



# VOLUNTEER TRAINING TOOLKIT

# INTRODUCTION

The goal of Cooking Matters is to empower families to shop smarter, use nutrition information to make healthier choices and cook delicious, affordable meals. To do this, Cooking Matters takes information on cooking, nutrition, and food budgeting and brings it alive in the classroom, kitchen, and grocery store. In some ways the information is the easy part – we have abundant resources on nutrition and lots of recipes for healthy meals. The challenge lies in making that information interactive and useful for the participants. Helping your volunteers do that on their own can be even more challenging.

Volunteers bring their passion, enthusiasm, and experience into the courses and tours, enriching the experience for participants. They are critical to the success of Cooking Matters, and without them we would not be able to reach as many families with our programming. Many volunteers come to Cooking Matters with some level of culinary and/or nutrition expertise. However, while a volunteer might know a lot about cooking and nutrition, they may need to learn how to teach these subjects, how to incorporate menu planning and budgeting information, and how to engage Cooking Matters participants.

Well-trained volunteers are more effective at covering course content, connecting with participants, and managing the classroom. Volunteers who are well-trained know what to expect and are therefore more confident and comfortable in front of the participants. Consider some of the benefits of training:

WELL-TRAINED VOLUNTEERS	UNTRAINED VOLUNTEERS
Feel valued	Require more direct management in the long run
Feel like they are making a difference	Are more likely to be frustrated in the classroom
Are more likely to be repeat volunteers	May not effectively use resources like the curricula
Have opportunities to build community during trainings	May not feel connected to the program or fellow volunteers
Deliver high-quality instruction	May not present information in a way that is most useful for the learner

Share Our Strength has developed this volunteer training program to complement the materials in the Cooking Matters Instructor Guides. This toolkit outlines a number of ways that you can facilitate interactive in-person trainings for new and existing volunteers. You should continue to use Cooking Matters curricula as the basis for teaching substantive content: the nutrition information and cooking skills that we emphasize in Cooking Matters. However, this toolkit will allow you to train volunteers to be comfortable using and teaching that information.

The training topics and activities were selected based on conversations with Cooking Matters volunteers and lead partner staff throughout 2013. Through the generous support of Jane's Trust and Walmart, Share Our Strength contracted JVA Consulting to assist with the development of this training program.

# USING THIS TOOLKIT

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This toolkit is designed to give you the ability to provide high quality, engaging, and consistent training for individuals implementing Cooking Matters programming in the community. While the training was initially created with volunteers in mind, local program partner staff, AmeriCorps members, and satellite partners will also benefit from implementing trainings using these resources. In this toolkit, we consider training to be a set of interactive activities meant to prepare individuals to deliver Cooking Matters programming. Training is distinct from orientation, which we consider an overview of the Cooking Matters program and organizations involved with the program.

The training toolkit includes:

- A one-page orientation outline describing information to be shared with prospective volunteers prior to an in-person training
- A one-page general training outline to be used with any new volunteer
- An expanded two-page general training outline to be used by any person facilitating this training for the first-time
- Three additional training outlines that can be used to further engage volunteers or train volunteers without culinary and/or nutrition expertise to serve in those roles
- A bank of interactive training activities
- Handouts and materials to use with the training activities

Offering an in-person training is the best practice for Cooking Matters. However, as it is not feasible for every Cooking Matters volunteer to be trained in this way, these materials are designed to be used in tandem with the Cooking Matters instructor guide and participant handouts that are part of each curriculum, and with the volunteer training website that is available at [www.cookingmatters.org/volunteer-training](http://www.cookingmatters.org/volunteer-training).

## **NOTE ABOUT USING THIS TOOLKIT WITH CURRENT VOLUNTEERS**

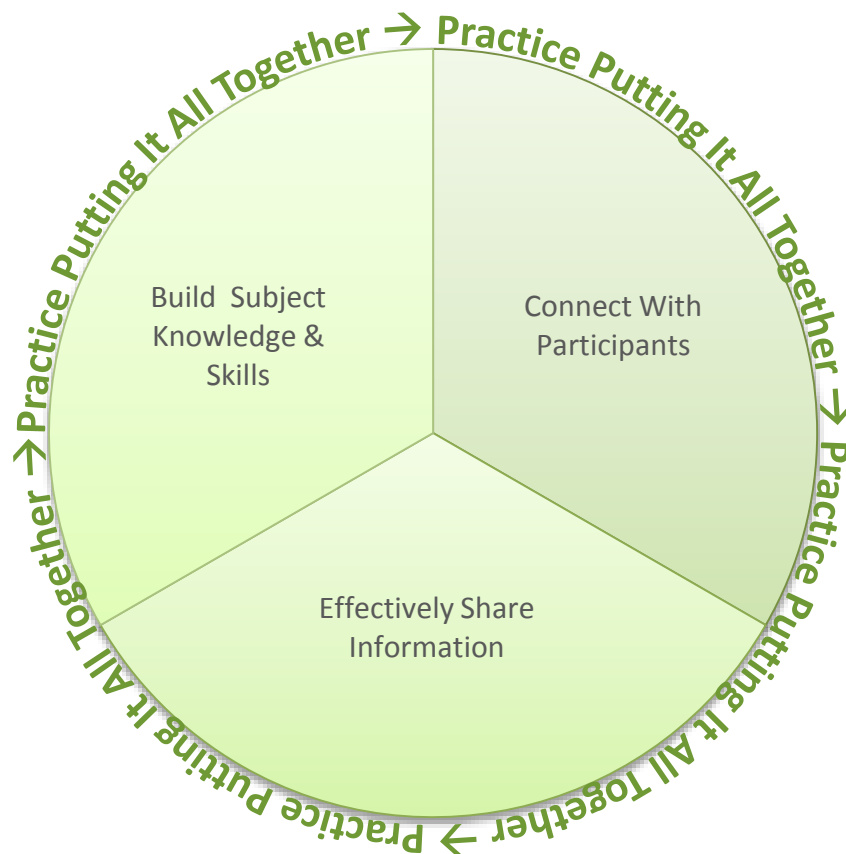
Many Cooking Matters volunteers indicate that they would enjoy the opportunity to improve their skills and meet fellow volunteers. These activities can be used as continuing education opportunities for current volunteers. Consider asking a particularly good nutrition or culinary volunteer to serve as the training facilitator. You could have the training be specific to culinary or nutrition instructors, or invite everyone to come and do a little team teaching. Continuing education trainings are also useful as a mechanism for coaching volunteers and initiating conversations with volunteers for whom you might want to give constructive feedback.

