

LearningPro Note:
Company colors and
logo are fabricated.

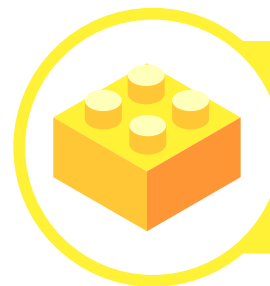
Sample Facilitator's Guide





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LearningPro Note:
The TOC can be split
by date, learning objective,
agenda items, etc.





How to Use this Guide

This guide is intended to be used by the course facilitator only and is not meant for use by course participants. It is also designed to be used in tandem with the course presentation materials.

Instruction Blocks

The instruction blocks are found only in the facilitator guide and contain important information on teaching a certain topic. Review the key below to see how the colored blocks are labeled.

Key:



Green:

Discussion Block



Blue:

Activity Block



Red:

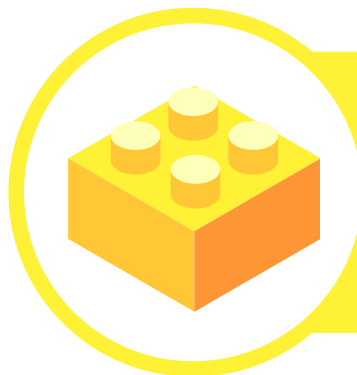
Demonstration Block



Orange:

Facilitator Notes

The Participant Guide for this course is an exact copy of the material found in this Facilitator Guide with the exception of the colored instruction blocks. To make it easier to coordinate with learners using the Participant Guide, page numbers are included in the activity boxes so instructors can easily reference where the learner should be in the Participant Guide.



LearningPro Note:

The colors and symbols in the FG key allow facilitators to quickly flip through their guide and locate specific items. Symbols are used alongside colors for added accessibility.





Class Preparation



Materials:

Ensure that your demonstration materials are assembled for the class:

- 1 package of sliced bread
- 1 jar of jelly
- 1 jar of peanut butter
- 1 butter knife
- \$10 CoffeeCorp giftcard.

NOTE: Please ensure that you are logged into the polling system before the beginning of class.

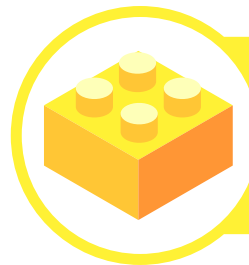
Greet the class and thank them for their time. Allow five minutes past the start of the session for learners to finish prior tasks and make their way to the classroom.



Icebreaker (20 min)

Introduction activity: Create Name Cards

- Materials Needed: Colored markers, colored pencils, pens, cardstock paper.
- Distribute a sheet of cardstock to each learner.
- Have them fold their paper to make a name card tent.
- Allow 10 minutes for learners to write their name and decorate the card.
- Begin by introducing yourself, then go around the room and have learners introduce themselves.



LearningPro Note:

This is written as if it were an in-person course!





Lesson Content

Begin Presentation: Slide 1

In this lesson, we will cover the basic steps required to make a peanut butter and jelly sandwich. This is essential knowledge in beginning sandwich construction, and will enable you to assemble an easy snack. This lesson will also empower you with the fundamental knowledge to make more elaborate sandwiches in the future, should you choose to do so.

Course Objectives: Slide 2

By the end of this training initiative, learners will be able to:

- Identify the key ingredients used in a peanut butter and jelly sandwich
- Apply the various processes used to open each ingredient
- Combine the ingredients in the correct amount and order
- Construct your own peanut butter and jelly sandwich

Video - History of the Sandwich: Slide 3

Watch this video and take notes. Be prepared to answer questions after the video concludes.



History Discussion

Discuss the following questions as a class:

- Do you agree or disagree with the statement, “The bread is the foundation of the sandwich?” Why or why not?
- Were there any sandwich assembly techniques that surprised you in this video? If so, explain why.
- **Ask the Class:** Which ingredient is most likely to cause an allergic reaction in some sandwich customers?
 - **Answer:** The peanut butter





Sandwich Assembly (Slide 4)

Preparation:

1. Gather the items needed for assembly.
2. Wipe down the workspace. As you do so, **SAY:**
 - “Prepare your workspace: The ideal setup should have a counter upon which you may place your ingredients, and a plate on which you will be constructing your sandwich. However, a counter or napkin will work just fine.”
3. Wash your hands. As you do so, **SAY:**
 - “Wet both hands, lather with soap for 30 seconds and rinse with warm water.”

