

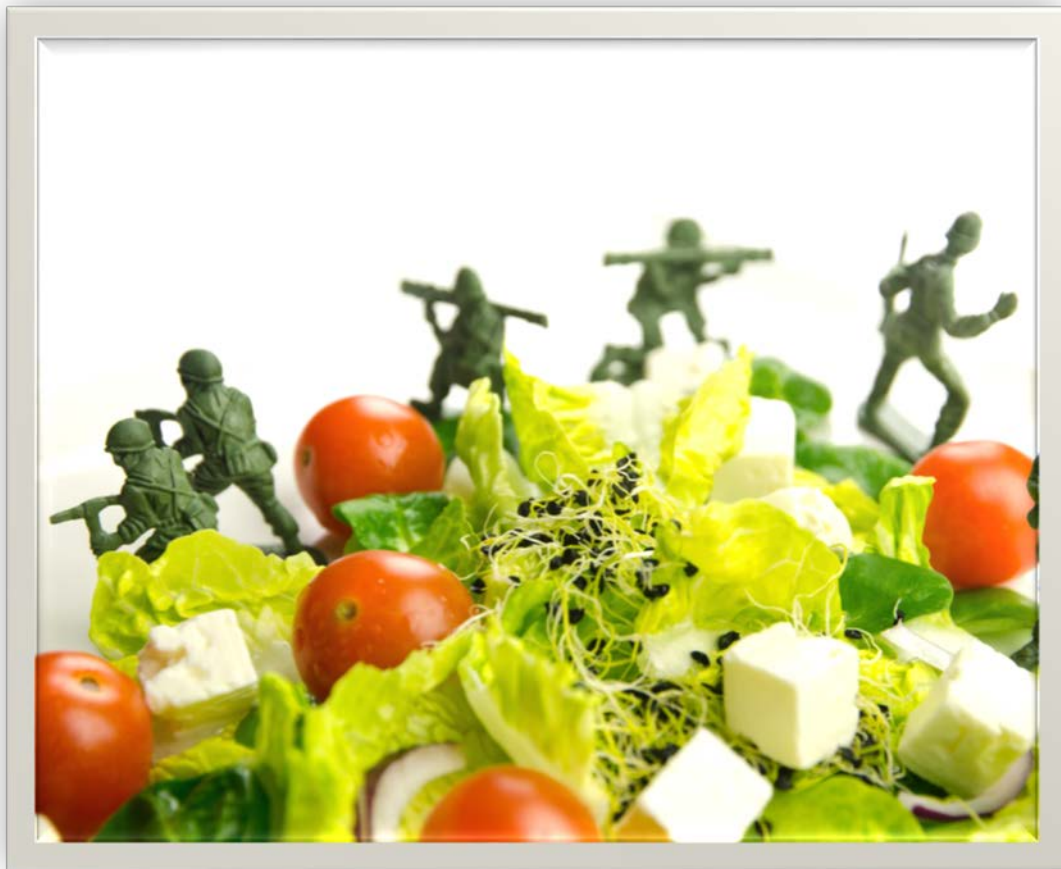


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# FOOD SAFETY SERIES

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## FOOD DEFENSE





## TABLE OF CONTENTS

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Introduction.....	3
<b>Course Overview</b> .....	3
<b>Target Audience</b> .....	3
<b>Course Agenda</b> .....	3
<b>1. Introducing The Course To Participants</b> .....	3
<b>2. Handouts</b> .....	4
<b>3. Play The Video</b> .....	4
<b>4. Follow Up Questions:</b> .....	4
<b>5. Sign-In Sheet</b> .....	4
<b>6. After Class</b> .....	4
<b>Instructor: Presentation Requirements</b> .....	5
<b>One Day Before the Training Event Preparation List</b> .....	5
<b>During the Training Event</b> .....	5



## INTRODUCTION

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This module from our Food Safety Series will cover Food Defense. This will provide team members with the company expectancies and the importance Food Defense.

## COURSE OVERVIEW

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This module starts off with a video showing the objectives and the importance of Food Defense. It then proceeds to highlight areas of focus followed by a short 5 question quiz which is part of the video. At the conclusion of the video, you will open the floor for Q&A.

## TARGET AUDIENCE

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The target audience may include, but is not limited to:

- New team members
- Team members who are in a new role/position
- Team members who were involved with a safety or health violation regarding Food Defense
- Team members who need a refresher on the company's expectancies and areas of focus for Food Defense

**NOTICE:** This training is to be administered during non-peak hours.

## COURSE AGENDA

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### 1. INTRODUCING THE COURSE TO PARTICIPANTS

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The following is a basic script of how to introduce the course and the course outcomes:

*“Good (morning/afternoon/evening), the video you are about to watch will cover the why and where to focus of Food Defense. By the end of this video, you should be able to:*

- *Describe the importance of Food Defense*
- *List the steps in the FDA's FIRST initiative*
- *Locate Krispy Kreme's Food Defense plan for your location*

*At the end of the instructional portion of the video, there will be a short 5 question quiz that you will all answer as a group. If you have any further questions, we will address those once we complete the quiz.”*



## 2. HANDOUTS

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Give each participant a printed copy of the “KKU-Food Defense Handout” document found on the portal.

## 3. PLAY THE VIDEO

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Insert the DVD into the player and play the video. Ensure that the volume is loud enough for everyone to hear clearly.

## 4. FOLLOW UP QUESTIONS:

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At the conclusion of the video and quiz, ask the participants if they have any further questions and answer appropriately. If they do not have any more questions, you can also further test their knowledge by asking additional questions such as:

*“Why is food defense so important? (If they don’t know, take this time to explain it to them and the expectations)”*

*“What can you do to help with food defense from your particular role (production, processing, retail, warehouse, etc.) ?” (Have them give examples of the FIRST initiative that are relevant to their position)”*

## 5. SIGN-IN SHEET

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Have all participants who have successfully completed the class sign the appropriate departmental safety sign-in sheet. Please follow the directions on the sign-on sheet with regards to reporting and record keeping.

## 6. AFTER CLASS

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Remove the DVD from the player and place it back in its protective case and store in a safe location for future use. Turn off and store any applicable audiovisual equipment.



## **INSTRUCTOR: PRESENTATION REQUIREMENTS**

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### **ONE DAY BEFORE THE TRAINING EVENT PREPARATION LIST**

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Confirm the training dates and number of participants.

1. Ensure you have the following materials:
  - Instructor Guide, one copy for each instructor
  - Appropriate training DVD
  - Enough handouts for each participant
  - Kudoughs sign in sheet
2. Read and study the Instructor Guide and documentation, and watch the training video.
3. Arrange for equipment and supplies for the video presentation. Ensure that you have the following:
  - A TV and a DVD player
  - Power strip
  - Twenty-foot or longer extension cord
4. Ensure the room/training area is set-up properly (i.e., tables and chairs are arranged to maximize interaction).
5. Test the equipment.
6. Arrange materials so they are convenient for you and the participants. Ensure that each participant's place has a copy of the handout.

### **DURING THE TRAINING EVENT**

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1. Arrive early. Give yourself plenty of time to get organized.
2. Start on time and stay on track. Always start on time, even if only one participant is in the room. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents and back to the lesson.
3. Be available after class for questions.
4. Mentor participants during the activities. Walk among groups in class and on-site as they work on their activities, and answer questions and offer guidance as appropriate. Ensure participants are on track as they work. Give constructive feedback during the presentations and discussions.
5. Lesson Outcomes: At the beginning of lesson, review the outcomes. Make sure participants are fully aware of the topics to be addressed in the lesson. At the end of each lesson, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met.