

Personnel Module Training Guide
Online Food Safety Training for New Mexico Food Manufacturing Employees
Good Manufacturing Practices: Personnel

Welcome!

Thank you for your participation in the Online Food Safety Training for New Mexico Food Manufacturing Employees. By participating in this food safety training, you are joining food manufacturing employees across the state of New Mexico in taking the first step in a commitment to food safety. As a train-the-trainer program, the Online Food Safety Training for New Mexico Food Manufacturing Employees relies on well-trained individuals to improve employee knowledge, skills, and attitudes to ensure the safety of processed foods.

This training guide will prepare, you as the trainer, to educate food manufacturing employees about the code of federal regulations concerning Good Manufacturing Practices, also known as GMP. This guide includes detailed instructions about how to use all the components of a module plan to ensure training is as consistent and as effective as possible.

Please read through all of the following information and guidelines before you begin any training with your employees.

Why is this training important?

The Online Food Safety Training for New Mexico Food Manufacturing Employees provides food safety education and customized training to farmer-processors and food manufacturing employees in the state of New Mexico. According to the New Mexico Farmer's Market Association bylaws article III, farmer-processors are any, "New Mexico residents who engage in canning, freezing, drying, dehydrating, cooking, packaging, baking, preserving, jarring, or otherwise processing of food products, and who sell these products directly to customers at New Mexico farmers' markets or to the public." (New Mexico Farmer's Market Association, 2020). Food manufacturing includes any company that turns raw agricultural products into intermediates or final products that will be sold to the public (United States Department of Labor, 2020). This training will help food-manufacturing employees and famer-processors understand how their behavior and activities contribute to the safety of food. After this training, food manufacturing employees in New Mexico will have the knowledge, attitudes, and behaviors that will assist in decreasing the risk of foodborne illness statewide.

This training is designed to engage New Mexico's farmer-processors and food manufacturing facility operators to enhance food safety procedures for their food products. Food safety includes the production, preparation, processing, packaging, packing, storage and handling of food in ways that

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prevent contamination from biological, physical, or chemical hazards in the food production chain. New Mexico's 2 million citizens depend upon 150 food manufacturing establishments that employ 4,500 people statewide.

In compliance with the following regulations:

- CFR- Code of Federal Regulations
 - Title 21—Food and Drugs
 - Chapter 1—Food and Drug Administration
 - Department of Health and Human Services
 - Subchapter B –Food for Human Consumption
 - Part 117 Current Good Manufacturing Practice, Hazard Analysis, and Risk-Based Preventive Controls for Human Food
 - Subpart B—Current Good Manufacturing Practice
 - Sec. 117.10 Personnel.
 - (a) Disease Control
 - (b) Cleanliness (1-9)

- Food Safety Preventive Controls Alliance
 - FSPCA Preventive Controls for Human Food Course
 - Chapter 3: Good Manufacturing Practices and Other Prerequisite Programs for Preventive Controls for Human Food

- New Mexico Food Code 2-402.11
 - Chapter 2: Management and Personnel
 - Subchapter 4: Hygienic Practices
 - Part: 2-402 Hair Restraints

Minimum Hardware and Software Requirements:

- Access to a computer with speakers and microphone
- Windows 8 or above
- Mac OS 10.13 or above
- Colored printer

Minimum Technology Requirements:

- Internet access with browser capability
- Ability to browse and search the internet
- Ability to send and receive email

- Ability to send and receive attachments via email

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- Ability to access and use document and presentation creation software including Office™ and Google Docs™.
- Ability to access and use video conferencing programs
- Ability to maintain basic computer security including keeping computer updated for multimedia use (QuickTime™, RealPlayer™, Flash™, Java™)

Who should be trained?

All food manufacturing employees involved at any point in the production chain must be trained on food safety. This includes, but is not limited to, food manufacturing employees involved in production, preparation, processing, packaging, packing, storage, and handling of food and food products.

The learning objectives for the Online Food Safety Training for New Mexico Food Manufacturers will be tailored based on the following learner characteristics:

➤ General Characteristics:

- Gender: predominately female
- Age: 19 to 65 years of age
- Education: third grade education level or higher
- Ethnicity: minorities (predominately Hispanic with some Native American)

➤ Specific Competencies:

- Prerequisite attitudes: learners must be willing to learn and listen to information provided in the training. Rationales are provided to explain the importance of each lesson and will assist in creating positive attitudes among learners.
- Prerequisite Reading Skills:
 - Learners must be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers.
 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - Describe the relationship between a series scientific ideas or concepts, or technical procedures in a text,

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using language that pertain to time, sequence, and cause/effect.

