



Nutrition Education and Culinary Demonstrations at Farmers Markets

A GUIDE FOR COMMUNITY ORGANIZATIONS

Over the past ten years, the New York City (NYC) Health Department has provided nutrition education and culinary demonstrations to more than 258,000 adult and child participants at farmers markets. This guide is designed to support community based organizations (CBOs) in implementing one of the following nutrition education curricula:

- 1) Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets
- 2) Farmers Markets for Kids
- 3) Cook Fresh at Farmers Markets

This guide includes best practices and input from CBOs that have partnered with the Health Department to provide nutrition education. Thank you for your efforts to empower your community to develop and sustain healthier eating habits.

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I. INTRODUCTION

A. BACKGROUND

A balanced diet is important for good health. Research shows that eating fruits and vegetables every day can lower your risk of heart disease and some cancers.¹ However, most New Yorkers do not eat the recommended amounts of fruits and vegetables. New Yorkers with lower incomes are even less likely to eat fruits and vegetables than those with higher incomes.² Programs that address challenges to healthy eating, such as cost, time and availability, are extremely important.

Nutrition education is key to improving eating habits among adults and children. Research shows that preparing foods at home contributes to healthier eating habits.³⁻⁵ Nutrition education can increase fruit and vegetable intake and help build healthy eating skills.⁶⁻⁸ Interventions that make fruits and vegetables affordable *and* provide nutrition education may increase low-income families' fruit and vegetable intake more than interventions that use only one of these methods.⁹⁻¹¹

The number of farmers markets nationwide has increased dramatically, including in low-income urban neighborhoods.¹²⁻¹⁴ Farmers markets sell high-quality local produce, making them a great location for nutrition and culinary education. The New York City Health Department has provided nutrition and culinary education to hundreds of thousands of participants through the JSY Stellar Farmers Markets and Farmers Markets for Kids programs. Both of these programs are implemented at farmers markets serving low-income New Yorkers. Participants in both programs receive Health Bucks— \$2 coupons for fresh fruits and vegetables at any NYC farmers markets— for attending.

These programs are tailored to local communities' cultural and language preferences. An evaluation of the JSY Stellar Farmers Markets program showed that adults who attended the workshops were more likely to eat more fruit and vegetables, had more positive attitudes toward fruits and vegetables, and had higher confidence in preparing them.⁸ An evaluation of the Farmers Markets for Kids program showed that participating children ate more fruits and vegetables. These children were also more likely to help prepare food at home and were more open to trying new fruits and vegetables.¹⁵

There is a high demand for nutrition education and culinary demonstrations at farmers markets in NYC. CBOs are ideal leaders for program implementation because of their knowledge of community needs. We hope you find this guide valuable in serving your communities.

B. CURRICULA DESCRIPTIONS

Organizations can use this guide to implement three nutrition education curricula for the farmers market setting:

- **JSY Stellar Farmers Markets:** This curriculum is approved for use in Supplemental Nutrition Assistance Program Education (SNAP-Ed) programs. It is designed to increase fruit and vegetable consumption among low-income SNAP-eligible adults. The curriculum includes 13 lessons, each including two activities.
- **Farmers Markets for Kids:** This curriculum is designed to increase fruit and vegetable consumption among low-income children and their caregivers. It includes six lessons, each including two activities.
- **Cook Fresh at Farmers Markets:** This curriculum was adapted from the JSY Stellar Farmers Markets curriculum. It includes 26 lessons, each focusing on a culinary demonstration.

The following materials should be used along with the curricula:

- **Handouts:** An educational handout is distributed at each adult workshop. Handouts provide educators and participants with high quality, easy-to-follow healthy meal planning, shopping, and cooking tips in a convenient, printable format. Educators should distribute a copy of the handout to each program participant.
- **Recipes:** Each workshop includes a cooking demonstration. Cooking demonstrations use United States Department of Agriculture (USDA) approved recipes. All recipes feature a seasonal fruit or vegetable and provide information about purchasing, selecting and storing the featured fruit or vegetable. Educators should distribute a copy of the recipe and a tasting sample to each program participant.
- **Culinary Demo Tips:** Culinary demo tips help educators prepare for the cooking demonstrations. They include additional information about the featured fruit or vegetable, talking points to share with participants and tips for preparing the recipe at the market. Culinary demo tips are not intended for distribution to participants.

C. USING THE GUIDE

This guide is divided into four main sections: Planning, Training, Implementation and Wrap Up.

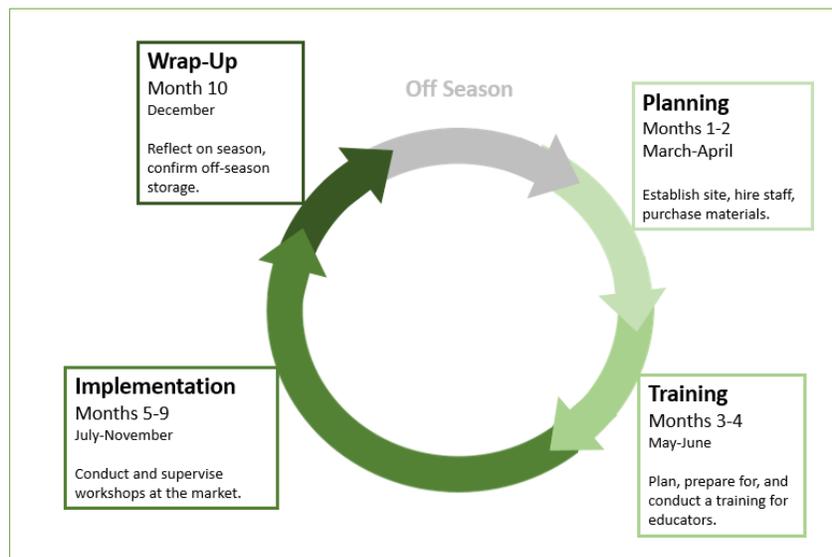
At the end of the guide, you will find the Appendix, which includes information, templates and forms to support planning, training and implementation.

To access the curricula, training materials, handouts, recipes and culinary demo tips for farmers market educators, visit nyc.gov/health and search for “farmers markets.”

II. PLANNING

A. DEVELOP TIMELINE

A successful program begins months before the farmers markets season starts. Use the below timeline to guide your planning. Please note this timeline is based on the Northeast seasonality of New York State and can be changed to fit your region's seasonality.



- **March:** Develop a timeline and budget, conduct capacity analysis and identify possible market(s).
- **April:** Develop policies and procedures, an evaluation plan and promotional materials. Start the hiring process and purchase equipment and supplies.
- **May:** Continue the hiring process and plan for staff training.
- **June:** Finish hiring and conduct staff training.
- **July through November:** Launch the program and collect implementation data.
- **December:** Debrief with staff, evaluate the program's impact and create a program report. Properly inventory and store all equipment, supplies and materials.

B. CONDUCT CAPACITY ANALYSIS

Determine your organization's goals, target audience, funding and staffing.

ORGANIZATIONAL GOALS

What are your organization's mission and goals? How does providing nutrition education at a farmers market align with this mission?

TARGET AUDIENCE

Do you want to provide programming for adults or for children and their caregivers?

Helpful questions to guide your decision include:

- Does your mission include serving children?
- Is there community demand for adult or family programming?
- Is your organization located near schools and/or child care centers?

Once you choose your target audience, choose one of the three curricula described in the Introduction (page 4).

Tip: Conduct a short survey with your organization's clients or members to assess their interest in nutrition education.

AVAILABLE FUNDS

Do you have enough funding to start and run a successful nutrition education program? The amount of funding needed depends on the length and type of program. See **Appendix, I. Planning, 1. Sample Budget** for a sample program budget.

STAFFING

Do you have enough staff at your organization to run a nutrition education program, or do you need to hire additional staff?

You will need one **Program Coordinator** to plan and oversee the nutrition education program:

- During **program planning and training** (months one through four), they will spend seven to eight hours per week:
 - Choosing the host farmers market
 - Hiring and training educators

- Purchasing equipment and supplies
- During **program implementation** (months five through nine), they will spend four to five hours per week:
 - Managing educators
 - Assessing and maintaining program quality
 - Troubleshooting
 - Maintaining equipment and supplies
 - Ensuring collection of implementation data
 - Tracking expenses
- During **program wrap up** (month 10), they will spend about eight to ten hours total:
 - Debriefing staff
 - Evaluating and reporting data
 - Inventorying equipment, supplies and materials for the following season

Tip: When choosing a Program Coordinator, keep in mind the employee’s current workload and decide if they have the time to develop and launch the program.

You will need one to three part-time **seasonal educators** to provide lessons and cooking demonstrations at the farmers market(s):

- **The Lead Educator:** Supervises the team and directs program implementation on-site, leads the nutrition education portion of the workshop, purchases ingredients, maintains supplies and tracks cash and expenses.
- **The Culinary Educator:** Prepares and leads the culinary demonstration portion of the workshop, communicates with the lead educator about the type and amount of ingredients needed, and maintains food safety.
- **The Bilingual Educator:** Interprets (orally) the entire workshop and translates (written) any written materials.

Tip: When hiring educators, try to hire from within the community your organization serves. These educators know the community’s needs and can build upon partnerships with local groups and community members.

C. ESTABLISH PROGRAM LOCATION

Determine where you will implement your nutrition education program. Please note there are different factors to consider depending on which curriculum you choose.

1. **Identify a farmers market serving your target community.**
2. **Meet with the market operator to discuss your interest in hosting a program.** Consider the following:
 - Does the market already offer nutrition education or similar programs?
 - Is this market a good fit for the chosen program and target audience?
 - What are the market's start and end dates, holiday closures and hours of operation?
 - Does the market have space for the program (i.e., room for a 10' x 10' tent)?
 - Are any permits required to run the program at the market?
 - How much and how many types of produce does the market sell?
 - What languages do the community members speak? What are their cultural food customs?
 - Is there access to drinking water and safe storage?
 - You will need drinking water to wash cooking equipment, fruits and vegetables, and to create a handwashing station at your tent. You will need to fill and bring a cooler of drinking water to your tent.
 - You will need a safe location (approximately 4' x 4' x 4') to store your equipment. The location should be easily accessible during the early morning and late afternoon hours and it should be covered from the elements.
3. **Draft and share an agreement form with the market operator. Ask them to review and sign it.** An agreement form establishes the responsibilities of your organization and the market operator. For an example, see ***Appendix, 1. Planning, 2. Sample Farmers Market Agreement Form.***
4. **Create a site sheet for staff.** A site sheet lists the market location, operating hours, contact information of market operator/manager, equipment storage location and other relevant information for your site. For an example, see ***Appendix, 1. Planning, 3. Sample Site Information Sheet.***

Tip: Local faith-based organizations, businesses or restaurants may be willing to provide drinking water and a storage space.

D. DEVELOP PROGRAM BUDGET

The budget should include two types of costs: Personal services (e.g., staff hours and benefits) and other than personal services (OTPS) (e.g., contracts, equipment, supplies, food, etc.)

Include the following OTPS expenses:

- **Equipment and supplies:** You will need a variety of supplies, such as a table, tent, storage bins, water cooler, wash bins and butane stove. For a sample list, see **Appendix, I. Planning, 4. Suggested Equipment and Supplies List.**
- **Food for demonstrations:** You will purchase between \$30 and \$50 of food per market day, depending on the size of the market, the estimated number of participants and the recipe ingredients. Most of this food should be purchased at the farmers market.
- **Printing:** You will need to print several materials, such as promotional materials and educational handouts, recipes and surveys for participants. Materials for participants must be translated into the appropriate languages for the community.
- **Giveaways:** You may choose to hand out items, such as small kitchen tools, tote bags, water bottles or financial incentives.
- **Administrative Fees:** This will depend on your organization's requirements. For a sample program budget, see **Appendix, I. Planning, 1. Sample Budget.**

Tip: Request OTPS donations from other CBOs or small local businesses.

Tip: Contact your local elected official for help funding parts of the program such as giveaways.

E. CONSIDER PARTNERS

Partner organizations can help recruit qualified staff or volunteers, promote the program or provide storage, equipment and supplies. These may include local clinics, schools, senior centers, community centers, faith-based organizations, elected official offices, libraries and farmers market operators.

Tip: Collaborate with other programs held at the market (e.g., market tours, fitness classes) to increase participation and promote cross-programming.

F. DEVELOP EVALUATION PLAN

Think about the data you will need to demonstrate your program’s progress, reach and impact. Decide how data collection will take place and how the data will be used.

Establish a process for weekly data collection, entry and tracking before the start of the program. You can use tracking forms, surveys and comment cards to collect data. For more information, see page 23 (*IV. Implementation, A. Duties of the Educators, Weekly Data Collection*).

G. HIRE SEASONAL EDUCATORS

Begin the hiring process at least two months before the program start date. Educators should attend an orientation and training about two weeks before the program start date. For sample job descriptions, see *Appendix, I. Planning, 5. Sample Job Descriptions*.

EDUCATOR REQUIREMENTS

Trained educators are responsible for providing lessons and culinary demonstrations at the farmers market. Below are the recommended applicant requirements:

- **Lead Educator:** Experience and education in nutrition, including a minimum of 15 college credit hours in nutrition.
- **Culinary Educator:** Experience and education in the culinary arts, including a food safety certification.
- **Bilingual Educator:** Fluency in the chosen language and previous experience interpreting and translating.

Depending on the community’s needs and the size of and level of activity at your market, you may choose to combine these roles or reduce the number of educators.

FINDING CANDIDATES

Use your networks to find qualified candidates, including:

- **Local colleges or universities:** Contact the Nutrition Department or Student Services Office to submit your job posting.

- **Local hospital or health center:** Contact the Human Resources Department to submit your job posting. Ask which medical interpretation programs they use to recruit candidates.
- **Food justice organizations, partnering CBOs, culinary schools and local professional networks:** Request that they include your job posting in their newsletter and social media posts.

INTERVIEWING

Ask candidates to provide a five-minute sample demonstration. For example, Culinary Educator candidates should present a short mock cooking demonstration, and Bilingual Educator candidates should interpret a workshop introduction. Check for presentation skills and fluency. For sample interview questions, see *Appendix, I. Planning, 6. Sample Interview Questions*.

H. DEVELOP POLICIES AND PROCEDURES

It is important to develop policies and procedures before the program start date and to communicate these to your staff during training. Some policies and procedures to consider are listed below. For a full list, see *Appendix, I. Planning, 7. Sample Policies and Procedures*.

POLICIES

The following are important policy topics to consider:

- **Days off and coverage:** Lessons can still be held without the full team, but it can be challenging. You should develop a policy around days off for sickness and vacation, and determine how coverage will be established.
- **Inclement weather:** Because programs take place outside, inclement weather (i.e., extreme heat or cold, thunder and/or lightning, heavy rain or sustained high winds) will occur. Consider the health and safety of your educators when deciding whether to cancel workshops.
- **Proper attire:** Your educators' attire is a reflection of your organization. Proper attire is also important to maintaining food safety. Consider providing aprons, hats and/or t-shirts with your organization's logo, along with name tags.

