**Lesson Plan-Individual**

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Part 1:

**Lesson Plan Overview:** This lesson plan is designed to give the audience members (senior citizens) an understanding of what produce can be frozen and the process of how to properly freeze produce. This way, the audience members will be able to buy fresh produce in bulk when it is on sale and freeze it to eat at a later date. This will also allow them to significantly reduce their food waste and save money because they won’t be forced to throw out rotten produce.

**Title of Session**: Freeze Your Produce: Save Money and Eat More!

**Behavioral goal**: Given information of what types of produce can be frozen, by the end of this presentation the audience members will be able to buy produce in bulk and freeze the excess in order to save money on weekly budgets and to reduce food waste. This lesson will apply to both the cognitive domain and the psychomotor domain of the audience members.

Part 2:

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| Mediator of Behavior Change (*Theory-based strategies)****(1 required)***Given the information of what produce can be frozen and how to properly freeze it, the audience members will be able to cut down weekly  | Specific Educational Objectives*At the end of the lesson, learner will be able to:****(total 3 required)*** | Learning Domain/level*Cognitive domain, knowledge level* ***(1 for each objective)*** | Practical Educational Activities, Learning Experiences, Messages or Content**(3 required, even if you do the same activity for multiple objectives)** | Events of Instruction\***(Label each activity)** |
|  | Identify four pieces of produce that can be bought fresh and preserved by freezing at home | Cognitive, comprehension  | Take pretest to see how many fruits and vegetables they can correctly identify as being able to be frozen or not, then take posttest to show how they improved and to boost self-efficacy  | A, S |
|  | Demonstrate how to freeze each type of produce properly | Psychomotor, adaptation  | Make list of four types of produce that they each buy on a weekly basis and be able to explain how to explain how to properly freeze that produce in order to preserve texture, color, and taste | G |
| budgets and add healthier food options to their weekly diets by buying produce in bulk and freezing it and by shopping at local farmers markets. This will boost their self-efficacy and eliminate perceived personal barriers.  | Tell where one local farmers market is, how to get there, and when they are open  | Cognitive, understanding and remembering  | Hand out brochures/newsletter on local farmers markets in order to stimulate an interest in going there-taking the brochure with them will be a constant reminder at home | S,C |

Part 3:

**Overview (teaching point):** Teach the audience members what produce can be frozen in order to save money by buying in bulk and by reducing waste of fresh produce that has gone bad.

**Title:** Freeze Your Produce: Save Money and Eat More!

**General educational objectives**: Buying fresh produce every week can be expensive. But, the cost of buying fruits and vegetables can be reduced significantly by freezing the produce to eat at a later date or by buying frozen produce at the grocery store to begin with. This way, eating healthy can still be possible even when shopping on a budget. The three educational objectives of this lesson is to 1) teach the audience members what kinds of produce can be frozen 2) teach them which produce is good to buy in bulk and 3) teach them the benefits of purchasing produce at a local farmer’s market.

**Materials**:

* Pens
* Pretest
* Teaching handout
* Fruits (berries, bananas, mangos) and vegetables (onions, squash, tomatoes, corn)
* Freezer baggies
* Knife
* Pencils
* Posttest

**Procedure**: The presentation will begin with the audience members taking a pretest. The pretest is a short quiz with a list of fruits and vegetables. The audience members will list each food as to whether it can be frozen or must be eaten fresh. Afterwards, a handout will be passed out with all of the fruits and vegetables that were quiz plus many more on it. The presenters will then go through all of the fruits and vegetables on the handout and teach which ones can be frozen. The presenter will also have the foods that can be frozen and will demonstrate how to prepare the foods so they can be frozen properly. The presenter will also make the audience members aware that produce that can be frozen can be bought in bulk if there is a sale going on in order to save money on future weekly budgets. One final objective to go over is that farmer’s markets are a great place to purchase produce because it is fresh, grown local, contains less pesticides and chemicals, and usually much cheaper. The audience members may not be aware of where their local farmers’ markets are located, so it is important to share with them where they are located and what the hours of the business are. A quick posttest will then be administered in order to show the audience members how much they learned and to boost their self-efficacy. If they are confident in their ability to shop at farmers’ markets and to freeze their produce, they will be much more likely to do so.

