NEEDS ASSESSMENT:
PREPARING SIMPLIFIED HEALTHY PLANT-BASED MEALS

PART 1: BACKGROUND OF THE PROJECT

The objective of this section is to describe the situation that led to the request for the training program and what the program should achieve. The part repeats the sponsor's request, states the business need for the project, outlines current and ideal performance with examples, describes learners and their environments, and concludes with the project's limitations.

The Proposed Project

An environmental organization, Plant-based Canada (fictional), has requested a 30-minute instruction program that teaches full-time college-level students how to conveniently prepare healthy plant-based meals for breakfast, lunch, and dinner. The program simplifies plant-based cooking in order to promote healthier eating habits that are conducive to both human health and the environment. Students will learn about the recommended nutrition for optimum health, as well as how to create simple meals with the recommendations in mind that could easily be modified for different days. Among the many long-term benefits of the course are improved health for the participants, lower healthcare costs, a less burdened health, improved eating habits that are more sustainable and environmentally friendly, as well as an increased level of self-satisfaction among the students for being able to prepare their own meals. The sponsor is planning on having this as part of a larger program that encourages a healthy, sustainable, and ethical way of life.

The Research Strategy

There were three main areas where I collected the needed data for the project from:

Plant-based Canada: I received leaflets and pamphlets from Plant-based Canada that provided me with useful information about nutrition and plant-based cooking, as well as other helpful resources. These gave small, condensed forms of information on the areas that the course needs to cover. These included a list of available plant-based food items in Canada along with their nutritional value and recommended daily amount.

Scholarly Articles & Government Websites: These articles provided a deeper academic understanding of plant-based nutrition and provided scientific support for my findings as well. Official government websites that offer tips on how to make cooking easier were also used as

part of this data collection process. The research question in mind for this research strategy was: How healthy are plant-based meals?

Observations: One interesting and very relevant observation was the preparation and consumption of the free lunched made and served at Concordia's voluntary soup kitchen named People's Potato. The kitchen prepares lunches using a simple formula of having a main base of wgrain along with a plant-based stew as topping. The question I was finding an answer to was: How popular are simple plant-based lunches among Concordia students?

PART 2: THE NEEDS ASSESSMENT REPORT

The purpose of this section is to initially provide a restatement of the request made my Plant-based Canada followed by the identification of their business need. I will then describe the project's performance problem, clarify who the learners for this course are, and lastly identify the product and project constraints.

Restatement of the Request

"Create a 30-minute training course that would teach college-level students how to easily prepare flexible nutritional plant-based meals without the need of detailed recipes."

The Program's Business Need

Full-time students usually opt for cheap, ready-to-eat meals that are not only detrimental to their health by shaping harmful dietary habits that overwork the healthcare system over time but are also destructive to the environment that all living beings depend on. As a primary business need, the request seeks to contain costs and government spending through both its health and environmental impacts. This would be achieved by reducing the burden on the healthcare system caused by preventable diet-related diseases. Moreover, it aims to contain costs by reducing the use of valuable natural resources, such as water and crops that are used for feeding in factory farming and the production of animal-based foods by helping students create more sustainable eating habits.

The Gap Between Real and Ideal Performance

The following section highlights the performance problem, in other word the gap, by comparing two scenarios. In the first one we look at the ideal performance that is desired by the sponsor and in the second one, the current performance. Each scenario will be presented through tasks.

A. The Desired (Ideal) Performance

Kareem is a full-time student that is able to easily prepare healthy plant-based meals without the use of recipes.

Kareem is a full-time student at the University of Concordia in an undergrad program. Since he has a limited amount of time as a student, he used to think that it would be best to get ready-made meals or take-aways that are easily and cheaply found in stores and restaurants. Nowadays, however, he constantly reminds himself that these dietary choices can have detrimental effects on his health. This is because he knows that these food choices contain highly processed ingredients that are animal-derived and can contain high cholesterol. He is also aware of the environmental impacts of these food items and how it unnecessarily uses up precious resources, crops as a animal feed, and land all in factory farming, a process that could be eliminated and replaced by plant-based production lines that would not only benefit himself but also everyone else. By knowing all this, he is not tempted to make any of such purchases and opts for mostly making his own meals at home. While this might take a bit out of his daily schedule, he finds it totally worthwhile and satisfactory to do so. He knows that unprocessed and fresh plant-based ingredients can contain the needed nutrition for the body and so he always has a stock of legumes, nuts, fruits, and vegetables at home. He uses a shopping list to make sure he always has most of these ingredients available at home.

He has managed to maintain a simple cooking routine, which has made it much easier for him to know what to make and has made him conserve a lot of time on meal cooking and meal preparation.

Every morning he simply makes himself a nutritious and delicious breakfast by choosing a form of grain, mainly oat, which he measures and turns into an edible form through soaking or boiling in either water or plant-based milk. He then dices some available fruits at home which he covers the grain with and then sprinkle with dried nuts, and spices such as cinnamon and ginger. To create variety, he simply opts for different toppings and spices on different days but has managed to find himself a favorite blend that he mostly prefers making.

When making himself lunch, either when at home or preparing in advance for days he is out, without much thinking he chooses a form of grain or minimally processed carbohydrate such as quinoa, rice or potatoes and turns them ready for consumption through a short boil. He also

makes himself a sandwich with whole-grain bread slices whenever pressed for time. As for the topping or filling he selects few vegetables from the ones available at home and prepares them by boiling, frying, or roasting them. These vegetables are often mixed with legumes or nuts, turning them into a super healthy meal. He knows he can simply create the variety by either combining different ingredients from the same food categories or play around with spices which he loves experimenting with.

Whenever making dinner he follows the same pattern but usually goes for a lighter grain base or carbohydrate base. As for the legumes, whenever he is short for time, he chooses the small ones that are prepared in no more than ten to fifteen minutes such as spit peas or lentils. The simple routine of creating a healthy, minimally processed base with a combination of healthy plant-based toppings with various spices has given him the power to be more in control of what he consumes. As far as protein, calcium, and iron are concerned, he makes sure that his three meals throughout the day provides him with the required daily amount of plant-based nutrition.

On certain instances, he may choose to eat plant-based meals or food ingredients that is more heavily processed and is more on the unhealthy side, but he does so with caution and without feeling guilty about it, knowing that most of what he eats is healthy and that most of what he eats is really good for him. He occasionally treats himself by going to a new plant-based restaurant to get inspired by the food, but most of the time so to be able to get new ideas on what ingredients to use and how to combine them.

He loves the creative side of his cooking routine where one is not limited to a recipe and does not feel obliged to follow strict instructions. The free hand he is given in this routine allows him to explore and fall in love with natural food and flavors without the cost of his own health or the environment.

B. The Current Performance

Kareem is a full-time student that chooses to eat ready-made meals and snacks or take-aways. He has some awareness that these are not very healthy choices, especially when eaten regularly, but he feels he neither has the time nor the skill to be more in control of what he consumes.

Every morning Kareem makes himself instant coffee which he has with either a candy bar or a cheese sandwich. He doesn't really have a lot of choices when it comes to breakfast and so he tends to not give it much thought and sometimes even skip it. When it comes to lunch or dinner, depending on where he is, he will place orders from Uber Eats or go to a fast food place such as Burger King or McDonalds that would provide him with meals within his budget. There are some restaurants in his city that offer healthy plant-based food options, but these are usually

quite expensive and not within the reach of the average student, so that leaves him with no other option than to buy whatever he can afford.

He knows that these food choices may not be the most nutritionally healthy ones but at the same time thinks that they are the only choices he is left with as a student. While he has heard about how a more plant-based diet is better for the environment and health, he doesn't have much knowledge of how to switch to a plant-based die. He has at times given the consideration of making healthier food at home but always dismissed the idea since he feels he lacks the needed skills to do so.

Also, even though he would like to be able to cook for himself more often, he feels that he is overwhelmed by all of the recipes he finds on social media or that he finds in cookbooks. He feels the recipes are overcomplicated and cumbersome and contain ingredients that are not normally available in conventional stores and that are difficult to find on the market such as jackfruit or agave and so on. Because of this, he chooses to prepare half-cooked more available animal-based meals that require minimum preparation. To add, he doesn't think plant-based food can always give him the needed protein and nutrition and believes a Big Mac can provide him with the needed nutritional value.

C. Main And Supporting Tasks in Desired (Ideal) Performance

End result: The student prepares a healthy three-course meal plan with basic, minimally processed foods.

1. Describe the benefits of the three main recommended food groups based on Canada's public food guide.
    a. Identify the three main recommended food groups.
        i. Define protein food.
        ii. Define whole grain food.
    b. Describe the benefits of fruits and vegetables.
        i. Identify the common types of fruits and vegetables available in Canada.
        ii. Describe the health benefits of the common types of fruits and vegetables available in Canada.
            1. Identify the nutritional value and vitamin found in the common types of fruit and vegetables available in Canada.
            2. Describe the amount of nutrition and vitamins found in the common types of fruits and vegetables in Canada.
    c. Describe protein foods.
        i. Identify the common types of protein foods available in Canada.

ii. Describe the health benefits of the common types of protein food available in Canada.
    1. Identify the nutritional value found in the common types of protein food available in Canada.
    2. Describe the amount of nutrition found in the common types of protein food in Canada.
    3.

d. Describe whole-grain foods.
    i. Identify the common types of whole grain foods available in Canada.
    ii. Describe the health benefits of the common types of whole grain foods available in Canada.
        1. Identify the nutritional value found in the common types of whole grain food available in Canada.
        2. Describe the amount of nutrition found in the common types of whole grain food in Canada.