- **Food, beverages and smoking:** Educators are role models for healthy behavior. Ask educators to avoid consuming processed food or sugary drinks, carrying branded food and drink packaging or smoking in the workshop space.

PROCEDURES

The following are important procedures to consider:

- **Following a seasonal calendar:** Provide a workshop and recipe calendar to help educators prepare for the upcoming week. Choose recipes that feature seasonal produce available at the market. Farmers' supplies can change from week to week, so be sure to have a backup recipe ready. For a sample program calendar, see **Appendix, I. Planning, 8. Sample Seasonal Calendars.**
- **Submitting weekly reporting documents:** Use tracking forms and time and temperature logs at every workshop. This helps ensure that the workshops are properly implemented, that data is collected correctly and that food safety is maintained. Provide instructions on how and when to fill these forms, as well as deadlines for weekly submission to the Program Coordinator. For more information about each of these documents, see *page 23 (IV. Implementation, A. Duties of the Educators, Weekly Data Collection)*. For a sample of each form, see **Appendix, III. Implementation, 1. Sample Tracking Form** and **2. Sample Time and Temperature Log.**
- **Distributing and tracking of petty cash, supplies and printed materials:** Before the program begins, decide how you will distribute, spend and track supplies, equipment and cash for purchasing food at the farmers market. Create rules for:
 - Receiving and returning cash
 - Tracking expenses
 - Requesting and picking up supplies and materials
 - Collecting and submitting receipts and other paperwork
- **Communicating with team members:** Communication between educators is important to a program's success.
 - The Program Coordinator and Lead Educator should meet regularly to talk about the program's progress and any updates, challenges or successes.
 - The Lead Educator should send weekly emails to the team, announcing the lesson and recipe for the week, any scheduled absences, groups that are scheduled to participate, and updates or feedback from their meetings with the Program Coordinator.

I. PROMOTE WORKSHOPS

Below are tips for increasing participation in your workshops.

GROUP VISITS

Encourage partners such as local clinics, schools, senior centers, community centers, faith-based organizations and city council offices to bring groups to your workshops. Schedule group visits in advance for up to 20 participants per workshop. Be sure to notify the educators ahead of time. For more information about working with partners, see page 10 (*II. Planning, E. Consider Partners*).

MARKET TOURS

Encourage partners to bring groups to the market for a walking tour. If your market is located in NYC, go to nyc.gov/health and search for “farmers markets” for tips on [How to Lead a Walking Tour](#) and for free farmers market maps.

FLYERS

Create and distribute flyers to promote your workshops. Flyers should include the market name and location, the workshop time and information about any giveaways. Flyers can be posted on bulletin boards, mailed or distributed in reception areas. Email electronic versions to your partners or post them on your organization’s website.

NEWSLETTERS

If your organization sends out a newsletter, use it to promote your workshops. Include featured recipes, fun facts and information about giveaways and upcoming events at the farmers market.

SOCIAL MEDIA

Promote your workshops on Facebook, Twitter and other social media platforms.

WORD OF MOUTH

Encourage participants to spread the word about the workshops to their family, friends and neighbors. Remember to highlight that classes are free and open to the public and that registration is not required.

J. OBTAIN EQUIPMENT, SUPPLIES AND MATERIALS

You must have proper equipment, supplies and printed materials ready before the program begins. Have any equipment and supplies delivered to your storage space at least a week before the program start date. The storage space should be located within walking distance of the market (i.e., approximately two blocks). It should offer easy and safe access to the market during operation hours. Keep in mind that equipment takes up a 4' x 4' x 4' space when stacked.

Store printed materials and any additional supplies where the Lead Educator can easily access them. Try to print materials before the program starts. If you are not sure how many copies you need, set up a monthly schedule to print four to five weeks' worth of materials.

Below are some of the equipment, supplies and printed materials you will need. For a detailed list, see ***Appendix, I. Planning, 4. Suggested Equipment and Supplies List.***

- **Equipment:**
 - Large equipment: Tables, hand truck, wash bins, water cooler, butane stove, etc.
 - Small equipment: Cooking utensils, first aid kit, etc.

- **Supplies:**
 - Disposable supplies for food sampling: Paper towels, forks, sample cups, etc.
 - Giveaways for participants: Kitchen tools, tote bags, financial incentives, etc.

- **Printed materials:**
 - Handouts, recipes, surveys, comment cards, photo consent forms, promotional materials, (in applicable languages), tracking forms, time and temperature logs, etc.

III. TRAINING

MONTHS THREE THROUGH FOUR (MAY THROUGH JUNE)

Training should take place over one full day or two half days, about two weeks before the start of the program. Below is information about preparing for and holding the training.

A. PREPARE FOR SEASONAL STAFF TRAINING

Start planning your staff training at least one month in advance. To prepare for the training:

- 1. Identify the date, time and location.**
- 2. Create an agenda.** For a sample agenda, see *Appendix, II. Training, 1. Sample Staff Training Agenda*.
- 3. Prepare presentation slides and interactive activities.**
- 4. Organize supplies and materials**, such as hiring paperwork, name tags, aprons, flip charts, markers, cooking utensils, etc.
- 5. Create and make copies of a staff training binder.**
- 6. Confirm any guest presenters or trainers.**
- 7. Confirm training details** such as date, time and agenda with educators.

B. CONDUCT SEASONAL STAFF TRAINING

Your training should include the following sections: Welcome, Program Overview, Workshop Steps, Food Safety, Culinary Skills, Engaging Audiences, Demonstration, Practice and Wrap Up. For training presentations and facilitation guides, visit nyc.gov/health and search for “farmers markets.”

PROGRAM OVERVIEW

To begin, welcome your staff and do an introductory activity to help everyone get to know each other. Next, review the following background information:

- **Organization information:** Provide some information about your organization's history and mission. Introduce and provide contact information for key staff members.
- **Community and market overview:** Educators should be informed and aware of the community's needs. Share information about the farmers market, including:
 - Neighborhood demographics such as race/ethnicity, income, chronic disease rates, etc.
 - Surrounding community organizations
 - Cultural food customs
 - Residents' primary languages and countries of origin
 - Market operator and vendors
- **Program introduction:** Describe your curriculum and explain why you chose to implement it at this market. For full curricula descriptions, see page 4 (*I. Introduction, B. Curricula Descriptions*).
- **Binder materials:** Distribute the staff training binder and encourage educators to reference it during training and throughout the season. For a sample list of staff training binder content, see **Appendix, II. Training, 2. Sample Staff Training Binder – Guide to Contents**.
- **Market day:** Discuss the educators' main roles and responsibilities for market day. Include any tips for preparing the workshop and the market day schedule from setup to breakdown.
- **Policies and procedures:** Review your organization's policies and procedures. This information should also be included in the staff training binder.

WORKSHOP STEPS

Outline the steps of each workshop: welcome, opening discussion, nutrition activity or facts, culinary demo or ingredient exploration, recipe tasting and closing. Include the expected length and number of workshops per day. For more information on how to conduct a culinary demonstration, see **Appendix, II. Training, 3. How to Lead a Culinary Demo**.

FOOD SAFETY

Review food safety with your educators. Culinary Educators should be certified through the [ServSafe Food Handler Program](#) or hold a food handlers certificate like the [New York City Health Department's Food Protection Certificate](#).

This section of the training should cover the following topics:

- **Personal hygiene:** Keep your clothes and hands clean to prevent the spread of foodborne illnesses and avoid contaminating food.
- **Proper glove use:** Change your gloves if they become dirty or torn, or after touching nonfood or unwashed items. Always wash your hands before putting on new gloves. Never reuse gloves. For a list of glove use tips, see **Appendix, II. Training, 4. Proper Glove Use**.
- **Cleanliness:** Keep surfaces, equipment and utensils clean and sanitized.
- **Proper food handling:** Wash, prepare and store foods properly to prevent the spread of foodborne illnesses and avoid contaminating food.
- **Time and temperature logs:** Log food temperatures to ensure that food is safely stored, prepared and served. For sample time and temperature log, see **Appendix, III. Implementation, 2. Sample Time and Temperature Log**.

For a list of food safety guidelines, see **Appendix, II. Training, 5. Food Safety Guidelines**.

CULINARY SKILLS

Someone with advanced culinary skills (e.g., chef, head cook) should lead the culinary skills section of your training. In addition to the topics covered in the training presentations and facilitation guides, consider discussing the following:

- **Knife skills:** Proper knife skills are important to keeping demonstrations safe, reducing cooking time and preventing accidents.
 - **Knife safety:** All educators must learn and practice how to safely use, clean and store a knife.
 - **Basic cuts:** Educators should use simple and efficient cuts to prepare recipes and should share these skills with participants. For information about basic knife cuts, see **Appendix, II. Training, 6. Basic Knife Cuts**.

- **Cooking Methods:** Educators should encourage participants to cook and eat vegetables in different ways. For more information about cooking methods, see **Appendix, II. Training, 7. Cooking Methods and Techniques.**

ENGAGING AUDIENCES

Engaging workshops are the most successful ones. During the training, demonstrate the strategies you want educators to use during the workshops, including:

- **Workshop best practices:** Lively discussion and enthusiastic participation are essential to successful workshops. The workshops should encourage conversations between both the educators and participants.
- **Vibrant visuals:** Visuals can enhance the workshop experience. Consider using flip charts, flyers advertising upcoming workshops, and an organization banner.
- **Working with interpreters:** If you are using Bilingual Educators, train them to interpret questions and answers from the audience. Be sure to remind Lead and Culinary Educators to keep their sentences short and simple and to pause for interpretation.

PRACTICE

Schedule time for educators to practice the workshops in front of one another. This builds confidence and helps educators identify their strengths and challenges. If the training is held over two half days, spend the second day practicing the workshops and providing feedback. Educators can prepare for the practice workshops in advance.

Leave time for the Program Coordinator and the team to discuss their experience. Use these questions in your discussion:

- What went well for you?
- What might you do differently next time?
- What suggestions do you have for one another?

The team should also practice setting up and breaking down equipment. For more information about market day setup and breakdown, see pages 21 and 22 (*IV. Implementation, A. Duties of the Educators, Market Day Setup, Market Day Workshop Facilitation and Market Day Breakdown*).

IV. IMPLEMENTATION

MONTHS FIVE THROUGH NINE (JULY THROUGH NOVEMBER)

During the farmers market season, participants from the community will attend the workshops and learn how to prepare simple, delicious and affordable recipes.

Educators are responsible for preparing and conducting the weekly workshops, including reviewing materials, setting up equipment, running the workshops, collecting and submitting data and breaking down equipment. Your team should aim to complete four to five workshops each day, depending on the market size and hours and the number of participants.

The Program Coordinator is responsible for supervising the educators and ensuring quality programming. This includes leading team meetings, maintaining supply of materials, conducting site visits and ensuring proper weekly data collection and entry.

A. DUTIES OF THE EDUCATORS

Generally, a team of three educators (a Lead Educator, a Culinary Educator and a Bilingual Educator) prepare for and run the workshops. You might choose to hire a smaller team of educators, depending on your market needs and organizational capacity. For a list of tips for market day, see *Appendix, II. Training, 8. Tips for the Field*.

MARKET DAY PREPARATION

The success of the workshops depends on how prepared the educators are before market day. The following tasks should be part of educators' weekly routines:

- **The Lead Educator:** Check the seasonal calendar, carefully review the nutrition lesson, handout and recipe, and design the flip chart.
- **The Culinary Educator:** Check the seasonal calendar, carefully review the recipe and culinary demo tips, and browse the nutrition lesson and handout.
- **The Bilingual Educator:** Check the seasonal calendar and review the nutrition lesson, handout, recipe and culinary demo tips.

MARKET DAY SETUP

Educators should spend about one to two hours on market day preparing for the workshops. When they arrive at the market, the team should meet briefly to discuss any adjustments to the lesson and recipe of the day, review the schedule, plan for food safety and identify any additional tasks that need to be done. For a market day setup checklist, see **Appendix, II. Training, 9. Setup and Breakdown Checklist.**

Below are the main setup tasks for a team of three educators. These tasks can be rearranged for smaller teams.

- **All team members:**
 - Meet and discuss the lesson, recipe and schedule for the day.
 - Help retrieve equipment and supplies.
 - Help set up large equipment, such as the tent and table. For information about setting up your tent and workshop space, see **Appendix, II. Training, 10. Tent Setup Diagram.**

- **The Lead Educator:**
 - Purchases produce.
 - Prepares flip chart and printed materials.
 - Prices the recipe. For tips on how to price the recipe, see **Appendix, II. Training, 11. How to Price a Recipe.**

- **The Culinary Educator:**
 - Cleans and sanitizes equipment.
 - Arranges table setup.
 - Cleans and prepares food.

- **The Bilingual Educator:**
 - Helps Culinary Educator clean and sanitize equipment.
 - Helps Lead Educator prepare the flip chart and organize printed materials.
 - Tracks materials (if applicable).
 - Helps Culinary Educator clean and prepare food, as needed.

MARKET DAY WORKSHOP FACILITATION

JSY Stellar Farmers Markets workshops last no more than 40 minutes. Farmers Markets for Kids and Cook Fresh at Farmers Markets last no more than 20 to 25 minutes. To conduct four to five workshops each day, it is important to stay within these time frames. Working at the market

can be physically intensive, so be sure to schedule time for and encourage educators to take lunch and rest breaks.

The general schedule of any workshop includes:

1. Welcome
2. Opening discussion
3. Nutrition activity or facts
4. Culinary demo or ingredients exploration
5. Recipe tasting
6. Closing (including distribution of surveys and giveaways, if applicable)

Below are the main workshop tasks for a team of three educators. These tasks can be rearranged for smaller teams.

- **The Lead Educator:**
 - Introduces the team and runs the workshop
 - Leads the nutrition activities, distributes handouts and answers nutrition-related questions
 - Distributes samples
 - Distributes and collects surveys and distributes giveaways, if applicable
- **The Culinary Educator:**
 - Leads the culinary demonstration
 - Prepares recipe samples
 - Answers culinary-related questions
- **The Bilingual Educator:**
 - Interprets the entire workshop
 - Helps with handout, sample and survey distribution, if needed

MARKET DAY BREAKDOWN

Educators will spend one hour at the end of the market day breaking down the workshop station, washing and sanitizing cooking tools, storing equipment and supplies, and filling out and organizing paperwork. They should also spend a few minutes discussing the team's successes and challenges and making suggestions for the future.

