

Lesson Plan

Team Name: Idaho Food Bank (IFB) Team 2 - Lea Green, Rae Green, Kevin Kepple

Title: How to Create an Accurate Food Label for Food Repacking

Topic: How to Create an Accurate Food Label for Food Repacking

Learners: Lead volunteers, IFB Staff

Performance Outcome: Lead volunteers / IFB staff will create accurate food labels for food repacking activities 100% of the time

Delivery mode: The training is delivered face-to-face to Lead Volunteers who create labels. Training will take place in an appropriate room at IFB and at the label making station.

- ☒ Instructor-led training in a face-to-face classroom
- ☐ Instructor-led training in a virtual classroom
- ☐ Self-paced training using print-based workbooks
- ☐ Self-paced e-learning
- ☒ Structured on-the-job training
- ☒ Job aids
- ☐ Other (describe):

Total duration (hh:mm): 1 hour

Maximum number of learners in each training: 1-2

Main instructional methods:

- 1:1 Guided instruction and feedback
- PPT TBD
- Job Aid / Checklist
- Use the five components of the LeaPS instructional model, culturally responsive and equitable framework, Learner Preparation, Demonstration, Application, and Transfer Support, as appropriate. Review Giacomo et al's. (2023), ch 11, "Scalability of Instructional Units" section, for guidance on how to make these decisions.
- Use the "Set Me Up-Show Me-Let Me-Watch Me method, as appropriate. Review Giacomo et al's. (2023), ch 11, "Scalability of Instructional Units" section, for guidance on how to make these decisions.
- Use Keller's ARC model to add motivational strategies to gain attention from learners and keep them motivated.

Materials:

- Computer with Microsoft Word / SharePoint Access
- Printer
- Avery labels
- Label requirements for each food source (e.g., prepared foods, packaged foods, fresh produce, or repackaged products)
- Graphic poster about why label accuracy is important
- Job aid detailing steps on how to create a label using label template, and what to include
- Pre-printing label follow up checklist

Lesson Plan:

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials
00:00 – 00:07	<ul style="list-style-type: none">• Ask about potential incidents experienced in the past or they can imagine happening in this lab when food is repacked and distributed with incorrect labels.• Ask what causes such incidents.• Ask to estimate physical, financial costs, and worst case scenarios for such incidents.• State the importance and the WHY of training.	<ul style="list-style-type: none">• Reflect on the importance of training and creating accurate labels.• Sharecost & worst case scenarios of potential incidents.• Recall/share stories.	<ul style="list-style-type: none">• Giacumo et al.'s Culturally responsive and equitable framework• Giacumo et al.'s Learner Preparation• Keller's Attention strategies• PPT/laptop
00:07 – 00:22	<ul style="list-style-type: none">• Show an example of an accurate label.• Identify required information and relevant vocabulary needed.• Show and explain the process of creating an accurate label at the label making station, and show the graphic poster / job aid at the label making station.• Present self-verification checklist to verify that all required information is present, and show where the checklist can be found at the label making station.• Allow time for questions.	<ul style="list-style-type: none">• Actively process the required information for a food repack label.• Observe the location of training materials at label making station (graphic poster / job aid / self-verification checklist)• Actively process and observe the steps needed to create a label with 100% accuracy.• Ask questions.	<ul style="list-style-type: none">• Giacumo et al.'s Learner Preparation• Example of 100% accurate label• Graphic poster / job aid with label making steps• Self-verification checklist with required label elements

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials
00:22 – 00:42	<ul style="list-style-type: none"> • Provide the opportunity for Lead Volunteers to create a food label using the graphic poster / job aid and self-verification checklist. • Have each Lead Volunteer self-assess their label before and after printing, using the self-verification checklist. • Have each pair provide feedback to each other, then with the instructor. 	<ul style="list-style-type: none"> • Create a food repackaging label. • Provide and receive feedback to and from other Lead Volunteer and instructor on whether the label they created is accurate. • Reflect on the challenging aspects of label making, and potential areas they may need to pay extra attention to when creating a label. 	<ul style="list-style-type: none"> • Giacomo et al.'s Demonstration • Giacomo et al.'s Application • Keller's Confidence strategies • Show-tell-do-check • Example of 100% accurate label • Graphic poster / job aid with label making steps • Self-verification checklist with required label elements • PC with Microsoft Word • Avery labels • Printer
00:42 - 1:00	Wrap up lesson by: <ul style="list-style-type: none"> • Reiterating where job aids and training materials can be found. • Who to go to for questions / help. • Allow time for questions. 	<ul style="list-style-type: none"> • Ask questions. 	