2. Describe the importance of a plant-based diet.
    a. Define plant-based diet.
    b. Explain the benefits of a plant-based diet.
        i. Explain how a plant-based diet is beneficial for human health.
            1. Explain the needed daily intake of various nutrients.
                a. Explain the needed daily intake of protein.
                b. Explain the needed daily intake of iron.
                c. Explain the needed daily intake of calcium.
            2. Explain the available nutrients in plant-based food items.
                a. Explain the amount of protein available in plant-based food items.
                b. Explain the amount of iron available in plant-based food items.
                c. Explain the amount of calcium available in plant-based food items.
        ii. Explain how a plant-based diet is beneficial for the environment.
            1. Explain how a plant-based diet affects natural resources.
            2. Explain how a plant-based diet affects animals.

3. Prepare a healthy plant-based breakfast.
    a. Prepare a whole grain/carbohydrate.
        i. Identify the needed amount.
            1. Describe needed amount per person.
            2. Measure the needed amount using a measuring tool.

ii. Turn it into an edible form.
    1. Add water/plant-based milk/both to the grains.
        a. Describe needed amount per person.
        b. Measure the needed amount using a measuring tool.
    2. Add a sweetener and/or spice.
        a. Choose from the available sweeteners.
            A. Describe the needed amount per person.
            B. Measure the needed amount using a measuring tool.
        b. Add a spice most compatible with the breakfast grain.
            A. Identify the most compatible spices with the breakfast grain.
            B. Describe the needed amount per person.
            C. Measure the needed amount using a measuring tool.
    3. Boil the grain.
    4. Identify the needed amount of heat and time.
    5. Set the needed amount of heat and time for it to cook.

b. Prepare and add the topping ingredients.
    i. Identify the available toppings (fruits/nuts/seeds).
    ii. Choose the toppings.
        1. Identify the nutritional value in the available topping ingredients.
            a. Describe the amount of protein in it.
            b. Describe the amount of calcium in it.
            c. Describe the amount of Iron in it.
    iii. Describe the needed amounts per person.
    iv. Turn it into an edible form.
        1. If needed cut/grind/chop/…
        2. If needed cook them.

4. <u>Prepare a healthy plant-based lunch or dinner.</u>
    a. Prepare a whole grain food base.
        i. Choose a whole grain food item.
        ii. Identify the needed amount per person.
        iii. Turn it into an edible form.
            1. Add water and/or plant-based milk to the grain.
            2. Add salt.
                a. Describe needed amount per person.
                b. Measure the needed amount using a measuring tool.
            3. Add a spice/spices.

a. Describe needed amount per person.
b. Measure the needed amount using a measuring tool.

4. Cook the grain.

b. Prepare and add the topping ingredients.
   i. Identify the available toppings. (Vegetables, legumes, nuts, seeds)
   ii. Choose the toppings.
      1. Identify the nutritional value in the available topping ingredients.
         a. Identify the amount of protein in it.
         b. Identify the amount of calcium in it.
         c. Identify the amount of Iron in it.
      2. Identify personal preference.
   iii. Identify the needed amounts per person.
   iv. Turn the toppings into an edible form.
      1. Prepare the topping ingredients for cooking (cut/grind/chop/…)
      2. Cook the topping ingredients.
         a. Identify a means of cooking.
         b. Identify the amount of time needed to cook.

Pre-requisite Tasks

Learners should already be able to do the following:

- Peel and chop vegetables.
- Prepare various ingredients through boiling, baking, or frying.

D. Main and Supporting Tasks in Current Performance

End result: The student prepares food based on price, availability, or taste and not nutritional value.

1. Prepare breakfast.
   a. Choose food items that are prepared the fastest or ready-to-eat.
   b. Choose food items that are cheap.
   c. Choose food items that taste good.
2. Prepare lunch.
   a. Choose food items that are prepared the fastest or ready-to-eat.
   b. Choose food items that are cheap.
   c. Choose food items that taste good.
3. Prepare dinner.

a. Choose food items that are prepared the fastest or ready-to-eat.
b. Choose food items that are cheap.
c. Choose food items that that taste good.

E. The Performance Gap

Full-time college-level students find little time to give their food choices much thought. Therefore, they tend to opt for what is available, cheap, and/or just delicious. Although they may to some extent know of their unhealthy choices, they are usually unaware of the full impact of making those choices both on their health and the environment.

For those that are more aware, they often find it challenging to make more healthy choices due to their circumstance of having a limited budget or time. While some may be eager to be more in control of their diet by preparing healthy meals, they feel overwhelmed by the available online resources and instructions on how to do so making them feel that they both need a lot of free time, and great cooking skills to be able to fulfill this. This leads them to prepare what is more convenient to them opting for processed microwavable meals with little nutritional value.

- **The End Result**

The student is more aware of the nutritional value and environmental impacts of minimally processed plant-based food items and is able to put basic ingredients together to create simple, healthy meals for breakfast, lunch, and dinner without any detailed instructions on how to cook.

- **Foundational Concepts**

- To eat more healthily and sustainably, a person should be aware of available healthiest and most sustainable food items with their nutritional value and the daily recommended intake for each.
- To prepare food more easily, a person should have an uncomplicated way to make food that does not require a limited set of instructions and ingredients.

- **Process for Performing the Task**

  - Describe the benefits of the three main recommended food groups.
  - Recognize the importance of a plant-based diet.
  - Make food choices and purchases based on their health and sustainability levels.
  - Prepare a healthy plant-based breakfast.
  - Prepare a healthy plant-based lunch/dinner.

- **Variation of the Process**

  Various ways of preparing/cooking the food ingredients will be provided, allowing the learner to choose the best form depending on the chosen ingredients, personal preference and time.

- **Handling Common Problems**

  A common issue could involve dealing with climate-change deniers that would reject the parts presented on food sustainability and the connection between food choices and climate change.

Descriptions of Learners and Their Influences

This section aims at giving descriptions of likely learners for the course. This will contain three common categories for learners, that is high, medium, and low maintenance as well as general demographics about them. This will be followed by possible environmental influences on the learning experience along with constraints of the project.

Personas of Three Types of Learners

A. High Maintenance

Mahshid is a 23-year-old undergrad. She is highly doubtful of the healthiness of the plant-based diet but wants to try eating more of it since many of her friends have. She is however health conscious and regularly watches her diet and weight and takes multivitamins every day. She has many questions when it comes to nutrition and dieting, especially new ones, and wants to make sure she gets everything her body needs.

B. Medium Maintenance

Margaret is a 19-year-old undergrad. He does not know much about nutrition and cooking other than how to make noodles. But he is really eager to learn more about it as he believes it is a super important skill and a necessity to know how to make your own food in today's consumeristic society. He tries to pay attention in his classes and to make notes of things he learns that he can later practice and implement but he at times feels he's having information overload and so loses focus during lessons.

C. Low Maintenance

Chad is a 27-year-old grad student who used to be a full-force carnivore and thought plant-based foods were nothing but "yuck". But that attitude changed when he met Linda. Linda was a junior at his college and had been a vegan since she was born. Chad thought Linda was super cute and fell for her for real. He then started considering going plant-based and secretly started to watch YouTube videos from Dr. Gregory, a prominent plant-based dietician. He initially started doing this to impress Linda with nutrition facts but then gradually became more interested in it the more he watched them. He now has some knowledge of the nutritional value of plant-based food items but little experience in how to cook. But that is something he is very eager to learn but doesn't exactly know where to start.

General Learner Demographics

- They are undergrad and grad students aged between 19-29 from various fields of study.
- They are full-time students with little free time.
- They are mostly trying to live on a low budget.
- They want to take better care of their health.
- They care for the environment and sustainability.
- They want to be more in control of what they eat.
- They have little or no experience in cooking.

Learners Previous Knowledge

They all know that all the available minimally processed plant-based ingredients are all considered healthy options of food for humans to consume if consumed in their right amount. However, they are not aware of the full benefits and nutritional value of these foods except for those majoring in related fields such as food and health.

Influences

- Intrinsic motivation: Students want to be more in control of their food choices and be able to keep a healthier lifestyle.
- Financial motivation: Students will be able to save money once they start making their own meals at home rather than often outing out.

Issues Affecting Learning and Its Application in the Work Environment

As this instructional program will be part of a larger workshop, little time of 30 minutes can only be dedicated to it. This will be an issue as there are many details to be shared regarding different food and their nutritional value. For this reason, detailed and minor objectives (such as the exact amount of protein, calcium, and iron) will be presented through handouts (or online available resources) in order to provide all the relevant information about nutritional values of plant-based food items in the limited time of the course.

Identification of Product and Project Constraints Affecting the Program

Product Constraints

Other than the time limit of 30 minutes, there should be no pictures of animal-derived food in the presentation. This is done in order not to encourage learners to consume animal-based products. Thera are no other special editorial, style, or dictionary guidelines for the course.

Project Constraints

Deadline and budget: Plant-based Canada would like to have the course ready in two weeks' time and the budget should not exceed $2000. The limited budget is due to them being a non-profit organization that solely relies on donations.

Must-include staff: They have also asked to have Erin on the team to inform the attendees about plant-based food and the type of food they should avoid. She, however, may have an accusatory tone when talking to consumers of animal-based products and so her behavior can influence the effectiveness of the program.

Project history: Also, Plant-based Canada has previously expected too much to be fitted into a short instructional course which turned out unsuccessful and put much unnecessary pressure on the instructional designer.

