

Serve Safe Prep Program

The *Serve Safe Prep* Program is focused on preparing students to take the ServSafe exam before the end of the 2015 school year. This free after-school program provides students with an opportunity to expand their learning and studies about becoming a safe food handler beyond the classroom. Students who participate in the program will have a chance to put their knowledge to the test about what it means to be a safe food handler. Students will also have a chance to demonstrate their knowledge through hands-on activities and earn digital badges for their demonstration. Digital badges will act as a tool that documents students' learning experiences and validates specific skills. The *Serve Safe Prep* Program will provide food for students each week and offer movie tickets to students who complete all seven weeks.

Program Goals

The primary goal of the *Serve Safe Prep* program is to expand preparation opportunities beyond the classroom for students to be ready to take the ServSafe exam. Students will use a social learning platform called "Digital On-Ramps: The Remix". On "The Remix", students will complete challenges that focus on six areas of safe food handling as it relates to ServSafe exam. The six areas of focus are: basic food safety, good personal hygiene, controlling time and temperature, preventing cross-contamination, cleaning and sanitizing, and allergens. Students will explore these challenges and earn digital badges after successfully completing them. The digital badges will act as a form of validation of knowledge in the six areas of focus.

What are digital badges in "The Remix" platform?

Digital badges are a symbol of accomplishment in a digital format. Badges document a student's learning experience of a knowledge or skill. Digital Badges gives students an opportunity to document their learning experiences that may happen outside of the classroom. Badges are evidence-based, for no student will earn a badge without proven evidence of completion of the set of associated activities. Digital badges allows students to showcase and share their learning experiences and competencies amongst their fellow peers, teachers, employers, and others.

Program Outcomes

- Students will increase knowledge of basic food safety concepts in these six areas.
 1. Basic food safety
 2. Good personal hygiene
 3. Controlling time and temperature
 4. Preventing cross-contamination
 5. Cleaning and sanitizing
 6. Allergens
- Students will earn digital badges.
- Students will improve with their test taking-skills.
- Students will demonstrate their knowledge of safe food handling concepts through hands-on activities.

Program Requirements

- Students are a part of the culinary arts program at Mastbaum High School.
- Students must be either sophomores, juniors, or seniors.
- Students are able to stay after-school until 4:30PM on Wednesdays.

Serve Safe Prep Program Schedule

March 11th, 2015 Introduction to Digital On-Ramps: The Remix (Session 1)

3:15-3:25 (Welcome/ Icebreaker) Facilitator will welcome students to the program. Facilitator will lead an icebreaker with students. Icebreaker will give a chance to allow students to interact with one another for a moment before the introduction of the platform. The icebreaker will be **two truths and one lie**. Student will tell two truths about themselves and one lie, and the other students must guess what the lie is.

3:25-3:55 (Introduction to Platform) Facilitator will start by handing out support materials for students. Then the facilitator will use a PowerPoint to introduce DOR: The Remix. Facilitator will ask students to logon to their email. Students will have already received an invitation link in their email to join DOR: The Remix. Once students have clicked the link, they will be redirected to the homepage of DOR, where they can begin to register their account. After students register in DOR, students will tour through the DOR platform, learn about the functions in DOR, and how to use these functions. Students will finish the introduction segment by joining their pathway and looking at the activities that are in the pathway. Facilitator will discuss the main activities in the pathway, which are the assessments and hands-on activities.

3:55-4:00 (Food Break/ Transition)-At this time, students will be given a quick break to enjoy some food such as pizza. We will transition to an open discussion with students around platform use, upcoming activities, and choosing groups for activities.

4:00-4:30 (Discussion/ Wrap-up) Facilitator will lead an open discussion with students around these points.

- Program schedule
 - Discussion about next upcoming sessions, themes, and activities.
 - Explain to students last session will be extended for additional half-hour for the focus group.
- Assign groups
 - Students will be assigned to a group for upcoming group activities. (Needs to be documented)
 - Groups will remain the same through-out program.
 - What are the expectations for working in a group?
- Understanding badges
 - Discussion around “what are badges”, “how do we earn badges”, and “what do we do with badges”.
- What do you already know about food safety?
 - Learn about what students already know about food safety and ServSafe.
 - Explain the value of having a ServSafe certificate.

Materials needed for the session

- PPT for DOR: The Remix
- Projector or Smart-board

- Invitation links sent out (must be done ahead of time)
- One page instruction for students
- Log Sheet
- Food & Drink (Order pizza ahead of time)
- Utensils for Food (plates, napkins, cups)
- Computers with Microsoft Word or PowerPoint Software

March 18th, 2015: Food Safety 101 (Session 2)

Students will be dismissed from school early at 11:54 am.

