

TRAINING MATERIALS

Training Presentations for Program Coordinators

**NUTRITION EDUCATION AND CULINARY
DEMONSTRATIONS AT FARMERS MARKETS**

TRAINING MATERIALS

Training Presentations for Program Coordinators

The Nutrition Education and Culinary Demonstrations at Farmers Markets training materials were developed by the New York City Department of Health and Mental Hygiene to support community-based organizations implementing nutrition and culinary workshops at farmers markets. Program coordinators can use the nine training presentations slide sets found in this section to conduct seasonal educator staff training. These presentation slide sets are to be used with corresponding facilitation guides cover the following topics: welcome, program overview, workshop steps, food safety, culinary skills, engaging audiences, demonstration, practice and wrap up. The slides can be customized to match the organization's specific program and curriculum.

CONTENT LIST

- I. Welcome
- II. Program Overview
- III. Workshop Steps
- IV. Food Safety
- V. Culinary Skills
- VI. Engaging Audiences
- VII. Demonstration
- VIII. Practice
- IX. Wrap Up

I. WELCOME

<ENTER YOUR PROGRAM HERE>

SEASONAL EDUCATOR STAFF TRAINING

<ENTER NAME OF YOUR ORGANIZATION
AND DATE OF YOUR TRAINING HERE>



AGENDA

- I. Welcome
- II. Program Overview
- III. Workshop Steps
- IV. Food Safety
- V. Culinary Skills
- VI. Engaging Audiences
- VII. Demonstration
- VIII. Practice
- IX. Wrap Up

WELCOME ACTIVITY

1. What is one thing you are excited about this season?
2. Why did you want to work on this program?

II. PROGRAM OVERVIEW

PROGRAM OVERVIEW

OUTLINE

- I. Background
- II. Staff Training Binder
- III. Market Day
- IV. Policies and Procedures

BACKGROUND

- Organization
- Neighborhood (Community)
- Market
- Curriculum (Program)

OUR ORGANIZATION

- Mission
- Short History
- Key Staff
- Contact Information

OUR NEIGHBORHOOD

- Interesting facts or short history
- Statistics/demographics
- Culture
- Languages spoken and countries of origin
- Food landscape
- Commonly eaten foods in the community

OUR MARKET(S)

- Name(s)
- Location(s)
- Day(s) and hours of operation
- Name of market operator(s)
- Description of the market(s)



CURRICULUM

JSY Stellar Farmers Markets	Cook Fresh at Farmers Markets	Farmers Markets for Kids
<ul style="list-style-type: none">• Part of New York State Health Department's Just Say Yes to Fruits and Vegetables• Aims to increase adult fruit and vegetable consumption• 13 lessons/26 activities	<ul style="list-style-type: none">• Adapted from JSY Stellar Farmers Markets by New York City Health Department to focus on recipe and culinary demo• Aims to increase adult fruit and vegetable consumption• 26 lessons	<ul style="list-style-type: none">• Developed by New York City Health Department• Aims to increase child and caregiver fruit and vegetable consumption• 6 lessons/12 activities

STAFF TRAINING BINDER

- General Information
- Program Information
- Program Curriculum
- Culinary Education
- How To
- Forms

BINDER ACTIVITY

1. Find the recipe and objectives for the week of July 23.
2. Find information regarding how to fill out the tracking form.
3. Name a talking point and something children can do with peaches.
4. Where do you find information regarding your market?

ROLES ON MARKET DAY

- Team
- Preparation
- Setup
- Workshop
- Breakdown

TEAM

- Lead Educator
- Culinary Educator
- Bilingual Educator



PREPARATION

Before Market Day:

All Educators	Nutrition Educator	Culinary Educator	Bilingual Educator
<p>Review:</p> <ul style="list-style-type: none">• Seasonal Calendar• Lesson• Handout• Recipe	<ul style="list-style-type: none">• Communicates with the team prior to workshop day confirming lesson and recipe to be implemented• Designs the flip chart	<ul style="list-style-type: none">• Reviews Culinary Demo Tips• Determines amounts of produce to purchase• Thinks about possible ingredient substitutions	<ul style="list-style-type: none">• Reviews Bilingual Key Terms.• Think about possible words needed to be translated in the flip chart

PREPARATION

On Market Day:

All Educators

- Come prepared to the market
 - Bring all materials necessary
 - Dress appropriately
 - Be ready for work
- Arrive on time
- Meet to review flow of the day

