

Food Safety Training for Volunteers

Target Audience: Charitable feeding and disaster relief volunteers (older teens to mature adults) prior to providing food service

Learning Objectives:

1. describe methods of good hygiene when handling food
2. identify ways to prevent temperature abuse
3. order steps to prevent surface contamination

Seat Time: 30 minutes

Outline:

- Course Introduction
- Navigation
- Scenario
- Objectives
- Flow of Food
- Food Hazards
- Temperature Zones
- Knowledge Check
- Handwashing Five Steps
- Using Gloves
- Knowledge Check
- Steps to Prevent Surface Contamination
- Knowledge Check
- Summary
- Quiz
- Congratulations

Directions: Notes for Reviewers:

- Please focus on the **accuracy** and **completeness** of the content during this review cycle. Please write comments in the Notes section. For edits/revisions, please highlight within text and create Comment box. "Page breaks" for the online course will be adjusted after the content is edited.

Module Resources/References: [these will go in the Resources tab]

- Best Practices for Retail Food Stores, Restaurants, and Food Pick-Up/ Delivery Services During the COVID-19 Pandemic https://www.fda.gov/food/food-safety-during-emergencies/best-practices-retail-food-stores-restaurants-and-food-pick-updelivery-services-during-covid-19?utm_campaign=Retail_COVIDretail_04092020&utm_medium=email&utm_source=Eloqua
- Food Allergy.org Website <https://www.foodallergy.org/resources>
- Healthline's Temperature Danger Zone <https://www.healthline.com/nutrition/temperature-danger-zone#food-types-temp-ranges>
- Refrigerator and Freezer Safety Chart <https://www.foodsafety.gov/food-safety-charts/cold-food-storage-charts>

Directions to Developers:

- Seekbar is enabled on all slides except graded quiz question slides because they do not have voice over narration.
- Slide titles are displayed in top border.
- Text in [brackets] should not appear on the slide or be recorded in the voice over VO.
- Slide layers with letters, ex. 3.2a, indicate layers for the corresponding slide number.
- Slide size is 16:9 (960 x 540)
- 2 avatars: 1 female named Sarah, the site coordinator; 1 male named Tyler, the food manager

Font:

Verdana (body)

Verdana (bold, headings)

Color Palette

Hex#1782bf	Hex#62bce9	Hex#e07a5f	Hex#f4f1de	Hex#3d405b	Hex#81b29a	Hex#f2cc8f	Hex#8f0000

Slide 1.1 / Menu Title: Welcome			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Large image takes up most of screen, stock photograph of charity workers 2 buttons (one labeled Navigation; one labeled Start) off center, right Text box center right	[Slide Title] Welcome [Course Title] Food Safety Training for Volunteers [Text box] Type your name here [Button] Start [Button] Navigation	<i>[Welcome to this course on food safety basics. Whether you are a volunteer within your community or providing disaster relief to those in need, we thank you for wanting to learn how you can protect the people you serve. Please take a moment to type your first name into the box.]</i> <i>If you are familiar with the course navigation player, click the Start button to begin. If you would like some guidance with navigating the course, click the Navigation button.]</i>	Text Entry box, Start button, and Navigation button fade in with VO reference. Within text box is <i>FirstName</i>, a text variable for learner's name that will be carried to other slides within the course Previous and Next are hidden. Start and Navigation buttons are disabled until end of timeline. Clicking on Start button takes learner to Slide 1.3: Scenario. Clicking on Navigation button takes learner to Slide 1.2: Navigation.
Notes:			

Slide 1.2 / Menu Title: Navigation			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Semi Transparent photograph of person preparing food takes up 50%	[Slide Title] Navigation	<i>[As you complete topics within this course, you can see your progress here in the course menu. Resources for additional</i>	

of slide; solid color takes up other 50 % Call-out shapes with labels point to player features	[Directions] Select Next button to begin course. [Call-out shapes] Menu Resources Previous Next Accessibility Volume Replay Seekbar Play/ Pause	<i>learning can be found by clicking on this tab. You can return to a previous slide by clicking previous and you can advance to the next slide by clicking next. Accessibility options are found here. You can control the volume here. You can replay the slide by clicking here. You can control the audio narration by using the seekbar. You can pause or play the narration by clicking here. When you are ready to begin the course, select the next button.]</i>	Directions and all navigation callouts fade in with VO reference. Next button is disabled until end of timeline. Clicking Next button takes learner to Slide 1.3 Scenario.
Notes:			

Slide 1.3 / Menu Title: Scenario			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background is a stock photograph of a kitchen Avatar Sarah the site coordinator, on slide left, looks concerned Avatar Tyler, the meal manager on slide right looking neutral at first, then surprised	[Slide Title] Scenario [Sarah callout] Cory, there has been an alarming number of flood victims with symptoms of food poisoning. The Health Department is coming to investigate our shelter and I need to see the food safety records. [Tyler callout] Oh no! First these people survive the flood and now they are getting sick in our shelter? I volunteered to serve hot	[Narrator audio] <i>Sarah is the site coordinator at an emergency response shelter for flood victims. And Tyler is a volunteer meal manager.</i> [Sarah audio] <i>Tyler, there has been an alarming number of flood victims with symptoms of food poisoning. The Health Department is coming to investigate our shelter and I need to see the food safety records.</i>	Text boxes and callouts fade in individually with VO reference. Avatar Tyler changes state from neutral to surprised after Sarah's audio completes. Slide auto advances at end of timeline to Slide 1.4: Course Objectives

