

Arrive prepared. Your students' time is valuable — a tight, well-run class is the best advertisement you have.

ARRIVE AT LEAST ONE HOUR BEFORE CLASS STARTS

- Check in with the facility host or contact
- Set up tables and chairs — enough for all students plus an instructor table
- Set up and test your projector, laptop, and presentation

Run through the first few slides. Confirm the screen is visible from every seat.

- Check extension cords, connections, and that everything is charged or plugged in
- Walk the entire room and remove or cover ALL food safety reference materials

Posters, charts, whiteboards, temperature logs, study guides, digital displays — anything that could relate to exam content must be gone before students arrive. This applies to both the class AND the exam.

- Set out any printed materials, name cards, or supplies for students
- Locate restrooms, light switches, thermostat, and emergency exits
- Have your class list and seating chart ready at the door

WHEN STUDENTS ARRIVE

- Welcome each student and confirm their name against your class list
- Confirm every student completed SafePrep pre-work before class

If a student did not complete the pre-work, have an honest conversation. They can still attend class but their odds of passing drop significantly.

- Confirm every student has their exam access code ready

Students purchase this themselves at ServSafe.com. They need it for the online exam. If they don't have it, they cannot take the exam today.

- Collect photo IDs — you will need them for the exam portion

DURING CLASS

- Introduce yourself — share your background and why food safety matters
- Set expectations up front — explain the exam format, passing score (70%), and time limit

90 questions, 70% to pass, 2 hours for the online exam.

- Teach to the material — use your own curriculum or the ServSafe framework

Ground Zero: plan for 3–4 hours. Refresh: plan for 1–1.5 hours. Stay flexible — read the room.

- Use real-world examples, case studies, and discussion — adults learn by doing, not listening

Students retain 90% of what they say and do. Lecture alone is the least effective method.

- Take breaks — give students an incentive to return on time
- Address all questions during class

Once the exam begins you cannot answer any content questions. Get everything out in the open before the exam starts.

- If you do not know an answer, say so — never bluff

Adult learners will lose confidence in you immediately if they catch a bluff.

- Stay on schedule but stay flexible — a confused room needs more time, not less

✓ The old model was 6–8 hours of classroom instruction. SafePrep pre-work compresses that to 3–4 hours without sacrificing pass rates. Students who prep on their own time arrive ready — your job is reinforcement, not introduction.

WRAPPING UP CLASS — BEFORE THE EXAM

- Do a final review of the highest-yield topics
- Ask the room — "Does anyone have any questions before we begin the exam?"

This is critical. Once the exam starts you cannot answer any content questions, give hints, or provide clues of any kind.

- Confirm all students are ready and have their exam access codes available
- Transition to proctor role — see the Day-of Proctor Checklist (Checklist 4)

If exam is same day, proceed directly to the proctor checklist. If exam is scheduled separately, confirm the date and remind students to review SafePrep before that session.

DON'T — TRAINING DAY

- ✗ Read large portions of text directly to students — they can read it themselves

Adult learners disengage immediately when an instructor reads from slides or a book. Know your material.

- ✗ Leave food safety reference materials visible in the room during the exam

Everything must be cleared before the exam begins — even your own teaching materials.

- ✗ Answer content questions once the exam has started — not even a hint

All questions must be resolved before the first exam access code is entered.

- ✗ Bluff on a question you don't know — tell them you'll find out and follow up

- ✗ Let a student take the exam without completing pre-work without warning them of the risk

- ✗ Let a student start the exam without a valid photo ID

- ✗ Allow students to have phones or devices at their exam seat