



Instructional Guide



Assessing Frozen Foods



Instructor Guide:

Assessing Frozen Food at the Idaho Foodbank

Session at a Glance

Purpose

This on-the-job training will teach Idaho Foodbank employees and lead volunteers to properly assess frozen food (general and animal proteins). Knowing how to properly assess frozen food will ensure that food recipients have access to food that is safe for consumption.

Objective

Given a general frozen food or animal protein donation, learners will determine whether to accept or reject the product with 100% accuracy.

Document Resources

1. Job Aid (1 copy per learner)
2. Performance Assessment Instrument (PAI)
3. Assessment Checklist (1 copy per learner)

Physical Resources

1. Job Aid
2. Flowcharts
3. Paper images of food items (PaperFoodItems.pptx)
4. Performance Assessment Instrument

Advance Preparation

Course Preparation

- Inform learners of time and place for training.
- Gather all resources and training materials in the training location.
- Read through all training materials and assessment documents.
- Set up practice/assessment space.

- Place paper examples (Images of food items) on the table. Group by type of food (general, frozen animal, and fresh animal protein)

Content You Should Know

- Know how to operate the various thermometers used at Idaho Food Bank.
- Know how and when to use any one of the three types of thermometers to take an accurate temperature reading of the food product.
- Ability to interpret the terms “use/freeze/refrigerate by” to verify the product date.
- Identify product packaging and food quality that do not meet compliance standards.
- Identify when to take three random temperature readings from a sample donation and when to take individual random temperature readings from a sample.
- Understand the importance of accepting quality products (to prevent food poisoning) and eliminate complaints from the recipients at the end of the chain.

Facilitation

<i>Timeline</i>	<i>Introduction</i>
00:00 – 00:05	<p>Welcome learners to the training.</p> <p>Check that learners have copies of their training materials.</p> <p>Inform learners of training objective(s) and the importance of assessing frozen food. (<i>See training purpose</i>)</p>

<i>Timeline</i>	<i>Learner Preparation</i>
00:05 – 00:15	<p>Ask learners their experience level assessing frozen food.</p> <p>Ask learners about a time they assessed a food item at the grocery store. (could be a fruit, vegetable, or meat product)</p>

<i>Timeline</i>	<i>Demonstration</i>
00:15 – 00:25	<p>Provide learners with copies of the step-by-step job aid/or flowcharts. (Learners should be allowed to decide which job aid they prefer)</p>

	<p>Demonstrate the steps for assessing general frozen foods (bulk and non-bulk). Verbalize thought process for accepting or not accepting. i.e., the packaging is not intact.</p> <p>Ask if learners have any questions.</p> <p>Demonstrate the steps for assessing frozen animal protein. Verbalize thought process for accepting or not accepting. i.e., the packaging is not intact.</p> <p>Ask if learners have any questions.</p> <p>Demonstrate the steps for assessing fresh animal protein. Verbalize thought process for accepting or not accepting. i.e., the packaging is not intact.</p> <p>Ask if learners have any questions.</p> <p>Request for learners to volunteer to demonstrate the steps for each of the frozen food items.</p>
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<i>Timeline</i>	<i>Application</i>
00:25 – 30:00	<p>Provide each learner with a job aid and performance assessment instrument.</p> <p>Show learners paper images of food items (general frozen foods, and animal proteins).</p> <p>Ask learners to assess each food item using images from PaperFoodItems.ppt (E.g. is the color acceptable? Temperature acceptable?)</p>
00:30 – 01:00	<p>After showing two different food items, learners will practice on their own or in groups using the paper food items.</p> <p>Encourage learners to use their job aids as a guide to help them make the right decisions.</p> <p>Provide assistance when needed.</p> <p>When learners are ready, they can attempt the assessment 1:1 with the instructor.</p>
Assessment 01:00 – 01:30	<ol style="list-style-type: none"> Inform learners that they will be assessed using a performance assessment checklist.

	<ol style="list-style-type: none"> 2. Advise learners there will be no coaching or feedback during the assessment. 3. Advise learners that they need to verbalize their thought process throughout the assessment. i.e., a food item was unacceptable because the temperature was too hot. Learners must still complete all steps of assessing food if they determine an item is unacceptable. 4. Direct learners to start the assessment. 5. Calculate total score of assessment. <p>Provide feedback to learners based on total score. Give remediation if needed.</p>
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<i>Timeline</i>	<i>Transfer Support</i>
01:30 – 01:40	<p>Ask learners if they have any questions over the assessment.</p> <p>Ask learners to summarize the steps to assessing a general frozen food item.</p> <p>Ask learners to summarize the steps to assessing fresh animal protein.</p> <p>Ask learners to summarize the steps to assessing frozen animal protein.</p> <p>Ask learners what challenges they encountered as they assessed the food items.</p> <p>Inform learners that they are to ask for a manager’s help if they receive a donation that the job aids do not address.</p>

<i>Timeline</i>	<i>Summary</i>
01:40 – 1:45	<p>Encourage learners to continue to use the job aids and flowcharts on the job.</p> <p>Close the training session and Dismiss learners.</p>



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