

Objectives

The main objective of the guide is to assist officers with the delivery of the Food Safety & Hygiene Matters training program.

The guide provides suggested methods on how to conduct the training program to ensure the success of the program and enhance the delivery.

The methods suggested should be used to support officers' own resources and expertise. While the guide provides suggested activities, such as case studies, demonstrations, discussions and exercises, officers are encouraged to plan their own delivery strategy, utilising local examples to support the program's content and ensure its relevance to participants.

Before the training session

- Book the training room.
- Establish participant numbers.
- Set the room up so that it is conducive to learning; ensure that participants do not have their backs to the officer, screen or whiteboard.
- Ensure the room has adequate lighting and ventilation.
- Set up the PowerPoint presentation; **ensure that it is working.**
- Photocopy the required number of assessment pieces and workbooks.

During the training session

- Speak loudly enough so that all participants can hear.
- Speak clearly and enthusiastically (not monotone).
- Share eye contact equally with all participants.
- Encourage participants to ask questions and contribute in group discussions.
- Provide breaks and refreshments as required.

The use of a variety of training resources and methods during the session, such as videos, case studies, demonstrations, posters and pamphlets, group discussions, exercises etc, is highly recommended to create interest, maintain attention levels and to satisfy a variety of learning styles.

A Directory of Food Safety Training Programs & Other Resources is provided on the Queensland Health website at: www.health.qld.gov.au/phs/documents/ehu/30096.pdf

For more information, contact your local Council

Officer's guide

SLIDE	SUGGESTED METHODS & RESOURCES	BENEFIT
Introduction	<ul style="list-style-type: none"> • Introduce yourself & thank all for attending. • Provide a brief background of yourself. • If the class is small, ask each participant to introduce themselves & describe their role as a food handler. • If the class is large, ask for the above information from random individuals. 	<p>Establishes credibility.</p> <p>Officer can use specific examples or scenarios during the session to establish relevance.</p>
Objectives	Emphasise the importance of food safety education.	Answers participant's "why am I here?" and "what's in it for me?" questions.
Food legislation	<ul style="list-style-type: none"> • Emphasise that when EHOs inspect premises, they use the requirements of the Food Safety Standards as an indicator of compliance. • Have a copy of the standards on hand. • Encourage participants to obtain a copy of the standards from the website. 	Familiarises participants with the standards.
Who has had food poisoning?	<p>Group discussion</p> <ul style="list-style-type: none"> • Encourage participants to provide feedback on cases, including symptoms & suspected foods. 	Establishes relevance and significance.
Statistics	<ul style="list-style-type: none"> • Emphasise that numbers of food-borne illnesses (FBI) are increasing every year. • Ask how many participants reported their suspected FBI as per previous discussion. (This may give an indication of how many cases go unreported.) 	Establishes relevance and significance.
Food hazards	<p>Group discussion</p> <ul style="list-style-type: none"> • Encourage participants to share their experiences with physical or chemical hazards. 	Establishes relevance and significance.
Exercise 1	<ul style="list-style-type: none"> • Hand out the quiz sheet for participants to complete. • Group discusses answers. 	Reinforces learning and assesses understanding.
Exercise 2	Group discussion on each photograph.	Provides realistic examples "shock value" and relevance
Temperature control	<ul style="list-style-type: none"> • Ask how many of the participants are using a probe thermometer and when they use it. • Display & discuss a variety of thermometers. • Demonstrate how to use a probe thermometer. 	<p>Establishes relevance.</p> <p>Is hands-on (active learning)</p>

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Hand washing	Conduct hand washing exercise using glitter bug lotion & UV light if available.	Is hands-on (active learning)
Cleaning	Hand out or display an example template of a cleaning schedule.	Take home resource.
Conclusion	<ul style="list-style-type: none"> • Summarise the session. • Allow for any further questions or points for discussion. 	Reinforces learning.
Assessment	<ul style="list-style-type: none"> • Hand out the participant's workbook. (It is not recommended that they be handed out at the start of the session as they may distract the participants.) • Hand out the assessment piece. • Explain that the workbook can be used to assist with the assessment, ie open book. • Officers can either discuss the answers with the group or mark them individually at a later time. • Certificates can either be presented after the session or posted out at a later time. • Thank the participants for attending. 	Take home resource. Reinforces learning. Assesses understanding. Evidence of attendance