - ❖ Review the notes slide and complete the hand washing exercise with participants who want to volunteer.
  - ❖ Review the slide on clothing and then complete the group exercise titled “What’s wrong with this picture?” Ask participants to list the things they see that are wrong with the picture.
  - ❖ Review slides on surfaces, utensils and storage areas. Follow that up with completing the “clean up” exercise.

## Lesson Four: Cross-Contamination Overview

Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objectives:

1. Identify how food is contaminated during food preparation and ways to prevent cross-contamination.
2. Learn to identify how food and food contact surfaces can be contaminated when setting the table and serving food.
3. Demonstrate the proper storage of fresh produce, meat, poultry and fish to prevent cross contamination.
4. Demonstrate the safe storage of kitchen chemicals.

### Supplies Needed:

1. Laptop and projector
  2. One red apple
  3. ½ inch round, yellow stickers (1 for each group member)
  4. Kitchen space with a refrigerator, freezer, and shelves (or white board with three columns on it: refrigerator, freezer, and shelves)
  5. Markers and post-it notes labeled with each item on the list below
- ❖ Introduce the lesson using the overview slide and review learning objectives.
  - ❖ Go through material on slides pertaining to cross contamination and how to avoid cross contamination during food preparation.
  - ❖ Go through slides on setting the table and serving.
  - ❖ Group exercise, including discussion questions: Pass the apple (you will need one red apple and one ½ inch round yellow sticker for each group participant).
  - ❖ Go through material on the storage and cleansers slides.
  - ❖ Group exercise: Where does it go? (You can do this in a kitchen, using the refrigerator, freezer, and shelves or you can do this by using 3 pieces of poster board with headings of each item on each board. Use the following list and write each item down on a sticky note. Then ask members of the group to place them on the correct board or appliance.)
    - Items:

▪ Milk	▪ Fish
▪ Jam	▪ Deli meat
▪ Sugar	▪ Eggs onions
▪ Oats	▪ Lettuce chicken
▪ Canned peaches	▪ Strawberries
▪ Ground beef	▪ Pasta
▪ Ice cream	▪ Crackers
▪ Apples	▪ Canned tuna
▪ Cheese	▪ Potatoes
▪ Vegetable oil	▪ bread
  - ❖ Ask participants review questions and discuss any questions they have from the lesson.



### Lesson Five: Cooking and Bacteria

Check in with the group and make sure to answer any questions participants have since the previous lesson.

#### Learning objectives:

1. Understand what is meant by “temperature danger zone” by identifying the number range.
2. Use a food thermometer to measure the internal temperatures of food.
3. Understand how cooking reduces the risk of foodborne illnesses.

#### Supplies Needed:

1. Laptop and projector
  2. Instant read thermometer
  3. Bowl or cup of ice
  4. Cup of boiling water
  5. Handouts for participants on recommended internal food temperatures.
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- ❖ Introduce the topic and review learning objectives.
  - ❖ Review notes on using a food thermometer and what is meant by “danger zone” temperature range.
  - ❖ Practice using an instant read, digital thermometer (you can use ice or boiling water).
  - ❖ Review recommended internal temperatures.
  - ❖ Ask participants to answer discussion questions.

## Lesson Six: Keeping Food Cold

Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objectives:

1. Learn basic food safety principles that apply to cold food preparation and storage of left-over hot and cold foods as a means of reducing foodborne illness.
2. Learn to apply basic food safety principles when packing a lunch as a means of reducing foodborne illness.

### Supplies Needed:

1. Laptop and projector
  2. 2 latex balloons
  3. 3 medium sized, clear glass bowls
  4. 2 small plastic bottles with small openings
  5. Instant read food thermometer
  6. Room temperature water (70F)
  7. Ice water (40F)
  8. ¼ cup of sugar
  9. 1 package of dry yeast (2 ¼ tsp)
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- ❖ Introduce the topic and learning objectives for the lesson.
  - ❖ Ask participants to answer the discussion question: “Is it ok to eat pizza that has been left out on the counter overnight? Why or why not?”
  - ❖ Review notes on keeping food cold and how to avoid growth of harmful bacteria.
  - ❖ Discuss how to properly defrost food.
  - ❖ Group exercise: Yeast Balloon blow-up
    - Supplies needed:
      - 2 balloons
      - 3 medium sized clear glass bowls
      - 2 small plastic bottles with small openings
      - Food thermometer to measure the temperature of the water
      - Room temperature water (70F)
      - Ice water (below 40F)
      - ¼ cup of sugar
      - 1 package of dry yeast (2 ¼ tsp)
    - Directions:
      - Fill the 2 balloons with air to stretch them out, then deflate. Label the bowls: “mixing bowl, warm bowl and ice water bath”.
      - Fill one bowl with about 2 cups of room temperature water (about 70F). Use a food thermometer to measure the temp of the water.

