

2019

TRAINING MATERIALS

Facilitation Guides for Program Coordinators

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

TRAINING MATERIALS

Facilitation Guides 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 facilitation guides comprised of facilitator slide notes to conduct seasonal educator staff training. These facilitator guides are to be used with corresponding training presentation slide sets and cover the following topics: welcome, program overview, workshop steps, food safety, culinary skills, engaging audiences, demonstration, practice and wrap up. The slide notes 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

Nutrition Education at Farmers Markets

Seasonal Educator Training:

I. Welcome (15 minutes)

1. Introduction (10 minutes)

Slide 1:



Hello everybody! Thank you for attending the <insert your program name> Seasonal Educator Staff Training at <insert name of your organization>!

Ask participants to fill out a name tag and discuss any housekeeping such as bathrooms, breaks, etc.

Slide 2:



We are so excited to have you as our Seasonal Educators and to be offering <insert your program name> to the community this season. Today you are going to learn everything you will need to know to get started with implementation.

Let's review today's agenda. The training is divided into nine major sections:

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

In the **Program Overview**, we will cover general background information, review the Staff Training Binder, talk through a day at the market, and review policies and procedures. Please note, the binder will be your "go to" tool. Everything we talk about today is in your binder and you will use it throughout the season.

The **Workshop Steps** section will cover all the aspects of a workshop.

Food Safety will cover a number of tips to uphold food handling practices on market day and during culinary demos.

During the **Culinary Skills** section, we will put on our aprons to review and practice knife safety, basic cuts and cooking methods.

Engaging Audiences will cover facilitation best practices, vibrant visuals and working with interpreters.

During the **Demonstration**, we will watch a video featuring New York City Health Department educators conducting a sample workshop. To access these training videos on how to conduct a workshop, visit nyc.gov/health and search for “farmers markets.”

The **Practice** section will give you time to practice implementing the lessons with one another. Then we will talk about what went well and suggestions for improvement.

Finally, the **Wrap Up** section will give us a chance to reflect on the training, ask questions and talk about next steps.

2. Activity (5 minutes)

Slide 3:



Before we get started, let’s do an activity to get to know one another. Let’s go around and introduce ourselves and answer the following questions (*if large groups, conduct as a “pair share” by asking participants to discuss with the person next to them*):

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

II. PROGRAM OVERVIEW

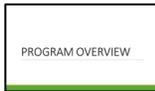
Nutrition Education at Farmers Markets

Seasonal Educator Training:

II. Program Overview (90 minutes)

1. Introduction (5 minutes)

Slide 1: Let's start with our first section: Program Overview.



Slide 2: The Program Overview includes:



- **Background:** This section will cover general information regarding our organization, our community, our market and our programming.
- **Staff Training Binder:** We will walk you through your binder so you know where to find all the information you need.
- **Market Day:** We will talk through what a market day will look like.
- **Policies and Procedures:** We will talk about what we expect and how things will run so that programming can be as smooth as possible.

2. Background (20 minutes)

Slide 3: As I mentioned, the background section covers general information about our organization, neighborhood (community), market and curriculum (program).



Make sure to customize the slides that include information about your organization, your community, your market and the selected program.

Slide 4: a. **Organization**



Be sure to describe your organization's:

- *Mission*
- *Short History*
- *Key Staff*
- *Contact Information*

*This information should also be included in the first section of the Staff Training Binder under **General Information**.*

Slide 5:



b. Neighborhood

What do you know about our neighborhood already? *Wait for responses and validate, as appropriate.*

Be sure to include general information about the neighborhood you serve, such as:

- *Interesting facts or short history*
- *Statistics/demographics*
- *Culture*
- *Languages spoken and countries of origin (if known)*
- *Food landscape*
- *Commonly eaten foods in the community (so that workshops can be culturally appropriate and relevant to the audience, if available)*

If you are located in New York City, you can use the NYC FoodScapes by Neighborhood for some of this data. Check: <http://www.nycfoodpolicy.org/nyc-foodscapes-community/> for more information.

Slide 6:



c. Market(s)

Discuss the market(s) at which your Seasonal Educators will be working. Be sure to include information about (each of) your market(s):

- *Name(s)*
- *Location(s)*
- *Day(s) and hours of operation*
- *Name of market operator(s) (if different from own organization)*
- *Description of the market(s) (including information about the vendors and shoppers, if available)*

In your binder, you will find a **Site Information Sheet**. This sheet will give you all the information you need regarding the market at which you will be working.

Slide 7:



d. Curriculum

Choose the correct information below according to the curriculum you will be using: Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets, Cook Fresh at Farmers Markets or Farmers Markets for Kids.

JSY Stellar Farmers Markets curriculum

- JSY Stellar Farmers Markets is part of the New York State Health Department's *Just Say Yes to Fruits and Vegetables* program, and was written in collaboration with the New York City Health Department.
- It aims to increase consumption of fruits and vegetables among low-income adult participants.

- There are a total of 13 lessons, each rooted in a central nutrition education topic and comprised of two activity choices – for a total of 26 options.

Cook Fresh at Farmers Markets curriculum

- *Cook Fresh at Farmers Markets* was adapted from the JSY Stellar Farmers Markets curriculum by the New York City Health Department. It is a shorter version of JSY Stellar Farmers Markets that emphasizes the recipe and culinary demo.
- It aims to increase adult consumption of fruits and vegetables through nutrition workshops at farmers markets.
- There are a total of 26 different lessons, each rooted in a central nutrition education topic to encourage group discussion.

Farmers Markets for Kids curriculum

- *Farmers Markets for Kids* was written by the New York City Health Department.
- It aims to increase fruit and vegetable consumption among children from low-income families and their caregivers.
- There are a total of six different lessons, each comprised of two activity choices – for a total of 12 options.

Each participant leaves with a recipe, a tasting, a handout on the nutrition topic discussed and an incentive.

*This information should also be included in the first section of the Staff Training Binder under **General Information**.*

3. Staff Training Binder (20 minutes)

Slide 8:



Now let's talk about your Staff Training Binder. Your binder is your main guide during the season. This is a very important tool for you for the entire season and we will refer to it throughout today and the remainder of the training.

Have Seasonal Educators open their binders and follow below.

The Staff Training Binder contains the following sections:

- a) **General Information**
- b) **Program Information**
- c) **Program Curriculum**
- d) **Culinary Education**
- e) **How To**
- f) **Forms**

Let's review the binder contents so you can have a better idea of where to find anything you will need during the season.

- a. **General Information.** In this section, you will find:
 - **Our organization's information**
 - **Program description**
 - **Policies and procedures** (we will review in more detail later)
 - **Staff contact information** (key staff and Seasonal Educators)

- b. **Program Information.** In this section, you will find:
 - **Program calendar** – includes a week-by-week guide to the featured recipe, alternative recipes, lesson number and name, activity number and name, and respective handout to use for the entire season.
 - **Site Information Sheet(s)** – includes the following information: market hours, market address/location, Market Manager contact information, languages spoken at the market, equipment storage details, water access location, average supply needs and additional notes.