PART 3: REQUIREMENTS OF THE PROJECT

There are several requirements that must be met for the cooking program to be considered successful. This section describes those requirements. In the first section, I describe the business and content objectives of the project, followed by an assessment of how the students felt about how much they learned from the workshop, and then we assess whether the students are able to meet the objectives after the course.

The Business Objective

The objective of the business is to contain the government's expenses through two main areas. Containing health care expenses and the use of natural resources. This will be achieved by teaching college-level students to develop healthy eating habits by making their own sustainable meals.

The Objectives

- The performers must perform all tasks with 90% accuracy, and without any help.
- There is no specific condition on how the tasks are performed.

The End Result

College students should be able to plan and prepare nutritious plant-based breakfasts, lunches and dinners with ease.

The Main and Supporting Objectives

1. Describe the benefits of the three main recommended food groups based on Canada's public food guide.
    a. Identify the three main recommended food groups.
        i. Define protein food.
        ii. Define whole grain food.
    b. Describe the benefits of fruits and vegetables.
        i. Identify the common types of fruits and vegetables available in Canada.
        ii. Describe the health benefits of the common types of fruits and vegetables available in Canada.

1. Identify the nutritional value and vitamin found in the common types of fruit and vegetables available in Canada.
2. Describe the amount of nutrition and vitamins found in the common types of fruits and vegetables in Canada.

c. Describe protein foods.
   i. Identify the common types of protein foods available in Canada.
   ii. Describe the health benefits of the common types of protein food available in Canada.
      1. Identify the nutritional value found in the common types of protein food available in Canada.
      2. Describe the amount of nutrition found in the common types of protein food in Canada.
      3.

d. Describe whole-grain foods.
   i. Identify the common types of whole grain foods available in Canada.
   ii. Describe the health benefits of the common types of whole grain foods available in Canada.
      1. Identify the nutritional value found in the common types of whole grain food available in Canada.
      2. Describe the amount of nutrition found in the common types of whole grain food in Canada.

2. <u>Describe the importance of a plant-based diet.</u>
   a. Define plant-based diet.
   b. Explain the benefits of a plant-based diet.
      i. Explain how a plant-based diet is beneficial for human health.
         1. Explain the needed daily intake of various nutrients.
            a. Explain the needed daily intake of protein.
            b. Explain the needed daily intake of iron.
            c. Explain the needed daily intake of calcium.
         2. Explain the available nutrients in plant-based food items.
            a. Explain the amount of protein available in plant-based food items.
            b. Explain the amount of iron available in plant-based food items.
            c. Explain the amount of calcium available in plant-based food items.
      ii. Explain how a plant-based diet is beneficial for the environment.
         1. Explain how a plant-based diet affects natural resources.
         2. Explain how a plant-based diet affects animals.

3. Prepare a healthy plant-based breakfast.
    a. Prepare a whole grain/carbohydrate.
        i. Identify the needed amount.
            1. Describe needed amount per person.
            2. Measure the needed amount using a measuring tool.
        ii. Turn it into an edible form.
            1. Add water/plant-based milk/both to the grains.
                a. Describe needed amount per person.
                b. Measure the needed amount using a measuring tool.
            2. Add a sweetener and/or spice.
                a. Choose from the available sweeteners.
                    A. Describe the needed amount per person.
                    B. Measure the needed amount using a measuring tool.
                b. Add a spice most compatible with the breakfast grain.
                    A. Identify the most compatible spices with the breakfast grain.
                    B. Describe the needed amount per person.
                    C. Measure the needed amount using a measuring tool.
            3. Boil the grain.
            4. Identify the needed amount of heat and time.
            5. Set the needed amount of heat and time for it to cook.
    b. Prepare and add the topping ingredients.
        i. Identify the available toppings (fruits/nuts/seeds).
        ii. Choose the toppings.
            1. Identify the nutritional value in the available topping ingredients.
                a. Describe the amount of protein in it.
                b. Describe the amount of calcium in it.
                c. Describe the amount of Iron in it.
        iii. Describe the needed amounts per person.
        iv. Turn it into an edible form.
            1. If needed cut/grind/chop/…
            2. If needed cook them.

4. Prepare a healthy plant-based lunch or dinner.
    a. Prepare a whole grain food base.
        i. Choose a whole grain food item.
        ii. Identify the needed amount per person.

iii. Turn it into an edible form.
    1. Add water and/or plant-based milk to the grain.
    2. Add salt.
        a. Describe needed amount per person.
        b. Measure the needed amount using a measuring tool.
    3. Add a spice/spices.
        a. Describe needed amount per person.
        b. Measure the needed amount using a measuring tool.
    4. Cook the grain.

b. Prepare and add the topping ingredients.
    i. Identify the available toppings. (Vegetables, legumes, nuts, seeds)
    ii. Choose the toppings.
        1. Identify the nutritional value in the available topping ingredients.
            a. Identify the amount of protein in it.
            b. Identify the amount of calcium in it.
            c. Identify the amount of Iron in it.
        2. Identify personal preference.
    iii. Identify the needed amounts per person.
    iv. Turn the toppings into an edible form.
        1. Prepare the topping ingredients for cooking (cut/grind/chop/…)
        2. Cook the topping ingredients.
            a. Identify a means of cooking.
            b. Identify the amount of time needed to cook.

The Evaluation

Level 1 Evaluation

Please state your opinion for the following questions:

1) How would you describe the instructional course? (In no more than one sentence)

_____

2) Using a scale from 1 (lowest rating) to 5 (highest rating) how would you rate the course?

1	2	3	4	5
Atrocious		Meh		phenomenal

3) How much did you know about plant-based food preparation before attending the course?

1	2	3	4	5
Almost Nothing		Some		A great deal

4) How about after the course?

1	2	3	4	5
Still Almost Nothing		Some more than before		A lot more than before

5) How likely are you to use some or all of the skills taught in this course in your daily life?

1	2	3	4	5
No at all		To some extent		Very likely

6) What did you like the best about this course? Please explain your answer.

_____
_____
_____

7) How could this course be improved? Please explain.

_____
_____
_____

(Text adapted from Carliner, Training Design Basics, 2015)

Level 2 Evaluation

Performers will be assessed on whether they meet the objectives through a quiz.

Main Objective 1: Describe the benefits of the three main recommended food groups based on Canada's public food guide.

1) Which of the following is NOT part of the main food groups? (Based on Canada's public food guide)
   a. protein food
   b. calcium food
   c. whole grain food
   d. fruits and vegetables

   Answer:
   a. Correct: Protein food is one of the main three food categories.
   b. Incorrect: While calcium is essential to human health, it is not one of the main food categories introduced in Canada's public food guide.
   c. Correct: Whole grain food is one of the main three food categories.
   d. Correct: Fruits and vegetables is one of the main three food categories.

2) Which vitamin is apples rich in?
   a. Vitamin A
   b. Vitamin B
   c. Vitamin C
   d. Vitamin D

   Answer:
   a. Incorrect: Apples do not contain vitamin A.
   b. Incorrect: Apples do not contain vitamin B.
   c. Correct: Apples are rich in vitamin C.
   d. Incorrect: Apples do not contain vitamin D.

3) Which of the following is NOT considered a protein food?
   a. almonds
   b. peanuts
   c. pinto beans
   d. rice

   Answer:

a. Incorrect: almonds are rich in protein (21/100gr)
b. Incorrect: peanuts are rich in protein (26/100gr)
c. Incorrect: pinto beans are rich in protein (21/100gr)
d. Correct: rice has a very low amount of protein and is not considered a protein food (2.7/100gr)

Main Objective 2: Describe the importance of a plant-based diet.

1) Which of the following best describes a healthy plant-based meal?
   a. Grains, legumes, fruits, and vegetables
   b. Nuts, legumes, eggs, green leaves.
   c. Potato chips, nuts, fruits, pulses
   d. Fruits, vegetables, nuts, fish

   Answer:
   a. Correct: All mentioned food items (Grains, legumes, fruits, and vegetables) are part of a healthy plant-based diet.
   b. Incorrect: While nuts, legumes and green leaves are all part of a healthy plant-based diet, eggs are animal-based.
   c. Incorrect: While nuts, fruits and pulses are all part of a healthy plant-based diet, chips are not because of their low nutritional value.
   d. Incorrect: While fruits, vegetables and nuts are all part of a healthy plant-based diet, fish is animal-based.

2) Which of the following statement is true of plant-based diets?
   a. They are inferior to animal-based diets.
   b. They can lack no needed nutrient.
   c. They lack protein.
   d. They lack calcium.

   Answer:
   a. Incorrect: A healthy plant-based diet can be superior to an animal-based one as they contain almost none of the harmful compounds found in animal0based products.
   b. Correct: All nutrients found in animal-derived products can be found in plant-based food items as well.
   c. Incorrect: Protein found in meat comes from the plants that the animals have consumed hence only becoming a middleman to deliver protein indirectly.
   d. Incorrect: There are many plant-based sources of calcium such as sesame and flax seeds.

3) Which of the following statement is NOT true of plant-based food?
   a. They always have nutrients.
   b. They can contain a lot of calcium.
   c. They can contain a lot of protein.
   d. They always have the needed daily nutrients.

Answer:
a. Correct: Plant-based food always contain nutrients, albeit can be low for certain food items.
b. Correct: There are many plant-based sources rich in calcium such as sesame and flax seeds.
c. Correct: There are many plant-based sources rich in protein such as peanuts and soy.
d. Incorrect: Not every plant-based diet is healthy. While a coke and a bag of potato chips can be considered plant-based, they offer almost no nutritional value.

