**Report 1—Task, Learner, and Context Analyses**

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**Part 1 Instructional Analysis**

**Goal Analysis:**

**1) Instructional Goal:**

Learners will develop a weekly meal plan that represents the Whole Foods Plant Based (WFPB) lifestyle.

**2) Identify example of complete task:**

*Inputs: (givens of the task of the problem)*

Using the following recipes, develop a meal plan for a week (5 days) for breakfast, lunch and dinner following the WFPB criteria.

|  |  |
| --- | --- |
| *Traditional Spaghetti and Meatballs*  1 jar parmesan spaghetti sauce  1 pound beef meat balls  3 Tbsp Light olive oil  1 pound spaghetti  2 Tbsp basil, finely minced  Salt & pepper to taste | *Oil-free Arugula salad*  fresh baby arugula  freshly squeezed lemon juice  freshly cracked black pepper |
| *No Bake Peanut Butter Granola Bars*  1 tablespoon ground flaxseed mixed with 1/4 cup warm water  1 cup brown rice crisp cereal (non-sweetened if possible)  1 cup quick cooking oats  1 tablespoon tapioca starch  1/2 cup all-natural creamy peanut butter with no additives  1/2 cup pure maple syrup  1 teaspoon vanilla extract | *Eggplant Stir-Fry*  1 large eggplants, diced  1/2 cup vegetable broth for sauteing veggies  1 medium onions, sliced  2 cloves garlic, chopped  1 medium carrots, peeled and chopped  1 medium red bell pepper, sliced  1 medium green bell pepper, sliced  1/4 teaspoon cayenne pepper powder  2 tablespoons Tamari or soy sauce  1 teaspoon black pepper, optional  2 cups brown rice |
| *Artichoke and Pasta Salad*  1 package cooked rotini pasta  2 cups artichokes in oil  1 cup finely chopped red onions  3-4 large tomatoes diced  2 cups chopped parsley  Dressing:  2 lemons squeezed (juice)  2 tbsp tahini  6 tbsp olive oil  1 tsp chopped garlic  2 tbsp red whine vinegar  3 tbsp dried oregano | *Homemade Veggie Pizza*  1 store-bought pizza shell  1 cup pizza sauce or marinara  2 cups baby spinach  2 to 3 cups shredded low-moisture part-skim mozzarella cheese  ½ cup jarred artichokes in oil  ½ cup fresh red or orange bell pepper  ½ cup red onion, cut into thin wedges  ½ cup halved cherry tomatoes  ½ cup pitted Kalamata olives, halved lengthwise  Fresh basil |
| *Blueberry Overnight Oats*  ½ cup (50 g) rolled oats  ½ cup skim milk  ¾ tbsp pure maple syrup  ¼ teaspoon pure vanilla extract  ¼ cup (25 g) fresh or frozen blueberries  ¼ cup (25 g) fresh blueberries | *Vegan Blueberry Muffins*  1 1/4 cup unsweetened soy milk  1 teaspoon apple cider vinegar  2 cups all-purpose flour (see notes for substitutions)  1 cup granulated sugar  2 teaspoons baking powder  1/4 teaspoon salt  1 tablespoon cornstarch  1/3 cup coconut oil  1 teaspoon pure vanilla extract  1 1/2 cups fresh blueberries |
| *FOK Spinach Potato Tacos*  2 large Yukon gold potatoes, scrubbed and cut into small dice  1 (10-ounce) package frozen spinach, thawed  1 large onion, diced  1 medium poblano pepper, seeded and diced  2 cloves garlic, minced  2 teaspoons ground cumin  1 cup unsweetened, unflavored plant milk  3 tablespoons nutritional yeast  Sea salt and freshly ground black pepper  12 corn tortillas  ½ cup chopped fresh cilantro | *Easy Sloppy Joes*  1 medium onion, diced  1 green bell pepper, diced  1 clove garlic, minced  1 pound lean ground beef  12 ounces (1 1/3 cup) tomato sauce  3/4 cup ketchup  2 tablespoons brown sugar  2 tablespoons Worcestershire sauce  1 tablespoon yellow mustard  1 tablespoon red wine vinegar  1 teaspoon paprika  Pinch of cayenne pepper  6 hamburger buns, toasted |
| *Stuffed Peppers*  6 large red, orange or yellow bell peppers  3 tablespoons olive oil  1 pound ground beef  2 medium onions, chopped  4 cloves garlic, finely grated  2 teaspoons thyme leaves  Kosher salt and freshly ground black pepper  4 plum tomatoes, cored and cut into 1/2-inch pieces  2 tablespoons tomato paste  1 cup dry white wine  1 cup low-sodium chicken broth  2 cups cooked white rice  1 cup shredded Muenster cheese | *Hot Breakfast Couscous*  2 cups almond milk  1 chopped apple  3 teaspoons ground cinnamon  2 cups dry couscous  ⅓ cup chopped dried apricots  ⅓ cup raisins  ¼ cup slivered almonds |
