

INSTRUCTIONAL PLAN OUTLINE

I. Identification

- A. **Name of Presenter:** Jennifer Looney, Senior Coordinated Dietetic Student at Framingham State University, October 22, 2010
- B. **Name of organization:** Olin College Foodservice
Contact:
David Nadreau
Foodservice General Manager
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- C. **Goal Statement:** To increase foodservice employee's knowledge of food allergies to create a safe environment when serving students with food allergies.
- D. **Title of Training:** "Serving Students with Food Allergies"
- E. **Audience:**
- Olin College foodservice employees-full time and part time staff.
 - Staff age range is 22-60 years old.
 - Staff consists of women and men.
 - Majority of staff members have worked in foodservice for many years prior to employment at Olin.
 - Majority of the staff are not American and come from different countries.
 - English is not the primary language for many employees-some speak Spanish and Chinese.
 - Some employees speak and/or comprehend very little English.
 - Some employees cannot read English.
 - All have basic culinary skills.
 - Many have basic knowledge of food allergies.
 - Average education level is high school.
 - All employees are interested in food and cooking.
 - Interest level among staff will be moderate to high.

Assumptions:

- All participants have an estimated 6th grade reading level or higher.
- Can understand and speak basic English words.
- Able to see and understand food pictures.
- Some staff members know Olin students that have allergies and have interacted with them while serving meals.
- Majority of staff cannot identify the eight common allergens.
- There will be about 10-12 participants.

Physical Set Up:

- Olin College dining hall located in the Campus Center at Franklin W. Olin College of Engineering.

- Multiple tables and chairs.
- Training will take place during slow hours when cafeteria is quite and relatively empty.
- Large table space available.
- Have employees sit at one table close together.

F. **Time allotted:** 20 minutes

II. Objectives:

Performance Objectives:

1. After participating in the training session “Serving Students with Food Allergies” and given a food allergy matching worksheet 90% of the learners will be able to correctly match the common food allergen with the food that it may be found in.
2. After participating in the training session “Serving Students with Food Allergies” and given a post test consisting of 3 multiple choice questions and 1 true/false question 90% of learners will correctly answer all questions.

Learning Objectives: After completing the training session “Serving Students with Food Allergies” participants will:

- A. Be able to define a food allergy.
- B. List the common eight food allergens.
- C. Be able to identify uncommon food that might contain certain allergens.
- D. Locate where food allergens are listed on menu signs.

III. Content, Sequence and Learning Activities

A. Introduction:

- Welcome the participants. Inform them to take a seat close to instructor. Once everyone is settled in their seats begin the lesson.
- "Hello everyone and welcome to the training session “Serving Students with Food Allergies.” Today you are going to learn what a food allergies is, the eight common food allergens, how you can safely serve the students with food allergies and hidden food sources of trouble.”

B. **Pre-assessment:** Use the following informal question to assess the learning and interest level of the participants:

1. How many of you have heard of food allergies? Allow participants to raise their hands
2. How many of you know what a food allergy is? Allow participants to raise their hands
3. How many of you have interacted with an Olin student with a food allergy?

C. Key Learning Activities

Activity One: *Defining food allergies and identifying the 8 common allergens.*

Description: In this activity participants will learn the definition of a food allergy. Through a interactive “game” participants will be able to identify the eight foods that account for 90% of total food allergies.

Directions:

1. Ask participants “Can someone please tell me what a food allergy is?”
2. Pick one participant to answer question.
3. After participant has shared their answer define a food allergy (read talking points).
4. Move on to “game”
5. Pick up the paper bag. Inform participants “In this bag there are pictures of food. Please pull out a picture, tell the group what food you selected, than state whether or not you think it is one of the eight foods that account for 90% of total food allergies.”
6. Pass bag to closest participant.
7. If participant picks one of the eight common allergens have them walk to the poster board and stick it on the poster.
8. If participant picks a food that is not one of the eight common allergens have them hold on to it.
9. Continue until all eight foods that cause the most common allergies have been picked.
10. Review what foods have been placed on the poster.
11. Give participants “Eight Common Food Allergens” handout.
12. Review handout and ask for questions.

Talking Points:

- A food allergy is an immune system response to a food that the body thinks is harmful. The body will physically react to this allergen. Some physical signs of a allergic reation may be:
 - Scratchy throat
 - Stomach pain
 - Diarrhea
 - Nausea
 - Vomiting
 - Hives
 - Swelling of the eyelids, face, lips and tongue
 - Shortness of breath
 - Difficulty swallowing
- A person’s reaction can range from mild to severe. In some cases a sudden and serve reaction called anaphylaxis can occur. Anaphylaxis is very dangerous and can cause death
- Knowing the most common foods that cause allergies is very important when serving students.
- There are eight foods that account for 90% of total food allergies

Talking Points after the “game”:

- Although these foods account for the majority of food-related allergic reactions, other foods can cause problems for some people, such as the foods that were not placed on the board.
- The only way for people with food allergies to avoid having reactions is to avoid the food they are allergic to.

