

Example Lesson Plan

Title: HACCP Training

Target Audience: Kitchen Managers

<p>Terminal Objective</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;">Taxonomic</p> <p>Domain: Cognitive Level: knowledge, comprehension, application, and analysis</p>	<p>Terminal Concept</p> <ul style="list-style-type: none"> • Standard operation procedures are important preventative actions to take to avoid food poisoning 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
<p>Preparation Copies of handouts and PowerPoint, movie clips of kitchen staff, set up projector and movie clips, and set-up PowerPoint</p>	
<p>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.</p>	
<p>Pre-Assessment Nutrition director assigned HACCP topic. This topic is addressed every year.</p>	<p>Introduction Show opening credits from PowerPoint.</p>

Supportive Objectives	Concept-Content	Time	Learning Experience	Resources
Review and identify definitions of CCPs, SOPs, and corrective actions if CCPs aren't followed.	<ul style="list-style-type: none"> • Standard operation procedures are important preventative actions to take to avoid food poisoning 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 	6 min	Review definitions using the PowerPoint.	Hazard Analysis Critical Control Point (HACCP) System. Available at: http://hsc.csu.edu.au/food_technology/manufacture/haccp/HACCP.htm . Accessed on February 22, 2013.
Identify at least two CCPs, SOPs, and corrective actions if CCPs aren't met for each recipe.	<p>HACCP Activity includes:</p> <ul style="list-style-type: none"> • Give managers 3 recipes that have CCPs blotted out. Managers must identify the CCPs, SOPs, and corrective actions for each recipe using their past experience, HACCP manual, and each other. Managers will also watch 3 videos that will show employees not following CCPs and SOPs. Managers need to identify the errors and discuss corrective 	6 min	Explain activity to managers. Walk through recipe example with managers.	Mildenhall, Ann. Food Safety and Sanitation. Online lecture. Park City School District. Food Safety Plan.
Identify at least one error from each movie clip.				

	<p>actions to be taken.</p> <p>Recipe example includes for CCPs:</p> <ul style="list-style-type: none"> • Heat taco meat to 165° for at least 15 seconds • Hold taco meat at 135°F or higher <p>SOPs:</p> <ul style="list-style-type: none"> • Personal hygiene • Limit possibility of cross contamination • Hot holding to limit time in 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) <p>Corrective actions:</p> <ul style="list-style-type: none"> • 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 			
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	<p>monitoring/corrective action)</p> <p>Questions to ask managers:</p> <ol style="list-style-type: none"> 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? <p>Recipe #1: Turkey and cheese subs includes for CCPs:</p> <ul style="list-style-type: none"> • keep food below 41°, refrigerate until served <p>SOPs:</p> <ul style="list-style-type: none"> • Personal hygiene • Limit possibility of cross contamination, store above potentially hazardous foods 	<p>30 min (10 min per recipe)</p>	<p>Pass out recipes and questions to managers. Have managers write down answers to questions 1-3 alone. Then, have managers discuss questions 1-3 with a neighbor. Then discuss questions as a class.</p> <p>Watch movie clip twice. After the second time, discuss questions 3-7 with managers.</p>	
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	<ul style="list-style-type: none"> • Limit time in temperature danger 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 <p>Corrective actions:</p> <ul style="list-style-type: none"> • 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 <p>Errors from movie clip include:</p> <ul style="list-style-type: none"> • Cross contamination • Sanitize food contact surfaces <p>Recipe #2: Tuna salad sandwiches includes:</p> <p>CCPs:</p> <ul style="list-style-type: none"> • same as the turkey and cheese sub <p>SOPs:</p> <ul style="list-style-type: none"> • Personal hygiene • Limit time in danger zone to less than 4 hours • Record temperatures of refrigerators and freezers 		<p>Repeat for recipes #2 and #3.</p>	
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	<p>Corrective actions:</p> <ul style="list-style-type: none"> • Retrain employee • Immediately return sandwiches to the refrigerator • Discard if above 41 for more than 4 hours <p>Errors from movie clip</p> <ul style="list-style-type: none"> • Limit time in danger zone • Personal hygiene <p>Recipe #3: Fruit smoothie Shrek (green) includes:</p> <p>CCPs:</p> <ul style="list-style-type: none"> • same as the turkey and cheese sub <p>SOPs:</p> <ul style="list-style-type: none"> • Personal hygiene • Keep freezer and refrigerator doors closed as much as possible • Wash fresh fruits, veggies, and washing sanitizing food contact surfaces <p>Corrective actions:</p> <ul style="list-style-type: none"> • Retrain employee • Rewash and fruit • Immediately close refrigerator • Discard food that has been above 41 for more than 4 hours <p>Errors from movie clip</p> <ul style="list-style-type: none"> • Personal hygiene • Keep refrigerator doors closed as 			
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<p>Discuss four ways to help employees follow CCPs and SOPs.</p>	<p>much as possible</p> <ul style="list-style-type: none"> • Wash fresh fruits <p>Ways to help employees follow CCP and SOPs:</p> <ul style="list-style-type: none"> • 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 		<p>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.</p>	
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Overall Comments:

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

Did a great job applying information to everyday working in the kitchen. The staff enjoyed the video that she made using an onsite kitchen to reinforce the lesson.

2. What could the intern do to improve performance?

I can not think of a thing. She did an incredible job.

Signatures:

Intern: Jillayne Mei Date 3/13/13

Evaluator: Janelle Britton Date 3/13/13