- Use information gained from illustrations and words in a text to demonstrate understanding of the text.
- Prerequisite Writing Skills:
 - Provide reasons that support the opinion.
 - Provide a concluding statement or section.
 - Develop the topic with facts, definitions and details.
- Learning Styles:
 - Visual: comprehension of information by seeing content;
 - Examples: Images, maps and graphic organizers
 - Auditory: comprehension through listening and speaking in situations;
 - Examples: lectures and group discussions
 - Kinesthetic: comprehension through tactile representations of information. Learners can be described as hands-on learners. Kinesthetic learners understand concepts best through hands-on activities.
 - Example: learning how to properly clean a food processing machine by supervised instruction.
- Special Characteristics:
 - Learners with a Visual Disability: Alternative text (alt text) accessibility will be available for all PowerPoint presentations.
 - English as a Second Language (ESL) Learners: ESL learners are those who are not native English speakers. Lesson plans are short and written clearly at a third grade English level.
 - Adult Learners: Learners will understand why each training is important to them personally and as food manufacturing employees. The unit activities provided will allow flexibility and creative freedom based on the learners' needs and preferences. The trainer will create a positive and encouraging learning environment using an experiential teaching approach.

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When should food-manufacturing employees be trained?

New Hires

- Food-manufacturing employees should begin learning about the importance of food safety from their first day of work. New hires must understand the operations' food safety procedures as soon as possible. Once staff are properly trained, staff should be monitored to ensure they are following proper procedures.

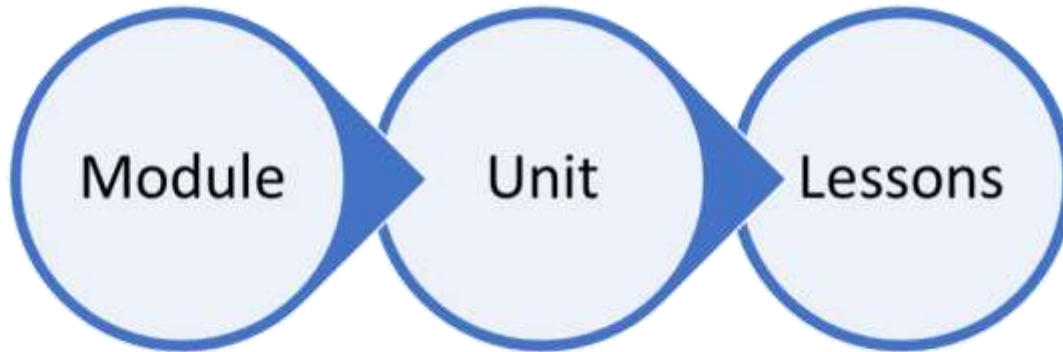
Retraining Current Staff

- All staff must be trained annually in food safety. Trainers must schedule review training sessions, plan meetings to update trainees about new procedures, and organize motivational sessions that reinforce food safety practices.

Food safety doesn't stop once you've completed the training with your employees. The Food Safety Training for New Mexico Food Manufacturing Employees must be delivered and reinforced by the trainers annually. It is important to ensure new and current staff receive all the training information pertaining to this module. Trainers must keep records documenting the training completed by all food manufacturing employees.

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How to use the training units:



The modules in the Online Food Safety Training for New Mexico Food Manufacturing Employees are based on Good Manufacturing Practices also known as GMP. There are nine modules within GMP. This training specifically focuses on the first module of GMP, which is personnel (117.10). Within the personnel module, there are three units which are explained in the section below. Each unit has a total of three lessons. Each lesson is designed to achieve three levels of understanding including **knowledge level**, **comprehension level**, and **application level**. Each level is explained in detail on page 15 under the Learning Strategies/Methods for Content Presentation sections of this document. The full Online Food Safety Training is available through the following link: <https://aces.nmsu.edu/ces/foodtech/online-food-safety-train.html>. All course materials can be saved, downloaded, and printed for training purposes.

What will food manufacturing employees be trained about?

