Example Lesson Plan

Title: **HACCP Training**

Target Audience: Kitchen Managers

Terminal Objective

- Review definitions of CCPs, SOPs, and corrective actions
- Use recipes to identify at least four CCPs, SOPs, and corrective actions
- Identify at least two CCPs and SOPs not followed from each real life scenarios
- Discuss four ways to help employees follow CCPs and SOPs

Taxonomic Level:

Domain: Cognitive

knowledge, comprehension, application,

and analysis

Terminal Concept

- Standard operation procedures are important preventative actions to take to avoid food poising during points of production but are not non-critical.
- CCP (Critical Control Points) are thawing, cooking, serving or hot holding, cooling, reheating. These pose the greatest food safety hazard.
- Corrective action is what to do if the critical control point is not met.
- Kitchen managers are responsible for monitoring SOPs and CCPs

Preparation

Copies of handouts and PowerPoint, movie clips of kitchen staff, set up projector and movie clips, and set-up PowerPoint

Diversity Group: English as a second language

Diversity Adjustment: make handouts in Spanish and ask the kitchen manager who speaks English as a second language if she would like a manager that speaks English well to sit next to her and help translate.

Pre-Assessment	Introduction
Nutrition director assigned HACCP topic. This topic is addressed every	Show opening credits from PowerPoint.
year.	

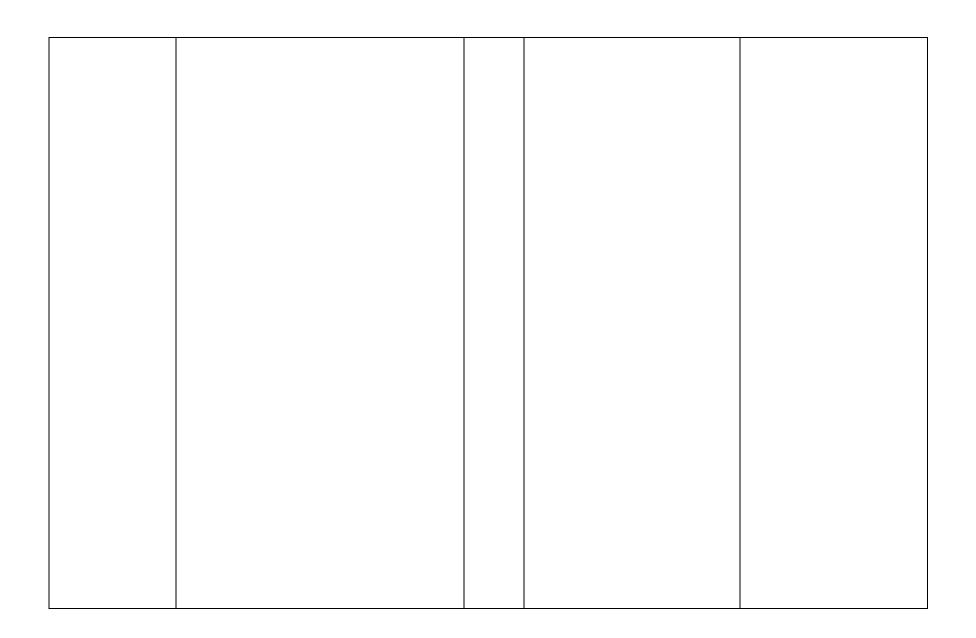
	actions to be taken.
	actions to be taken.
	Recipe example includes for CCPs:
	Heat taco meat to 165° for at least
	15 seconds
	 Hold taco meat at 135°F or higher
S	SOPs:
	Personal hygiene
	Limit possibility of cross
	contamination
	temperature danger zone to less than 4 hours
	Take and record temperature of food in warmers before service
	(see Food Prep Action Plan,
	Process 2)
	Corrective actions:
	• If taco meat is less than 165
	continue cooking food until the
	internal temperature reaches the
	required temperature.
	If temperature is below 135, reheat
	the food to 165 for 15 seconds.
	Repair or reset holding equipment
	before returning the food to the
	unit, if applicable
	Discard food if it can't be
	determined how long the food
	temperature was below 135. (see
	temperature was below 155. (see