| *Fat-Free Vegan Black Bean Chili*  1 red onion, diced  5 cloves garlic, minced  1 tablespoon chili powder  1 tablespoon cumin  1 (14.5-ounce) can diced tomatoes  2 teaspoons diced chipotles in adobo  (3) 15-ounce can black beans, drained and rinsed  1 cup uncooked split red lentils  (2) 15-ounce cans tomato sauce  2-3 cups vegetable broth  juice of 1 lime | *Vegan Fat-Free Broccoli Soup*  2 pounds broccoli with stems  1⁄2 medium onion, roughly chopped  1 leak roughly chopped  1 small potato, scrubbed and roughly chopped  1 teaspoon garlic powder  2 cups fresh or frozen green peas  1⁄8 teaspoon freshly ground black pepper  3 tablespoons fresh lemon juice (from 1 to 2 lemons)  1 tablespoon finely chopped fresh dill  Sea salt |
| *Fat-Free Lentil Soup*  3 medium carrots, cut into 1/4-inch pieces  1 medium onion, diced  1 large celery stalk (about 2 ounces)  Kosher salt and freshly ground black pepper  2 tablespoons tomato paste  1 large clove garlic, minced  1 1/2 cups dried brown lentils  4 cups beef broth  7 sprigs thyme, leaves stripped  1/2 teaspoon dried oregano  1/4 teaspoon crushed red pepper flakes  1 teaspoon lemon zest, plus the juice of 1/2 lemon (about 2 tablespoons)  1/2 cup flat-leaf parsley leaves | *WFPB Berry-Banana Smoothie Bowls*  ½ to ⅔ cup unsweetened, unflavored plant milk, such as almond, soy, cashew, or rice  1 tablespoon pure maple syrup  1 cup fresh spinach  1½ cups frozen blueberries  2 bananas, peeled, sliced, and frozen  ½ cup fresh blueberries  1 kiwifruit, peeled and sliced  2 tablespoons chopped toasted walnuts  1 tablespoon bran flakes  1 tablespoon unsweetened coconut flakes, toasted  2 teaspoons chia seeds |
| *Spicy Chickpea Curry*  1 medium onion, finely chopped (1 cup)  1 Yukon gold potato, cut into ½-inch cubes (1 cup)  1 tablespoon curry powder  2 teaspoons garlic powder  Dash cayenne pepper  2 cups chopped kale, with stems  1½ cups cooked chickpeas  1 cup unsweetened, unflavored plant-based milk  ½ of a 15-oz. can diced tomatoes (¾ cup), undrained  2 tablespoons finely chopped cilantro  2 tablespoons lemon juice  1½ cups cooked brown rice, warmed | *Easy Vegan Dumplings*  30-36 **gyoza/ dumpling/ wonton wrappers**  6 tbsp **vegetable oil**  1 cup **cabbage** (shredded in food processor or very finely chopped or grated)  1 cup **carrot** shredded  2 cups **mushrooms** (finely chopped)  3/4 cup firm or extra firm **tofu** (crumbled)  2 tsp **ginger** (grated)  2 tsp **garlic** (grated)  2 tbsp **soy sauce**  2 tbsp **sriracha sauce**  1 tbsp **sesame oil** |
| *Vegan Breakfast Burrito*  4-5 medium-sized (600 g) potatoes  1/2 tbsp oil  1 avocado sliced  15 oz can of kidney beans drained and rinsed  1 green pepper chopped (or color of choice)  2 tomatoes chopped  1 onion chopped  2 cloves of garlic minced  2-3 tbsp red cabbage shredded  flour tortillas  3/4 tsp ground cumin  2 tbsp onion powder  1/3 tsp smoked paprika  2 tbsp (32 g) cashew butter  Juice of 1/2 lime  1/4 tsp garlic powder  Hot sauce to taste | *Oil-Free Vegetable Soup*  1/4 cup vegetable broth low sodium  4 cloves garlic minced  1.5 cups red onion or 1 medium  4 large carrots coarsely chopped  10 oz crushed tomatoes  2 med green bell pepper coarsely chopped  1/2 tsp onion powder  1/2 tsp garlic powder  6-8 cups water  15 oz can tomato sauce  6 oz tomato paste  15 oz white beans low sodium  1.5 large yellow squash coarsely chopped  2 tbsp lemon juice fresh squeezed |
| *WFPB Brown Rice with Tofu Satay*  1 oz scallions  ½ oz tamari or soy sauce  ¼ cup all-natural peanut butter  1 lime  1 oz fresh ginger (use half)  garlic (use 1 large clove)  ½ lb green beans  1 pkg extra-firm tofu  2 cups brown rice | *Vegan Oil-Free Spaghetti Squash Pad Thai*  1 large spaghetti squash  3 tablespoons vegetable broth  ½ teaspoon chopped ginger  ½ cup chopped yellow onion  1 sliced red bell pepper  1 cup matchstick carrots  Green onions, fresh cilantro and lime wedges  4 tablespoons soy sauce  2 tablespoons rice vinegar  2 tablespoons fresh lime juice  1 tablespoon sriracha sauce |
| *FOK Frozen Chocolate Banana Breakfast Bites*  ⅓ cup unsweetened cocoa powder  ⅓ cup unsweetened plant milk, such as almond, soy, cashew, or rice  ¼ to ⅓ cup pure maple syrup  teaspoons pure vanilla extract  ripe bananas  cups rolled oats  1½ cups Grape-Nuts cereal | *Forks Over Knives Spicy Tomato Sushi Rolls*  1½ cups low-sodium vegetable broth  ¾ cup dry short grain brown rice  1½ cups frozen riced butternut squash  4 roma tomatoes, seeded and chopped (2 cups)  1 tablespoon reduced-sodium tamari  1 teaspoon grated fresh ginger  1 tablespoon sriracha sauce  2 teaspoons tahini  2 tablespoons brown rice vinegar  1 tablespoon pure maple syrup  4 8-inch toasted nori sheets  ½ of a medium avocado, peeled and sliced  1 cucumber, seeded and cut lengthwise  2 carrots, coarsely shredded (1 cup)  4 scallions (green onions |