**Excite**

To excite the audience members, the presenter will hand out the pretest and pens and allow five minutes to complete it. Afterwards, the presenter will go over the answers. This will make them aware of how much or how little they know about how to store produce. Afterwards, the presenter will state the national statistic that each person throws away 35% of their food. In one year that means the United States wastes $162 billion on food. This will raise awareness of the audience members and make them more interested in learning how to cut down on their own food waste in order to save more money.

**Explain**

To explain the information, the presenter will go over the handout that is distributed by teaching the audience members what kinds of produce can be frozen to be eaten at a later date. Also, the presenter will demonstrate how to prepare these foods (wash, dry, separate, blanch, cut, etc.) to be frozen properly.

**Expand**

To further expand on the information, the presenter will inform the audience members that in order to save money on future weekly budgets, produce that can be frozen can be bought in bulk if there is a sale. Also, frozen fruits and vegetables can be bought at the grocery store at a cheaper price than fresh produce. To cover the last objective, the presenter will share with the audience members the benefits of shopping at a farmer’s market. The produce will be grown locally and not shipped around the world, it will contain less pesticides and chemicals, and it will be cheaper to buy. As an activity, the audience members will list four types of produce that they eat on a weekly basis and list whether they can freeze those foods or not. If they can, they should also describe how to freeze them properly to practice their newly learned skills and boost self-efficacy so that they are more likely to do it again by themselves at home.

**Exit**

To conclude the presentation, the presenter will quickly share where the local farmers’ markets are located and when they are open. Lastly, a quick posttest will be handed out that is very similar to the pretest, but with slightly different foods on the list in order to show the audience members how much they learned about freezing produce and essentially reducing their food waste to save money.

Part 5:

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| Specific Educational Objectives*At the end of the lesson, learner will be able to:* | Learning Experiences, Messages or Content | Indicator of achievement*How will you know that your audience has achieved objective?* | Measures/Instruments |
| Identify at least three fruits and three vegetables that can be frozen and still maintain proper texture and flavor to eat at a later date   | Bring in samples of at least 10 types of produce so they can say which they want to learn about  | By comparing scores and answers from the pretest and posttest  | Pretest, posttest  |
| Properly demonstrate how to freeze at least one fruit and one vegetable that they eat on a weekly basis  | The instructor will first demonstrate and then allow the audience to do it as well: eliminate perceived barriers and boost self-efficacy  | By allowing them to get in small groups and use the resources brought by the instructor to demonstrate how to freeze one piece of produce  | Produce and tools (knife, water, mini stove, etc.) so they can demonstrate their skills  |
| Identify at least one local grocery store that has frequent sales on produce | Bring in sales flyers from local grocery stores that have fresh produce sales  | By engaging in a group discussion and allowing each person to share where they usually find sales  | Sales flyers |
| Identify at least one local farmers market and explain the benefits of shopping there  | Hand out brochures from local farmers markets and discuss benefits of them  | By allowing the group discussion to also engage in their feelings and stories relating to farmers market produce  | Farmers markets brochures and samples of produce from them  |

Part 7:

 I played a key role in the project as a team member. I came up with the idea to talk about farmers markets as a way to support local growers and to buy fresh and healthy produce that the buyer can know where it is coming from. Also, I did most of the video that we did as a group and completed one panel of our tri-fold board. At the presentation itself, the four of us equally split up the talking roles as well as the activities and games we did with the audience. My group worked really well together and every person did an equal amount of work for this project.

References

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Library: Food and Nutrition Information Center. Retrieved from http://fnic.nal.usda.gov/dietary-guidance/dietary-reference-intakes

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