



Rural Oxford EDC

Authored by: Bernia Wheaton

it's in our
ROOTS

Introduction

It's in our Roots

In February of 2018, the Rural Oxford EDC (ROEDC) staff received a call from a local grower who was looking for guidance. This strawberry producer was looking for a way to turn surplus berries into jam so that they didn't go to waste. This jam would be sold at her roadside stand as a value-added product.

The challenge this producer was facing, was finding a certified kitchen where she could work, and some guidance in how to make jam because it had been years since she had canned or preserved food with her grandmother.

Having been raised on a farm, the economic development officer (EDO) for the ROEDC identified with the desire to preserve local food. As an avid canner, our EDO began to brainstorm ways to revitalize the lost practice of canning and preserving local food.

Staff began to consult with potential project partners, and the ***It's in our Roots*** program began to take shape. Sponsors and supporters recognized the value in classes, not only as a way increase the consumption of local food, but as a way to impact the local economy.

Through the generous support of the Greenbelt Fund, this project became possible. A set of thirteen (13) canning classes, four (4) PD Day Camps for youth, and eight (8) culinary classes came to life.



Possibility grows here.



Local Food

Eating Local

Oxford County has a goal to increase the quantity of local food consumed and purchased by 25% by the year 2020 and by 50% by 2030. Currently, residents indicate that approximately 10% of their food purchases are of local products and that their barrier to increasing that number is the lack of local food during the winter months. We believe that hands-on education is the key to shifting an increase in local consumption.

Even with a rich agricultural history, we continue to find both urban and rural residents with a lack of knowledge on how to can, freeze, and preserve local food for consumption in the off-season.

This was the inspiration behind our program. Preserving food to be enjoyed in the off season when locally grown fruits and vegetables are not in season. We called the program, ***It's in our Roots.***

We are fortunate in southern Ontario to have a growing season that begins in late May and extends throughout the summer and into the cooler months of September and October. In this region, we grow dozens of different fruits and vegetables, most of which can be canned or frozen for future use.

Our pilot program consisted of thirteen (13) different preserving/canning classes that followed the various products as they were in season. Five culinary classes were planned as well as two local food PD Day Camps.



Class Ideas

Fun with Puns

We had some fun coming up with the various names to our suite of classes. We hope you think they're as punny as we do.

Our class ideas followed the seasonality of fruits and vegetables and showcased a variety of preserving methods including blanching vegetables to prepare them for the freezer, making jam with various seasonal fruits, low acid canning of single item products, as well as low acid canning of combined ingredients ie. Salsa.

How did we decide what fruits and vegetables to work with and what recipes to offer? Well, we started off by polling members of our community on Facebook. With an original list of twenty (20) potential classes, we asked our online community what topics would be most appetizing to them. The results helped us narrow down our offerings. In fact, the most popular classes in the poll, ended up being the first classes to sell out, even though they were weeks away (Salsa and Dill pickles were most popular).

We encourage you to consult with your community too. This will help you determine what classes to offer, and how many classes you can manage to host. You may only want to take on two or three classes in your first season, then add classes as demand grows. Taking on thirteen classes in multiple locations was an enormous task for our organization, but we can assure you that it can be done with the right partners and support.

Depending on your expertise, you may also want to talk to local producers to ensure that the product you want to work with, is available during the week you schedule your class. Some fruits and vegetables have a very short growing season. We stayed away from asparagus, cherries, and raspberries as a result.

* * * *

Our canning classes, and their descriptions [for you to personalize]:

Knife to Meet You: Join [instructor name] for an exciting evening of knife skills as we learn to mince, dice, and julienne the vegetables that are a staple to every snack, school lunch, and dinner. You'll leave with a small platter of crudité veggies as a reward for all your work.

Peas be Mine: The first green vegetables of the season are at your local farm market and it's time to start capturing those fresh, juicy flavours. Learn how to prepare sweet peas and green beans before they are blanched to hold their brilliant colours before safely packaging them for the freezer. You'll leave this class with your share of fresh veggies, ready for the freezer.

We be Jammin: Now is the time to preserve those sweet little berries while they're still available. Join us for a night of making home-made strawberry and raspberry jam as we learn the fundamentals of turning beautiful berries into a sweet treat that you'll be proud to serve your friends and family. Everything you need will be waiting for you in class, including an apron.

Sage Advice: This class is a guide to growing herbs with sage advice on not only how to pair them with your favourite foods, but how to dehydrate and dry your home grown savoury delights to extend their season.

It's Kind of a Big Dill: From gherkins to bread and butter, a jar of homemade pickles is a delight to enjoy all year round, but now is the time to pack those crunchy little pickles away. Tonight, we'll take on a simple yet delish recipe for DILL pickles. Get your garlic on!

Relish the Season: Zucchini, cucumber, and corn are just a few of the affordable July vegetables that can be turned into a homemade accompaniment for grilled sausage, burgers, and hot dogs that last well beyond the outdoor grilling season. Too many zucchini? Join [instructor name] as he leads us in a class that turns those surplus zucchinis into a tasty relish.



Preserve the Fruits of Your Labour (Antipasto): Olives, Peppers, Tomato, Onion, Cauliflower, Mushrooms, and Beans are just a few of the ingredients you can blend together for this delicious Italian treat. Join instructor, [instructor name] for a busy night in the kitchen where you'll have plenty of ingredients to choose from as you chop and dice the perfect blend to suit your pallet.

Tomatoes: I Eat What I Can: Tomatoes will soon be gone, so don't miss the opportunity to stash some away for the winter. Come join us as we stuff some tomatoes in jars. You'll learn the difference between a hot pack and a cold pack and we'll even use our own herbs to add seasoning if so desired. We'll discuss pros and cons of water-bath versus pressure canning for tomatoes and how to can sauce, safely.

Practice What You Peach: It's peach season so we've planned another great evening with canning instructor, [instructor name]. We will demonstrate and teach you hands on how to can peaches. Everything you need will be provided, including an apron.

Don't be CORNfused: It doesn't get any more rural than an evening of husking freshly picked sweet corn before slicing it off the cob. We'll be husking 30 dozen cobs, which is enough corn to supply a family of four, all winter long. After removing niblets from the

cob, we'll blanch them to seal in that summer sweetness before bagging them up for the freezer. It might get sticky in the kitchen, but don't worry...aprons are provided.

Are you Born to be Mild? (Salsa): After this class, people will want your salsa recipes! Find out what kind of tomatoes to use in salsa and how to select and prepare peppers for just the right amount of heat. Techniques for making salsa, canning tomatoes, preparing juice blends and spaghetti sauce will be explained.

The BEET Goes On: Beets. They're nature's candy. They can also be a tricky, messy vegetable to work with, but with [instructor name] at the helm, we'll learn how to handle these sweet treats and turn them into pickles or the base of a delicious, appetizing salad that will impress the most discerning guest. Beets can be a bit messy, but don't worry...an apron is provided.

How 'bout Them Apples: It was Matt Damon that made this phrase famous in *Good Will Hunting*, but in our final preserving class of the season, [instructor name] will teach you all 'bout them apples. Which variety is best for baking, canning, juicing, and saucing.

* * * *

PD DAY CAMPS

Say Cheese PD Day Camp: Join [instructor name] and a host of volunteers for a day of cheesy discovery. This PD Day camp will be filled with fun and food. Camp is ideal for kids aged 8 – 13 and will include a blend of time cooking up delicious treats in the kitchen along with a mix of games and crafts.

[instructor name] has put together a fun and exciting day of exploring locally made cheese and all of the wonderful kid friendly foods to use them in.

Taco 'bout Fun PD Day Camp: Join [instructor name] and a host of volunteers for a day of international discovery. This PD Day camp will be filled with fun and food. Camp is ideal for kids aged 8 – 13 and will include a blend of time cooking up delicious treats in the kitchen along with a mix of games and crafts.

From tacos to fresh salsa, we'll explore the international flavours of Mexican food.

* * * *

Culinary Classes

Say Cheese: Join us for a night of cheesy discovery. Learn all about the many varieties of local cheese and what foods they're ideally paired with. You'll never buy boxed mac n' cheese again once you taste Chef Zehr's tantalizing cheese sauce that was the delight of Prince Charles on his last official visit to Canada. We promise...it's a gouda thing!

Come with an empty stomach, because at the end of class, you'll enjoy the tasty dishes you will be a part of preparing.

International Flavours: Explore a world of flavour in the first of our set of culinary classes. Class will focus on flavours including Thai, Mexican, and more. The flavour may be international, but the ingredients will all be local! You're in for a fiesta of a Mexican night as we showcase delicious, ingredient-driven foods of Mexico including fresh pico, quacamole, homemade nachos and REAL tacos!!! Finish up the night learning to make churros and a chocolate chili sauce for dipping.