Module: Personnel Part of Good Manufacturing Practices

Unit 1:

Hair Restraints

Unit 2:

Disease Control

Unit 3:

Handwashing

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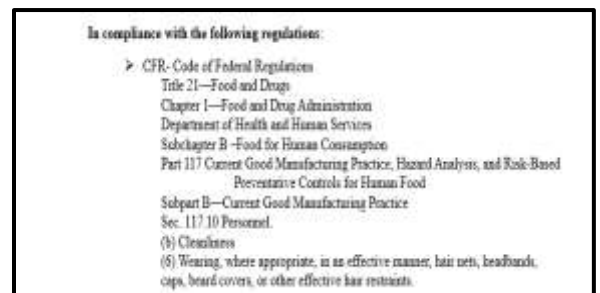
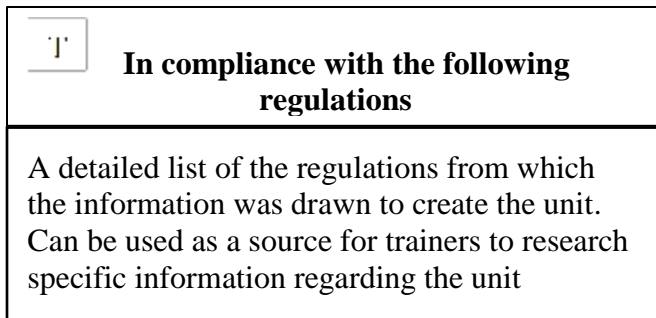
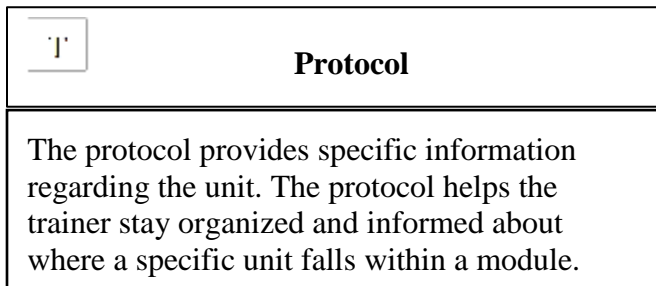
Goals for the Personnel Module:

At the end of this Online Food Safety Training, New Mexico Food Manufacturing Employees will be able to:

- Understand their personal responsibility to exercise personal cleanliness and hygienic practices.
- Comprehend why personal cleanliness and hygienic practices are essential to ensure the safety of food.
- Apply personal cleanliness and hygienic practices while working in food processing facilities.

How to use unit plans:

Unit plans are designed for the trainers who will deliver training information to food manufacturing employees. Unit plans have important information for the trainer as well as the learners. Sections labeled with “T” describe training information. The training information is trainer-focused and describes instructions and important background information that will help the trainer deliver the training effectively. Sections labeled “L” describe information specific to learners. The learner information is instructional material that is important for the comprehension of training modules. A visual representation as well as a description of every section included in each unit plan is shown below:



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T **Lesson Objectives**

Lesson objectives are measurable statements that describe what learners will be expected to know by the end of each lesson. For the trainer, objectives are tools that measure learner understanding. Objectives help keep learners focused on the most important information in the lesson.



Lesson Objectives:

Level 1- Knowledge

1. List the different types of hair restraints available to food workers.

Level 2- Comprehension

2. Describe how to properly wear the different types of hair restraints available to food workers.
3. Explain why food workers must wear hair restraints to ensure food safety as well as personal safety.
4. Identify how to properly use hair restraints.

Level 3- Application

5. Demonstrate how to properly use hair restraints.

T **Introduction**

The introduction in each Unit Plan Information document provides a rationale for the unit. This information helps the trainer understand the importance of the lesson and gives background information about the topic of each unit.



Introduction:

A physical contaminant is any foreign object in a food item. Physical contaminants can cause illness or injury to the person consuming the contaminated food product. Foreign objects are the most obvious evidence of a contaminated food product and are most likely reported by consumer complaints. Food manufacturing employees must maintain a clean and sterile environment for food preparation, processing, storage and packaging. The responsibility of food processing employees is to follow all practices outlined in the Code of Federal Regulations, Title 21 -Food and Drugs, Part 117 Current Good Manufacturing Practice, Hazard Analysis, and Risk-Based Preventative Controls for Human Food. The use of hair restraints helps to protect against physical contamination of food, food preparation, processing, storage, and packaging areas. If found in processed food, human hair has the possibility of carrying staph bacteria which can upset the stomach causing diarrhea. Not only does the use of hair restraints protect the safety of the food being processed, it can also protect the physical well-being of food processing employees. Hair can become caught in machinery and cause severe physical harm or death. After this lesson, food manufacturing employees will be able to list the different types of hair restraints available to food workers, explain why food workers must wear hair restraints to ensure food safety as well as personal safety, describe how to properly wear the different types of hair restraints available to food workers, and identify and describe how to properly use hair restraints. Wearing hair restraints is a critical component of personal cleanliness and an effective way to protect the physical safety of food manufacturing employees. Wearing hair restraints is an essential practice to protect against hair as a physical contaminant in the process of manufacturing food.

