

# Getting Started—Selecting Your Instructional Approach

The ServSafe® Program is designed to make food safety come to life in the classroom through two distinct instructional approaches—video-based, and activity- and video-based. This guide will help you select the approach that is right for you to create a more engaging and interesting food safety class.

## **Which Approach is Right for You?**

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There are two different approaches for teaching the ServSafe program. One approach relies on videos to deliver the bulk of the course content. The other uses both videos and interactive activities to teach course content. Each approach is very different from the other. Those differences are discussed below.

When selecting your instructional approach, choose the one that best fits your classroom. Both are effective tools for accelerated learning; accommodate different teaching and learning styles; and yield consistent results for learners. By focusing more on classroom interaction and less on lecture, these approaches make food safety more interesting and enjoyable, aiding with content retention.

Both approaches are available in 8-hour and 16-hour formats. The key to becoming familiar with each approach is to review the accompanying Leader's Guides. These explain each approach and provide step-by-step instructions on how to use them. Following the directions in these guides will help ensure that all topics are covered within the allotted time frame.

## **Video-Based Approach**

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Using this approach, students learn essential food safety information by viewing the ServSafe DVD series in conjunction with short instructor presentations and supplemental PowerPoint® (PPT) slides. The video-based approach blends several content delivery methods (video, lecture, PPT, and textbook activities) providing a highly efficient and effective classroom experience for students.

Some course topics will be presented entirely by the instructor, while others will be presented using DVDs, PPT presentations, and lecture. Adequate time is provided to review content that was presented using specific activities in *ServSafe Manager Book 6th Edition updated with the 2013 FDA Food Code*.

An advantage to using the video-based approach is that it allows you to show real-world examples, practices, procedures, and equipment that are not usually accessible in a classroom setting.

## **Activity- and Video-Based Approach**

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Adult learning theory suggests that people are more likely to learn when the material is presented to them in as many different ways as possible. That is the purpose behind the activity- and video-based approach. With this alternate way for teaching ServSafe, information is presented using specific ServSafe DVDs, supplemental PPT presentations, and interactive activities.

While this approach may not sound that different from the video-based approach, in reality it is. It's the way in which activities are used that makes it different. In the video-based approach, activities are used to see if learners can apply what they have learned. In the activity- and video-based approach, activities are used to present, practice, and apply content. This approach shifts the responsibility for learning from the instructor to the learner. The instructor becomes the orchestrator of the learning environment, rather than the sole presenter of content. The activities presented in this approach also allow people to learn from and teach each other.

Another feature that sets the activity- and video-based approach apart is the fact that the lesson plan is built right into the accompanying PPT presentations. When it's time to play a video, the PPT cues the instructor. When it's time to do an activity, the PPT cues the instructor. And many of the activities are built right into the presentation, so there is no directing the students' attention to their books. The activities themselves are built to be interactive. A problem is posed and students are asked to provide answers. When the time comes, the instructor can reveal the correct answer by clicking and revealing it on the slide. These are just some of the features of this approach.

## **Customizing Your Presentation**

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New instructors will find it helpful to teach ServSafe by closely following the Leader's Guide for the approach they have chosen. With time, we encourage you to customize the course in ways that will make it more meaningful for your audience. The program was built to make it easy to swap out activities and to add content customized to the audience you are teaching. Good instructors do this regularly.

If you are looking to add additional food safety content to the course, the Comprehensive PowerPoint® Presentation is a good place to start. It is a comprehensive source for ServSafe content. However, do not be confused. This presentation was built to show instructors the *ServSafe Manager Book 6th Edition updated with the 2013 FDA Food Code* content changes to the ServSafe program. It was not built to be used to teach the course. Also, regardless of the approach you choose to teach the course, you should use the PPT slides specifically packaged with that approach. Do not try to use the generic slides with either the video-based approach, or the activity- and video-based approach.