

*Programa de seguridad alimenticia en el
servicio de guardería casero*

(Home Child Care Providers'
Food Safety Program)

Facilitator Guide



2005

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(Home Child Care Providers' Food Safety Program)

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Table of Contents

Introduction	1
Program Components	2
Teaching the Workshop	3-4
Video Segment Synopsis	5-7
Additional Activities	8-11
Program Evaluation	12
Additional Resources	13-15

Introduction

"Programa de seguridad alimenticia en el servicio de guardería casero" (Home Child Care Providers' Food Safety Program) was developed to help home child care providers prevent children from getting foodborne illnesses. In the United States, there are estimated to be more than 5,000 deaths and more than 76 million cases of foodborne illness annually. Foodborne illness can be serious and life threatening, especially for infants and young children because their immune systems are not fully developed.

Because so little food safety information is available in Spanish and the demand for such materials is growing, this project was developed in Spanish, with the Hispanic culture in mind. Focus groups with Spanish-speaking child care providers were conducted to ensure that pertinent issues were addressed and that situations would be presented accurately.

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Program Components

"Programa de seguridad alimenticia en el servicio de guardería casero" (Home Child Care Providers' Food Safety Program) targets Spanish-speaking home child care providers to decrease the risk of foodborne illness. Designed to be used in a workshop setting lasting one to two hours, the program focuses on the four areas of the Fight BAC! campaign: keeping hands and surfaces clean, preventing cross-contamination, cooking foods to proper temperatures and chilling foods promptly. Proper techniques for diapering and safe handling of bottles and baby food are also included in the program. After attending the class, participants will be able to apply these principles in their home child care environments.

This comprehensive program has five elements:

- ✓ ***La Vida de Matilde***
Telenovela-style video in Spanish (33 minutes), with script in Spanish and English.
- ✓ ***Mantener los Niños a Salvo: Seguridad Alimenticia para Proveedores de Servicios de Guardería/ Keeping Kids Safe: Food Safety for Child Care Providers***
Participant booklet in Spanish and English, adapted from the USDA publication entitled *Keeping Kids Safe: A Guide for Safe Food Handling and Sanitation for Child Care Providers*.
- ✓ **Facilitator Guide**
- ✓ **Behavior change evaluation tools**
In Spanish and English.
- ✓ **Participant certificate of completion**
In Spanish and English.

Teaching the Workshop

Estimated Time: 1-2 hours, depending on discussion length and activities included.

Materials: Sign-in sheet, pens, nametags, *glow-in-the-dark powder, *ultraviolet light, transparencies and overhead projector or flipchart and easel; markers; TV/VCR; *La Vida de Matilde* video & script; *participant booklet for each participant; certificates of completion; evaluation forms. *Ordering information for these items is listed in “Additional Resources” (pages 13-15).

Set up the room

Check to make sure that you can darken the room enough to make the glow-in-the-dark powder visible under the ultraviolet light. Sprinkle a small amount of glow-in-the-dark powder on each blank nametag card. Set up the chairs or tables in the room in a semicircle around the VCR. Make sure that everyone will be able to see the screen well.

Introduce the workshop

As attendees enter the room, have them write their names, addresses, and phone numbers on a sign-in sheet. Also, have them write their names on the nametag cards and put the cards on. Introduce yourself and explain that this workshop will be fun and interactive and will help them make their child care settings safe. Encourage participants to introduce themselves and tell how many years of experience they have working with children and how many children are currently under their care.

Conduct a brief discussion with participants. How many of them or the children they care for have ever had a headache, fever, upset stomach, or vomiting? Did they think that they had the flu? Explain that these symptoms can also be caused by foodborne illnesses, and that the things we do while preparing food can make it unsafe to eat. Next, give some statistics on incidences of foodborne illnesses in your area. Explain that infants and children are especially vulnerable.

Turn off the lights and check with the ultraviolet light to see where the powder has spread. Have participants list some of the ways germs can spread in child care settings and when food is being prepared. Discuss the difference between something looking clean and actually being clean.

Show the video

The *La Vida de Matilde* video focuses on a realistic situation and family and is presented in a *telenovela*, or soap opera, style. It follows Matilde over several weeks as she opens her own home day care. In the process, she becomes more aware of food safety issues and learns how to combat BAC, the bacteria that food can contain when it is not properly prepared or handled. While Matilde already practices basic food safety habits, like most of us, she could improve in a

few areas.