- c. **Program Curriculum.** In this section, you will find:
 - **Lessons and handouts** – aligned with the most current evidenced-based research and federal dietary guidelines, and intended to maximize relevance and participant engagement. Each lesson is accompanied by a participant handout.
 - **Bilingual Key Terms** – developed to standardize the terms and main statements used at workshops to ensure that interpretations and translations stay as close to the English version of the curriculum as possible. They are currently available in four languages: Bengali, Chinese (both Simplified and Traditional), Russian and Spanish. (*Applicable to the JSY Stellar Farmers Markets and Cook Fresh at Farmers Markets curriculums only.*)

- d. **Culinary Education.** In this section, you will find:
 - **Culinary Demo Tips** – used by the Culinary Educator to prepare for culinary demos. They include talking points to share with participants during workshops and information to help with preparation of recipe samples at the market, including substitution notes, yield and preparation tips.
 - **Recipes** – demonstrated and tested at the market and given to all participants. Recipes provide information regarding purchasing and selecting and storing the featured fruit or vegetable. According to the Seasonal Calendar, choose one seasonal recipe per workshop day and repeat the demo and tasting multiple times each day. You can choose to have a variety of seasonal recipes in hard copy easily available for

participants. They are available in several languages, including Bengali, Chinese, English, Russian and Spanish.

e. **How To.** Includes tip sheets for Seasonal Educator use only:

- **Culinary How To tip sheets:**

- How to Lead a Culinary Demo
- Proper Glove Use
- Food Safety Guidelines
- Basic Knife Cuts
- Cooking Methods and Techniques
- How to Price a Recipe

- **General How To tip sheets:**

- Tips for the Field
- Setup and Breakdown Checklist
- Tent Setup Diagram
- Toolkit Storage Setup Diagram

f. **Forms.** This section includes all the forms that you need:

- Tracking form
- Time and temperature log
- Survey
- Farmers market receipts
- Comment cards
- Photo release forms

We will go over all the main “how to” information throughout today, as well as how to fill out any forms you will be using.

Check the Farmers Market for Kids curriculum for additional How To information.

Slide 9:



Binder Activity

Now let's take a look at the binder more closely. I'm going to ask you a question and you are going to see if you can find the answer in your binder. Look for answers with a partner. Then I am going to ask someone to volunteer to share each answer with the group.

Go through each question and answer below, one by one:

- Find the recipe and objectives for the week of July 23rd. Where did you find it?
 - *Use your seasonal calendar to find the correct activity/discussion*

- Find information regarding how to fill out the tracking form. Where did you find it?
 - *Check out the Policies and Procedures section*
- Name a talking point and something children can do with peaches. Where did you find it?
 - *Use recipe and Culinary Demo Tips for peaches*
- Where do you find information regarding your market?
 - *Site Information Sheet*

4. Roles on Market Day (20 minutes)

Slide 10:



I am now going to walk you through the specific roles of each educator on market day. We will see the program in action later, as well as talk through details of a workshop in another section of the training. In this section we will cover:

- Team**
- Preparation**
- Setup**
- Workshops**
- Breakdown**

For each of these sections I will discuss what tasks each Seasonal Educator is responsible for completing.

In your binder you will find Tips for the Field and a Setup and Breakdown Checklist, which will provide you with very helpful information to prepare and perform during market day. Please find them both in your binder. Tell me where you found them. *How To section.*

Slide 11:



a. Team

Adjust Seasonal Educators' roles and responsibilities according to your own team configuration. Roles and responsibilities may vary depending on the number of Seasonal Educators you have and your selected program. Either case, make sure that all tasks are allocated and clearly communicated so Seasonal Educators are aware of their responsibilities from the start.

Our seasonal program includes a team of three Seasonal Educators:

Lead Educator:

- Is the team leader
- Directs implementation of workshops
- Is responsible for:

- Nutrition portion of the workshop
- On-site purchasing
- On-site and off-site record-keeping

Culinary Educator:

- Prepares and demonstrates the recipe
- Is responsible for:
 - Cooking portion of the workshop
 - Maintaining food safety

Bilingual Educator:

- Interprets and translates all aspects of the workshop
- Is responsible for:
 - Interpreting the workshop word-for-word
 - Interpreting questions and responses from participants
 - Translating written materials

All Educators:

- Prepare for workshops
- Set up for workshops
- Run workshops
- Clean up/break down workshops
- Engage participants
- Promote the program

Review Tips for the Field and the Setup and Breakdown Checklist for more information.

Slide 12:



Preparation

Now let's talk about preparation. A successful workshop begins well before arriving to the market:

- **All Educators, review:**
 - Seasonal Calendar
 - Lesson
 - Handout
 - Recipe
- **Nutrition Educator:**
 - Communicates with the team prior to the workshop day confirming lesson and recipe to be implemented.
 - Designs the flip chart

- **Culinary Educator:**
 - Reviews Culinary Demo Tips
 - Determines amounts of produce to purchase
 - Thinks about possible ingredient substitutions
- **Bilingual Educator:**
 - Reviews the Bilingual Key Terms.
 - Think about possible words needed to be translated in the flip chart

Slide 13: On market day, All Educators:



- Come prepared to the market:
 - bring all materials necessary
 - dress appropriately
 - be ready for work
- Make sure to arrive on time.
- Meet as a team at the beginning of the day to check in, talk about the day flow and get any updates.

Slide 14: b. **Setup**



Next comes setup. On market day, setup may take about one and a half to two hours, depending on the proximity of the storage space to the market, among other factors.

All Educators:

- Retrieve supplies from storage
- Set up tent, table and other large items

Lead Educator:

- Purchases produce
- Prepares flip chart and sets up printed materials

Culinary Educator:

- Cleans and sanitizes surface and equipment
- Arranges table setup

Bilingual Educator:

- Assists with cleaning and sanitizing
- Assists with setting up printed materials

The Setup and Breakdown Checklist provides you with all this information. You can use it at the market to make sure all tasks are complete.

Slide 15:



Also in your binder is a Tent Setup Diagram, which you can use at the market to make sure setup is complete. Please find the Tent Setup Diagram in your binder. Tell me where you found it. *How To section*. We will review it together now. *Walk through each point on the Tent Setup Diagram, beginning at the top and moving clockwise.*

- Clip a copy of the featured recipe on the side of the water cooler for quick reference.
- Keep gloves and paper towels on top of the water cooler for easy access.
- Display an abundance of peak season produce in the basket. Prop it up with a berry container, an extra basket or a small bowl.
- Secure 25 pounds of weights to each corner of the canopy frame at the upper corners with ratchet straps. Weights must not pose a threat of tripping. Weights should be securely on the ground (not suspended and swinging).
- Divide up the wash bins: keep washed produce, food scraps and extra produce in separate bins. Use a wash bin under the water cooler to catch water.
- Keep the table uncluttered and wiped down. It should be clean and presentable at all times. Be sure your prep board is always visible. Stow all extra equipment in storage bins under the table.
- Keep your personal belongings hidden and secure. Under the table can be a good spot — in the storage bins is better.
- Stow the storage bins under the table for a clean look and easy access to equipment.
- Stash surveys, handouts, markers and pens inside the flip chart for easy access. Keep surveys clipped together so people don't take them.
- Tie banner cords to the top and bottom of the joints of the tent to keep it from slipping.

Slide 16:



c. Workshops

Choose details of your workshop according to the curriculum you are using and your program expectations.

