



FOOD SAFETY

GLOBAL GROWERS, ATLANTA GA

Summary

This users guide will help the trainer to deliver one 4-hour training session, or two 2-hour training sessions with staff and farmers. This training guide will support incubator farm staff as they prepare facilities to meet food safety standards and train farmers on food safety procedures.

The need: This workshop educates the farmer about how to improve efficiency of harvesting process and quality of produce, to reduce illness due to contamination, and to lay the building blocks for meeting new government requirements (Food Safety Modernization Act).

Who made this guide?

Collaboration and testing

ACKNOWLEDGMENTS

This teaching resource was developed by Global Growers in Atlanta, Georgia in partnership with the Institute for Social and Economic Development (ISED Solutions). Refugee farmer training programs across the country provided feedback on this lesson, which is now integrated throughout the guide. From 2015 to 2017, ISED partnered with twelve refugee farmer training programs through a USDA BFRDP educational enhancement grant, to support the design and testing of new and shareable teaching resources for culturally and linguistically diverse farmers. To learn more about this project, or to access the whole list of newly developed teaching resources for refugee farmer training programs, [see this web address: https://nesfp.org/new-american-resources](https://nesfp.org/new-american-resources) . For more in-depth explanations of the teaching approaches and activities used in these materials, please see the [‘Refugee Farmer Teaching Handbook’](#). While these resources were designed with refugee audiences in mind, they can be adapted and used in any farmer training or incubator setting.

VARIATION:

Throughout this guide, boxes (like this one) contain variations and adaptations that serve varying programs and farmers. They are suggestions and reflections from other programs based on how they made this workshop work for them.

TEACHING TIP:

Throughout this guide, boxes (like this one) contain teaching tips to help you better facilitate farmer learning. Most come from other programs who have tested and reflected on using this lesson.

Reviews and Objectives

WHAT TESTERS SAY:

“They [farmers] said they learned a lot at our follow-up sessions, and we’ve seen these practices taking place at the farm where we hadn’t seen them before.”

-*Meredith, New Roots for Refugees, Catholic Charities of NE KS*

“The farm food safety checklist, photos of wash station areas, and sample SOPs were especially useful.”

-*Katie, Global Gardens, Boise IA*

“Some returning farmers said they ‘knew the drill’, but by the end of the session said they had learned many more things.”

-*Elizabeth, International Rescue Committee, Charlottesville VA*

CORE SKILLS:

Taught in this lesson:

- Post-harvest handling
- Post-harvest storage
- Harvesting hygiene SOP
- Food safety core vocabulary
- Hand wash SOP

OBJECTIVES:

By the end of this lesson, farmers will be able to:

- Explain the new words they learned today
- Name at least one way that foods becomes contaminated
- Understand three ways the physical infrastructure/ arrangement of their farm site will affect their ability to follow food safety guidelines
- Wash, pack, record and store produce independently in a way that complies with basic food safety guidelines and takes in account good hygiene practices for their farm businesses

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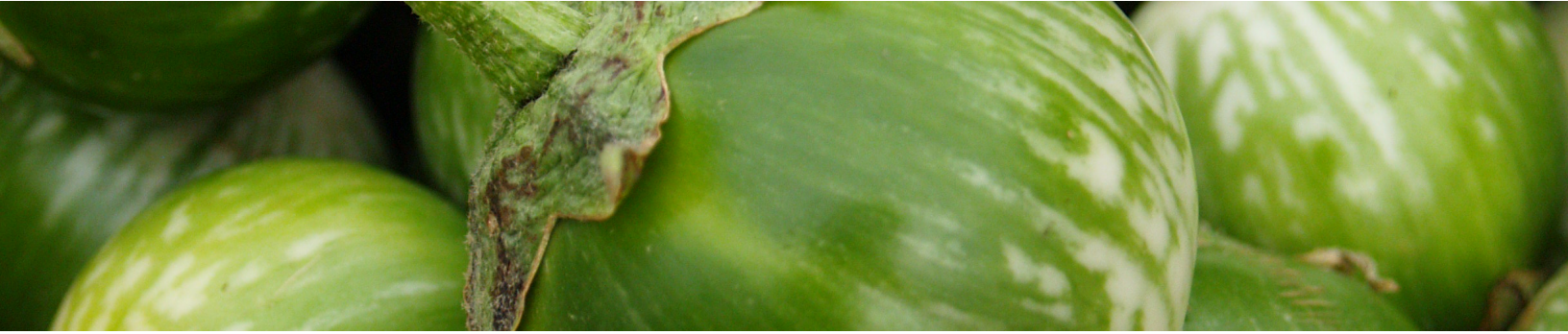
Adaptable except where noted.

