



Taking a Closer Look

Making it work for you and your learners

Word List

The Food Safety Word List is user-friendly booklet designed to help food workers understand important food safety terms and concepts. Over 150 terms and pathogen names have been defined in plain, easy-to-read English.

The primary purpose of this booklet is to provide each learner in a food safety education or certification program with a personal mini-dictionary to keep and use as a reference. It can supplement existing materials to review terminology used in a learning or work environment.

In addition to simple definitions, the unique *Thinking Questions* help give context and meaning to selected principles and terms.

Individual learners can use *Thinking Questions* to reflect on how these terms relate to personal or workplace experiences.

As a trainer or supervisor, you can integrate the *Thinking Questions* into formal or informal educational settings. This guide provides a number of suggestions to consider depending on your learners' needs and how much time is available to engage in activities and review concepts.

Use as many or as few of these suggestions as you like, and feel free to add your own ideas!

- Use the *Thinking Questions* as a "pre-test" at the beginning of your training, and/or as a "post-test" at the end of a session for review
- Assign words at the end of a session as a review
- Use the **Word List** as a self-study guide
- Use the *Thinking Questions* throughout a multi-session course or training to encourage group interaction.

TIPS FOR USING THE THINKING QUESTIONS

The following suggestions are based on a 3 to 4 session training course. Each heading includes the location of the *Thinking Question* in the **Word List** and vocabulary words are **bolded** for easy reference.

Use different approaches to engage learners in activities that introduce and review concepts.

PARTNER WORK. Inviting learners to work in pairs is a good way to start a training, and make everyone feel comfortable

SMALL GROUP WORK. Once learners feel at ease with each other, you can use small groups to discuss items

LARGE GROUP WORK. Involving the whole class as one large group is a great way to get everyone talking.

PARTNER WORK - *Thinking Questions*

- Has anyone in your family ever had an **allergic reaction** to a food? What happened? (Page 3)
- What can a food worker do to avoid **bare-hand contact** with food? (Page 4)
- What is the difference between **cleaning** and **sanitizing** a food container? (Page 7)
- What are the **food contact surfaces** in your own kitchen at home? (Page 14)

Introduce this activity using one question at a time. Then repeat this process for additional questions.

1. Ask the class to turn to the page and *Thinking Question* you have selected.
2. Invite the students to turn to the person next to them. This is their partner!
3. Ask each person to read the *Thinking Question(s)* alone.

4. When everyone has finished reading, ask the class work with their partner to talk about the question.
5. Start with one person saying the first things that comes to mind in response to the *Thinking Question*, then switch to hear what the other person has to say about that question.
6. When everyone is done, ask the class the questions below. You can ask for a sample of responses if you're running short on time.
 - After talking with your partner, do you have a better understanding of the bolded words?
 - What did you learn about the bolded words?
 - What questions do you have about the bolded words?

SMALL GROUP WORK - *Thinking Questions*

- What are some ways that **contamination** of food can happen? (Page 11)
- How does a person get a **foodborne illness**? (Page 12)
- How do **pathogens** harm people? (Page 18)

You can use small group work for the *Thinking Questions* on pages 4 and 14 if you have not already used partners for these.

Distribute sticky notes to the class.

1. Ask the class to turn to the page and *Thinking Question(s)* you have selected.
2. In small groups (3-5 people), invite the class to look at the *Thinking Question(s)*.
3. Ask your learners to talk in their small groups about the first things that come to mind when they look at these questions.
4. Ask each group to write their ideas on sticky notes (one idea per note) and post them on a wall, chalkboard, white board, poster board, or easel for everyone to see.

5. Invite each group to talk about what they see posted, ask:
 - What surprised you? Why?
 - What did you learn about the bolded words?
 - What questions do you still have?

LARGE GROUP WORK - *Thinking Questions*

- Why are the temperatures between 41 and 135 degrees F called the **Danger Zone**? (Page 9)
- Where should you put the thermometer to take the **internal temperature** of a food? (Page 17)
- Why do you **calibrate** a thermometer? (Page 19)
- What is another word for **toxin**? (Page 20)

1. Ask the class to turn to the page and *Thinking Question(s)* you have selected.
2. Invite the whole class to call out their answers to each question as you write their responses on a board or easel.
3. After everyone who wants to has responded, encourage the class to work together to examine what was said.
4. Ask the class to talk about what they see:
 - What similarities and differences do you see in the responses?
 - Is there a lot of overlap or is there a lot of variation in what people had to say?
 - Why do you think this is?
 - What surprised you? Why?
 - What questions do you have about the bolded words?

We would appreciate your feedback on this booklet. Please complete and submit our short Feedback Form.

Thank you!