Callouts and text boxes appear between avatars.	meals. I don't know anything about food safety records.	[Tyler audio] <i>Oh no! First these people survive the flood and now they are getting sick in our shelter? I volunteered to serve hot meals. I don't know anything about food safety records.</i>	
Notes:			

Slide 1.4 / Menu Title: Course Objectives			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of person preparing food takes up 50% of slide; solid color with course objectives and matching icons takes up other 50 % icon of handwashing icon of temperature icon of cleaning surface	[Slide Title] Course Objectives By participating in this course you will learn how to: ● describe methods of good hygiene when handling food ● identify ways to prevent temperature abuse ● order steps to prevent surface contamination.	[By participating in this course you will learn how to describe methods of good hygiene when handling food, identify ways to prevent temperature abuse and finally order steps to prevent surface contamination. Click next to continue.]	Learning objectives fade in individually with VO reference. Next button is disabled until end of timeline. Clicking Next button takes learner to Slide 2.1 Flow of Food.
Notes:			

Slide 2.1 / Menu Title: Flow of Food			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Light background with backwards S path. Upper left end of path has icon labeled Growth while bottom right end of path has icon labeled Meal. Markers along the path appear as icons relating to these stages, in this order: harvesting, processing, packaging, transporting, receiving, storing, and preparing.	[Slide Title] Flow of Food Contamination [Text box] We will focus on these last four stages in the flow of food. [Text box] Every step has contamination risks. [Directions] Click green icons in order to discover how to avoid contamination along the flow of food.	<i>[Most of the food we eat follows a complex process before arriving on our plates. We refer to the path that food follows from production to service as the “flow of food.” Stages of food processing often include growth, harvesting, processing, and packaging. The stages that charities need to keep in mind are transportation, receiving, storage, and preparation. Every step within the flow of food has contamination risks. Click green icons of each stage in order to discover how to avoid contamination along the flow of food.]</i>	Icons, two text boxes, and directions fade in with VO reference. Hotspots cover icons to trigger layers. Hotspots are disabled until end of timeline. Learner must view Harvesting layer first. Hotspots become enabled in order along the flow of food by using T/F variables at the end of each layer’s timeline. Icons have hover and visited states. Clicking on Harvesting hotspot takes learner to layer 2.1a. Clicking on Processing hotspot takes learner to layer 2.1b. Clicking on Packaging hotspot takes learner to layer 2.1c. Clicking on Transporting hotspot takes learner to layer 2.1d. Clicking on Receiving hotspot takes learner to layer 2.1e.

			Clicking on Storing hotspot takes learner to layer 2.1f. Clicking on Preparing hotspot takes learner to layer 2.1g. Next button is hidden until learner has viewed all layers. When learner clicks on Next, learner is taken to Slide 2.2 Food Hazards.
Notes:			

Slide 2.1a / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape, on right side is a photograph related to harvesting. Background of baseline slide is visible.	[Text box title] Harvesting Wash produce to remove fertilizers, pesticides, insects, and soil before they are cut, combined with other ingredients, cooked, or served	<i>[Harvesting: Fruits and vegetables travel a long journey before they reach your plate. Be sure to wash produce to remove fertilizers, pesticides, insects, and soil before they are cut, combined with other ingredients, cooked, or served. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.1b / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to processing. Background of baseline slide is visible.	[Text box title]Processing Control temperature Clean and sanitize equipment	<i>[Food can become contaminated during processing unless measures are taken to control temperature, to clean and to sanitize equipment. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.1c / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	
Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to packaging. Background of baseline slide is visible.	[Text box title] Packaging Control temperature Inspect packaging for damage	<i>[To avoid contamination during packaging, measures are taken to control temperature. Damaged or damp packaging can indicate temperature abuse or cross contamination. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.1d / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	

Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to transporting. Background of baseline slide is visible.	[Text box title] Transporting Separate raw food, allergenic food, and chemicals from food If temperature control is not available, food should be labeled “Process Immediately” and delivered within 30 minutes.	<i>[Food should be stored or packaged to prevent contamination during transport. Raw foods, allergenic foods, or chemicals must be kept separate from other foods. Refrigerated vehicles should keep food at forty one degrees Fahrenheit, which is five degrees Celsius or below. If temperature control is not available, food should be labeled process immediately and delivered within thirty minutes. Make sure to check temperature of food upon arrival. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.1e / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	
Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to receiving. Background of baseline slide is visible.	[Text box title] Receiving Hot foods need to be received at 135 °F (57 °C) Cold foods need to be received at 41 °F (5 °C) Frozen foods need to be received frozen.	<i>[Inspect deliveries for any signs of temperature abuse. Hot foods need to be received at one hundred thirty five degrees Fahrenheit, which is fifty seven degrees Celsius or higher. Cold foods need to be received at forty one degrees Fahrenheit which is five degrees Celsius or lower. Frozen foods need to be received frozen. Reject them if there are fluids or frozen liquids at the bottom of the case, which indicates thawing. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
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Slide 2.1f / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	
Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to storing. Background of baseline slide is visible.	[Text box title] Storing Cover stored food Label containers with common name unless easily recognizable Mark open food containers and leftovers with a “use-by” date “Use-by” date should be 7 days or less from when the food was first thawed, opened or prepared.	<i>[Cover stored food to protect it from cross-contamination. If you store food or ingredients outside of its original packaging, label the containers with the common name of the food, unless it is easily recognizable. For example, things like cooking oils, flour, herbs, and salt, could be mistaken for something they aren’t, so they must be labeled. Storing food in the refrigerator is a great way to keep it out of the temperature danger zone, but there are a few things to remember. Bacteria multiply slower at refrigeration temperatures, but they don’t stop completely. Because of this, you should mark open food containers and leftovers with a “use-by” date. For most foods, the use-by date should be seven days or less from when the food was first thawed, opened, or prepared. Throw away any food that isn’t eaten by its use-by date. Click on the close icon to continue along the flow of food.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.1g / Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	
Text is displayed in rounded rectangle shape with a close icon in upper right corner. Within rounded rectangle shape is a photograph related to preparing. Background of baseline slide is visible. Photograph of frozen food fades in/out with VO reference Photograph of ground meat cooking in pan fades in/out with VO reference Photograph of microwave fades in/out with VO reference Icon of clock set to 4 hours fades in/out with VO reference Photograph of gloved hands cleaning surface fades in/out with VO reference	[Text box title] Preparation Safest to thaw frozen food in refrigerator One day of thawing for every 5 pounds Thaw food during the cooking process Thaw in microwave Food should not stay above 41 degrees Fahrenheit for longer than 4 hours Clean and sanitize surfaces often	<i>[The safest and most common way to thaw frozen food is in the refrigerator. Thawing in a refrigerator requires some advance planning since you need to schedule one day of thawing for every five pounds of food. You can also thaw food during the cooking process, which is common for ground meats. You can also thaw food in the microwave as long as the food will be cooked immediately afterward. This is a good method for smaller portions of frozen food. No part of the food should stay above 41 degrees for longer than four hours. Within four hours, foodborne bacteria can multiply to dangerous levels. You should clean and sanitize anytime you think a surface has been contaminated. Click on the close icon to continue.]</i>	Next button is hidden on this layer. Text fades in with VO reference. Close icon is disabled until end of timeline. Clicking Close icon hides this layer.
Notes:			

Slide 2.2/ Menu Title: Food Hazards			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Slide is taken up by an accordion interaction. Three tabs displaying tab titles take up about ⅓ of the accordion area, and are shown vertically on the right side, leaving space for the content to show within the accordion frame. Images of fruits and vegetables frame left margin inside accordion frame. Text appears in center.	[Slide Title] Food Hazards [Text Box] There are over 250 foodborne illnesses caused by food hazards. [Text Box] A food hazard is any item or substance that can make food dangerous to eat. [Tabs] Physical Chemical Biological [Directions] <i>Learner First Name</i>, select buttons to learn more. Then click Next.	<i>[There are over 250 foodborne illnesses, caused by food hazards. A food hazard is any item or substance that can make food dangerous to eat. We break up food hazards into three categories: physical, chemical, and biological. Select buttons to learn more.]</i>	Accordion interaction Text boxes fade in with VO reference. Three tabs fade in with VO reference. Three tabs are disabled until the timeline on this baseline slide ends. Learner may choose any tab order. Tabs have Hover, Selected, and Visited states. Clicking on Physical tab takes learner to layer 2.2a Clicking on Chemical tab takes learner to layer 2.2b Clicking on Biological tab takes learner to layer 2.2c Text variable from Slide 1.1 is used in directions text on this slide. Next button is hidden on this slide until all 3 layers have been visited. Clicking Next button takes learner to Slide 2.3
Notes:			

Slide 2.2a/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Inside the accordion frame are text and a photograph of buttons. .	[Text box subheading] Physical Hazards [Text box] Any item that can choke, gag, cut, or otherwise injure someone. [Text box] Examples: hair glass plastic metal	<i>[A physical hazard is any item in food that can choke, gag, cut, or otherwise injure someone. For example, hair, glass, plastic, or metal objects.]</i>	At the beginning of the timeline, the tab moves on motion path from right to left, appearing to open. Text fades in with VO reference. At end of timeline, tab moves from left to right on motion path, appearing to close accordion. This layer is hidden and the learner returns to baseline.
Notes:			

Slide 2.2b/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Inside the accordion frame are text and a photograph of farm equipment spraying crops.	[Text box subheading] Chemical Hazards [Text box] When chemicals get into food. [Text box] Examples: pesticides food additives	<i>[Chemical hazards happen when chemicals get into food. Some examples are pesticides, food additives and cleaning products.]</i>	At the beginning of the timeline, the tab moves on motion path from right to left, appearing to open. Text fades in with VO reference.

	cleaning products		At end of timeline, tab moves from left to right on motion path, appearing to close accordion. This layer is hidden and the learner returns to baseline.
Notes:			

Slide 2.2c/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Inside the accordion frame are text and a photograph of bacteria as seen through microscope.	[Text box subheading] Biological Hazards [Text box] Pathogens are organisms that can make people sick. [Text box] Examples: bacteria viruses	<i>[Biological hazards, or pathogens, are the main cause of foodborne illness. Pathogens are organisms that can make people sick, like some bacteria and viruses.]</i>	At the beginning of the timeline, the tab moves on motion path from right to left, appearing to open. Text fades in with VO reference. At end of timeline, tab moves from left to right on motion path, appearing to close accordion. This layer is hidden and the learner returns to baseline.
Notes:			

Slide 2.3/ Menu Title: Temperature Zones			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Semi-transparent background image of person cooking food	[Slide Title] Temperature Zones	<i>[To protect Temperature Control for Safety foods from rapid bacterial growth,</i>	