Audience

Adaptable except where noted.

Resources Needed

Adaptable except where noted.



3 IS THIS GUIDE RIGHT FOR YOU

- Audience
- Resources needed

7 INTRODUCTIONS / ACTIVITY 1 / 5-15 MINUTES

Farmer and staff introductions, overview

- Participants will introduce themselves.

8 FOOD SAFETY 101 / ACTIVITY 2 / 60 MINUTES

Definitions & discussion

- Participants will be able to understand why food safety is important and must be a priority for any commercial farm operation.

12 LAND & INFRASTRUCTURE / ACTIVITY 3 / 90-120 MINUTES

Farm Tour

- Participants will tour the farm to understand how land use and infrastructure is important to food safety.

17 IN THE FIELD / ACTIVITY 4 / 60 MINUTES

Food safety in practice

- In this activity, participants will review and practice the Standard Operating Procedure for their farm site by completing practice harvest, wash, pack, and storage procedures.

19 CONCLUSION / ACTIVITY 3 / 20 MINUTES

Mock audit and reflection

- The activity will help participants and staff know if they are prepared to follow food safety policies and procedures by conducting a mock food safety audit.

WHO: Refugee farmers or staff

Geared towards commercial farmers who grow food primarily for market, not community gardens.

LANGUAGE / LITERACY Non- or low-literate farmers

Non- or low- literate farmers can learn the SOP through hands-on demonstration and verbal interpretation; however, literacy will be necessary for following record keeping practices. It's possible to adapt record keeping to be more visual/symbolic.

FARMING EXPERIENCE: Farmers should have experience harvesting, washing and packing for market.

PRE-REQUISITE SKILLS: Basic harvest techniques

REGION / CLIMATE: Adaptable

SELLING STRUCTURE: Incubator farm shared by farmers

With infrastructure provided by staff/farm manager. Geared towards farms/ programs that aggregate and distribute and can set common standards for farmers. Can be used to train independent farmers to develop their own food safety plans.

SEASON: Winter or early season

Ideally, this is done during a break in marketing so that you are not asking growers to adopt new practices in the middle of the season.

TIME: 4 HOURS

One 4-hour session or two 2-hour sessions, plus follow up. Sessions can be shortened, or individual activities can be used independently of whole training.

STAFF / INTERPRETERS: Suggested to use interpreter

There are several complexities here, so it is best if you have interpreters for this session.

LOCATION: Some classroom, mostly field.

Requires access to field in production, wash station, packing area, and storage area.

MATERIALS & SUPPLIES: For the session:

- Farm in production
- Hand-wash station
- Facilities to wash, pack, and store produce
- Harvest supplies
- Sample vegetables to harvest from field
- Hand wash soap
- Cleaning solution
- Sanitizing solution
- Large paper or white board
- Farm signage (graphics) INCLUDED
- Harvest supplies
- Cleaning supplies
- Vegetables in field to harvest
- Packing supplies
- Basic mock audit tool (provided)

ADDITIONAL MATERIALS: OPTIONAL

- SOP pictures and posters
- Hand wash procedure graphics
- Sample standard operating procedures
- Sample food safety action plan
- Sample cleaning logs

- Sample record-keeping log

TRAINING OF TRAINERS: How to educate yourself on the content

- Most staff will need to update their own understandings of food safety.
- Staff should be prepared to invest time in learning new food safety rules and in developing appropriate shared infrastructure to be compliant with food safety rules (e.g., hand wash areas).
- Staff should be prepared to write a food safety plan for their farm site before delivering this training. Program resources are included in this user guide to get staff up to speed on food safety programs before teaching farmers.

