

**S1** This is the Train-the-Trainer Personnel Module Training Guide for Online Food Safety Training for New Mexico Food Manufacturing Employees

**S2 Script:** 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 consistent and as effective as possible.

**S3 Script:** 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, "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." (New Mexico Farmer's Market Association, 2020). Food manufacturing includes any company that turn raw agricultural products into intermediates or final products that will be sold to the public. This training will help food-manufacturing employees understand how their behavior and activities contribute to food safety. 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 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.

**S4 Script:** Each unit was created with information from the Code of Federal Regulations, the Food Safety Preventive Controls Alliance and the New Mexico Food Code.

**S5 Script:** 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.

**S6 Script:** Food manufacturing employees should begin learning about the importance of food safety from their first day of work. New hires must understand the operations for food safety

procedures as soon as possible. Once staff are properly trained, staff should be monitored to ensure they are following proper procedures. Food safety doesn't stop once you've completed 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 training information pertaining to this module. Trainers must keep records documenting the training completed by all food manufacturing employees.

**S7 Script:** 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 the knowledge level, the comprehension level, and the application level. Each level is explained in detail on page 15 under the Learning Strategies/Methods for Content Presentation sections of this document.

**S8 Script:** Food manufacturing employees will be trained about Hair Restraints, Disease Control, Handwashing, Maintaining Adequate Personal Cleanliness, Outer Garments, Jewelry, Gloves, Storing Personal Belongings, and Identifying Appropriate Areas for Eating Food, Chewing Gum, Drinking Beverages and Using Tobacco, and Precautions against Allergen Cross-Contact and Contamination.

**S9 Script** 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. The following slides will help to familiarize the trainers with the unit plans by providing visual representations of what the sections will look like within the unit plan modules.

**S10 Script:** 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.

**S11 Script:** 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.

**S12 Script:** The Compliance with the Following Regulations section is a detailed list of the regulations from which the information was drawn to create the unit. Can be used as a source for trainers to research specific information regarding the unit.

**S13 Script:** Lesson objectives are measurable statements that describe what students 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.

**S14 Script:** 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.

**S15 Script:** 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.

**S16 Script:** 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.

**S17 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.

**S18 Script:** The introduction is trainer-directed and leads the learners to an understanding of what they will be 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.

**S19 Script:** 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.

**S20 Script:** 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.

**S21 Script:** 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.

**S22 Script:** 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.

**S23 Script:** 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.

**S24 Script:** 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.

**S25 Script:** 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.

**S26 Script:** 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.

**S27 Script:** The third instructional aid is a PowerPoint Presentation containing images related to the content of the unit. The purpose of this instructional aid is to serve as a resource for content reinforcement. Trainers can also use this instructional aid to review the correct answers to the worksheets with all learners one image at a time.

**S28 Script:** 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.

**S29 Script:** 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 score is satisfactory, trainers can begin to facilitate the next lesson.

**S30 Script:** 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.

**S31 Script:** 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.

**S32 Script: (Learning Strategies/Methods for Content Presentation)** Each lesson is designed to achieve three levels of understanding. The first level is the knowledge level which requires learners to employ memory recall of facts and basic concepts. The second level is the comprehension level which requires learners to explain the ideas and concepts in detail. The third level is the application level in which learners apply their new knowledge gained in training to specific situations in the processing facility. 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 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 lesson information can be found in the form of a table in each unit plan.

**S33 Script:** Objectives achieved are lesson objectives in the form of measurable statements. Each objective describes what students will be expected to learn by the end of each lesson within a unit. For the trainer, objectives are tools that measure learner understanding. Objectives help keep learners focused on the most important information in the lesson.

**S34 Script:** 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.

**S35 Script:** 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.

**S36 Script:** 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.

**S37 Script:** Each activity will require the use of an instructional aid. The activities section in the table will give a brief overview of the activities involved in each lesson. Detailed instructions will be provided on each instructional aid.

**S38 Script:** Each activity will require the use of an instructional aid. The activities section in the table will give a brief overview of the activities involved in each lesson. Detailed instructions will be provided on each instructional aid.

**S39 Script:** 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.

**S40 Script:** 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.

**S41 Script:** 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.

**S42 Script:** 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 (see next slide).

**S43 Script:** To print the PowerPoint Presentations as Note Pages you must first, open a PowerPoint Presentation. Select File in the top left corner, and select the print option. In the settings section, click on the default “Full Page Slides” and select Notes Pages and click the Print option.

**S44 Script:** 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.

**S45 Script:** 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.

**S46 Script:** 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.

**S47 Script:** 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.

**S48 Script:** The activities for the second lesson include a worksheet, a worksheet answer key, and a PowerPoint Presentation with the same images as the worksheets.

**S49 Script:** 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.

**S50 Script:** The activity for the third lesson will consist of a demonstration. The learners will demonstrate a personal hygienic practice pertaining to a specific unit.

**S51 Script:** The trainer can find a formal assessment at the end of lesson 3 in each unit. The formal assessment should be completed by each learner individually.