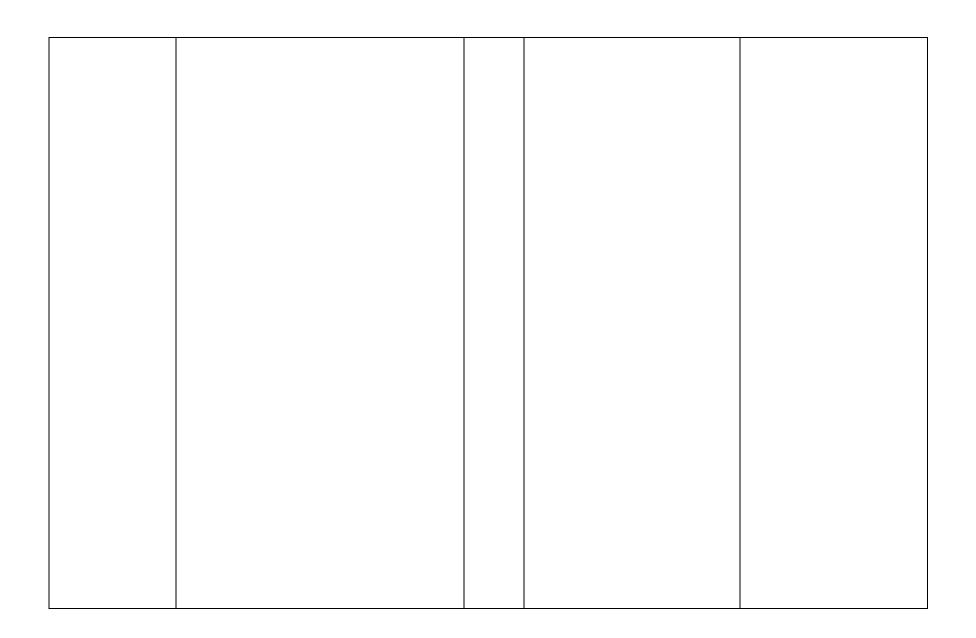
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monitoring/corrective action)			
Questions to ask managers:			
1. Identify the critical control points			
(CCP), that is, where there is the			
greatest risk or hazard?			
2. Identify the SOPs			
3. Identify correction action needed to			
be taken if CCPs aren't followed.			
4. From the movie clip, identify which			
CCP or SOPs weren't followed			
5. What corrective action should be			
taken?			
6. How would you do to ensure that			
hazards were consistently prevented?			
7. How would you do to help the			
employee follow the CCPs/SOP in the			
future?			
	30 min	Pass out recipes and questions	
Recipe #1: Turkey and cheese subs	(10	to managers. Have managers	
includes for	min	write down answers to	
CCPs:	per	questions 1-3 alone. Then,	
• keep food below 41°, refrigerate	recipe)	have managers discuss	
until served		questions 1-3 with a neighbor.	
SOPs:		Then discuss questions as a	
 Personal hygiene 		class.	
 Limit possibility of cross 			
contamination, store above		Watch movie clip twice. After	
potentially hazardous foods		the second time, discuss	
		questions 3-7 with managers.	

Limit time in temperature danger	Repeat for recipes #2 and #3.
zone to less than 4 hours, after 4	
hours discard	
Keep freezer and refrigerator	
doors closed as much as possible	
Verify receiving temperatures of	
foods	
Date mark ready to eat foods	
Record temperatures of	
refrigerators/freezers	
Corrective actions:	
wash, rinse, and sanitize dirty food	
contact surfaces	
discard food that comes in contact	
with dirty surfaces	
discard food that has been above	
41 for more than 4 hours	
Errors from movie clip include:	
• Cross contamination	
Sanitize food contact surfaces	
Recipe #2: Tuna salad sandwiches	
includes:	
CCPs:	
same as the turkey and cheese sub	
SOPs:	
Personal hygiene	
Limit time in danger zone to less than 4 hours	
Record temperatures of modifications and favorage	
refrigerators and freezers	

Competing actions
Corrective actions:
Retrain employee
Immediately return sandwiches to
the refrigerator
Discard if above 41 for more than
4 hours
Errors from movie clip
Limit time in danger zone
Personal hygiene
Recipe #3: Fruit smoothie Shrek
(green) includes:
CCPs:
same as the turkey and cheese sub
SOPs:
Personal hygiene
Keep freezer and refrigerator
doors closed as much as possible
Wash fresh fruits, veggies, and
washing sanitizing food contact
surfaces
Corrective actions:
Retrain employee
Rewash and fruit
Immediately close refrigerator
Discard food that has been above
41 for more than 4 hours
Errors from movie clip
Personal hygiene
Keep refrigerator doors closed as

	much as possible		
	Wash fresh fruits		
Discuss four ways to help employees follow CCPs and SOPs.	Ways to help employees follow CCP and SOPs: • Proper training when first hired and continue to retain • Focus on the process not the employee. Most often there is something wrong with process not the employee • Explain the "why" • Correct in private • Display posters and signs to remind employees • Make it a competition or game	Conclusion: HACCP helps us keep our students safe. We even have employees that have children who eat at the cafeterias. We need to continually train employees about HACCP and be good examples of following CCPs and SOPs.	





Overall Comments:

- 1. What are the intern's areas of strength?

 DiD a great job applying information to everyday working in the titchen.

 The Staff enjoyed the video that she made using an ansite kitchen to reinforce the lesson.
- 2. What could the intern do to improve performance?

 I can not think of a thing. She did an incrediable jab.