12:00-12:15 (Introduction of Theme) - Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (Food Safety 101). Facilitator will provide students with an information sheet about basic food safety, and students will watch a short video about basic food safety. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

12:15-12:55 (Hands-on activity/Wrap-up)-Facilitator will provide instruction about hands-on activity. Facilitator will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. The hands-on activity will be creating a poster that will have the theme of one of the following (see below).This is an individual activity. After completing activities, students will save and submit the poster from their account to receive credit for participation and completion of challenge.

1. Hazards from the environment (Biological, Chemical, and Physical)
2. Foodborne Illness (Symptoms, Description, and How they come about)
3. Foods most unlikely to become unsafe & how does it become unsafe
4. Roles of Government Agencies and responsibilities

12:55-1:00 (Food Break/Transition)-During this time, students will be given a break to enjoy some food such as pizza. We will transition to assessment activity during the break.

1:00-1:30 (Assessment) - Students will begin the Food Safety 101 assessment. Students will complete assessment and submit their score on "The Remix" in order to receive credit. Once students have completed assessment, students can be dismissed from program.

Materials needed for the session

- Computers
- Log Sheet
- Pencils or pens and paper
- Food & Drink (Order pizza ahead of time)
- Utensils for food (plates, napkins, cups)
- Sample Health or Food Related posters

March 25th, 2015: My Hygiene (Session 3)

3:15-3:25 (Introduction of Theme) - Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (My Hygiene). Facilitator will provide students with an information sheet about personal hygiene, and students will watch a short video about personal hygiene. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

3:25-3:50 (Hands-on Activity)-Facilitator will provide instructions about hands-on activity. Facilitator of the program will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. Students will be creating a skit with their assigned group that will focus on one of the following themes (see below).

1. Use of Hand Antiseptics
2. Proper Hand Care (Description & Purpose)
3. Personal Cleanliness (Work Attire guidelines)
4. Use of Gloves (How to use, different types, when to change)

3:50-4:10 (Performance/Food Break/Transition)-At this time, students should be prepared to act skits out amongst peers and facilitator. After completing activity, students will submit a picture or video of skit to receive credit for participation and completion of challenge. Students can also send pictures of drafts from skits to receive credit, or facilitator will confer credit for students. During this time, students will enjoy some food such as pizza. We will transition to assessment activity.

4:10-4:30(Assessment) - Students will begin the My Hygiene assessment. Students will complete assessment and submit their score on "The Remix" in order to receive credit. Once students have completed assessment, students can be dismissed from program.

Materials needed for the session

- Computers
- Log Sheet
- Pencils or pens and paper
- Food & Drink (Order pizza ahead of time)
- Utensils for food (plates, napkins, cups)
- Camera or Phone with camera functions
- Space for students to create a scene
- Print-outs of basic information from ServSafe to help guide students on what to think about (Upload print-out as a challenge resource)
- Tips sheet on how to create skits

April 8th, 2015: Temperature (Session 4)

Students will be dismissed from school early at 11:54 am.

12:00-12:15 (Introduction of Theme) - Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (Temperature). Facilitator will provide students with an information sheet about time and temperature, and students will watch a short video about controlling time and temperature. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

12:15-12:50 (Hands-on activity/Wrap up)-Students should be working on hands-on activity. Facilitator of the program will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. The hands-on activity will be creating a poster that will have the theme of one of the following (see below). After completing activities, students will save and submit the poster from their account to receive credit for participation and completion of challenge.

1. Foods most likely to become unsafe & how does it become unsafe
2. How to measure the temperature of food
3. Types of thermometers and probes (How to use, what to use it on, description)
4. Holding and storing TCS food (Identify temperature danger zone, TCS food, Storing TCS food safely)

12:50-1:10 (Food Break/Transition) - During this time, students will enjoy some food such as pizza. We will transition to assessment activity.

1:10-1:30 (Assessment) - Students will begin the Temperature assessment. Students will complete assessment and submit their score on "The Remix" in order to receive credit. Once students have completed assessment, students can be dismissed from program.

Materials needed for the session

- Computers
- Log Sheet
- Pencils or pens and paper
- Food & Drink (Order pizza ahead of time)
- Utensils for food (plates, napkins, cups)
- Sample health or food related posters

April 15th 2015: Contamination (Session 4)

3:15-3:25 (Introduction of Theme)-Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (Contamination). Facilitator will provide students with an information sheet about preventing cross-contamination, and students will watch a short video about cross-contamination prevention. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

3:25-3:55 (Hands-on Activity)-Students should be working on hands-on activity. Instructor of the program will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. The hands-on activity will be creating a skit with peers that will focus on one of the following themes (see below).