- Conduct (four to six) workshops every market day.
 - Plan to have a 10 to 15 minute break between workshops to organize materials from the previous workshop and set up for the next one.
- Each workshop lasts about 25 to 40 minutes.
- Workshops consist of six parts:
 - Welcome
 - Opening discussion
 - Nutrition activity or facts (based on curriculum)
 - Culinary demo or ingredients exploration (based on curriculum)
 - Recipe tasting

- Closing (including distribution of surveys and incentives, if applicable)

Let's pull out a lesson from your binder. *Review parts of workshop based on your curriculum.*

Slide 17: During workshops, following are the responsibilities of each Seasonal Educator:



Lead Educator:

- Introduces the team and workshop
- Facilitates the nutrition activity/facts discussion
- Answers questions
- Transitions into culinary demo
- Assist with sample distribution

Culinary Educator:

- Introduces the recipe
- Facilitates culinary demo/ingredients exploration
- Links recipe to the lesson topic
- Prepares samples
- Answers questions

Bilingual Educator:

- Promotes workshops
- Interprets (oral) word for word
- Translates (written) using flip chart
- Assists with food preparation and paperwork distribution, as needed
- Distributes samples

Slide 18: d. **Breakdown**



Finally, let's talk about breakdown. Breakdown may take about one to one and half hours, depending on the proximity of the storage space to the market, among other factors.

All Educators:

- Break down and put away equipment

Lead Educator:

- Collects and compiles paperwork

Culinary Educator:

- Cleans and sanitizes equipment and surfaces

Bilingual Educator:

- Assists with cleaning and sanitizing
- Assists with collecting and compiling paperwork

The Setup and Breakdown Checklist will provide more detailed information. You can use it at the market to be sure you complete all tasks.

Slide 19:



Also, in your binder there is a Toolkit Storage Setup Diagram. Please find it in the binder. Tell me where you found it. *How To section.*

This diagram shows you how to put away and store your equipment. Use this diagram to guide you when transporting your equipment and supplies to and from your market/storage space.

Review components of the Toolkit Storage Setup Diagram, from bottom to top.

What questions do you have?

Slide 20:



Educator Roles Review

Now we are going to review some tasks and learn whose responsibility it is to conduct them.

Who can tell me:

- Who is responsible for retrieving supplies from storage and setting up the tent, table and banner? *All Educators*
- Who leads the nutrition portion of the workshop? *Lead Educator*
- Who cleans and sanitizes the equipment? *Culinary Educator*
- Who provides flip chart translation? *Bilingual Educator*

Note, each organization has a different number and configuration of Seasonal Educators, so answers might vary slightly. Adjust your questions and answers accordingly.

5. Policies and Procedures (25 minutes)

Slide 21:



Create a slide for each of the following policies and procedures and include details as needed. Review and customize the Sample Policies and Procedures provided in the Implementation Guide Appendix according to your own organization's needs and requirements. If you have any additional information, include as you see fit.

Now we are going to talk about policies and procedures.

The policies we will cover are:

- Days off and coverage
- Inclement weather
- Proper attire
- Food, beverages and smoking

The procedures we will learn how to implement are:

- Using the seasonal calendar
- Filling out the weekly reporting documents
- Purchasing and documenting food and supplies
- Properly conducting team communication

In your binder you have all these Policies and Procedures in more detail. Please find the Policies and Procedures in your binder. Tell me where you found it.

Slide 22:



This concludes our section on Policies and Procedures – and the first section of the training, the Program Overview.

What questions do you have?

III. WORKSHOP STEPS

Nutrition Education at Farmers Markets

Seasonal Educator Training:

III. Workshop Steps (45 minutes)

1. Introduction (2 minutes)

Slide 1:



Next, we are going review workshop steps. Workshops are designed to provide consistent messages promoting fruit and vegetable consumption, and to empower and encourage participants to eat and prepare fruits and vegetables.

Slide 2:



Let's review the steps to a workshop again.

Based on which curriculum is implemented, pick the correct titles below (check a lesson in the curriculum for guidance):

- Welcome
- Opening Discussion
- Nutrition Activity or Facts (based on curriculum)
- Culinary Demo or Ingredients Exploration (based on curriculum)
- Recipe Tasting
- Closing

2. Welcome (5 minutes)

Slide 3:



a. Greeting

A crucial part of creating a warm, welcoming environment is greeting participants, introducing yourself and your program, and distributing the recipe.

- Informing participants of the topic, length and recipe you'll make puts them at ease as they will know what to expect.
- Reminding participants of what they will receive at the end of the workshop (incentives) helps them to stay for the whole workshop and keeps them excited.

Slide 4:



b. Ground Rules

Reviewing the ground rules help participants feel comfortable and sets the stage for a safe learning environment. *See what the ground rules are in the curriculum you are using, and review with your educators. Review the following information if applicable to your program.*

For adults:

- **Voice by choice.** What do you think this means? *Wait for and validate responses, as appropriate. Be sure to include:*
 - No one will be called on and participants are welcome to share their thoughts and ask questions.
 - Being called on may create feelings of discomfort for some. Instead, invite participants to share their thoughts or ideas.
- **Wait for interpretation.** Remind participants to wait for interpretation before asking or answering questions.

For children/families:

- **We listen to the teachers – who are the three of us.** The first rule lets children know that the educators are to be respected like teachers.
- **If we have something to say, we raise a quiet hand like this.** Demonstrate the quiet hand while stating this second rule.
- **We eat nicely together with respect for each other and for our food.** Similar to “don’t yuck my yum,” the third rule lets children know what behavior is expected during the tasting section.
- **We have fun!** The last rule lightens the mood and reminds children that learning about food and the market will be a fun experience.

3. Opening Discussion (5 minutes)

Slide 5:



An opening question, grounds participants in the workshop topic, invites discussion and helps participants begin to feel comfortable sharing in the group.

Ask a question and have the group answer in pairs or all together. Pair off participants to discuss answers or have participants call out answers in a large group. The method you choose really depends on the dynamic and size of your group. If sharing in pairs, and if you have time, invite two or three pairs to report back to the whole group about what they discussed.

What are the benefits of having participants work in pairs? *Wait for and validate responses, as appropriate.*

- More participant voices/involvement
- Good for participants who do not like speaking in front of a large group
- Takes the pressure off the presenter and allows participants to lend personal expertise

Validate all answers, as appropriate. Make sure to acknowledge each answer and thank participants for engaging. Opening questions should be experience-based so you shouldn't have to handle "incorrect" answers at this time.

If you don't get an answer, use the following strategies:

- Rephrase the question
- Ask in simple language
- Ask leading questions to draw out the answer
- If working with very young children, rephrase it as a closed-ended question

We will discuss closed- and open-ended questions during the section on Engaging Audiences.

4. Nutrition Activity or Facts (5 minutes)

Slide 6:



The next component of the lesson includes the nutrition activity and/or discussion (based on your curriculum). If applicable, use food models, flip charts, sticky notes and other teaching tools as needed. Be creative to keep participants engaged. Use the strategies that will be discussed in Engaging Audiences.

Lead the activity as written in the curriculum, starting with the open-ended question.

Once participants have shared their answers, highlight and/or add to the knowledge shared by the audience. Be sure to highlight and reinforce the nutrition information that is in the curriculum by linking it to what participants say. Use language like:

- As you mentioned...
- Those are great points. I want to add...

Be sure to include a takeaway task, or challenge, that helps participants state an action for the future. Stating their intentions to their peers provides accountability. This can also be done at the closing of the workshop.