- Dissolve the sugar in the room temp water. Add a package of dry yeast and stir gently until it dissolves.
- Pour half the solution into one of the plastic bottles and the other half into the 2<sup>nd</sup> bottle. Carefully stretch the balloon opening to fit over the opening of the bottle. Place one bottle in each of the other bowls.
- Put warm water (about 110-120F) into the warm water bath bowl. Add just enough to cover the yeast mixture in the bottle.
- Put ice water (below 40F) into the ice water bath bowl. Again, add just enough water to cover the yeast mixture in the bottle.
- Observe and record what happens after 5 minutes, 30 minutes, and more if possible.
- Discussion questions:
  - If the yeast in the warm water was harmful bacteria instead of good yeast, what could you say about what happens to harmful bacteria when it is warm?
  - If the yeast in the ice water was harmful instead of good yeast, what could you say about what happens to harmful bacteria when it is cold?
  - What would happen if you put a sample of the yeast/sugar solution in the refrigerator?

## Lesson Seven: Putting it All Together

Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objective:

1. Participants will put all of the material they have learned in the group together to pack a virtual lunch.

### Supplies Needed:

1. Laptop and projector
  2. Large paper or whiteboard and markers
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- ❖ Introduce the lesson and review learning objectives.
  - ❖ Review the four Cs of cooking safety
    - Clean
    - Don't cross contaminate
    - Cook
    - Chill
  - ❖ Have the group answer the review questions together.
  - ❖ Group exercise: packing a safe lunch
    - Use a large piece of paper or sections of a white board marked hot, cold and room temperature.
    - Sort the items on the list into the correct categories when considering packing them for a lunch
  - ❖ Explain to the group that they will be using all of the skills and knowledge they acquired during the past sessions to plan and execute a luncheon in the next three lessons of the group.

## Lesson Eight: Luncheon Planning

Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objective:

1. Participants will choose recipes and begin the planning process, keeping food safety in mind as they prepare for a luncheon.

### Supplies Needed:

1. Laptop and projector
  2. Copies of luncheon planning worksheet, pens or pencils
  3. Copies of sample recipes
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- ❖ Introduce the lesson and review the learning objective.
  - ❖ Use the luncheon planning worksheet to plan how many people to prepare food for, how long the group has for food prep, clean up, what facilities are available, etc.
  - ❖ Review sample recipes that are provided in the slide deck for baked chicken, tossed salad and fruit salad and the steps necessary to ensure food safety during preparation
  - ❖ If the group decides to choose alternative recipes, review those recipes to ensure an understanding of food safety during preparation.
  - ❖ Discussion questions

### Lesson Nine: Luncheon Preparation

Check in with the group and make sure to answer any questions participants have since the previous lesson.

#### Learning objectives:

1. Identify who will be responsible for each part of the meal using the job assignment worksheet.
2. Shop and prep for the luncheon.

#### Supplies Needed:

1. Laptop and projector
  2. Copies of the job assignment worksheet, pens or pencils
  3. Kitchen space where food can safely be stored
  4. Table where luncheon will be served, including napkins, plates, cups and silverware (this can be disposable)
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- ❖ Introduce the lesson and review learning objectives
  - ❖ Complete the job assignment worksheet and identify food safety principles for each job responsibility.
  - ❖ Meal prep
    - Shop for groceries
    - Put food away
    - Set the table while others shop
  - ❖ Debrief participants on food safety principles while shopping and setting the table

## Lesson Ten: Preparing and Serving the Luncheon

Check in with the group and make sure to answer any questions participants have since the previous lesson.