For more information about market day breakdown and equipment storage, see **Appendix, II. Training, 9. Setup and Breakdown Checklist and 12. Toolkit Storage Setup Diagram.**

WEEKLY DATA COLLECTION

Collecting data helps you assess your program’s impact and identify what changes can be made. Use the following methods to collect data on workshop implementation and participants, participant and educator feedback, and market operator attitudes:

- **Tracking forms:** Collect information about the workshops and the number of participants on these forms. Tracking forms also provide a record of the educators’ hours. A new tracking form should be used each day. For a sample tracking form, see **Appendix, III. Implementation, 1. Sample Tracking Form.**
- **Participant surveys:** Collect surveys to get direct feedback from participants. Consider offering a giveaway to participants for completing a survey. For a sample survey, see **Appendix, III. Implementation, 3. Sample Survey.**
- **Comment cards:** Offer comment cards to allow participants to voice their opinions and give feedback. Educators should offer comment cards to participants at the end of the workshops. For a sample comment card, see **Appendix, III. Implementation, 4. Sample Comment Card.**
- **Photographs:** Take photographs to use in reports about the program’s progress on social media and to help tell your program’s story. With permission, the Program Coordinator or Lead Educator can take photos of program staff, participants, culinary activities and the farmers market. Be sure to train all team members on following your organization’s photo consent requirements.

B. DUTIES OF THE PROGRAM COORDINATOR

During implementation the Program Coordinator manages the educators, ensures the quality of the program, maintains the supply stock and tracks expenses.

MANAGING THE EDUCATORS

The Program Coordinator’s duties include:

- **Weekly team meetings:** Teams can discuss their successes and challenges, review lessons, handouts and recipes, answer questions and get updates about participation rates and outreach efforts.
- **One-on-one supervision meetings:** The Program Coordinator and educators can talk individually outside of the team meetings. Some educators may ask to meet weekly, while others may choose to meet twice a season. For a sample one-on-one meeting agenda, see **Appendix, III. Implementation, 6. Sample One-on-One Meeting Questions.**

ENSURING QUALITY PROGRAMMING

Site monitoring is important to ensuring quality programming. The Program Coordinator should visit the site regularly during market days to see the team in action, provide feedback, check on food safety and troubleshoot.

For a sample site monitoring checklist, see **Appendix, III. Implementation, 7. Sample Site Monitoring Checklist.**

MAINTAINING SUPPLY STOCK

The Program Coordinator makes sure that educators have the supplies and materials they need for each workshop. The policies and procedures document should include information about how, when and where educators can get equipment and materials.

TRACKING DATA AND EXPENSES

The Program Coordinator should ensure that collected data is entered into a database accurately and regularly. You may choose to assign this task to one educator. This should be done weekly to allow easy and fast access to the data.

The Program Coordinator provides Lead Educators with cash to purchase food at the market. They should also make sure that Lead Educators are accurately tracking expenses with an expense log. Your policies and procedures should include information about how and when Lead Educators receive cash and return expenses log and receipts to the Program Coordinator.

For sample policies and procedures and a sample receipt, see **Appendix, I. Planning, 7. Sample Policies and Procedures** and **Appendix, III. Implementation, 5. Sample Farmers Market Receipt.**

V. WRAP UP

MONTH TEN (DECEMBER)

A. CONDUCT A PROGRAM DEBRIEF

After the program is completed, it is important to debrief and resolve any issues, discuss successes and best practices and create improvement plans. Discuss the most popular lessons and recipes, any training gaps and suggestions for the future. Also consider asking farmers and the market manager and operator for feedback. Finally, be sure to thank all participating partners, especially those who provided in-kind funds such as storage.

B. EVALUATE DATA

Analyze any data collected throughout the season. Review how many people you reached, how many workshops you conducted and any demographic information you collected.

C. CREATE SEASON-END REPORT

Use the data you collected to create a final report. Include descriptive data such as an overview of the market, photographs and testimonials from educators, participants and community partners. Distribute the final report in your organization's newsletter, in board meetings and at fundraising events.

D. INVENTORY AND STORE EQUIPMENT

It is important to properly clean and store your equipment, supplies and remaining materials. This saves money and ensures the next season starts smoothly. Equipment should be cleaned and dried before it is put away. Take an inventory of your equipment to determine what needs to be repaired or replaced the following year.

Congratulate yourself on a job well done. Take a few months to rest up before it starts all over again!

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VII. APPENDIX – A. PLANNING

SAMPLE BUDGET

Organization Name: ABC Organization

Budget Categories	Funding Source # 1	Funding Source # 2	Total	Narrative Justification
Personnel Services				
Program Coordinator	\$ -	\$ 3,600	\$ 3,600	6% full time equivalent (FTE) of \$60,000/year (approximately 3.5 hours/week x 31 weeks)
Seasonal Lead Educator	\$ 4,995	\$ -	\$ 4,995	5 hours of training + 9 hours/week x 20 weeks @ \$27/hour
Seasonal Culinary Educator	\$ 3,300	\$ -	\$ 3,300	5 hours of training + 8 hours/week x 20 weeks @ \$20/hour
Seasonal Bilingual Educator	\$ 2,805	\$ -	\$ 2,805	5 hours of training + 8 hours/week x 20 weeks @ \$17/hour
Subtotal Personnel	\$ 11,100	\$ 3,600	\$ 14,700	
Fringe	\$ 2,775	\$ 900	\$ 3,675	Fringe @ 25%
TOTAL Personnel Services	\$ 13,875	\$ 4,500	\$ 18,375	
Other Than Personnel Services (OTPS)				
Equipment and Supplies	\$ 834	\$ 366	\$ 1,200	Large and small equipment/supplies needed for workshops
Food	\$ 600	\$ -	\$ 600	\$30 per market day x 20 weeks
Printing	\$ 600	\$ -	\$ 600	Handouts, recipes and surveys (6 pages x 50 participants/week x \$0.10/page x20 weeks)
TOTAL OTPS	\$ 2,034	\$ 366	\$ 2,400	
Subtotal Personnel + OTPS	\$ 15,909	\$ 4,866	\$ 20,775	
Administrative Fee	\$ 1,591	\$ 487	\$ 2,078	Indirect fees @ 10%
GRAND TOTAL	\$ 17,500	\$ 5,353	\$ 22,853	

SAMPLE FARMERS MARKET AGREEMENT FORM

[ABC Organization] is pleased to offer the [Cooking Demos ABC] nutrition education workshops at [ABC Farmers Market]. The goal of this program is to increase consumption of fruits and vegetables among low-income New Yorkers. The responsibilities of each partner are listed below.

[ABC organization] will provide:

- [Four/five/six] [adult/children] nutrition education workshops and cooking demonstrations per day, one day per week (pending weather) at the market from July [5] through November [25] during the hours of the farmers market(s) operation.
- Educational materials, including recipes and information on the purchase, storage and use of local produce available at the market.
- Incentives for adults attending weekly workshops to purchase fruits and vegetables.
- Promotion of seasonal and locally grown fruits and vegetables at the farmers market (via nutrition workshops).

The Market Operator/Market Manager will:

- Be present for the duration of each market day to support the [ABC Organization] nutrition education team and any issues that may arise with participants or market goers.
- Ensure physical space and support for weekly on-site nutrition lessons and cooking demonstrations.
- Communicate any pertinent farmers market changes or program concerns to the [ABC Organization] Program Coordinator in a timely fashion.

Name of Market Operator/Market Manager

Signature of Market Operator/Market Manager

Date

Name of Program Coordinator

Signature of Program Coordinator

Date

Please read, sign and email **before [June 1, 20XX]** to:

Name: _____

Email: _____

SAMPLE SITE INFORMATION SHEET

Market Name:	ABC Farmers Market
Market Hours:	Tuesdays, 8 a.m. to 4 p.m. (set up at 8 a.m.)
Address/Location:	Grand Concourse at 165th Street Bronx, New York, 10456
Market Manager:	Margaret
Phone:	212-123-4567

Storage Address:	ABC Organization 123 Grand Concourse, Room 123 Bronx, New York, 10456
Storage Contact:	Paola: 212-123-4567

Amount of Materials Needed Per Day:	Handouts [150], recipes [150-200], sample cups [200]
Languages:	Spanish, Bengali, Mandarin, Traditional Chinese, Simplified Chinese

Additional Notes:	<ul style="list-style-type: none">• Store all equipment in ABC Organization office inside the Courthouse building. Building closes at 6 p.m.• There is a sink inside you can use for washing.
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SUGGESTED EQUIPMENT AND SUPPLIES LIST

Large/Set Up Equipment	Quantity
Hand Truck	1
Ratchet Straps	2
Storage Bins (22 gallon)	2
Table (bi-folding)	1
Tent (frame, canopy and rolling bag)	1
Tent Weights/Kettle Bells (a total of 100 lbs. minimum)	4
Wash Bins	4
Water Cooler	1

Cooking Equipment	Quantity
Bowl (5 quart, collapsible)	2
Butane Cans (12 per case)	2
Butane Stove	1
Can Opener	1
Colander	1
Combo Pan (6 quart)	1
Cooking Thermometer	1
Cutting Boards	2
Grater (stainless steel, box)	2
Knife (8" chef)	2
Knife Sheath (8" chef)	2
Measuring Cups (nested, set of 4)	1
Measuring Spoons (set of 4)	1
Pitcher	1
Prep Bowl (collapsible, set of 3)	1
Serving Spoon (solid)	1
Steel Knife Sharpener	1
Tongs (metal)	1
Veggie Brush	2
Whisk	1
Wind Guard (size varies)	1-2

Promotional/Office Supplies	Quantity
Banner	1
Binder Clips (assorted)	1
Crayons – kids workshops only	1
Flip Chart (pack of 2)	1
Flip Chart Marker Set	1
Neon Duct Tape	1
Packing Tape (pack of 2)	1
Pens (box of 12)	3
Pen Holder	1
Post-it Notes (large, pack of 5)	1
Sharpie Markers (pack of 4)	1
Serving Tray	1
Stickers, Fruits and Veggies (pack of 6) – kids workshops only	10
Twine (small roll)	1
Velcro Dots (box of 75)	1
Vertical File Holder	1
Yellow Marker	1
Wicker Basket	1

Safety/Comfort/Hygiene Supplies	Quantity
Hand Soap	1
Dish Sponge	2
Fire Extinguisher	1
First Aid Kit	1
Hand Warmers (pack of 20)	1
Liquid Bleach (1 quart)	1
Liquid Dish Soap	1
Rain Poncho (pack of 2)	2
Spray Bottle (32 ounce)	1
Sunblock	1
Tablecloth (for kids workshops, quantity is 5)	1

Replenishables	Quantity
Paper Towel Rolls (case of 15)	1
Ecotensils (box of 500)	2
Garbage Bags (box of 50)	1
Gloves (size M and L, box of 100 each)	4
Sample Cups (case of 100)	2
Resealable Bags (gallon size, box of 38)	1
Resealable Bags (quart size, box of 38)	1

Equipment and Supplies may vary, depending on site location, market size and selected program

SAMPLE JOB DESCRIPTION - LEAD EDUCATOR

ABC Organization – Temporary, Part-Time

POSITION OVERVIEW:

ABC Organization is seeking a Lead Educator to lead a team of two or more to prepare and deliver nutrition education and cooking workshops at ABC farmers market, located at an underserved community in NYC with a range of audiences. This paid position is part-time and seasonal to coincide with the regional growing season (July-November 20XX). **The Lead Educator will be required to attend a paid training on June XX, 20XX, and commit to working for the duration of the season.**

RESPONSIBILITIES:

Duties will include, but are not limited to:

- Prepare for and implement nutrition education workshops, including culinary demonstrations, in accordance with program curricula at assigned location
- Ensure necessary materials are on site each week, purchase food and maintain expense reports
- Lead and supervise a team (of two or more) at the market
- Conduct the setup and breakdown of tent, cooking equipment and educational materials
- Maintain food safety and ensure integrity of programming
- Market and promote workshops at farmers market and in other community settings
- Assist with data collection at farmers market
- Maintain and encourage environmentally sustainable practices at workshop site
- Attend weekly staff meetings
- Communicate regularly with the Program Coordinator

REQUIREMENTS:

- A minimum of 15 college credit hours in nutrition
- Experience providing education in multicultural settings with diverse populations
- Dynamic personality and excellent presentation, interpersonal and communication skills
- Ability to work in multi-cultural settings with diverse populations
- Willing and able to stand for long periods of time and work outside in inclement weather conditions
- Willing and able to regularly lift and transport items weighing up to 25 pounds (to and from storage site to workshop location each market day)

PREFERRED SKILLS:

- Experience conducting nutrition workshops
- Experience working with young children (if applicable)
- Experience working as part of a team in a leadership role
- Basic culinary knowledge and skills
- Successful completion of the NYC Food Protection course or other food safety certificate
- Knowledgeable about farmers markets and regional food systems
- Understanding of health inequities and food insecurity issues in NYC
- Basic proficiency in Microsoft Office software

**Interested candidates should send a completed application, resume and cover letter to sample@ABC.org.
[Deadline to apply is April XX, 20XX.](#)**

SAMPLE JOB DESCRIPTION —CULINARY EDUCATOR

ABC Organization – Temporary, Part-Time

POSITION OVERVIEW:

ABC Organization is seeking a Culinary Educator to report to the Lead Educator and work as part of a team in the preparation and delivery of nutrition and cooking workshops at ABC farmers market, located at an underserved community in NYC with a range of audiences. The Culinary Educator will be responsible for implementing interactive culinary demos using recipes that feature local and seasonal produce. This paid position is part-time and seasonal to coincide with the regional growing season (July-November 20XX). **The Culinary Educator will be required to attend a paid training on June XX, 20XX, and commit to working for the duration of the season.**

RESPONSIBILITIES:

Duties will include, but are not limited to:

- Collaborate with Lead Educator to prepare for and implement interactive culinary demos at farmers markets
- Follow curriculum and ensure integrity of programming
- Assist with and ensure proper setup and breakdown of tent, table and all cooking equipment and educational materials
- Maintain food safety, including cleaning and sanitation of all cooking equipment used in culinary demos
- Market and promote workshops at farmers market and in other community settings
- Maintain and encourage environmentally sustainable practices at workshop site
- Attend weekly staff meetings

REQUIREMENTS:

- Basic knife skills and ability to execute basic cooking techniques
- Experience or training in nutrition or culinary arts
- Knowledge about regional produce
- Dynamic personality and excellent presentation, interpersonal and communication skills
- Ability to work in multi-cultural settings with diverse populations
- Flexibility to adapt recipes to reflect the food culture of communities served
- Willing and able to stand for long periods of time and work outside in inclement weather conditions
- Willing and able to regularly lift and transport items weighing up to 25 pounds (to and from storage site to workshop location on a weekly basis each market day)
- Successful completion of the NYC Food Protection course or other food safety certificate (by June XX, 20XX)

PREFERRED SKILLS:

- Experience implementing culinary demos
- Experience working as part of a team
- Knowledgeable about farmers markets and regional food systems
- Understanding of health inequities and food insecurity issues in NYC

Interested candidates should send a completed application, resume and cover letter to sample@ABC.org.