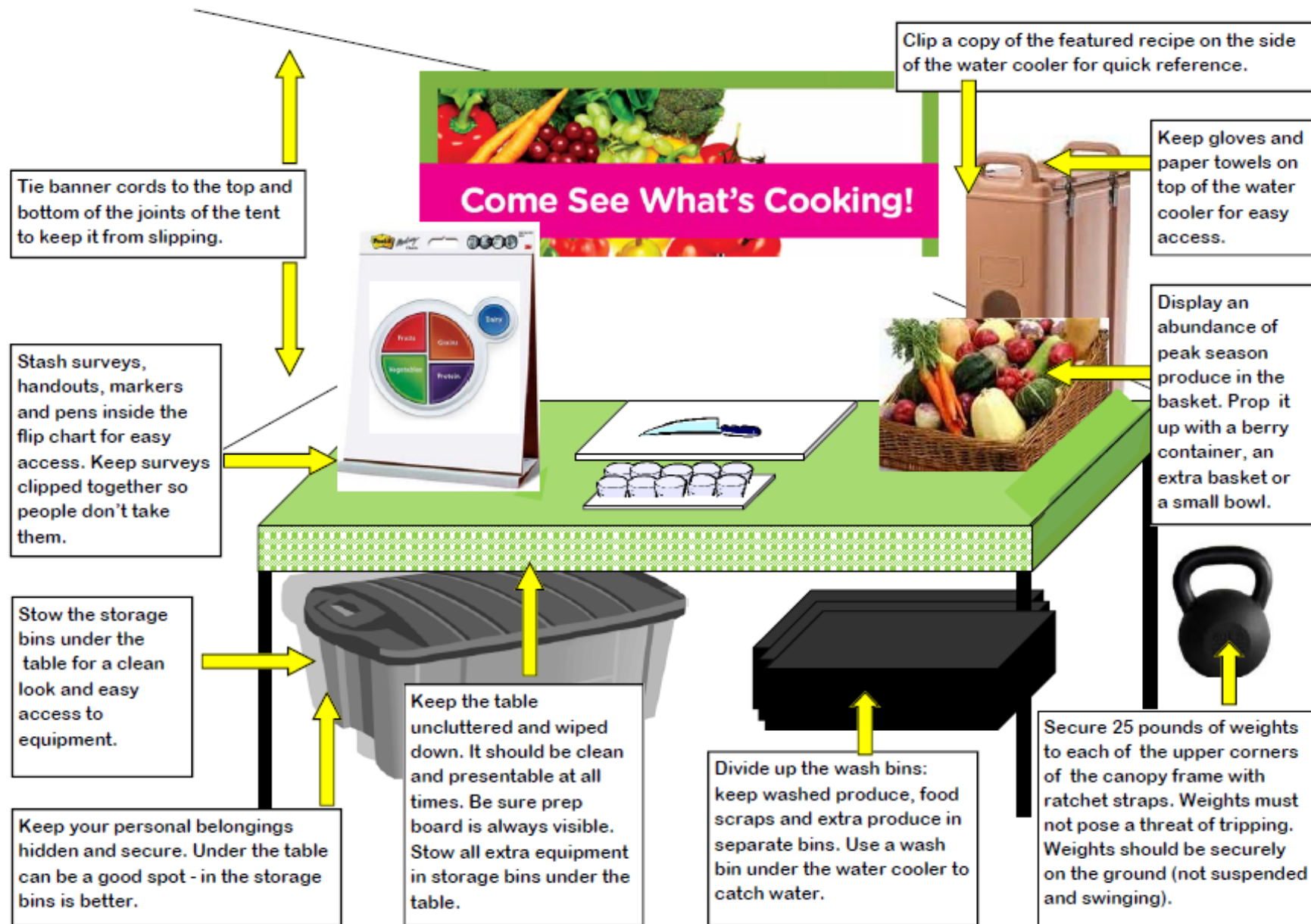


SETUP

All Educators	Lead Educator	Culinary Educator	Bilingual Educator
<ul style="list-style-type: none">Retrieve supplies from storageSet up tent, table and other large items	<ul style="list-style-type: none">Purchases producePreps flip chart and sets up printed materials	<ul style="list-style-type: none">Cleans and sanitizes surface and equipmentArranges table setup	<ul style="list-style-type: none">Assists with cleaning and sanitizingAssists with setting up printed materials



TENT SETUP DIAGRAM



WORKSHOPS

- 4-6 workshops every market day
- 25-40 minutes long
- Consist of six parts:
 - Welcome
 - Opening Discussion
 - Nutrition Activity or Facts
 - Culinary Demo or Ingredients Exploration
 - Recipe Tasting
 - Closing



WORKSHOPS

Lead Educator	Culinary Educator	Bilingual Educator
<ul style="list-style-type: none">• Introduces the team and workshop• Facilitates the nutrition activity/facts discussion• Answers questions• Transitions into culinary demo• Assists with sample distribution	<ul style="list-style-type: none">• Introduces the recipe• Facilitates culinary demo/ingredients exploration• Links recipe to the lesson topic• Prepares samples• Answers questions	<ul style="list-style-type: none">• Promotes workshops• Interprets (oral) word for word• Translates (written) using flip chart• Assists with food preparation and paperwork distribution• Distributes samples

