TRAINING MATERIALS

Training Presentations for Program Coordinators

NUTRITION EDUCATION AND CULINARY DEMONSTRATIONS AT FARMERS MARKETS
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

<table>
<thead>
<tr>
<th>JSY Stellar Farmers Markets</th>
<th>Cook Fresh at Farmers Markets</th>
<th>Farmers Markets for Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Part of New York State Health Department’s Just Say Yes to Fruits and Vegetables</td>
<td>- Adapted from JSY Stellar Farmers Markets by New York City Health Department to focus on recipe and culinary demo</td>
<td>- Developed by New York City Health Department</td>
</tr>
<tr>
<td>- Aims to increase adult fruit and vegetable consumption</td>
<td>- Aims to increase adult fruit and vegetable consumption</td>
<td>- Aims to increase child and caregiver fruit and vegetable consumption</td>
</tr>
<tr>
<td>- 13 lessons/26 activities</td>
<td>- 26 lessons</td>
<td>- 6 lessons/12 activities</td>
</tr>
</tbody>
</table>
STAFF TRAINING BINDER

• General Information
• Program Information
• Program Curriculum
• Culinary Education
• How To
• Forms
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:**

<table>
<thead>
<tr>
<th>All Educators</th>
<th>Nutrition Educator</th>
<th>Culinary Educator</th>
<th>Bilingual Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seasonal Calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates with the team prior to workshop day confirming lesson and recipe to be implemented</td>
<td>Reviews Culinary Demo Tips</td>
<td>Reviews Bilingual Key Terms.</td>
</tr>
<tr>
<td></td>
<td>Designs the flip chart</td>
<td>Determines amounts of produce to purchase</td>
<td>Think about possible words needed to be translated in the flip chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinks about possible ingredient substitutions</td>
<td></td>
</tr>
</tbody>
</table>
PREPARATION

On Market Day:

All Educators

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

<table>
<thead>
<tr>
<th>All Educators</th>
<th>Lead Educator</th>
<th>Culinary Educator</th>
<th>Bilingual Educator</th>
</tr>
</thead>
</table>
| - Retrieve supplies from storage  
- Set up tent, table and other large items | - Purchases produce  
- Preps flip chart and sets up printed materials | - Cleans and sanitizes surface and equipment  
- Arranges table setup | - Assists with cleaning and sanitizing  
- Assists with setting up printed materials |
Come See What’s Cooking!

Tie banner cords to the top and bottom of the joints of the tent to keep it from slipping.

Stash surveys, handouts, markers and pens inside the flip chart for easy access. Keep surveys clipped together so people don’t take them.

Stow the storage bins under the table for a clean look and easy access to equipment.

Keep the table uncluttered and wiped down. It should be clean and presentable at all times. Be sure prop board is always visible. Stow all extra equipment in storage bins under the table.

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.

Secure 25 pounds of weights to each of the upper corners of the canopy frame with ratchet straps. Weights must not pose a threat of tripping. Weights should be securely on the ground (not suspended and swinging).

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.
WORKSHOPS

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

<table>
<thead>
<tr>
<th>Lead Educator</th>
<th>Culinary Educator</th>
<th>Bilingual Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduces the team and workshop</td>
<td>• Introduces the recipe</td>
<td>• Promotes workshops</td>
</tr>
<tr>
<td>• Facilitates the nutrition activity/facts discussion</td>
<td>• Facilitates culinary demo/ingredients exploration</td>
<td>• Interprets (oral) word for word</td>
</tr>
<tr>
<td>• Answers questions</td>
<td>• Links recipe to the lesson topic</td>
<td>• Translates (written) using flip chart</td>
</tr>
<tr>
<td>• Transitions into culinary demo</td>
<td>• Prepares samples</td>
<td>• Assists with food preparation and paperwork distribution</td>
</tr>
<tr>
<td>• Assists with sample distribution</td>
<td>• Answers questions</td>
<td>• Distributes samples</td>
</tr>
</tbody>
</table>

![Image of a workshop setting]
<table>
<thead>
<tr>
<th>All Educators</th>
<th>Lead Educator</th>
<th>Culinary Educator</th>
<th>Bilingual Educator</th>
</tr>
</thead>
</table>
| • Break down and put away equipment | • Collects and compiles paperwork     | • Cleans and sanitizes equipment and surfaces | • Assists with cleaning and sanitizing  
• Assists with collecting and compiling paperwork  |
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:
  o Rephrase the question
  o Ask in simple language
  o Ask leading questions
  o 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
  o With adults, discuss selection and storage of featured produce
  o 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.

- Hand sanitizer DOES NOT replace handwashing!