*Goal (identification of the product or activity that results from performing the task)*

Learners will develop a 5-day meal plan following the WFPB criteria.

*Solution (a set of activities or steps that transform the givens into the goal)*

**1. Isolate recipes for meals based on food preferences**

**1.1 Review given recipes**

Reflect on recipes that you would like and might taste good.

**1.2 Select 15 recipes to include in meal plan based on food preferences**

Food preferences= Italian food, recipes with bananas, soup recipes

Selected recipes:

* *Traditional Spaghetti and Meatballs*
* *Fat-Free Lentil Soup*
* *FOK Frozen Chocolate Banana Breakfast Bites*

**2. Discern whether WFPB key terms are included in the recipe title**

**2.1 Determine if WFPB key terms are included in recipe title**

Yes, in the following recipes: “*Fat-Free Lentil Soup*” and “*FOK Frozen Chocolate Banana Breakfast Bites,”* the key terms “fat-free” and “FOK” are included

**3. Identify whether recipes with WFPB key terms contain all WFPB ingredients**

**3.1 Distinguish between WFPB foods and non-WFPB foods**

*Fat-Free Lentil Soup:*

*WFPB ingredients:*

* 3 medium carrots
* 1 medium onion
* 1 large celery stalk
* Kosher salt and freshly ground black pepper
* 2 tablespoons tomato paste
* 1 large clove garlic, minced
* 1 1/2 cups dried brown lentils
* 7 sprigs thyme, leaves stripped
* 1/2 teaspoon dried oregano
* 1/4 teaspoon crushed red pepper flakes
* 1 teaspoon lemon zest, plus the juice of 1/2 lemon (about 2 tablespoons)
* 1/2 cup flat-leaf parsley leaves

*Non-WFPB ingredients*:

* 4 cups beef broth

The *Fat-Free Lentil Soup* although it uses the key term “fat-free” still includes non-WFPB ingredients. The soup has beef broth which is a meat product.