### Learning objective:

1. Practice food safety while preparing and serving lunch and cleaning up.

### Supplies Needed:

1. Laptop and projector
  2. Kitchen where food can be prepped, cooked and served
  3. Set table (from last session) Note: this may not be feasible and the group may have to set the table while others prepare food
- ❖ Prepare, serve and clean up (keeping food safety principles in mind)
  - ❖ Close out the group with the following questions to debrief:
    - List 3 things that you have learned from participating in the group
    - Have you changed anything about how you prepare food based on what you've learned in the group?
    - If there is time, you can ask participants to answer the food safety questionnaire.

# APPENDIX



### Curriculum Questionnaire

**Directions:** Below is a list of statements about food safety. Please circle Y (yes) if you agree with the statement, and circle N (no) if you disagree with the statement. If you don't know (DK) the answer, please circle DK.

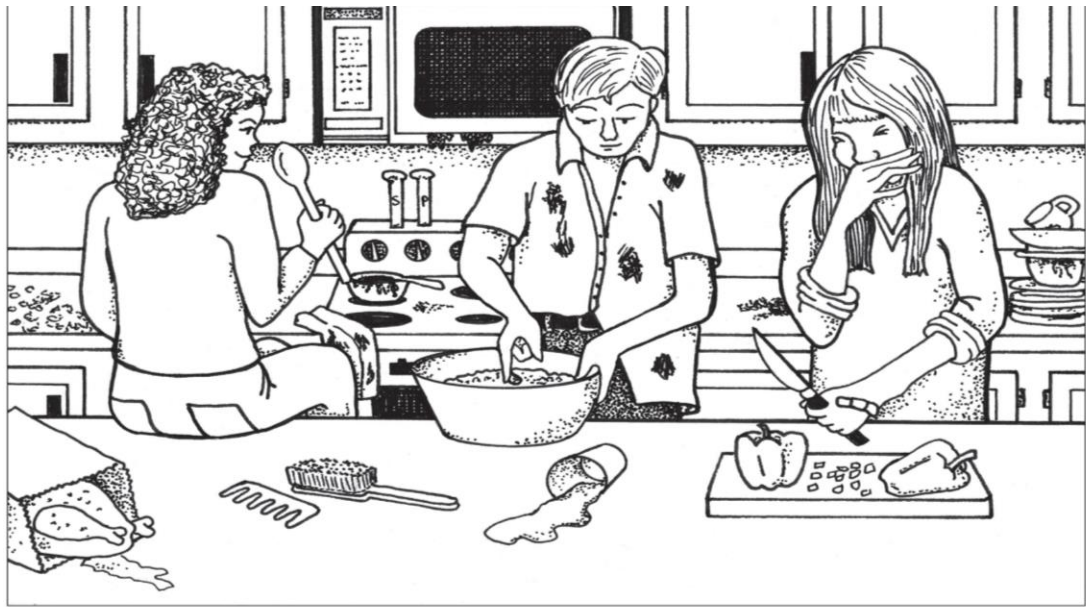
	Yes	No	Don't Know
1. It could take only a small number of harmful bacteria to make a person sick.	Y	N	DK
2. All bacteria found in food can make you sick.	Y	N	DK
3. Microorganisms are so small you can't see them with just your eyes.	Y	N	DK
4. You can see, smell and/or taste when food is unsafe.	Y	N	DK
5. Bacteria need food and water to survive.	Y	N	DK
6. Most microorganisms multiply most rapidly when the food is in the refrigerator.	Y	N	DK
7. People may have harmful bacteria on their hands.	Y	N	DK
8. You should wash your hands at least 15 seconds with warm water and soap before preparing food.	Y	N	DK
9. It is important to wash hands after touching raw meat.	Y	N	DK
10. Countertops should be cleaned before preparing food on them.	Y	N	DK
11. After washing your hands, it is ok to dry them on your apron.	Y	N	DK
12. It is important to wash a cutting board after using it to cut up raw meat.	Y	N	DK
13. It is safe to use a cloth towel to clean up spills on kitchen counters and then use it to dry off fresh vegetables.	Y	N	DK
14. Sponges and/or dishcloths used to wipe up juices from raw meat, fish or poultry can be used to wash dishes if they have been rinsed in hot water.	Y	N	DK
15. Cutting boards used to cut up raw meat, fish or poultry should be cleaned before using with any other foods.	Y	N	DK
16. It's okay to store raw meat, fish or poultry wherever there is room in the refrigerator.	Y	N	DK
17. It is safe to place cooked hamburgers on the same unwashed plate that was used to bring the uncooked meat out to the grill.	Y	N	DK
18. When grocery shopping you can just put tomatoes and bananas in the same bag with raw chicken and hamburger.	Y	N	DK
19. It is not safe to use the same spoon to taste and then stir the food without washing the spoon.	Y	N	DK
20. Dishwashing detergent can be stored with dry food ingredients (i.e., flour and sugar as long as it is kept in the container it came in).	Y	N	DK
21. It's okay to store fresh produce any place in the refrigerator there is room.	Y	N	DK
22. Always rotate food cooked in a microwave to avoid "cold spots" in the food.	Y	N	DK
23. Leftovers should be reheated to at least 140 degrees F.	Y	N	DK
	Yes	No	Don't Know