Although the video is in Spanish, its key points can be understood by viewers who do not understand Spanish. If the facilitator does not speak Spanish and some or all of the participants do, the facilitator can read through the script in English, and enlist the assistance of a translator (or a participant) to help translate during discussions. If neither the facilitator nor the participants speak Spanish, the workshop can be centered on the participant booklet and hands-on activities, with video clips shown to illustrate key points.

The video consists of three *telenovela* segments. Stop the video at the end of the first segment to allow participants to identify food safety issues they observed. As these issues are noted on a flipchart or transparency, encourage participants to elaborate on their comments. How could this situation have been prevented? What is Matilde already doing correctly?

After participants have discussed the segment, turn on the video again. An on-screen narrator will provide her own analysis of the segment, and thus review for the participants the issues that they identified themselves. Stop the video after the narrator finishes, since participants may have additional comments after seeing the narrator.

Show the second and third segments in this same way. The facilitator should refer to the video script and the video segment synopsis (see pages 5-7) while the video is being shown.

Conduct hands-on activities

Incorporate one or more of the hands-on activities in your workshop (see pages 8-11). They can be conducted before the video is shown, in between the segments, and/or at the end of the workshop.

Introduce the participant booklet

After the participants have viewed the video, hand out a copy of the booklet to each participant. Familiarize them with its contents, and stress its usefulness as a take-home reference. You may want to use a quiz-show format and work through the review questions at the end of each section of the booklet. Encourage participants to copy and post pages from the booklet at their child care centers. Children can color the pictures on these “miniposters.”

Conclude the workshop

At the end of the workshop, present a certificate to each participant. Conduct the quick evaluation described on page 12. Ask each participant to mention one or two food safety practices he or she plans to improve. Thank the participants for attending!

Video Segment Synopsis

Segment 1

Prepare to stop the video after scene 25 where Matilde is feeding Laurie applesauce. This is after the narrator says, “¿Dónde creen ustedes que se presentaron peligros alimenticios en la cocina de Matilde?”

SCENE(S)	SCENE DESCRIPTION	FOOD SAFETY POINT
1-3	Matilde doesn't wash her hands before preparing food.	Wash hands and surfaces often. Bacteria are everywhere.
12	Matilde cooks the eggs and chorizo thoroughly.	Cook foods to proper temperatures. Undercooked meats and egg products can cause foodborne illnesses, especially among children and infants.
13	Matilde gets egg on her hand and then cuts the cantaloupe.	Bacteria from raw egg can contaminate cantaloupe (cross-contamination).
19	Matilde refrigerates the leftovers promptly.	If leftovers are allowed to sit out at room temperature, bacteria can begin to multiply. Refrigerate perishable foods promptly. Keep hot foods hot and cold foods cold.
19-20	Matilde uses a dish towel to clean the kitchen.	Wash hands and surfaces often. If cloth towels are used, change them daily and wash the dirty towels in hot water and detergent.
23	Matilde washes her hands rapidly. Matilde feeds the bottle to Laurie soon after preparing it.	Scrub hands for 20 seconds with soap and warm water, then rinse. If the bottle is allowed to sit out at room temperature, bacteria can begin to multiply in it. Refrigerate perishable foods promptly.
24	Matilde feeds Laurie baby food directly from the jar.	There is a risk of cross-contamination if the baby doesn't finish all the food and the partly empty jar is put back in the refrigerator. Bacteria from the baby's mouth can be transferred to the food in the jar. Single servings should be served in separate bowls and leftovers discarded.

Segment 2

Prepare to stop the video after scene 83, where Jaime arrives home and he and Matilde embrace. This is after the narrator says, “¿Qué les parece?”

SCENE(S)	SCENE DESCRIPTION	FOOD SAFETY POINT
51	Pork is thawing on the counter.	Always thaw foods in the refrigerator or microwave. If you thaw in the microwave, be sure to cook the thawed foods immediately.
51-59	Matilde prepares a large pot of beans.	Transfer large amounts of food into shallow containers and cool promptly.
58	The pork roast is cooking in the oven.	Check meats for doneness with a thermometer.
62	The kids wash their hands very quickly.	Wash hands often. Use soap and warm water. Scrub for 20 seconds and rinse with clean running water.
63	Lucy does not wash the fruit she eats.	Fresh fruits and vegetables have dirt and bacteria on them. They come from the soil in which produce is grown and from people who handle produce at the market. Insects that land on them in the kitchen could also contaminate them.
64-66	The plate that the pork was thawed on is left on the counter next to the stove. Antonio puts lunch meat on the same plate and then eats it.	Somebody could put food on the plate thinking that it is clean. Bacteria from raw pork could contaminate the food. Bacteria from the raw pork could contaminate the ready-to-eat lunch meat.
67-69	Matilde changes Laurie’s diaper. Matilde washes her hands.	After preparing foods, wash hands before changing the baby to minimize the transfer of bacteria to the baby. To ensure that bacteria from feces don’t spread to other babies or other areas, spray the diapering area with a bleach solution. After changing a baby, wash hands and those of the baby. Babies touch everything and put their hands in their mouths. Wash their hands often, especially after changing diapers.