On left of slide, clipboard with icons and text labels for meat, poultry, and fish On right of slide, thermometer shape brightly colored gradient filled with red at top, gradually to orange, yellow, with green at bottom. On left of center, red filled octagon with text inside. Text box changes with VO reference Second octagon text box includes a clock icon indicating 4 hours	[Text within clipboard] meat poultry fish [1st Text within octagon] What is the Danger Zone? [Text box to right of thermometer] 135°F [Text box to right of thermometer] 41°F [2nd Text within octagon] Discard after 4 hours [Directions] Move the slider up and down to discover more.	<i>you need to know which temperatures are safe and which are dangerous. Bacteria grow at different rates, but foods that have a high water content, such as meats, poultry, and fish, are prime places for bacteria to multiply rapidly. To keep these foods safe for use, keep them at or below 41 degrees Fahrenheit or at or above 135 degrees Fahrenheit – in other words, out of the temperature danger zone. Temperature Control for Safety food cannot stay in the temperature danger zone for more than four hours or it must be discarded. Move the slider up and down to discover more.]</i>	Clipboard fades in with VO reference to susceptible foods; 3 icons with text fade in with VO reference; all fade out together at end of reference Thermometer fades in with VO reference. First red octagon fades in/out with VO reference to Danger Zone Second red octagon fades/in out with VO reference “discard after” Slider track and thumb fade in near end of timeline. Slider is disabled until timeline ends. Track is set 0 to 170 with steps of 1. When learner slides thumb to value 1- 25, layer 2.4a Freezer Temperature shows. When learner slides thumb to value 26-39, layer 2.4b Refrigerator Temperature shows. When learner slides thumb to value 40-125, layer 2.4c Danger Zone shows.
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			When learner slides thumb to value 126-141, layer 2.4d Holding Temperature shows. When learner slides thumb to value 142-170, layer 2.4e Minimum Internal Temperature shows. Next button is hidden on this slide until all layers have been viewed. Clicking on Next button takes learner to Slide 2.4 Knowledge Check.
Notes:			

Slide 2.3a/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header from baseline slide is visible Thermometer, slider, and directions from baseline are visible Thermometer is darkened from 1°F to top Photographic image of inside of freezer takes up most of slide. Text boxes appear over top left corner of photographic image.	[Left Thermometer text] Freezer [Right Thermometer text] 0°F [1st Text box] You can safely store your food the longest in a freezer. [2nd Text box] Seal your food properly to prevent freezer burn.	<i>[You can safely store your food the longest in a freezer as long as the temperature is maintained at zero degrees Fahrenheit or below. You must seal your food properly to prevent freezer burn. Freezer burn happens when food loses moisture at these temperatures and begins to look discolored or shriveled. The surface may be covered in ice crystals. Food that has freezer burn is safe to eat, but the taste and texture may disappoint. Move the slider to discover more. Then select Next.]</i>	Slider is disabled until end of timeline. Learner may slide up to reveal layer 2.3b Refrigerator Text fades in/out with VO reference

	[3rd text box] Food with freezer burn is safe to eat, but taste and texture may disappoint.		
Notes:			

Slide 2.3b/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header from baseline slide is visible Thermometer, slider, and directions from baseline are visible Thermometer is darkened from 1°F to top Photographic image of inside of refrigerator takes up most of slide. Text boxes appear over photographic image.	[Left Thermometer text] Refrigerator [Right Thermometer text] 40°F [1st Text box] Label with “use-by” date [2nd text box] Should be 7 days or less from when the food was first thawed, opened, or prepared [3rd text box] First In, First Out = earliest dates in front	<i>[Storing food in the refrigerator is a great way to keep it out of the temperature danger zone, but remember, while bacteria multiply slower at refrigeration temperatures, they don’t stop completely. Remember to mark open food containers and leftovers with a “use by” date that is seven days or less from when the food was first thawed, opened, or prepared. Throw away any food that isn’t eaten by its use by date. A good way to avoid throwing away food is to use First-In, First-Out which means to store all food items in order of their use by dates, with the earliest dates in front. That way, the first item you grab will be the one that needs to be used the soonest. Move the slider to discover more. Then select Next.]</i>	Slider is disabled until end of timeline. Learner may slide up to reveal layer 2.3c or down to reveal layer 2.3a Text fades in/out with VO reference
Notes:			

Slide 2.3c/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header from baseline slide is visible Thermometer, slider, and directions from baseline are visible Thermometer is darkened below 41°F and above 135°F Red octagon shape similar to a stop sign takes up most of slide. Text appears within octagon shape. Second octagon text box includes a clock icon indicating 4 hours	[Right Thermometer text] 135°F [Right Thermometer text] 41°F [1st Text box] Danger Zone above 41°F - below 135°F [2nd Text Box] Discard after 4 hours	<i>[Bacteria multiply most rapidly in what we call the “temperature danger zone,” which begins above 41 degrees Fahrenheit and ends at 135 degrees Fahrenheit. Time and Temperature Control for Safety food cannot stay in the temperature danger zone for more than four hours or it must be discarded. Move the slider to discover more. Then select Next.]</i>	Slider is disabled until end of timeline. Learner may slide up to reveal layer 2.3d or down to reveal layer 2.3b Text fades in/out with VO reference
Notes:			

Slide 2.3d/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header from baseline slide is visible Thermometer, slider, and directions from baseline are visible Thermometer is darkened from 135°F to top Photographic image of metal chafing dish takes up most of slide. Text box appear over top left corner of photographic image.	[Left Thermometer text] Holding Temperature for Cooked Food [Right Thermometer text] 135°F [Text box over photograph] Holding Temperature for Cooked	<i>[Hold hot food at 135 degrees Fahrenheit or hotter (above the temperature danger zone). Only use equipment designed for holding food because it will be able to sustain even temperatures for long periods of time. Move the slider to discover more. Then select Next.]</i>	Slider is disabled until end of timeline. Learner may slide up to reveal layer 2.3e or down to reveal layer 2.3c Text fades in/out with VO reference

