Face-to-Face Adapted to Virtual

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Questions to think about

• How will I stay true to the face-to-face content?
  • Review your objectives

• How will I know that participants are engaged and learning?
  • Frequently use a mixture of long and short interactions

• What types of activities are best?
  • Use breakout rooms for discussions
  • Use think-share for lists of answers
  • Create interactive yes/no, true/false
  • Multiple choice (possible teams)

• Do I need a moderator?
Breakout Groups

• Do you want them to change up every time or keep same “teams”?  
  • Does your training need multiple view (diversity) or team unity (games/smaller questions)

• What can you accomplish?  
  • All answer the same question  
  • Each room answer a question  
  • Application of material: slogan

• Clear Instructions  
  • Example  
  • Number in group  
  • Visual prompt (slide and chat)  
  • Reporting back (spokesperson, group view)
Introduce yourself and complete this sentence: “This training will be a success for me, if____.”
Activity: Avoiding Cross Contamination, Chemical Contamination and Cross Contact

Breakout Room 1: Hand-to-Food Cross Contamination
Breakout Room 2: Food-to-Food Cross Contamination
Breakout Room 3: Equipment/Food Contact Surface-to-Food Cross Contamination
Breakout Room 4: Chemical or Physical Contamination/Hazard
Breakout Room 5: Cross Contact
Activity:
Personal Hygiene Slogan

Breakout Room 1: Clothing
Breakout Room 2: Fingernails
Breakout Room 3: Jewelry
Breakout Room 4: Wounds and Sores
Breakout Room 5: Hair
Breakout Room 6: Tasting Food
“Wearing neat clothes that are crisp and clean lets the world know you practice good personal hygiene.”
Think-Share Activities

• Gives participants time to think about answers
• Works best with lists or multiple answers
• Use chat or unmute and share
Handwashing

• On a piece of paper, write down all the times when it is important to wash your hands
True/False and Yes/No

• Yes/No buttons or “thumbs up”/“thumbs down”
• Review material
• Add information
• Apply information
Activity: True or False?

1. A bimetallic stemmed thermometer is tip sensitive.
   False; It has a sensing area from the tip to the dimple.

2. Crushed ice with water is used for calibrating thermometers.
   True

3. The ice-point method is the only acceptable way to calibrate a thermometer.
   False; Thermometers also can be calibrated with boiling water.
Activity: Identify Four Cooking Temperatures
Pork Roast = 140 °F
Scenario 3

The Small School Child Care decided to use flavored straws in the milk for their 3 year old classroom to making drinking milk more fun.

Incorrect: Flavored milk, including flavored non-dairy beverages, cannot be served to children 1 through 5 years old.
### Greek Yogurt with Banana

**Step 1:** Find the Serving Size.

**Step 2:** Find the amount for Sugars.

**Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.

<table>
<thead>
<tr>
<th>Serving Size (Ounces)</th>
<th>Sugar Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.25 ounces</td>
<td>0-9 grams</td>
</tr>
<tr>
<td>3.5 ounces</td>
<td>0-13 grams</td>
</tr>
<tr>
<td>4 ounces</td>
<td>0-15 grams</td>
</tr>
<tr>
<td>5.3 ounces</td>
<td>0-20 grams</td>
</tr>
<tr>
<td>6 ounces</td>
<td>0-23 grams</td>
</tr>
<tr>
<td>8 ounces</td>
<td>0-31 grams</td>
</tr>
</tbody>
</table>

**Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. Is it creditable?

Yes, because 14 grams of sugar is between the sugar limits of 0–23 grams of sugar.
Multiple Choice/Short Answer

• Use chat box for answers
• Apply learned material
• Lesson review
• Use teams
Ms. Shelley’s Challenge

**Challenge 1:** Ms. Shelly has three children who are picky eaters. One child only eats green foods, while another child only eats fruits. What can Ms. Shelly do to encourage children to try new foods?

**Guidelines**

A. Let children help in the kitchen.
B. **Set a good example.**
C. Help children know when they have had enough.
D. **Start small.**
E. Follow a meal and snack schedule.
Is It a Bargain?

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>Size</th>
<th>Price</th>
<th>Price with Coupon</th>
<th>(÷)</th>
<th>Total Ounces</th>
<th>Price per Ounce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand A</td>
<td>22 oz</td>
<td>$3.29</td>
<td>$_________</td>
<td>(÷)</td>
<td>22 oz</td>
<td>$_________</td>
</tr>
<tr>
<td>Generic Cereal</td>
<td>24 oz</td>
<td>$1.99</td>
<td>$_________</td>
<td>(÷)</td>
<td>24 oz</td>
<td>$_________</td>
</tr>
</tbody>
</table>
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</tr>
</thead>
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<td>Brand A</td>
<td>22 oz</td>
<td>$3.29</td>
<td>$2.29</td>
<td>(÷)</td>
<td>22 oz</td>
<td>$0.10</td>
</tr>
<tr>
<td>Generic Cereal</td>
<td>24 oz</td>
<td>$1.99</td>
<td>$1.99</td>
<td>(÷)</td>
<td>24 oz</td>
<td>$0.08</td>
</tr>
</tbody>
</table>

Brand A: $1 off
22 oz only

Generic Cereal: $0 off
24 oz only
No Cook
145 °F
160 °F
165 °F

Milk
Broccoli
Roast
Ground Beef
Raw Chick

Raw Chick
Ground Beef
Roast
Broccoli
<table>
<thead>
<tr>
<th>Splish, Splash</th>
<th>Parting Ways</th>
<th>What’s Cooking?</th>
<th>The Big Chill</th>
<th>Thanks, No Thanks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
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<td>500</td>
</tr>
</tbody>
</table>
Splish, Splash – 100

What are the three steps in the cleaning and sanitizing process?

A. Wash, Soak, Dry
B. Wash, Rinse, Sanitize
C. Rinse, Soak, Sanitize
D. Soak, Rinse, Dry

Answer
Splish, Splash – 100 Answer

B. Wash, Rinse, Sanitize
Final Questions

• Is there a variety of activities?
• Does the pacing seem right?
• Have I met the objectives of the face-to-face training?