Come with an empty stomach, because at the end of class, you'll enjoy the tasty dishes you will be a part of preparing.

Man Food: This class is all about the food men love and the tips and tricks to preparing them without leaving a disaster in the kitchen. Come with an empty stomach, because at the end of class, you'll enjoy the tasty dishes you be a part of preparing.

Some Like it HOT: Are you a self-professed chili head? If so, then this is the class for you. If Chef Zehr had his way, chili peppers would be a part of every meal. Find out what the Scoville scale is and where your favourite pepper falls on it. Fresh, dried, smoked, or pickled, locally grown hot peppers can make a delicious impact on many of your favourite dishes.

Come with an empty stomach, because at the end of class, you'll enjoy the tasty dishes you will be a part of preparing.

*Antacid not provided ;)

Comfort Food: Soups and Sauces: Soups and sauces are the ultimate comfort food when the weather turns and the snow begins to fly. In this hands-on class you'll make both a broth and a cream based soup before learning the trick to making the most popular of sauces. Come with an empty stomach, because at the end of class, you'll enjoy the tasty dishes you will be a part of preparing.

Getting Started

Time to get organized

If you'd like to organize your own set of canning classes, there are a few details you'll need to consider.

1. **Location:** finding a suitable kitchen

There are a few key elements to consider when looking for the ideal kitchen to hold your classes. Here are a few at the top of our list:

- ✓ **Location:** Is it central and easy to find by participants?
- ✓ **Health Unit:** Has your facility been inspected by the local Health Unit and been certified for use as a commercial kitchen?
- ✓ **Institutional equipment:** Canning requires multiple pots of boiling water and ingredients on the go at one time. A kitchen with a multi-burner (8 burners is ideal), industrial stove is highly desirable. Avoid a kitchen with household appliances.
- ✓ **Natural Gas:** Ideally, you'll want a stove that is fired by natural gas. The heat is more even and easier to regulate.
- ✓ **Institutional dish washer:** As the dishes pile up, you'll be thankful for access to a high-speed institutional dish washer. **TIP:** A high heat, sanitizing unit will cut down on class time as mason jars can be sterilized in the dishwasher, rather than in small batches in a canning pot.
- ✓ **Counter Space (ideally stainless steel):** You'll want plenty of counter space for people to work at. Stainless steel cleans up easily and is most sanitary.
- ✓ **Accessibility:** You'll want to provide an environment that is accessible to people with limited mobility. If you must encounter stairs, the availability of a Lift is an asset.
- ✓ **Ice Machine:** When hosting classes involving the blanching of vegetables it is an advantage to have an ice machine to shock the vegetables immediately after coming out of the boiling water.

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- ✓ Refrigeration: Canning is all about working with bulk product. Keeping food cold and at a safe temperature is important.
 - ✓ Clean Water Source: Canning requires a lot of water and ideally you will want a water source that offers softer water rather than hard water.
TIP: Hard water can affect the quality of preserved foods, especially pickles.
 - ✓ Consider existing kitchens in the community that are underutilized, including community centres, churches, and high schools.

2. **Class size:** how many people can you comfortably handle

The maximum capacity of each class will be dictated by two things. One, the size of the kitchen will impact the number of attendees who can comfortably move around the space. **TIP:** We found out early on in our classes that allowing just one or two extra participants negatively impacted the entire class. Set a limit and stick to it.

Two, the comfort level of the class instructor will influence how many participants to allow. In our case, one of our kitchens could comfortably handle 12 participants while the other could accommodate 15 attendees. On one or two occasions, we had smaller classes sizes of 9-10 participants which didn't generate as much revenue, but each participant raved about their experience. Sometimes, smaller is better.

3. **Budget:** here are some of the costs to consider before you price your classes.

Be thorough in putting together your budget. There will be startup costs (equipment) and then there will be weekly operational costs to hosting each class.

Potential start-up costs include:

- Insurance
- Canning Equipment & Tools

Note: Given the size and scope of our project, our equipment costs were approximately \$3,000.00. We could cover this cost with a community development grant.

Potential operational costs include:

- Class instructor fee or honorarium
- Marketing
- Registration fees (Eventbrite)
- Food costs
- Facility rental
- Canning jars/freezer bags

We opted to work with a professional chef and certified teacher for our classes which made our budget a little higher than yours might be. **TIP: We recommend connecting with Bernardin Canada to see who they would recommend as an instructor in your area.** If you choose to work with a layperson with canning experience, make sure that they have kept up to date on the changes in canning techniques. Canning is a formula and a science. Advances have been made in research and best practices.

4. **Potential partners:** Are there other organizations and businesses in the community who share a love of local food?

We found numerous community groups and businesses that were eager to participate and promote our program. Consider contacting your local tourism organization, Business Enterprise centre, Community Futures office, Federation of Agriculture, Schools, Community Foundations, and more. Don't limit your partners to non-profit organizations. We found some of our biggest support came from local growers and local food markets who were eager to support our program with food donations and marketing support. *Why?* As we taught the community how to preserve more food, it inspired participants to go to their local farm market and purchase more ingredients for canning at home.

“This project was selected for funding not only for its ability to build community belonging and food literacy among local residents, but also for its commitment to connecting people to local food.”

~Community Futures Oxford, Future Oxford Legacy Fund



Marketing & Sales

Success is rooted in your event promotion

We have put together this manual as a way of saving you time and money on the marketing and promotion of your local food classes. Through the support of the Greenbelt Grant, we have created marketing templates for you to use in the promotion of the classes you wish to host.

Marketing design was done by 31st Line Strategic Communications near Embro, Ontario. If you are looking to enhance these graphics with additional classes that are not included in our suite, we encourage you to reach out to them. 31st Line has done the design work and based on our templates, can quickly and easily adjust to suit your needs. Of course, any design costs will be born by your organization.

Participant Registration

We opted to make use of an online registration system. This decision was made for a number of reasons. In choosing the [Eventbrite](#) platform, we were able to offer registration for multiple classes throughout the season. Eventbrite made it easy to collect fees, and maintain contact with class participants before and after each session. The added benefit was the ability to market and promote each class through variety of online and email settings.

To make use of Eventbrite, you will need to take a few moments to set up an account. This requires contact information and a login password as well as generic details about your organization. Once that is set up, it's straightforward to add an individual preserving class. If you were offering more than one class throughout the season, it is

easy to copy your original event, adjust some basic settings, and publish it live for participants to access.

There are a few key elements required by Eventbrite when creating a new event.

1. Event title
2. Event location
3. Event image (2160 x 1080 pixles) [Appendix A]
4. Class description (provided for your use)
5. Ticketing information
6. Event date
7. Registration start and end date
8. Class size
9. Ticket pricing

TIP: Eventbrite allows you a unique feature. Waitlists. Once your class fills up, you can begin to collect names of additional people who would like to attend your event. Our salsa class was the most popular in the set we offered. Once our waitlist reached ten (10) people, we added a second class focused on salsa which quickly filled up. This was an unexpected, but welcomed success to the program.

Link your Eventbrite event to Facebook for quick and seamless marketing.

Promoting your classes

Once you've determined which classes you're going to offer and what your schedule looks like, make sure your events are 'live' on Eventbrite. Now you can begin promoting. Launch your marketing campaign with a **Press Release** [Appendix B]. Make sure that local newspapers and radio stations are aware of your program and they cover it with a news story. From the day that our story hit the news, registration immediately began to pour in, with 5-6 new sales each day. Within a week of our newspaper article and radio interview, the first of our classes began to sell out. If you're experiencing success, don't be afraid to send an updated press release out to the media. They may write a follow up article to keep your momentum going.

Make use of social media to promote your classes. If you or your organization doesn't have an official Facebook page, you'll want to partner with someone who does. Social media was the main marketing tool for our pilot program, allowing us to reach thousands of people over the course of our twenty-week program.

A detailed calendar of potential post ideas along with timelines is available in [Appendix C].

We also found tremendous success in BOOSTING some of our Facebook posts. Boosting is a feature that allows you to target your message to a specific audience through paid advertising.

There are many social media firms who can help you with boosting a post if you're not familiar with this feature.

Here are a few basic tips.

1. You can only boost a post from a Facebook page (not a personal profile)
2. You'll need to set up an advertising account in Facebook.
3. Once you've posted your content there will be a Blue Box at the bottom of the post, inviting you to BOOST. If you click that, you will be given several options to choose from before submitting your request.
4. Target your geographic audience.