[Deadline to apply is April XX, 20XX.](#)

SAMPLE JOB DESCRIPTION – BILINGUAL EDUCATOR

ABC Organization – Temporary, Part-Time

POSITION OVERVIEW:

ABC Organization is seeking a Bilingual Educator (in English/Spanish, English/Bengali or English/Chinese [Cantonese and Mandarin]) to report to the Lead Educator and work as a part of a team in the preparation and delivery of nutrition and cooking workshops at ABC farmers market, located at an underserved community in NYC with a range of audiences. The Bilingual Educator will be responsible for ensuring accurate and fluent interpretation (verbal) and translation (written) of workshops. This paid position is part-time and seasonal to coincide with the regional growing season (July-November 20XX). **The Bilingual Educator will be required to attend a paid training on June XX, 20XX, and commit to working for the duration of the season.**

RESPONSIBILITIES:

Duties will include, but are not limited to:

- Prepare for and verbally interpret nutrition education workshops and culinary demos from English (to Spanish and/or Chinese [Cantonese and Mandarin] and/or Bengali)
- Assist with the preparation and implementation of nutrition education workshops, including written translation of presentation materials (on-site)
- Follow curriculum and ensure integrity of programming
- Assist with and ensure proper setup and breakdown of tent, table, cooking equipment and educational materials
- Market and promote workshops at farmers market and in other community settings
- Assist with data collection at market
- Maintain and encourage environmentally sustainable practices at workshop site
- Assist with food preparation for culinary demos, as needed
- Attend weekly staff meetings

REQUIREMENTS:

- Verbal and written fluency in one of the following languages: Spanish, Chinese or Bengali
- Bilingual written competency
- Excellent presentation, interpersonal and communication skills; dynamic personality
- Ability to work in multi-cultural settings with diverse populations
- Willing and able to stand for long periods of time and work outside in inclement weather conditions
- Willing and able to regularly lift and transport items weighing up to 25 pounds (to and from storage site to workshop location each market day)

PREFERRED SKILLS:

- Experience in interpreting information verbally and translating written materials from English (to Spanish and/or Chinese [Cantonese and Mandarin] and/or Bengali)
- Experience working as part of a team
- Knowledgeable about farmers markets and regional food systems
- Understanding of health inequities and food insecurity issues in NYC

**Interested candidates should send a completed application, resume and cover letter to sample@ABC.org.
[Deadline to apply is April XX, 20XX.](#)**

SAMPLE INTERVIEW QUESTIONS

Introduce yourself, offer a brief description of the position and briefly explain the program and the role.

Opening:

1. How did you hear about the position?

Questions:

2. Tell me about yourself and your experience related to the position.
3. What appeals to you most about this position?
4. What experience do you have teaching nutrition/culinary education in a community setting?
 - a. With children?
 - b. With adults?
 - c. In culturally diverse low-income communities?
5. What do you think makes a good (Nutrition/Culinary/Bilingual) Educator?
6. Describe an experience working with a team or a group. What role did you play? Give an example of a successful strategy you used to help a team or group work well together.
7. This position is labor intensive.
 - a. Are you willing and able to deal with the intensity of the day and moving heavy equipment?
 - b. Are you comfortable standing for long periods of time and working outside in inclement weather conditions (hot in mid-summer, cold in late November)?
8. Please provide a short (five-minute) mock nutrition lesson, culinary demonstration or interpretation.

SAMPLE POLICIES AND PROCEDURES

POLICIES

All Educators:

TIMESHEETS

Timesheets are completed online and must be submitted no later than 11:59 p.m. on Sundays. Missed timesheet deadlines cause strain on all program staff and may result in late payment.

Procedures for timesheets are as follows:

1. All educators are responsible for writing and initialing their hours worked on the *Tracking Form* each market day (in 15-minute increments).
 - Time In = the time work started at the market
 - Time Out = the time work finished at the market
 - Break = the length of required break depends on hours worked, as follows:

Total hours at the market	Required break
8 hours	1 hour
7 hours and 45 minutes	45 minutes
5 hours to 7 hours and 30 minutes	30 minutes
Less than 5 hours	No break required

2. The Lead Educator is responsible for ensuring that the hours recorded on the tracking form are both truthful and mathematically accurate. The tracking form must reflect each educator's actual time of arrival at the market.
3. The hours submitted on timesheets must match the hours written on the tracking form. Timesheets will not be approved if they do not match the information on the tracking form.

VACATION DAYS

Prior to June XX, notify the Program Coordinator of any scheduled vacations. Vacation days are not paid. Finding coverage for educators at the market might be very difficult, so be mindful when scheduling last minute vacations during the season.

COVERAGE

When sick or in an emergency, educators should immediately contact the Lead Educator or Program Coordinator.

MEETINGS

Meetings are mandatory and paid. Dates will be announced to allow ample time for scheduling. Attendance is required at the following regular meetings:

- Team weekly meetings
- One-on-one monthly check-ins

SAMPLE POLICIES AND PROCEDURES

LATENESS

On-Site: In fairness to all team members, lateness is taken very seriously. If running more than 10 minutes late, educators should notify team members promptly. Repeated lateness will lead to a written warning. If corrective action does not take place, termination may result.

Meetings and Trainings: If running more than 10 minutes late to any meeting or training, educators should notify the Program Coordinator promptly. Repeated lateness will lead to a written warning. If corrective action does not take place, termination may result.

INCLEMENT WEATHER

- Regardless of the weather (rain, wind, snow, etc.), all educators are expected to be at the market site on time unless communicated otherwise from the Program Coordinator. The Program Coordinator will use their best judgment on whether to cancel market day; thunder/lightening or sustained high winds merit cancelling.
- If upon arriving on-site the weather is questionable:
 - Based on severity of the weather, the Lead Educator will make a decision whether or not to set up.
 - If, after one hour, the team is unable to set up the equipment, the Lead Educator will call the Program Coordinator for a final decision.
 - If workshops are called off before 12 p.m., educators will be paid for four hours. If it is determined that workshops should end early and it is after 12 p.m., educators will be paid for the hours worked.
 - If the wind is too severe to safely set up the tent, the team may attempt to set up without the tent.

CELL PHONE USE

Personal cell phone use is only permitted during breaks. Concerns about cell phone use should be reported to the Lead Educator or Program Coordinator. Repeated inappropriate cell phone use will lead to a written warning. If corrective action does not take place, termination may result.

APRONS AND PROPER ATTIRE

- Educators are expected to arrive at work with a neat and clean apron. If bleach is spilled on an apron, educators should ask the Program Coordinator to supply a new one.
- Close-toed shoes and clothes that are free of rips and tears are required. Shorts must be a modest length and shirts must cover undergarments.
- Sunglasses are not permitted.
- Long hair must be pulled back. If hair cannot be pulled back, a hat or hair net is required.

FOOD, BEVERAGES AND SMOKING

Educators are seen as an example for healthy behaviors in the community. Refrain from consuming fast food, junk food and/or sugar-sweetened beverages, and smoking in the workshop space. If consuming these items, educators should do so away from the tent during breaks, with apron removed. Educators should avoid use of branded food packaging, including coffee cups, in the workshop space.

SAMPLE POLICIES AND PROCEDURES

Note, New York State law prohibits smoking within 100 feet of the entrances or exits and outdoor areas of any public or private school, expanding an existing ban on smoking on school grounds. Smoking is prohibited within New York City parks, beaches and pedestrian plazas.

DRUGS AND ALCOHOL

Alcohol and/or drug use and/or possession in the workplace is not tolerated, including during scheduled breaks. Any violation of this policy may lead to disciplinary action up to and including termination of employment.

PROCEDURES

Lead Educator:

WEEKLY REPORTING DOCUMENTS

Every week at the team meeting, the Lead Educator is expected to submit a Tracking Form Packet and a Purchasing and Expense Reimbursement Packet including the documents below.

Tracking Form Packet

The Tracking Form Packet must include:

1. Tracking Form
2. Time and Temperature Log
3. Labeled Surveys
4. Comment Cards (if applicable)
5. Photo release forms (if applicable)

1. Tracking Forms

Tracking forms serve as an official record for all hours worked. They also provide information about workshops and the number of participants. Completed tracking forms are required for each market day, regardless of weather. If the market is called off or ends early, it must be noted as such on the tracking form. If the Lead Educator is unable to attend a meeting, they must send a photo of the completed tracking form to the Program Coordinator to ensure that all team members are paid in a timely manner. The Lead Educator is responsible for accurately completing the tracking form.

Guidelines for tracking forms:

- Fill out the lesson and recipe information at the top of the form.
- Throughout the day, record the start time and duration of each workshop, the total number of surveys collected per workshop (specify languages), and the number of Health Bucks or other incentives distributed at each workshop.
- Complete the pre-workshop (in the morning before workshops start) and post-workshop (at the end of the day, once workshops are finished) team meetings checklists on the back page.
- Record successes and areas of improvement, as well as positive highlights of the day.
- Ensure that hours are entered and initialed by each team member.

SAMPLE POLICIES AND PROCEDURES

2. Time and Temperature Logs

A time and temperature log is a tool that allows for monitoring food temperatures to ensure that food is safe when stored, prepared and served. Culinary Educators are required to complete logs for each market day.

Guidelines for logs:

- If food is prepared and immediately served at each workshop, recording the temperature of foods prepared is not required. The Culinary Educator should check the box, "Food is prepared throughout the day."
- If food is prepared in advance and stored, the Culinary Educator should record the temperature of the food every 30 minutes.

The Culinary Educator should dispose of any samples that are not immediately served at the workshop.

3. Labeled Surveys

Surveys of participants are required for each market day. The Lead Educator is responsible for distributing and collecting participant surveys.

Guidelines for surveys:

- At the end of each workshop and prior to distributing Health Bucks coupons, distribute surveys to participants who attended the workshop.
- Direct and assist participants in fully completing surveys as needed. Ideally, all surveys are completed, but participants can receive a Health Bucks coupon as long as they answer at least one question on the survey.. If any demographic information is incomplete, ask the participant to complete it and offer to help. Never force a participant to answer a question they do not want to answer.
- At the close of each workshop, label all surveys with the market name, date and workshop number (shaded box at the bottom of each survey).

4. Comment Cards (if applicable)

Comment cards provide information and anecdotes about the workshops. They also provide an outlet for participants to voice their opinion. The Lead Educator is responsible for frequently collecting comment cards from workshop participants.

Guidelines for comment cards:

- Announce at the end of each workshop that comment cards are available for participants interested in sharing their workshop experience (good or bad). Spanish, English, Chinese and Bengali versions are available.
- When a comment card is submitted, write the market name and date on the card.

5. Photo Release Forms (if applicable)

Photographs supply visual documentation of the workshops. Only quality photos are useful. Any educator can take photographs, but the Lead Educator is responsible for submitting the photographs to the Program Coordinator.

Guidelines for photographs and photo release forms:

SAMPLE POLICIES AND PROCEDURES

- Submit at least two quality photos per month for each market.
- Photos should fall under the following categories: produce at the market, recipes, participants, educators in action or overall setup. Please try to send photos from all categories over the season. Note that:
 - Any individual whose face is pictured in a photo must sign a photo release form.
 - If an individual is under the age of 18, a parent/guardian must sign a release(s) on their behalf.
- Save and email photos as attachments to the Program Coordinator, using the following naming conventions:
 - With participant face(s): market name_date_last name of person
 - Without participant face(s): market name_date_description of photo
- Write the file name on the photo release.

Purchasing and Expense Reimbursement Packet

The Purchasing and Expense Reimbursement Packet must include:

1. Exact change from purchases
2. A typed expense log
3. Original receipts
4. Copy of receipts

Money for food is distributed at the weekly team meeting. The Lead Educator is responsible for the money they receive. Each week, the Lead Educator is required to turn in the four items listed above to reconcile expenses and receive money for the upcoming week.

Guidelines for making purchases:

- **Purchase only food:** Do not purchase any other supplies. All other supplies can be obtained from the Program Coordinator. No one will be reimbursed for anything but food.
- **Purchase inexpensive and reasonably priced food items from stores near the site:** Purchase ingredients that are easily accessible in the community where the market is located.
- **Do not pay for tax:** Tax exempt forms will be distributed to the Lead Educator and should be on hand for purchasing only pre-approved items such as batteries for PA systems.
- **Credit and debit card receipts are not acceptable:** Only cash receipts are accepted.
- **Original receipt guidelines:**
 - When purchasing at farmers markets or NYC Green Carts, use the farmers market receipt. Make sure all information is completed and that the farmer/Green Cart operator signs it.
 - Local store receipts must have the name and address of the store, as well as a description of every item (i.e., 'lettuce' not 'produce')

Steps for purchasing:

1. Sign out money at the team meeting.
2. Make purchases and ensure receipts have all required information.
3. Complete and print an expense log.
4. Double check receipts for no tax, full descriptions, correct math, etc.
5. Tape receipts to 8-1/2" x 11" paper in the order they are listed on the log.
6. Make a copy of the receipts and ensure the copies are legible.

SAMPLE POLICIES AND PROCEDURES

7. Compile the expense log, original receipts and copies. Bring to the team meeting along with exact change.

EQUIPMENT AND MATERIALS REQUEST

The Lead Educator is responsible for keeping the market site stocked with required supplies. All non-food items must be obtained in the office. Purchases of non-food items cannot be reimbursed. The following items will be available in the office for weekly pick-up. Any items that are not listed must be requested at least one week prior to the team meeting.

Equipment and Supplies

- Sample cups
- Forks or other utensils
- Disposable gloves
- Garbage bags
- Paper towels
- Sponges
- Soap
- Bleach
- Butane (when seasonally appropriate)
- Flip chart
- Sticky Notes and other office supplies

Paperwork

- Handouts
- Recipes
- Surveys
- Tracking forms
- Timesheets
- Time and temperature logs
- Comment cards
- Photo release forms
- Receipts
- Supplemental visual materials (posters, etc.)

Incentives

- Health Bucks (need to be signed out)
- Cooking and physical activity tools

COMMUNICATION WITH TEAM MEMBERS

The Lead Educator is required to send weekly emails to team members at least 24 hours prior to the start of the workshop day with the following information:

- Lesson and recipe to be implemented that week
- Any scheduled coverage
- Any groups scheduled to attend
- General programmatic updates
- Tips from weekly team meetings that apply to Culinary and/or Bilingual Educators

GROUP VISITS

At times, unannounced organized groups might attend workshops. They may be associated with community-based organizations, schools, faith-based organizations, WIC centers, hospitals or other organizations. Educators should encourage them to bring their clients/members on a weekly basis for workshops, but notify them that scheduling group visits (up to 20 participants per workshop) in advance is highly recommended. The Lead Educator should use a sign-up sheet to collect contact information for each group. If group leaders do not wish to sign up immediately, the Lead Educator should distribute the Program Coordinator's business card (if available) and encourage group leaders to contact the Program Coordinator in advance to schedule future group visits.