These are great online resources to create your own food safety plan:

1. On Farm Food Safety Project / FamilyFarmed: <http://onfarmfoodsafety.org>
2. Commerical Food Processing from Penn State Extension: <http://extension.psu.edu/food/safety/farm/how-do-i-write-a-food-safety-plan>
3. On-Farm GAPS Education Program from: <http://safety.cfans.umn.edu>

ICONS:

You will find the icons below throughout this guidebook. They are there so you are prepared for the activity and can get an idea of what it will bring at a glance.



SIGNS/CARDS



PPT



WORKSHEET



DISCUSSION



VOCABULARY



INDOOR



OUTDOOR



TALKING POINTS

Introductions

1

TIME: 5-15 minutes (depending on group size)

OVERVIEW:

Introductions, icebreaker and intro to the training to understand the food safety program course agenda (time, # of meetings, location, etc.) and commitment to participating in full program.

OBJECTIVES

By the end of this activity, participants will:

- Know each other's names and be familiar with the purpose of the training.



STEP 1: FACILITATOR INTRO

Hello everyone! How are you? My name is . . . and we are here today to talk with you about Food Safety. But before we begin, let's start with an activity.

STEP 2: SAY YOUR NAME

Each person will say their name. Then say the good food [favorite food] you eat and the bad food you do not want to eat.

STEP 3: CLASS OVERVIEW

Review the time-frame of the class and how it will flow (e.g., We will talk inside for 60 minutes, then go outside for a demonstration. After breaking for lunch, we will come back to the classroom.) Confirm that everyone is clear on the expectations by getting a verbal response or show of hands.

TEACHING TIP:

Depending on farmer's familiarity with classroom norms etc. you could share some overall objectives and agenda for the training. You can tailor it to be as vague or as specific as you want, but if you think farmers will appreciate it, you share objectives and how you will measure their learning.

Food Safety 101

Definitions and discussion

2

TIME: 60 minutes

OVERVIEW:

- This is an introduction to the concept and importance of food safety in relation to farming success.

MATERIALS NEEDED:

- Large paper or white board
- Optional SOP pictures and posters

OBJECTIVES / LEARNING: By the end of this activity, participants can:

- Explain the new words they learned today
- Name at least one way that food becomes contaminate

VOCABULARY

- Contamination
- Sanitize
- Audit
- Standard Operating Procedure (SOP)

STEP 1: INTRODUCE TOPIC: FOOD SAFETY

ABC

- Define food safety.** “Food safety means that the food on the farm is clean and safe from making anyone sick”
- Food Safety is important for farming success because:
 - People can get sick from dirty food. They can even die. (e.g., diarrhea, vomiting, e coli, listeria, salmonella, giardia)
 - The farm can be closed and the farmer can get in trouble if somebody gets sick, and we do not have a food safety program in place. That is a lot of hard work for nothing and it might mean the end of our farming project.
 - There is a new rule/law from the US government that says farms must have food safety programs if they want to sell food to customers.
- Examples of Food Safety: Most common crops that make people sick:
 - Leafy greens
 - Crops that touch the ground
 - Crops that are eaten raw (without cooking)
- How do people get sick?
 - The #1 reason why people get sick is also the easiest problem to fix. The problem that makes people sick is that the people who harvest and touch the food are not clean. People need to be clean when touching food. For example,

if you go to the bathroom, do not wash your hands and then touch the food, then your customer can become very sick because your hands are not clean.

- Water is not clean. Irrigating or washing vegetables with dirty water means that people can get sick.
- Animal manure has bacteria that makes people sick. Animal manure cannot be near food growing until it is finished composting. Wild animals can also poop on food. Maybe a bird comes and poops on your crops, or a deer/rabbit comes and poops near crops. If you find poop, you must clean it and throw away the food/plant that has poop on it. Selling food that touched poop can make people sick.
- Other ways people can get sick is from eating food that was stored in a dirty container or was transported in a dirty car.