*FOK Frozen Chocolate Banana Breakfast Bites*

*WFPB ingredients:*

* ⅓ cup unsweetened cocoa powder
* ⅓ cup unsweetened plant milk, such as almond, soy, cashew, or rice
* ¼ to ⅓ cup pure maple syrup
* teaspoons pure vanilla extract
* ripe bananas
* cups rolled oats
* 1½ cups Grape-Nuts cereal

The *FOK Frozen Chocolate Banana Breakfast Bites* recipe includes all WFPB ingredients.

**4. Identify whether recipes without WFPB key terms contain all WFPB ingredients**

**4.1 Distinguish between WFPB foods and non-WFPB ingredients**

*Traditional Spaghetti and Meatballs*

*WFPB ingredients:*

* 2 Tbsp basil, finely minced
* Salt & pepper to taste

*Non-WFPB ingredients*:

* Parmesan spaghetti sauce
* Beef meat balls
* Olive oil
* Spaghetti

*Traditional Spaghetti and Meatballs* contains spaghetti sauce which is not WFPB because it contains cheese which is a dairy product, beef meat balls which is not WFPB because it is an animal product, Olive oil which does not follow WFPB criteria because it is an oil (processed fat) and white flour spaghetti, which does not follow WFPB because it is white pasta and not whole wheat

**5. Modify all recipes that contain non-WFPB ingredients to follow WFPB criteria**

**5.1 For each recipe substitute non-WFPB ingredient with WFPB substitute**

*Fat-Free Lentil Soup:*

*Non-WFPB ingredients*:

* 4 cups beef broth

*WFPB substitutions*:

* The beef broth can be substituted with vegetable broth

*Traditional Spaghetti and Meatballs*

*Non-WFPB ingredients*:

* Parmesan spaghetti sauce
* Beef
* Olive oil
* Spaghetti

*WFPB substitutions:*

* Parmesan spaghetti sauce can be substitutes with vegan, oil-free spaghetti sauce
* Beef can be substituted with rice and cauliflower meat balls
* Olive oil can be substituted with vegetable broth
* The spaghetti can be substituted with whole wheat spaghetti

**6. Develop a meal plan for 5 days for breakfast, lunch and dinner.**

**6.1 Create a 4 by 6 row table (24 squares)**

Draw 4 columns horizontally.

Label the columns “Breakfast, Lunch, Dinner”

Draw 6 columns vertically.

Label the rows Monday-Friday

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Breakfast** | **Lunch** | **Dinner** |
| **Monday** |  |  |  |
| **Tuesday** |  |  |  |
| **Wednesday** |  |  |  |
| **Thursday** |  |  |  |
| **Friday** |  |  |  |

**6.2 Classify WFPB recipes into breakfast, lunch and dinner**

I typically think of spaghetti as a dinner food, so I will place in the dinner row.

I typically think of soup as a lunch item, so I will place it in the lunch row.

I enjoy eating bananas for breakfast, so I will place this in the breakfast row.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Breakfast** | **Lunch** | **Dinner** |
| **Monday** | *FOK Frozen Chocolate Banana Breakfast Bites* | *Modified* *Fat-Free Lentil Soup* | *Modified Spaghetti and Meatballs* |
| **Tuesday** |  |  |  |
| **Wednesday** |  |  |  |
| **Thursday** |  |  |  |
| **Friday** |  |  |  |

**3) Identify additional tasks and confirm solution steps/rules:**

Due to learner’s food preferences, the correct answer or correct final project will vary. However, if learners’ solution contains WFPB recipes and modified recipes with all WFPB ingredients, then they have successfully performed the task.

* Using the following recipes, develop an after-work snack meal plan following the WFPB criteria:

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| *Chips and Homemade Salsa*  *Corn tortilla chips in a bag*  *Salsa*  *1 1/4 lbs ripe Roma tomatoes*  *1 can petite diced tomatoes*  *2 green onions*  *1/3 cup chopped red onion*  *1 jalapeno pepper*  *1/3 cup fresh cilantro*  *1 large clove garlic, roughly chopped*  *2 Tbsp fresh lime juice*  *1/2 tsp chili powder*  *1/4 tsp ground cumin*  *1/2 tsp granulated sugar*  *Salt and pepper to taste* |
| *Roasted Chickpeas*  1 can chickpeas  1 tablespoon olive oil  1 tablespoon chipotle powder  ½ teaspoon salt |
| *Steamed Edamame with Sea Salt*  2 cups edamame  ½ teaspoon salt  ½ teaspoon pepper |

* Using the following recipes, develop a dessert meal plan following the WFPB criteria.