SAMPLE SEASONAL CALENDAR 2019

Cook Fresh at Farmers Markets

Week of	Recipe	Backup Recipe #1	Backup Recipe #2	Lesson #	Lesson Name	Handout
7/8	BEETS	Cucumbers	Radishes	1	Eat a Rainbow	Easy Ways to Choose Colors of Good Health
7/15	RADISHES	Lettuce	Beets	3	Leafy Greens	Easy Ways to Enjoy Fresh Greens
7/22	CUCUMBERS	Radishes	Carrots	6	Meal Makeover	Easy Ways to Build a Healthy Meal
7/29	SUMMER SQUASH	Cucumbers	Plums	7	Germs	Easy Ways to Keep Food Safe
8/5	PEACHES	Plums	Blueberries	9	Buying in Season	Easy Ways to Save Money by Buying in Season
8/12	CARROTS	Corn	Tomatoes	21	Reading Nutrition Facts Labels	Nutrition Facts Label
8/19	TOMATOES	Melons	Summer Squash	25	Cook at Home to Cut the Salt	Easy Tips to Cut the Salt
8/26	CORN	Melons	Blueberries	14	Benefits of Eating Fiber	Easy Ways to Eat Enough Fiber
9/2	FRUIT WATER	N/A	N/A	15	Healthy Beverages	How Much Sugar is in Your Drink?
9/9	WATERMELON	Melons	Eggplant	17	Plant Proteins	Easy Ways to Eat a Variety of Proteins
9/16	GREEN BEANS	Summer Squash	Plums	11	MyPlate for Healthy Eating	Easy Ways to Choose Healthy Portions
9/23	PEPPERS	Green Beans	Broccoli	19	MyPlate Planner	Easy Steps to Make a Shopping List
9/30	EGGPLANT	Lettuce	Peppers	24	Easy Ways to Freeze Produce	Easy Ways to Freeze Fruits and Vegetables
10/7	CABBAGE	Braising Greens	Winter Greens	4	Where is This Stored?	Easy Ways to Store Fruits and Vegetables
10/14	BUTTERNUT SQUASH	Braising Greens	Pears	26	Season with Herbs and Spices (and more!)	Easy Ways to Flavor Food without Salt
10/21	WINTER GREENS	Sweet Potatoes	Butternut Squash	12	Understanding Hunger and Fullness Signs to Avoid Overeating	Easy Ways to Understand Signs of Hunger and Fullness
10/28	APPLES	Sweet Potatoes	Cabbage	8	Be Food Safe	Easy Ways to Keep Food Safe
11/4	PUMPKIN	Apples	Potatoes	23	Eat the Whole Plant	Easy Ways to Eat the Whole Plant
11/11	BRUSSEL SPROUTS	Potatoes	Braising Greens	22	Reading Food Ingredients Lists	Easy Ways to Read an Ingredient List
11/18	SWEET POTATOES	Pumpkin	Apples	20	A Well-Stocked Kitchen	Stock Up with Staple Foods

SAMPLE SEASONAL CALENDAR 2019

Farmers Markets for Kids

Week of	Recipe	Backup Recipe #1	Backup Recipe #2	Lesson #	Lesson Name	Activity #	Activity Name	Family Activity Handout
7/8	BEETS	cucumbers	radishes	1	Vary Your Veggies	1	Eat a Rainbow	Vary Your Veggies
7/15	LETTUCE	radishes	beets	5	Terrific Tastes	2	Taste Adventure	Terrific Tastes
7/22	CUCUMBERS	radishes	carrots	3	Smart Snacking	2	Blastoff	Smart Snacking
7/29	SUMMER SQUASH	cucumbers	plums	6	Follow Your Food	2	Farm to Farmers Market	Follow Your Food
8/5	PEACHES	plums	blueberries	2	Flavorful Fruit	2	Fruit Tasting	Flavorful Fruit
8/12	CARROTS	corn	tomatoes	4	Growing Goodness	2	Parts of the Plant	Growing Goodness
8/19	TOMATOES	melons	summer squash	1	Vary Your Veggies	2	Touch, Taste, Smell and See	Vary Your Veggies
8/26	CORN	melons	blueberries	4	Growing Goodness	1	Start with a Seed	Growing Goodness
9/2	FRUIT WATER	n/a	n/a	3	Smart Snacking	1	Build a Healthy Snack	Smart Snacking
9/9	WATERMELON	melons	eggplant	2	Flavorful Fruit	1	Fruit Mystery Bag	Flavorful Fruit
9/16	GREEN BEANS	summer squash	plums	5	Terrific Tastes	1	Super Smellers	Terrific Tastes
9/23	PEPPERS	green beans	broccoli	6	Follow Your Food	1	Meet Your Farmer	Follow Your Food
9/30	EGGPLANT	lettuce	peppers	1	Vary Your Veggies	1	Eat a Rainbow	Vary Your Veggies
10/7	CABBAGE	braising greens	winter greens	5	Terrific Tastes	2	Taste Adventure	Terrific Tastes
10/14	BUTTERNUT SQUASH	braising greens	pears	4	Growing Goodness	2	Parts of the Plant	Growing Goodness
10/21	WINTER GREENS	sweet potatoes	butternut squash	3	Smart Snacking	2	Blastoff	Smart Snacking
10/28	APPLES	sweet potatoes	cabbage	2	Flavorful Fruit	2	Fruit Tasting	Flavorful Fruit
11/4	PUMPKIN	apples	potatoes	6	Follow Your Food	2	Farm to Farmers Market	Follow Your Food

SAMPLE SEASONAL CALENDAR 2019

JSY Stellar Farmers Markets

Week of	Recipe	Backup Recipe #1	Backup Recipe # 2	Lesson #	Lesson Name	Activity #	Activity Name	Handout
7/8	BEETS	Cucumbers	Radishes	1	Fruits and Vegetables at the Farmers Market	1	Eat a Rainbow	Easy Ways to Choose Colors of Good Health
7/15	RADISHES	Lettuce	Beets	2	Storing Fruits and Vegetables	1	Leafy Greens	Easy Ways to Enjoy Fresh Greens
7/22	CUCUMBERS	Radishes	Carrots	3	Just Say Yes to... MyPlate	2	Meal Makeover	Easy Ways to Build a Healthy Meal
7/29	SUMMER SQUASH	Cucumbers	Plums	4	Just Say Yes to... Food Safety	1	Mustard Germs	Easy Ways to Keep Food Safe
8/5	PEACHES	Plums	Blueberries	5	Stretching Food Dollars	1	Buying in Season	Easy Ways to Save Money by Buying in Season
8/12	CARROTS	Corn	Tomatoes	11	Reading Food Labels	1	Reading Nutrition Facts Labels	Nutrition Facts Label
8/19	TOMATOES	Melons	Summer Squash	13	Cut the Salt!	1	Cook at Home to Cut the Salt	Easy Tips to Cut the Salt
8/26	CORN	Melons	Blueberries	7	Fiber: Are You Eating Enough?	2	Fiber: Are You Getting Enough?	Easy Ways to Eat Enough Fiber
9/2	FRUIT WATER	N/A	N/A	8	Healthy Beverages	1	Choose Low-Sugar or No-Sugar Drinks	How Much Sugar is in Your Drink?
9/9	WATERMELON	Melons	Eggplant	9	Beans	1	Making the Most of Beans	Easy Ways to Eat a Variety of Proteins
9/16	GREEN BEANS	Summer Squash	Plums	6	Healthy Portion Sizes	1	Use MyPlate for Healthy Eating	Easy Ways to Choose Healthy Portions
9/23	PEPPERS	Green Beans	Broccoli	10	Planning MyPlate Meals	1	MyPlatePlanner	Easy Steps to Make a Shopping List
9/30	EGGPLANT	Lettuce	Peppers	12	Reduce Food Waste	2	Easy Ways to Freeze Produce	Easy Ways to Freeze Fruits and Vegetables
10/7	CABBAGE	Braising Greens	Winter Greens	2	Storing Fruits and Vegetables	2	Where is This Stored?	Easy Ways to Store Fruits and Vegetables
10/14	BUTTERNUT SQUASH	Braising Greens	Pears	13	Cut the Salt!	2	Season with Herbs and Spices (and More!)	Easy Ways to Flavor Food without Salt
10/21	WINTER GREENS	Sweet Potatoes	Butternut Squash	6	Healthy Portion Sizes	2	Understanding Hunger and Fullness Signs to Avoid Overeating	Easy Ways to Understand Signs of Hunger and Fullness
10/28	APPLES	Sweet Potatoes	Cabbage	4	Just Say Yes to... Food Safety	2	Be Food Safe	Easy Ways to Keep Food Safe
11/4	PUMPKIN	Apples	Potatoes	12	Reduce Food Waste	1	Eat the Whole Plant	Easy Ways to Eat the Whole Plant
11/11	BRUSSEL SPROUTS	Potatoes	Braising Greens	11	Reading Food Labels	2	Reading Ingredients Lists	Easy Ways to Read an Ingredient List
11/18	SWEET POTATOES	Pumpkin	Apples	10	Planning MyPlate Meals	2	A Well-Stocked Kitchen	Stock Up with Staple Foods

VII. APPENDIX – B. TRAINING

SAMPLE STAFF TRAINING AGENDA

Date:	Materials Needed <ul style="list-style-type: none"><input type="checkbox"/> Sign-in sheet<input type="checkbox"/> Copies of agenda<input type="checkbox"/> Staff binders<input type="checkbox"/> Name tags
Time:	
Location:	

Agenda:

1. Welcome (15 minutes)
2. Program Overview (90 minutes)
3. Workshop Steps (45 minutes)
4. Food Safety (45 minutes)
5. Culinary Skills (60 minutes)
6. Engaging Audiences (60 minutes)
7. Demonstration (60 minutes)
8. Practice (60 to 120 minutes)
9. Wrap Up (15 minutes)

SAMPLE STAFF TRAINING BINDER – GUIDE TO CONTENTS

All educators should receive a binder on training day with the information needed to conduct workshops at the markets. The Program Coordinator should follow the instructions below to assemble a Staff Training Binder. Contents of the binder should be reviewed in detail during the training. The binder includes six sections:

I. General Information

- **Organization Information.** Short description: mission and history.
- **Program Description.** For curricula descriptions, refer to *I. Introduction, B. Curricula Descriptions* on page 4 of the *Implementation Guide*.
- **Policies and Procedures.** For a sample of policies and procedures, refer to *Appendix, I. Planning, 7. Sample Policies and Procedures*.
- **Staff Contact Information.** Contact information for all staff who will be interacting with educators and contact information for all Seasonal Educators.

II. Program Information

- **Program Calendar.** For a sample program calendar, refer to *Appendix, I. Planning, 8. Sample Seasonal Calendars*.
- **Site information Sheet(s).** For a sample site sheet, refer to *Appendix, I. Planning, 3. Sample Site Information Sheet*.

III. **Program Curriculum.** To access the curriculum, go to nyc.gov/health and search for “farmers markets.” Print the curriculum, the corresponding handouts and any *Bilingual Key Terms* you will need.

- **Lessons and Handouts**
- **Bilingual Key Terms**

IV. **Culinary Education.** To access the culinary education materials, go to nyc.gov/health and search for “farmers markets.”

- **Culinary Demo Tips.** For all culinary demo tips, refer to the *Culinary Demo Tips*.
- **Recipes.** For all recipes, refer to the *Recipes*.

V. **How To.** The following are found under *Appendix, II. Training*:

- **How to Lead a Culinary Demo**
- **Proper Glove Use**
- **Food Safety Guidelines**

SAMPLE STAFF TRAINING BINDER – GUIDE TO CONTENTS

- **Basic Knife Cuts**
- **Cooking Methods and Techniques**
- **Tips for the Field**
- **Setup and Breakdown Checklist**
- **Tent Setup Diagram**
- **How to Price a Recipe**
- **Toolkit Storage Setup Diagram**

VI. Forms. The following are found under *Appendix, III. Implementation*:

- **Sample Tracking Form**
- **Sample Time and Temperature Log**
- **Sample Survey**
- **Sample Comment Card**
- **Sample Farmers Market Receipt**

HOW TO LEAD A CULINARY DEMO

Setup

- Include a produce display on your table featuring colorful peak produce.
- Display all recipe ingredients in whole form for demonstration.
- Have the recipe readily available. Display the recipe and recipe cost on the flip chart.
- Keep the table clean and organized – do not have utensils or equipment blocking anyone’s line of sight.
- Only take necessary equipment from the bin – this saves table space and helps you stay organized.
- When possible, wash all produce at the beginning of the day – this saves water and saves time between workshops.
- Prep throughout workshops. To stay ahead and keep food fresh, prep for the current or next workshop during the nutrition lesson.

Steps

Step 1: Wash your hands and put on clean gloves

- The audience is always watching, so be sure to model food safety measures from the beginning.
- People notice when you have gloves on and when you don’t (especially when you’re touching food).

Step 2: Distribute the recipe (handout)

- Ask the Lead and/or Bilingual Educator to help distribute the recipe during the transition from the nutrition lesson to the culinary demo or along with the nutrition handout.

Step 3: Introduce yourself

- To gain the trust of your audience, create a respectful and welcoming environment. Acknowledge that participants have valuable ideas to contribute to the workshop, may be able to offer valuable insights on how to implement healthy lifestyle changes and are the experts of their own lives.

Step 4: Announce the name of the recipe and list the ingredients

- As you discuss each item, indicate or point toward the whole version of each ingredient and tell participants where to find them.
- Show the whole versions so participants know what to look for when purchasing items and to introduce them to potentially unfamiliar ingredients.
- Explain how to select and store the featured fruit or vegetable used in the recipe.

Step 5: Begin preparation and indicate any prep work already done

- State or demonstrate that all produce has been properly washed. Provide tips for washing, if applicable.
- Explain any steps completed prior to the workshop.

Example: “This is 2 cups of ____, which I roughly diced/minced/chopped.”

HOW TO LEAD A CULINARY DEMO

Step 6: Talk through the steps of the recipe.