STEP 2: VOCABULARY: CONTAMINATION, SANITIZE, SOP, AUDIT

TEACHING TIP:



- Create some posters that illustrate contamination in process, and use them to help explain the concept.
- Remember to explain that contamination is not always visible, sometimes you can't see it at all!
- Follow up by posting these in the wash station to help remind farmers of contamination sources.

ABC

- Define Contamination.** WRITE/SHOW the word on paper or whiteboard. Contamination means that something is dirty. When something is dirty, there is contamination. USE IN SENTENCE: If you are cleaning a chicken house and your hand touches chicken poop, there is contamination on your hand.
- Define Sanitize.** WRITE/SHOW the word on paper or whiteboard. Sanitize means using a chemical cleaner to make something very clean. The chemical will remove contamination. USE IN SENTENCE: When you clean a bathroom with bleach, then it will be sanitized. Bleach is a sanitizing chemical.
- Define Audit.** WRITE/SHOW the word on paper or on a white board. Audit means a test or inspection of our food safety plan. A food safety audit is done by an outsider/visitor who comes to the farm to give us a certificate and a grade.



ASK CLASS to describe how they get a driver's license. You are looking to point out that when you get a driver's license, you practice driving with someone sitting and watching you. They tell you what to do and make sure you follow the rules. The food safety audit is the same. Someone will watch you on your farm and make sure you don't break the rules.

USE IN SENTENCE: To have a food safety certification, we must have an audit. If we fail the audit, we must pay to do it again. If we do not pass the audit, we cannot sell vegetables. Passing the audit is very easy if we follow the SOPs.

VARIATIONS:

- If you are not on the farm, include a picture series that can help you explain Standard Operating Procedure.
- Depending on English levels, DON'T use the actual phrase 'standard operating procedure', use 'plan' or 'making a plan' instead.

ABC

- Define Standard Operating Procedure.** WRITE / SHOW the word on paper or on a WHITE BOARD: Write SOP next to the word. Standard Operating Procedure is a big word that means making-a-plan. It is a big word so sometimes we say SOP for Standard Operating Procedure. SOP is like saying USA for United States of America. **Procedure** means the plan or routine for completing something. For example, the procedure to make rice might be: 1) wash rice, 2) mix rice and water, 3) cook for 20 minutes. SOP means doing it the same way every time.



ASK CLASS: Tell me an example of a procedure you already do on the farm. What is something you do that you do the same way every time? Prompt, if needed: What are the steps you take to irrigate?

USE IN SENTENCE: Our food safety plan will include SOPs for different activities on the farm. The SOP will be the plan of how we make the farm, farmers, and food clean.

USE IN SENTENCE: For example, our SOP for using the bathroom will say that the bathroom is cleaned/sanitized every week and people wash hands after using the bathroom.

STEP 3: REVIEW SOP EXAMPLE TOGETHER



Depending on farmer level, pass out sample SOP handout (written or picture-based) OR pass out a template for writing your own SOP.

Suggested example: Hand Wash SOP.

Review different sections of the SOP and what each means:

- Responsibility: who does the procedure. Some procedures are for farm managers/staff and some procedures are for farmers. We can even have SOPs for visitors/family. Example: Hand washing is for everyone at the farm – staff, farmers, visitors, volunteers.
- When: which part of the day the procedure is completed. Example: Hand washing is done BEFORE harvesting and AFTER using the bathroom.
- Materials: the things you need to have to complete the procedure. Example: when washing hands, we need water, soap, and towels.
- Procedure / Example: when washing hands, first turn on water and make your hands wet. After water, put soap on your hands. Rub soap on your hands for 20 seconds. After 20 seconds is finished, use water to remove soap. After soap is removed, use paper towel to dry hands. After drying hands, use paper towel to turn off water, then put paper towel in the trash.

STEP 4: SOP VISUALS

TEACHING TIP:



If you have a picture series (say of hand washing steps), you can combine it with 'ordering and sequencing activity' to create a participatory teaching activity for farmers. With a picture series, farmers can manipulate them and order them, and then present out on the order of operations they came up with for their SOP. Questions and corrections can come afterwards.