Segment 3

Prepare to stop the video after scene 143, when “*El Fin*” appears on the screen. Stop the video after the sentence, “Feliz, no solo porque Matilde ya tiene su anillo, sino también porque Matilde ha implementado una campaña exitosa en contra de BAC.”

SCENE(S)	SCENE DESCRIPTION	FOOD SAFETY POINT
108-109	Matilde cooks hamburger meat for the tacos.	Make sure meats are well cooked. Use a thermometer to ensure that meat is cooked to the proper temperature. When using a thermometer, read the directions to see if it takes the temperature from the tip, or if it needs to be inserted two or more inches.
110, 112	Matilde reheats the leftover beans until they are bubbling.	Leftovers should be reheated until they are bubbling or steaming. Stir occasionally to ensure that all parts are heated thoroughly.
111	Matilde cuts the lettuce.	Use a separate cutting board for vegetables, fruits and breads. Cut raw meats on a different cutting board to prevent cross contamination.
113	Kids wash their hands for the recommended time and use paper towels to dry them.	Wash hands often. Bacteria can remain in crevices and fingernails. Scrubbing for 20 seconds helps get rid of most bacteria. Using paper towels can avoid the problem of bacteria accumulating in shared cloth towels.
114	Matilde puts extra hamburger meat into a container in the refrigerator.	Refrigerate leftovers promptly to keep bacteria from multiplying.
117	Matilde wipes up spilled milk with a paper towel.	Using paper towels helps ensure that bacteria don't accumulate and grow as they can in dish cloths.
125	Matilde daydreams that she is a talk show host.	Damaged parts indicate that fruits and vegetables have started to spoil. These damaged areas often have higher levels of bacteria. Such areas should be removed, or the produce should be discarded. Swollen cans can indicate that bacteria are already present. Holes provide a passageway for bacteria to enter. Such cans should be discarded.

Additional Activities

These additional activities may be used throughout your workshop. Be prepared to conduct more of them than you think time will allow. That way, you can read your participants and modify your plans to keep them interested.

Handwashing

Estimated Time: 10-15 minutes.

Materials: Glow-in-the-dark lotion or powder; ultraviolet light; warm and cold water; soap; paper towels; one index card for each participant.

Prepare the index cards beforehand. On each card, list one of the following handwashing options: (1) Cold water only, rubbing hands for 20 seconds; (2) Cold water and soap, rubbing hands for 20 seconds; (3) Warm water only, rubbing hands for 20 seconds; (4) Warm water and soap, rubbing hands for five seconds; (5) Warm water and soap, rubbing hands for 20 seconds. Be sure to make at least two cards for each technique. If possible, write each technique on a different color card (you will need five colors).

Have each participant rub a small amount of invisible glow-in-the-dark lotion or powder into their hands. Hand an index card to each participant and instruct the participants to wash their hands as described on their index cards. Dry hands with paper towels.

After everyone has washed their hands, have the group view everyone's hands under the ultraviolet light. Any areas that glow represent germs that weren't washed off. Have the participants decide how to line the group up in a semicircle, in order from cleanest to dirtiest hands. Then have the participants hold up their index cards. Discuss with the group which method was most effective at removing the "germs" and why. This activity should illustrate that option five is the most effective handwashing technique.

Cooling food

Estimated Time: 10 minutes (additional time is needed to boil water, transfer it to the containers, and cool the containers).

Materials: stove or portable burner; refrigerator (optional); shallow pan; deep saucepan; liquid measuring cups; water; oatmeal (optional); thermometer.

Boil a gallon of water at the start of the session. Use it to prepare oatmeal, if desired. Have participants transfer half of the water or oatmeal to a shallow pan, and the other half to a deep saucepan. Place both containers in the refrigerator. (The pans should either both be covered or both be uncovered.) After one hour, have participants measure the temperature of both

containers. Which container is cooler? Why? What hot foods are often mistakenly stored in deep

containers? (This activity can be done without a refrigerator, but the facilitator must stress to participants that foods should be cooled in a refrigerator, not at room temperature.)

Cooking temperatures

Estimated Time: 12 minutes.

Materials: Food models of meat and egg dishes (one for each participant); three sheets of paper; various types of food thermometers.