Transition to the culinary section of the workshop. You can introduce the chef, mention the recipe or connect the lesson to the recipe of the day.

5. Culinary Demo or Ingredients Exploration (13 minutes)

Slide 7:



Now we are going to talk about the culinary section of the workshop. In your binder there is a **How to Lead a Culinary Demo** tip sheet. You can follow along during this section and bring the tip sheet to the market your first couple of weeks.

Before we review the steps to the culinary demo, let's talk about preparation.

a. Preparation

How much food should an educator prepare ahead of time? *Wait for and validate responses, as appropriate.* To stay ahead and keep food fresh, have the majority of ingredients cut and ready before each workshop begins. But keep one or two items available to demonstrate. For example, if you need to cut the kernels off eight ears of corn, cut them off six or seven ears and save one or two for your demo. This will help you focus on facilitation.

Let's discuss some additional preparation tips.

1. Read through the recipe, *Culinary Demo Tips* and the lesson for the week. The *Culinary Demo Tips* will tell you not to peel any vegetables. Why? *Wait for and validate responses, as appropriate. Highlight the following:*
 - Saves money
 - Saves time
 - Adds vitamins, minerals, fiber
2. Only use necessary equipment to save space and stay organized.
3. To save time and water, wash all produce at the beginning of the day.
4. Keep utensils and equipment from blocking anyone's line of sight.
5. Display all recipe ingredients in whole form along the front of the table so all participants can see.

Slide 8:



b. General Tips for the Culinary Demo or Ingredients Exploration

Follow food safety protocol. We will be talking about food safety in detail later. It is critical for the health and safety of the public and for building trust with your audience. Participants do notice your food safety practices.

Ask questions during times of focus. During moments when you need to pause and focus on preparing a part of a recipe (for example, mincing garlic with a sharp knife), ask an open-ended question and have the audience fill in the silence.

Keep your table clean and organized. Keep the presentation area clear, clean and organized. If you know exactly where everything is it will help the flow of

the demo, and if participants can easily see your techniques that will create an inviting atmosphere.

Connect the recipe to the workshop topic. Find a way to tie the recipe to the topic of the day.

Slide 9:



c. Initial Steps to a Culinary Demo or Ingredients Exploration

The next set of slides will review the steps of a culinary demo.

State that all produce was washed. If you do not state this, participants will assume that you did not wash the produce and may avoid tasting the recipe.

Discuss and point out the whole version of each ingredient. Show different varieties of the featured produce, if applicable. Share where the ingredients were purchased (ideally, most were purchased at the farmers market).

- **With adults, discuss selection and storage of the featured produce.** Why do you think we always talk about selection and storage of produce? *Wait for and validate responses, as appropriate. Be sure to highlight:*
 - May help participants save money (produce may last longer)
 - Helps participants choose tastier produce
 - May help reduce food waste

Refer your educators to the Culinary Demo Tips in their binders for tips on selection and storage.

- **With children, ask them to guess the names of the ingredients.** Ask them to describe the color or shape of the produce. Ask them which part of the plant they think the ingredient is.

Refer your educators to Recipe Question and Highlights in the Farmers Markets for Kids Curriculum for more ideas, if applicable.

Pass around the featured fruit or vegetable – or other ingredients from the recipe. Even with adults this can be a fun activity. Ask participants, especially children, to use all their senses to explore the produce. Herbs work great for this activity. Show participants how to rub herbs between their fingers to release the aroma. While children are passing around the produce, ask parents or caregivers, *“How do you introduce new vegetables to your children at home?”*

Provide a fun fact about the featured produce. *Refer your Culinary Educators to Culinary Demo Tips in their binder for these pointers.*

Slide 10:



d. Continued Steps for a Cooking Demo for Adults

Review the cost of the recipe. Why do you think we always list the ingredients and the cost? *Wait for and validate responses, as appropriate. Be sure to highlight:*

- To visually engage the audience
- To highlight the low cost of these recipes

Refer your educators to How to Price a Recipe in their binders to help them easily break down the cost of the recipe.

Talk through and/or demonstrate all steps of the recipe. Remember, some ingredients may be prepared ahead of time to speed up the process but you still want to simply and clearly talk through all the steps.

- While reviewing each step, discuss the reason for each step, any changes made and why you made the change.
- Show simple steps and instructions, nothing fancy or anything that requires special equipment. Simple tricks are appropriate (such as peeling ginger with a spoon).
- Show knife cuts that use the entire ingredient (refer to Basic Knife Cuts). Explain the cut, then demonstrate and explain again while you do it. Show a couple of more times while you ask an open-ended question.
- Cut ingredients into small pieces. Why do you think items need to be cut small? *Wait for and validate responses, as appropriate. Be sure to include:*
 - So they will finish cooking in time
 - So every ingredient will fit into the sample cup and participants can taste all flavors of the recipe in its entirety
- Remind participants they can cut produce as big as they want at home and adjust cooking time accordingly.

Provide a safety tip and use safe techniques. For example, you could show the “bear claw” grip (*hold up your hand to demonstrate bear claw*) or talk about always cutting on the board.

Ask open-ended questions throughout. These are great during moments when you may need to pause to prepare an ingredient. For example, if you are chopping cucumbers, you might say, “How do you like to serve cucumbers at home?”

Ask participants how they cook and serve the featured fruit or vegetable at home.

- If unfamiliar with the food culture of the community, this is one way to quickly learn about commonly used ingredients.
- This is a great time to remind participants that they are chefs in their own kitchen and to adjust the recipe in any way they see fit.

Emphasize versatility of recipes and discuss substitutions.

- Ingredient substitutions are a way to encourage participants to use what they have and/or use an ingredient they prefer. If you make substitute suggestions, try to stick with the same flavor or texture profile. For example, suggest substituting onion for shallot.
- Discuss other methods of cooking. Refer to **Cooking Methods and Techniques** to learn about all methods, not just those used in demos.

Steps in the section above can really be done in any order that makes sense to you.

Slide 11:



e. Continued Steps for Exploring Ingredients with Children and Families

Act out one or two steps of the recipe with the children. Have children pretend to put on their chef hats and tell them you need help with one more step to finish the recipe. Choose a step like stirring or grating and have them act it out. Repeat if you have time. Why do you think we have children act out kitchen steps? *Wait for and validate responses, as appropriate.*

- Encourages physical activity
- Gets children up and moving
- Helps children feel excited to help in the kitchen

If working with families, be sure to mention how children can be involved in the kitchen.

7. Recipe Tasting (5 minutes)

Slide 12:



Recipe Tasting, which is the next step in the workshop, is one of the most highly anticipated moments of the workshop.

Announce the allergy disclaimer before distributing any samples. To avoid derailing your workshop with a lot of information from participants about their own allergies, instead of asking people what allergies they have ask them to avoid eating the sample if they are allergic to any of the ingredients.

Taste the sample and react positively – or ask a teammate to try it. Peer pressure works and when people see how much someone is enjoying the sample, they'll want to taste it! Make sure all educators taste the recipe before serving it to children, as you are all acting as role models. This is a great practice when working with adults as well.

Encourage tasting using all senses, especially with children. Encourage participants to notice the shape, color, texture, sound and smell of the food.

Wash your hands and change your gloves after you taste the recipe.

Distribute samples to participants while wearing new gloves.