- Use the recipe handout to engage the audience.
 - Example:* “How many cups of ___ are in this recipe?”
 - Example:* “What did I replace the ___ with today?”
- Clearly explain all steps, demonstrating at least one knife skill (i.e. dicing)

Step 7: Discuss tips to prepare the recipe/featured produce item (use a minimum of three open-ended questions)

- Show each of the recipe’s ingredients and tell participants how to find them.
- Share one food safety tip.
- Share one fun fact about the featured fruit or vegetable used in the recipe.
- Ask for or share a tip on how kids can get involved.
- Open-ended question ideas:
 - What would you add to this recipe?
 - What other ideas do you have for __ (this particular)_ ingredient?
 - When you make __ (recipe)__ at home, what do you do differently?
 - Try changing a fact to an open-ended question:
 - Example:* Instead of stating, “To keep cut apples from browning, squeeze lemon juice on them,” ask, “Does anyone do anything to their cut apples to keep them from browning?”
 - Example:* Instead of stating, “First I washed my hands, then I washed the vegetables,” ask, “What are the first food safety steps I need to take before I start cooking?”
- Tell a story to personalize the food.

Step 8: Highlight ways to adjust the recipe overall

- Mention ways to remove, add or substitute ingredients.
- Talk about how to adjust flavors.
- Remind participants that recipes are a guide – they are the chef in their own kitchen.

Step 9: Make suggestions for food pairings

- Suggest or ask what to serve with the recipe – or different ways to eat it.

Step 10: Prepare taste samples and answer questions

- Taste the recipe before you serve it – and react positively. Change gloves after you taste.
- Remind participants not to taste the sample if they are allergic to any of its ingredients. The most common allergens are wheat, soy, dairy, nuts, fish, eggs and shellfish.
- It’s helpful post a note that states: “Contains _____.”
- Ask participants to taste the recipe and share their thoughts.
- Note:
 - All samples must be served in individual cups with a fork or spoon.
 - Utensils must only be handled while wearing gloves.
 - At no time should a participant touch a sample that is not theirs, or touch your hands.
 - If a participant touches your glove, change it.
 - If participants request a second sample, always use new cups and utensils. No refills.
 - Provide a trash receptacle so participants can dispose of garbage.

PROPER GLOVE USE

When to Change Your Gloves

- After touching:
 - Your face, body, hair, eyes, etc.
 - Any non-food item including recipes, handouts and surveys
- After disposing of any soiled garbage
- After going to the bathroom
- When you switch tasks, like from washing vegetables to slicing them
- If a glove become soiled or torn

Remember to wash your hands regularly and change your gloves often!

1. WASH HANDS

Rub with soap and warm water for 20 seconds



2. DRY HANDS

Pat dry with paper towel



3. PUT GLOVES ON



4. REMOVE GLOVES



5. REPEAT



Hand sanitizers do not replace handwashing or glove use.

FOOD SAFETY GUIDELINES

Reduce the risk of foodborne illness by following safe food handling practices.

Key Terms

- **Bacterial growth** is the multiplication of bacteria.
- **Cross-contamination** is the transfer of bacteria from one source to another.
- **Foodborne illness (FBI)** is any illness caused by food contaminated with pathogenic bacteria, viruses, parasites, fungi, foreign objects or toxins.
- **Potentially hazardous foods (PHFs)** are foods that provide suitable conditions for rapid growth of microorganisms, such as cut produce and proteins.
- **Temperature danger zone** is the temperature at which most microorganisms grow best (between 41 degrees Fahrenheit and 140 degrees Fahrenheit).

Personal Hygiene

- Good personal hygiene reduces the risk of spreading FBI.
- Always wear a clean apron and closed-toe shoes. Cover or tie back hair; trim beard.
- Stay home if you have an illness that is transmittable through food (e.g., fever, cold, diarrhea, etc.).

Hand Washing

When should you wash your hands?

Wash your hands before starting food preparation; before handling clean equipment and serving utensils; before putting on clean gloves and between glove changes; after handling soiled dishes, equipment or utensils; after touching any part of your body; after using the bathroom; and after coughing, sneezing, blowing your nose, eating or drinking. **Hand sanitizer does not replace hand washing.**

Set Up Hand Washing Station

1. Elevate the beverage cooler on a table.
2. Place soap and paper towels on top of the beverage cooler.
3. Place a wash bin or bucket below the beverage cooler to catch excess water.

Proper Glove Use

Wash hands and put on a new pair of gloves after handling any non-food-safe surfaces such as money, handouts, trash, soiled dishes, equipment or utensils; after touching any part of your body; after using the bathroom; and after coughing, sneezing, blowing your nose, eating or drinking. Disposable gloves should only be used once. Never reuse.

Equipment and Surfaces

Sanitizing Solution for Food Preparation Surfaces

To prepare sanitizing solution, fill a spray bottle with:

- 1/2 quart (2 cups) water
- 1/2 teaspoon of bleach (1/2 cap full)

Sanitizing Equipment and Utensils

1. Clean surfaces with sanitizing solution and wipe down with a paper towel.
2. Make new sanitizing solution every two hours — bleach dissipates quickly.

Dish Station

Clean and sanitize surfaces where equipment will be washed.

Prepare three wash bins:

Wash bin 1 – Washing: Water and dish detergent.

Wash bin 2 – Rinsing: Clean water.

Wash bin 3 – Sanitizing: For each gallon of water add 1 tablespoon of bleach (3 caps full). Each wash bin holds 7 gallons of water; adjust the amount of bleach according to how much you fill the wash bin.

FOOD SAFETY GUIDELINES

Clean Up

- Scrape food particles from equipment.
- Set up dish station and wash, rinse and sanitize all cooking equipment/tools.
- Wipe tables and surfaces clean with sanitizing solution.
- Fully dry equipment before storing. (Do not store the sponge in the storage bin – put it in an open water cooler or wash bin).
- Pack equipment in the storage container.
- Make a checklist for the next workshop day.

Food Preparation and Storage

Washing Produce

Wash and scrub produce under cold water. Use a vegetable brush to gently remove dirt and soil. Rinse all produce, even produce with inedible skin. Cover greens with water, submerge, shake and then remove. Do not drain! Transport produce in a clean, sanitized wash bin after washing.

Do not:

- Use soap or detergent to wash produce.
- Soak produce in water – this can cause bacteria to be pushed inside.

Preparing Produce

- Wash hands and wear gloves while preparing produce.
- Use clean, sanitized utensils and equipment.
- Place prepped produce in clean (non-reused) ziplock bags or containers.

Keep Food Out of the Temperature Danger Zone

- Bacterial growth most often occurs between 40 degrees Fahrenheit and 140 degrees Fahrenheit.
- Keep cold foods cold and hot foods hot.
- Prep ingredients only as needed and serve food immediately.
- If prepared food is not kept out of the temperature danger zone, it must be disposed of after two hours.

Keep Cold Foods Cold

- Cut produce must be used within 20 minutes of preparation or kept properly cooled (see Cooler Food Safety Protocol below).
- If cut produce is not being used right away, keep it in a cooler with ice (see Cooler Food Safety Protocol below) or a refrigerator.
- Confirm that refrigerator or cooler temperature is at 40 degrees Fahrenheit or lower.
- Keep bowls covered all times, and plate food upon demand.

Cooler Food Safety Protocol

- Sanitize the inside with the bleach solution and wipe dry with a paper towel.
- Fill three quarters of a plastic bag with ice (plastic shopping bags or gallon ziplock bags are good). Poke one hole in the side of the bag for drainage. Place the bag of ice inside the cooler.
- Add food to the cooler in separate sealed containers or ziplock bags and submerge in ice.
- Keep the cooler zipped shut as much as possible and store it in the shade.
- Record temperatures of each food container or ziplock bag every 30 minutes.
- If you see stagnant water in the ice bags, remove them from the cooler and drain water out of the hole. If water collects in the cooler, drain it as well. Place the bags back into the cooler.

Recipe Preparation: Hot Food

- To keep food warm between servings and prevent insect contamination, keep it in a skillet and covered with a lid.
- Discard hot food if not used within two hours.

BASIC KNIFE CUTS

There are many different ways to cut produce. Below are some simple and efficient knife cuts.

Cut	Looks like	Typical foods	Steps
Mince		Garlic Ginger	<p>For ginger:</p> <ul style="list-style-type: none"> • Thinly slice, lay flat and cut into matchsticks (like the julienne method). • Turn matchsticks 90 degrees and cut into the smallest dice possible. <p>For garlic:</p> <ul style="list-style-type: none"> • Thinly slice in a vertical direction through the clove. • Turn 90 degrees and chop. • Repeat until garlic is as small as preferred.
Julienne		Zucchini Carrots Cucumbers	<ul style="list-style-type: none"> • Slice on an angle in long, thin cuts to make thin planks. • Stack planks and very thinly slice into matchsticks.
Slice		Onions Cabbage Cucumbers Greens	<ul style="list-style-type: none"> • Cut round vegetables in half and lay the flat surface on the cutting board. For greens, after removing stems, lay flat and stack. • With the knife tip on the cutting board, rock the knife forward and backward along the vegetable to slice at the desired thickness.
Dice		Eggplant Potatoes Onions Peppers	<ul style="list-style-type: none"> • Cut round vegetables in half and lay the flat surface on the cutting board. • Cut in even slices to make planks. • Lay planks flat and cut into long, even strips. • Turn strips 90 degrees and cut into cubes.
Chop		Tomatoes Melon Greens	<ul style="list-style-type: none"> • Cut round vegetables in half and lay the flat surface on the cutting board. For greens, after removing stems, lay flat and stack. • Cut in even slices to make planks. • Lay planks flat and cut into rough sticks. • Turn sticks 90 degrees and cut into rough pieces.

COOKING METHODS AND TECHNIQUES

Educators can discuss many different cooking techniques during demonstrations. The table below provides short explanations of the cooking methods that are most relevant to the featured fruit or vegetable, recipes and demonstrations. Remind participants to cook and eat vegetables in a variety of ways (including raw), as different cooking methods will affect the flavor and consistency of food as well as which nutrients are absorbed by the body.

Method	Used to Prepare	What It Does	How to Do It	Looks Like	Tips and Talking Points
Blanch	<ul style="list-style-type: none"> Any vegetables or fruits 	<ul style="list-style-type: none"> Completely or partially cooks ingredients. Softens ingredients. (For a crunchier texture, decrease blanching time.) Brightens colors. 	<ol style="list-style-type: none"> Fill a pot with enough water or other cooking liquid to cover ingredients. Cover the pot, turn heat to high and bring liquid to a boil. Add ingredients and cook to desired doneness, usually keeping them undercooked. Remove ingredients from liquid and plunge into an ice water bath. 	Liquid rapidly forms large bubbles.	Blanching is great for: <ul style="list-style-type: none"> Preparing ingredients for freezer storage Partially cooking vegetables for a crunchy snack
Boil	<ul style="list-style-type: none"> Any vegetables Pasta Reducing liquid 	<ul style="list-style-type: none"> Softens ingredients. (For a crunchier texture, decrease boiling time.) 	<ol style="list-style-type: none"> Fill a pot with enough water or other cooking liquid to cover ingredients. Cover the pot, turn heat to high and bring liquid to a boil. Add ingredients and cook to desired doneness. 	Liquid rapidly forms large bubbles.	<ul style="list-style-type: none"> Boiling is rarely used in featured recipes. When boiling potatoes, add to water before bringing to a boil. When boiling pasta, add to water after bringing to a boil.

COOKING METHODS AND TECHNIQUES

Method	Used to Prepare	What It Does	How to Do It	Looks Like	Tips and Talking Points
Braise	<ul style="list-style-type: none"> • Tough cuts of meat • Hard or tough vegetables 	<ul style="list-style-type: none"> • Simultaneously uses two types of cooking: <ul style="list-style-type: none"> ▪ Dry cooking – searing to add flavor ▪ Wet cooking – slowly simmering to tenderize 	<ol style="list-style-type: none"> 1. Heat a pan or pot. 2. Add a small amount of oil and place ingredients in oil once it gets hot. 3. Sear ingredients to encourage browning. 4. Turn down the heat and add cooking liquid. 5. Cover the pan or pot and bring liquid to a boil. 6. Turn down the heat to a simmer and slowly cook on low for a long time. 	At first it looks like searing – with steam escaping from the ingredients. Then it looks like simmering –with liquid gently bubbling.	<ul style="list-style-type: none"> • Braising is used for certain vegetables in JSY recipes, like collard greens.
Reduce	<ul style="list-style-type: none"> • Sauces or glazes from liquid used during cooking, such as juice, vinegar or liquid from any vegetables 	<ul style="list-style-type: none"> • Evaporates water, leaving behind a concentrated, flavorful sauce, glaze or liquid. 	<ol style="list-style-type: none"> 1. Boil liquid on high heat with the lid off to allow water in the liquid to evaporate. 2. Turn the heat off when desired consistency and flavor are reached. 	Liquid makes small, rapid bubbles and a lot of steam rises out of the pan or pot.	<ul style="list-style-type: none"> • If discussing this technique at the market, practice how to describe it using simple language.
Roast	<ul style="list-style-type: none"> • Meats • Vegetables, especially root vegetables 	<ul style="list-style-type: none"> • Results in lightly golden brown ingredients with a crispy outside and tender inside. 	<ol style="list-style-type: none"> 1. Heat oven to around 400 degrees Fahrenheit. 2. Lightly coat ingredients with oil and seasonings. 3. Spread in a thin layer on a sheet pan (cookie sheet) to allow water to evaporate. 	During roasting, vegetables shrink slightly as water evaporates.	<ul style="list-style-type: none"> • Roasting is a great technique to use during the winter with root vegetables. • When roasting vegetables, don't overcrowd the pan as this prevents steam from escaping – which prevents browning and crisping.

COOKING METHODS AND TECHNIQUES

Method	Used to Prepare	What It Does	How to Do It	Looks Like	Tips and Talking Points
Sauté, Sear and Stir- fry	<ul style="list-style-type: none"> All vegetables 	<ul style="list-style-type: none"> Completely or partially cooks ingredients. Sautéing and searing may result in caramelization, which is when sugars react with heat to produce a sweet flavor and golden brown color. Since ingredients are consistently and rapidly moving, stir-frying does not typically result in caramelization. Stir-frying partially cooks ingredients, all the while maintaining a bright color and snappy texture. 	<ol style="list-style-type: none"> Heat a sauté pan or other slope-sided pan on high heat. Add a small amount of oil. Add bite-sized ingredients to the hot oil. Gently move ingredients around the pan once edges start to brown. This will prevent burning. 	<p>Ingredients may start to brown on the edges. Should be slightly sizzling.</p>	<ul style="list-style-type: none"> Stir-frying often refers to fast cooking that results in crunchy vegetables and is used often in JSY recipes. The sloped sides of the pan allow for rapid water evaporation, which helps caramelization occur. For maximum caramelization, only move ingredients once edges start to brown. If ingredients are sticking or getting too dark, add some water and scrape the bottom of the pan with a non-metal spoon. If sautéing hard vegetables, cut into small pieces.
Simmer	<ul style="list-style-type: none"> Any ingredients requiring slow, gentle cooking (e.g., beans, soups, stews, grains and vegetables) 	<ul style="list-style-type: none"> Softens and tenderizes all the way through. 	<ol style="list-style-type: none"> Add to a pot the ingredients and the amount of liquid the recipe calls for – often enough to keep the ingredients covered. Turn heat to high and bring to a boil. Then turn down to a simmer. 	<p>Liquid makes smaller and slightly slower bubbles than boiling.</p>	<ul style="list-style-type: none"> Leaving the lid on makes ingredients cook faster. Removing the lid allows liquid to reduce. This technique is used often in JSY recipes. The temperature is lower than boiling so ingredients cook slower.