# TRAIN INDIVIDUALS WITHOUT SUBJECT AREA EXPERTISE

Many Cooking Matters staff and AmeriCorps members have led a class as the nutrition and/or culinary instructor without having had formal instruction in either topic. The first class (or first several classes) may have been challenging – they may have felt like they were reading directly from the curriculum, that they said too much (or too little) and that they were unable to easily answer the participants' questions. But by following the lesson plans in the curriculum, they probably did just fine. Then, after following the lesson plans several times, they became more comfortable and their practice prepared them to be a great instructor. If they did not have a background in culinary or nutrition, the problem was that they hadn't had repeated exposure to the content or the opportunity to practice.

Unfortunately, there is not a simple manual to read or video to watch that is going to suddenly give all staff and volunteers the skills and confidence they need to assume the role of an instructor. However, you can help non-experts evolve into great instructors by providing them with opportunities to learn and build certain skills and opportunities to practice sharing content using the Cooking Matters approach. In theory, if volunteers familiarize themselves with the handouts from the curriculum, reviews the information on the online training program website, and then practices sharing that information, they will get to a place of mastery and be great instructors. The activities in this toolkit can be used to help bring a volunteer to that place of confidence.

Consider having some of your current volunteer instructors facilitate these trainings using the sample outlines in this toolkit on a monthly or quarterly basis.



# PLAN FOR A SUCCESSFUL TRAINING

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Regardless of who you are training, proper planning is crucial to ensure success. Consider the following:

- What technology you are using
- The number of facilitators leading the training (two facilitators enables you to model team teaching)
- The number of people who will attend the training
- If food preparation is allowed in the training space

## CHOOSE APPROPRIATE ACTIVITIES

Choose what messages you want to focus on based on your audience. Are you training mainly culinary volunteers? Nutrition volunteers? People who may be filling multiple roles? Look through the activity bank to customize the training for your needs.

## BUILD A WELCOMING ATMOSPHERE

In the same way that we try and make every Cooking Matters participant feel welcome, try to do the same with your volunteers.

- Have everything ready at least 30 minutes prior to the start time in case anyone arrives early
- Check any technology you are using to make sure it works
- Have name tags available
- Place curricula on the tables for reference
- Consider having photos and bios of your course participants on the table so prospective instructors can see who they'll be working with and learn more about their stories and lives
- Create a "bike rack"--a list where you can write down topics or questions which you plan to revisit later if time allows



# TRAINING OUTLINES

- 7 New Volunteer Orientation Outline**
- 8 New Volunteer Training Outline**
- 9 New Volunteer Training—Expanded Outline**
- 11 Sample Outline—Classroom Management**
- 12 Sample Outline—Share Nutrition Information**
- 13 Sample Outline—Share Culinary Information**



# NEW VOLUNTEER ORIENTATION OUTLINE

## ORIENTATION

By providing potential volunteers with a basic understanding of Share Our Strength's No Kid Hungry Campaign, Cooking Matters, and how your organization is connected to them, you enable your volunteer to make an educated choice about whether they want to get more involved. Customize the information outlined below and share it with volunteers at a separate in-person orientation, or by via a website or email overview. This content should not take more than 15-30 minutes for the volunteer to review, but will provide enough context for them to determine if getting trained is the right step for them.

## SHARE OUR STRENGTH

- Share Our Strength is ending childhood hunger through the No Kid Hungry campaign
- Cooking Matters is a program of No Kid Hungry
- Cooking Matters is nationally sponsored by Walmart but local programs are funded through additional sources

## HOW COOKING MATTERS WORKS

- All Cooking Matters programming is a collaboration between Cooking Matters staff/volunteers and a Partner Organization (ex: Head Start, community health center, housing authority).
- Goal of all programming is for participants to learn skills and knowledge to make healthy and affordable decisions when shopping, cooking, and eating food.
- Cooking Matters is a unique model for nutrition education because it is hands-on, skills-based, participatory, and provides participants with materials and groceries so they can practice their new skills.
- Cooking Matters programs go to where the participants are already receiving services. We teach in the conference rooms, kitchens, and classrooms of organizations such as head start programs or community health centers. These organizations handle recruitment for Cooking Matters programs.

## LEAD PARTNER ORGANIZATION

- Cooking Matters programming began in 1993 and has been with lead partner X since...
- Explain how Cooking Matters fits into the work and mission of the lead partner organization, including the audience that Cooking Matters serves in that community (ex. 90% parents; 50% kids and 50% parents, etc.)

## COOKING MATTERS RESOURCES AND MATERIALS

- Six-week course curricula (also available in Spanish, but can be taught in any language with interpreters)
- Grocery store tours materials (also available in Spanish, but can be taught in any language with interpreters)
- Educational toolkits
- Recipes and healthy eating tips (available on the free app and on the national website)

## VOLUNTEER TEAM

- Highlight the different ways people can volunteer with Cooking Matters
- Explain that we expect volunteers to use their skills and knowledge in combination with our materials and teaching methods to deliver effective programming
- Share any impactful volunteer stories

# NEW VOLUNTEER TRAINING OUTLINE

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## TRAINING GOAL

To provide volunteers with an opportunity to practice sharing their knowledge and to learn how to facilitate learner-centered classes and tours.

## IN ADVANCE

Volunteers should attend an in-person training after they have already received some form of orientation to your organization and to the work accomplished by Cooking Matters.