	Food		
Notes:			

Slide 2.3e/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header from baseline slide is visible Thermometer, slider, and directions from baseline are visible Thermometer is darkened below 140°F and above 165°F Red filled rounded rectangular text box takes up most of slide.	[Right Thermometer text] 165°F [Right Thermometer text] 140°F [Text box] Minimum Internal Temperature for Safety	<i>[Use a thermometer to ensure that meats are cooked to safe internal temperatures. That is 165 degrees Fahrenheit for poultry, 160 degrees Fahrenheit for egg dishes and ground meat, 145 degrees Fahrenheit for beef, pork, lamb, veal, roasts, steaks, chops and full cooked ham. When you reheat food you must ensure its internal temperature reaches 165 degrees Fahrenheit, regardless of the food's original cooking temperature. Move the slider to discover more. Then select Next.]</i>	Slider is disabled until end of timeline. Learner may down to reveal layer 2.3d Text fades in with VO reference
Notes:			

Slide 2.4/ Menu Title: Knowledge Check			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Two rounded squares serve as drag items shown on left side of slide. One rounded square shape is filled by photograph of spaghetti and meatballs with text overlay.	[Slide Title] Knowledge Check [Text on plate icon] Serve	<i>[It is time for a knowledge check, read each food description. Then decide whether you would serve or discard each food. Drag your answer to the right. Then Click submit to check your answer.]</i>	Drag and drop interaction for an ungraded knowledge check. Drop targets are Serve or Discard. Drag items appear one at a time. Draggable items

One rounded square shape is filled by photograph of ham sandwich with text overlay. Plate icon top right side of slide labeled with text box Serve Trash can icon bottom right side of slide labeled discard	[Text on trash can icon] Discard [Text on spaghetti photograph] Cooked spaghetti and meatballs kept at 130°F for five hours. [Discard] [Text on ham sandwich photograph] Ham sandwiches kept at 40°F for more than an hour. [Serve] [Directions] <i>FirstName</i>, decide whether you would serve		snap to target and remain visible. Learner has 2 attempts. FirstName text variable is used in directions. Next button is hidden on this slide. If learner gets both answers correct on first or second attempt, show Correct layer Slide 2.5a. If learner gets 1 or both incorrect on second attempt, show Incorrect layer Slide 2.5b. If learner gets 1 or both incorrect on first attempt, show Try Again layer Slide 2.5c.
Notes:			

Slide [2.4a]/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Green check icon appears within text box above text	[Text box] Correct That's right! You know that food that has stayed in the temperature danger zone for more	[<i>That's right! You know that food that has stayed in the temperature danger zone for more than four hours must be discarded. Click continue.</i>]	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking

Continue button appears below text	than four hours must be discarded.		continue takes learner to Slide 2.5.
Notes:			

Slide 2.4b/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text Continue button appears below text	[Text box] Incorrect Sorry. Bacteria multiply rapidly in what we call the “temperature danger zone,” 41-135 degrees Fahrenheit. Food that has stayed in the temperature danger zone for more than four hours must be discarded.	<i>[Sorry. Bacteria multiply rapidly in what we call the “temperature danger zone,” 41 to 135 degrees Fahrenheit. Food that has stayed in the temperature danger zone for more than four hours must be discarded. Click continue.]</i>	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking continue takes learner to Slide 2.5.
Notes:			

Slide 2.4c/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text	[Text box] Incorrect That is incorrect. Please try again.	<i>[That is incorrect. Please click Try Again.]</i>	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking

Try Again button appears below text			Try Again button hides this layer.
Notes:			

Slide 2.5/ Menu Title: Handwashing 5 Steps			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Video of person's hands performing handwashing process Textboxes are rounded rectangular shapes with solid background, close icon in upper right corner of textbox.	[Slide Title] Handwashing 5 Steps [Layer 1 Text box] Step 1 Wet your hands in warm running water. [Layer 2 Text box] Step 2 Apply soap to hands and lower arms. [Layer 3 Text box] Step 3 Scrub your hands and lower arms for at least 20 seconds. This time is the same as singing the Happy Birthday song twice. [Layer 4 Text box] Step 4 Rinse the soap away. [Layer 5 Text box] Step 5 Dry your hands with a disposable paper towel. Use the paper towel or	[To properly wash your hands, follow these steps.] Timestamp 0:04 <i>[Step one wet your hands in warm running water. Click the icon to continue.]</i> Timestamp 0:07 <i>[Step two apply soap to hands and lower arms. Click the icon to continue.]</i> Timestamp 0:14 <i>[Step three scrub your hands and lower arms for at least 20 seconds. Don't forget your fingernails! This is the same amount of time as it takes to sing the Happy Birthday song twice. Click the icon to continue.]</i> Timestamp 0:25 <i>[Step four rinse the soap away. Click the icon to continue.]</i> Timestamp 0:35 <i>[Step five dry your hands with a disposable paper towel. When finished, use the paper towel or your elbow to turn off the water, so you don't</i>	At each timestamp, video pauses, layer shows. Each layer has a text box with VO narration. Close button on text box is disabled until end of VO narration. When learner clicks Close icon of text box, the layer is hidden and the video resumes. Timestamp 0:04 : Layer 1 Timestamp 0:07 : Layer 2 Timestamp 0:14 : Layer 3 Timestamp 0:25 : Layer 4 Timestamp 0:35 : Layer 5 Next button is hidden until end of timeline on base layer. Clicking Next button takes learner to Slide 2.6.