Lead a discussion about the recipe using an open-ended question. Ideas for questions are found in your curriculum. If working with children, help them think about food in terms other than “good” or “bad” by asking them to share descriptive food words. Prompt them with words like “crunchy,” “juicy” and “sour.” Writing the words on Post-its validates the children’s answers.

Discuss changes participants might make to the recipe to better suit their tastes and needs at home. Ask children to raise their hand if they think it is yummy. Seeing children raise their hands is impactful for caregivers to witness and may encourage them to make the recipe at home.

Transition to the closing of the workshop.

8. Closing (3 minutes)

Slide 13: The final wrap up of the workshop occurs during the Closing.



Be sure to include a takeaway task or challenge that helps participants state an action for the future. If you haven’t done this already, be sure to take a few minutes to have participants identify something they can do in the upcoming week. Refer to your curriculum for questions to prompt this discussion.

Summary statement. Provide a closing statement that summarizes the workshop topic.

Distribute handouts, surveys and incentives, if applicable. Assist participants with completion, if needed.

Thank participants for coming and tell them you look forward to seeing them next week.

9. Questions (2 minutes)

Slide 14: What questions do you have about Workshop Steps?



QUESTIONS?

IV. FOOD SAFETY

Nutrition Education at Farmers Markets

Seasonal Educator Training:

IV. Food Safety (45 minutes)

1. Introduction (5 minutes)

Slide 1:



Now we are going to talk about food safety. It is essential to follow food safety guidelines when preparing food and serving it to the public. It is ideal to receive a certification in food safety from ServSafe and/or your local or state food safety certifying agency. The following websites can help you get certified if you are not already certified:

- ServSafe: <https://www.servsafe.com/home>
- New York City: nyc.gov/foodprotectioncourse

This presentation outlines a number of tips to help you uphold safe food handling practices during culinary demonstrations. This brief review does not, however, replace an actual ServSafe or state or local food handler's certification.

Slide 2:



We will cover the following within this section:

- Food Safety Terms
- Personal Hygiene, Handwashing and Glove Use
- Cleaning and Sanitizing
- Food Preparation, Handling and Storing
- Clean Up

2. Food Safety Terms (5 minutes)

Slide 3:



a. Foodborne Illness

Let's review a few terms to make sure we have a basic understanding.

How would you define a foodborne illness? *Wait for answers and validate, as appropriate.*

Slide 4:



A foodborne illness is any illness that is caused by consuming food that has been contaminated, typically by harmful microorganisms such as pathogenic bacteria, viruses, parasites or fungi. Injury from foreign objects found in food can also be considered foodborne illness.

Slide 5: What types of foods do you think may be considered potentially hazardous?
Wait for answers and validate, as appropriate.



Slide 6: Potentially Hazardous Foods are any food that support the growth of microorganisms. Some potentially hazardous foods include:



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

Since seasonal recipes include cut raw fruits and vegetables and since we are feeding the public, it is essential to take extra precautions.

Slide 7: **a. Bacterial Growth**
Who can define bacterial growth? *Wait for answers and validate, as appropriate.*



Slide 8: Bacterial growth is the multiplication of bacteria. It is a concern especially in outdoor venues and venues without access to refrigeration. Many 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.



Slide 9: **b. Cross Contamination**
What is cross contamination? *Wait for answers and validate, as appropriate.*



Slide 10: Cross contamination is the transfer of contaminants from one source to another. Some examples of how cross contamination can occur at culinary demonstrations include:



- From food to food – unwashed produce touches washed produce
- From equipment to food – unwashed equipment touches food
- From work surface to food – unwashed table or cutting board touches food

3. Personal Hygiene, Handwashing and Glove Use (10 minutes)

Slide 11: Now let's talk about personal hygiene, handwashing and glove use.



a. Personal Hygiene

Good personal hygiene reduces the risk of spreading foodborne illnesses. Personal hygiene means keeping yourself and your clothes as clean as possible to prevent the spread of foodborne illnesses and to keep food free of other contaminants. Tips for personal hygiene include:

- Wear a clean apron and close-toed shoes. Aprons should be removed before entering a restroom. If your apron becomes damaged (bleach, holes, etc.), get a replacement.
- Tie back long hair and wear a hat. If you have a beard, trim it.
- Stay home and do not prepare or serve food if you have an illness that can be transmitted through food.

Additionally, a clean professional appearance creates an inviting learning environment.

Slide 12:



b. Handwashing

When and how should you wash your hands? *Wait for answers and validate, as appropriate.*

Slide 13:



Clean hands are extremely important for food safety. Our bodies naturally carry a lot of disease-causing microorganisms that can easily be transmitted to food by the hands. Additionally, our hands pick up transient microorganisms as we travel through our environment touching doorknobs, papers, keyboards, etc. Handwashing is the most effective way to remove microorganisms.

When should you wash your hands?

- Before handling any equipment, utensils or food
- After using the restroom
- Before putting on a new pair of gloves. We will talk about when to change your gloves in a minute.

How should you wash your hands?

- Wet hands with water.
- Apply soap and rub for 20 seconds.
- Rinse.
- Dry hands. Save paper towel for next step.
- Turn off faucet with paper towel.

Please note: hand sanitizer DOES NOT replace handwashing!

Slide 14:



c. Handwashing Station

A properly set up handwashing station will make outdoor handwashing convenient and efficient. Here are the components and how to set up a handwashing station:

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

Slide 15: d. Proper Glove Use



Now let's talk about proper glove use to avoid cross contamination. When should you wear gloves? *Wait for answers and validate, as appropriate.*

Slide 16: Wear gloves when prepping food, cooking food and handing out samples.



- Gloves are never a substitute for handwashing.
- Change your gloves after touching any non-food-safe surfaces such as:
 - Body, hair
 - Trash
 - Money
 - Handouts, recipes, etc.

Also, always change gloves after tasting a recipe. Please never reuse disposable gloves! Only use gloves once and always remember to wash your hands before you put on a new pair of gloves.

4. Cleaning and Sanitizing (10 minutes)

Slide 17: Now let's talk about cleaning and sanitizing. Cleaning and sanitizing are often



confused as being one and the same. These are two different processes and must be used for proper food safety.

- Cleaning is the process of removing visible contamination.
- Sanitizing is the process of reducing harmful microorganisms to an acceptable level.

Take steps at the beginning, in the middle and at the end of your workshop day to clean and sanitize food preparation surfaces, equipment and utensils in order to avoid cross contamination.

a. Cleaning and Sanitizing Surfaces

Surfaces include tables, table cloths and trays. Clean with soapy water and paper towels (if needed), then spray with sanitizing solution and dry with clean paper towels. Clean and sanitize surfaces at the beginning and end of the day.

To prepare sanitizing solution, fill a spray bottle with:

- 1/2 quart (2 cups) water
- 1/2 teaspoon bleach

When creating sanitizing solution, keep in mind that extra bleach does not increase the effectiveness of the solution. Follow dilution guidelines discussed earlier to ensure that you use the correct strength for sanitizing surfaces. Make new sanitizing solution every two hours.

Slide 18:



b. Cleaning Equipment and Utensils

If equipment and utensils are stored on-site, use the three-bin washing/sanitizing system to clean and sanitize them at the beginning of the day and after use at the end of the day. Before starting to clean equipment and utensils, make sure all surfaces are cleaned and sanitized (so as not to re-contaminate clean items after washing).