1. Ways to store food to prevent cross-contamination
2. Ways to prevent cross-contamination when serving food
3. What to do if cross-contamination happens
4. Impact of cross-contamination

3:55-4:10 (Performance/Food Break/Transition) - At this time, students should be prepared to act skits out amongst peers and facilitator. After completing activity, students will submit a picture or video of skit to receive credit for participation and completion of challenge. Students can also send pictures of drafts from skits to receive credit, or facilitator will confer credit for students. During this time, students will enjoy some food such as pizza. We will transition to the assessment activity.

4:10-4:30 (Assessment) - Students will begin the Contamination assessment. Students will complete assessment and submit their score on "The Remix" in order to receive credit. Once students have completed assessment, students can be dismissed from program.

Materials needed for the session

- Computers
- Log Sheet
- Pencils or pens and paper
- Food & Drink (Order pizza ahead of time)
- Utensils for food (plates, napkins, cups)
- Camera or Phone with camera functions
- Space for students to create a scene

April 22nd, 2015: Sanitation (Session 6)

3:15-3:25 (Introduction of Theme) - Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (Sanitation). Facilitator will provide students with an information sheet about time and temperature, and students will watch a short video about cleaning and sanitizing. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

3:25-3:55 (Hands-on activity)-Students should be working on hands-on activity. Facilitator of the program will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. The hands-on activity will be creating a poster that will have the theme of one of the following (see below). After completing activities, students will save and submit the poster from their account to receive credit for participation and completion of challenge.

1. Surfaces to clean and sanitize (examples of surfaces, what needs to be cleaned vs. sanitized)
2. How to clean to and sanitize (Procedures to clean and sanitize equipment and surfaces)
3. When to clean and sanitize (when should you be cleaning and sanitizing equipment)
4. Spotting pests (Identifying if pests are present, procedure for notifying about pest)

3:55-4:00 (Food Break/Transition) - During this time, students will enjoy some food such as pizza. We will transition to assessment activity.

4:00-4:30(Assessment) - Students will begin the Sanitation assessment. Students will complete assessment and submit their score on "The Remix" in order to receive credit. Once students have completed assessment, students can be dismissed from program.

Materials needed for session

- Computers
- Log Sheet
- Food & Drink (Order ahead of time)
- Utensils for food (plates, napkins, cups)
- Sample health or food related posters

April 29th, 2015: Allergens/ Focus group/Wrap-up (Session 7)

3:15-3:25 (Introduction to Theme) - Facilitator will welcome students to the program, and facilitator will begin to introduce the theme of the session (Allergens). Facilitator will provide students with an information sheet about time and temperature, and students will watch a short video about controlling time and temperature. This activity will allow students to start thinking about the topic before jumping into the activity. We will transition to hands-on activity.

3:25-3:50 (Hands-on Activity)-Students should be working on hands-on activity. Instructor of the program will provide support for students with the hands-on activity. Students will be assigned to complete one hands-on activity. The hands-on activity will be creating a skit with peers that will focus on one of the following themes (see below).

1. Ways cross-contamination happens (cause and effects of cross-contamination as it relates to food allergens)
2. How to keep customers with food allergies safe (procedure with serving customers, procedure with prepping food)
3. What to do if contamination happens (procedure with preventing cross-contamination)

3:50-4:10 (Perform Skits)-At this time, students should be prepared to act skits out amongst peers and facilitator. After completing activity, students will submit a picture or video of skit to receive credit for participation and completion of challenge. Students can also send pictures of drafts from skits to receive credit, or facilitator will confer credit for students.

4:10-4:25 (Assessment)-At this time, students should go back into the pathway. Then students should start the assessment and complete the assessment at the end of designated time. If all students complete assessment before the time stops, we will continue onto next activity.

4:25-4:50 (Focus Group) - During this time, students will be handed surveys about DOR: The Remix. Students will need to complete surveys and hand back to facilitator. Facilitator will conduct a small focus group with students and get students feedback about DOR: The Remix.

4:50-5:00 (Last Day Celebration) - During this time, students will enjoy some food such as pizza and cupcakes. Students will be dismissed.

Materials needed for the session

- Computers
- Surveys for focus groups
- Pencils or pens
- Food & Drink (Order pizza ahead of time)
- Utensils for food (plates, napkins, cups)
- Camera or Phone with camera functions
- Space for students to create a scene