

# Principles of HACCP: Introduction

**Media Type:** Video

**Duration:** 15 min.

**Goal:** To introduce food safety procedures and the principles of HACCP.

**Description:** Ensuring food safety is critical in food processing systems. This presentation introduces the seven principles of HACCP and the role a HACCP plan plays in food safety. Additionally, the history of HACCP is discussed.

**Objectives:**

1. To define HACCP and its purpose in the food industry.
2. To discuss the history of HACCP.
3. To introduce the seven principles of HACCP.



**Agriculture, Food & Natural Resources Career Cluster (AG)**

Cluster	Standard
Food Products & Processing Systems Career Pathway (AG-FD)	Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
	Select and process food products for storage, distribution and consumption.
	Explain the scope of the food industry and the historical and current developments of food products and processing.

**Human Services Career Cluster (HU)**

Cluster	Standard
Family & Community Services Career Pathway (HU-FAM)	Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
	Identify community resources to provide family and community services.
	Communicate effectively to gain support from the client's family and other support groups.
	Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.
	Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

**College & Career Readiness Anchor Standards for Writing**

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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College & Career Readiness Anchor Standards for Speaking and Listening

## Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College & Career Readiness Anchor Standards for Language

## Language Standards

Vocabulary Acquisition & Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Lesson Plan

*\*Note: This video is the first in the Principles of HACCP series. The activities and projects for this lesson will be used as a reference or built upon in future lessons within the series.*

**Class 1:** Begin the class by passing out the *Principles of HACCP: Introduction Vocabulary Handout and Worksheet*. Students should use these as reference materials while viewing the presentation. Show the *Principles of HACCP: Introduction* presentation. Follow the segment with its *Assessment*. Have students complete the *HACCP Applications Activity*. Assign the *HACCP: Flow Diagram Project* so students may begin researching the product and food process of their choosing.



14 min.

**Class 2:** Allow students time to complete the *HACCP: Flow Diagram Project*.



## Lab Activities

### HACCP Applications

*Directions:*

Students will create a cheat sheet of the seven principles of HACCP and briefly describe how each principle is applied in a food processing facility.



## Projects

### HACCP Flow Diagram

*Directions:*

Students will choose a food product and develop a HACCP plan for it throughout the *Principles of HACCP Series*. For this project, students will develop a flow diagram for the food production process they chose. The diagram should be a clear, simple description of the steps of the production process. All of the steps under the control of the establishment should be listed from receiving to distribution. See the *HACCP Flow Diagram Answer Key* for an example of the *Project* detailing a ground beef process which could be used as an answer key if you specify ground beef as the food product for the entire class to use.



## Lesson Links

- [www.foodsafety.org](http://www.foodsafety.org)
- [www.cfsan.fda.gov/~lrd/haccp.html](http://www.cfsan.fda.gov/~lrd/haccp.html)
- [www.foodhaccp.com](http://www.foodhaccp.com)
- [www.haccpalliance.org](http://www.haccpalliance.org)



## Career & Technical Student Organizations

### Family, Career & Community Leaders of America

- Culinary Arts
- Food Innovations

### FFA

- Meat Evaluation
- Food Science



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50683, Ralph Treadway, Food Safety Coordinator
- iCEV50032, Dan Hale, Ph.D., Professor & Extension Meat Specialist, Texas A&M University
- iCEV50079, Collette Schultz-Kaster, Vice President of Food Safety & Technician Services, American Meat Science Association