## ACTIVITIES

Trainings should be interactive and participatory. The suggested activities can be substituted with different activities from this toolkit.

## BUILD A WELCOMING ATMOSPHERE

- Welcome and housekeeping
- Brief elevator pitch about your Cooking Matters programming
- Introductions: ask volunteers to share their name, how they heard about us, why they want to be involved

## A LEARNER-CENTERED APPROACH

- Brainstorm characteristics of great classes/workshops volunteers have attended
- Connect these characteristics to our learner-centered programming

## CONNECT WITH YOUR AUDIENCE

- Who are Cooking Matters participants: different ages, cultures, backgrounds, but all low-income
  - Focus on adult learners, specifically moms with young kids, when possible
  - Important to tailor the information we share based on your audience
- **ACTIVITY:** Connect With Your Audience

## COOKING MATTERS CONTENT

- Curricula are based on the USDA's MyPlate and Dietary Guideline for Americans and include many handouts
- **ACTIVITY:** How Would You Talk About. . .

## USING FACILITATED DIALOGUE

- Techniques of facilitated dialogue are open-ended questions, pro/con charts, and menus and choices
  - Lesson plans support classroom management and facilitated dialogue
- **ACTIVITY:** Nutrition, Cooking or Menu Planning Activity

## BECOMING A VOLUNTEER

- Impact of volunteering on the participant and on the volunteer
- Other training resources available
- Next steps for how the volunteer can get involved



# NEW VOLUNTEER TRAINING—EXPANDED OUTLINE

## **BUILD A WELCOMING ATMOSPHERE**

- **Welcome and housekeeping.** Welcome the volunteers to training by thanking them for their interest in Cooking Matters and for being willing to join you for this training. Make sure that everyone knows where to find the restrooms, water, etc.
- **Brief elevator pitch about your Cooking Matters programming.** Ideally everyone at the training has already been “oriented” to the work Cooking Matters does during a separate orientation or via email/videos/etc. Take one minute to give everyone in the room a quick overview of what types of Cooking Matters programming you offer, how many families you reach, what roles there are for volunteers, etc.
- **Introductions: Ask volunteers to share their name, how they heard about us, why they want to be involved.** Share with the volunteers that during the first week of a Cooking Matters course, or at the start of a tour, we ask participants to introduce themselves and share why they signed up and what they are hoping to learn. Provide some examples of what participants tend to say. Explain that the volunteer team uses this information to tailor the content to this specific group of participants. Similarly, we want to start training by finding out who is in the room so that we can make sure the training is relevant for everyone and so that we can help the volunteers feel connected to each other.

## **A LEARNER-CENTERED APPROACH**

- **Brainstorm characteristics of great classes/workshops.** Ask the volunteers to think about successful classes or workshops they have attended in the past. Ask them to share with the group what made them so positive. Use a whiteboard or flipchart, if possible, to capture their responses. Examples of responses may include: the teacher didn’t read from notes or a PowerPoint; they used humor; they taught to the audience in the room; they had people work in groups, etc.
- **Connect these characteristics to our learner-centered programming.** Have the group look at the list, or repeat back some of them if you didn’t write them down, and then draw a comparison to Cooking Matters programming. Explain that Cooking Matters uses a learner-centered approach to ensure that we are sharing content with participants that is based on their needs and interests.

## **CONNECT WITH YOUR AUDIENCE**

- **Who are Cooking Matters participants: different ages, cultures, backgrounds, but all low-income.** Cooking Matters participants include moms, dads, grandparents, caregivers, kids and teens who want to make healthy meals on a budget. Many participants use SNAP or WIC benefits to help feed their families.
- **Focus on adult learners, specifically moms with young kids, when possible.** While Cooking Matters works with a wide variety of diverse participants, the program prioritizes low-income mothers with children under six. Mothers hold a heavy influence over family food decisions, from shopping to meal prep, and new mothers are often more open to making lasting changes toward a healthier lifestyle.
- **Stress importance of tailoring the information we share based on your audience.** Every participant has a different story. By learning more about participants in your class, you will be able to relay information in a way that is useful; provide a safe and comfortable environment for sharing ideas; and relate to participants effectively and with sensitivity.

### ➤ **ACTIVITY: Connect With Your Audience**

# NEW VOLUNTEER TRAINING—EXPANDED OUTLINE

## COOKING MATTERS CONTENT

- **Curricula are based on the USDA's MyPlate and Dietary Guidelines for Americans and include many handouts.** Explain that the curricula are filled with lots of great information about nutrition, cooking, food safety, menu planning, etc. Both you and the class participants will all have a lot of information to share during class conversations, but as a volunteer it is great to practice sharing key pieces of information in a clear and concise way—which isn't always easy!
- **ACTIVITY: How Would You Talk About. . .**

## USING FACILITATED DIALOGUE

- **Techniques of facilitated dialogue are open-ended questions, pro/con charts, and menus and choices.** Explain that facilitated dialogue is a method of teaching that involves active participation of both the instructor and participant. It is a key technique in the process of learner-centered education.
  - Open-ended questions: The value of open-ended questions is tremendous. Unlike a “yes or no” question, an open-ended question encourages conversation. Though intentionally asking open-ended questions takes some practice, it's the easiest way to engage learners and allow them to make information relevant and meaningful to their own lives. As an instructor, you can help learners make positive changes by encouraging them to consider what change could look like in their lives.
  - Pro/con charts: Using a pro/con chart to discuss possible changes with participants helps them identify barriers and possible outcomes. It helps learners see what can happen *if there is change* or *if there is not*.
  - Menus and choices: Providing menus and choices is another technique to engage participants in discussion about potential behavior changes. Learners are provided with a list (or menu) of possible behaviors to achieve an outcome. The group of learners considers the choices together and decides which, if any, of the choices they would be willing to try. The group setting promotes teamwork and provides a safe place to discuss concerns in a general way.
- **Lesson plans support classroom management and facilitated dialogue.** The lesson plans in Cooking Matters curricula are very thorough. Each includes: the over-arching goal; the lesson objectives that support the goal; suggested open-ended questions to facilitate conversation with participants; and activities.
- **ACTIVITY: Nutrition, Cooking or Menu Planning Activity**