T **L** **Instructional Aids**

Instructional aids are materials that assist the trainer in the training-learning process. Instructional aids can be for trainer information only, such as answer keys, or they can be for learner understanding such as a visual “how to” guide. Instructional aids support and reinforce the content being taught. The instructional aids are numbered in each unit plan. They follow the order in which they should be presented to learners starting with number one, two, and so on.



Instructional Aids:

Name of Instructional Aid	Corresponding Lesson	File	Designated Audience
1. Unit 1: Hair Restraints	Lesson 1	PowerPoint Presentation	Learners
2. How to Don Hair Restraints	Lesson 1	YouTube Video	Learners
3. Hair Restraint Worksheet	Lesson 2	Word Document	Learners
4. Hair Restraint Worksheet Answer Key	Lesson 2	Word Document	Trainer
5. Hair Restraint Images	Lesson 2	PowerPoint Presentation	Learners
6. Hair Restraint Poster	Lesson 3	PowerPoint Presentation	Learners
7. Hair Restraint Assessment	Lesson 3	Word Document	Learners
8. Hair Restraint Assessment Answer Key	Lesson 3	Word Document	Trainer

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L PowerPoint Presentations

The first instructional aid in each unit will be a PowerPoint Presentation with information about the specific unit. The following information can be found in each PowerPoint Presentation within the “notes page” of each slide. Each PowerPoint presentation is available as a narrated video or as a standalone PowerPoint presentation that the trainers can present themselves.



I. Script

The script is the dialogue the trainer will recite to the learners. The trainer should recite the script exactly as it is written to ensure the training is consistent and the information is being delivered effectively.



I. Introduction

The introduction is trainer-directed and leads the learners to an understanding of what they will be able to do after the lesson is completed. The introduction provides a rationale of why the learner should want to learn the content and master new skills. The introduction is an opportunity to motivate learners and gives the opportunity to tie new information to previous learning.



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T **Set**

The set focuses learner attention on the lesson. It takes the form of a brief task that is motivational and focuses learner interest about the topics to be discussed.



T **Food Safety Training Information**

The food safety information is for trainer use. This section provides background information to the trainer about the topic being discussed. The food safety training information aims to answer common questions the learners might have on the topic.



T **Protocol**

The protocol provides specific information regarding the unit. The protocol helps the trainer stay organized and informed about where a specific unit falls within a module.



T **Code of Federal Regulations**

This information is strictly for the trainer. It describes the exact location of the information used to create the unit in the code of federal regulations.



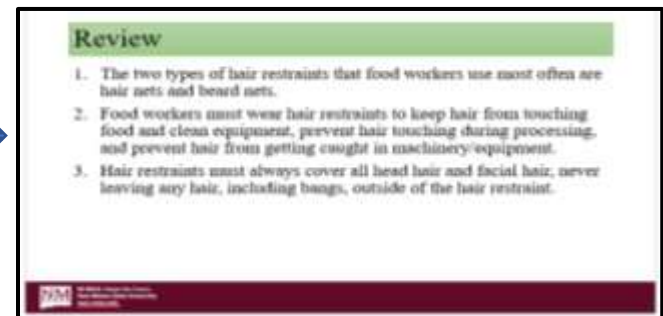
T **L** **Key Terms**

Key terms are important words and concepts that learners must understand to ensure the topic is fully understood. The key terms should be familiar to learners, but a brief explanation is provided to accomplish complete understanding.