<table>
<thead>
<tr>
<th>When to wash your hands</th>
<th>How to wash your hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Before handling equipment, utensils or food</td>
<td></td>
</tr>
<tr>
<td>• After using the restroom</td>
<td></td>
</tr>
<tr>
<td>• Before putting on new gloves</td>
<td></td>
</tr>
<tr>
<td>1. Wet hands with water.</td>
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<tr>
<td>2. Apply soap and rub for 20 seconds.</td>
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<tr>
<td>3. Rinse.</td>
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<tr>
<td>4. Dry hands with paper towel.</td>
<td></td>
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<tr>
<td>5. Turn off faucet with paper towel.</td>
<td></td>
</tr>
</tbody>
</table>
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
  o Body, hair
  o Trash
  o Money
  o 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:
  o The temperature range where bacteria growth is most likely
  o 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

<table>
<thead>
<tr>
<th>Item # 1</th>
<th>Item # 2</th>
<th>Item # 3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Time:</strong></td>
<td><strong>Name:</strong></td>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td><strong>Temp:</strong></td>
<td><strong>Tamp:</strong></td>
<td><strong>Temp:</strong></td>
<td><strong>Tamp:</strong></td>
</tr>
<tr>
<td>0 minutes</td>
<td>30 minutes</td>
<td>1 hour</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>2 hours</td>
<td>4.5 hours</td>
<td>5 hours</td>
<td>6.5 hours</td>
</tr>
<tr>
<td>5.5 hours</td>
<td>7 hours</td>
<td>3.5 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>3 hours</td>
<td>4.5 hours</td>
<td>5 hours</td>
<td>6.5 hours</td>
</tr>
</tbody>
</table>

**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 at 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. Refeed foods to 140°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 discuss any samples that are not immediately served at the workshops.

**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
  o 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?
What are the benefits of using facilitation best practices?
#1 — USE POSITIVE BODY LANGUAGE

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

- **Cut the Salt!**
  - Bájele a la sal!
  - 2300 mg = 1 teaspoon

- **Sodium chloride is a chemical compound also known as salt or halide (NaCl). Do you try to eat less salt?**
  - What are the health risks of eating too much salt? What are the challenges of avoiding salt?
  - Increased blood pressure
  - Increased risk of stroke & CVD

- **CVD = leading cause of death in US**
  - What is the recommended limit of sodium chloride/day?
  - <2300 mg/day equals approximately 1 teaspoon of sodium chloride
  - Average intake in US equals approx. 3900 mg
## FLIP CHARTS

<table>
<thead>
<tr>
<th>GREAT FLIP CHART</th>
<th>MEDIocre FLIP CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Simple language</td>
<td>• Complicated words or too much information</td>
</tr>
<tr>
<td>• Large text</td>
<td>• Small text</td>
</tr>
<tr>
<td>• Clear and neat handwriting</td>
<td>• Messy, hard-to-read handwriting</td>
</tr>
<tr>
<td>• Attractive color contrast</td>
<td>• No color contrast</td>
</tr>
<tr>
<td>• Balanced layout</td>
<td>• Cluttered</td>
</tr>
<tr>
<td>• Images/drawings to illustrate concepts</td>
<td>• No images, only words</td>
</tr>
<tr>
<td>• Games or activities</td>
<td>• Only instructional</td>
</tr>
</tbody>
</table>
WELCOME SIGNS

Welcome! Bienvenido... to the Farmer's Market.

Welcome/Bienvenidos to the Farmer's Market.

NYC Department of Health

Stellar Farmer's Market

BY THE/DE

NYC Departamento de Salud

Banana

Carrot

Radish
INTERACTIVE ACTIVITIES: ADULTS

- Fuel up with Fruits & Veg!
- Alimentar con frutas & Veg!

- Fiber-Meter
  - Alta: 3 grams
  - 2 grams
  - 1 gram
  - Baja: 0 grams

- Shopping List
  - Spinach
  - Tomatoes
  - Onions
  - Garlic
  - Cheese
  - Frozen Concholobor berries
  - Cucumbers
  - Lettuce
  - Refrigerator
  - Counter Top: Encimera
  - Dry Cabinet: Gabinete seco, oscuro
INTERACTIVE ACTIVITIES: CHILDREN
INTERACTIVE DISCUSSIONS

I. Lettuce and Salad Greens
   - Baby spinach
   - Red leaf lettuce
   - Kale
   - Collard greens

II. Greens with Stems
   - Verdes con tallos
   - Cilantro
   - Basil

III. Herbs
   - Hierbas
   - Parsley

WHAT ARE GOOD SOURCES OF FIBER?

¿CUÁLES SON BUENAS FUENTES DE FIBRA?
RECIPE AND COST

Pickled Radishes!

Rábanos encurtidos de Rita!

2 cups radishes / rábanos .......... $1.00
1/2 tsp salt / sal .................. $0.05
1 tsp honey / miel .................. $0.10
1 tsp cilantro / cilantro ............. $0.50
2 limes / Limones ................. Total $1.65!

$0.21 per portion!!

Blueberry Thyme Fruit Salad

Ensalada de Frutas con arándanos y tomillo

Blueberries, asarándanos, $2.00
Blueberries (bag) ................. $2.00
5 peaches chopped, duraznos en trocitos, $4.00
Peach, chopped ..................... $4.00
1 tbsp chopped, fresh thyme, echurada de tomillo fresco, $0.25
Thyme (fresh) ......................... $0.25
2 tsp grated peeled ginger, cucharaditas de jengibre pelado, rallado, $0.10
Ginger, grated ....................... $0.10
1/4 cup of lemon juice, zumo de limón, $0.50
Lemon juice, 1/4 cup ............... $0.50
1 tsp grated lemon peel, cucharadita de cáscara de limón rallado, $0.01
Lemon peel, grated ................. $0.01
1 tbsp sugar (honey), cucharadita de azúcar (miel) $0.01
Sugar .................. $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