## BECOMING A VOLUNTEER

- **Impact of volunteering on the participant and on the volunteer.** As a volunteer you will learn something new at every class. You will have the unique and satisfying opportunity to be involved with participants who are learning new skills that they are using to change their lives.
- **Other training resources available.** We hope this training is a helpful first step for you. As we mentioned, the instructor guide—both the lesson plans and the handouts—are going to be your primary resource while volunteering. In addition, we have an online volunteer training website that is filled with information about how you can effectively share your knowledge and skills, build facilitation skills, and learn more about the Cooking Matters audience. Finally, your Cooking Matters coordinator can always help point you in the right direction.
- **Next steps for how the volunteer can get involved.** We have lots of course and tour opportunities for you to get involved in. As a next step, we'd like you to check our calendar of programming and see if you can observe a course and/or tour. We'll send a follow-up email tomorrow with the next steps and a link to a database record we'd like you to take 2 minutes to complete so that we can be sure to stay in touch.

# SAMPLE OUTLINE: CLASSROOM MANAGEMENT

## TRAINING GOAL

To provide volunteers with opportunities to practice organizing, preparing, and troubleshooting common problems.

## INTRODUCE THE TRAINING

- By having classes well-planned you can maximize your time and provide participants a better experience
- The instructor guide provides some great class management suggestions, but it can be very helpful to practice thinking through different scenarios so that you are always prepared—similar to practicing a fire drill!

## ORGANIZING A CLASS

- The first step in effectively managing a class is to have your time as organized as possible.
- **ACTIVITY:** Creating a class timeline
- The cooking portion of class requires extra organization because all the participants need to be actively involved and the instructors need to manage the safety, food preparation, and information.
- **ACTIVITY:** Distribution of tasks

## FOCUS ON ACTIVE PARTICIPATION

- People learn more when they are actively engaged in the information. The handout section of the curriculum has fantastic information, but just reading them or handing them out to participants is not enough.
- Understanding how to make the handouts interactive and relevant to the participants is vital.
- **ACTIVITY:** Make it interactive

## TROUBLESHOOTING

- Cooking Matters programming doesn't always go as planned. Thinking about how you would handle various scenarios can prepare you for when something actually happens.
- **ACTIVITY:** What would you do if

# SAMPLE OUTLINE: SHARE NUTRITION INFORMATION

## TRAINING GOAL

To practice sharing important nutrition information in a variety of relevant, learner-centered ways.

## SELECT A TOPIC

To focus your training time, consider picking a specific topic such as MyPlate and the food groups, the nutrition facts panel, menu planning, food safety, or focusing on a particular lesson in the curriculum.

## INTRODUCE THE TRAINING

- Regardless of the topic, whatever information is shared in classes needs to be presented in a way that the participants can understand and that they can apply to their lives
- Keep in mind that participants are in various stages of contemplation when it comes to behavior change—not all will be 100% ready to make changes you suggest

## CONNECT WITH YOUR AUDIENCE

- Before we share our knowledge and experiences with participants we need to think about our frame of reference and remember that everyone's backgrounds and life experiences are different.
- To be effective you need to keep the participants' needs at the forefront of your mind when answering questions or distributing information rather than your own interests.
- **ACTIVITY:** Think Before you Speak
- Every class is different and the different audiences we work with require the same information to be tailored thoughtfully in order to keep it interesting and relevant
- **ACTIVITY:** Tailor it to your Audience

## FOCUS ON BEHAVIORS

- Focus on skills that participants can use instead of trying to teach facts you think participants should know
- A skills-based approach ensures that participants are able to implement specific, sustainable behaviors as they go about their lives
- Always try to identify ways you can make the information more interactive
- **ACTIVITY:** Connecting the Dots or **ACTIVITY:** Nutrition Demo

# SAMPLE OUTLINE: SHARE CULINARY INFORMATION

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## TRAINING GOAL

To practice sharing important culinary info in interactive, relevant and safe ways.

## INTRODUCE THE TRAINING

- As the culinary instructor, it is far more important that you can teach someone new skills than it is that you can personally make great food
- Class participants come to us with wide array of cooking skills or lack thereof.
- Empower the participants to do the preparation and cooking. Class time is when they get to practice so that when they try to make these dishes at home they are successful. Demonstrate how things should be cut or cooked but then step back and offer guidance and support.

## GO BEYOND THE RECIPE

- It is just as important for a Cooking Matters culinary instructor to know how to facilitate conversations about cooking as it is for them to know proper cooking techniques.
  - Familiarizing yourself with our cost-effective healthy recipes and be prepared to talk about substituting ingredients, alternative cooking methods, and best practices for safety and efficiency
- **ACTIVITY:** Preparing For Kitchen Conversations

## MODEL CLEAN AND SAFE COOKING

- It's very different to cut something in your own kitchen and to cut something when other people are watching you do it and listening to what you are saying as you do it. Practice!
  - Take every opportunity to model best practices for knife handling, sanitation, etc.
  - Be sure participants can always see what you're doing (i.e. don't place a bowl in front of your cutting board)
- **ACTIVITY:** Slicing and Dicing