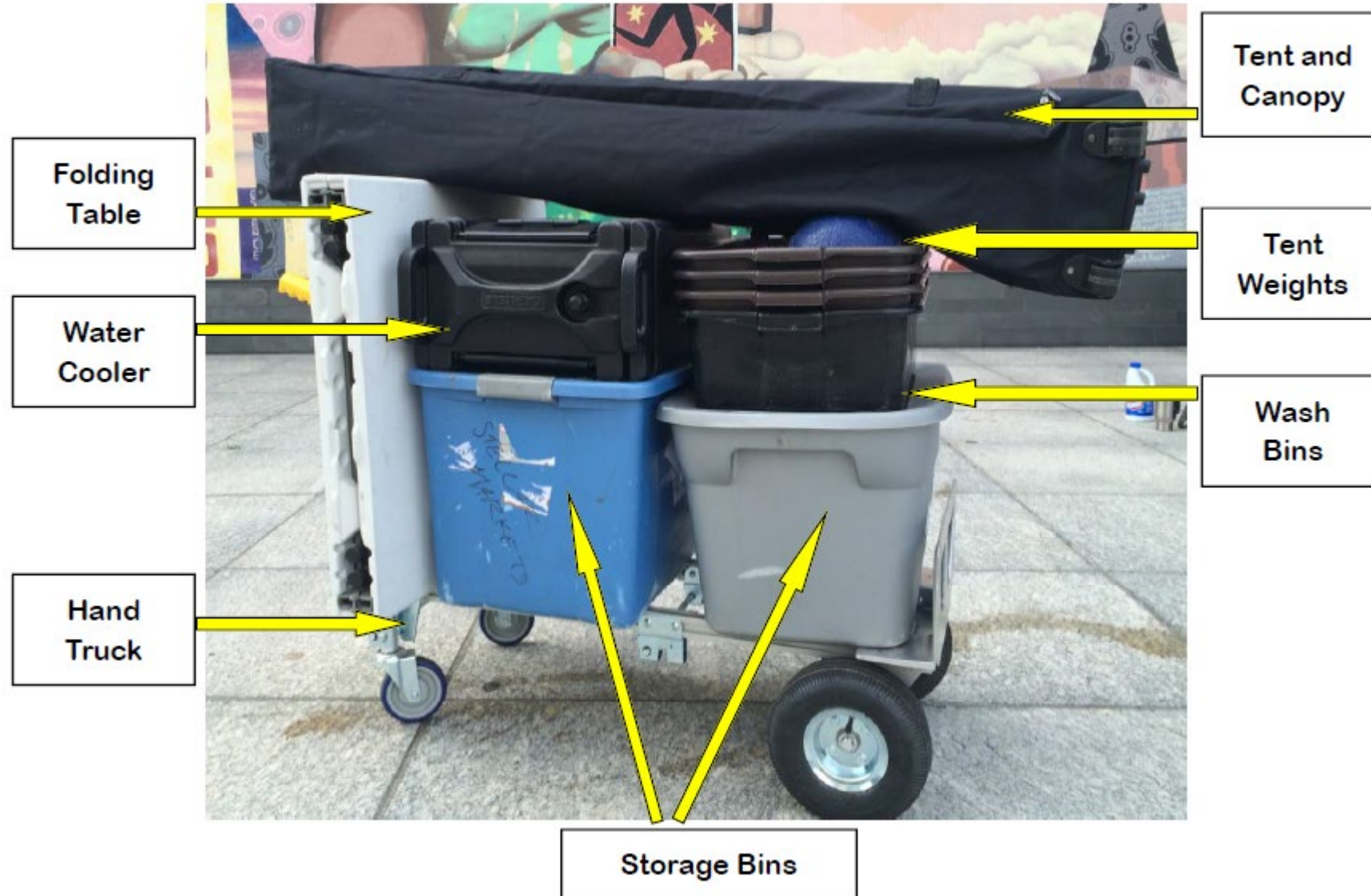


BREAKDOWN

All Educators	Lead Educator	Culinary Educator	Bilingual Educator
<ul style="list-style-type: none">• Break down and put away equipment	<ul style="list-style-type: none">• Collects and compiles paperwork	<ul style="list-style-type: none">• Cleans and sanitizes equipment and surfaces	<ul style="list-style-type: none">• Assists with cleaning and sanitizing• Assists with collecting and compiling paperwork



TOOLKIT STORAGE SETUP DIAGRAM



EDUCATOR ROLES REVIEW

1. Who is responsible for retrieving supplies from storage and setting up the tent, table and banner?
2. Who leads the nutrition portion of the workshop?
3. Who cleans and sanitizes the equipment?
4. Who provides flip chart translation?

POLICIES AND PROCEDURES

- Days off and coverage
- Inclement weather
- Proper attire
- Food, beverages and smoking
- Seasonal calendar
- Weekly reporting documents
- Food and supplies purchasing and documenting
- Team communication

QUESTIONS?

Do you have any questions?

III. WORKSHOP STEPS

WORKSHOP STEPS

OUTLINE

- I. Welcome
- II. Opening Discussion
- III. Nutrition Activity or Facts
- IV. Culinary Demo or Ingredients Exploration
- V. Recipe Tasting
- VI. Closing

WELCOME

Greet participants, introduce yourself and your program, and distribute the selected recipe.

- Workshop topic
- Workshop length
- Recipe
- Incentives



WELCOME

Review ground rules:

For adults:

- Voice by choice
- Wait for interpretation

For children/families:

- We listen to the teachers – who are the three of us
- If we have something to say, we raise a quiet hand like this
- We eat nicely together with respect for each other and for our food
- We have fun!

OPENING DISCUSSION

- Ask an open-ended question
- Validate all answers, as appropriate
- If you don't get answers, use the following:
 - Rephrase the question
 - Ask in simple language
 - Ask leading questions
 - If working with very young **children**, rephrase as a close-ended question

NUTRITION ACTIVITY or FACTS

- Be creative to keep participants engaged
- Lead the activity as written in the curriculum
- Highlight knowledge shared by the audience
- Be sure to include a takeaway task or challenge
- Transition to the culinary section of the workshop

CULINARY DEMO: PREPARATION

- Have most ingredients prepared before workshops, but keep one or two items to demonstrate.
- Review recipe, *Culinary Demo Tips* and lesson for the week
- Only use necessary equipment
- Wash all produce at the beginning of the day
- Keep utensils and equipment from blocking the view
- Display all whole recipe ingredients in front of table

CULINARY DEMO: GENERAL TIPS

- Follow food safety protocol
- Ask open-ended questions during times of focus
- Keep your table clean and organized
- Connect the recipe to the workshop topic



CULINARY DEMO: STEPS

- State that all produce was washed
- Discuss and point out the whole version of each ingredient
 - With adults, discuss selection and storage of featured produce
 - With children, ask them to guess the names of the ingredients
- Pass around the featured produce or recipe ingredient
- Provide a fun fact about the featured produce

CULINARY DEMO: STEPS

Adults

- Review the cost of the recipe
- Talk through and/or demonstrate all steps of the recipe
- Provide a safety tip and use safe techniques
- Ask open-ended questions throughout
- Ask participants how they cook/serve featured produce at home
- Emphasize versatility of recipes and discuss substitutions

CULINARY DEMO: STEPS

Children/Families

- Act out one or two steps of the recipe with the children
- If working with families, be sure to mention how children can be involved in the kitchen



RECIPE TASTING

- Announce allergy disclaimer before distributing samples
- Taste sample and react positively
- Encourage tasting using all senses, especially with children
- Wash your hands and change your gloves after tasting the recipe
- Distribute samples to participants while wearing new gloves
- Lead a discussion about the recipe using an open-ended question
- Discuss changes participants might make to the recipe based on tastes/needs
- Transition to the closing of the workshop

CLOSING

- Be sure to include a takeaway task that helps participants state an action for the future
- Provide a summary statement
- Distribute handouts, surveys and incentives, if applicable
- Thank participants for coming and tell them you look forward to seeing them next week

QUESTIONS?