Main Objective 3: Prepare a healthy breakfast.

1) What are the two main components of making a flexible healthy breakfast? Give an example of each.

Answer:
The answer to this question would be a grain base with a fruit, nut and/or seed topping.

Sample Answer:
Grain base: rolled oats
Topping: slices bananas and peanuts

2) How is the grain base for breakfast be prepared?

Sample Answer:
The grain, for instance rolled oats, is boiled, or simmered in either water, plant-based milk or a combination of both.

3) What plant-based food-items can be used to make a calcium-rich breakfast?

Sample Answer:
A grain base boiled in soy milk with toppings including almonds and chia seeds.

Main Objective 4: Prepare a healthy lunch or dinner.

1) What are three grains that are commonly used when making a lunch or dinner meal?

Sample answer:
brown rice, quinoa, couscous

2) What are the ways of cooking the topping for a lunch or dinner meal?

Sample answer:
Depending on the ingredients they can be boiled, fried, baked, roasted and barbequed.

3) Using the provided sheet for recommended food items, fill in the blanks below to plan two main meals (lunch and dinner) for one person by using a combination of plant-based food items and ingredients.

Lunch: _____ + _____ + _____ +…

Dinner: _____ + _____ + _____ +…

Sample answer:

Lunch: ¾ cup quinoa + 200gr of cooked vegetables + ¼ cup cashew nuts + spices

Dinner: 60gr couscous + 1 cup cooked pinto beans + 200gr of cooked vegetables + spices

Level 3 Evaluation

The learners should prepare all the meals for a week using what they learned from the course and keep a record of them through photographs along with ingredient descriptions and share them in an online group/blog dedicated to the learners that attend the course.

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Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	1	
Total screens	19	
Unit title	Front matter	
Screen title:	Simplified Whole Plant-based Cooking	

On-screen content:

Title: Simplified Plant-based Cooking

Image: A colorful picture of whole foods.

Logo of sponsor.
Body: Just Eat Plants

April 2023
Version 1.0
Copyright Reserved 2023

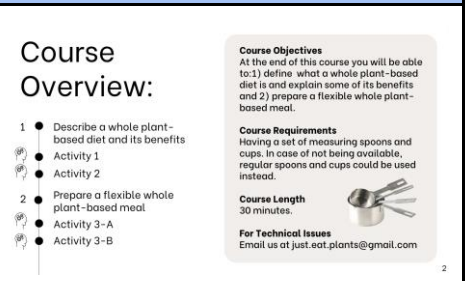
Narration:

Simplified Plant-based Cooking
By Just Eat Plants

April 2023
Version 1.0
Copyright Reserved 2023

Instructions to developers:	Interactivity/on click:

A simple minimal design is recommended with a white background and simple black thin font (I have used Be Vietnam and Be Vietnam Thin in my proposed visuals).	Clicking on the page or pressing space or the right key moves to the next page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	2	
Total screens	19	
Unit title	Front matter	
Screen title:	Course Overview	

On-screen content:

Title: Course Overview

Body:
Define a whole plant -based diet and explain its benefits.
Activity 1
Activity 2
Prepare a flexible whole plant-based meal.
Activity 3-A
Activity 3-B

Heading: Course Objectives
Body: At the end of this course you will be able to:1) define what a whole plant-based diet is and explain some of its benefits and 2) prepare a flexible whole plant-based meal.

Heading: Course Requirements
Body: Having a set of measuring spoons and cups. In case of not being available, regular spoons and cups could be used instead.

Heading: Course Length
Body: 30 minutes.

Heading: For Technical Issues
Body: Email us at just.eat.plants@gmail.com

Narration:
At the end of this course you will be able to:1) define what a whole plant-based diet is and explain some of its benefits and 2) prepare a flexible whole plant-based meal. There course requirements having a set of measuring spoons and cups. In case of not being available, regular spoons and cups could be used instead. You should also be able to work with kitchen utensils and cut up vegetables. The course length is 30 minutes. For Technical Issues email us at just.eat.plants@gmail.com

Instructions to developers:	Interactivity/on click:
The course overview can first be revealed and then the rest of the information.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	3	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	Unit 1 Define a whole plant-based diet and describe its benefits.	

On-screen content:

Title: Unit 1 Define a whole plant-based diet and describe its benefits.

Title: Unit Objectives

Body: Define a plant-based diet.
Define whole foods.
Explain the health benefits of a whole plant-based diet.

Narration:

Unit 1 Define a whole plant-based diet and describe its benefits.

The unit objectives are to define a plant-based diet, define whole foods, and explain the health benefits of a whole plant-based diet.

Instructions to developers:	Interactivity/on click:

All information revealed at the same time. A visual of a plate with a whole plant-based meal on it is suggested.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	4	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	The Plant-based Diet	

On-screen content:

Click on each food group for more information.

Heading: Legumes
Body: This food group includes beans, lentils, and peas. Legumes are a great source of protein, fiber, and various vitamins and minerals. This is recommended to make up 25 % of your meal.

Heading: Fruits
Body: This food group includes a variety of fruits such as berries, apples, oranges, and bananas. Fruits are rich in antioxidants, fiber, and vitamins. It is recommended that you have at least 3 servings of fruit a day.

Heading: Vegetables
Body: This food group includes a variety of vegetables such as broccoli, carrots, peppers. and onions. Vegetables are rich in fiber, vitamins, and minerals. and are important for maintaining overall health This is recommended to make up 50 % of our meal.

Heading: Spices & Herbs
Body: This food group includes a variety of spices and herbs. such as turmeric, ginger, garlic, and oregano. These ingredients can add flavor to

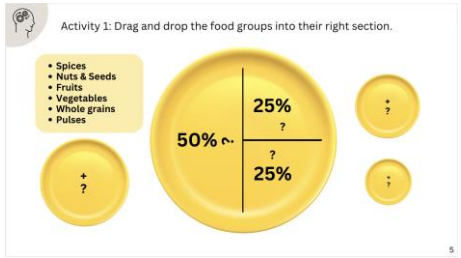
meals and also have anti-inflammatory properties. Recommended for very small amounts everyday.

Heading: Nuts & Seeds
Body: This food group includes a variety of nuts and seeds, such as almonds, walnuts, chia seeds, and flaxseeds. Nuts and seeds are a great source of healthy fats, protein, and various vitamins and minerals. It is recommended that you have 1 small serving of these healthy fats everyday.

Heading: Whole Grains
Body: This food group includes whole grains such as oats, quinoa, and brown rice. Whole grains are rich in fiber, vitamins, and minerals, and can help lower the risk of chronic diseases. This is recommended to make up 25% of your meals.

Narration:
Clicking on each food group would narrate the heading and the body of that food group.

Instructions to developers:	Interactivity/on click:
A visual of a complete whole plant-based plate that have all the recommended food groups showing. All visuals are revelaed at the same time expect for the bodies.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Clicking on the heading of each food group reveals the body and the narration starts.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	5	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	Activity 1	

On-screen content:

Instructions: Activity 1: Match the food groups into their right section.

Labels:
Spices
Nuts & Seeds
Fruits
Vegetables
Whole grains
Pulses

Visual: Big plate divided in three sections:
?50%
?25%
?25%

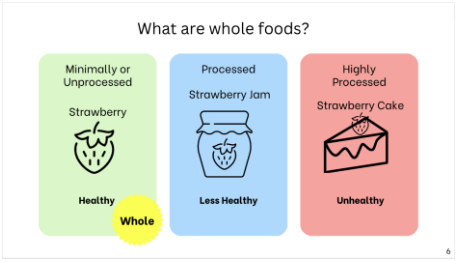
Three smaller plates each having the following signs:
+?
+?
+?

The smaller plate sizes relate to their food group descriptions.

Narration:

Activity 1: Match the food groups into their right section.

Instructions to developers:	Interactivity/on click:
The page will not move forward unless they match them all correctly.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Each title can be dragged and matched with a category whether it is correct or incorrect. Double clicking on a matched food grouo moves it back to the box.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	6	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	What are whole foods?	
On-screen content:		
Heading: Minimally or Unprocessed Body: Strawberry - Healthy Heading: Processed Body Strawberry Jam - Less Healthy		

Heading: Highly processed
Body: Strawberry cake - Unhealthy

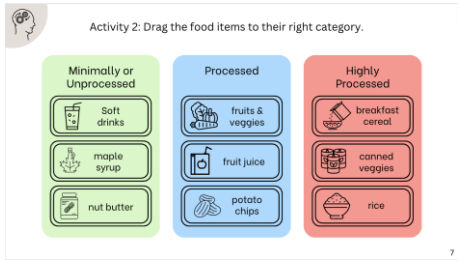
Narration:

Minimally processed food refers to food that has undergone minimal processing, such as washing, trimming, or cutting. These foods are often fresh or whole foods that have not been significantly altered from their natural state, and they typically have few added ingredients or preservatives. Unprocessed food have not been changed in any way such as strawberries. This category of food are considered healthy.

Processed food refers to foods that have been modified from their original state through various processing methods such as canning, freezing, or drying. These foods often have added ingredients like salt, sugar, or preservatives to enhance flavor and extend shelf life. An example of processed food can be strawberry jam. This category of food is considered less healthy or even unhealthy.

Highly or ultra-processed food, on the other hand, is a category of heavily processed foods that typically contain multiple added ingredients, including artificial flavors, colors, and sweeteners. These foods are often high in calories, salt, sugar, and unhealthy fats, and are commonly found in fast food, snack foods, and sugary drinks. Ultra-processed foods are generally considered to be less healthy than minimally processed or processed foods, and their consumption has been linked to various health problems. An example of processed food can be strawberry cake. This category of food is considered unhealthy.