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| *Vegan Chocolate Pudding*  1 1/2 cups raw cashews (7 ounces)  3 tablespoons natural cocoa powder  3/4 cup unsweetened plant-based milk  1/4 cup pure maple syrup  1 teaspoon pure vanilla extract  3 ounces melted semi-sweet chocolate  Pinch of kosher salt | Vegan Lemon Bars Crust 9 soft Medjool dates pitted  1 cup walnuts  ¾ cup gluten-free whole rolled oats  ¼ teaspoon sea salt  1 to 2 tablespoons filtered water Filling 1 14- ounce can coconut cream  1 ¼ cups raw cashews  2 tablespoons lemon zest  ⅓ cup fresh lemon juice  ⅓ cup maple syrup  ⅛ teaspoon sea salt |

* Using the following recipes, develop a dinner meal plan for the Superbowl weekend following the WFPB criteria.

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| --- |
| *Vegan Jalapeno Poppers*  12 jalapenos, halved and deseeded  8 oz vegan cream cheese  2 cloves garlic, finely minced  ½ of a lemon, juiced  2 tablespoons nutritional yeast  ¼ cup fresh parsley, finely chopped  ½ cup shredded non-dairy cheddar cheese  ½ cup regular breadcrumbs  ½ teaspoon salt  Pepper to taste |
| *FOK Crispy Potato Vegan Cheese Sticks*  1 lb. Yukon gold potatoes, peeled and cut into 1-inch cubes  1¼ cups unsweetened plant milk, such as almond, soy, cashew, or rice; divided  ¼ teaspoon agar powder  3 tablespoons nutritional yeast, divided  1½ teaspoon white wine vinegar  1 teaspoon lemon juice  ½ of a small garlic clove, minced  ¼ teaspoon freshly ground black pepper, divided  3 tablespoons arrowroot powder  ¾ cup whole grain bread crumbs  1 tablespoon ground flaxseeds  1 teaspoon Italian seasoning  ¼ teaspoon paprika  1 cup oil-free marinara sauce |
| *Chipotle Hummus Cheesy Quesadillas*  1 8-oz. container oil-free hummus (such as Oasis Zero Fat or Cedar’s Fat-Free)2 chipotle chiles in adobo sauce, finely chopped  1 12-oz. package frozen unseasoned Mexican or Southwest corn blend  1 15-oz. can no-salt-added black beans, rinsed and drained (1½ cups)  ½ cup sliced scallions  12 6-inch corn tortillas  1 cup fresh salsa  ½ cup chopped fresh mango  1 cup cheddar cheese |

**4) Terminal Objective: what the learner will be able to do at the end of the session:**

Given a collection of recipes, learners will correctly develop a meal plan for 5 days for breakfast, lunch and dinner that adheres to the WFPB criteria.

**Subordinate Skills Analysis:**

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| ***Goal Analysis Steps*** | ***Goal Analysis Substeps*** | ***Subordinate Skills*** | ***Entry Behaviors*** |
| 1. Isolate recipes for meals based on food preferences | 1.1 Review given recipes | 1.1.1 Name food preferences | Read recipes and ingredient lists |
| 1.2 Select 15 recipes based on food preferences |  |  |
| 2. Discern whether WFPB key terms are included in the recipe title | 2.1 Determine if WFPB key terms are included in recipe title | 2.1.1 Name WFPB key terms |  |
| 3. Identify whether recipes with WFPB key terms contain all WFPB ingredients | 3.1 Distinguish between WFPB foods and non-WFPB foods | 3.1.1 Define WFPB lifestyle |  |
| 4. Identify whether recipes without WFPB key terms contain all WFPB ingredients | 4.1 Distinguish between WFPB foods and non-WFPB ingredients |  |  |
| 5. Modify all recipes that contain non-WFPB ingredients to follow WFPB criteria | 5.1 For each recipe, substitute non-WFPB ingredient with WFPB substitute | 5.1.1 Identify WFPB food substitutions | Distinguish between food items in the five main food groups |
| 6. Develop a meal plan for 5 days for breakfast, lunch and dinner. | 6.1 Create a 4 by 6 row table (24 squares) | 6.1.1 Draw 4 columns  horizontally |  |
| 6.1.2 Label the columns “Breakfast, Lunch, Dinner” |  |
| 6.1.3 Draw 6 rows vertically |  |
| 6.1.4 Label the rows Monday-Friday |  |
| 6.2 Classify WFPB recipes into breakfast, lunch and dinner |  |  |

**Part II Learner Analysis**

1. **Terminal objective and intended target audience:**

*Terminal Objective:*

Given WFPB criteria, learners will correctly develop a meal plan for a week for breakfast, lunch and dinner containing key features of a WFPB lifestyle.