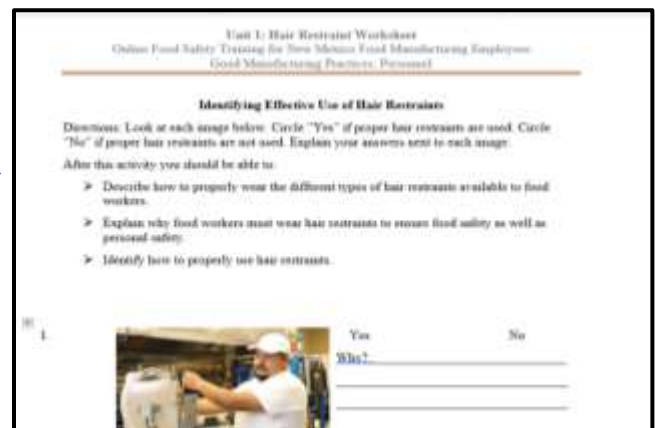
T **L** **Review**

The end of the first PowerPoint Presentation in each unit is a review. The trainer is responsible for relaying the information in each review and ensuring the learners comprehend the information. The learners can use the review to study for the assessment at the end of each unit.



L **Worksheets**

Worksheets are the third instructional aid in each unit. All worksheets include directions for completion. The trainer can decide whether learners work individually, in pairs or as a group to complete activities.



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T **Worksheet Answer Keys**

Worksheet answer keys are the fourth instructional aid in each unit. All worksheets include directions for completion. The trainer can decide whether learners work individually, in pairs, or as a group to complete activities.



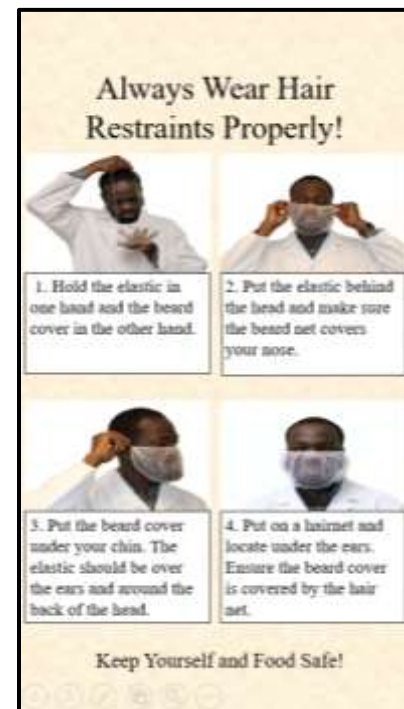
L **Images on PowerPoint Presentation**

The third instructional aid is a PowerPoint Presentation containing images related to the content of the unit. This instructional aid is not required for the completion of the unit. The purpose of this instructional aid is to serve as an additional resource for content reinforcement. Trainers can use this instructional aide to review the correct answers to the worksheets with all learners one image at a time.



T **L** **Posters**

Trainers can also utilize posters in appropriate areas of the processing facility. Learners can use posters as visual aids for step-by-step instructions pertaining to specific skills.



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Formal Assessments

Trainers will facilitate formal assessments for each learner individually at the end of each unit. Specific testing measures are used at the end of each unit to test learner comprehension. Formal assessments for each employee should be graded, collected and filed in the human resources office as evidence of appropriate training. If the learners score low, trainers should re-train the learners. If the learner's score is satisfactory, trainers can begin to facilitate the next lesson.

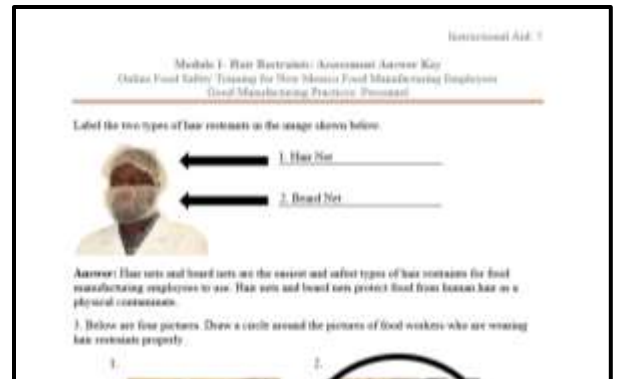


T

Formal Assessment Answer Key

The formal assessment answer key is strictly for trainer use. Trainers will use the formal assessment answer keys to provide the correct answers for grading purposes.

Grading: Learners are expected to answer all formal assessment questions correctly. If learners answer one or more questions incorrectly, retraining is mandatory. It is important to deliver the training correctly and efficiently to ensure all learners answer all the questions of the formal assessment correctly.