Instructions to developers:	Interactivity/on click:
Show the categories without the images at first as they are revealed when the category is clicked on.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Clicking on each category reveals the image of that category and the narration begins.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	7	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	Activity 2	

On-screen content:

Instructions: Activity 2: Drag the food items to the category they belong best..
Heading: Minimally Processed or Unprocessed / Processed / Highly Processed

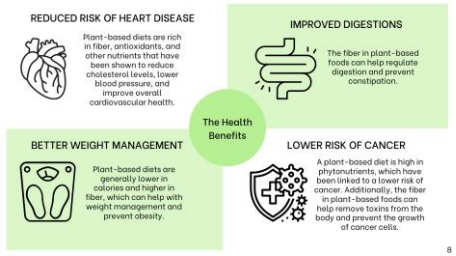
Body:
soft drinks
maple syrup
nut butter
fruits & veggies
fruit juice
potato chips
breakfast cereal
canned veggies
rice

Narration:

Activity 2: Drag the food items to the category they belong best.

Instructions to developers:	Interactivity/on click:

The food are scrambled up on the page.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Each food item can be dragged and dropped in a category whether correct or incorrect. The learner will not be able to move forward however until all answers are dropped in their correct category.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	8	
Total screens	19	
Unit title	Define a whole plant-based diet and describe its benefits.	
Screen title:	The Health Benefits	

On-screen content:

Heading: REDUCED RISK OF HEART DISEASE
Body: Plant-based diets are rich in fiber, antioxidants, and other nutrients that have been shown to reduce cholesterol levels, lower blood pressure, and improve overall cardiovascular health.

Heading: BETTER WEIGHT MANAGEMENT
Body: Plant-based diets are generally lower in calories and higher in fiber, which can help with weight management and prevent obesity.

Heading: IMPROVED DIGESTIONS
Body: The fiber in plant-based foods can help regulate digestion and prevent constipation.

Heading: LOWER RISK OF CANCER
Body: A plant-based diet is high in phytonutrients, which have been linked to a lower risk of cancer. Additionally, the fiber in plant-based foods can help remove toxins from the body and prevent the growth of cancer cells.

Narration:

A whole plant-based diet can reduce the risk of heart disease.
Body: Plant-based diets are rich in fiber, antioxidants, and other nutrients that have been shown to reduce cholesterol levels, lower blood pressure, and improve overall cardiovascular health.

A whole plant-based diet can help with better weight management.
Body: Plant-based diets are generally lower in calories and higher in fiber, which can help with weight management and prevent obesity.

A whole plant-based diet can improve digestion.
Body: The fiber in plant-based foods can help regulate digestion and prevent constipation.

A whole plant-based diet can lower the risk of cancer.
Body: A plant-based diet is high in phytonutrients, which have been linked to a lower risk of cancer. Additionally, the fiber in plant-based foods can help remove toxins from the body and prevent the growth of cancer cells.

Instructions to developers:	Interactivity/on click:
Only the title in the middle of the screen and the images are shown at first. Clicking on each image reveals the text and starts the narration for that category.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Clicking on each image reveals the text and starts the narration for that category.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	9	
Total screens	19	
Unit title	Unit 2: Preparing a flexible whole plant-based meal	
Screen title:	Unit 2: Preparing a flexible whole plant-based meal	
On-screen content:		

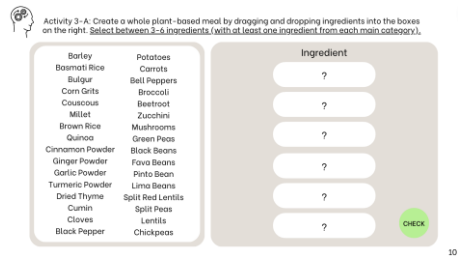
Title: UNIT 2 PREPARING A FLEXIBLE WHOLE PLANT-BASED MEAL
Body:
Objectives
Prepare a whole grain base.
Prepare a stew.

Narration:

Title: UNIT 2 PREPARING A FLEXIBLE WHOLE PLANT-BASED MEAL
The objectives of this unit are to prepare a whole grain base and to prepare a stew.

Visual: Someone cooking plant-based food

Instructions to developers:	Interactivity/on click:
No special instructions.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	10	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	
Screen title:	Activity 3A	

On-screen content:

Instructions: Activity 3-A: Create a whole plant-based meal by dragging and dropping ingredients into the boxes on the right. Select between 3-6 ingredients (with at least one ingredient from each main category).

Barley
Basmati Rice
Bulgur
Corn Grits
Couscous
Millet
Brown Rice
Quinoa
Cinnamon Powder
Ginger Powder
Garlic Powder
Turmeric Powder
Dried Thyme
Cumin
Cloves
Black Pepper
Potatoes
Carrots
Bell Peppers
Broccoli
Beetroot
Zucchini
Mushrooms

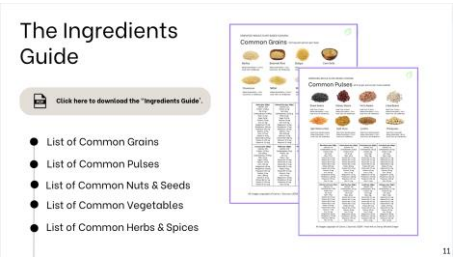
Green Peas
Black Beans
Fava Beans
Pinto Bean
Lima Beans
Split Red Lentils
Split Peas
Lentils
Chickpeas

Narration:

Activity 3-A: Create a whole plant-based meal by dragging and dropping ingredients into the boxes on the right. Select between 3-6 ingredients (with at least one ingredient from each main category).

Instructions to developers:	Interactivity/on click:
This activity is meant for the learners to figure out the “grain + vegetable + pulse” formula, already somehow shown in Unit 1. For this activity the learner MUST choose one grain (and only one grain) along with at least one vegetable and one form of pulse for the answer to be accepted. They can choose a spice and 2 for the vegetable and 2 for pulse and fill all the boxes but they need to meet the minimum requirement to be able to continue. Clicking on the “Check” button will show them a percentage of much they got it right. Missing a food item from one of main groups of grain, vegetables or pulses will reduce it by 33%. For example, if a learner only chooses a grain and carrots the results would show 66% correct. Even if they added another vegetable, it would still show 66% as pulses are still missing. Mixing grains would reveal the message of “as different grains have different cooking point, mixing them might ruin they grain.” There can be thousands of different type of acceptable answers for this	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Ingredients can be dragged and dropped in the any box. Double clicking on a moved ingredient will move it back to the list. Clicking on the “Check” button reveals a percentage or feedback (such as “It is not recommended for you to have two grains for one meal now as they have different cooking points”.

one.	

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	11	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	
Screen title:	The ingredients guide.	

On-screen content:

Title: The Ingredients Guide

Body: Click here to download the "Ingredients Guide'.

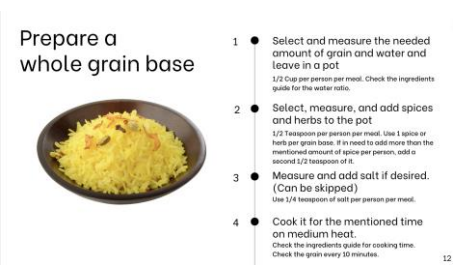
List of Common Grains
List of Common Pulses
List of Common Nuts & Seeds
List of Common Vegetables
List of Common Herbs & Spices

Screenshots of the Ingredients Guide on the left side of the page.

Narration:

No narration.

Instructions to developers:	Interactivity/on click:
Clicking on the colored area gives them access to the pdf version of the ingredients Guide. This will be presented as a pdf file so the learners can easily refer to it when they want or print it.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Clicking on the colored area opens a pdf file.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	12	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	
Screen title:	Prepare a whole grain base	

On-screen content:

Title: Prepare a whole grain base
Heading: Select and measure the needed amount of grain and water and leave in a pot
Body: 1/2 Cup per person per meal. Check the ingredients guide for the water ratio.

Heading: Select, measure, and add spices and herbs to the pot
Body: 1/2 Teaspoon per person per meal. Use 1 spice or herb per grain base. If in need to add more than the mentioned amount of spice per person, add a second 1/2 teaspoon of it.

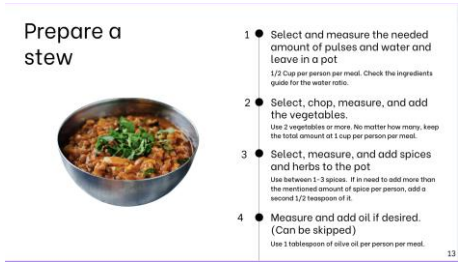
Heading: Measure and add salt if desired.
(Can be skipped)
Body: Use 1/4 teaspoon of salt per person per meal.

Haeding: Cook it for the mentioned time on medium heat.
Body: Check the ingredients guide for cooking time.
Check the grain every 10 minutes. Remove when mushy.

Narration:
To prepare a whole grain base First select and measure the needed amount of grain and water and leave in a pot. 1/2 Cup per person per meal. Check the ingredients guide for the water ratio. In the second step select, measure, and add spices and herbs to the pot. 1/2 Teaspoon per person per meal. Use 1 spice or herb per grain base. If in need to add more than the mentioned amount of spice per person, add a second 1/2 teaspoon of it. In the third step measure and add salt if desired. (Can be skipped) Use 1/4 teaspoon of salt per person per meal. In the fourth step: Cook it for the mentioned time on medium heat. Check the ingredients guide for cooking time. Check the grain every 10 minutes. Remove when mushy. Visual: A bowl of prepared whole grain base with spices.