Activity Two: *Hidden Sources of Trouble.*

Description: In this interactive activity participants will identify uncommon foods that may contain a certain food allergen.

Directions:

1. Explain to participants that there are hidden sources of trouble. (Refer to talking points)
2. One by one remove food items from a bag and ask participants what allergen(s) they think could be found in this food. For example, remove a cartoon of ice cream. Hold it up and ask “Out of the eight common allergens we just identified which one do you think could be found in ice cream?”
3. Choose one participant to answer questions.
4. Once the group has chosen the correct allergen remove the picture from the board and place it next to the food item on the table.
5. Continue this method until all allergens have been addressed.
6. Pass out matching worksheet and tell participants to match the food allergen with the possible hidden source of trouble.
7. Once all of the participants have completed the worksheet ask them for the correct answers. Provide them with the correct answers if necessary.

Talking Points:

- The only way to be able to assure students that a dish is safe is to know what's in it.
- Reading food labels and asking someone if you don't know are the best methods to keep students safe.
- There are many hidden sources of trouble, which are foods you may not think contain a certain food allergen but actually do.

Activity Three: *Creating a safe environment for students with food allergies.*

Description: In this activity participants will hear real life scenarios that may occur when serving students with food allergies. They will be asked to identify any mistakes made by the foodservice employee and state the correct actions to take in order to create a safe environment for students with food allergies.

Directions:

1. Read scenarios out loud.
2. Ask participants to identify what the foodservice employee did wrong and the correct way to handle the situation. Choose one participant to answer.
3. Discuss answer and move on to next scenario until all scenarios have been discussed.

Talking Points:

- As foodservice employees you are the key players in keeping students with life threatening food allergies safe.
- Food allergies need to be taken very seriously.
- Knowing the ingredients is very important and reading food labels will help you determine if the food contains a certain allergen.
- Follow safe food handling practices to avoid cross contamination. For example, when chopping nuts make sure to wash the knife with soap and water before using it again.
- Knowing the students who have food allergies is also really important.

Allergy Scenarios

1. Emily, a freshman at Olin College, approaches you and tells you that she is allergic to wheat. She thinks the chicken fried steak with cream gravy looks really good but wants to know if it is safe for her to eat.

What should you do?

Answer: Take a moment to look at the menu sign together. Underneath the name of the entrée are the nutrition facts and the allergens it contains. Point out to her that the chicken fried steak with gravy does contain wheat and is not safe for her to eat. Offer her something else to eat.

Show the participants the sign that would be found in the serving area. Have allergens highlighted and point out where they are located on the sign. Pass sign around so all participants can see.

2. Andy, a new foodservice employee at Olin College, is making fish sticks for lunch. He puts them in the deep fryer to cook them. When they are done he dumps them into a hotel pan to transfer them to the serving line. He then moves on to make French fries. Once the fries are cooked he uses the same pan he used for the fish sticks and dumps the fries into it. He then places the fries on the serving line for the students.

Did Andy do anything wrong? If so what? How should he have fixed his mistake?

Answer: Andy allowed cross contamination to occur. He used the same hotel pan for the fries that he used for the fish stick which caused the fries to be unsafe for any student with a fish allergy. He should have used a different hotel pan to transfer the fries to the line.

3. Mr. Roberson, a new professor at Olin College, goes to the grill and orders a turkey sandwich. You ask if he wants mayo on it and he tells you he can't have mayo because he is allergic to soy. He asks you if your deli meat has soy in it. You are not sure but do not think it does so you tell Mr. Roberson no. You give him his sandwich and tell him to enjoy it!

Did the foodservice employee do anything wrong? If yes then what mistakes were made? What actions should the foodservice employee have taken?

Answer: Deli meat can be a hidden source of trouble and can possibly contain soy. Since Mr. Robinson is allergic to soy it is your responsibility to make sure that the deli meat does not contain soy. You need to ask your supervisor or look at the package label to make sure that it does not contain soy. If you can't find this information do not serve Mr. Robinson the turkey sandwich because you are not sure if the turkey is safe for him to eat.

D. Conclusion:

Summarize and close the lesson as follows:

“The number of students with food allergies has been increasing. Because of the potentially life threatening nature of these food allergies you as foodservice employees need to take food allergies very serious so that you can help keep these students safe.” Reiterate how important it is to know the eight common food allergens and what ingredients are in the food they are preparing. Ask if there are any questions and thank them for their participation and time.