COOKING METHODS AND TECHNIQUES

Method	Used to Prepare	What It Does	How to Do It	Looks Like	Tips and Talking Points
Steam	<ul style="list-style-type: none"> Vegetables 	<ul style="list-style-type: none"> Fully or partially cooks ingredients. Retains more nutrients than boiling. Brightens color. 	<ol style="list-style-type: none"> Boil water in a pot. Place ingredients in a separate vessel (e.g., a steamer) with holes above the water level, which allows only the steam to hit the ingredients. Cover the vessel and pot with a lid to keep the steam in. Turn down the heat, then steam until desired doneness. 	<p>Steam rises and surrounds ingredients.</p>	<ul style="list-style-type: none"> Steaming is not typically used in JSY recipes. This is a great technique for preparing foods ahead of time. For example, steam large batches of vegetables to use in other dishes or to eat as snacks throughout the week.
Sweat	<ul style="list-style-type: none"> Vegetables, especially aromatics like onions, celery and garlic 	<ul style="list-style-type: none"> Fully cooks ingredients without any browning or caramelization. 	<ol style="list-style-type: none"> Heat a pan or pot, ideally one with tall, straight sides, on medium heat. Add a small amount of oil. Add ingredients and cook on very low heat. Keep the pan or pot covered to prevent water from evaporating. As each ingredient is added to the pan or pot, add a small amount of salt to encourage the release of water from the ingredient (i.e., sweat), which prevents browning. 	<p>Water from vegetables releases into the pan or pot and vegetables cook in their own liquid. Steam collects on the lid and returns back into the pan or pot.</p>	<ul style="list-style-type: none"> Sweating is used often in JSY recipes. This technique results in a lighter flavor that is not as sweet as caramelized ingredients. Typically used at the start of a recipe.

COOKING METHODS AND TECHNIQUES

Method	Used to Prepare	What It Does	How to Do It	Looks Like	Tips and Talking Points
<p style="text-align: center;">Temper</p>	<ul style="list-style-type: none"> • Fresh ginger • Any vegetables from the allium family, including fresh garlic, onions, shallots, leeks, chives and scallions 	<ul style="list-style-type: none"> • Reduces the spice and bitter flavors of these ingredients. 	<p>There are three ways to temper:</p> <ul style="list-style-type: none"> • Cover ingredients with water for 10 minutes and drain. • Lightly salt ingredients and allow to sit for 10 minutes. Then rinse and drain. • Cover ingredients with an acid from the recipe, such as lemon juice. Season with salt and allow to sit for 10 minutes. <ul style="list-style-type: none"> ▪ For example, if making a vinaigrette with 2 tablespoons of lemon juice, add it to raw garlic before making the vinaigrette. 	<p>Ingredients soften and often release water.</p>	<ul style="list-style-type: none"> • Tempering is a great technique to use in recipes containing raw onions or garlic, such as salads and salad dressings. • Use this technique especially when preparing recipes for kids. • For participants that don't like raw onions, explain that this technique softens the flavor and encourage them to try it.

TIPS FOR THE FIELD

All Educators

Create an adequate workshop space

It is important to set yourself up for effective communication with the public at your site. This includes creating enough space for the entire team to feel comfortable delivering the workshop. Use the following tips to ensure you have enough space at your site.

- Use neon tape to mark the boundaries of your workshop space.
- Use bins to block off culinary space behind the table to prevent participants from coming behind the table.
- During the workshop introduction, explain that for food safety reasons, the team needs to maintain adequate space to prepare and serve food.
- If participants are crowding the table, ask them to all take a step back.

Facilitation

- Do not try to shout over trains, side conversations or other loud noises.
- Speak loudly and clearly.
- Use positive body language to encourage learning:
 - Smile and be friendly
 - Maintain personal space
 - Use eye contact
 - Maintain an open body position
- Repeat answers. Stay positive even when an answer is incorrect.

Encourage discussion by asking open-ended questions

- Open-ended questions usually start with “How” or “Why” and cannot be answered with “Yes” or “No.” (Questions that can be answered with “Yes” or “No” are close-ended questions). Turn close-ended questions into open-ended questions.

<u>Instead of...</u>	<u>Ask...</u>
Do you eat fruit?	How do you enjoy eating fruit at home?
Do you serve vegetables at home?	How do you serve vegetables at home?
Will you make this recipe?	How might you adapt this recipe?
Do you like this recipe?	What do you like about this recipe?
Do your children like vegetables?	What vegetables do your children eat?

TIPS FOR THE FIELD

Practice voice by choice

- Do not call on people to contribute, as this may be uncomfortable for some. Instead, invite participants to share their thoughts or ideas.
- Allow five seconds of silence to pass after asking a question. Someone will usually speak up to break the silence within this time.

Lead Educator

- Consider preparing flip chart pages/visual aids prior to arrival at the workshop site.
- Write anticipated answers on sticky notes and keep them handy during the workshop
- Keep handouts, surveys and extra incentives inside the folded flip chart. That helps to weigh it down and prevents participants from taking extras.
- Post “lunch break” and “next workshop” signs during the lunch break.

Culinary Educator

- Take only necessary utensils and cooking equipment for the day out of the bin. This saves time washing and lightens the load.
- If you need help, ask your team member(s) to help prep ingredients.
- To help keep your table free of food scraps and looking presentable during food prep, keep a wash bin handy to collect scraps.
- Use thin sample cups for cold recipes. Use thick sample cups for hot recipes.

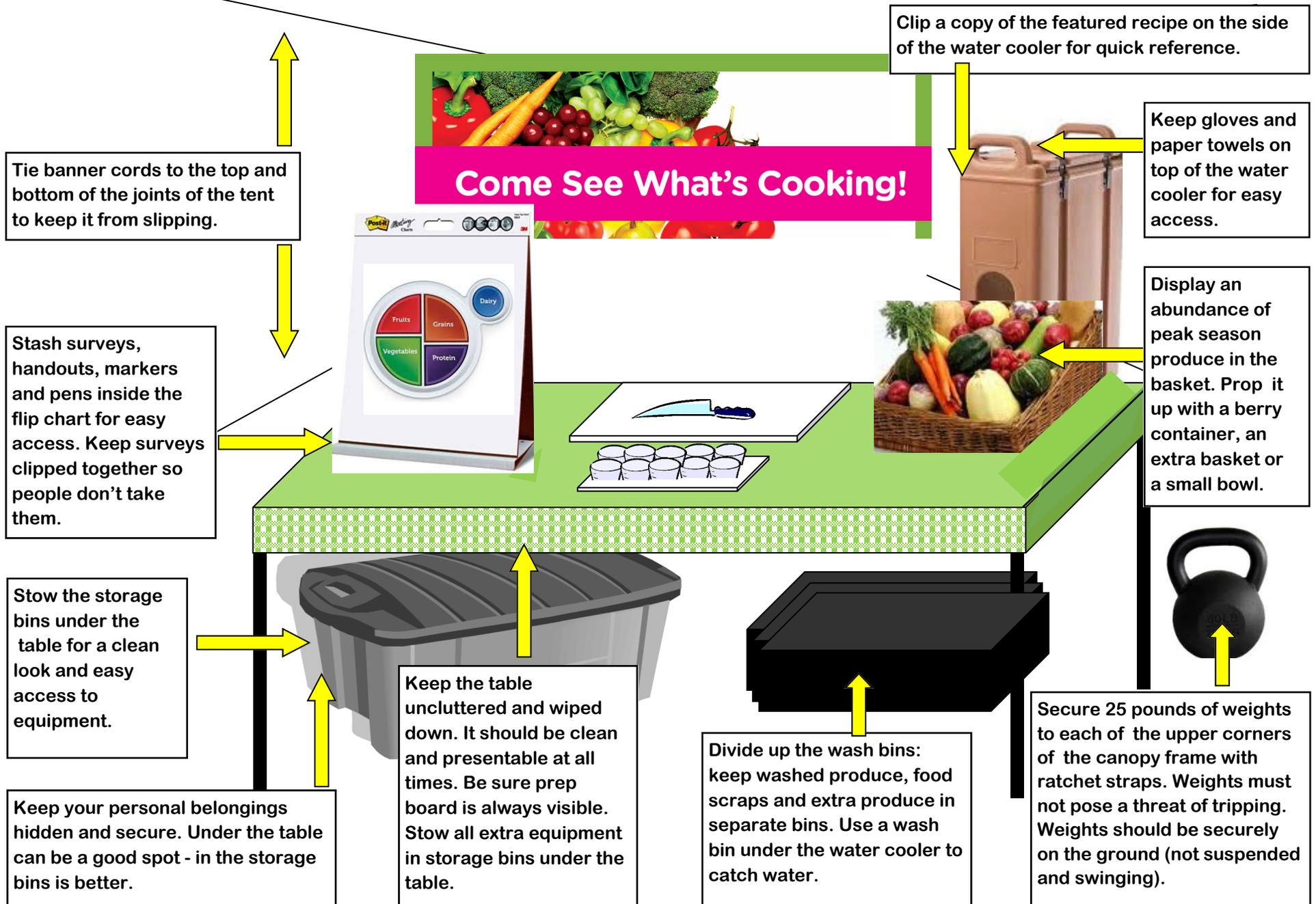
Bilingual Educator

- Review lesson and recipe of the day ahead of time for vocabulary and unfamiliar words. Use the Bilingual Key Terms to help prepare for the week’s workshops.
- Don’t panic if you don’t know a word! Most likely, participants will understand what you mean and will suggest an alternative word.
- Be sure to speak to your team members if you need them to speak in shorter sentences or to pause more frequently for interpretation.
- Don’t forget to interpret participants’ answers and questions so everyone can understand.
 - If answers are in English, let the Lead Educator or Culinary Educator repeat the answer and then interpret.
 - If answers are in a different language, repeat the answer in that language and then interpret into English.

SETUP AND BREAKDOWN CHECKLIST

	Setup	Breakdown
All Educators	<ul style="list-style-type: none"> <input type="checkbox"/> Retrieve supplies from storage area. Set up tent, table and banner. <input type="checkbox"/> Work as a team and assist others with tasks below. 	<ul style="list-style-type: none"> <input type="checkbox"/> Work as a team and assist others with tasks below. <input type="checkbox"/> Break down table and tent. <input type="checkbox"/> Return bins and equipment to storage facility. <input type="checkbox"/> Complete and initial hours on <i>Tracking Form</i>.
Lead Educator	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase produce for cooking demonstrations and for display. <input type="checkbox"/> Set up fruit and vegetable display. <input type="checkbox"/> Purchase ice and any additional ingredients. <input type="checkbox"/> Set up flip chart for activities and price out recipe. <input type="checkbox"/> Set up surveys and pens. <input type="checkbox"/> Start filling out <i>Tracking Form</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Take down banner, hanging file and “next workshop” sign. <input type="checkbox"/> Break down fruit and vegetable display. <input type="checkbox"/> Collect and compile all paperwork; complete <i>Tracking Form</i>.
Culinary Educator	<ul style="list-style-type: none"> <input type="checkbox"/> Wash and sanitize cooking utensils and equipment. <input type="checkbox"/> Clean water cooler and set up hand-washing station. <input type="checkbox"/> Wash produce and prepare food. <input type="checkbox"/> If storing food, hang up <i>Time and Temperature Log</i> on the side of the water cooler. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wash and sanitize cooking utensils and equipment. <input type="checkbox"/> Complete <i>Time and Temperature Log</i>.
Bilingual Educator	<ul style="list-style-type: none"> <input type="checkbox"/> Mix sanitizer in a spray bottle and wipe down table and tablecloth. <input type="checkbox"/> Hang up “next workshop” sign. <input type="checkbox"/> Hang up file folder with organized recipes and handouts. <input type="checkbox"/> Provide written translation for flip chart. <input type="checkbox"/> Assist with food preparation, as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Remove garbage and place produce scraps in food scrap collection bin, if available.

TENT SETUP DIAGRAM



HOW TO PRICE A RECIPE

Cost is a barrier to eating fruits and vegetables for many participants. These recipes were developed to feature low-cost, local, in-season fruits and vegetables. When selecting additional pantry items such as oils and spices, choose ingredients that are inexpensive and easy for participants to purchase in their communities. At each workshop, be sure to display the price of each ingredient to help break down the cost barrier for participants.

Steps:

1. Write down the total cost of each main ingredient.

Example:

Ingredient	Total Cost
Onion	\$6.00
Bell pepper	\$3.00
Garlic	\$0.80
Eggplant	\$16.00
Tomatoes	\$8.00

2. Divide the total cost of each main ingredient by the number of recipes you plan to make each day (in this case, four).

Example:

Ingredient	Total Cost	Cost per Recipe (Total Cost/4)
Onion	\$6.00	\$1.50
Bell pepper	\$3.00	\$0.75
Garlic	\$0.80	\$0.20
Eggplant	\$16.00	\$4.00
Tomatoes	\$8.00	\$2.00

Note: Occasionally you may need to double the recipe and make two recipes per workshop. In this case, remember to divide the price by the total number of recipes, not by the number of workshops.