24. When cooking eggs, it's ok if the yolk is runny.	Y	N	DK
25. It is safe to taste raw cookie dough that contains raw eggs.	Y	N	DK
26. It is safe to use raw eggs in recipes that will not be cooked.	Y	N	DK
27. You can tell that baked chicken is thoroughly cooked by the color of the juices.	Y	N	DK
28. Using a food thermometer is the best way of knowing that food is thoroughly cooked.	Y	N	DK
29. You should always bring soup to a boil when it is reheated.	Y	N	DK
30. Leftovers after a meal can be safely left on the counter for 4 hours.	Y	N	DK
31. The safest place to defrost frozen chicken is on the kitchen counter.	Y	N	DK
32. The temperature of a refrigerator should be 40 degrees F or lower.	Y	N	DK
33. It is safe to leave hot cooked food on the counter to completely cool at room temperature before putting it in the refrigerator.	Y	N	DK
34. It's okay to defrost food in the microwave and cook it immediately.	Y	N	DK
35. If a green bean casserole is left on the kitchen counter overnight, it's safe to eat if it is properly reheated.	Y	N	DK
36. A very large pot of chicken soup will cool very quickly in the refrigerator and be safe to eat.	Y	N	DK

Answer Key

	Yes	No	Don't Know
1. It could take only a small number of harmful bacteria to make a person sick.	<u>Y</u>	N	DK
2. All bacteria found in food can make you sick.	Y	<u>N</u>	DK
3. Microorganisms are so small you can't see them with just your eyes.	<u>Y</u>	N	DK
4. You can see, smell and/or taste when food is unsafe.	Y	<u>N</u>	DK
5. Bacteria need food and water to survive.	<u>Y</u>	N	DK
6. Most microorganisms multiply most rapidly when the food is in the refrigerator.	Y	<u>N</u>	DK
7. People may have harmful bacteria on their hands.	<u>Y</u>	N	DK
8. You should wash your hands at least 15 seconds with warm water and soap before preparing food.	Y	<u>N</u>	DK
9. It is important to wash hands after touching raw meat.	<u>Y</u>	N	DK
10. Countertops should be cleaned before preparing food on them.	<u>Y</u>	N	DK
11. After washing your hands, it is ok to dry them on your apron.	Y	<u>N</u>	DK
12. It is important to wash a cutting board after using it to cut up raw meat.	<u>Y</u>	N	DK
13. It is safe to use a cloth towel to clean up spills on kitchen counters and then use it to dry off fresh vegetables.	Y	<u>N</u>	DK
14. Sponges and/or dishcloths used to wipe up juices from raw meat, fish or poultry can be used to wash dishes if they have been rinsed in hot water.	Y	<u>N</u>	DK
15. Cutting boards used to cut up raw meat, fish or poultry should be cleaned before using with any other foods.	<u>Y</u>	N	DK
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28. Using a food thermometer is the best way of knowing that food is thoroughly cooked.	<u>Y</u>	N	DK

	Yes	No	Don't Know
29. You should always bring soup to a boil when it is reheated.	<u>Y</u>	N	DK
30. Leftovers after a meal can be safely left on the counter for 4 hours.	Y	<u>N</u>	DK
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34. It's okay to defrost food in the microwave and cook it immediately.	<u>Y</u>	N	DK
35. If a green bean casserole is left on the kitchen counter overnight, it's safe to eat if it is properly reheated.	Y	<u>N</u>	DK
36. A very large pot of chicken soup will cool very quickly in the refrigerator and be safe to eat.	Y	<u>N</u>	DK



Clean Up Worksheet

Directions: In the spaces after each step in the baked chicken recipe, list the clean-up steps that should be added to each step in the recipe.