# ACTIVITY BANK

- 15 **Connect with Your Audience**  
Connect with Your Audience handout
- 17 **Cooking Activity**
- 18 **Creating a Class Timeline**  
Creating a Class Timeline handout
- 20 **Distribution of Cooking Tasks**  
Distribution of Cooking Tasks handout
- 22 **Do I Answer That**  
Question Flowchart
- 24 **How Would You Talk About. . . .**  
Participant Question deck
- 32 **Kitchen Conversations**
- 33 **Making Handouts Interactive**
- 34 **Meal Makeover**
- 35 **Menu Planning Activity**
- 36 **Nutrition Activity**
- 37 **Open-Ended Questions**
- 38 **Putting It All Together**
- 39 **Slicing, Dicing, and Mincing—Oh My!**
- 40 **Tailor it to Your Audience**  
Different Audiences deck
- 42 **Think Before You Speak**  
Think Before You Speak deck  
Think Before You Speak handout
- 45 **Transforming Closed-Ended Questions**  
Transforming Closed-Ended Questions handout
- 47 **What Would You Do If. . . .**  
What Would You Do If. . . .deck  
Practice Troubleshooting



# CONNECT WITH YOUR AUDIENCE

## OBJECTIVE

Connect with Your Audience; Sharing Information

## ESTIMATED TIME

15 minutes

## MATERIALS

- ☐ Connect with Your Audience handout
- ☐ Pens

## TIP

If you have a larger group, split volunteers into small groups and have them work together.

## DURING TRAINING

1. Explain that the core content of all Cooking Matters courses is consistent (the lesson objectives for each curriculum are based on *MyPlate* and the dietary guidelines). How the information is presented, however, can and may need to change depending on the audience.
2. Distribute the Connect with Your Audience handout.
3. Model the objective by using an example such as “Importance of Eating Breakfast” and briefly show how you would tailor the information to teens, parents, kids and adults.
4. Ask volunteers to reflect on how they could best present the three topics to the different audiences and to jot down some ideas. Remind them to use the five prompting questions to inform their responses.
5. Have each volunteer share about the process of having to tailor their information to the different audiences. Note: the objective is not to critique the accuracy of the information shared, but is about the process of tailoring information to a particular audience.

# CONNECT WITH YOUR AUDIENCE

Because all of our curricula are based on MyPlate and the dietary guidelines, the lesson objectives for each course are very similar. However, how that information is presented to the various audiences may need to be adjusted so that the information is relevant to them.

## INSTRUCTIONS

Use the chart below to think about what modifications might be necessary when sharing information with different audiences. Consider the following:

- Are you sharing the information by using terms that they could relay to others? (i.e., after hearing your explanation about the importance of fiber, can a parent explain to her teenager why fiber is important?)
- Are you talking to the decision-maker (i.e., telling a kid to buy whole wheat bread probably isn't helpful since they don't do the shopping)?
- Is there a visual aid or prop that could reinforce comprehension?
- Would sharing this information via a handout or activity be a good alternative?
- What would be appropriate questions to ask to start a discussion?

	WHY ARE WHOLE GRAINS IMPORTANT?	HOW CAN YOU MAKE HEALTHY FOOD CHOICES OUTSIDE OF YOUR HOME?	HOW CAN YOU INCORPORATE MORE FOOD GROUPS INTO YOUR MEALS?
ADULTS			
KIDS			
TEENS			
PARENTS			



## OBJECTIVE

Sharing Information

## ESTIMATED TIME

25 minutes

## SUGGESTED RECIPES

Mango Salsa, Tomato Salsa, Northwest Apple Salad, Fruit Salad, Tabbouleh

## HANDOUTS

Recipes; How to Read a Cooking Matters Recipe; Kitchen Safety Basics (from curricula)

## MATERIALS

- ☐ Copies of the recipe
- ☐ Cutting boards
- ☐ Measuring spoons
- ☐ Bowls
- ☐ Sharp knives
- ☐ Paper plates
- ☐ Recipe ingredients

## VARIATION

As you work through the recipe, model a few “below Gold Standard” behaviors (ex: place a bowl in front of your cutting board, leave your knife pointing off the table, touch your hair and then continue to work with food, etc.). Ask the volunteers to identify what you did wrong.

## IN ADVANCE

1. Choose one of the cooking activities from the curriculum. Review the recipe you are using and gather any materials and food you will need to make the recipe you chose.
2. Wash all produce.
3. Set up cutting boards and knives.
4. Make copies of any recipes and handouts needed.
5. Review the Gold Standards, specifically the standards for curricula content and material and content delivery.

## DURING TRAINING

1. Begin with an open-ended question related to the recipe you chose, such as “What do you notice about these ingredients and how they relate to MyPlate?” Whenever possible, model various techniques of Gold Standard content delivery such as facilitated dialogue, open-ended questions, pros/cons, and learner-centered facilitation (i.e. “What are some pros of cooking at home? What might be challenging about this?”) as you facilitate the activity with them.
2. Lead volunteers through one of the simple suggested recipes. First, demonstrate proper knife skills. Show participants how to cut all items before you hand out the items to them. Distribute tasks to volunteers the same way you would distribute them to participants. Give volunteers a chance to practice chopping properly or making round items flat. Give gentle feedback if they are using the knife incorrectly.
3. At the end of the activity, simulate “menus and choices” by telling volunteers that class participants receive a bag of groceries with all the ingredients to make the recipe they made in class, but that they can also make other recipes with them. (i.e. “Can anyone think of a different meal you could make with these ingredients?”).
4. Following the activity, spend 10 minutes discussing the experience.
  - Ask the volunteers what surprised them about the lesson and/or what they think worked well.
  - Invite volunteers to offer ideas about what they would do differently or what they might find challenging if they were facilitating the activity during an actual class.

# CREATING A CLASS TIMELINE

## OBJECTIVE

Classroom Management

## ESTIMATED TIME

20 minutes

## SUGGESTED LESSON

Week 2, Cooking Matters for Adults

## SUGGESTED RECIPES

- ☐ Quesadillas & Mango Salsa
- ☐ Pasta with Roasted Vegetables & Pineapple Carrot Muffins

## MATERIALS

- ☐ Curricula
- ☐ Pens

## VARIATION

Use the “Creating A Class Timeline” handout instead of choosing your own lesson components.

## TIP

You can use Lesson Previews instead of the entire curricula for a quick view of the material.