This is how to set up your three-bin washing/sanitizing system:

- Bin 1 is for washing. Add water and a small amount of dish soap to the bin. Use the soapy water to wash equipment and utensils.
- Bin 2 is for rinsing. Rinse equipment and utensils by immersing them in clean water until dish soap is rinsed off.
- Bin 3 is for sanitizing.
 - To prepare sanitizing solution: For each gallon of water add 1 tablespoon of bleach (3 caps full). To minimize splashing, add the bleach to the water (instead of adding the water to the bleach). Do not use more (or less) bleach in the solution.
 - Drop equipment and utensils into the sanitizing solution. Before storing utensils, make sure they are thoroughly dry.
 - Sanitize sponges in sanitizing solution at the beginning and end of the day.

5. Food Preparation, Handling and Storing (10 minutes)

Slide 19:



Now let's talk about proper food preparation, handling and storing.

a. Washing Produce

Fresh produce must be thoroughly washed prior to being prepared. This includes produce with inedible skin, like watermelon and onions.

- Rinse produce under cold water.
 - Use a vegetable brush to gently remove dirt and soil on hard produce, then rinse again.
 - Rinse all produce (even produce with inedible skins).
 - Cover greens with water, submerge, agitate and then remove. Do not drain!
- If you do not have running water, fill a wash bin or bowl with water.

- Wash and scrub produce under water, then remove.
- Transport produce in a clean, sanitized wash bin after washing.

Do not soak produce in water for more than a minute or so. Soaking can cause bacteria to be pushed inside and nutrients to leak out. If possible, rinse with running water. Never use dish soap on produce.

Slide 20:



b. Preparing Food

During food preparation is another time when care is needed to maintain food safety. When preparing (and cooking) foods, make sure to:

- Wash hands and put on gloves.
- Use clean and sanitized surfaces, equipment and utensils.
- Avoid cross contamination. Do not let unwashed produce come in contact with washed produce. Do not place washed produce into unclean bags or containers (including bags in which unwashed produce was stored or purchased).
- Prepare recipes in batches, as necessary, instead of all at once for the whole day. If you use foods right away you will not have to worry about proper storage.

Slide 21:



c. Temperature Danger Zone

Now let's talk about handling and storing foods. One of the most basic and simple ways to keep food safe is by keeping it out of the temperature danger zone. Remember, the danger zone is between 40° and 140° F (the temperature range where bacterial growth is most likely). This means foods must be kept either hot (at or above 140° F) or cold (at or below 40° F). Since you don't have access to a refrigerator at the farmers market, it is highly recommended that you prepare ingredients as needed and serve immediately in order to avoid the temperature danger zone.

Slide 22:



d. Keep Cold Foods Cold

If storing cold foods, be sure to use the following cold food safety protocol to keep food out of the temperature danger zone:

Keep food in a cooler with ice (or in a refrigerator) and record the temperature of the food before storing and then every 30 minutes.

- Confirm that the cooler or refrigerator temperature is at or below 40° F.
- Cold foods that have not been kept at or below 40° must be used within two hours. Discard any cold foods that have been above 40° F for more than two hours. Cool foods to 40° F or below (within two hours or less) and hold at or below 40° F.

Slide 23:



e. Cooler Safety Protocol

If using a cooler, use the following guidelines to ensure that food remains cool:

- 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.

Slide 24:

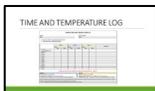


f. Keep Hot Foods Hot

Use the following guidelines to ensure that food remains hot:

- Prepare food as needed.
- Use a lid to cover the skillet between servings to keep food warm. This can help prevent it from attracting insects as well.
- Hot recipes must be used within two hours if not kept at or above 140° F. Otherwise, they should be discarded. Reheat foods to 165° F or above (within two hours or less) and hold at 140° F or above.

Slide 25:



g. Time and Temperature Log

Filling out a **time and temperature log** each workshop day is a great practice to ensure good food safety. Temperature should be taken (using a thermometer) every 30 minutes. *If using a time and temperature log, review instructions on how to fill it out. See **Appendix III, Implementation, 1. Sample Time and Temperature Log.***

6. Clean Up (2 minutes)

Slide 26:



Use the following tips for clean up:

- Scrape food particles from surfaces, equipment and utensils.
- Set up a three-bin washing/sanitizing station and wash, rinse and sanitize all cooking equipment and utensils.
- Wipe all surfaces clean with sanitizing solution and paper towels.
- Pack dry equipment in the storage container (if applicable). Do not store sponges in bins. Instead, put them in an open water cooler or a wash bin (if available).

- Make a checklist for the next workshop day. An important final step is to note any items that need to be replaced for your next demo.

7. Wrap Up (3 minutes)

Slide 27: Following the food safety guidelines in this training will help safeguard participants from foodborne illnesses.



What questions do you have about food safety?

V. CULINARY SKILLS

Nutrition Education at Farmers Markets

Seasonal Educator Training:

V. Culinary Skills (2 hours)

1. Introduction (5 minutes)

Slide 1: In this section we will learn and practice Culinary Skills.



Slide 2: We will practice the following today:



- **Knife Skills:** Proper knife skills are important to keep culinary demos safe, reduce cooking time and prevent accidents. Under knife skills we will cover:
 - **Knife safety:** We will learn and practice how to safely use, clean and store a knife.
 - **Basic cuts:** We will learn and practice simple and efficient cuts to prepare recipes and to be able to share these skills with workshop participants at the market.
- **Cooking Methods:** We will learn about a variety of cooking methods to encourage workshop participants to cook and eat fruits and vegetables in different ways.

2. Practice (115 minutes)

Slide 3: *Provide hands-on training on the topics above.*



VI. ENGAGING AUDIENCES

Nutrition Education at Farmers Markets

Seasonal Educator Training:

VI. Engaging Audiences (60 minutes)

1. Introduction (5 minutes)

Slide 1:



Next we are going to talk about engaging audiences. One thing to pay attention to is how, hopefully, I am modeling the same best practices that I am discussing.

Slide 2:



We are going to talk about three main strategies:

- Facilitation Best Practices
- Vibrant Visuals
- Working with Bilingual Educators

Most of what we are going to speak about is covered in Tips for the Field in the How To section of your Staff Training Binder.

2. Facilitation Best Practices (35 minutes)

Slide 3:



a. Introduction

What are some differences between lecturing and facilitating? *Wait for and validate responses, as appropriate. Be sure to discuss:*

- Lecturing is telling. Facilitating is shared learning.
- Lecturing is one directional. Facilitating is multi-directional.
- Lecturing is covering material. Facilitating is uncovering what participants know.

Slide 4:



What are the benefits of using facilitation best practices? *Wait for and validate responses, as appropriate.*

- *Participants may:*
 - *Feel more validated and acknowledged*
 - *Enjoy your workshop and feel more engaged (and return as a result)*
 - *Be more likely to change behavior*
- *Facilitators may:*
 - *Learn more about a topic and how it applies to a specific audience*

What are some best practices you already know? *Wait for and validate responses, as appropriate. Write responses on a flip chart (optional).*

Now we are going to discuss some of these best practices more in depth.

Slide 5:



b. Facilitation Best Practice #1 – Use positive body language

Positive body language includes:

- An open body position, which means uncrossed arms and legs.
- Eye contact with everyone. Be sure not to have your back to anyone. Speak to participants, not your fellow teammates.
- Neutral or warm facial expressions.