Instructions to developers:	Interactivity/on click:
The steps and are revealed and narrated one by one as the learner clicks.	Clicking on the page or pressing space or the right arrow key moves to the next step. Pressing the left arrow key moves to the previous step. The steps and are revealed and narrated one by one as the learner clicks.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	13	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	

Screen title:	Prepare a stew	

On-screen content:

Title: Prepare a stew
Heading: Select and measure the needed amount of pulses and water and leave in a pot
Body: 1/2 Cup per person per meal. Check the ingredients guide for the water ratio.

Heading: Select, chop, measure, and add the vegetables.
Body: Use 2 vegetables or more. No matter how many, keep the total amount at 1 cup per person per meal.

Heading: Select, measure, and add spices and herbs to the pot
Body: Use between 1-3 spices. If in need to add more than the mentioned amount of spice per person, add a second 1/2 teaspoon of it.

Heading: Measure and add oil if desired.
(Can be skipped)
Body: Use 1 tablespoon of oilve oil per person per meal.

Visuals: A bowl of stew.

Narration:

To prepare a stew:
First select and measure the needed amount of pulses and water and leave in a pot
1/2 Cup per person per meal. Check the ingredients guide for the water ratio.

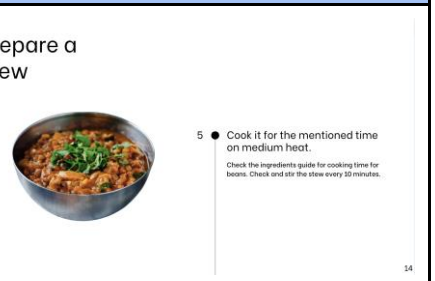
In the second step select, chop, measure, and add the vegetables.
Use 2 vegetables or more. No matter how many, keel the total amount at 1 cup per person per meal.

In the thirs step select, measure, and add spices and herbs to the pot.
Use between 1-3 spices. If in need to add more than the mentioned amount of spice per person, add a second 1/2 teaspoon of it.

In the fourth step measure and add oil if desired.
(Can be skipped)

Use 1 tablespoon of oilve oil per person per meal.

Instructions to developers:	Interactivity/on click:
The steps and are revealed and narrated one by one as the learner clicks.	Clicking on the page or pressing space or the right arrow key moves to the next step. Pressing the left arrow key moves to the previous step. The steps and are revealed and narrated one by one as the learner clicks.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	14	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	
Screen title:	Prepare a stew	

On-screen content:
Title: Prepare a stew Heading: Cook it for the mentioned time on medium heat. Body: Check the ingredients guide for cooking time for pulses. Check and stir the stew every 10 minutes. Remove when ingredients have turned soft. Visuals: A bowl of stew.

Narration:
In the fift step cook it for the mentioned time in the ingredients on medium heat. Check the ingredients guide for cooking time for pulses. Check and stir the stew every 10 minutes. Remove when ingredients have turned soft.

Instructions to developers:	Interactivity/on click:
No instructions.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous step.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	15	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	
Screen title:	Enjoy!	

On-screen content:
Title: Enjoy!

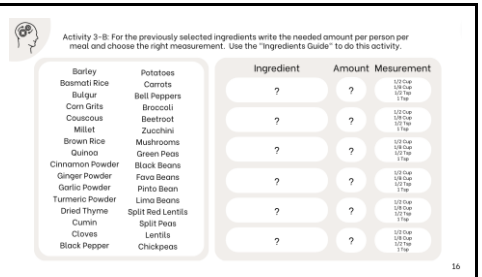
Body: With only
8 different types of grain, 8 different types of beans, 8 different types of vegetables, and
8 different types of spices and herbs you can get
98304
possibilities of ingredient combinations.

Visuals: A bowl of grain and stew together.

Narration:
Did you know that with only 8 different types of grain, 8 different types of beans, 8 different types of vegetables, and 8 different types of spices and herbs you can get 98304 possibilities of ingredient combinations?

Instructions to developers:	Interactivity/on click:
First reveal the left side of the page with the images and the “Enjoy”. Then on clicking the fact and narration.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	16	
Total screens	19	
Unit title	Preparing a flexible whole plant-based meal	

Screen title:	Activity 3-B	

On-screen content:

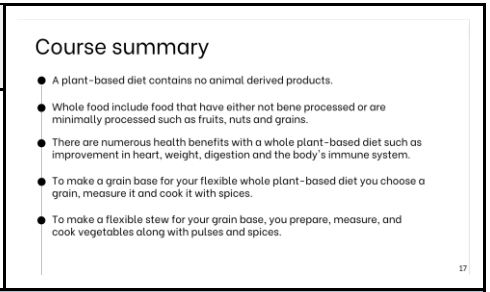
Instructions: Activity 3-B: For the previously selected ingredients write the needed amount per person per meal. Use the "Ingredients Guide" to do this activity.

Barley
Basmati Rice
Bulgur
Corn Grits
Couscous
Millet
Brown Rice
Quinoa
Cinnamon Powder
Ginger Powder
Garlic Powder
Turmeric Powder
Dried Thyme
Cumin
Cloves
Black Pepper
Potatoes
Carrots
Bell Peppers
Broccoli
Beetroot
Zucchini
Mushrooms
Green Peas
Black Beans
Fava Beans
Pinto Bean

Lima Beans Split Red Lentils Split Peas Lentils Chickpeas Title: Ingredient Amount for 1 person
Narration:
Activity 3-B: For the previously selected ingredients write the needed amount per person per meal. Use the "Ingredients Guide" to do this activity.

Instructions to developers:	Interactivity/on click:
For this last activity they are supposed to choose ethe right measurement of each of the ingredients they had previously chosen as a meal. The list of measurements is shown in a dropdown menu. They refer to the ingredients guide for the correct amount and can only continue when the measurements have been chosen correctly and in their correct amount For example: Lentils => ½ cup Potatoes => 1 cup if one vegetable has been chosen as part of their meal and ½ cup if two have been chosen.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page. Clicking on the amounts will open a menu of choices.

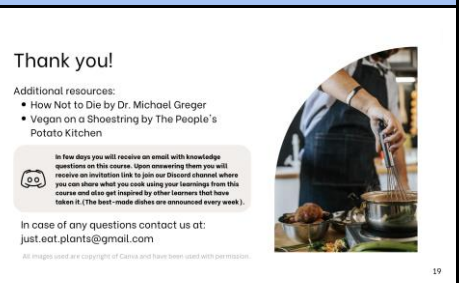
Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	17	
Total screens	19	

Unit title	Back Matter	
Screen title:	Back matter	

On-screen content:
Title: Course summary Body: A plant- based diet contains no animal derived products. Whole food include food that have either not bene processed or are minimally processed such as fruits, nuts and grains. There are numerous health benefits with a whole plant -based diet such as improvement in heart, weight, digestion and the body's immune system. To make a grain base for your flexible whole plant-based diet you choose a grain, measure it and cook it with spices. To make a flexible stew for your grain base, you prepare, measure, and cook vegetables along with pulses and spices.
Narration:
Course summary A plant- based diet contains no animal derived products. Whole food include food that have either not bene processed or are minimally processed such as fruits, nuts and grains. There are numerous health benefits with a whole plant -based diet such as improvement in heart, weight, digestion and the body's immune system. To make a grain base for your flexible whole plant-based diet you choose a grain, measure it and cook it with spices. To make a flexible stew for your grain base, you prepare, measure, and cook vegetables along with pulses and spices.

Instructions to developers:	Interactivity/on click:
All are shown at the same time.	Clicking on the page or pressing space or the right arrow key moves to the next page.

	Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	18	
Total screens	19	
Unit title	Preparing a plant-based lunch or dinner	
Screen title:	Vegetables	
On-screen content:		
Thank you! Additional resources: • How Not to Die by Dr. Michael Greger • Vegan on a Shoestring by The People's Potato Kitchen In few days you will receive an email with knowledge questions on this course. Upon answering them you will receive an invitation link to join our Discord channel where you can share what you cook using your learnings from this course and also get inspired by other learners that have taken it. (The best-made dishes are announced every week). In case of any questions contact us at: just.eat.plants@gmail.com		
Narration:		

Thank you!
Additional resources:
• How Not to Die by Dr. Michael Greger
• Vegan on a Shoestring by The People's Potato Kitchen
In few days you will receive an email with knowledge questions on this course. Upon answering them you will receive an invitation link to join our Discord channel where you can share what you cook using your learnings from this course and also get inspired by other learners that have taken it. (The best-made dishes are announced every week).
In case of any questions contact us at:
just.eat.plants@gmail.com

Instructions to developers:	Interactivity/on click:
No special instructions.	Clicking on the page or pressing space or the right arrow key moves to the next page. Pressing the left arrow key moves to the previous page.

Course name	Simplified Whole Plant-based Cooking	Proposed visuals
Screen number	19	
Total screens	19	
Unit title	Preparing a plant-based lunch or dinner	
Screen title:	Prepare the grain base.	

On-screen content:
Title: The Shopping List Body: Complete the course evaluation to receive an exclusive Just Eat Plants shopping list that, perfect for whole plant-based cooking and that includes extra ingredients not mentioned in the course.

