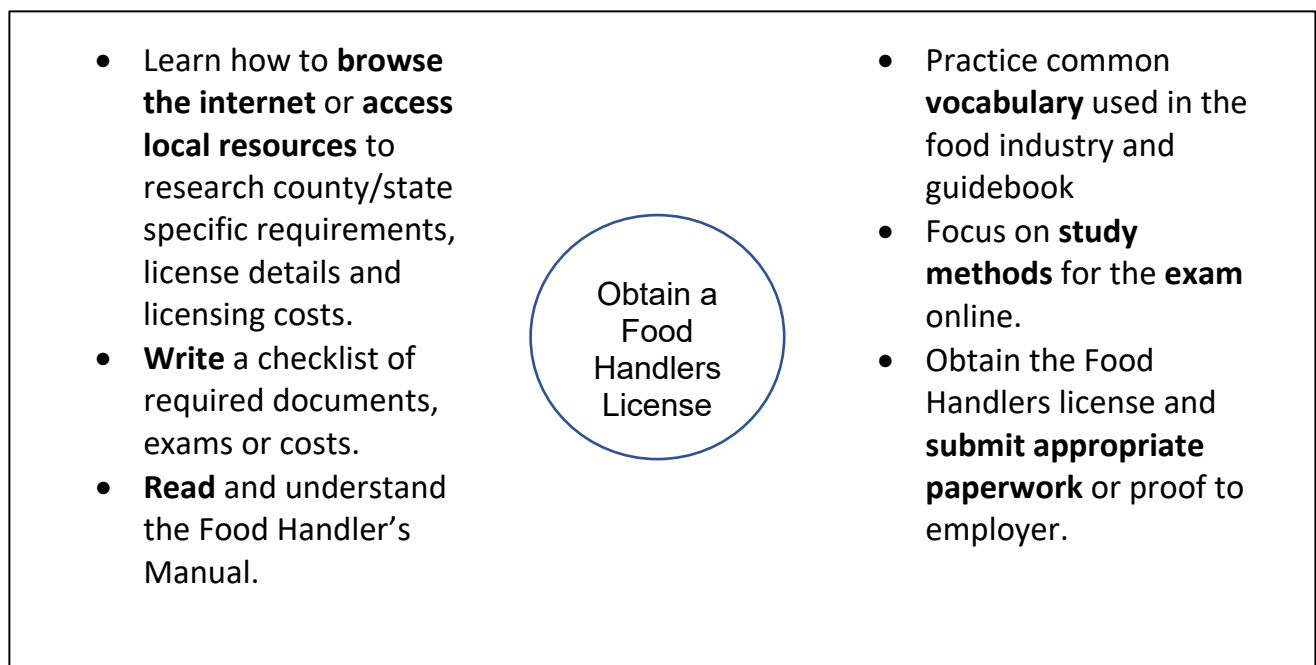


# GOAL: Obtain a License or Certificate

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## GUIDEPOST I: Where to Start

- The ins and outs of obtaining a license or certificate depends on the specific requirements for the desired license or certificate. Begin breaking down your learner's goal by having a conversation with them about the specific type of license/certificate they are interested in obtaining. This will help determine what skills and background knowledge the learner already understands and what literacy skills still need to be developed in order to accomplish this goal. In many cases, your learner will already know a lot about the license/certificate they are interested in. Use their knowledge to help fill-in a mind map (see example below) for this specified goal.
  - "Since you already know what license or certification you would like to obtain, let's decide where to start to help you learn the new skills you need."



For the purpose of this example, the goal, obtain a license or certificate, will be narrowed down to focus on obtaining a Food Handlers license.

## GUIDEPOST II: What You Will Learn

- Once you and the learner have identified smaller components of the larger “obtaining a license or certificate” goal, you may begin planning lessons based on these components. This includes collaborating with literacy program staff for assistance in assembling appropriate reading level materials and activities related to the learner’s goal.
- Additionally, transparency is essential in the adult learners journey; it is important for learners to know **what** they will be learning during the lesson, **how** they will learn the concepts (what methods will be used), and **why** that activity is important and relevant in achieving the learner’s goal.

Below are examples of resources and materials that tutors can use to help plan lessons and activities. Keep in mind that these resources are only relevant depending on the learner’s desired license/certificate.