*Intended Target Audience:*

The intended target audience has two different groups of characteristics. The first are individuals who have or are at risk of having heart disease, diabetes and certain cancers. The second are individuals interested in healthy living and interested in incorporating more fruits, vegetables and whole foods into their diet and reducing the number of processed foods in their diet. The intended target audience will range in age (likely ages 18-90), include a variety of nationalities (likely individuals residing in the United States and Canada) and will include all genders.

1. **Interviewee Contact Information:**

Michael Hirschauer 941-224-6584 michaelhirschauer@hotmail.com

Garth McFadden 604-512-3000 gmcfadden@fvwireless.com

1. **Interview Process**

Michael’s interview was conducted in person on January 29th 2022 at a 9:00am at a Starbucks location in Vancouver, BC, Canada and Garth’s interview was conducted over the phone on January 30th 2022 at 11:00am while Garth had a break from work in Richmond, BC, Canada. I began the interview by explaining the purpose of the interview, introducing the instructional lesson and explaining my instructional goal in everyday language. I began by asking questions about the general characteristics of the learners, asking “What is your age? What is your highest level of education?” What is your profession? What does your learning environment typically look like? and How do you enjoy learning things?” These questions were intended to help me understand how comfortable they would be with the delivery of my instructional lesson, their prior experience with learning and their learning preferences.

I then proceeded to ask questions related to the instructional lesson. I asked learners if they can already develop a 5-day meal plan following WFPB criteria. I then described each subordinate skill that I classified as an entry behaviour and asked if learners could perform each skill.

I asked learners about their attitudes and interests toward learning the skill and their confidence towards learning it. I asked “Is this skill relevant to you? Are you interested in learning it? and Are you confident that you can learn this skill?” I concluded the interviews by asking if the learners have any comments or questions and thanking them for their time. Incentives were not provided, however, before asking participants to be learners for my instructional lesson, I did send out formal emails outlining the commitment of being a participant. Since the learners I found have a genuine interest in learning more about a WFPB lifestyle, no incentives were needed or provided.

1. **General Characteristics of Learners**

Michael is a 29-year-old male and resides in the United States. Michael shared that he is interested in adapting a healthier lifestyle and is hoping to eat more fruits and vegetables for his heart health. Garth is a 62-year-old male and resides in Canada. Garth shared that he is interested in learning more about a WFPB lifestyle because he wants to keep his body healthy and has a family history of colon cancer. These characteristics are representative of my target audience because they are within the age range, are varied nationalities and learners meet the two groups of characteristics: Michael is interested in learning more about WFPB living because he wants to incorporate more plants and whole foods and Garth is interested in learning more about WFPB living because he has a family history of colon cancer and wishes to eat less meat. The only learner characteristic that is not representative of the target population is gender, since both interviewees identify as male. Learners were chosen based on willingness to interview, this discrepancy will be addressed in the overall learner audience which will include 4 males and 4 females.

1. **Characteristics Directly Related to The Instructional Goal**

Both learners said that they cannot perform the skill and shared that they have a general idea, but not enough information to perform the skill right now. Both learners said they could perform the outlined entry behaviors. Both learners are interested and excited about learning the skill and have had previous desires to incorporate a WFPB lifestyle, however, have not made time to learn the skill. Both learners shared that the learning is relevant, but had differing motives for why they wished to learn the skill. Finally, both learners are confident they can learn the skill.

1. **Changes Made to Instructional Analysis**

When asking about prior knowledge of a WFPB lifestyle, learners did share they are familiar with eating vegan, but sometimes, it is hard to remember all the pieces. They said that having a checklist or cheat sheet would help them make meal plans and grocery or cooking decisions. Since WFPB has more criteria to follow than a vegan lifestyle, I will include visuals, summaries and guides in the instructional lesson. Since learners shared that they can perform the subordinate skills I identified as entry behaviors, I did not have to alter my identified entry behaviors.