Using the pictures as prompts, or using verbal prompts, farmers can engage in 'role play' to also demonstrate their understanding of a certain SOP, or even other vocabulary words.

STEP 5: WRAP UP & EVALUATION



- Ask each person in class to say a new word they learned today.
- Ask each person to say why food safety is important for their farming success.

Land & Infrastructure

3

Food safety infrastructure farm tour

TIME: 90-120 minutes (depends on size of farm and how long it takes to move around)

OVERVIEW:

- Tour the farm to understand how land use and infrastructure is important to food safety. The focus is on health & human hygiene, land use, and harvest/post-harvest related to farm infrastructure and management systems.

MATERIALS NEEDED:

- A farm or virtual farm experience

OBJECTIVES: By the end of this activity, participants can:

- Understand three ways the physical infrastructure / arrangement of their farm site will affect their ability to follow food safety guidelines

VARIATIONS:

If remote, substitute virtual Farm Tour with video or photo series. The purpose of this is to help farmers connect farm layout, type of infrastructure, and farm management systems to good agricultural practices for food safety. You may identify additional ways the farm can be adapted to comply with food safety rules.



- STEP 1: SET UP FOR YOUR FARM TOUR**
- (ADAPT FOR YOUR FARM SET-UP. FARMS ARE SET-UP IN DIFFERENT WAYS SO YOU MAY ADAPT THIS, BUT THE THINGS LISTED ARE ESSENTIAL FOR FOOD SAFETY PROGRAMS.)
 - Highly recommend installing abundant signage around the farm to explain what things are and what to do or what not to do. It is an excellent opportunity to represent food safety graphically. As you go through the farm, use the signs as teaching tools. Ongoing, use the signs as reminders. This packet includes several examples of signs to post, but they will need to be customized to some extent. This is a great project for interns/volunteers.
 - *See attached photo series for tour of Global Growers’ Bamboo Creek Farm infrastructure.



FIELD HANDWASH

OUTHOUSE HANDWASH

BIN WASH STATION



HAND WASH AT WASH STATION

CLEANING SUPPLIES WASH STATION



WASH SINKS

WASH TABLES



- STEP 2: KEY TOUR POINTS**
- Recommended to set up the tour like you have just arrived at the farm and are naturally moving through the space. As you encounter these different areas / topics, engage farmers in the discussion prompts below.

- A. PERSONAL BELONGINGS STORAGE**
- Ask farmers: “Where do you put your personal things when you come to the farm?” You have just arrived at the farm and need to put away your bag, change into farm shoes, and store your farm snacks. Point to acceptable areas that are labeled for personal storage. This can be a shelf or table labeled “Personal Storage.” This is so that unclean things do not get mixed with clean things.
 - This is a good time to talk about cell phone use on the farm, which should be covered in every section to follow since it’s a difficult but important policy to have in place. Cell phones are extremely dirty. When was the last time you sanitized yours? Hand washing is required after cell phone use. Cell phones are not allowed in the wash station. We gave our farmers a choice to make on cell phone use: either keep with you in field and return to hand wash every time, or store away during harvest periods and collect at end of day or during breaks. Our farmers decided that cell phones should be stored away because hand washing every time is too difficult, and if they have their cell phones, they will end up touching them.

- B. FIELD HAND WASH STATIONS**
- Ask farmers, “What do you do before going to your field?”
 - Signs: Wash Hands Before Going to Field
 - Hand Wash Stations should be on the way to the field so that everyone must pass it. If there are different fields or different entrances, each one should

have a hand wash station. If it’s made easy, then hands will be washed. If it’s made difficult, hands will not be washed

- C. BATHROOM FACILITIES AND BATHROOM HAND WASH STATION**
- Ask farmers, “What do you do after using the bathroom?”
 - Explain that staff will clean and sanitize the bathroom 1x/week. Point to cleaning log hanging on the wall. Point to “Must Wash Hands” sign on the wall.
 - Do a practice hand wash (water/soap, 20 seconds, dry). Point to Hand Wash Procedure sign on the wall.