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Employee Trainer Logs

Employee trainer logs are strictly for the trainer and are used to track training sessions that have been completed for each employee. They should be updated each time an employee is trained in a module and kept in employee files. Each module has its own trainer log.



The screenshot shows a software interface with a header section and a grid below. The header includes a red box with 'Unit 1' and 'Pre-Test Results', and a table with columns 'Pass', 'Fail', 'No', 'Pass', 'Fail', 'Pass', 'Fail'. The grid below has columns for 'Employee Name', 'Date', and several columns for 'Pass' and 'Fail' results. The first row shows 'John Doe' with dates '1/1/2020' and '1/1/2020' and various pass/fail indicators.

T

Learning Strategies/Methods for Lessons: Each lesson is designed to achieve three levels of understanding. To measure these levels of understanding, we used Bloom's Taxonomy of Cognitive Development. There are six levels within the cognitive domain. For this training, we will be testing the first three levels of cognitive development which include **knowledge, comprehension, and application**. **Knowledge** represents the lowest level of learning outcome in the cognitive domain and is defined as remembering of learned material from specific facts to complete theories. All that is required is memory recall of the appropriate information. **Comprehension** is defined as the ability to grasp the meaning of the material. Comprehension can be shown in three ways. First, by translating material from one form to another such as words to numbers. Second, by interpreting material by explaining and summarizing. Third, by estimating future trends such as predicting consequences or effects. These learning outcomes go beyond the simple remembering of material that represent the lowest level of understanding. **Application** refers to the ability to use learned material in new and concrete situations. This may include the application of rules, methods, concepts, principles, laws, and theories. Learning outcome in this area require a higher level of understanding than those under comprehension. A Pre-Test administered before the lessons are delivered to the learner will show knowledge acquired from the lesson in comparison to knowledge previously held by the learner.

Trainers should always start with the lowest order level of understanding in order to ensure learners have a solid foundation of the skill being taught. All levels of understanding must be taught in sequence beginning with the first level- knowledge, then the second level- comprehension, and the final level- application. While training in sequence is necessary, it is not required to train at all three levels of understanding. The trainer is responsible for determining the level of achievement suitable for specific food manufacturing employees. For example, if all food manufacturing employees wear hair restraints in an

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effective manner, the trainer might want to review the use of hair restraints up to the second level of understanding but might not require employees to demonstrate how to properly wear hair restraints since employees already wear the hair restraints properly on a daily basis.

-The following information below can be found in the form of a table in each unit plan.

Lesson 1						
Level of Understanding: Knowledge						
Objectives Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration
1. List the two types of hair restraints available to food	1. PowerPoint Presentation- Lesson 7: Hair Restraints	Trainer Overhead Projector or chalk board	Lecture	I. PowerPoint Presentation- Lesson 7: Hair Restraints:	1. What are the two types of hair restraints available to food processors? Answer: Hair nets and beard covers	10 Minutes

T

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Objectives Achieved: Objectives achieved are brief statements that describe what the learners will be expected to learn by the end of each lesson. Each objective is written in the form of a measurable statement to help the trainer evaluate learner understanding. Objectives help the trainer and the learners focus on the most important information within the lesson.

T

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Instructional Aids: Each lesson will require a different set of instructional aids. The table will provide specific information about the appropriate aids to use for each lesson. Some instructional aids will be strictly for trainer use while others will be learner-specific.

T

Resources: The resources section of the table will list the materials the trainer will need to teach each lesson. These include materials that will need to be accessible at the training site.

T

Instructional Methods: Instructional methods are teaching strategies used to engage learners. Each lesson in the unit will use specific instructional methods such as lecture, discussion, and demonstration. This detail will assist the trainer to understand his/her role as a facilitator.

T

Activities: Each activity will require the use of an instructional aid. The activities section in the table will give a brief

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overview of the activities involved in each lesson. Detailed instructions will be provided on each instructional aid.

T

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Informal Assessment: The informal assessment will help the trainer test for understanding throughout each lesson. The informal assessment will keep the learners on target. The questions included in the informal assessment can be asked by the trainer at any point within the lesson plan to ensure the learners understand the concepts and to further clarify information.

T

Approximate Duration: The approximate duration is an estimate of the average time the trainer and learners will require to complete each lesson. The actual time required to complete a lesson will vary according to a variety of circumstances.

How should the trainer conduct a training unit?