## IN ADVANCE

1. Choose a selection of recipes for which to create class timelines.
2. Make copies of chosen recipes.

## DURING TRAINING

1. Show volunteers that each lesson starts with objectives, suggested recipes, and a suggested timeline. Tell the volunteers that having a detailed class timeline is one of the keys to managing a successful class.
2. Ask the volunteers what might be some factors that would impact how you organize the class flow.
3. Break volunteers into pairs or small groups. Provide each pair/group with an instructor guide.
4. Explain that each group will be drafting a class timeline. They will need to assess the suggested timeline and recipes chosen in advance and develop their recommendation for how to structure class.
5. Give pair/group five minutes to determine how to plan the class.
6. Ask each pair to report out and share how they planned their class timelines.

# CREATING A CLASS TIMELINE

Each Cooking Matters curriculum suggests an outline for each class session. Sometimes these outlines work perfectly for your group of participants, their interests, and the time and space available for a given class. Other times, you may need to adjust your timeline.

## Instructions

Review the suggested class outline from the curricula and two examples of how this outline was modified, and then answer the following questions:

1. When might you choose to break down the outline more specifically, such as examples #1 and #2, as opposed to the more broad “Nutrition” and “Cooking and Food Safety”?
2. In example #1, why might you choose to discuss food safety first?
3. Why would you want to start cooking first thing in example #2?
4. Why might you give more or less time to a specific nutrition topic?
5. What recipes would work well for the outline suggested in the curricula?

## Class outline suggested in the curricula

- Introduction (5 minutes)
- Nutrition (40 minutes)
- Cooking and Food Safety: (55 minutes)
- Eating (20 minutes)

## Example #1

- Introduction (10 minutes)
- Food Safety (10 minutes)
- Cooking: Cranberry Coleslaw (15 minutes) Sweet potato fries (10 minutes)
- Cooking: simultaneously, two assembly lines - Baked Flaked Chicken & Baked Flaked Fish (25 minutes)
- Nutrition: protein (15 minutes) fats (20 minutes)
- Eating together (15 minutes)

## Example #2

- Introduction (10 minutes)
- Cooking: Turkey Chili (20 minutes) Cornbread (15 minutes) Peanut Butter Oatmeal cookies (15 minutes)
- Food Safety discussion (10 minutes)
- Nutrition: Proteins (20 minutes) and Identifying three types of fats (15 minutes)
- Eating (15 minutes)

## Some factors that might influence how you organize a lesson

- Number of recipes and cooking/cooling time of any of the foods
- Attention span of the participants
- Time of day the class is held relative to typical meal times
- Limitations on when you can access the kitchen space during your class

# DISTRIBUTION OF COOKING TASKS



## OBJECTIVE

Classroom Management

## ESTIMATED TIME

35 minutes

## HANDOUT

Distribution of Cooking Tasks

## SUGGESTED RECIPES TO PAIR

- ☐ Black Bean and Veggie Quesadillas & Mango Salsa
- ☐ Asian Vegetable Stir-Fry and Pineapple Carrot Muffins
- ☐ Yogurt Parfaits, Granola, and Frittata
- ☐ Baked Flaked Chicken, Apple Crisp, and Sweet Potato Fries

## DURING TRAINING

1. Introduce the activity by explaining that how tasks are distributed to participants during the cooking portion of class is critical to how successful the recipes will be and how confident the participants will feel about making them at home.
2. Break volunteers into pairs or small groups. Explain that each group will be planning a 55-minute cooking lesson. To plan for their lesson, they need to determine how to balance instruction and participation and how to distribute tasks to ensure equal and concurrent participation among participants.
3. Direct volunteers to complete the Distribution of Cooking Tasks handout for a standard lesson, either for adults or families. Ask each pair to share how they planned their lessons.
4. Present a “whammy” that would cause the volunteers to have to change their plan at the last minute.
  - a. **Optional Variation 1:** Give each team five minutes to work on their standard lesson, then toss one of the alternative scenarios at them so that they have to change plans mid-stream.
  - b. **Optional Variation 2:** After one team shares their standard lesson plan, toss out an alternative scenario and have the whole group work together to modify the standard plan

## WHAMMIES

- You thought you would have 10 participants, but now you have 16. How do you adjust your plan?
- The nutrition conversation took longer than planned and you now only have 35 minutes to cook. Do you divide tasks differently to fit everything in? Do you ask the assistant to make one of the dishes “off-stage”?
- You have to use two separate tables for everyone to have enough workspace. How do you keep track of everyone’s work? How do you ensure that all of the participants know what their classmates are doing?





## SCENARIO #1

You are in an **Adults** class that runs from 10:00 AM to 12:00 PM, with the cooking portion scheduled to take place from 10:45 to 11:40. You need to make the two or three recipes in front of you. Create a plan for how you will lead the participants through preparation of these recipes. Be sure your plan addresses the following:

- The order in which the recipes will be prepared
- Any time the instructor needs to demonstrate how they want the ingredients cut and/or prepared
- The amount of time needed for everything to be prepped, cooked, and sufficiently cooled
- How many participants can/will work on each step of each recipe
- Strategies to ensure participants aren't idle between tasks
- How to incorporate food safety and appropriate sanitation

## SCENARIO #2

You are in a **Families** class that runs from 10:00 AM to 12:00 PM, with the cooking portion scheduled to take place from 10:45 to 11:40. You need to make the two or three recipes in front of you. Create a plan for how you will lead the participants through preparation of these recipes. Be sure your plan addresses the following:

- The order in which the recipes will be prepared
- Any time the instructor needs to demonstrate how they want the ingredients cut and/or prepared
- How you will engage both the parents and the children
- The amount of time needed for everything to be prepped, cooked, and sufficiently cooled
- How many participants can/will work on each step of each recipe
- Strategies to ensure participants aren't idle between tasks
- How to incorporate food safety and appropriate sanitation

# DO I ANSWER THAT?

## OBJECTIVE

Learner-Centered Classroom; Sharing Information

## ESTIMATED TIME

15 minutes

## HANDOUTS

Participant Question Deck; Question Flowchart

## TIP

Remind volunteers that we can and should refer class participants to their healthcare providers, etc. to answer some of their questions.