Baked Chicken:

Serves: 4

Ingredients:

4 chicken breasts

“coating” mixture of 1 cup flour, 1 tsp onion powder, ¼ tsp pepper, and 1 tsp paprika

Large plastic bag

Oil or spray oil

Preparation:

1. Preheat oven to 375F.

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2. Add “coating mixture” ingredients in a large plastic bag. Shake to combine.

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3. Take chicken out of the refrigerator, open package. Place chicken on cutting board, remove skin.

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4. Use tongs or other cooking utensil to place chicken pieces in the bag.

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5. Shake until all the chicken pieces are coated.

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6. Use tongs or other cooking utensil to remove the coated chicken pieces and place in a 9”x13” baking dish, cooking surface sprayed with oil or covered with a thin coating of oil.

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7. Bake 20-30 minutes until internal temperature reads 165F.

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Recommended Internal Temperatures

<b>Product</b>	<b>Degrees Fahrenheit</b>
<b>Eggs and Egg Dishes</b>	
Eggs	160
Egg dishes	160
<b>Ground Meat and poultry Mixtures</b>	
Turkey, chicken (including patties)	165
Veal, beef, lamb, pork (including patties)	160
<b>Fresh Beef</b>	
Medium rare	145
Medium	160



<b>Product</b>	<b>Degrees Fahrenheit</b>
<b>Fresh Lamb</b>	
Medium rare	145
Medium	160
Well done	170
<b>Fresh Pork</b>	
Medium	160
Well done	170
<b>Ham</b>	
Fresh (raw)	160
Pre-cooked (to reheat)	140

Product	Degrees Fahrenheit
<b>Poultry</b>	
Chicken whole	165
Turkey whole	165
Poultry breast, roasts	165
Poultry thighs, wings	165
Stuffing (cooked alone or in bird)	165
Duck and goose	165

## Luncheon Planning Worksheet

Sample Menu:

Baked chicken

Tossed Salad

Fruit Salad

1. How many people will be attending?
2. How long do we have to prepare food?
3. What kitchen facilities do we have to use?
4. Do any people have food allergies that we need to consider?
5. What else might we need to know to plan this event?

## Sample Recipes

### **Baked Chicken**

#### **Ingredients:**

4 chicken breasts (or thighs or drumsticks, whatever you prefer)

“coating mixture” of 1 cup flour and 1 tsp onion powder

¼ tsp pepper and 1 tsp paprika

Large plastic bag

9x13 baking dish

#### **Directions:**

1. Preheat the oven to 375F
2. Combine “coating mixture” ingredients in a large plastic bag and shake.
3. Use tongs or other cooking utensil to place chicken pieces in the bag.
4. Shake until all the chicken pieces are coated.
5. Use tongs to remove the coated chicken pieces and place in a 9x13 baking dish.
6. Bake 20-30 minutes until internal temp is 165F.

## **Tossed Salad**

### **Ingredients:**

1 head of romaine or iceberg lettuce, washed and torn into small pieces

3 medium ripe tomatoes, sliced into sections

1 small cucumber, sliced

Italian dressing

### **Directions:**

1. Place all ingredients in a clean bowl, toss lightly with Italian dressing.

Serves 4

## **Fruit Salad**

### Ingredients:

2 bananas, peeled and sliced

2 apples, cored, cut into bite-sized pieces

3 oranges, peeled, sectioned, cut into bite-sized pieces

1 small bunch of grapes, stems removed, sliced in half

2 tablespoons orange juice

### Directions:

1. After slicing bananas and apples, place in a bowl, sprinkle with orange juice to prevent browning. Set aside.
2. Just before serving, toss all ingredients together.