	your elbow to turn off the water, so you don't recontaminate your clean hands.	<i>recontaminate your clean hands. Click the icon to continue.]</i>	
Notes:			

Slide 2.6/ Menu Title: Using Gloves			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of dirty hands Photograph of handwashing Photograph of gloved hands Icon of clock with 4 hours elapsed time Answer choices have checkboxes	[Slide Title] Using Gloves [Text box with photograph of handwashing] Gloves should never replace handwashing. [Text box with photograph of gloved hands] single- use disposable [Text box with icon of clock showing 4 hours] Wear gloves up to 4 hours at a time. [Question] <i>FirstName</i>, when should you change your gloves?	<i>[Gloves protect food from the germs on your hands, but they should never replace handwashing. In fact, you should always wash your hands before putting on a new pair of gloves. The only gloves that are appropriate for handling food are single-use, disposable gloves. You can wear these for up to four hours at one time, as long as you are working on only one task. Why four hours? Because that's how long it takes disease causing bacteria to multiply to dangerous levels.</i> <i>It is time for a knowledge check. When should you change your gloves? Select all that apply. Then click submit. Your choices are every 4 hours. When switching tasks. After taking a break. If your gloves become torn or dirty.]</i>	Photograph and text box of handwashing fade in/out with VO narration Photograph of gloved hands, text boxes, and clock icon fade in/out with VO narration Knowledge Check near end of slide is a Pick Many interaction. Question and answer choices fade in with VO reference. Answer choices have checkboxes. Correct answer is to select all 4 answer choices. Submit button is disabled until end of timeline. Learner has 2 attempts. Question includes <i>FirstName</i> text variable. If learner selects all answer choices on first or second

	[Answer choices] Every 4 hours When switching tasks After taking a break If gloves are torn or dirty		attempt, show Correct layer Slide 2.6a. If learner gets 1 or more incorrect on second attempt, show Incorrect layer Slide 2.6b. If learner gets 1 or more incorrect on first attempt, show Try Again layer Slide 2.6c. Next button is hidden on this base layer.
Notes:			

Slide 2.7a/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Green check icon appears within text box above text Continue button appears below text	[Text box] Correct That's right! Remember that single use gloves should never be washed or reused.	<i>[That's right! Also remember that single use gloves should never be washed or reused. Click continue.]</i>	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking continue takes learner to Slide 2.8.
Notes:			

Slide 2.7b/ Menu Title:	Objective: 1
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text Continue button appears below text	[Text box] Incorrect You should change gloves for all of these events. Remember that single-use gloves should never be washed or reused.	<i>[Remember you should change gloves every four hours or when switching tasks, or after taking a break, or anytime your gloves become torn or dirty. Click Continue.]</i>	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking continue takes learner to Slide 2.8.
Notes:			

Slide 2.7c/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text Try Again button appears below text	[Text box] Incorrect That is incorrect. Please try again.	<i>[That is incorrect. Please click Try Again.]</i>	Next button is hidden on this layer. Continue button is disabled until end of timeline. Clicking Try Again button hides this layer.
Notes:			

Slide 2.8/ Menu Title: Steps to Prevent Surface Contamination			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Photograph of gloved hands cleaning a table or counter surface in background with text box overlay Photograph of gloved hands using sponge to create sudsy surface with text box 2 Photograph of gloved hands using a spray bottle to sanitize surface with text box 3 Photograph of pathogen as it would appear under a microscope with text box 4 Photograph of person sneezing Photograph of disinfectant bottles with text box 5 Photograph of person cleaning a counter with text box 6	[Slide Title] Steps to Prevent Surface Contamination [Text box 1] Clean and sanitize surfaces to prevent contamination [Text box 2] Cleaning removes food, grease, and grime with soap and water. [Text box 3] Sanitizing uses chemicals or hot water to kill bacteria. [Text box 4] Not all pathogens can be killed by sanitizer alone. [Text box 5] Disinfectant is the best way to kill a virus. [Text box 6] You should clean surfaces before disinfecting.	<i>[You should frequently clean and sanitize all surfaces that touch food. Cleaning removes food, grease, and other grime with soap and water. Sanitizing is done with chemicals or very hot water, either of which will kill bacteria. Not all pathogens can be killed by sanitizer alone. Some viruses spread through infected respiratory droplets. These droplets settle on the surfaces around them when an infected person sneezes. If a person touches a contaminated surface, the virus can get on their hands. If they touch their mouth, nose, or eyes, the virus can cause infection. Disinfectant is the best way to kill the virus before the pathogen spreads to a person's hands. Just like with sanitizing, you should clean surfaces before disinfecting. Click Next to continue.]</i>	Next button is hidden until end of timeline. Clicking Next takes learner to Slide 2.9. Photographs and matching text boxes fade in/out with VO reference. Text boxes are left aligned and overlay top left of photograph.
Notes:			