Click here to access the course survey and to get the exclusive shopping list. Visual: Screenshot of the shopping list
Narration:
Interested in a whole plant-based shopping list? Complete the course evaluation to receive an exclusive Just Eat Plants shopping list that, perfect for whole plant-based cooking and that includes extra ingredients not mentioned in the course. Click here to access the course survey and to get the exclusive shopping list.

Instructions to developers:	Interactivity/on click:
No special instructions. This is to encourage the learners to take the survey. The link to the shopping will be shown when they have completed the survey. The link to the shopping list will open a pdf file,	Pressing the left arrow key moves to the previous page. Clicking on the colored area will take them to the survey page.

Please find the job aids below:

SIMPLIFIED WHOLE PLANT-BASED COOKING:

Common Grains 1/2 Cup per person per meal

Barley

Water:Grain Ratio = 3.5 to 1
Cook Time: 40 Minutes

Basmati Rice

Water:Grain Ratio = 1 to 1
Cook Time: 30-40 Minutes

Bulgur

Water:Grain Ratio = 1.5 to 1
Cook Time: 15 Minutes

Corn Grits

Water:Grain Ratio = 3 to 1
Cook Time: 10-15 Minutes

Couscous

Water:Grain Ratio = 1 to 1
Cook Time: 5-10 Minutes

Millet

Water:Grain Ratio = 2.5 to 1
Cook Time: 35-40 Minutes

Brown Rice

Water:Grain Ratio = 1.5 to 1
Cook Time: 30-40 Minutes

Quinoa

Water:Grain Ratio = 2 to 1
Cook Time: 20-25 Minutes

The Nutritional Value

Barley (per 100gr)	**Basmati Rice (per 100gr)**	**Bulgur (per 100gr)**	**Corn Grits (per 100gr)**
Calories: 354	Calories: 121	Calories: 342	Calories: 361
Protein: 12.48 gr	Protein: 2.6 gr	Protein: 12.29 gr	Protein: 7.94 gr
Fat: 2.3 gr	Fat: 0.3 gr	Fat: 1.33 gr	Fat: 1.75 gr
Carbohydrates: 73.48 gr	Carbohydrates: 25.22 gr	Carbohydrates: 75.87 gr	Carbohydrates: 77.24 gr
Fiber: 17.3 gr	Fiber: 0.6 gr	Fiber: 18.3 gr	Fiber: 4.3 gr
Sugar: 0.8 gr	Sugar: 0.12 gr	Sugar: 0.4 gr	Sugar: 0.22 gr
Calcium: 33 mg	Calcium: 10 mg	Calcium: 29 mg	Calcium: 2 mg
Iron: 2.5 mg	Iron: 0.41 mg	Iron: 3.08 mg	Iron: 2.2 mg
Magnesium: 79 mg	Magnesium: 25 mg	Magnesium: 76 mg	Magnesium: 39 mg
Phosphorus: 264 mg	Phosphorus: 77 mg	Phosphorus: 320 mg	Phosphorus: 84 mg
Potassium: 452 mg	Potassium: 115 mg	Potassium: 410 mg	Potassium: 181 mg
Sodium: 12 mg	Sodium: 1 mg	Sodium: 7 mg	Sodium: 9 mg
Zinc: 2.77 mg	Zinc: 0.65 mg	Zinc: 1.6 mg	Zinc: 0.56 mg
Vitamin C: 0 mg	Vitamin C: 0 mg	Vitamin C: 0 mg	Vitamin C: 0 mg
Vitamin B6: 0.26 mg	Vitamin B6: 0.08 mg	Vitamin B6: 0.35 mg	Vitamin B6: 0.25 mg
Vitamin E: 0.19 mg	Vitamin E: 0.11 mg	Vitamin E: 0.19 mg	Vitamin E: 0.06 mg
Vitamin K: 2.2 mcg	Vitamin K: 0.1 mcg	Vitamin K: 0.4 mcg	Vitamin K: 0.1 mcg
Couscous (per 100gr)	**Millet (per 100gr)**	**Brown Rice (per 100gr)**	**Quinoa (per 100gr)**
Calories: 376	Calories: 119	Calories: 111	Calories: 120
Protein: 12.76 gr	Carbohydrates: 25 gr	Carbohydrates: 23.5 gr	Carbohydrates: 21.3 gr
Fat: 0.64 gr	Protein: 3 gr	Protein: 2.6 gr	Protein: 4.4 gr
Carbohydrates: 77.95 gr	Fat: 1 gr	Fat: 0.9 gr	Fat: 1.9 gr
Fiber: 6.1 gr	Fiber: 1.5 gr	Fiber: 1.8 gr	Fiber: 2.8 gr
Sugar: 0.36 gr	Vitamin B1: 0.2 mg	Vitamin B1: 0.1 mg	Vitamin B1: 0.1 mg
Calcium: 23 mg	Vitamin B2: 0.1 mg	Vitamin B2: 0.0 mg	Vitamin B2: 0.1 mg
Iron: 2.53 mg	Vitamin B3: 1.3 mg	Vitamin B3: 1.6 mg	Vitamin B3: 0.5 mg
Magnesium: 59 mg	Vitamin B6: 0.1 mg	Vitamin B6: 0.2 mg	Vitamin B6: 0.1 mg
Phosphorus: 143 mg	Folate: 8 mcg	Folate: 7 mcg	Folate: 19 mcg
Potassium: 143 mg	Vitamin B5: 0.4 mg	Vitamin B5: 0.4 mg	Vitamin B5: 0.3 mg
Sodium: 5 mg	Calcium: 4 mg	Calcium: 10 mg	Calcium: 17 mg
Zinc: 1.08 mg	Iron: 0.7 mg	Iron: 0.4 mg	Iron: 1.5 mg
Vitamin C: 0 mg	Magnesium: 25 mg	Magnesium: 43 mg	Magnesium: 64 mg
Vitamin B6: 0.1 mg	Phosphorus: 70 mg	Phosphorus: 75 mg	Phosphorus: 152 mg
Vitamin E: 0.24 mg	Potassium: 67 mg	Potassium: 88 mg	Potassium: 172 mg
Vitamin K: 0.1 mcg	Zinc: 0.5 mg	Zinc: 0.8 mg	Zinc: 1.1 mg

SIMPLIFIED WHOLE PLANT-BASED COOKING:

Common Pulses 1/2 Cup per person per meal (soaked)