- D. FIELD HUTS**
- Ask farmers, “What do you do in your farm hut?”
 - Our farmers build bamboo huts next to their plots that they use for personal storage and hanging out with family. Make sure any fertilizer, pest, or harvest supplies stored here are separated in the same way as the general tool shed.

- E. WASH STATION**
- Ask farmers, “What do you do before washing vegetables?”
 - Wash Station SOP will indicate frequency of cleaning/sanitizing entire wash station (minimum 1x/day on harvest days). All surfaces need to be cleaned with sanitizer.
 - Cleaning log: Point to cleaning log on wash station wall to show when it is cleaned/sanitized.
 - Cleaning supplies: Color-code cleaning supplies for different uses. Scrub brushes for wash station should only be used in wash station. Cleaning supplies can be left out during the day, but must be locked away (bioterror hazard) at end of the day. (We put ours in a plastic bin with lid and store in locked toolshed. First farmer takes them out, and last farmer puts them away).
 - Hand wash sink. Point to hand wash sign. Never enter wash station without washing hands first.
 - Dirty Tables and Clean Tables: Point to signs on different tables to know whether it is a dirty (pre-wash) table or clean (post-wash) table. When you come from the field with your harvest bins, set them on the dirty table while you wash hands and prepare for washing vegetables. Never put food containers on the ground in the wash station – that’s what the dirty tables are for. Use clean tables to dry, bunch/bag, and pack after washing.
 - Wash Sinks: If you’re not using a sanitizing solution in the water (required for leafy greens but no other crops), the water should be changed when there is enough dirt to prevent from seeing to bottom of the sink. Leafy greens require a 3-sink system.

- Identify areas where eating and drinking are allowed
- Ask farmers, “Where do you eat/drink?”
- Food can never be eaten in the field, wash station, or packing/storage areas.
- Label the food/break area. It is acceptable to eat in field huts if they are on edge of field and not in the field.
- Point out no food/drink signs at the field, in the wash station, in the packing/storage area.

- F. TRANSPORTATION**
- Cleaning log in transport vehicle for weekly (minimum) cleaning.
 - Put a cleanable liner in your produce transport vehicle.
 - In our cargo van, we put down plywood that has a laminate material glued to it. You can use spray in bed liner (the kind used for pick-up trucks) but that is more expensive. The most cost effective option (but more difficult to clean) is to use a tarp.
 - Do not use food transport vehicle to haul farm supplies (compost, fertilizer, etc.) unless it is in sealed areas

- G. TOOLSHED**
- Ask farmers, “What is stored in the toolshed? What is NOT stored in the toolshed?”
 - Toolshed only has farm tools.
 - Harvest supplies can be in shed but need to have a physical separation from other tools. We use large plastic bins with lids to store harvest supplies in our barn.
 - Things in toolshed are labeled.
 - Harvest supplies have labels for HARVEST ONLY or are color-coded. We use bright green duct tape to label harvest tools.
 - Point out the difference between containers used for farming (carrying tools, seeds, compost, fertilizer, etc.) and containers used for harvesting. These must be different.
 - Look for pest control and fertilizer. These are “controlled substances” and must be kept separate from other things in containers, just like harvest supplies. Technically, these are potential risks for bioterrorism and are supposed to be locked. We modify large plastic containers with lids by drilling a hole and putting on a lock on it.

- H. COLD STORAGE**
- Ask farmers, “Where do you store your produce?”
 - Cleaning log posted on wall for weekly (minimum) cleaning of walk-in cooler.
 - Food containers cannot be on the ground in the cooler. Install shelving or put pallets down on floor. Our WIC is narrow, so we split pallets in half for one section and have shelving in another section.

- If you’re not using single-use boxes, use a plastic liner in containers. Reusable containers must be cleaned and sanitized prior to use, then add the plastic liner.