-
5. Target the gender and age range of people who think will want to learn about your classes
 6. Select your budget. (You can reach a lot of people for just \$10 – but remember, billing is in US Dollars)
 7. Set the day/dates you want your ad to run.
 8. Review your ad and ad details and then click BOOST.
 9. Your submission will be reviewed by Facebook before it goes live.

TIPS: Start small. A one-day boost for \$10 will generate a lot of interest. Look at your Facebook generated INSIGHTS to see when your page gets a lot of traffic. Boost a post during busy days/evenings. Graphics with TOO much text will not get approved by Facebook. Keep your text brief. Provide a registration link.

The very best marketing you can get, is from participants who attend a class and then rave about it to their friends. A positive experience will lead to increased participation and sales.



Equipment List

Kitchen equipment suggestions

In our pilot program, we invested in the following items for use during the duration of our project. We were able to get the costs of these items covered by a local community development grant. When it comes to pricing, there is a wide range of costs for kitchen equipment. We found that many items could be purchased at the Dollar Store for much less than larger retailers.

Canning pots and kits are not expensive and can be found at any major retailer in Ontario, including Home Hardware, Walmart, Canadian Tire, and more. Watch for deals at the end of each season as businesses want to clear out large, bulky, seasonal items like canning equipment.

Additional Equipment:

- 8" chef knives
- paring knives
- Cutting boards
- Food processor
- Mixing bowls
- Aprons (sponsored by one of our partners)
- Stock pots
- Colanders
- Tongs
- Wooden spoons
- Measuring spoons
- Measuring cups
- Bernardin mason jars
- Ziploc freezer bags
- Skimmers
- Timers
- Canning pot with kit (pictured here)
- Vegetable peeler
- Chinois and pestle or food mill (pictured here)



Bernardin Canada is a great source for products, recipe books, and canning information.

Appendix A

These are thumbnail images for reference only. These graphics are available in PDF, and .jpeg and are available individually. Images in this section is meant as a reference only. Graphics are included in your marketing kit.

Canning/Preserving Class Graphics



Culinary Class Graphics



PD Day Camp Graphics

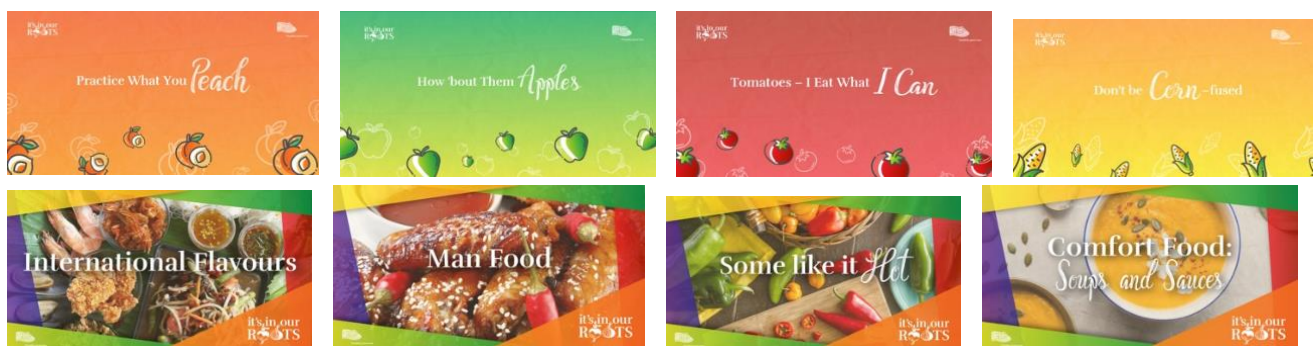


Website Header Graphics





Facebook Post Graphics

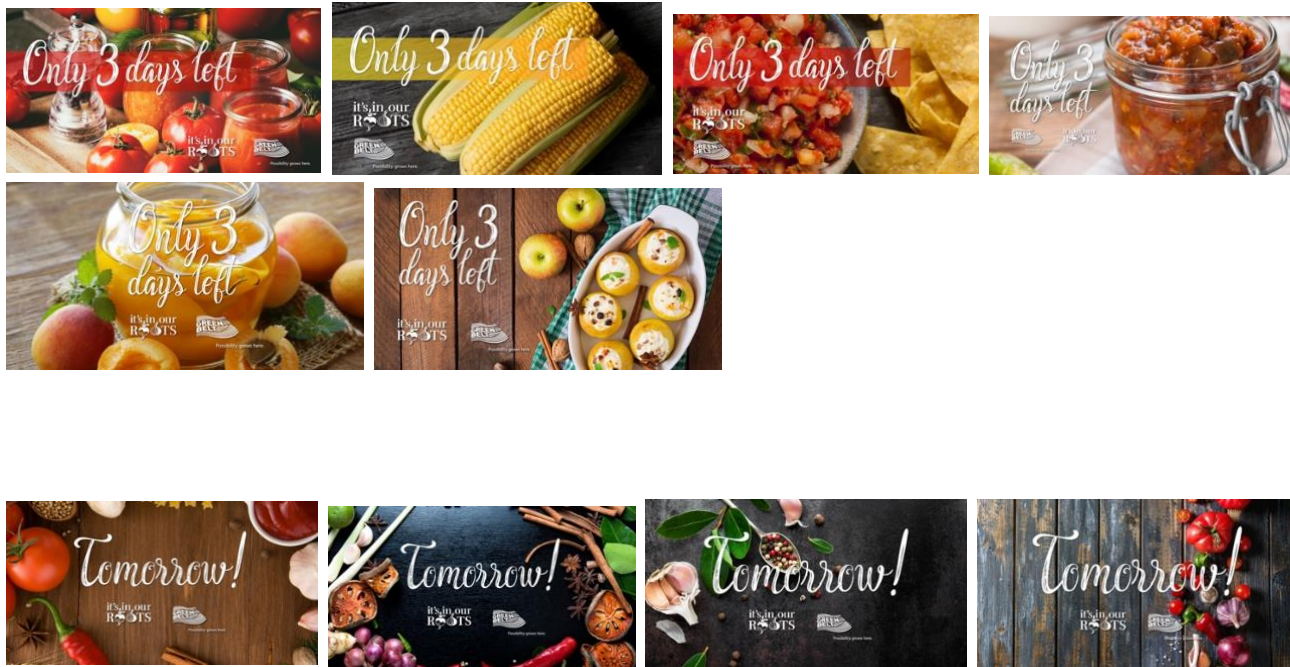




Coming Soon Graphics



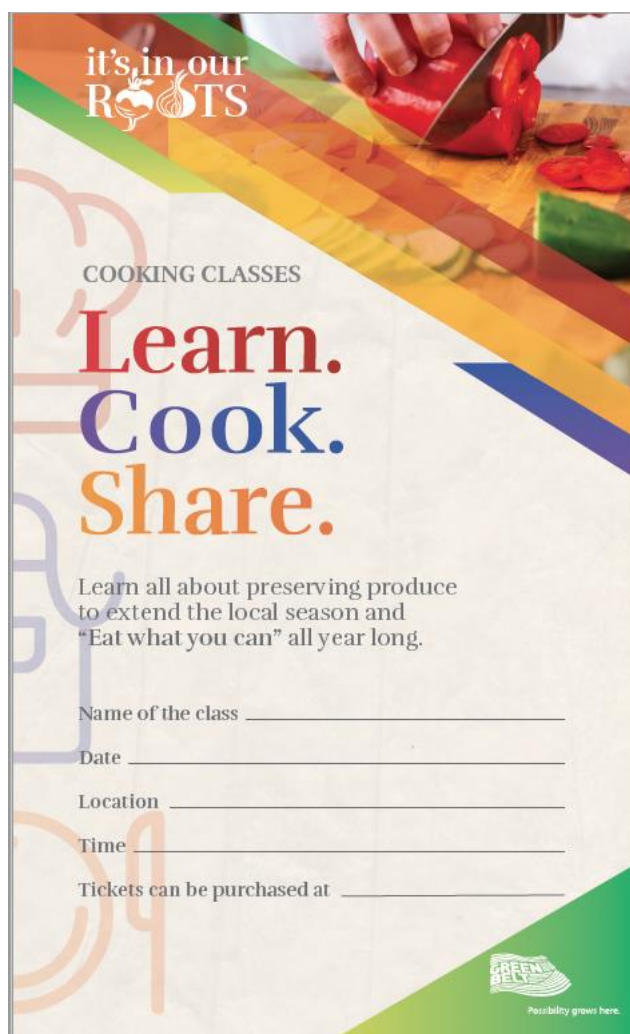




SOLD OUT Graphics



Poster



How Our Posts Looked (Here are some examples of the posts we used and how they performed on social media).