Slide 2.9/ Menu Title: Knowledge Check			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same male avatar as Slide 1.3 appears in lower right of slide. Solid color background. Question text box just below heading Text boxes for drag items appear on left of slide, stacked vertically. Drop targets are numbered squares to the right of drag items, stacked vertically. Drop targets have icons similar to below in their drag correct state.  Clean  Sanitize  Disinfect	[Slide Title] Knowledge Check [Directions Text box] Tyler has finished preparing a meal at the shelter. Drag the steps into the correct order for preventing surface contamination. [Drag items] Clean with soap and water to remove food, grease, and grime. [1] Sanitize surfaces using hot water or chemicals. [2] Spray disinfectant to kill viruses and bacteria. [3]	<i>[It's time for a knowledge check. Tyler has finished preparing a meal at the shelter. Show Tyler the correct order for preventing surface contamination. Here are the steps for you to place in order: Spray disinfectant to kill viruses and bacteria. Clean with soap and water to remove food, grease, and grime. Sanitize surfaces using hot water or chemicals.</i> <i>Drag the steps to the right. Then click submit.]</i>	Next button is hidden on this layer. Drag and drop interaction for an ungraded knowledge check. Drop targets are text box squares labeled 1, 2, 3. Drag items appear one at a time, fade in with VO reference. Draggable items snap to target and remain visible if incorrect, are hidden if correct. Learner has 2 attempts. Drop targets change state when correct to show an icon. If learner gets all answers correct on first or second attempt, show Correct layer Slide 2.9a. If learner gets 1 or more incorrect on second attempt, show Incorrect layer Slide 2.9b. If learner gets 1 or more incorrect on first attempt, show Try Again layer Slide 2.9c.

Notes:

Slide 2.9a/ Menu Title:			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Green check icon appears within text box above text Continue button appears below text	[Text box] Correct. That's right! Surfaces and equipment should be cleaned with soap and water before sanitizing and disinfecting. [Button] Continue	<i>[That's right! Surfaces and equipment should be cleaned with soap and water before sanitizing and disinfecting. Click continue.]</i>	Next button is hidden on this layer. Clicking Continue button takes learner to Slide 2.10 Summary.
Notes:			

Slide 2.9b/ Menu Title:			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text Continue button appears below text	[Text box] Incorrect. Remember that surfaces and equipment should be cleaned with soap and water before sanitizing and disinfecting. [Button] Continue	<i>[Sorry. That is incorrect. Remember that surfaces and equipment should be cleaned with soap and water before sanitizing and disinfecting. Click continue.]</i>	Next button is hidden. Clicking Continue button takes learner to Slide 2.10 Summary.
Notes:			

Slide 2.9c/ Menu Title:

Objective: 3

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background with white square text box in center Red X icon appears within text box above text Try Again button appears below text	[Text box] Incorrect. Close! Please try again. [Button] Try again.	[Close. Please try again. Click try again.]	Next button is hidden. Clicking Try Again button hides this layer.
Notes:			

Slide 2.10/ Menu Title: Summary			Objective:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of person preparing food takes up 50% of slide; solid color with course objectives and matching icons takes up other 50 % Same icons and objectives from Slide 1.3.	[Slide Title] Summary [Text box] Congratulations! You have completed this food safety training for volunteers. You learned to • describe methods of good hygiene when handling food • identify ways to prevent temperature abuse • order steps to prevent surface contamination.	[Congratulations! You have completed this food safety training for volunteers. You learned to describe methods of good hygiene when handling food, identify ways to prevent temperature abuse and order steps to prevent surface contamination. Click Next to continue.]	Learning objectives fade in individually with VO reference. Next button is disabled until end of timeline. Clicking Next button takes learner to Slide 3.1 Quiz Introduction
Notes:			

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Slide 3.1/ Menu Title: Quiz			Objective:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid color background semi-transparent photograph of person taking online assessment takes up most of slide text box centered over photograph	[Slide Title] Quiz [Text box] <i>FirstName</i>, it's time for a quiz. There are 5 questions. A passing score is 80%.	<i>[It is time for a quiz. There are five questions of varied format. A passing score is eighty percent. Take as much time as you need. You may have as many tries as you need to pass. Click Next to begin the quiz.]</i>	First name text variable in text box. Next button disabled until end of timeline. Clicking Next button takes learner to Slide 3.2.
Notes:			

Slide 3.2/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid background Female avatar, Sarah, on left bottom of slide Question left aligned just under top border Answer choices are center-right	[Slide Title] Question 1 [Text box] What is the minimum amount of time you should take to wash your hands? [Answer choices] 10 seconds 20 seconds 30 seconds 40 seconds [correct]	<i>No audio on graded quiz slide.</i>	Graded multiple choice quiz question 1 attempt, no feedback Clicking Submit advances to Slide 3.3. Next button of player is hidden on this slide.
Notes:			

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Slide 3.2a/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Baselayer showing assessment question is visible with the correct answer indicated. Text box shows in lower right side.	[Text box] Remember the length of time to sing the Happy Birthday song twice.	<i>No audio review quiz slide.</i>	Learner can click Next to advance through the review feedback.
Notes:			

Slide 3.3/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid background Male avatar, Tyler, on left bottom of slide Question left aligned just under top border Answer choices are center-right	[Slide Title] Question 2 [Text box] Tyler was making mashed potatoes in the shelter kitchen. He took off his gloves to use the restroom. He washed his hands afterwards. Upon returning to the food prep line, he discovered there were no more gloves in the box. What should he do? [Answer choices] *Use the gloves from earlier since he has washed his hands and he is still working on mashed potatoes *Ask his shift leader where he can find a new box of gloves [correct] *Continue to prep mashed potatoes without gloves.	<i>No audio on graded quiz slide.</i>	Graded multiple choice quiz question 1 attempt, no feedback Clicking Submit advances to Slide 3.4. Next button of player is hidden on this slide.
Notes:			