- STEP 3: WRAP UP AND REVIEW FARM RULES**
- Personal belongings in one place.
 - No eating or drinking in food areas.
 - Wash hands after using cell phone. No cell phones in wash, pack, or storage areas.
 - No smoking or chewing tobacco (acceptable to designate area for this). Must wash hands after tobacco use.
 - Wash Station policies

- STEP 4: EVALUATION**
- Hand wash demonstration by each participant. As each participant washes hands, other participants should raise their hands if they see something done wrong, then explain or demonstrate how to fix it.
 - Because we were in the classroom only, we modified by first teaching vocab, going over the handwashing graphic as a sample SOP, then handing out pictures of different parts of the harvest/wash/transport process and asking farmers to work together to plan and explain a SOP for their picture.

In the field

Food Safety in practice

2

TIME: 60 minutes

OVERVIEW:

The activity is focused on planning to put food safety in practice for harvesting food by using the SOPs. Staff should be open to farmer input about ways to modify the procedures to be a good fit for them, while still ensuring compliance with good agricultural and food handling practices. Farmers will harvest food and staff will conduct a mock audit.

MATERIALS NEEDED:

- Harvest supplies
- Cleaning supplies
- Vegetables in field to harvest
- Packing supplies
- Basic mock audit tool (provided)

OBJECTIVES / LEARNING: By the end of this activity, participants can:

- Explain the new words they learned today
- Name at least one way that foods becomes contaminated

VOCABULARY

1. Harvest 2. Postharvest 3. Wash/clean

STEP 1: INTRODUCE MOCK AUDIT GUIDE



- a. Introduce Mock Audit Guide. Let participants know what you are looking for.
 - One staff person could be dedicated to completing the audit scorecard.
- b. Review Harvest SOP using one of the following methods based on farmer level:
 - Review written plan
 - Review graphic plan
 - Review plan by dictating/translating each step

STEP 2: AUDIT ROLE PLAY



- a. Ask a farmer to volunteer to be the lead harvester and volunteer to use their field to harvest from. The rest of the group will ask questions and offer tips during the process. The group can help the farmer make a good decision or point out when they think something is wrong by raising a hand or giving an agreed upon cue.
- b. Go through harvest process and point out areas that are a deviation from the SOP. When there is a deviation from the SOP, stop the process and ask, “What is

the problem here?”

- Try to get the group to help correct the problem. If the group cannot correct, the last resort is for staff to articulate then demonstrate the correction.

STEP 3: THE PROCEDURE SHOULD LOOK SOMETHING LIKE THIS:

1. Store personal belongings
2. Clean/sanitize harvest supplies
3. Wash hands
4. Go to field
5. Harvest crops using harvest supplies (knife/shears, containers)
6. If a non-root vegetable falls on the ground after being separated from the plant, it cannot be sold. Root vegetables can be pulled up and remain on ground.
7. Finish harvest and return to wash station
8. Put harvest bin on dirty table (in the shade, not in sun)
9. Wash hands
10. Check cleaning log to see if wash station has been cleaned today. If not, clean/sanitize wash station.
11. Wash hands
12. Wash vegetables
13. Prepare packaging materials
14. Pack vegetables
15. Bring to storage
16. Write down: Crop name / Farmer name / Date / Amount (# lbs)

Conclusion and Evaluation

Mock food safety audit

4

TIME: 20 minutes

OVERVIEW:

- The activity will help participants and staff know whether they are prepared to follow food safety policies and procedures by conducting a mock food safety audit.

MATERIALS NEEDED:

- Large paper or white board

OBJECTIVES / LEARNING:

- By the end of this activity, participants can:
 - Wash, pack, record and store produce independently in a way that complies with basic food safety guidelines and takes into account good hygiene practices for their farm businesses

VOCABULARY

1. Audit 2. Postharvest 3. Wash/clean

STEP 1: MOCK AUDIT

- a. Review mock audit scorecard results with group. Highlight areas that need corrective action and ask participants to explain.
 - Why corrective action is needed (i.e., define problem)
 - What corrective action is needed (i.e., propose solution)

STEP 2: AFTER THE TRAINING / ONGOING EVALUATION

- a. Everyone is an auditor! Farmers alert staff if staff-maintained cleaning logs are not up to date. Farmers offer corrective action.
3. Staff should plan to spend 20-60 minutes with each participant to conduct individual mock audits during the harvest process, then review the scorecard results with the participants to reinforce learning objectives and functional comprehension.