Session 5

Participant Outcomes

Chapter 6 – No Action Plan.

- 1. The participant will explain the purpose of HACCP.
- **2.** The participant will determine corrective actions to be taken to improve food safety in the foodservice operation.

MATERIALS NEEDED FOR EACH PARTICIPANT

- Table tent with the participant's name on it to assign seating
- Serving It Safe for each participant
- A copy of the "Food Safety Checklist" (*Serving It Safe* pages 86-89)
- A copy of the Session Feedback Form (see *Instructor Guide* page 49)
- Pen or pencil for each participant

Place a set of the materials at each assigned place before the session begins.

MATERIALS NEEDED FOR THE INSTRUCTOR

Serving It Safe and Instructor Guide

INSTRUCTOR GUIDE • SESSION 5 Serving It Safe

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Time Schedule for Session 5

Approximately 1 hour

Serving It Safe

Section Title	Page(s)	Time Estimate	
Introduction	No page numbers	<10 minutes	
Chapter 6	91-101	35 minutes	
What is HACCP?	92-93	10 minutes	
How can the HACCP principles	93-100	20 minutes	
How can employees be trained	100	<5 minutes	
Closing Activity-Food Safety Checklist	86-89	15 minutes	

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Introduction to Session 5

No Serving It Safe page



- **1.** Provide welcoming remarks. Complete any administrative requirements, such as roll call.
- 2. Introduce Chapter 6 by reviewing the participant outcomes.

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Total Time for Chapter 6 – 35 minutes

What is HACCP? (Serving It Safe page 92-93)

10 minutes

- 1. Explain HACCP using the content on *Serving It Safe* pages 92-93. Emphasize that the purpose of this session is to familiarize participants with HACCP, not to actually begin a HACCP program in the foodservice operation, since HACCP is an involved process and requires extensive training.
- **2.** Point out that by using the basic food safety procedures that have been addressed in this training program, the foodservice operations are developing the foundation for a HACCP program.

How can the HACCP principles be used to prevent foodborne illness? (Serving It Safe pages 93-100)



- 1. In your own words, present a lecturette describing each of the HACCP principles. Explain the examples that have been included. Remind participants that this is for their information, because the training is not intended to prepare them to develop or implement a HACCP plan in their foodservice operation.
- 2. Review the "Foodservice Process Example with HACCP Application Points - Oven Fried Chicken" (*Serving It Safe* pages 98-100). If the facilities use standardized recipes that include *HACCP Tips* or *HACCP Applications*, show examples and explain how they should be used to promote food safety.

How can employees be trained to use HACCP? (Serving It Safe page 100)

<5 minutes

1. In your own words, summarize the content from *Serving It Safe* page 101.

INSTRUCTOR GUIDE SESSION 5 Serving It Safe Introduction to Hazard Analysis and Critical Control Point (HACCP)

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Chapter 6 Closing Activity



Participant Outcomes

- **1.** The participant will explain the purpose of HACCP.
- **2.** The participant will determine corrective actions to be taken to improve food safety in the foodservice operation.
- 1. Objective 1: Pair participants together and ask them to come up with a short explanation of HACCP that they could use if asked by another professional to explain it. Allow participants to discuss their explanation and then call on several participants to share their explanation.
- **2.** Objective 2: Ask participants to turn to their completed "Food Safety Checklist" handout (*Serving It Safe* pages 86-89). Everyone should have the completed form and should have already determined *corrective actions* that should be taken. Lead a discussion to facilitate participants using their new knowledge and skills as they discuss problems identified and the appropriate corrective actions that should be used.

Some school districts may collect the completed "Food Safety Checklists" and use them for documentation of participation in the training session. If this is done, the completed "Food Safety Checklists" should be returned to the participants to allow them to implement corrective actions. Implementation will be enhanced if the school district director or another person can use the "Food Safety Checklists" and work with each participant to provide follow-up after the session.

- **3. Summary** Bring the discussion of Chapter 6 and the entire training program to a close using the summary comments.
- **I.** Session Feedback Form (*Instructor Guide* page 49) Distribute a Session Feedback Form to each participant. Read aloud each item, explaining the response options. Allow participants to complete the form independently. Designate a table where participants place their completed forms as they leave.



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Serving It Safe SESSION FEEDBACK FORM

Date

School

Part 1. Please respond to items 1-5 below. Circle the number to indicate your level of agreement with each item. If you **Completely Disagree**, circle 1, on the left. If you **Completely Agree**, circle 4, on the right. If your opinion is somewhere in between, circle 2 or 3.

		Completely Disagree	Disagree	Agree	Completely Agree
1.	What I learned will be useful to me.	1	2	3	4
2.	The Instructor presented the material in a way I could understand.	1	2	3	4
3.	The practice activities helped me to understand the material.	1	2	3	4
4.	I have completed the Action Plan for the lesson(s) and will use it to make changes in my foodservice facility.	1	2	3	4
5.	I learned some ways to improve food safety in my facility.	1	2	3	4

Part 2. Please answer the following questions.

6. What information discussed in this session will be most useful in your own foodservice?

7. Are there food safety topics you would like to know more about? Please describe in the space below.

After completing this form, place it on the table designated by the Instructor. *Thank you for participating in this training session.*

INSTRUCTOR GUIDESESSION 5Serving It SafeIntroduction to Hazard Analysis and Critical Control Point (HACCP)

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