Do you have any questions?

IV. FOOD SAFETY

FOOD SAFETY

OUTLINE

- I. Food Safety Terms
- II. Personal Hygiene, Handwashing and Glove Use
- III. Cleaning and Sanitizing
- IV. Food Preparation, Handling and Storing
- V. Clean Up



FOODBORNE ILLNESS

How would you define a foodborne illness?

FOODBORNE ILLNESS

A foodborne illness is caused by consuming food that has been contaminated by harmful microorganisms (bacteria, viruses, parasites or fungi)



POTENTIALLY HAZARDOUS FOODS

What types of foods do you think may be considered potentially hazardous?

POTENTIALLY HAZARDOUS FOODS

Food that support the growth of microorganisms. Some potentially hazardous foods include:

- Animal proteins (meats, poultry, fish)
- Milk products (cheese, butter)
- Plant proteins (tofu, cooked beans)
- Cooked starches (rice, pasta)
- Cut raw fruits and vegetables (watermelon, lettuce)

BACTERIAL GROWTH

What is bacterial growth?

BACTERIAL GROWTH

The multiplication of bacteria.

- Especially in outdoor venues or without access to refrigeration
- Foodborne illnesses thrive in warm and moist environments
- The **temperature danger zone** is the range of temperatures at which most microorganisms grow best: **between 40° and 140° F**

CROSS CONTAMINATION

What is cross contamination?

CROSS CONTAMINATION

Transfer of contaminants from one source to another:

- From food to food (unwashed produce touches washed produce)
- From equipment to food (unwashed equipment touches food)
- From work surface to food (unwashed table/cutting board touches food)

PERSONAL HYGIENE

Good personal hygiene reduces the risk of spreading foodborne illnesses

- Wear a clean apron and close-toed shoes
- Tie back long hair and wear a hat (trim beard)
- Stay home and do not prepare or serve food if you have an illness that can be transmitted through food

HANDWASHING

When and how should you wash your hands?

HANDWASHING

Clean hands are extremely important for food safety.

- Handwashing is the most effective way to remove microorganisms.

When to wash your hands

- Before handling equipment, utensils or food
- After using the restroom
- Before putting on new gloves

How to wash your hands

1. Wet hands with water.
2. Apply soap and rub for 20 seconds.
3. Rinse.
4. Dry hands with paper towel.
5. Turn off faucet with paper towel.

- Hand sanitizer DOES NOT replace handwashing!

HANDWASHING STATION

A properly set up handwashing station will make outside handwashing convenient and efficient

- Elevate a water cooler on a table
- Place hand soap and paper towels on top of water cooler
- Place a wash bin or bucket below water cooler to catch excess water



PROPER GLOVE USE

When should you wear gloves?

PROPER GLOVE USE

Wear gloves when prepping and cooking food, and handing out samples

- Gloves are never a substitute for handwashing
- Change your gloves after touching any non-food-safe surfaces
 - Body, hair
 - Trash
 - Money
 - Handouts, recipes, etc.
- NEVER reuse disposable gloves!

CLEANING AND SANITIZING SURFACES

- Cleaning is the process of removing visible contamination
- Sanitizing is the process of reducing harmful microorganisms to an acceptable level
 - To prepare sanitizing solution, fill a spray bottle with:
 - 1/2 quart (2 cups) water
 - 1/2 teaspoon of bleach
 - Clean with soapy water and paper towels, then spray with sanitizing solution and dry with clean paper towels.



CLEANING EQUIPMENT AND UTENSILS

Three-bin washing and sanitizing system

- Bin 1 – Washing: water and dish soap
- Bin 2 – Rinsing: clean water
- Bin 3 – Sanitizing: 1 gallon of water + 1 tablespoon of bleach



WASHING PRODUCE

Fresh produce must be thoroughly washed prior to being prepared

- Rinse produce under cold water
 - Use a vegetable brush to gently remove dirt and soil
 - Rinse all produce (even those with inedible skins)
 - Cover greens with water, submerge, agitate and then remove
- If you don't have running water, fill a wash bin or bowl with water
 - Wash and scrub under water, then remove
- Transport in a clean, sanitized wash bin
- Do not soak produce in water for more than a minute
- NEVER use dish soap on produce

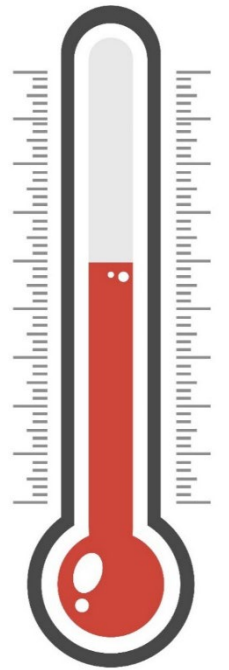
PREPARING FOOD

When preparing and cooking food:

- Wash hands and put on gloves
- Use clean and sanitized surfaces, equipment and utensils
- Avoid cross contamination
- Prepare recipes in batches

TEMPERATURE DANGER ZONE

- Keep foods OUT of the **temperature danger zone**:
 - The temperature range where bacteria growth is most likely
 - Foods must be kept hot (**at or above 140° F**) or cold (**at or below 40° F**)
- Prepare ingredients as needed and serve immediately



KEEP COLD FOODS COLD

Keep food in a cooler with ice or in a refrigerator and record temperature of food before storing and every 30 minutes

- Confirm cooler or refrigerator temperature is at or below 40° F
- Cold foods that have not been kept at or below 40° F must be used within two hours.