After you have learned and understood all the components of a unit plan, the next step is to explore a unit plan along with the corresponding instructional aids for the particular unit. It would be best to start with the first unit in this module, Unit 1: Hair Restraints. Learn how to use and deliver a unit plan by following the steps below.

1. Unit Plan Information

After the trainer has read and understood the entire Personnel Module Training Guide, the trainer must read the entire Unit Plan Information for Lesson 1: Hair Restraints.



2. Instructional Aids

Open all Instructional Aid documents. Read all the documents completely. Print all documents and sort into “Learner” and “Trainer” categories. Be sure to print the PowerPoint Presentations as note pages.

essential practice to protect against hair as a physical contaminant in the process of manufacturing food.

Instructional Aids:

Name of Instructional Aid	File	Designated Audience
1. Lesson 1: Hair Restraints	PowerPoint Presentation	Learners
2. How to Don Hair Restraints	YouTube Video	Learners
3. Hair Restraint Worksheet	Word Document	Learners
4. Hair Restraint Worksheet Answer Key	Word Document	Trainer
5. Hair Restraint Images	PowerPoint Presentation	Learners

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3. Level of Achievement

The trainer must determine the level of achievement suitable for specific food manufacturing employees. For training purposes, the trainer should complete the entire unit. The trainer completes the entire unit by delivering the training for all three levels of achievement in the shortest amount of time possible. The module should be completed within 10 hours over the span of a week.

Lesson 1						
Level of Understanding: Knowledge						
Objectives Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration
Lesson 2						
Level of Understanding: Comprehension						
Objectives Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration
Lesson 3						
Level of Understanding: Application						
Objectives Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration

4. Prepare for the First Lesson

The trainer will start the first lesson by reading the “Lesson 1- Level of Understanding: Knowledge” chart. Once the trainer has read and understood the components of the entire lesson, the trainer should gather the required instructional aids, ensure they have the proper resources to deliver the lesson, and ensure they have enough time to deliver the entire lesson.

Lesson 1						
Level of Understanding: Knowledge						
Objectives Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration
1. List the two types of hair restraints available to food processing employees.	1. PowerPoint Presentation- Lesson 1: Hair Restraints Slides 1-7	Trainer Circular Projector or chalk board	Lecture	1. PowerPoint Presentation- Lesson 1: Hair Restraints: can be taught utilizing technology or	1. What are the two types of hair restraints available to food processors? Answer: Hair nets and beard covers. 2. How can a food processor prevent	10 Minutes

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5. Deliver the First Lesson

The activity for the first lesson of each unit will be a PowerPoint Presentation. The PowerPoint information will contain specific information related to each unit.

Unit 1: Hair Restraints
 Good Manufacturing Practices
 Personnel
Thank you for taking the time to attend this training.

(1) Identify information that is pertinent to the lesson. This information includes additional information needed to answer learner questions, key terms and missing information.

(2) Identify information that must be delivered to the learner throughout the lesson. This information should be communicated through the trainer to the learners throughout the lesson.

(3) Identify information that is useful to both the trainer and the learner. It is the trainer's objective to deliver this information. Information is helpful, but not always necessary to the learners.

(4) Script: The lesson is placed on the appropriate part of Good Manufacturing Practices also known as GMP. Each unit will learn about hair restraints. This lesson will teach learners the 2 safe to handle restraints and ensure desired the Food Safety Presentation Content. Always show your unit name if you have any questions or comments at the end of the lesson.

(5) Key Terms: Good Manufacturing Practices is applied to ensuring product quality and safety according to quality standards.

(6) Food Safety Training Information: Good Manufacturing Practices can be taught using various methods such as face-to-face, self-paced, or the use of food safety training information.

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6. Prepare for the Second Lesson

The trainer will start the second lesson by reading the “Lesson 2- Level of Understanding: Comprehension” chart. Once the trainer has read and understood the components of the entire lesson, the trainer should gather the required instructional aids, ensure he/she has the proper resources to deliver the lesson, and ensure that enough time is available to deliver the entire lesson.