### Food Handlers Certificate Resources:

#### Reading Suggestions

- [The Food Handlers Manual: A Training Handbook for Riverside County Food Handlers](#)-- look for county/state/job position specific training manuals, handbooks, or study guides that will be useful as reading materials for lessons.
- [Riverside County Department of Environmental Health: Food Handlers Certification Informational Page](#)--use county/state specific websites to research needed requirements, practice browsing the site, identify necessary vocabulary

Online Visual Resources: Diversify materials and activities by providing visual learning opportunities. Below are examples of non-reading-based material.

- [County Food Worker Training Video](#)--40-minute, County specific training video based on the information from the Food Handlers Manual.
- [Food Safety Charts](#)--Cold Food Storage charts, Meat and Poultry charts, and other Food Safety information broken into visuals

## GUIDEPOST III: How You Will Learn—Multisensory Strategies

Once you have selected appropriate material, you will need to decide **how** these skills will be taught and practiced. Focus on including multiple multi-sensory activities that are directly based on the learner’s individual learning preferences and interests. Ensure that these activities further reinforce necessary key vocabulary and concepts needed to obtain their license or certificate.

There are two ways of obtaining the Food Handlers license in Riverside County. The first is by taking an **online course** and **test** provided by the county which will allow learners to immediately print out their certificate once completed. The second is by studying independently and taking an **in-person test** at a testing location. Depending on the method chosen by the

learner, instruction can focus on building the reading, writing or digital skills needed to pass the exam and obtain the license or certificate.

Below are a few vocabulary words and concepts important in obtaining the Food Handlers License and card, along with a few examples of multi-sensory activities that can be used as reading and writing practice.

## 1. Key Vocabulary & Concepts



**Figure 1.** Screenshot of Vocabulary Tag Cloud taken from [The Food Handlers Manual: A Training Handbook for Riverside County Food Handlers](#)

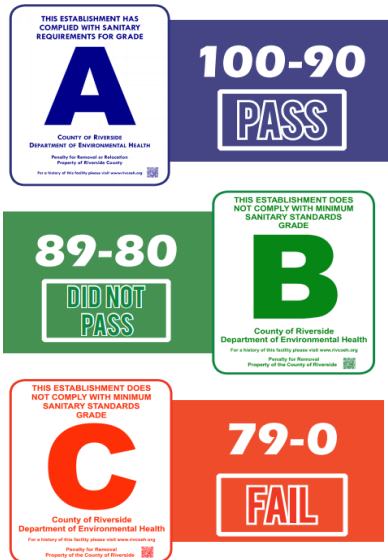
- *Word Map/Tag Cloud taken from the Food Handler Study Guide which includes important vocabulary such as **foodborne**, **labeling**, **poisoning**, **pesticide**, **salmonella**, **additives**, **food allergens**, and **sanitize**.*

## 2. Reading Practice

- Practice reading the Food Handlers Study Guide, pay special attention to vocabulary words that need to be learned, and key concepts that need to be broken down and comprehended. Depending on the learner’s reading level you may find it helpful to use reading strategies such as echo reading or choral reading. Additionally, if the exam will be taken **online**, practice reading the material on a browser instead of hand-held copies.
  - Ask comprehension questions at the end of each section to verify that the material read is being understood.
  - Have the learner use context clues, re-read or scan the text for answers, or use prior knowledge and experience to answer questions they may have (this will be a helpful tool to practice especially if the test is open book).

### 3. Writing Practice

- If the exam's format includes a writing section or if your learner would like to further improve their writing skills you may have them write out the answers to comprehension questions pertaining to the Food Handlers Study Guide.



Look over these answers and edit them together, focusing on grammar and appropriate use of vocabulary words.

- Practice writing checklists of the requirements needed to obtain the Food Handlers license. In most cases, presenting a photo ID, paying exam fees, completing a course or training, passing the exam, and submitting appropriate legal documents to county or employer offices are requirements for meeting this goal. Additionally, actively keeping notes and checklists help learners develop secondary skills such as organization, keeping track of deadlines and penmanship skills.

➤ Help your learner make flash-cards with practice questions from the exam (or questions you have created together), this allows learners to study the material as the flashcards are being created and will give learners a resource that can be practiced on-the-go.

- You can also categorize and color code cards by “**learned**” “**needs some practice,**” and “**unknown/needs to learn**” which helps prioritize what needs to be learned and provides a visual representation of progress for learners once all their flash-cards have been categorized as “**learned.**”

### 4. Digital Practice--if your learner's certification or license requires an online exam, practicing digital skills will be an important tactic to successfully accomplish the goal.

- If a copy of the exam is available, have learners practice taking an online version of the mock exam. (Use Google forms to practice multiple choice questions if an online mock exam is unavailable).
- Go over basic computer features and troubleshooting tips that can be useful on the day of the exam such as lower/raising the volume on a monitor.
- Scan exam websites and revisit FAQ pages for exam specific information.