COOLER SAFETY PROTOCOL

If using a cooler:

- Sanitize cooler with bleach solution and wipe dry.
- Fill a plastic bag with ice, poke a hole and place inside cooler.
- Add food to the cooler in separate bags and submerge in ice.
- Keep the cooler zipped shut and store in shade.
- Record temperatures of each food bag every 30 minutes.
- Drain ice bags and cooler when needed.



KEEP HOT FOODS HOT

Ensure food remains hot:

- Prepare food as needed
- Use a lid to cover the skillet between servings to keep food warm
- Use or discard hot foods within two hours if not kept at or above 140° F

TIME AND TEMPERATURE LOG

SAMPLE TIME AND TEMPERATURE LOG							
Market: _____				Culinary Educator: _____			
Date: _____				Recipe: _____			
<input type="checkbox"/> Check here if food is prepared throughout the day. * <input type="checkbox"/> 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° F - 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.

CLEAN UP

- Scrape food particles
- Set up three-bin washing and sanitizing station
 - Wash, rinse and sanitize all equipment and utensils
- Wipe surfaces clean with sanitizing solution and paper towels
- Pack dry equipment in storage container
- Make checklist for the next workshop day

QUESTIONS?

Do you have any questions?

V. CULINARY SKILLS

CULINARY SKILLS

OUTLINE

- I. Knife Skills
- II. Cooking Methods

LET'S PRACTICE!

VI. ENGAGING AUDIENCES

ENGAGING AUDIENCES

OUTLINE

- I. Facilitation Best Practices
- II. Vibrant Visuals
- III. Working with Bilingual Educators

LECTURING AND FACILITATING

What are the differences between lecturing and facilitating?

FACILITATION BEST PRACTICES

What are the benefits of using facilitation best practices?

#1 – USE POSITIVE BODY LANGUAGE

- Open body position
- Eye contact
- Neutral or warm facial expression



#2 – SPEAK SIMPLY AND CLEARLY

Instead of saying:

“Phytochemicals are a large group of plant-derived compounds hypothesized to be responsible for much of the disease protection conferred from diets high in fruits, vegetables, beans, cereals and plant-based beverages such as tea and wine. Carrots, tomatoes and tomato products and various types of fruits and vegetables contain carotenoids which are known to neutralize free radicals that cause cell damage.”

Say:

“The colors in fruits and vegetables help fight disease. Eat lots of colorful fruits and vegetables every day.”

#3 – ASK QUESTIONS TO ENCOURAGE DISCUSSION

- Use open-ended questions
- Wait (five seconds) for answers
- Use voice by choice

#4 – MANAGE PARTICIPANT QUESTIONS AND ANSWERS

- Repeat questions and answers
- Correct misinformation gently
- Handle what you don't know

#5 – COPE WITH NOISE AND SIDE CONVERSATIONS

- Do not try to shout over trains or loud side conversations
- Purchase cordless microphones (if needed)
- Use strategies for side conversations



STRATEGIES FOR SIDE CONVERSATIONS

- Let participants know you:
 - want to be respectful of their time and need everyone's attention
 - love their interest in the topic but need to keep moving
 - want to hear everyone's comments
- Ask groups to come back to the lesson
- Raise your hand quietly when you want everyone's attention
- Walk closer to those having side conversations
- Just stop and wait

#6 – SAFELY COMMUNICATE WITH THE PUBLIC

Create an
inviting space

Create adequate
workshop space

Respond to an
agitated person

Respond to an
aggressive person

In an emergency,
leave, find a safe
place and CALL 911

#7 – READ YOUR AUDIENCE AND BE FLEXIBLE

Pay attention to the energy in the audience and adjust as needed. This takes practice. The more you do it, the better you will get at it.