Let's look at some examples. What do these photos convey? *Wait for and validate responses, as appropriate.*

As you can see, body language communicates a lot to participants.

Slide 6:



c. Facilitation Best Practice #2 – Speak simply and clearly

Why is it important to speak simply and clearly?

- May have low-literacy or English language learners in the audience
- May have loud noises outside
- If you are being interpreted, your Bilingual Educator cannot do his/her job unless you speak in short, simple sentences

Let's look at an example of a complicated sentence. Can someone read this out loud? *If no one volunteers, read below:*

“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.”

How might you change this? *Wait for and validate responses, as appropriate.*

Examples of short, simple sentences that convey simple meaning are:

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

Slide 7:



d. Facilitation Best Practice #3 – Ask questions to encourage discussion

Let's talk about some good practices to use when asking questions as a facilitator.

- **Use open-ended questions.** Open-ended questions start with “how” or “why” and cannot be answered with “yes” or “no.” How can you change these closed-ended questions to open-ended ones?
 - Do you eat vegetables? (*What vegetables do you like to eat?*)
 - Do you have any questions? (*What are your questions?*)
- **Wait for answers.** When asking your audience a question, wait five seconds before answering or speaking again. What does five seconds feel like? (*Wait five seconds*). It feels like that.
- **Use voice by choice.** We never call on participants but invite them to share. Why do you think this is in our curriculum?
 - Can make people feel uncomfortable
 - Lets people participate in their own way

Slide 8:



e. Facilitation Best Practice #4 – Manage participant questions and answers

Now let’s talk about managing questions and answers from participants.

- **Repeat questions and answers.** The first rule is to repeat questions and answers from the audience. This helps others hear and it validates participants’ ideas and thoughts.
- **Correct misinformation gently.** You may hear a lot of misinformation. Stay positive. Try to correct in a gentle way by making connections to the correct answer. What are ways you might do this? *Wait for and validate responses, as appropriate.* Some responses might be:
 - “I see why you would say that because.... But actually...”
 - “You are very close.”
 - “I haven’t heard that before. The public health recommendation is...”
- **Handle what you don’t know.** What do you do if you don’t know the answer to something? *Wait for and validate responses, as appropriate.* If you are not sure of the answer, say: “I’m not sure of the answer, but I will get back to you next week.”

Slide 9:



f. Facilitation Best Practice #5 – Cope with noise and side conversations

Let’s review a few tips when dealing with background noise or side conversations.

- **Do not try to shout over trains, side conversations or other loud noises.** Wait for trains or other loud noise to pass.
- **Purchase cordless microphones, if needed.**
- **Use strategies for side conversations.**

What ideas do you have for addressing side conversations? *Wait for and validate responses, as appropriate.*

Slide 10:



Strategies for side conversations include:

- Let participants know that you want to be respectful of their time by ending the workshop on time. To do that, you will need everyone's full attention.
- Let participants know you love their interest in the topic but to keep on time you have to move on.
- Mention that you are thrilled that everyone is excited about the lesson but you want to make sure everyone can hear you and that everyone can be heard.
- Ask if everyone can come back to the lesson for a few more minutes.
- Raise your hand quietly when you want everyone's attention.
- If possible, walk closer to those having side conversations.
- Just stop and wait.

Slide 11:



g. Facilitation Best Practice #6 – Safely communicate with the public

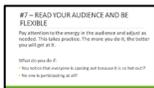
There are levels of action you can take to safely communicate with the public. Your level of action depends upon what is happening at your workshop. The first includes everything we have already discussed, in addition to setting up your physical space in an appropriate way by doing the following:

- **Create an inviting space.** As we mentioned, we want participants to feel welcome. Use open body language and a pleasant tone. Use appropriate language and have a pleasant-looking workshop space. By following the guide for set up we discussed earlier, you will be doing this successfully.
- **Make sure you have adequate workshop space.**
 - Create enough space for the entire team to feel comfortable delivering the workshop
 - Use neon tape to mark the boundaries of your workshop space
 - Use bins to block 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 all to take one step backwards
- **Responding to an agitated person.** The second level of action is required if you have a participant that is agitated. Common signs of an agitated person include raised voice, high-pitched voice, rapid speech, pacing, excessive sweating, balled fists, excessive hand gestures, erratic movements, fidgeting, aggressive posture, shaking and being verbally abusive. To

respond to an agitated person, modulate the three methods of communication (non-verbal, how you say it and what you say) as follows:

- Non-verbal
 - Appear calm and self-assured even if you don't feel it.
 - Maintain limited eye contact with the agitated person.
 - Maintain a neutral facial expression.
 - Place your hands in front of your body in an open and relaxed position.
- How you say it
 - Use a clear, direct tone. Don't use a stern or timid/wavering voice.
 - Do not speak loudly or softly, but keep your voice volume in the middle.
 - Speak at a slow and controlled rate to promote confidence.
- What you say/words
 - Be very respectful. Say "please" and "thank you," and use "Mr.," "Sir" or "Ms.," "Ma'am."
 - Do not be defensive even if comments, curses or insults are directed at you, as it is most likely not about you.
- **Responding to an aggressive person.** The third level of action is required if someone becomes aggressive. Respond as follows:
 - Avoid face-to-face confrontation; do not engage in an argument with the aggressive person
 - Remove yourself from the situation
 - Call and report all incidents to the Program Coordinator
 - Ask for assistance from the Market Manager, if applicable
- **Finally, in an emergency (danger or threat), leave the situation, find a safe place and call 911.**

Slide 12:



h. Facilitation Best Practice #7 – Read your audience and be flexible

The last best practice is to read your audience and be flexible. This one takes some practice. The more you do it, the better you will get at it. This best practice is happening simultaneously with everything else. It is about paying attention to the energy in the audience and adjusting as needed. Let's look at some examples:

- **You notice that everyone is spacing out because it is so hot out! What do you do?** *Wait for and validate responses, as appropriate.*
 - Shorten the lesson a little
 - Encourage everyone to huddle under the tent if they are in the sun

- **No one is participating at all. What do you do?** *Wait for and validate responses, as appropriate.*
 - Throw in a pair share you weren't planning on doing
 - Make sure you are using your five second rule
 - Pass the question to a teammate to answer, which may inspire the audience to contribute

3. Vibrant Visuals (10 minutes)

Slide 13: Now let's move onto vibrant visuals.



a. Why are visuals important?

- Provide a visual reference for participants and educators.
- Good for low-literacy or English language learners.
- Help connect participants to the workshop topic and can support participant interaction by providing a platform for quizzes and games.
- Attract new participants.
- Address different learning styles.

Slide 14:



b. Flip Charts

Flip charts are the main visual to use at the farmers market. Here are two flip charts from the same lesson. What works and what doesn't work for each of these? *Wait for and validate responses, as appropriate.*

- **What makes a mediocre or not-so-great flip chart?** *Wait for and validate responses, as appropriate.*

Optional: Create two flip charts conveying the same message – one with the great traits and the other with the mediocre traits (both below). Ask participants to tell you what they notice about the two flip charts. What works and what doesn't work?

Slide 15:



• Great flip charts include:

- Simple language
- Large enough text to read from the back
- Clear and neat handwriting
- Attractive color contrast
- Balanced layout
- Use of images/drawings to illustrate concepts
- Games, activities

• Mediocre flip charts include:

- Complicated words/too much information

- Small text
- Messy, hard-to-read handwriting
- No color contrast
- Clutter
- No images – only words
- Only instructional; no games, activities or recipe included

Slide 16: Now we will look at various ways flip charts can be used.