Slide 3.3a/ Menu Title:			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Baselayer showing assessment question is visible with the correct answer indicated. Text box shows in lower right side.	[Text box] Remember even after washing your hands, that gloves are single-use. You must always put on new gloves.	<i>No audio review quiz slide.</i>	Learner can click Next to advance through the review feedback.
Notes:			

Slide 3.4/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Solid background Female avatar, Sarah, on left bottom of slide Question left aligned just under top border Answer choices are center-right	[Slide Title] Question 3 [Text box] Sarah is checking temperatures of food on the service line. She notices that the macaroni and cheese is at 125 degrees. When she looks at the temperature log, there is no record of what the temperature was two hours ago. What should she do? [Answer choices] Discard the macaroni and cheese because the	<i>No audio on graded quiz slide.</i>	Graded multiple choice quiz question 1 attempt, no feedback Clicking Submit advances to Slide 3.5. Next button of player is hidden on this slide.

	temperature record is incomplete [correct] Serve the macaroni and cheese with the assumption that the temperature hasn't changed from two hours ago. Try to locate the person who performed the temperature check from two hours ago to see if they recall the temperature.		
Notes:			

Slide 3.4a/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Baselayer showing assessment question is visible with the correct answer indicated. Text box shows in lower right side.	[Text box] Consider that hot food must be kept at or above 135 degrees Fahrenheit to slow bacteria growth.	<i>No audio review quiz slide.</i>	Learner can click Next to advance through the review feedback.
Notes:			

Slide 3.5/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Solid background Female avatar, Sarah, on left bottom of slide Question left aligned just under top border Answer choices are center-right	[Slide Title] Question 4 [Text box] How long can temperature control foods stay in the danger zone before discarding? [Answer choices] 2 hours 4 hours [correct] 6 hours 8 hours	<i>No audio on graded quiz slide.</i>	Graded multiple choice quiz question 1 attempt, no feedback Clicking Submit advances to Slide 3.6. Next button of player is hidden on this slide.
Notes:			

Slide 3.5a/ Menu Title:			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Baselayer showing assessment question is visible with the correct answer indicated. Text box shows in lower right side.	[Text box] Remember that bacteria can multiply to dangerous levels within 4 hours when food is kept within the temperature danger zone.	<i>No audio review quiz slide.</i>	Learner can click Next to advance through the review feedback.
Notes:			

Slide 3.6/ Menu Title:			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Solid background Male avatar, Tyler on left bottom of slide Question left aligned just under top border Answer choices are center-right	[Slide Title] Question 5 [Text box] Food service is over. What steps should Tyler take in order to prevent surface contamination? [Answer choices] Clean with soap and water. [correct] Use a sanitizing spray Apply a disinfectant	<i>No audio on graded quiz slide.</i>	order steps in a process quiz question 1 attempt, no feedback Clicking Submit advances to Slide 3.7. Next button of player is hidden on this slide.
Notes:			

Slide 3.6a/ Menu Title:			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Baselayer showing assessment question is visible with the correct answer indicated. Text box shows in lower right side.	[Text box] Remember that cleaning surfaces with soap and water removes food, grease, and other grime. This should be done before sanitizing or disinfecting.	<i>No audio review quiz slide.</i>	Learner can click Next to advance through the review feedback.
Notes:			

Slide 3.7/ Menu Title:			Objective:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
solid background text box centered in slide	[Slide Title] Quiz Results [Text box] Your Score: XX% Passing Score: 80%	<i>No audio on results baseline slide</i>	Base layer will be visible from Success 3.7a or Failure 3.7b layers. Show Success layer 3.7a when timeline starts if results are

			equal to or greater than the passing score of 80%. Show Failure 3.7b layer when timeline starts if results are less than passing score of 80%. Results variable reference shows the percent score only. Do not show the points variable reference. Built in graded quiz variable reference displays learner score where XX appears on the slide. Next button is hidden.
Notes:			

Slide 3.7a/ Menu Title:			Objective: [#]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same avatar appears happy on left of slide green checkmark above text box	[Text box] Congratulations! You passed. [Button] Finish course	<i>[Congratulations! You passed the quiz. Please click on the Finish course button.]</i>	Next button is hidden. Clicking Finish course button takes learner to Slide 3.8.
Notes:			

Slide 3.7b/ Menu Title:	Objective:
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same avatar appears disappointed on left of slide red X icon adobe text box	[Text box] Sorry, you did not pass this time. [Button] Review Quiz [Button] Retry Quiz	[Thank you for taking the quiz. Unfortunately, you did not pass. You can review your results by clicking on the review quiz button. When you are ready to try again, please click on the retry quiz button.]	Next button is hidden. Clicking Review Quiz button shows correct/incorrect response when reviewing and shows Review layers (3.2a, 3.3a, 3.4a, 3.5a) on each Assessment slide Clicking Retake Quiz button: resets results slide and jumps to Slide 3.2.
Notes:			

Slide 3.8/ Menu Title: Conclusion			Objective:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background image of food being served Text box appears centered over background image Exit button	[Slide Title] Congratulations [Text box] <i>FirstName</i>, you have successfully completed this course on food safety for relief volunteers. Thank you!	[Congratulations! You have completed the course Food Safety for relief volunteers. Thank you for making food safety a priority as you serve your community. Click Exit to close this course.]	FirstName text variable used in text box. Next button is hidden. Exit course when learner clicks the Exit button.
Notes:			