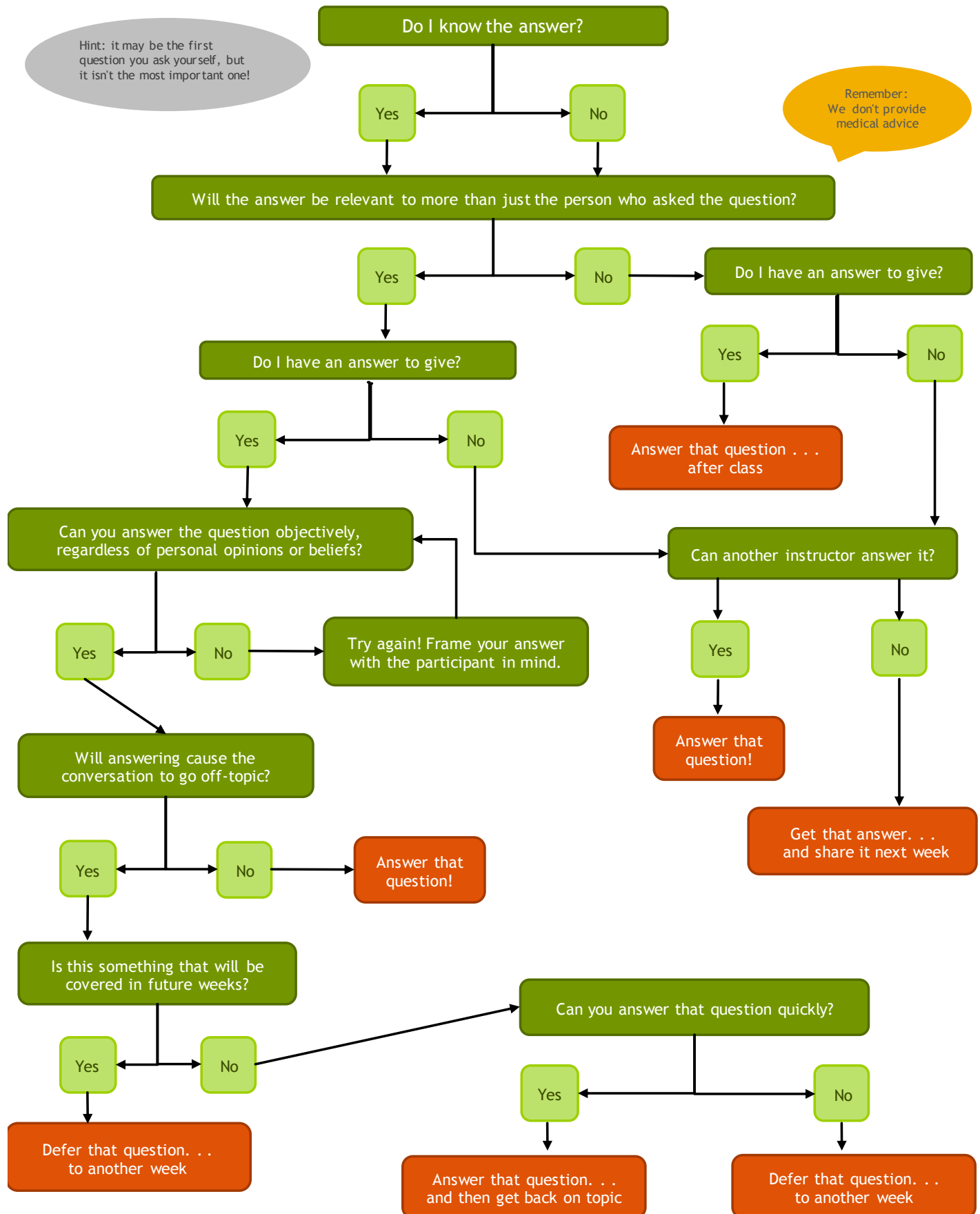
## DURING TRAINING

1. Explain that participants ask a wide variety of questions throughout Cooking Matters programming. Although the instinct is to provide an answer, there are some questions that shouldn't be answered during class time for a variety of reasons. For example, someone might ask a question that is completely off-topic or will be covered in later weeks.
2. Distribute the Question Flowchart to the volunteers and give them a minute to review it. Explain that when asked a question, volunteers should pause and consider several factors before answering.
3. Hand out a few cards from the Participant Question Deck to individuals or small groups.
4. Have each volunteer read the question, reference the flowchart, and share how they would respond to the question.
5. Encourage other volunteers to add their thoughts on whether or not someone made the right call in choosing to answer (or not answer) their given question. Offer your feedback, as needed, on the appropriateness of the volunteers' responses.

# Should I Answer That Question?

Hint: it may be the first question you ask yourself, but it isn't the most important one!

Remember:  
We don't provide  
medical advice



# HOW WOULD YOU TALK ABOUT. . .

## OBJECTIVE

Sharing Information

## ESTIMATED TIME

25 minutes

## MATERIALS

Participant Question Deck

## VARIATIONS

- Advanced training for current volunteers: Work through the Advanced Question cards.
- Team teaching: Pair two complementary cards together (ex. protein and temperature danger zone) and have a culinary and nutrition instructor team provide a shared answer.

## TIP

Don't worry about critiquing the actual answers. This is more about the practice than the actual content.

## IN ADVANCE

Print the sets of General Questions from the Participant Question Deck.