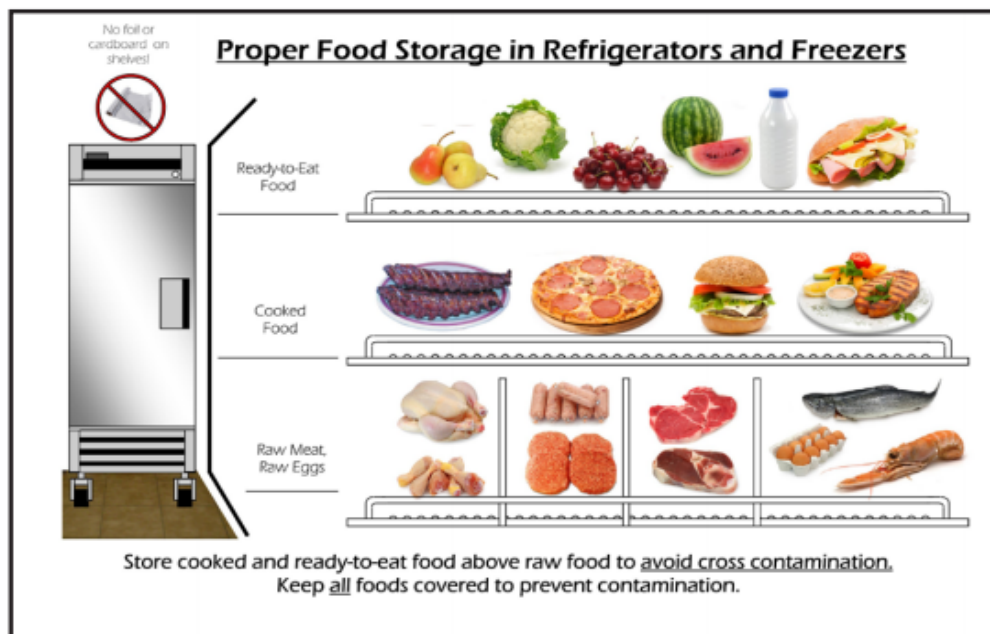
### 5. Real World Practice (Field Trips)

- “I-Spy” Restaurant edition: Have learners visit local restaurants, keeping a close eye to elements learned in session such as Inspections and Grade Postings (*see signage to the left*), sanitation methods, food serving and handling conditions. They may keep a small

journal, writing down what they notice, what is unfamiliar or any questions they may have after this activity.

**Figure 2.** Screenshot of Restaurant Grade Posting Signage taken from [The Food Handlers Manual: A Training Handbook for Riverside County Food Handlers](#)

- Encourage learners to practice food handling concepts that have been learned by applying these concepts in the home setting.
  - For example, below is a chart from the study guide which shows how to properly store different foods in a refrigerator. You can also use this [Food Safety Chart](#) taken from a federal government website associated with the US Department of Health, which focuses on food types and proper storage temperatures (frozen or refrigerated). Learners can use these resources to rearrange their own refrigerators, making sure their food is being properly stored based on food safety regulations measures.



**Figure 3.** Screenshot of chart showing Proper Food Storage in Refrigerators and Freezers taken from [The Food Handlers Manual: A Training Handbook for Riverside County Food Handlers](#)

## GUIDEPOST IV: What worked, what didn't, what can you use?

- An important process of learning is reflection. Focus on what worked in the lesson, what could be improved, and which concepts would be best to learn next. This helps set the pace for further sessions, outlining what still needs to be worked on and how it could be instructed.

- Additionally, it is equally important to focus on and acknowledge milestones (progress made) throughout the learner's goal. Below are some points to consider when reflecting and a few milestones that get learners closer to obtaining a license or certification.

You may keep track of learner progress and milestones by keeping a learner profile, in which you track their writing and reading progress and keep any activities completed. This helps visualize progress and can later be used to practice and study for the actual exam.

### Milestones:

- Initial Effort:
  - Researched requirements for obtaining the Food Handlers License in specified state or county.
  - Planned for the cost of trainings and exams
- Making Progress:
  - Independently navigated exam website, identified important details and founds answers to general questions about the exam and licensing process.
  - Knows and understands vocabulary words and concepts in depth and can be explained in learners own words.
  - Has applied concepts learned in session to real-word settings either at home or at work.
- Goal Accomplished:
  - Passed exam portion of the license requirement.
  - Physically obtained Food Handlers License.