Rural Oxford Economic Development Corporation

Published by Bernia Wheaton [?] · 12 June ·

For a VERY limited time, registration for the June 20th 'KNIFE to Meet You' class is 50% OFF.
<https://knife2meetyou.eventbrite.ca> to Register and use Save50 as the coupon code.





Rural Oxford Economic Development Corporation

Published by Bernia Wheaton [?] · 18 July ·

It is a big DILL! We're have a great time over these beautiful cucumbers 🥒 #localfood. #eatlocal



180
People reached

9
Engagements

35
Clicks

Boost Post

Christine Chalkley, Meredith Maywood and 7 others



Rural Oxford Economic Development Corporation

Published by Bernia Wheaton [?] · 20 May ·

We love local food! Rural Oxford Economic Development Corporation is launching 13 weeks of culinary classes that will teach us how to eat local all year long. Registration officially open!
<http://roedc.ca/preserving/>



ROEDC.CA

Preserving - Rural Oxford Economic Development Corporation

0
People reached

0
Engagements

0
Clicks

Boost Post

Bryan Smith

1 Comment

Like

Comment

Share

Most relevant



Write a comment...

Al Lauzon

Having grown up in a household where canning and preserves were a way of life, it is both a lost art and knowledge. Now people take classes on something that was previously learned at the side of our Mothers, Grandmother's and perhaps for some their F... See more

1 like · Daniv · Macene · 90w · Edit text



Rural Oxford Economic Development Corporation

Published by Bernia Wheaton [?] · 20 September at 17:39 ·

Check out our list of PD Day camps for kids and culinary classes for adults.
<http://roedc.ca/preserving/>



ROEDC.CA

Preserving - Rural Oxford Economic Development Corporation

Rural Oxford EDC has designed a thirteen-week set of classes focused...

969
People reached


8
Engagements

31
Clicks

Boost Post

Rural Oxford Economic Development Corporation was live. **Published by Bernia Wheaton** · 23 July ·

RELISH is for more than just hotdogs and burgers. 🍔
Learn how to make this simple, yet delicious zucchini relish on Wednesday night.
<http://relishtheseason.eventbrite.ca>



419 People reached 15 Engagements 50 Clicks **Boost Post**

8 4 Comments 2 shares 234 Views

Rural Oxford Economic Development Corporation **Published by Bernia Wheaton** · 4 July ·

Could we tempt you with a little, sage in brown butter sauce for your pasta?
It's one of the recipes Chef Zehr will be whipping up for us to enjoy next Wednesday in a night of Sage Advice.
<https://sageadviceclass.eventbrite.ca>



158 People reached 4 Engagements 6 Clicks **Boost Post**

Nancy Loucks-McSloy, Kristina Kearby and Nancy Orr 1 Comment

Rural Oxford Economic Development Corporation **Published by Bernia Wheaton** · 10 July ·

Fresh basil pesto, authentic Italian herbed garlic bread, sage and brown butter pasta sauce...and so much more awaits you at Wednesday's Preserving class, 'SAGE ADVICE'. Limited space remains. Sign up today.
<https://sageadviceclass.eventbrite.ca>
You'll want to come on an empty stomach!!



Rural Oxford Economic Development Corporation
Government organisation **Sign Up**

1,953 People reached 25 Engagements 49 Clicks **Boost Again**

Oxford Fresh 25 July ·

This peach season, make these summer favourites last all year long with this awesome workshop with Chef Murray Zehr and Rural Oxford.



TOURISMOXFORD.CA
Preserving... It's in our ROOTS: Practice what you PEACH
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

6 2 shares

Oxford Fresh 9 June ·

When these green vegetables hit your local farm market, it's time to start capturing those fresh, juicy flavours. Learn how to prepare sweet peas and green beans before they are blanched to hold their brilliant colours before safely packaging them for the freezer with this awesome workshop!



TOURISMOXFORD.CA
Preserving...It's in our ROOTS: Peas be Mine
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

Like Comment Share

Oxford Fresh 19 July ·

We love the looks of this workshop from Rural Oxford Economic Development Corporation! Check out this one and so many more coming up.



TOURISMOXFORD.CA
Preserving... Its in our ROOTS: RELISH the Season
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

2 3 shares

Your Farm Market
1 June · 🌐

Chef Murray is hard at work prepping his Cooking Demo!!! Visit him today (Friday) from 11-2 to learn about blanching and freezing #Asparagus ... and taste the Soul and Risotto he made from his personal stash of frozen asparagus!!!



26 likes · 2 shares

Like Comment Share

Your Farm Market shared a post.
27 June · 🌐

Look at the fun they've "Bean" having! Thank you Rural Oxford Economic Development Corporation for hosting such an awesome Preserving class! ***in case you missed it, head on over to www.roedc.ca/preserving to register for their upcoming preserving classes! They're doing Jam next! And many other classes offered throughout the summer!



Oxford Fresh
13 September at 20:00 · 🌐

Beets. They're nature's candy. They can also be a tricky, messy vegetable to work with, but with Chef Zehr at the helm, you'll learn how to handle these sweet treats and turn them into pickles or the base of a delicious, appetizing salad that will impress the most discerning guest.



TOURISMOXFORD.CA

Preserving... It's in our ROOTS: The BEET Goes On
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

4 likes · 1 share

Oxford Fresh
18 June · 🌐

From gherkins to bread and butter, a jar of homemade pickles are a delight to enjoy all year round.



TOURISMOXFORD.CA

Preserving...It's in our ROOTS: It's Kind of a Big Dill
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

2 likes

Your Farm Market shared a video. 1 June · 🌐

It's a #BumperCrop of Asparagus this year!!! Chef Murray broke it down nice and simple for how to freeze it to enjoy all winter! And he came today and did a cooking demo of asparagus soup and asparagus risotto, all from frozen asparagus!!



604 Views

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton [?] · 1 June · 🌐

Yes, you can get asparagus ready for the freezer in less than 3 minutes. See how ...

You can register for this summer's preserving classes by visiting www.roedc.ca/preserving and click the link to purchase your tickets. Come with a friend and see how much fun it is to preserve, together.

Oxford Fresh 14 July · 🌐

Do you know how to save this amazing summer flavour? Consider signing up for the workshop and learn!



TOURISMOXFORD.CA

Preserving... It's in our Roots: Don't be CORNFused
Tourism Oxford ~ Oxford County Ontario, Canada Enjoy foraging for loc...

Rural Oxford EDC @RuralOxfordEDC · May 23

The 'Are You Born to be MILD' Salsa class on September 12 is already SOLD OUT, but please join our waitlist so we can determine if we need to add an additional class to meet demand.

eventbrite.ca/e/preservingit...



You Retweeted

Oxford Fresh @OxfordFresh · Jul 9

Have you checked out all the amazing preserving workshops that Rural Oxford is hosting? Learn how to make relish, can peaches and so much more!

[#OxfordFresh roedc.ca/preserving/](https://www.roedc.ca/preserving/)



Rural Oxford Economic Development Corporation
Published by Bernia Wheaton [?] · 4 May · 🌐

We love local food! Rural Oxford Economic Development Corporation is launching 13 weeks of culinary classes that will teach us how to eat local all year long. Registration officially open!
<http://roedc.ca/preserving/>



HEARTFM.CA

Learn To Preserve
Put your chef hat on for a 13 week program that the Rural Oxford ED...

0	0	0	Boost Post
People reached	Engagements	Clicks	

👤 Nancy Orr and Becky Seaton

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton [?] · 20 June · 🌐

Our youngest student of the night, carefully practicing her newly learned knife skills taught by Chef Murray Zehr. 17 eager learners filled the kitchen for our first of 13 classes in Preserving...it's in our ROOTs. It was KNIFE to Meet You!!!



Rural Oxford Economic Development Corporation
Published by Bernia Wheaton [?] · 21 July · 🌐

Just 3 spots remain in this week's class where we will RELISH THE SEASON. Join us for a fun evening making zucchini relish.
<https://relishtheseason.eventbrite.ca>
5:30pm
Wednesday, July 25th
[#eatlocal](#) [#preservingourROOTs](#)



Space is Limited!

154	2	2	Boost Post
People reached	Engagements	Clicks	

👤 Nancy Orr and Jenny De Haan-Carr

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton · 13 July ·

Here is what people are saying about our Preserving classes... Choose a class and sign up at www.roedc.ca/preserving

“ I liked how casual it was, and how easy it was to ask questions. I learned a lot of helpful tips.