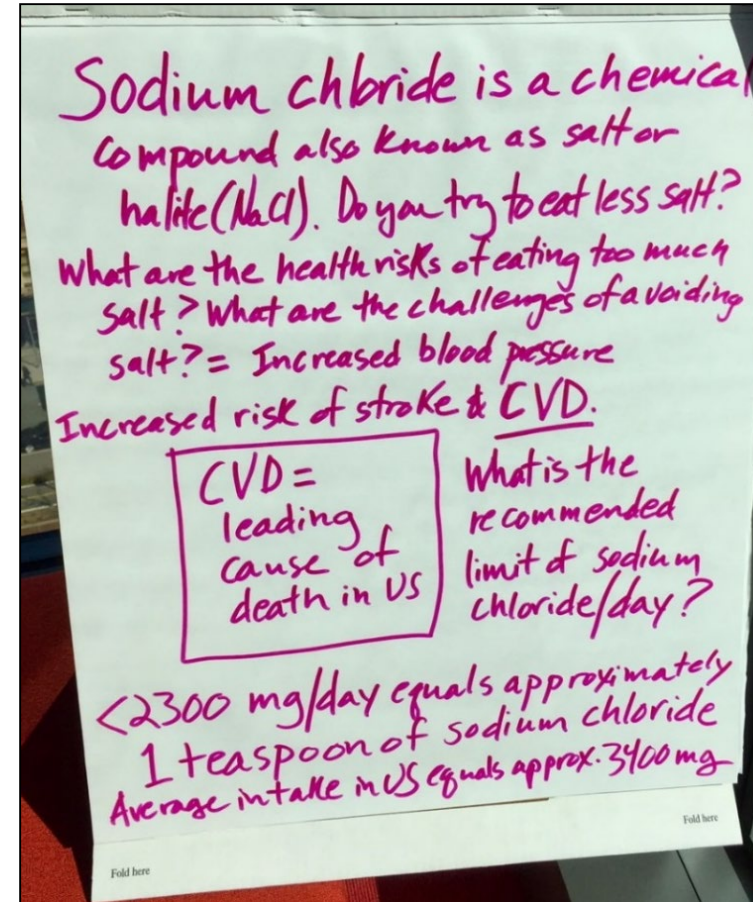
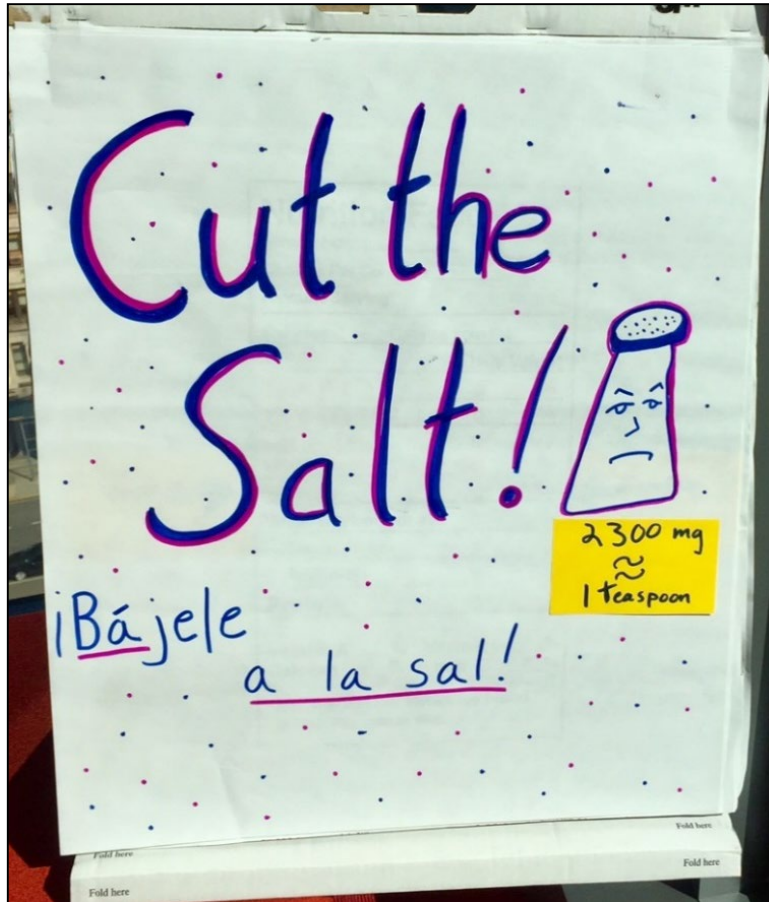
What do you do if:

- You notice that everyone is spacing out because it is so hot out!?
- No one is participating at all?

VIBRANT VISUALS

- Provide a visual reference
- Good for low-literacy or English language learners
- Connect participants to the workshop topic
- Support interaction
- Attract new participants
- Address different learning styles