IV. Materials and Resources:

A. Resources

- a. “The Food Allergy & Anaphylaxis Network” Available at <http://www.foodallergy.org/>. Accessed 10/18/10.
- b. “National Food Service Management Institute. *Building the Future Through Child Nutrition.*” Available at <http://www.nfsmi.org>. Accessed 10/16/10.

B. Materials

- a. Poster board with heading “Eight Common Food Allergens”
- b. Double sided tape.
- c. Paper bag.
- d. Food pictures.
- e. “Eight Common Food Allergens” Handout.
- f. “Hidden Sources of Trouble” Matching worksheet.
- g. Food models or real food for the “Hidden Sources of Trouble” activity:
 - Ice cream carton
 - Can of Tuna
 - Worcester sauce
 - Mayonnaises jar
 - Pesto sauce package mix
 - Tabasco Sauce
 - Deli meat
 - Fish Stock
- h. Writing utensils.

V. Evaluation

A. Performance Evaluation

Formal: In order to formally evaluate the participant's comprehension of foods that could be hidden sources of trouble participants will complete a worksheet where they will be asked to match the food allergen to a food that it may be found in. In addition they will be asked to answer multiple choice questions regarding what they just learned. Participants will complete post-quiz individually and return it to instructor. This will be used to determine if the performance objectives have been archived.

Informal: To informally evaluate the participants understanding of the material the instructor will asses:

- Facial expressions and body language
- Interaction level during the lesson

B. Instructional Strengths Evaluation:

Formal Evaluative Tools: To formally evaluate the instructional plan, instructor will ask on question on the post test evaluation form:

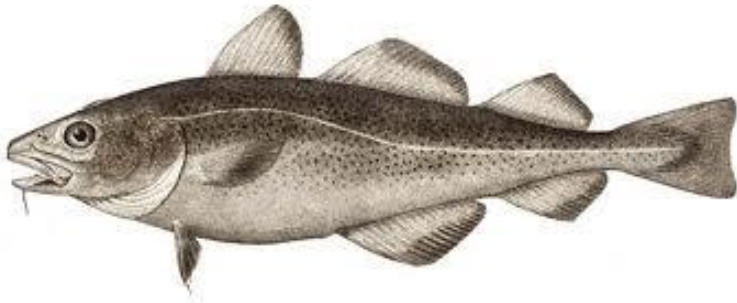
- 1) Was the instructor clear when delivering the information?

The number of participants answering "yes" and "no" will be tallied to assess the overall strength and weakness of the instructional plan.

Informal Evaluation Tools: During the presentation instructor will take notice of facial expressions, body language, attention span and interaction level of the participants. These factors will be used to informally evaluate the instructional strength and weaknesses.

C. Recommended Changes: (To be completed after training)

Food pictures for Activity One - *Defining food allergies and identifying the 8 common allergens*
Print and laminate







Serving Students with Food Allergies

Please take a moment to answer the following questions. Circle the correct answer.

1. Which of the following is NOT one of the eight common food allergens?
 - A. Shellfish.
 - B. Milk.
 - C. Chocolate.
 - D. Soy.

2. Symptoms of an allergic reaction may include:
 - A. Itchy mouth.
 - B. Nausea.
 - C. Hives.
 - D. All of the above.

3. Foodservice employees can keep students with allergies safe by doing all EXCEPT
 - A. Knowing the ingredients in the food you prepare.
 - B. Looking at the menu signs to see what allergens are in a certain item.
 - C. Reading food labels.
 - D. Serving students food not knowing if it contains a certain allergen.

4. Ice cream may contain wheat.
True False

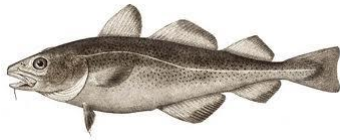
5. Was the instructor clean when delivering the information?
Yes No

Thank you for your participation!

Answers to post test:

1. C
2. D
3. D
4. True

Draw a line to connect the common food allergen to the food that it is found in.



Answer Key

Draw a line to connect the common food allergen to the food that it is found in.



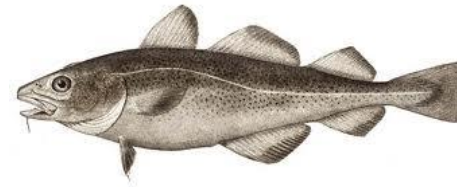
About 90% of all food allergic reactions are caused by these common food allergens:



Tree Nuts
Nueces
樹堅果



Eggs
Huevos
雞蛋



Fish
Pescado
魚



Soy
Soya
黃豆



Milk
Leche
牛奶



Wheat
Trigo
小麥



Peanuts
Mani
花生米



Shellfish
Mariscos
貝類