Preserving...It's in our ROOTS


887 People reached 9 Engagements 24 Clicks [Boost Post](#)

Colleen McKay and Jasmine Barker 2 shares

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton · 23 May ·

The first green vegetables of the season will soon be at your local farm market and it's time to start capturing those fresh, juicy flavours. Join Chef Murray Zehr as we learn how to prepare sweet peas and green beans before they are blanched to hold their brilliant colours before safely packaging them for the freezer.

PEAS be Mine | June 27, 2018
Time: 7:00pm
Cost: \$50 + online registration fee
<https://www.eventbrite.ca/e/preservingits-in-our-roots-peas...>



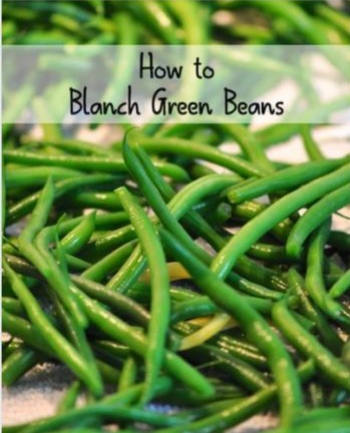
Preserving...It's in our ROOTS: PEAS be Mine
PEAS be Mine The first green vegetables of the season are at your...

0 People reached 0 Engagements 0 Clicks [Boost Post](#)

Kim Earls, Sue Hilborn and Colleen McKay 4 shares

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton · 31 May ·

The June 27th Preserving class still has space available, so come and join us as we blanch and freeze a few bushels of sweet peas and green beans.
<https://peasbemine.eventbrite.ca>
We'll divide up the fruits of our labour so everyone can take home a share of vegetables to enjoy this winter.



How to Blanch Green Beans

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton · 16 July ·

🍑 Practice what you PEACH with us on August 15th. Just 2 spaces remain in this very popular class.
<https://www.eventbrite.ca/e/preservingits-in-our-roots-prac...>
Join us, because Preserving, is in our ROOTS! 🍑



133 People reached 2 Engagements 4 Clicks [Boost Post](#)

Colleen McKay and Jenny De Haan-Carr

Rural Oxford Economic Development Corporation
Published by Bernia Wheaton · 11 June ·

I was just speaking with Chef Murray Zehr and he has a very special snack planned for next Wednesday 's preserving class. Freshly chopped veggies with locally grown cilantro will be featured in these crisp and delicious wraps.
<https://knife2meetyou.eventbrite.ca> to register.





**Rural Oxford EDC** @RuralOxfordEDC · Jul 4

Our 'It's Kind of a Big DILL' class is already at capacity, but please join our waitlist. We can add a second night of pickling to accommodate you!

**Oxford Fresh** @OxfordFresh
From gherkins to bread and butter, a jar of homemade pickles are a delight to enjoy all year round. Learn to preserve your own! #OxfordFresh ow.ly/YqmZ30kMEYn

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Appendix B

PRESS RELEASE

For Immediate Release

Preserving...it's in our ROOTs

[Your town] — [Date]— We want you to eat more local food!

Fruits and vegetables will be available at farm gates, roadside stands, and farm markets in the next few weeks and we want [your town] residents to *'eat what we can'*. Even with a rich agricultural history, we continue to find both urban and rural residents with a lack of knowledge on how to can, freeze, and preserve local food for consumption in the off-season. To address this, the [your organization] has designed a thirteen-week set of classes focused on canning, freezing, and preserving of local seasonal fruits and vegetables while they are in season. These hands-on classes will focus on the seasonal availability of produce, maximizing and extending the season with preserving techniques. Each participant will not only leave with food skills but with the fruits of their labour.

Oxford County has a goal to increase the quantity of local food consumed/purchased by 25% by the year 2020 and by 50% by 2030. Currently, residents indicate that approximately 10% of their food purchases are of local products and that their barrier to increasing that number is the lack of local food during the winter months. We believe that hands-on education is the key to shifting an increase in local consumption.

This project has been funded in part through [project partner name] \$(grant amount) toward [grant purpose]. [Partner name] and the [Partner name] have joined in as

partners as we share a common goal of increasing the consumption of local food. The OCFA is dedicated to uniting the farming community through grassroots leadership and co-operation to address rural concerns. Through the Oxford Fresh brand, the OCFA will play a key role in this project, connecting class participants to the local producer of fruits and vegetables that will be used in each culinary class.

We are very excited that [instructor name] [brief instructor biography].

Weekly classes will be held on Wednesday evenings beginning [date] and will continue through to [date]. Each week has a different theme with some fun and exciting topics including, *Pickles: It's Kind of a Big DILL*, and a night focused on *Practice What you PEACH*, a night of canning peaches.

Registration is online and class size is limited, so be sure to pick your favourite topics and visit [Your website] for class details and the link to register.

About [Your Organization]

[Contact Information]

Appendix C

Marketing Calendar

The marketing calendar is an excel spreadsheet titled, “Greenbelt Marketing Calendar” and is a part of the data provided in your toolkit.

Preserving. It's In Our Roots

1. Lesson Plan Information	
Course: Preserving. It's In Our Roots	Name:
Lesson: Knife to Meet You	Date: Time:
Topic: Knife Safety	Length of Lesson: 2 hours

2. Expectation(s) of Instructor	2.
<p>Expectation(s):</p> <p>Prior knowledge of the Principles of knife skills. Experience in honing and using a variety of knives including a chef's knife, paring knife and serrated knife. Working knowledge on how to hone a knife properly. Working knowledge of various cuts including julienne and brunoise. Familiar with the facility the lessons will be taught at.</p> <p>Learning Skills (Where applicable):</p> <p>Strong verbal skills Ability to articulate Ability to work with a wide range of learners with different skillsets and knowledge base</p>	<p>Ex</p> <p>Le</p>

3. Content
<p><i>What do I want the learners to know and/or be able to do?</i></p> <p>How to safely use knives to prepare the recipes when preserving or preparing an array of items. How to determine which knife is appropriate for various applications. How to sharpen and hone a knife. How to produce various cuts utilizing knives including julienne, brunoise, and basic slicing and dicing.</p> <p>Today learners will:</p> <p>Sharpen and hone knives using a steel. Work with various root vegetables to produce various cuts and shapes while safely using an array of knives including a chef knife, a paring knife and a serrated knife.</p>

4. Assessment (collect data) / Evaluation (interpret data)
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<p><i>Based on the application, how will I know students have learned what I intended?</i></p> <p>The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of knives safely and showcasing the ability to create various cuts and shapes.</p>

5. Learning Context
A. The Learners
<p><i>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i></p> <p>An ability and enthusiasm to learn how to safely use knives.</p> <p><i>(ii) How will I differentiate the instruction?</i></p>

Extra time for cautious learners.
Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards
Non-slip Cutting Board Mats
Chef Knives
Paring Knives
Serrated Knives
Vegetable Peelers
S/S bowls or containers to hold the cut vegetables, peelings and compost
Carrots
Onions
Tomatoes
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using the proper knife for the proper job.
Explain how basic knife skills can create ease and efficiency in the home kitchen for meal preparation.
Demonstrate how to hone a Chef's knife properly with a steel.
Demonstrate how to properly and safely use a vegetable peeler on a carrot.
Demonstrate how to properly and safely create a julienne and brunoise cut with a carrot and a Chef's knife.
Demonstrate how to properly and safely slice and dice an onion with a Chef's knife.
Demonstrate how to properly and safely slice a tomato with a serrated knife.
Demonstrate how to properly and safely carve various shapes (ex. Tourné) into a carrot with a paring knife.
Explain basic first aid for mild lacerations (apply pressure to the laceration, hold laceration above heart, remove all contaminated vegetable cuttings and properly wash and sanitize the knife and cutting board).

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various knives, peelers and steels that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

Describe what a julienne cut is?

Describe what a brunoise cut is?

Explain the importance of knife safety?

Explain how to hone a knife?

Application:

Learners will demonstrate their learning by safely and properly using an array of knives to create various shapes.