Lesson 2						
Level of Understanding: Comprehension						
Objective Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Infernal Assessment	Approximate Duration
2. Explain why food processors must wear hair restraints to ensure food safety.	1. PowerPoint Presentation Lesson 7: Hair Restraints Slides 8-11	Trainer Overhead Projector Audio for video in PowerPoint	Lecture Discussion	1. PowerPoint Presentation Lesson 7: Hair Restraints can be taught utilizing technology or through traditional lecture without the use of technology. Trainer must	3. Why must food processors wear hair restraints to ensure food safety? Answer: To keep hair from contacting exposed food and clean equipment, to prevent unconscious hair touching while exposed to food, and to prevent hair from getting caught in machinery/equipment.	15-20 Minutes
3. Describe how to properly wear the two types of hair restraints.	2. YouTube Video: PowerPoint Presentation of Lesson 7: Hair Restraints	Capas of Hair Restraints Worksheet for each individual, pair, or group Copy of Hair				

7. Deliver the Second Lesson

The activities for the second lesson include a worksheet, a worksheet answer key, and a PowerPoint Presentation with the same images as the worksheets.

Unit 7: Hair Restraints Instructional Aid 4

Exit 1: Hair Restraint Worksheet
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Identifying Effective Use of Hair Restraints

Directions: Look at each image below. Circle “Yes” if proper hair restraints are used. Circle “No” if proper hair restraints are not used. Explain your answers across each image.

After this activity you should be able to:

- Describe how to properly wear the different types of hair restraints available to food workers.
- Explain why food workers must wear hair restraints to ensure food safety as well as personal safety.
- Identify how to properly use hair restraints.

I.  Yes No

8. Prepare for the Third Lesson

The trainer will start the third lesson by reading the “Lesson 3- Level of Understanding: Application” chart. Once the trainer has read and understood the components of the entire lesson, the trainer should gather the required instructional aids, ensure they have the proper resources to deliver the lesson, and ensure they have enough time to deliver the entire lesson.

Lesson 3						
Level of Understanding: Application						
Objective Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Infernal Assessment	Approximate Duration
3. Demonstrate how to properly use hair restraints.	1. PowerPoint Presentation Lesson 7: Hair Restraints Slides 8-11	Trainer Overhead Projector Audio for video in PowerPoint	Lecture Discussion Demonstration	1. PowerPoint Presentation Lesson 7: Hair Restraints can be taught utilizing technology or through traditional lecture without the use of technology. Trainer must be present to	1. What dangers and potential hazards could result without the proper use of hair restraints? Answer: That hair becoming a physical contaminant in food, jeopardizing the safety of the food. Personnel getting their hair caught in equipment causing physical harm or even death.	10 Minutes
	2. PowerPoint Slide: Hair Restraints Poster	Capas of Hair Restraints Poster as needed				
	3. Word Document: Hair	Trainer and volunteers for demonstration				

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9. Deliver the Third Lesson

The activity for the third lesson will consist of a demonstration. The learners will demonstrate a personal hygienic practice pertaining to a specific unit.



Lesson 3						
Level of Understanding: Application						
Objective Achieved	Instructional Aids	Resources	Instructional Methods	Activities	Informal Assessment	Approximate Duration
3. Demonstrate how to properly use hair restraints.	1. PowerPoint Presentation Lesson 1: Hair Restraints (Slide 8-11) 2. PowerPoint Slide: Hair Restraint Poster 3. Word Document: Hair Restraints	Trainer Overhead Projector Audio-Vis video in PowerPoint Copies of Hair Restraints Poster as needed	Lecture Discussion Demonstration	1. PowerPoint Presentation Lesson 3: Hair Restraints can be taught using technology as though traditional means without the use of technology. Trainer must be prepared to	1. What danger and potential hazards could result without the proper use of hair restraints? Answer: The hair becoming a physical contaminant in food, jeopardizing the safety of the food. Personnel getting their hair caught in equipment, causing physical lacerations or eye/cheek.	10 Minutes

10. Formal Assessment

The trainer can find a formal assessment at the end of lesson 3 in each unit. Each learner should complete the formal assessment individually.



Instructional Aid 3

Module 3: Hair Restraints: Assessment
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Label the two types of hair restraints in the image shown below.

1. _____

2. _____

3. Below are five pictures. Draw a circle around the food workers who are wearing hair restraints properly.

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References

New Mexico's Farmers Market Association. (2020). *New Mexico's Farmers Market Association*. Retrieved from <https://farmersmarketsnm.org/about-the-nmfma/bylaws/>

United States Department of Labor. (2020, September 2). *Food Manufacturing: NAICS 311*. Retrieved from U.S. Bureau of Labor and Statistics: <https://www.bls.gov/iag/tgs/iag311.htm>