FLIP CHARTS



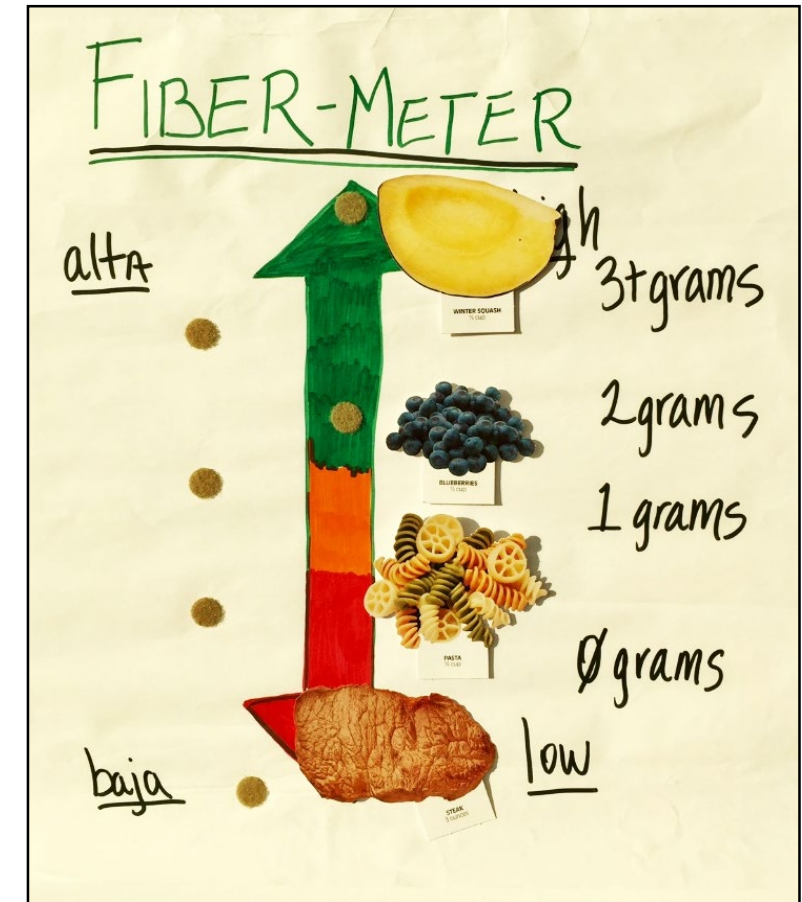
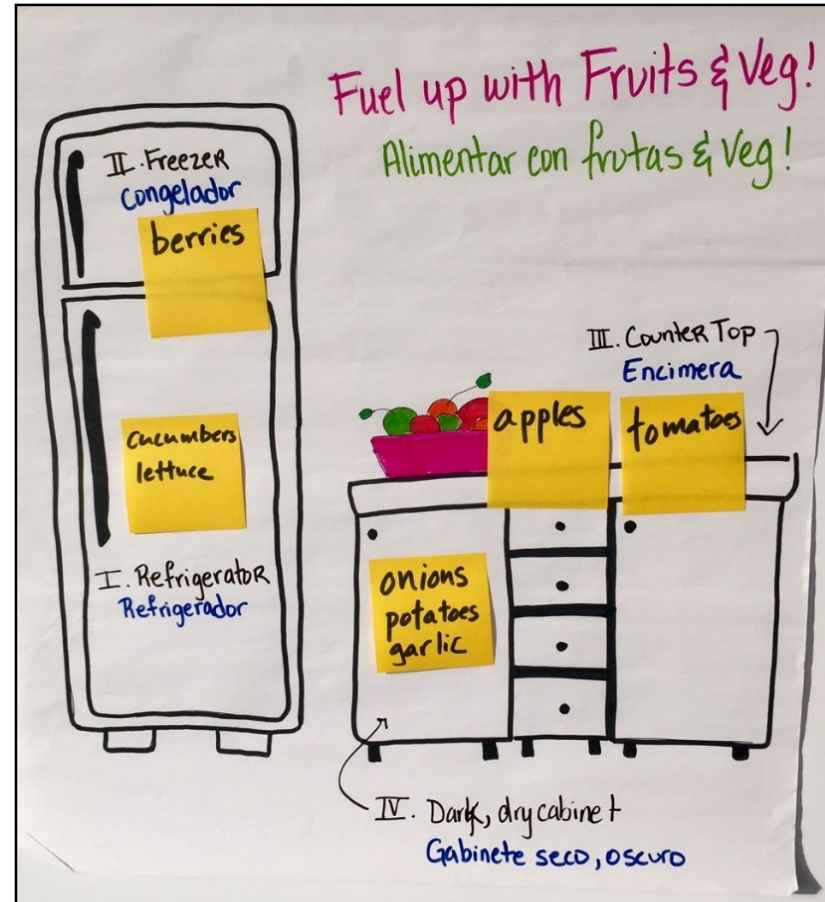
FLIP CHARTS

GREAT FLIP CHART	MEDIOCRE FLIP CHART
<ul style="list-style-type: none">• Simple language	<ul style="list-style-type: none">• Complicated words or too much information
<ul style="list-style-type: none">• Large text	<ul style="list-style-type: none">• Small text
<ul style="list-style-type: none">• Clear and neat handwriting	<ul style="list-style-type: none">• Messy, hard-to-read handwriting
<ul style="list-style-type: none">• Attractive color contrast	<ul style="list-style-type: none">• No color contrast
<ul style="list-style-type: none">• Balanced layout	<ul style="list-style-type: none">• Cluttered
<ul style="list-style-type: none">• Images/drawings to illustrate concepts	<ul style="list-style-type: none">• No images, only words
<ul style="list-style-type: none">• Games or activities	<ul style="list-style-type: none">• Only instructional

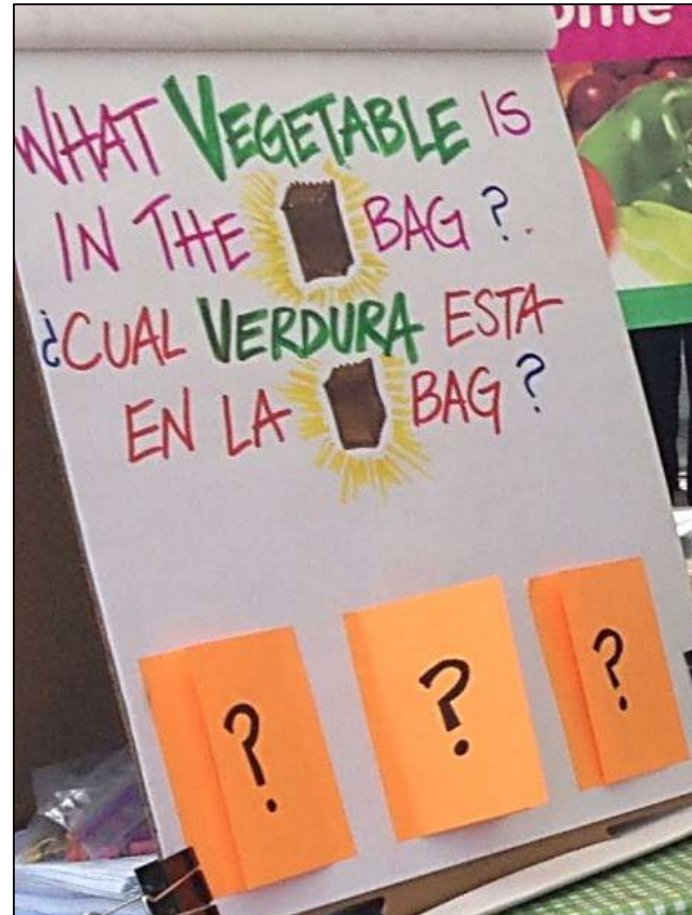
WELCOME SIGNS



INTERACTIVE ACTIVITIES: ADULTS



INTERACTIVE ACTIVITIES: CHILDREN



INTERACTIVE DISCUSSIONS

I. Lettuce and Salad Greens
Baby Spinach Red leaf lettuce
lechuga y ensaladas verdes

II. Greens with stems
Kale Collard Greens
Verdes con tallos

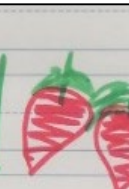
III. Herbs
Cilantro basil
Hierbas parsley

WHAT ARE GOOD SOURCES OF FIBER?