Learners will demonstrate their learning by safely and properly using tools such as vegetable peelers and steels.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of basic knife skills in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information	
Course: Preserving. It's In Our Roots	Name:
Lesson: Peas be Mine	Date: Time:
Topic: Preserving Peas by Freezing Methods	Length of Lesson: 2 hours

2. Expectation(s) of Instructor	2.
<p>Expectation(s):</p> <p>Prior knowledge of the Principles of Food Preservation. Experience in preparing and preserving the recipe in the lesson. Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.) Familiar with the facility the lessons will be taught at.</p> <p>Learning Skills (<i>Where applicable</i>):</p> <p>Strong verbal skills Ability to articulate Ability to work with a wide range of learners with different skillsets and knowledge base</p>	<p>Ex</p> <p>Le</p>

3. Content
<p><i>What do I want the learners to know and/or be able to do?</i></p> <p>How to safely use an array of tools to prepare the peas for frozen preservation. How to safely prepare and store the peas.</p> <p>Today learners will: Learn how to shell fresh peas. Learn how to safely blanch peas in boiling water. Learn how to safely store the blanched peas in the freezer</p>

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<p><i>Based on the application, how will I know students have learned what I intended?</i></p> <p>The Instructor will know students have learned what is intended through learner demonstration by safely shelling, blanching and bagging the peas for the freezer.</p>

5. Learning Context
<p>A. The Learners</p> <p>(i) <i>What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i></p> <p>An ability and enthusiasm to learn how to safely preserve food products.</p> <p>(ii) <i>How will I differentiate the instruction?</i></p> <p>Extra time for cautious learners.</p>

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards
Non-slip Cutting Board Mats
Paring Knives
S/S bowls or containers to hold the vegetables, peelings and compost
Fresh Peas
Large Pot for Boiling
Stove
Spider or handheld strainer
Ice
Bowl or container to hold ice water (to stop the blanching process)
Freezer Bags
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using the proper knife for the proper job.

Demonstrate how to safely shell peas.

Demonstrate how to safely blanch peas in boiling water.

Demonstrate how to portion control the peas into freezer bags to get ready for the freezer.

Explain basic first aid for mild lacerations (apply pressure to the laceration, hold laceration above heart, remove all contaminated vegetable cuttings and properly wash and sanitize the knife and cutting board).

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the peas and bowls or containers that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

Preserving. It's In Our Roots

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

Why is freezing important?

How can you safely and properly blanch the vegetables?

How can you safely store the frozen vegetables in your freezer?

Application:

Learners will demonstrate their learning by safely and properly blanching vegetables.

Learners will demonstrate their learning by safely and properly using tools such as handheld strainers and knives.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation via freezing in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: We be Jammin'

Date: **Time:**

Topic: Preserving Jams

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

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3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.
How to safely preserve the products following the recipes provided.
How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.
Learn how to safely prepare food products for preserving.
Learn how to safely preserve food products.
Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.
Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards
Non-slip Cutting Board Mats
Knives- Instructor to determine required knives and amount of each needed from the recipe
Other- Instructor to determine any other tools or equipment required from the recipe
S/S bowls or containers to hold the vegetables, peelings and compost
Ingredients and Quantities from the recipe provided.
Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.
Stove
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.
Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Strawberry Jam page 8

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.
Demonstrate how to safely prepare foods using a variety of tools and equipment.
Demonstrate how to safely sanitize the mason jars.
Demonstrate how to safely prepare the recipe.
Demonstrate how to safely preserve the food including head space, jar size and preservation time.
Demonstrate how to safely remove the preserved food and how to store until sealed correctly.
Demonstrate how to safely store the preserved food items for consumption later.
Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.
Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.
Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Preserving. It's In Our Roots

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Sage Advice

Date: **Time:**

Topic: How to incorporate Herbs and Spices

Length of Lesson: 2 Hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of herbs and spices

Experience in using herbs and spices in cooking, baking and preserving.

Experience in preserving herbs and spices through dehydrating, freezing and packing in oils and vinegars.

Prior knowledge of the Principles of cooking, baking and preserving.

Experience in basic knife skills.

Create or find standard recipes that utilize an array of different herbs and spices for the lesson.

Create or find standard recipes that showcase the different flavour profiles and aromas to enhance cooking, baking and preserving.

Familiar with the facility the lessons will be taught at.

Learning Skills (Where applicable):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to differentiate different herbs and spices.

How to determine which herbs and spices complement each other in cooking, baking and preserving.

How to identify various herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various herbs and spices.

Today learners will:

Demonstrate an ability to differentiate different herbs and spices.

Determine which herbs and spices compliment each other.

Identify various herbs and spices through taste, appearance and aroma.
Develop a stronger understanding of various herbs and spices.
Work with various recipes that showcase different herbs and spices that the Instructor provided.

4. Assessment (collect data) / Evaluation (interpret data)
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of herbs and spices safely and through dialogue with the Instructor.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely use knives.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Chef Knives

Paring Knives

Serrated Knives

Vegetable Peelers

S/S bowls or containers to hold the cut vegetables, peelings and compost

Produce, meat, dairy etc. from the standardized recipes

Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using herbs and spices in cooking, baking and preserving.

Explain how basic knowledge of herbs and spices can create delicious meals in the kitchen during meal preparation.

Explain how to properly preserve herbs and spices by dehydrating, freezing and preserving in both vinegar and oil.

Demonstrate how to differentiate between various herbs and spices.

Showcase which herbs and spices complement each other in cooking, baking and preserving.

Identify various herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various herbs and spices.

Demonstrate how to use an array of herbs and spices in different standard recipes.

Provide standard recipes that showcase the attributes and roles that various herbs and spices provide in cooking, baking and preserving.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

What is the difference between an herb and a spice?

Describe what cilantro tastes like?

What herb might go best with pasta dishes?

Explain what a curry powder is and name some of the spices that go into making up that blend?

Application:

Learners will demonstrate their learning by safely and properly using an array of herbs and spices to create various dishes or food products.

Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various dishes or food products.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper herb and spice identification as well as showcasing how these various herbs and spices can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: It's Kind of a Big DILL

Date:

Time:

Topic: Preparing and Preserving Cucumbers

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) *How will I differentiate the instruction?*

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Dill Sandwich Slices page 302

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on "what to look for" with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Preserving. It's In Our Roots

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.

Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Relish the Season

Date: **Time:**

Topic: Preparing and Preserving Relish

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) *How will I differentiate the instruction?*

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Zesty Zucchini Relish page 232

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?
Can you reuse the jar lids?
Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.
Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.
Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.
Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Preserve the Fruits of your Labour

Date: **Time:**

Topic: Preparing and Preserving Antipasto

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.
How to safely preserve the products following the recipes provided.
How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.
Learn how to safely prepare food products for preserving.
Learn how to safely preserve food products.
Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Antipasto Relish page 224

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.

Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Tomatoes: I Eat What I Can

Date: **Time:**

Topic: Preparing and Preserving Tomatoes

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) *How will I differentiate the instruction?*

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Basic Tomato Sauce page 362

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Preserving. It's In Our Roots

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.

Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Practice What you PEACH

Date: **Time:**

Topic: Preparing and Preserving Peaches

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)
Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills
Ability to articulate
Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.
How to safely preserve the products following the recipes provided.
How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.
Learn how to safely prepare food products for preserving.
Learn how to safely preserve food products.
Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.
Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Peaches in Syrup page 150

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.
 Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.
 Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.
 Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving, It's In Our Roots

Name:

Lesson: Don't be CORNfused

Date:

Time:

Topic: Preserving Corn by Freezing Methods

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (Where applicable):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the corn for frozen preservation.
How to safely prepare and store the corn.

Today learners will:

Learn how to shuck fresh corn.

Learn how to safely remove corn from the cob.

Learn how to safely blanch corn in boiling water.

Learn how to safely store the blanched corn in the freezer.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely shucking, cutting, blanching and bagging the corn for the freezer.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely use knives

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Serrated Knives

S/S bowls or containers to hold the vegetables, peelings and compost

Fresh Corn

Large Pot for Boiling

Bundt Pans (to safely slice the corn off of the cob)

Stove

Spider or handheld strainer

Ice

Bowl or container to hold ice water (to stop the blanching process)

Freezer Bags
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using the proper knife for the proper job.

Demonstrate how to safely shuck corn.

Demonstrate how to safely remove corn from the cob via a serrated knife and a bundt pan.

Demonstrate how to safely blanch corn in boiling water.

Demonstrate how to portion control the corn into freezer bags to get ready for the freezer.

Explain basic first aid for mild lacerations (apply pressure to the laceration, hold laceration above heart, remove all contaminated vegetable cuttings and properly wash and sanitize the knife and cutting board).

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the corn, tools, and bowls or containers that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

Why is freezing important?

How can you safely and properly blanch the vegetables?

How can you safely store the frozen vegetables in your freezer?

Application:

Learners will demonstrate their learning by safely and properly blanching vegetables.

Learners will demonstrate their learning by safely and properly using tools such as handheld strainers and knives.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Preserving. It's In Our Roots

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation via freezing in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Are You Born to be MILD

Date: **Time:**

Topic: Preparing and Preserving Salsa

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

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4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Simple House Salsa page 12

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.

Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: The BEET Goes On

Date: **Time:**

Topic: Preparing and Preserving Beets

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Pickled Beets page 311

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on "what to look for" with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: How does the lesson develop?

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.

Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: How 'bout Them APPLES

Date: **Time:**

Topic: Preparing and Preserving Apples

Length of Lesson: 2 hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Food Preservation.

Experience in preparing and preserving the recipe in the lesson.

Working knowledge on a variety of tools and equipment that are used in preservation classes (ex. knives, stoves, food processors, etc.)

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to safely use an array of tools to prepare the food product for food preservation via mason jars.

How to safely preserve the products following the recipes provided.

How to safely store the final product.

Today learners will:

Learn the science behind why food shelf life is extended through preserving.

Learn how to safely prepare food products for preserving.

Learn how to safely preserve food products.

Learn how to safely store preserve food products.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration by safely preparing and preserving food products.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely prepare and preserve foods.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Knives- Instructor to determine required knives and amount of each needed from the recipe

Other- Instructor to determine any other tools or equipment required from the recipe

S/S bowls or containers to hold the vegetables, peelings and compost

Ingredients and Quantities from the recipe provided.

Bernardin (or similar) canning kit (pot, lid, rack, jar lifter, canning funnel, magnetic lid wand and nonmetallic spatula).

Appropriate size and quantity of mason jars, jar lids and screw bands from the recipe provided.

Stove

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize prior, during and upon completion of lesson.

Bernardin Complete Book of Home Preserving 2006 Jarden Corporation Applesauce page 182

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing and preserving foods.

Demonstrate how to safely prepare foods using a variety of tools and equipment.

Demonstrate how to safely sanitize the mason jars.

Demonstrate how to safely prepare the recipe.

Demonstrate how to safely preserve the food including head space, jar size and preservation time.

Demonstrate how to safely remove the preserved food and how to store until sealed correctly.

Demonstrate how to safely store the preserved food items for consumption later.

Lecture on “what to look for” with regards to improperly sealed lids and improperly preserved food items.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the recipe, food products, and tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

How do you know the lid is properly sealed?

How do you store the finished product?

Why is headspace important?

What do you do with chipped mason jars?

Can you reuse the jar lids?

Is jar size or processing time important?

Application:

Learners will demonstrate their learning by safely and properly preparing the food items in the recipe.
 Learners will demonstrate their learning by safely and properly preserving the food items in the recipe.
 Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.
 Conclusion of the lesson will reiterate the importance of proper tools, utilizing the tools safely and the importance of food preservation methods and techniques in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Some Like It Hot

Date:

Time:

2. Expectation(s) of Instructor

Topic: How to incorporate Chili Peppers into Meals

Length of Lesson: 2 Hours

Expectation(s):

Prior knowledge of the Principles of an assortment of Chili Peppers.
 Experience in using Chili Peppers in cooking, baking and preserving.
 Experience in preserving Chili Peppers through dehydrating, freezing and packing in oils and vinegars.
 Prior knowledge of the Principles of cooking, baking and preserving.
 Experience in basic knife skills.
 Create or find standard recipes that utilize an array of different Chili Peppers for the lesson.
 Create or find standard recipes that showcase the different flavour profiles and aromas in Chili Peppers to enhance cooking, baking and preserving.
 Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills
 Ability to articulate
 Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to differentiate different Chili Peppers.
 Knowledge of the Scoville Unit heat system for various Chili Peppers.
 How to determine which Chili Peppers complement each other in cooking, baking and preserving.

**How to identify various Chili Peppers through taste, appearance and aroma.
Develop a stronger understanding of various Chili Peppers.**

Today learners will:

**Demonstrate an ability to differentiate different Chili Peppers.
Determine which Chili Peppers complement each other.
Identify various Chili Peppers through taste, appearance and aroma.
Develop a stronger understanding of various Chili Peppers.
Work with various recipes that showcase different Chili Peppers that the Instructor provided.**

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of Chili Peppers safely and through dialogue with the Instructor.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely use Chili Peppers in cooking, baking and preserving.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Chef Knives

Paring Knives

Serrated Knives

Vegetable Peelers

S/S bowls or containers to hold the cut vegetables, peelings and compost

Produce, meat, dairy etc. from the standardized recipes

Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using Chili Peppers in cooking, baking and preserving.

Explain how basic knowledge of Chili Peppers can create delicious meals in the kitchen during meal preparation.

Explain how to properly preserve Chili Peppers by dehydrating, freezing and preserving in both vinegar and oil.

Demonstrate how to differentiate between various Chili Peppers.

Showcase which Chili Peppers complement each other in cooking, baking and preserving.

Identify various Chili Peppers through taste, appearance and aroma.

Develop a stronger understanding of various Chili Peppers.

Demonstrate how to use an array of Chili Peppers in different standard recipes.

Provide standard recipes that showcase the attributes and roles that various Chili Peppers provide in cooking, baking and preserving.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

What is the difference between a jalapeno and a ghost pepper?

Describe what a Chipotle Pepper tastes like?

What Chili Pepper might go best with pasta dishes?

Explain what a chili powder is and name some of the spices that go into making up that blend?

Application:

Learners will demonstrate their learning by safely and properly using an array of Chili Peppers to create various dishes or food products.

Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various dishes or food products.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper Chili Pepper identification as well as showcasing how these various Chili Peppers can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: International Flavours

Date: **Time:**

Topic: Introduction to various foods of the World

Length of Lesson: 2 Hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of International cuisine and flavour profiles.

Experience in using herbs and spices in cooking, baking and preserving.

Prior knowledge of the Principles of cooking, baking and preserving.

Experience in basic knife skills.

Create or find standard recipes that utilize an array of different international flavours for the lesson.

Create or find standard recipes that showcase the different international flavour profiles and aromas to enhance cooking, baking and preserving.

Familiar with the facility the lessons will be taught at.

Learning Skills (Where applicable):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to differentiate different herbs and spices.

How to determine which international herbs and spices complement each other in cooking, baking and preserving.

How to identify various international herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various international flavours.

Today learners will:

Demonstrate an ability to differentiate different international flavours.

Determine which herbs and spices complement each other.

Identify various herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various international herbs and spices.

Work with various recipes that showcase different international flavours that the Instructor provided.

4. Assessment (collect data) / Evaluation (interpret data)**(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)*****Based on the application, how will I know students have learned what I intended?***

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of international herbs and spices safely and through dialogue with the Instructor.

5. Learning Context**A. The Learners*****(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***

An ability and enthusiasm to learn how to safely use international flavours.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Chef Knives

Paring Knives

Serrated Knives

Vegetable Peelers

S/S bowls or containers to hold the cut vegetables, peelings and compost

Produce, meat, dairy etc. from the standardized recipes

Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies**INTRODUCTION*****How will I engage the learners?***

Lecture on the importance of safely using international flavours in cooking, baking and preserving.

Explain how basic knowledge of international herbs and spices can create delicious meals in the kitchen during meal preparation.

Explain how to properly preserve international herbs and spices by dehydrating, freezing and preserving in both vinegar and oil.

Demonstrate how to differentiate between various international herbs and spices.

Showcase which herbs and spices complement each other in cooking, baking and preserving in international foods.

Identify various international herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various herbs and spices in international foods.

Demonstrate how to use an array of international herbs and spices in different standard recipes.

Provide standard recipes that showcase the attributes and roles that various international foods provide in cooking, baking and preserving.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

What is the difference between an herb and a spice?

Describe what cilantro tastes like?

What is garam masala?

Explain what a curry powder is and name some of the spices that go into making up that blend?

What aromatics could you use in thai food? (ex, garlic, ginger etc).

Application:

Learners will demonstrate their learning by safely and properly using an array of international ingredients to create various dishes or food products.

Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various international dishes or food products.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper herb and spice identification as well as showcasing how these various international ingredients can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Soups and Sauces

Date: **Time:**

Topic: Introduction to Basic Soups and Sauces

Length of Lesson: 2 Hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of soups and sauces.

Experience in preparing soups and sauces.

Experience in basic knife skills.

Create or find standard recipes that utilize an array of different soups and sauces for the lesson (ex, clear soups, cream soups, specialty or national soups, 5 Mother Sauces, etc).

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to prepare various soups and sauces.

How to determine which herbs and spices complement each other in soup and sauce preparation.

How to identify various soups and sauces through taste, appearance and aroma.

Develop a stronger understanding of various soups and sauces.

Today learners will:

Demonstrate an ability to differentiate between various soups and sauces.

Determine which herbs and spices complement each other in soup and sauce production.

Identify various herbs and spices through taste, appearance and aroma.