Black Beans

Soak Time: 2 Hours
Water:Pulse Ratio = 3 to 1
Cook Time: 45-60 Minutes

Kidney Beans

Soak Time: 4 Hours
Water:Pulse Ratio = 3 to 1
Cook Time: 45-60 Minutes

Pinto Beans

Soak Time: 4 Hours
Water:Pulse Ratio = 3 to 1
Cook Time: 30-60 Minutes

Lima Beans

Soak Time: 2 Hours
Water:Pulse Ratio = 3 to 1
Cook Time: 30-60 Minutes

Split Red Lentils

Soak Time: Not Necessary
Water:Pulse Ratio = 3 to 1
Cook Time: 20-30 Minutes

Split Peas

Soak Time: Not Necessary
Water:Pulse Ratio = 3 to 1
Cook Time: 90 Minutes

Lentils

Soak Time: Not Necessary
Water:Pulse Ratio = 3 to 1
Cook Time: 30-45 Minutes

Chickpeas

Soak Time: Overnight
Water:Pulse Ratio = 8 to 1
Cook Time: 90-120 Minutes

The Nutritional Value

Black Beans (per 100gr)	**Kidney Beans (per 100gr)**	**Pinto Beans (per 100gr)**	**Lima Beans (per 100gr)**
Calories: 132	Calories: 127	Calories: 143	Calories: 115
Carbohydrates: 23.7 gr	Carbohydrates: 22.8 gr	Carbohydrates: 26.2 gr	Carbohydrates: 20.3 gr
Protein: 8.9 gr	Protein: 8.7 gr	Protein: 9 gr	Protein: 7.8 gr
Fat: 0.5 gr	Fat: 0.5 gr	Fat: 0.9 gr	Fat: 0.4 gr
Fiber: 9.7 gr	Fiber: 6.4 gr	Fiber: 9 gr	Fiber: 7.6 gr
Vitamin B1: 0.2 mg	Vitamin B1: 0.1 mg	Vitamin B1: 0.2 mg	Vitamin B1: 0.1 mg
Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg
Vitamin B3: 0.5 mg	Vitamin B3: 0.8 mg	Vitamin B3: 1.2 mg	Vitamin B3: 0.5 mg
Vitamin B6: 0.1 mg	Vitamin B6: 0.2 mg	Vitamin B6: 0.2 mg	Vitamin B6: 0.2 mg
Folate: 149 mcg	Folate: 40 mcg	Folate: 294 mcg	Folate: 27 mcg
Vitamin B5: 0.3 mg	Vitamin B5: 0.3 mg	Vitamin B5: 0.5 mg	Vitamin B5: 0.3 mg
Calcium: 33 mg	Calcium: 26 mg	Calcium: 43 mg	Calcium: 28 mg
Iron: 1.8 mg	Iron: 1.5 mg	Iron: 1.5 mg	Iron: 1.8 mg
Magnesium: 60 mg	Magnesium: 33 mg	Magnesium: 55 mg	Magnesium: 32 mg
Phosphorus: 120 mg	Phosphorus: 139 mg	Phosphorus: 176 mg	Phosphorus: 103 mg
Potassium: 355 mg	Potassium: 337 mg	Potassium: 436 mg	Potassium: 334 mg
Zinc: 1.1 mg	Zinc: 1.1 mg	Zinc: 1.1 mg	Zinc: 0.9 mg
Split Red Lentils (per 100gr)	**Split Peas (per 100gr)**	**Lentils (per 100gr)**	**Chickpeas (per 100gr)**
Calories: 115	Calories: 116	Calories: 116	Calories: 164
Carbohydrates: 20 gr	Carbohydrates: 20.1 gr	Carbohydrates: 20 gr	Carbohydrates: 27.4 gr
Protein: 9 gr	Protein: 8.3 gr	Protein: 9 gr	Protein: 8.9 gr
Fat: 0.4 gr	Fat: 0.4 gr	Fat: 0.4 gr	Fat: 2.6 gr
Fiber: 7.9 gr	Fiber: 8.3 gr	Fiber: 8 gr	Fiber: 7.6 gr
Vitamin B1: 0.2 mg	Vitamin B1: 0.2 mg	Vitamin B1: 0.2 mg	Vitamin B1: 0.1 mg
Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg	Vitamin B2: 0.1 mg
Vitamin B3: 0.5 mg	Vitamin B3: 1.2 mg	Vitamin B3: 0.5 mg	Vitamin B3: 0.5 mg
Vitamin B6: 0.1 mg	Vitamin B6: 0.1 mg	Vitamin B6: 0.1 mg	Vitamin B6: 0.1 mg
Folate: 179 mcg	Folate: 65 mcg	Folate: 181 mcg	Folate: 172 mcg
Vitamin B5: 0.4 mg	Vitamin B5: 0.4 mg	Vitamin B5: 0.4 mg	Vitamin B5: 0.3 mg
Calcium: 17 mg	Calcium: 18 mg	Calcium: 18 mg	Calcium: 49 mg
Iron: 3.3 mg	Iron: 1.5 mg	Iron: 3.3 mg	Iron: 2.9 mg
Magnesium: 36 mg	Magnesium: 48 mg	Magnesium: 36 mg	Magnesium: 48 mg
Phosphorus: 179 mg	Phosphorus: 107 mg	Phosphorus: 115 mg	Phosphorus: 168 mg
Potassium: 369 mg	Potassium: 279 mg	Potassium: 369 mg	Potassium: 291 mg
Zinc: 1.5 mg	Zinc: 1.0 mg	Zinc: 1.5 mg	Zinc: 1.5 mg

SIMPLIFIED WHOLE PLANT-BASED COOKING:

Common Nuts & Seeds 1/8 Cup per person per meal

Peanuts

Cashews

Almonds

Hazelnuts

Walnuts

Sunflower Seeds

Sesame Seeds

Flax Seeds

The Nutritional Value

Peanuts (per 100gr)	**Cashew (per 100gr)**	**Almonds (per 100gr)**	**Hazelnuts (per 100gr)**
Calories: 567	Calories: 553	Calories: 579	Calories: 628
Protein: 25.8 gr	Protein: 18.22 gr	Protein: 21.15 gr	Protein: 14.95 gr
Fat: 49.2 gr	Fat: 43.85 gr	Fat: 49.93 gr	Fat: 60.75 gr
Carbohydrates: 16.1 gr	Carbohydrates: 30.19 gr	Carbohydrates: 21.55 gr	Carbohydrates: 16.7 gr
Fiber: 8.5 gr	Fiber: 3.3 gr	Fiber: 12.2 gr	Fiber: 9.7 gr
Sugar: 4.7 gr	Sugar: 5.91 gr	Sugar: 3.89 gr	Sugar: 4.34 gr
Calcium: 92 mg	Calcium: 37 mg	Calcium: 264 mg	Calcium: 114 mg
Iron: 4.6 mg	Iron: 6.68 mg	Iron: 3.71 mg	Iron: 4.7 mg
Magnesium: 168 mg	Magnesium: 292 mg	Magnesium: 268 mg	Magnesium: 163 mg
Phosphorus: 376 mg	Phosphorus: 593 mg	Phosphorus: 484 mg	Phosphorus: 290 mg
Potassium: 705 mg	Potassium: 660 mg	Potassium: 733 mg	Potassium: 680 mg
Sodium: 18 mg	Sodium: 12 mg	Sodium: 1 mg	Sodium: 0 mg
Zinc: 3.3 mg	Zinc: 5.78 mg	Zinc: 3.08 mg	Zinc: 2.45 mg
Vitamin C: 0 mg	Vitamin C: 0.5 mg	Vitamin C: 0 mg	Vitamin C: 6.3 mg
Vitamin B6: 0.3 mg	Vitamin B6: 0.417 mg	Vitamin B6: 0.143 mg	Vitamin B6: 0.563 mg
Vitamin E: 8.33 mg	Vitamin E: 0.9 mg	Vitamin E: 26.2 mg	Vitamin E: 15.03 mg
Vitamin K: 0.001 mg	Vitamin K: 4.1 mcg	Vitamin K: 0.001 mg	Vitamin K: 14.2 mcg
Walnuts (per 100gr)	**Sunflower Seeds (per 100gr)**	**Sesame Seeds (per 100gr)**	**Flax Seeds (per 100gr)**
Calories: 654	Calories: 584	Calories: 573	Calories: 534
Protein: 15.23 gr	Protein: 20.78 gr	Protein: 17.73 gr	Protein: 18.29 gr
Fat: 65.21 gr	Fat: 51.46 gr	Fat: 49.67 gr	Fat: 42.16 gr
Carbohydrates: 13.71 gr	Carbohydrates: 20.0 gr	Carbohydrates: 23.45 gr	Carbohydrates: 28.88 gr
Fiber: 6.7 gr	Fiber: 8.6 gr	Fiber: 11.8 gr	Fiber: 27.3 gr
Sugar: 2.61 gr	Sugar: 2.62 gr	Sugar: 0.3 gr	Sugar: 1.55 gr
Calcium: 98 mg	Calcium: 78 mg	Calcium: 975 mg	Calcium: 255 mg
Iron: 2.91 mg	Iron: 5.25 mg	Iron: 14.55 mg	Iron: 5.73 mg
Magnesium: 158 mg	Magnesium: 325 mg	Magnesium: 351 mg	Magnesium: 392 mg
Phosphorus: 346 mg	Phosphorus: 660 mg	Phosphorus: 629 mg	Phosphorus: 642 mg
Potassium: 441 mg	Potassium: 645 mg	Potassium: 468 mg	Potassium: 813 mg
Sodium: 2 mg	Sodium: 9 mg	Sodium: 11 mg	Sodium: 30 mg
Zinc: 3.09 mg	Zinc: 5.0 mg	Zinc: 7.75 mg	Zinc: 4.34 mg
Vitamin C: 1.3 mg	Vitamin C: 1.4 mg	Vitamin C: 0.1 mg	Vitamin C: 0.6 mg
Vitamin B6: 0.583 mg	Vitamin B6: 1.35 mg	Vitamin B6: 0.79 mg	Vitamin B6: 0.47 mg
Vitamin E: 0.7 mg	Vitamin E: 35.17 mg	Vitamin E: 0.25 mg	Vitamin E: 0.3 mg
Vitamin K: 2.7 mcg	Vitamin K: 1.9 micrograms	Vitamin K: 0.4 mcg	Vitamin K: 4.3 mcg

Common Vegetables 1/2 Cup per person per meal (chopped)


Potatoes


Carrots


Bell Peppers


Broccoli


Beetroot


Zucchini


Mushrooms


Green Peas

Common Herbs & Spices 1/2 Teaspoon per person per meal


Cinnamon Powder


Ginger Powder


Garlic powder


Turmeric Powder


Dried Thyme


Cumin


Cloves


Paprika

Shopping List

Plant-Based Cooking

GRAINS

- [ ] Barley
- [ ] Basmati Rice
- [ ] Bulgar
- [ ] corn Grits
- [ ] couscous
- [ ] Millet
- [ ] Brown Rice
- [ ] Quinoa
- [ ] Amaranth
- [ ] Wild Rice
- [ ] Oat

SPICES

- [ ] Cinnamon Powder
- [ ] Ginger Powder
- [ ] Garlic Powder
- [ ] Turmeric Powder
- [ ] dried Thyme
- [ ] Cumin
- [ ] Cloves
- [ ] Paprika
- [ ] Cayenne
- [ ] Black pepper
- [ ] White pepper

VEGETABLES

- [ ] Potatoes
- [ ] Carrots
- [ ] Bell Peppers
- [ ] broccoli
- [ ] Beetroot
- [ ] Zucchini
- [ ] Msuhrooms
- [ ] Green Peas
- [ ] Tomatoes
- [ ] Onions
- [ ] Corn

PULSES

- [ ] Black Beans
- [ ] Kidney Beans
- [ ] Pinto Beans
- [ ] Lima Beans
- [ ] split Red Lentils
- [ ] split Peas
- [ ] lentils
- [ ] chickpeas
- [ ] Navy Beans
- [ ] Fava Beans
- [ ] Mung Beans

NUTS & SEEDS

- [ ] Peanuts
- [ ] Cashew
- [ ] Almonds
- [ ] Hazelnuts
- [ ] Walnuts
- [ ] Sunflower Seeds
- [ ] Sesame Seeds
- [ ] Flax Seeds
- [ ] Pumpkin Seeds
- [ ] Makadamia Nuts
- [ ] Brazilian Nuts

FRUITS

- [ ] Apple
- [ ] Bananas
- [ ] Peaches
- [ ] Tangerines
- [ ] Strawberries
- [ ] Grapes
- [ ] Pears
- [ ] Kiwis
- [ ] Oranges
- [ ] Persimmons
- [ ] Mango