¿CUÁLES SON BUENAS FUENTES DE FIBRA?

GRAMS

RECIPE AND COST

 **Pickled Radishes!** 

Rábanos encurtidos de Rita!

2 cups radishes / rábanos	\$1.00
1/2 tsp salt / sal	\$0.05
1 tbsp honey / miel	\$0.10
1 tbsp cilantro / cilantro	\$0.50
2 Limes /		
Total →		\$1.65!
\$0.21 per portion!!		

Blueberry Thyme Fruit Salad
Ensalada de Frutas con arándanos y tomillo
藍莓百里香水果沙拉

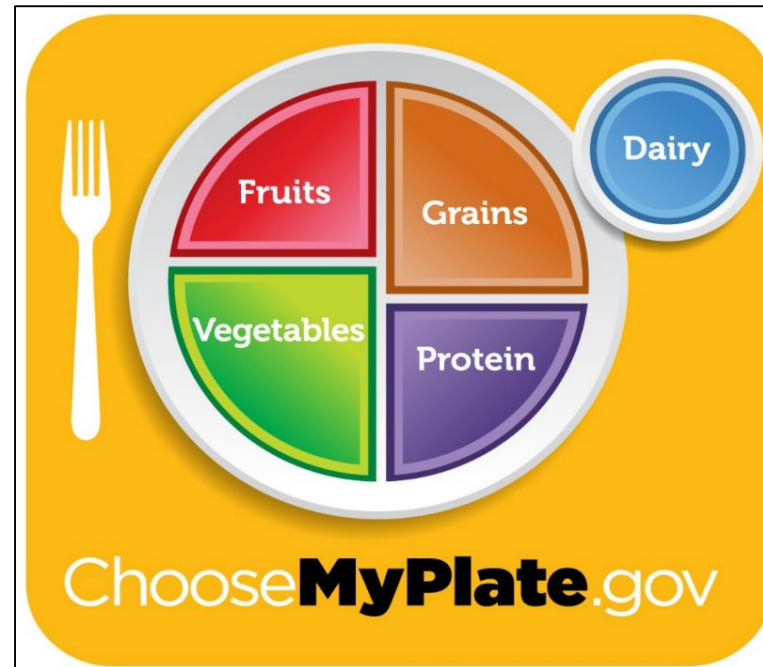
1 cup blueberries, taza de arándanos, 藍莓(杯)	\$2.00
5 peaches chopped, duraznos en trocitos, 桃(切碎)	\$4.00
1 tbsp chopped, fresh thyme, cucharada de tomillo fresco, 百里香(汤匙, 切碎)	\$0.25
2 tsp grated peeled ginger, cucharaditas de jengibre pelado, rallado, 薑蓉(茶匙)	\$0.10
1/4 cup of lemon juice, taza de jugo de limón, 檸檬(杯)(汁)	\$0.50
1 tsp grated lemon peel, cucharadita de cáscara de limón rallada, 檸檬皮(茶匙)	\$0.00
1 tbsp sugar (honey), cucharada de azúcar (miel), 糖/蜂蜜(汤匙)	\$0.01
Servings: 5	Total: \$6.86
	Per Serving: \$1.37

OTHER VISUALS

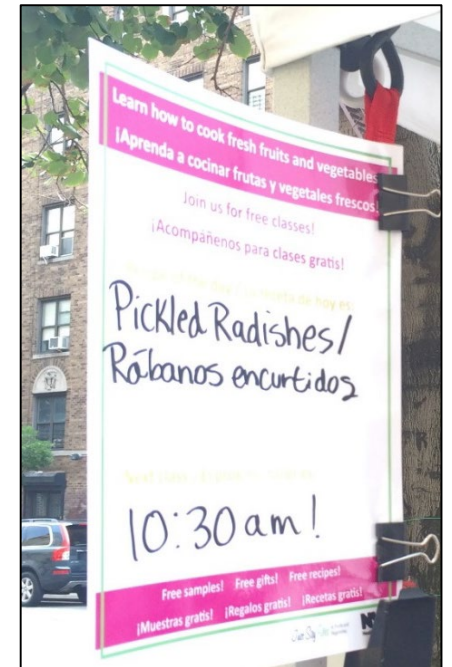
Banner



Lesson complements



“Next workshop” sign



WORKING WITH BILINGUAL EDUCATORS

- Use short, simple sentences
- Stop every few sentences to allow for interpretation
- Repeat questions, answers and comments from participants before interpreting back to English
- Review Bilingual Key Terms in advance of market day

QUESTIONS?

Do you have any questions?

VII. DEMONSTRATION

DEMONSTRATION

DISCUSSION

- What worked well?
- How did educator(s) engage the audience?
- How did educator(s) use food safety?
- What facilitation best practices did you notice?
- What did you notice about setup?

VIII. PRACTICE

PRACTICE

DEBRIEF

- Talk first about what went well
- Be specific
- Make constructive suggestions
- Pick the most important suggestion first

QUESTIONS?

Do you have any questions?

IX. WRAP UP

WRAP UP

REFLECTION

- What are you anxious about?
- What are you most excited about?
- What was your favorite part of the training? Why?
- What was your least favorite part of the training? Why?

NEXT STEPS

- Additional requirements (paperwork) needed from educators
- Date and time of your next meeting/training
- First date and time of programming