Label each sheet of paper with one of the following temperatures: 160°F (71°C), 170°F (77°C), and 180°F (82°C). Hand out a food model to each participant. Set the temperature papers in front of the group on the table. Each participant should attempt to place his or her food model under the correct temperature. (Have them do this all at the same time, so that participants don't feel singled out). After all the models have been placed, use page 11 of the participant booklet to review correct cooking temperatures with the participants. Ask for volunteers to identify and move any of the models that were not placed under the correct temperature.

Demonstrate how to take the temperatures of these foods using the different types of food thermometers. Use real foods if possible. Remind participants that the best way to ensure that meat and poultry are thoroughly cooked is to use a thermometer. However, thermometers must be calibrated and used correctly to be accurate.

Cross-contamination

Estimated Time: 12 minutes.

Materials: Glow-in-the-dark lotion or powder, cinnamon, or paprika; piece of raw meat; cutting board; knife; cucumber; gloves; lettuce; ultraviolet light if using lotion or powder.

Sprinkle glow-in-the-dark lotion or powder, cinnamon, or paprika on a piece of raw meat. Have a participant cut the meat on a cutting board. Have another participant cut a cucumber on the same cutting board. Using the ultraviolet light, observe the "germs" that have transferred from the meat to the cutting board and knife and then to the cucumber. Discuss how the cross-contamination could have been prevented.

Have another participant handle the meat with gloves on and then tear some lettuce wearing the same gloves. Using the ultraviolet light, observe the "germs" that were transferred to the lettuce. Discuss how the cross-contamination could have been prevented.

Do not consume the meat, cucumber, or lettuce from the experiment.

Bleach solutions

Estimated Time: 5 minutes.

Materials: Household bleach; measuring spoons; water; spray bottles; permanent marker.

Divide the participants into small groups. Give each group two spray bottles. Instruct them to label one bottle “Bleach Sanitizing Solution: Kitchen” and the other bottle “Bleach Disinfecting Solution: Diaper Area.” Using the instructions provided in the participant booklet on page 5, have them prepare the two bleach solutions. Discuss the importance of making fresh solutions daily and of not mixing bleach with other cleaners.

Skits

Estimated Time: 15-20 minutes.

Materials: Signs designating large props; actual props (foods/utensils/cutting boards); food models; photos or drawings of foods; role play cards or food safety principle cards.

Form groups of two to four participants. Each group will develop and perform a skit that takes place in a home child care setting. Provide clear guidelines of expectations: every participant is to participate actively, respect others, and clap after each performance. Allow groups five to 10 minutes to develop and rehearse their skits.

Have each group highlight one of the principles below.

Fight BAC! principles:

1. **Clean:** Wash hands and surfaces often.
2. **Separate:** Don't cross-contaminate.
3. **Cook:** Cook to proper temperature.
4. **Chill:** Refrigerate promptly.

Special requirements for feeding babies:

1. Bottles should be washed thoroughly and boiled for five minutes between uses.
2. Prepared formula should be refrigerated and consumed within 24 hours.
3. Throw out leftovers.
4. Feed babies from a separate bowl, not from the jar of baby food.

Groups can be directed in the development of their skits in two ways: (1) You can hand out a card to each group describing a different role play situation the group is to dramatize. (2) If your participants work together well, you can be less directed. Pass out a card to each group with one of the food safety principles above listed on it. In this case, encourage groups to dramatize actual experiences they have had in their home child care settings. Let group members decide whether to portray a safe or unsafe practice.

Props can be provided in a variety of ways. You can bring signs for large items, such as the sink, stove, and refrigerator, and post them around the room for use by all the groups. Alternatively, each group can designate its own locations for these large props. Smaller props, such as food and cutting boards, can also be designated by each group (for example, a pencil could be used for a raw carrot). Or, you can bring in a variety of props for the groups to use, such as actual foods/utensils/cutting boards, food models, and photos or drawings of foods.

After a group presents its skit, ask the group members to explain any background details behind their skit. Encourage audience members to share their ideas for dealing with similar situations in their own child care settings.

The two activities described below can be conducted by workshop participants with the children in their home day care settings. These activities can help even very young children become aware of bacteria and how easily they can spread.

Handwashing for kids

Estimated Time: 10 minutes.

Materials: Glow-in-the-dark lotion or powder, cinnamon, or paprika; book; ultraviolet light if using lotion or powder.