- **Welcome Signs**

In order to create a welcoming atmosphere, create fun welcome signs in multiple languages.

Slide 17:



- **Interactive Activities**

Thoughtfully prepared flip charts create a foundation for engaging games and activities. These are some examples of what works well.

- For **adult** workshops. *See examples on slide.*

Slide 18:



- For **kids** workshops. *See examples on slide.* Check the *Farmers Markets for Kids curriculum for flip chart suggestions included in every lesson:*
 - *Lesson #1 Vary Your Veggies, Activity #1, Eat the Rainbow*
 - *Lesson #2 Flavorful Fruit, Activity #1, Fruit Mystery Bag*
 - *Lesson #3 Smart Snacking, Activity #1, Blastoff*

Slide 19:



- **Interactive Discussions**

Here are flip charts that you might use during a Nutrition Facts discussion.

Slide 20:



- **Flip charts are good for displaying the recipe and cost of the recipe.**

If you have time, have educators practice making a flip chart of a real lesson during training.

Slide 21:



- c. **Other Visuals**

While the flip chart is the key visual you will be using, other visuals are also important.

- **Banners.** These should be displayed to promote the program and draw participants to your workshop.
- **Visuals that complement the lesson.** These include the MyPlate poster, images of food or sticky notes. These can be used in conjunction with your flip chart.

- **“Next workshop” sign.** This tells participants when the next workshop is starting so they can come back later or wait without anxiety.

Tell educators how they will be able to access all of these materials.

4. Working with Bilingual Educators (5 minutes)

Slide 22:



We are finally at the last portion of the Engaging Audiences session: Working with Bilingual Educators.

When Working with a Bilingual Educator:

- Use short and simple sentences.
- Be sure to stop every few sentences and allow the Bilingual Educator to interpret; this takes practice and is very important.
- Bilingual Educators should repeat questions, answers and comments from the audience if spoken in a language other than English, then interpret them into English. This takes practice because it disrupts the normal flow.
 - Bilingual Educators should prepare ahead of time using the Bilingual Key Terms found in the Staff Training Binder.

5. Wrap Up (5 minutes)

Slide 23:



What questions do you have about engaging audiences?

VII. DEMONSTRATION

Nutrition Education at Farmers Markets

Seasonal Educator Training:

VII. Demonstration (45 minutes)

1. Viewing Demonstration (30 minutes)

Slide 1:



Now it is time to see a workshop in action. This is a great opportunity to see all the pieces we have talked about put together into one workshop.

If you have capacity to do a live demo, pick a lesson and recipe that is scheduled early in the season. Demonstrate a workshop from start to finish.

If you do not have capacity to do a live demo, consider showing a video. The New York City Health Department has training videos of educators conducting a sample workshop. To access these training videos on how to conduct a workshop, visit nyc.gov/health and search for “farmers markets.” If you can, make a recipe ahead of time for your educators to taste.

To demonstrate a live workshop, you will need to:

- *Read through and prepare for the lesson and recipe you are presenting.*
- *Gather and organize food and supplies:*
 - *Ingredients for the recipe*
 - *Cooking equipment*
 - *Table and tablecloth*
 - *Flip chart and markers*
 - *Gloves, paper towels, sample cups and forks*
- *Prepare ahead any ingredients that you would prepare ahead of time for a live farmers market workshop.*
- *Set up your table in a clean, organized fashion as you would for a workshop.*

Slide 2:



While watching the demo, think about the following questions. We will discuss them afterwards.

- 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?

Provide the demo.

2. Discussion (15 minutes)

Discuss the questions above and on Slide 2.

VIII. PRACTICE

Nutrition Education at Farmers Markets

Seasonal Educator Training:

VIII. Practice (60-120 minutes)

1. Practice (30 minutes)

Slide 1:



Now it is time for you to practice conducting workshops. You are going to present your workshop and then we will debrief about how it went. Before we start, let's talk about how we will debrief after the practice session.

Why do you think we need to debrief? *Wait for and validate responses, as appropriate. Be sure to include:*

- Learn from one another
- Helps us process what we have done
- Helps us to grow together

A few days in advance of their practice session, provide educators with the lesson, handout and recipe that they will be presenting. You can give them time during the training to prepare or have them prepare on their own. If you have time, two practice runs is ideal. Provide educators with all necessary materials:

- Flip chart and markers
- Additional visual aids (sticky notes, food models, etc.), if applicable
- Ingredients and equipment if conducting a full culinary demo

If you do not have time during training for educators to practice before their first day of workshops, make sure to debrief on-site after the first few workshops that day.

2. Debrief (30 minutes)

Slide 2:



There are a few ground rules around providing feedback that we will go over to be sure we are all making the most of the debriefing session.

a. Talk first about what went well

Make sure to praise things that can be repeated in another workshop. Can someone give an example of positive feedback (see examples in the next bullet)? *Wait for and validate responses, as appropriate.*

b. Be specific

Give examples. Can someone give an example of broad positive feedback versus specific positive feedback? *Wait for and validate responses, as appropriate.*

- “You all had good teamwork!” (broad)
- “You smoothly transitioned from one section and team player to another. When you didn’t know the answer to that question, you asked your teammates and Suzie was easily able to smoothly share the answer in way that wasn’t disruptive.”(specific)

c. Make constructive suggestions

Think before you speak and only provide useful information that educators can apply to the next workshop.

- Don’t just offer that you didn’t like the way the flip chart was done.
- Instead say, “The colors you chose on the flip chart were great, but I had trouble reading your handwriting. Maybe if you take extra time during set up to slow down and make sure the text is clear it will be more effective.”

d. Pick the most important suggestions first

As you all become more experienced, we will be able to provide one another with more detailed suggestions.

Slide 3:



What questions do you have about this Practice section?

NOTE: You may want to provide ideas regarding what to look for during practice session, such as eye contact, volume or open-ended questions. For ideas, you can use the Site Monitoring Form found in the Implementation Guide. To access the Implementation Guide, visit nyc.gov/health and search for “farmers markets.”

Repeat Practice Session and Debrief if you have time.

Also, consider having your Seasonal Educators practice setting up and breaking down the tent and table prior to market day. (If not, your educators will quickly learn on-site.)

IX. WRAP UP

Nutrition Education at Farmers Markets

Seasonal Educator Training:

IX. Wrap Up (20 minutes)

1. Introduction (5 minutes)

Slide 1: We have now come to the closing of our training. In this section, we will cover:



- Questions
- Reflections about the training
- Final details and next steps

What lingering questions do you have?

2. Reflection (10 minutes)

Slide 2: Next, let's reflect on the training and the programming you are about to implement. *Ask the questions below one at a time and wait for answers.*



Validate and/or address, as appropriate.

- 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?

You may want to consider creating a short anonymous survey to measure the effectiveness of your training. Be sure to distribute it in hard copy at the end of this section or send electronically within a day or so after your training.

3. Next Steps (5 minutes)

Slide 3: Lastly, let's talk about next steps. *List any next steps necessary for educators to do between now and the first day of programming. Next steps may include:*



- *Additional requirements or paperwork you need from your educators*
- *Date and time of your next meeting/training*
- *First date and time of programming*