1. **Other Important Information Learned from Learner Interviews**

The interviews were helpful to clarify the entry behaviours and steps. The biggest takeaways were including visual and quick guide to help learners understand WFPB information and gaining insights on learners’ learning preferences towards visual guides and summaries.

|  |  |  |
| --- | --- | --- |
| **Information**  **Categories** | **Data Sources** | **Learner Characteristics** |
| Entry skills | **Interviews:** two target learners | **Performance setting:**  Both learners have little prior experience locating recipes and developing meal plans. Learners both shared that they share cooking responsibilities and therefore do not make grocery lists and meal plans often, but have had some experience.  **Learning setting:**  Both learners are proficient in reading recipes and ingredient lists, navigating a search engine and distinguishing between food items in the five main food groups. They have both read PDFs and participated in self-paced instructional modules before. |
| Prior knowledge of topic | **Interviews:** two target learners | Both learners had little prior knowledge on the criteria of WFPB living, but did know some of the benefits of incorporating a WFPB lifestyle. |
| Attitudes toward content | **Interviews:** two target learners | Both learners displayed interest in learning the skill and welcomed the opportunity to learn more about WFPB living. One learner had watched a documentary on the topic a while ago and recalled enjoying the content. |
| Attitudes toward potential delivery system | **Interviews:** two target learners | A print-based instructional lesson with opportunities for practice was welcomed by both learners. However, learners did share that when they learn on their own time, they enjoy learning by listening as it fits into their busy schedules. |
| Motivation for instruction (ARCS) | **Interviews:** two target learners | Learners are both interested in taking the instructional module and learning the proposed skill. While learners have differing reasons for why learning this skill is relevant to them, both learners are motivated by wanting to incorporate more plants and whole foods and eat healthier overall. |
| Educational and ability levels | **Interviews:** two target learners | **Educational levels:** Michael has completed his bachelor’s in accounting and Garth has completed high school with some industry learning recognitions. Michael is an accountant and Garth is a salesman.  **Ability levels:** both learners have completed self-paced and print-based instruction and are confident they can successfully complete the instructional lesson. |
| General learning preferences | **Interviews:** two target learners | Both learners identified themselves as audio-visual learners. Learners shared that it was hard to remember all the pieces to WFPB because it is more complex than eating vegan. Similar to a job aid, they said that a checklist or cheat sheet would help them with learning the skill and actually performing the skill in real-world contexts. |
| Attitudes toward training organization | **Interviews:** two target learners | Both learners were excited to participate and liked the idea of self-paced instruction. |
| General group characteristics | **Interviews:** two target learners | **Heterogeneity:**  While only two target learners were interviewed, learners differ in their educational levels, motivations, work settings and age.  **Age:** 29 and 62  **Overall impressions:** Based on their busy work and life schedules, learning will need to be efficient and convenient. In order to meet their audio-visual preferences, learning should incorporate visuals, tables and infographic summaries to help learners succeed in performing the skill. |

**Part III Context Analysis**

1. **Physical Aspects**

The skill will be performed at learners’ homes. The skill will also require learners to write with pencil. The learning setting will include a printed self-paced instructional lesson that will allow learners to learn key terms, concepts and WFPB principles and opportunities to practice their newly acquired knowledge. Once the skill is mastered, learners may be performing the skill in their heads or on their phones while at the grocery store and may not require the WFPB quick guide or a pencil and paper. Learning should address these more advanced performance contexts by stating that advanced performance can be done at the grocery store and without pencil and paper. Due to the nature of the skill, the physical aspects of the learning setting are similar to the performance setting. Learners will likely learn the skill at home using the printed self-paced lesson and require a device with internet and access to recipes and by utilizing a pencil and paper. When learners perform the skill, it will likely be in the same physical location with the same requirements—device with internet connection, access to recipes and using a pencil and paper.

1. **Social Aspects**

The skill does not require supervision and can be performed independently or with others, especially other family members. Instruction and learning problems will be designed to encourage both independent performance and collaborative performance, since meals can be for one person or for a family to enjoy.

1. **Other Aspects**

The skill is transferable and can be applied to multiple scenarios when learners must make decisions when ordering food, grocery shopping, stocking a pantry or fridge and cooking. In addition, learning about various plants and whole foods and how to identify ingredients will help learners make informed decisions on all food and beverage items. The transferability of the skill will be stated in the introduction of the instructional lesson.