Opening Ingredients: (Narrate all actions as you complete them.)

1. Open the package of bread by removing the plastic tab from the bag.
 - Take both ends of the plastic tab and pry them apart in opposite directions. Pull one tab towards yourself, and the other in the opposite direction from yourself.
 - When you’ve accomplished this, the end of the bag should unwrap, revealing a hole from which you can remove the bread slices.
2. Open the jar of peanut butter by holding the glass body of the jar in your non-dominant hand, and twisting the lid in a clockwise motion with your dominant hand.
 - **NOTE:** If the jar has never been opened before, you may find a foil or plastic seal beneath the jar’s lid, to preserve freshness. You may peel this off and discard it.
 - Replace the jar at your workstation.
3. Repeat Step 2 for the jar of jelly.





Sandwich Assembly (Cont.)

Assembly: (Narrate all actions as you complete them.)

1. Take out two slices of bread from the package and lay them side by side on your workspace.
 - **NOTE:** Skip the first slice of bread in the package. SAY: “This is called the “end” piece, and you may notice it has a significant amount of crust, which hinders the bread from absorbing the desired amount of jelly and/or peanut butter.”
2. Hold the butter knife by its handle, which is the slightly thicker, blunt edge of the instrument. Dip the knife’s blade into the jar and use it to scoop out a satisfactory amount of peanut butter.
 - **SAY:** “The exact amount of peanut butter is up to your tastes, but should be a little more or less than a tablespoon.”
 - **NOTE:** “You may need to stabilize the jar using your non-dominant hand.
3. Repeat Step 2 above for the jelly, spreading it on the remaining piece of bread.
4. Hold your dominant hand with the palm facing up. With it, slide underneath the slice of bread on the right. You should be touching the “back” side of the bread, with no jelly or peanut butter on it.
5. Slowly turn your hand 180° in a kind of “flipping” motion, so that the jelly and peanut butter side of the bread meet.
6. You will most likely need to stabilize the bread with your non-dominant hand. Go at a comfortable pace, slow enough that you are able to align both pieces of bread but quickly enough that your topping does not slide off of the bread.
7. Adjust your bread as needed to ensure that the jelly and peanut butter meet, and the ends of the sandwich are orderly and aligned, with as little peanut butter or jelly spilling over the edges as possible. Your sandwich is now assembled.
8. **ASK** the class if they have any questions and discuss.





Class activity prep

SAY: “Now that we’ve seen a demonstration on how a sandwich is made, you’re going to try it yourself. At the end of the exercise, each [student or student team] will present their sandwich to the class and we’ll vote on the best one.”

1. If there are limited supplies, assign two students to a workstation. Pair more experienced learners alongside less experienced ones to foster a mentoring environment.
2. If there are student teams, have students choose a fun, work-appropriate team name.
3. Send the students on a 15-minute “bio break.” During this break, you will create the online poll with each student or team name. Share the link to this poll out to the class.



Assembly: Try it Yourself

Learners will now attempt a sandwich assembly at their own workstations. Walk around the class and assist any student or group that is having trouble.

- At the end of the activity, students will present their work to the class.
- Give students 5 minutes to answer the poll via their workstation computer or on their phone.
- The winner receives a \$10 CoffeeCorp giftcard.



Recap Discussion

Discuss the learning materials with the class, answer any remaining questions. If extra time, **ASK** the following questions:

- “Would you use the same ingredients in your future sandwiches that we used today? Why or why not?”
- “Do you feel prepared to handle sandwich assembly after this course? What would you change, if anything?”





End of Class

Thank You: Slide 5

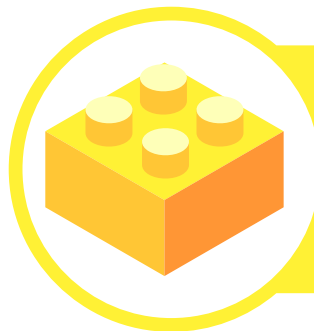
Thank the students for their time and distribute the end-of-class survey. Allow students to take up the rest of the time to fill out the survey and exit when ready.

SAY: “Please remember that thoughtful answers allow us to make this course even better! Your feedback is valuable and much appreciated.”



End of Course Survey

Learners will fill out survey.



LearningPro Note:

Learner surveys are only the tip of the feedback iceberg, but I wanted to include enough content for this to feel like a real course facilitator’s guide.