3. For pantry items, add a small cost per recipe.

Example:

Ingredient	Cost per Recipe
Oil	\$0.10
Thyme	\$0.20
Salt and pepper	\$0.05

HOW TO PRICE A RECIPE

4. Add up the cost of all ingredients per recipe to get the total cost of one recipe.

Example:

Ingredient	Cost per Recipe
Onion	\$1.50
Bell pepper	\$0.75
Garlic	\$0.20
Eggplant	\$4.00
Tomatoes	\$2.00
Oil	\$0.10
Thyme	\$0.20
Salt and pepper	\$0.05
Total Cost per Recipe	\$8.80

5. Divide the total cost per recipe by the number of servings (found on each recipe) to calculate the cost per serving.

Example: \$8.80 divided by eight servings = \$1.10 per serving

6. Display the ingredients (listing amounts in recipe), cost per recipe and cost per serving on the flip chart.

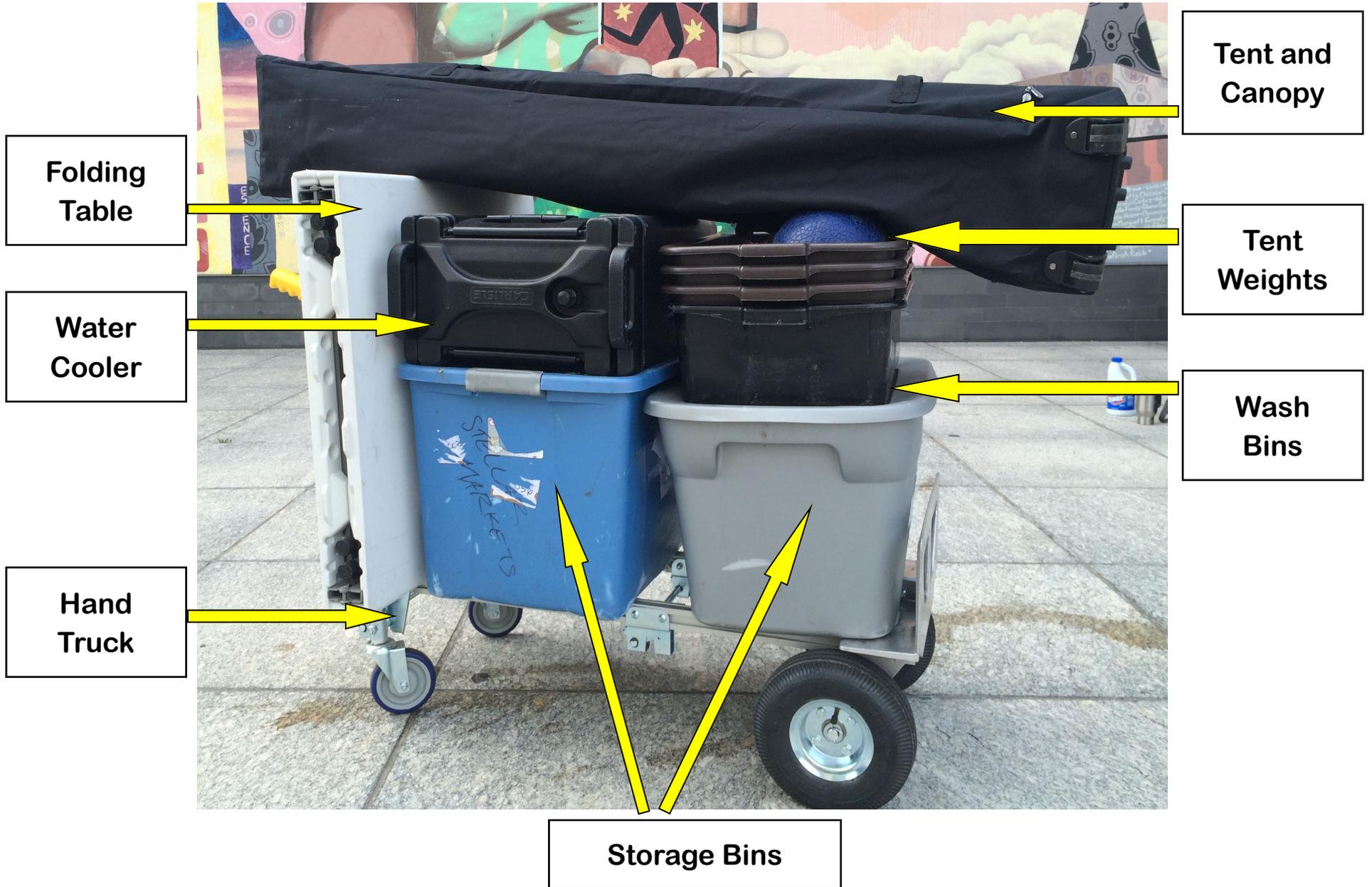
Example:

TOMATO AND EGGPLANT STEW
ESTOFADA de BERENJENA y TOMATE

1 T. veg oil - aceite veg	0.10
1 c. ONION - cebolla	1.50
1 c. bell pepper - pimiento	0.75
2 garlic cloves - ajo	0.20
8 c. eggplant - berenjenas	4.00
3 c. tomatoes - tomates	2.00
1 T. thyme - tomillo	0.20
Salt/pepper - sal/pimiento	0.05
per person: \$1.10 Total: \$8.80	

Remember: Nutrition ♥ physical activity = healthy happy Life

TOOLKIT STORAGE SETUP DIAGRAM



VII. APPENDIX – C. IMPLEMENTATION

SAMPLE TRACKING FORM

Organization:		Market:	
Educator:		Date:	

Lesson and Recipe Information		
Lesson Name		What (if any) changes did you make to the recipe?
Featured Fruit or Vegetable		
Recipe Name		

Workshop Details (Surveys and Health Bucks)						
	Start Time/Duration	Number of Surveys in:			Total Number of Surveys	Number of Health Bucks Distributed
		English	Spanish	Other		
1						
2						
3						
4						
5						
6						
Totals						

SAMPLE TRACKING FORM

Team Meeting Checklist			
Pre-Workshop Team Meeting	Completed	Post-Workshop Team Meeting	Completed
Reviewed weekly program updates, including any group visits.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Completed Educator Hours Tracking (below), including initials.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reviewed today's lesson and recipe, and planned transitions between nutrition and culinary demo portions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Discussed successes, areas of improvement and highlights/positive impacts; noted in Team Feedback (below).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Confirmed workshop schedule and lunch break.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Checked the seasonal calendar and discussed the lesson/recipe for next week.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Entered Time In (below).	<input type="checkbox"/> Yes <input type="checkbox"/> No	Entered Time Out (below).	<input type="checkbox"/> Yes <input type="checkbox"/> No

Team Feedback	
Please describe successes and areas for improvement with workshop implementation.	
Successes	Areas for Improvement
Please describe highlights/positive impacts you observed from participants, farmers, market managers and/or community members.	

Educators Hours Tracking						
Role	Name	Time In	Time Out	(-) Break	(=) Total Hours	Initials
Lead Educator						
Culinary Educator						
Bilingual Educator						
Other						

SAMPLE TIME AND TEMPERATURE LOG

Market: _____

Culinary Educator: _____

Date: _____

Recipe: _____

- Check here if food is prepared throughout the day. *
- Check here if food is prepared and stored. **

	Item # 1		Item # 2		Item # 3		Comments
	Name:		Name:		Name:		
	Time	Temp	Time	Temp	Time	Temp	
0 minutes (temp. when begin storing)							
30 minutes							
1 hour							
1.5 hours							
2 hours							
2.5 hours							
3 hours							
3.5 hours							
4 hours							
4.5 hours							
5 hours							
5.5 hours							
6 hours							
6.5 hours							
7 hours							

Keep Foods Out of the Temperature Danger Zone (between 40 degrees Fahrenheit [° F] and 140° F)

Cold Food

1. Hold cold foods at or below 40° F.
2. Discard if food is above 40° F for more than two hours.
3. Cool foods to 40° F or below (within two hours or less) and hold at or below 40° F.

Hot Food

1. Hold hot foods at or above 140° F.
2. Discard if food is between 40° F and 140° F for more than two hours.
3. Reheat foods to 165° F or above (within two hours or less) and hold at 140° F or above.

* If food is prepared and immediately served at each workshop, recording the temperature of foods prepared is not required. The Culinary Educator should check the box, 'Food is prepared throughout the day.' Remember to dispose of any samples that are not immediately served at the workshop.

** If food is prepared and stored, record the temperature of the food before storing and then every 30 minutes.

SAMPLE SURVEY

1. Is this the first workshop you have attended this market season?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What is your age?	<input type="checkbox"/> 5 to 17 years old	<input type="checkbox"/> 18 to 59 years old
	<input type="checkbox"/> 60 years of age or older	
3. What is your sex?	<input type="checkbox"/> Male	<input type="checkbox"/> Female
4. Are you Hispanic or Latino/Latina?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. How would you describe your race? (Check all that apply)		
	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian
	<input type="checkbox"/> Native Hawaiian or Pacific Islander	<input type="checkbox"/> White
		<input type="checkbox"/> Black
6. Do you or anyone in your household participate in the following programs? (Check all that apply)		
	<input type="checkbox"/> EBT/SNAP/Food Stamps	<input type="checkbox"/> WIC
	<input type="checkbox"/> Head Start	<input type="checkbox"/> SSI Benefits
	<input type="checkbox"/> Reduced/Free School Meals	<input type="checkbox"/> Cash Assistance/Welfare
		<input type="checkbox"/> Medicaid
7. What is your ZIP code?		

English

OFFICE USE ONLY							
Market		Date	/ /	Workshop #		Survey ID	Data Enterer

SAMPLE SURVEY

1. Is this the first workshop you have attended this market season?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What is your age?	<input type="checkbox"/> 5 to17 years old	<input type="checkbox"/> 18 to 59 years old
	<input type="checkbox"/> 60 years of age or older	
3. What is your sex?	<input type="checkbox"/> Male	<input type="checkbox"/> Female
4. Are you Hispanic or Latino/Latina?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. How would you describe your race? (Check all that apply)		
	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian
	<input type="checkbox"/> Native Hawaiian or Pacific Islander	<input type="checkbox"/> White
		<input type="checkbox"/> Black
6. Do you or anyone in your household participate in the following programs? (Check all that apply)		
	<input type="checkbox"/> EBT/SNAP/Food Stamps	<input type="checkbox"/> WIC
	<input type="checkbox"/> Head Start	<input type="checkbox"/> SSI Benefits
	<input type="checkbox"/> Reduced/Free School Meals	<input type="checkbox"/> Cash Assistance/Welfare
		<input type="checkbox"/> Medicaid
7. What is your ZIP code?		

English

OFFICE USE ONLY							
Market		Date	/ /	Workshop #		Survey ID	Data Enterer

SAMPLE COMMENT CARD

Name: _____

Phone: _____ Email: _____

Please tell us about your experience at our workshops:

Please check this box if we may contact you about your comments.

Market: _____ Educator: _____ Date: ____/____/____

SAMPLE COMMENT CARD

Name: _____

Phone: _____ Email: _____

Please tell us about your experience at our workshops:

Please check this box if we may contact you about your comments.

Market: _____ Educator: _____ Date: ____/____/____

SAMPLE FARMERS MARKET RECEIPT

Name of Educator: _____

Date of Purchase: _____

Market Name: _____

Address of Market: _____

Recipe Name: _____

Items purchased:	Cost
Produce	
Other	
TOTAL COST	

Name of Farm/Vendor: _____

Farmer/Vendor Initials: _____

SAMPLE FARMERS MARKET RECEIPT

Name of Educator: _____

Date of Purchase: _____

Market Name: _____

Address of Market: _____

Recipe Name: _____

Items purchased:	Cost
Produce	
Other	
TOTAL COST	

Name of Farm/Vendor: _____

Farmer/Vendor Initials: _____

SAMPLE FARMERS MARKET RECEIPT

Name of Educator: _____

Date of Purchase: _____

Market Name: _____

Address of Market: _____

Recipe Name: _____

Items purchased:	Cost
Produce	
Other	
TOTAL COST	

Name of Farm/Vendor: _____

Farmer/Vendor Initials: _____

SAMPLE FARMERS MARKET RECEIPT

Name of Educator: _____

Date of Purchase: _____

Market Name: _____

Address of Market: _____

Recipe Name: _____

Items purchased:	Cost
Produce	
Other	
TOTAL COST	

Name of Farm/Vendor: _____

Farmer/Vendor Initials: _____

SAMPLE ONE-ON-ONE MEETING QUESTIONS

Objective:

To assess how seasonal educators are feeling and how the market/team dynamic is going.

Questions:

1. What is going well at your site?
2. What are your challenges or struggles?
3. How well is your team working together?
4. How is the environment/community? Market manager? Farmers? Participants?
5. What are some of your personal, team and/or program implementation goals for the rest of the season?
6. How is this work fitting in with your other personal goals?
7. What are some of your long-term goals?

Other:

SAMPLE SITE MONITORING FORM

Market:		Lead Educator:	
Date: ____/____/____ Time:		Culinary Educator:	
Observer:		Bilingual Educator:	
Lesson #:	Activity:	Recipe:	Workshop Length: _____ Minutes

C = Complete P = Partially complete N = Not addressed

Tent Setup	C	P	N	Comments
Setup allows for good interaction/clear view of table				
A variety of recipes and handouts are displayed and easily obtainable				
Banner is hung, fruit/vegetable display is abundant and colorful				
Flip chart is displayed prominently in all languages				
“Next workshop” signs in all languages are hung and easily visible				
Lead Educator	C	P	N	Comments
Introduced team and organization				
Explained subject and length of workshop				
Defined workshop ground rules				
Explained SNAP/EBT (Supplemental Nutrition Assistance Program/Electronic Benefits Transfer) and/or Health Bucks or other incentives				
Used appropriate language for a low literacy audience				
Spoke clearly, projected voice and kept a good pace				
Encouraged questions and facilitated discussion				
Repeated questions back to the group, listened and responded effectively				
Interacted with participants in a friendly and professional way and provided a comfortable environment for discussion				
Minimized side conversations and focused the discussion				
Followed guidelines and content of curriculum				
Effectively utilized flip chart and food models				
Included a physical activity message				
Introduced the Culinary Educator and transitioned into culinary demonstration				
Effectively summarized the workshop				
Included the takeaway task and invited participants to share action steps for the week				
Offered to answer questions after the workshop				
Effectively and efficiently distributed handouts, surveys and Health Bucks				
Culinary Educator	C	P	N	Comments
Kept food prep area clean and visible to the group				
Wore/changed gloves at appropriate times				
Announced the allergy disclaimer				

SAMPLE SITE MONITORING FORM

Interacted with participants in a friendly and professional way and provided a comfortable environment for discussion					
Provided running dialogue using a minimum of three open-ended questions					
Linked recipe to the nutrition lesson					
Kept a good pace					
Showed the whole version of each ingredient					
Stated or demonstrated that all produce was properly washed					
Discussed all steps in preparation					
Demonstrated at least one knife skill					
Shared at least one food safety tip					
Explained how to select and store the featured fruit or vegetable used in the recipe					
Shared one fun fact about the featured fruit or vegetable					
Discussed how kids can get involved					
Tasted recipe before serving and reacted positively					
Distributed samples to participants and highlighted how “easy, delicious and affordable” the recipe is					
Asked participants to try the recipe and share their thoughts					
Effectively transitioned back to the Lead Educator					
Bilingual Educator	C	P	N		Comments
Provided accurate translation and interpretation					
Interacted with participants in a friendly and professional way and provided a comfortable environment for discussion					
Captured all questions, answers and comments from the group and appropriately repeated back					
Assisted Lead Educator with distribution of printed materials					
Matched energy of Lead and Culinary Educators, engaged the group in a similar manner					
Effectively engaged non-English speakers in the workshop					

Highlights	Enhancements and Suggestions

Besides reviewing suggestions, what other technical assistance did you provide? What issues need to be worked out?

How is the overall team relationship?

Do you recommend a follow-up visit? Yes No

Observer Signature: _____ Date: _____