**Performance Context Analysis:**

|  |  |  |
| --- | --- | --- |
| **Information** | **Data Sources** | **Performance Site Characteristics** |
| **Managerial/**  **Supervisory support** | **Interviews:**  **Two target learners** | **Reward system (intrinsic, extrinsic):**  **The reward of acquiring and performing the skill is intrinsic, as learners have the desire to incorporate more plants and whole foods and adapt a healthier lifestyle. Learners are also hoping to share their newly acquired skill with family members who share the grocery shopping and cooking responsibilities.**  **Supervisory Support:**  **This skill requires no supervision.** |
| **Physical aspects of**  **site** | **Interviews:**  **Two target learners** | **Facilities:**  **Performance of this skill would typically be at learners’ homes, likely in their kitchen. However, the skill could also be performed at a grocery store.**  **Resources:**  **Learners can use any helpful visuals or summaries included in the printed instructional module.**  **Equipment:**  **Paper, pencil**  **Timing:**  **Learners can take as much time as they need to perform this skill.** |
| **Social aspects of**  **site** | **Interviews:**  **Two target learners** | **Supervision:**  **There is no supervision needed to perform this skill.**  **Interaction:**  **While this skill can be performed independently it will likely be performed with others, especially family members who share cooking and grocery shopping responsibilities.**  **Others using skills effectively:**  **This skill is taught in more formal health and heart attack recovery programs and many individuals use this skill effectively after participating in informal WFPB learning opportunities.** |
| **Relevance of skills to workplace** | **Interviews:**  **Two target learners** | **Meet identified needs:**  **Performance of this skill helps learners incorporate more fruits, vegetables and whole foods into their diet and avoid highly processed foods.**  **Current applications:**  **Developing a meal plan helps learners choose foods that are healthy for their bodies. This skill influences what food items are placed on the grocery list and encourages learners to try new recipes.**  **Future applications:**  **This skill can be applied to making a grocery list, cooking following WFPB principles and is transferable to developing a meal plan following other health lifestyles (vegan, keto, gluten-free).** |

**Learner Context Analysis:**

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| --- | --- | --- |
| **Information** | **Data Sources** | **Performance Site Characteristics** |
| **Number/**  **nature of sites** | **Interviews:**  **Two target learners** | **Number:**  **8 learners will participate in the instructional lesson.**  **Facilities:**  **Learners will complete the instruction at any location, likely in their own homes since instructional materials will be printed.**  **Equipment:**  **Learners will need paper and pencil**  **Resources:**  **Learners will be given recipes to modify.**  **Constraints:**  **Anticipated constraints will be time learners need to set aside to complete instruction and the location they choose to complete the learning. If at home, learners will need to find a quiet place to focus.** |
| **Site compatibility with**  **instructional needs** | **Interviews:**  **Two target learners** | **Instructional strategies:**  **There is flexibility with instructional strategies since the learning will be self-paced and print-based. Learning will include some visuals to assist learners.**    **Delivery approaches:**  **Instruction will be delivered through a printed self-paced lesson. A provision that should be arranged in the future to better align learning to the performance of the skill is to convert the print-based instruction to a web-based module where learners can access the content quickly from their phones at the grocery store and so learning can incorporate more multimedia elements (like videos and audio) and interactivity to keep learners engaged.**  **Time:**  **The instruction will depend on learner’s time to complete the lesson, however, the lesson is designed to take 30 minutes and be completed in one sitting.**  **Personnel:**  **Learners are expected to complete learning on their own time and if they have concerns, comments or questions will be given the contact information (email) of the designer.** |
| **Site compatibility with learner needs** | **Interviews:**  **Two target learners** | **Location (distance):**  **Learners will complete the self-paced instruction from any location, likely their own homes.**  **Conveniences:**  **Since the lesson is self-paced and print based, learners can complete the instruction at their convenience.**  **Space:**  **Since instruction is self-paced and print-based, learners can complete the learning from any location or space. However, will need access to a device with internet and trusted recipes (these may influence the space learners complete the instruction).**  **Equipment:**  **Printed instructional module, paper, pencil.** |
| **Feasibility for simulated workplace** | **Interviews:**  **Two target learners** | **Supervisory characteristics:**  **This can be simulated since performance of the skill does not require supervision and learners will be performing the skill at home without supervision.**  **Physical characteristic:**  **The physical characteristics of the performance context can be easily simulated in the learning context since learners will likely be applying the skill in similar physical locations (learners’ homes). However, simulating a grocery store location will not be feasible.**  **Social characteristics:**  **Learners will likely be completing instruction independently, however, in the performance context, the skill will likely be performed with others. The instructional module will accommodate for both circumstances.** |