Without letting the children know, put the lotion/powder/cinnamon/paprika on your hands. Then shake a child's hand and give him or her a book to look at. Before snack time, tell the children to check their hands to see if there is any glitter or cinnamon on them. Also have the children look around the room to see where most of the "bacteria" are. (Use the ultraviolet light if using the lotion or powder.) End the activity by teaching the children the correct handwashing technique. Use the song on page 4 of the participant booklet.

Cross-contamination for kids

Estimated Time: 10 minutes.

Materials: Glitter or cinnamon; piece of meat; cutting board; knife; cucumber.

Sprinkle glitter or cinnamon on a piece of meat. Have the children watch you cut the meat on a cutting board. Then cut a cucumber on the same cutting board. Have children look at the "germs" that have transferred from the meat to the cucumber. Don't let the children touch the raw meat. Don't consume any food used in the experiments.

Program Evaluation

Three evaluation forms are included for assessing behavior of participants before and after they complete the *Home Child Care Providers' Food Safety Program*. They are designed to capture participants' behavior before the training, their intent to change their behavior after the training, and their behavior several months after the training.

Both Part I and Part II should be administered **at the end** of the workshop. Be certain that participants answer the "before" form first. (The "before" form has stars at the bottom of the page and the "plan to do" form has diamonds at the bottom of the page.) Duplicate these forms on two sides of a single sheet of paper so that each individual's behaviors before and after may be compared. Both sides must be filled out in order for the data to be used.

Emphasize to participants that their answers will have no impact on their jobs, and that the information you collect will not be traced to them.

Have everyone turn first to the "before" form. Read through each question one at a time, and have participants mark their answers at that time. Encourage participants to raise their hands if they have questions. Then, instruct participants to turn the page over, and explain the "plan to do" form. Since the questions are similar to those on the "before" form, participants can mark these answers on their own. If some participants have trouble reading, the instructor should again read each question out loud.

The "Follow-up" evaluation form can be used to assess actual behavior change (as reported by participants) several months after completing the course. If you want to pair before and after data for participants, Part I should again be included on one side of the page and "Follow-up" on the other. This form can be mailed to participants or it can be completed through personal or telephone interviews. Be certain to obtain a mailing address and/or telephone number for each participant so that you can conduct the follow-up.

Compiling Evaluation Data

Evaluation data can be expressed as the percentage of participants who plan to improve or who have improved their food safety practices.

Additional Resources

American Academy of Pediatrics

www.aap.org

American Dietetic Association

www.eatright.org

American Public Health Association

www.apha.org

American Red Cross

www.redcross.org

Center for Food Safety and Applied Nutrition

www.cfsan.fda.gov

Centers for Disease Control and Prevention (CDC)

www.cdc.gov

Child and Adult Care Food Program

www.fns.usda.gov/cnd/Care

Child Care Nutrition Resource System

www.nal.usda.gov/childcare

Cooperative Extension Service (nationwide)

<http://www.csrees.usda.gov/Extension>

Cooperative Extension Service (New Mexico State University)

<http://cahe.nmsu.edu/ces>

Fight BAC![®]

www.fightbac.org

Foodborne Illness Education Information Center

www.nal.usda.gov/fnic/foodborne

Food Safety and Inspection Service

www.fsis.usda.gov

Meat and Poultry Hotline

1-888-MPHotline (888-674-6854)

mpholine.fsis@usda.gov

National Association for the Education of Young Children

<http://www.naeyc.org>

National Center for Education in Maternal and Child Health

www.ncemch.org

National Child Care Information Center

www.nccic.org

National Food Service Management Institute

www.nfsmi.org

National Resource Center for Health and Safety in Child Care

<http://nrc.uchsc.edu>

To order additional copies of:

***"Programa de seguridad alimenticia en el servicio de guardería casero"* Home Child Care Providers' Food Safety Program (curriculum)**

***Mantener los Niños a Salvo: Seguridad Alimenticia para Proveedores de Servicios de Guardería/ Keeping Kids Safe: Food Safety for Child Care Providers* (participant booklet)**

Contact:

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Las Cruces, NM 88003-8003
Tel: 1-888-750-4156
Internet: <http://www.leadingobject.com>
Email: vstudio@nmsu.edu

Glow-in-the-dark hand washing supplies:

Glo-germ Company
P.O. Box 537
Moab, Utah 84532
Tel: 435/259-5931 Toll free: 1-800-842-6622
Fax: 435/259-5930
Email: moabking@lasal.net
Internet: www.glogerm.com

Brevis Handwashing Products Catalog
3310 South 2700 East
Salt Lake City, Utah 84109
Tel: 801/466-6677 Toll free: 1-800-383-3377
Fax: 801/485-2844
Email: info@brevis.com
Internet: www.brevis.com

Notes

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