Serves 4

### Job Assignment Worksheet

Job Assignment	Participant Name	Food Safety Principles Important to the Job			
Planning					
Shopping					
Putting Food Away					
Preparing Food					
Serving					
Cleaning Up					

### Food Safety Questionnaire

1. What is a foodborne illness? Check the correct answer.
  - An illness which makes you too sick to eat.
  - An illness caused by eating too much food.
  - An illness caused by eating foods that are high in fat and cholesterol.
  - An illness caused by disease causing microorganisms in food.
  
2. What is the "temperature danger zone"? Check the correct answer.
  - The temperature range where food is too hot to eat safely.
  - The temperature range where bacteria can multiply rapidly.
  - The temperature range where food will get freezer burn if you keep it too long.
  - The temperature range where food will dry out, resulting in poor quality.
  
3. For the past four hours, leftovers from your family's big holiday dinner have been sitting out in the kitchen for guests to eat. Check the foods that are still safe to eat.
  - Fudge
  - Roasted turkey
  - Mashed potatoes
  - Whole wheat buns
  - Baked ham
  - Sliced watermelon
  
4. Unsafe food will always have a strange appearance and odor. Check the correct answer.
  - True
  - False
  
5. Last night it was your turn to clear the dinner table and clean up the kitchen. At midnight, you work up and realized that you had forgotten to refrigerate the leftover potato salad. If the potato salad had been left out since 7pm, what should you do with the potato salad? Check the correct answer.
  - Put the potato salad in the refrigerator immediately. Refrigeration will kill any bacteria that grew in the salad.
  - Taste the salad and see if it tastes okay, it is safe to refrigerate it and eat it the next day.



Throw the salad away, because there is no way to make it safe to eat again.

Feed it to the dog, and if he likes it, it is still safe.

6. When refrigerating raw chicken, where should you store it to prevent cross-contamination of other foods? Check the correct answer.

On the top shelf inside the refrigerator

On the bottom shelf inside the refrigerator

In the drawer with your other meats, such as salami and leftover ham

7. If you were preparing submarine sandwiches for your friends, which one of the following activities would you do first?

Wash and cut the lettuce and tomatoes

Wash your hands

Cut the bread

Lower the periscope on the submarine

8. If your friend was grilling hamburgers and asked how you want your hamburger cooked, how should you respond?

Rare

Medium rare

Well done

9. When you were helping make chocolate chip cookies, you ate a large spoonful of the raw cookie dough. The next day you were sick with diarrhea and stomach pain. Why do you think you became sick?

Because the flour wasn't cooked and formed a ball of dough in your stomach

Because the cookie dough had too much sugar in it

Because the cookie dough had uncooked eggs in it

Because the cookie dough had uncooked margarine in it

10. After you use a cutting board for cutting raw meats, what do you do with it? You wash it with soap and water. Circle your answer.

Always

Sometimes

Rarely

Never

11. Recommended thorough handwashing takes how long?

\_\_\_ 20 seconds

\_\_\_ 1 minute

\_\_\_ 2 minutes

12. Freezing food will:

\_\_\_ Kill all bacteria

\_\_\_ Not kill all bacteria

### Food Safety Questionnaire: Answer Key

1. What is a foodborne illness? Check the correct answer.
  - An illness which makes you too sick to eat.
  - An illness caused by eating too much food.
  - An illness caused by eating foods that are high in fat and cholesterol.
  - An illness caused by disease causing microorganisms in food.
  
2. What is the "temperature danger zone"? Check the correct answer.
  - The temperature range where food is too hot to eat safely.
  - The temperature range where bacteria can multiply rapidly.
  - The temperature range where food will get freezer burn if you keep it too long.
  - The temperature range where food will dry out, resulting in poor quality.
  
3. For the past four hours, leftovers from your family's big holiday dinner have been sitting out in the kitchen for guests to eat. Check the foods that are still safe to eat.
  - Fudge
  - Roasted turkey
  - Mashed potatoes
  - Whole wheat buns
  - Baked ham
  - Sliced watermelon
  
4. Unsafe food will always have a strange appearance and odor. Check the correct answer.
  - True
  - False
  
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