Develop a stronger understanding of various soups and sauces.

Work with various recipes that showcase different soups and sauces that the Instructor provided.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of soups and sauces safely and through dialogue with the Instructor.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

An ability and enthusiasm to learn how to safely prepare soups and sauces.

(ii) *How will I differentiate the instruction?*

Extra time for cautious learners.

Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards

Non-slip Cutting Board Mats

Chef Knives

Paring Knives

Serrated Knives

Vegetable Peelers

S/S bowls or containers to hold the cut vegetables, peelings and compost

Produce, meat, dairy etc. from the standardized recipes

Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.

Cleaning Rags

First Aid Kit

Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely preparing an assortment of soups and sauces.

Explain how basic knowledge of herbs and spices can create delicious soups and sauces in the kitchen during meal preparation.

Explain how to properly prepare various soups and sauces.

Demonstrate how to differentiate between various soups and sauces.

Showcase which herbs and spices complement each other in soup and sauce production.

Identify various soups and sauces through taste, appearance and aroma.

Develop a stronger understanding of various soups and sauces.

Demonstrate how to use an array of herbs and spices in different standard soup and sauce recipes.

Provide standard recipes that showcase the attributes and roles that various soups and sauces provide.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;

What is the difference between an herb and a spice?

Describe how thick a sauce should be?

What are the 3 classifications of soup?

Explain what roux is?

Application:

Learners will demonstrate their learning by safely and properly preparing an array of soups and sauces. Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various soups and sauces.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper soup and sauce production as well as showcasing how these various soups and sauces can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information

Course: Preserving. It's In Our Roots

Name:

Lesson: Taco 'bout Fun

Date: **Time:**

Topic: Introduction to Mexican Food

Length of Lesson: 2 Hours

2. Expectation(s) of Instructor

Expectation(s):

Prior knowledge of the Principles of Mexican cuisine.

Experience in using Mexican herbs and spices in cooking, baking and preserving.

Prior knowledge of the Principles of cooking, baking and preserving.

2.

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Experience in basic knife skills.
Create or find standard recipes that utilize an array of different Mexican flavours for the lesson.
Create or find standard recipes that showcase the different flavour profiles and aromas to enhance Mexican cuisine.
Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills
Ability to articulate
Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to differentiate different Mexican herbs and spices.
How to determine which Mexican herbs and spices complement each other in Mexican cuisine.
How to identify various herbs and spices through taste, appearance and aroma.
Develop a stronger understanding of various Mexican cuisines.

Today learners will:

Demonstrate an ability to differentiate different Mexican herbs and spices.
Determine which Mexican herbs and spices complement each other.
Identify various Mexican herbs and spices through taste, appearance and aroma.
Develop a stronger understanding of various Mexican ingredients.
Work with various recipes that showcase different Mexican herbs, spices and ingredients that the Instructor provided.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of Mexican ingredients safely and through dialogue with the Instructor.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

An ability and enthusiasm to learn how to safely prepare various Mexican cuisines.

(ii) *How will I differentiate the instruction?*

Extra time for cautious learners.
Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards
Non-slip Cutting Board Mats
Chef Knives
Paring Knives
Serrated Knives
Vegetable Peelers
S/S bowls or containers to hold the cut vegetables, peelings and compost
Produce, meat, dairy etc. from the standardized recipes
Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using Mexican herbs and spices in cooking.
Explain how basic knowledge of Mexican herbs, spices and ingredients can create delicious meals in the kitchen during meal preparation.
Demonstrate how to differentiate between various Mexican herbs, spices and ingredients.
Showcase which Mexican herbs and spices complement each other in cooking.
Identify various Mexican herbs and spices through taste, appearance and aroma.
Develop a stronger understanding of various Mexican cuisines.
Demonstrate how to use an array of Mexican ingredients in different standard recipes.
Provide standard recipes that showcase the attributes and roles that various Mexican ingredients provide in cooking.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;
What is the difference between an herb and a spice?
Describe what cilantro tastes like?
What herb might go best with salsa?
What is Pico de Gallo?
What is the difference between a soft-shell and a hard-shell taco?

Application:

Learners will demonstrate their learning by safely and properly using an array of Mexican ingredients to create various dishes or food products.

Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various dishes or food products.

Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson. Conclusion of the lesson will reiterate the importance of proper Mexican herb and spice identification as well as showcasing how these various Mexican ingredients can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

1. Lesson Plan Information**Course:** Preserving. It's In Our Roots**Name:****Lesson:** Say Cheese!**Date:** **Time:****Topic:** How to incorporate Various Cheeses into the Kitchen**Length of Lesson:** 2 Hours**2. Expectation(s) of Instructor****Expectation(s):**

Prior knowledge of the Principles of various cheeses.

Experience in using an assortment of cheeses in cooking and baking.

Experience working with various cheeses.

Prior knowledge of the Principles of cooking and baking.

Experience in basic knife skills.

Create or find standard recipes that utilize an array of different cheeses for the lesson.

Create or find standard recipes that showcase the different flavour profiles and aromas of cheese to enhance cooking and baking.

Familiar with the facility the lessons will be taught at.

Learning Skills (*Where applicable*):

Strong verbal skills

Ability to articulate

Ability to work with a wide range of learners with different skillsets and knowledge base

3. Content

What do I want the learners to know and/or be able to do?

How to demonstrate an ability to differentiate between various cheeses.
How to determine which cheeses complement each other in cooking, baking and preserving.
How to identify various cheeses through taste, appearance and aroma.
Develop a stronger understanding of various cheeses.

Today learners will:

Demonstrate an ability to differentiate different cheeses.
Determine which cheeses complement each other.
Identify various cheeses through taste, appearance and aroma.
Develop a stronger understanding of various cheeses.
Work with various recipes that showcase different cheeses that the Instructor provided.

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

The Instructor will know students have learned what is intended through learner demonstration of utilizing an array of cheeses safely and through dialogue with the Instructor.

5. Learning Context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

An ability and enthusiasm to learn how to safely use a variety of cheeses in cooking and baking.

(ii) How will I differentiate the instruction?

Extra time for cautious learners.
Additional demonstration from the instructor as needed.

B. Learning Environment

The learning environment can take place in any home kitchen, community center, local church, high school kitchen or any other facility that has the capabilities of basic sanitation, adequate lighting and enough room for the learners to be instructed on the basic lessons.

C. Resources/Materials

Cutting Boards
Non-slip Cutting Board Mats
Chef Knives
Paring Knives
Serrated Knives
Vegetable Peelers
S/S bowls or containers to hold the cut vegetables, peelings and compost

Produce, meat, dairy etc. from the standardized recipes
Any specialized equipment that the Instructor deems necessary for learners to participate in the standard recipes provided by the Instructor.
Cleaning Rags
First Aid Kit
Basic Sanitation equipment and chemicals to properly clean and sanitize upon completion of lesson

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners?

Lecture on the importance of safely using various cheeses in cooking and baking.
Explain how basic knowledge of various cheeses can create delicious meals in the kitchen during meal preparation.
Demonstrate how to differentiate between various cheeses.
Showcase which cheeses complement each other in cooking and baking.
Identify various cheeses through taste, appearance and aroma.
Develop a stronger understanding of various cheeses.
Demonstrate how to use an array of cheeses in different standard recipes.
Provide standard recipes that showcase the attributes and roles that various cheeses provide in cooking and baking.

MIDDLE:

Teaching: *How does the lesson develop?*

Upon demonstration completed by the Instructor, learners will work independently or in pairs with the various food product, tools and equipment that have been supplied. The Instructor will go around and correct improper handling techniques and work with each learner to ensure the learner is showcasing proper procedures for the lesson.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

The Instructor will bring all the important ideas from the learning experiences together for the students by recapping the lesson and reiterating key learning that has been demonstrated by the Instructor. The Instructor will provide dialogue and offer key questions such as;
What is the best cheese(s) to use in French Onion Soup?
Describe what brie cheese tastes like?
What cheeses might go best with pasta dishes that are cream based? Tomato based?
Explain how cheese curds are made?

Application:

Learners will demonstrate their learning by safely and properly using an array of cheeses to create various dishes or food products.
Learners will demonstrate their learning by safely and properly using tools and equipment to prepare various dishes or food products.
Learners will demonstrate their learning by verbally explaining and describing the key questions that the Instructor has asked.

CONCLUSION: *How will I conclude the lesson?*

Conclusion of the lesson will be to ask if any learner has questions or is unclear on any part of the lesson.

Conclusion of the lesson will reiterate the importance of proper cheese identification as well as showcasing how these various cheeses can heighten and increase flavour profiles in the kitchen for any application.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?