## DURING TRAINING

1. Introduce this activity by explaining that it is designed to help volunteers practice sharing Cooking Matters content in a group setting.
2. Explain that each person will receive a card face down that they are not allowed to look at until it is his or her turn to speak. The card will have a question that a participant might ask and the volunteer has 30 to 60 seconds to give an answer.
3. Explain that knowing how to provide an answer in a succinct way, relative to the audience, is extremely important.
4. Go around the room, either having people volunteer to answer the question they got or calling on people one at a time.
5. After everyone has taken a turn, consider starting conversations using the following prompts:
  - In what ways was this challenging for you?
  - Why do you think it is valuable to practice saying this information out loud?
6. Encourage volunteers to incorporate the exercise of talking through content out loud into their weekly class preparations.

## General Questions for Culinary Instructors



Cooking takes so long! What can I do to make it easier?



What do you do when you need to defrost something quickly?



Do you have to follow a recipe exactly?



I know you shouldn't let food sit out on the counter for too long, but is it safe to put hot food in the fridge?



Should I wash my chicken with lemon/lime/vinegar to kill the bacteria?



I've been defrosting my meat on my counter for years and I'm fine- so why is it bad to do?



Is it bad for me to use the same cutting board for meat and for vegetables?



My kids won't eat vegetables. What do I do?



## General Questions for Nutrition Instructors



Why is eating whole grains  
important?



Is brown sugar better for you  
than white sugar?



Does fresh produce have  
more nutrients than canned  
or frozen produce?



What am I supposed to look  
for on the Nutrition Facts  
panel?



Why do I need to eat if I'm  
not hungry in the morning?



I'm/my family is never going  
to eat brown rice. Is that  
okay?



I don't drink milk. What  
should I have instead for  
calcium?



What's better: butter,  
margarine, or other types of  
spreads?





General Questions  
for Anyone

Is organic food better for  
you?

Why is cooking at home  
such a good idea?

What is a unit price?

Why do I have to eat foods  
from each food group?

Everyone is so picky that we  
always have to make at least  
two different meals for  
dinner. What can I do?

I'm too busy to exercise.  
Does chasing my kid/dog  
around all day count?

What's the difference  
between a sell by, use by,  
best by, and expiration date?

Does shopping with a list  
really save money?

Is diet soda an okay  
substitute for regular soda?

## Advanced Questions for Culinary Instructors



How do I get my kids involved in the kitchen?



I make the same few meals over and over. What can I do to make dinner more interesting?



Why is measuring so important and what is the right way to do it?



How can I make food taste good without salt?



What sort of oil should I cook with?



Stuff is always freezing in my fridge. What temperature should my fridge be at?



How do you know meat is cooked enough?



How long can something be stored in the freezer?



Advanced Questions for  
Nutrition Instructors



Can you get fiber from  
anything other than whole  
grains?



If some fats are healthy, why  
are there so many things for  
sale that are low fat?



What's the difference  
between soluble and  
insoluble fiber?



If I find a non-whole  
grain bread with as much  
fiber as one with whole  
grain is that as good?



Is it okay for me to eat  
chicken every day?



What's the difference  
between poly- and mono-  
unsaturated fat?



How much exercise are we  
supposed to get?



Is it possible to get too much  
fiber? What will happen?



I don't like water. Does  
coffee or juice count? How  
about those flavored waters  
with vitamins?



Tricky Questions	Why is there no percent daily value for sugar or protein?
If we are supposed to cook meat and fish to certain temperatures, is it bad to eat sushi and rare meat?	Won't I kill bacteria when I cook the meat anyway? So why does it matter how long I let it sit out?
Will artificial sweeteners give me cancer?	I've heard there is a lot of mercury in fish, is it bad to eat?
Is it healthier to eat a vegetarian diet?	Why would we want to eat seasonal or local foods if everything is available year round at the store?
Is almond milk better for you than regular milk?	What does GMO mean?

## Advanced Questions for Anyone

Can you trust the information  
on a food package?

I/my family doesn't like  
leftovers. What can I do?

Should I buy/ask my parents  
to buy organic food?

Are the percentages on the  
Nutrition Facts panel  
supposed to equal 100%?

Fresh fish is so expensive.  
Is frozen okay?

Are store brands worse than  
name brands?

Is it bad to eat snacks?



## OBJECTIVE

Sharing Information;  
Classroom Management

## ESTIMATED TIME

25 minutes

## SUGGESTED RECIPES

Northwest Apple Salad,  
Asian Noodles with  
Peanut Butter Sauce,  
Smoothies, Hearty Egg  
Burritos, Mango Salsa,  
The Works Pizza, Tex-  
Mex Skillet, Chinese  
Veggies and Rice

## MATERIALS

- Printed copies of the recipes

## DURING TRAINING

1. Explain that every cooking session comes with simultaneous challenges: making a recipe taste great; occasionally working with missing or substituted ingredients; engaging participants in a meaningful conversation while cooking; and making sure everyone's fingers remain intact. Flexibility and quick thinking are essential in the moment, but practicing some different scenarios prior to teaching a recipe will make all the difference in being prepared.
2. Have volunteers pick a recipe and give them a minute to familiarize themselves with the ingredients, instructions, and chef tips.
3. Explain that you are going to go around the room and ask each volunteer a different question. They should tell the group what recipe they have and then answer the question (repeat questions if necessary).
  - Which ingredients on your list might be a challenge to shop for? What could you do to prepare? (i.e., when making mango salsa, you need ripe mangos which may not be available the day of class)
  - Are there any potential allergens in this recipe? How can you adapt around that? (i.e., nuts in apple salad can be substituted with sunflower seeds or celery)
  - Oh no! We forgot the third ingredient. How can you still make the dish?
  - Is there any other ingredient that could be added to this dish to make it more interesting, healthier, or tastier?
  - How could you adapt the recipe if you didn't have a stove or oven?
  - What is an open-ended question you can ask while preparing this recipe?
  - What is a tip or technique you can share to make the preparation of this recipe faster and easier?
  - Thinking about meal planning, how can you use some of these ingredients in another recipe?
4. Debrief by asking volunteers to give feedback on others' approaches to accommodating the change or offering new tips.

# MAKING HANDOUTS INTERACTIVE

## OBJECTIVE

Learner-Centered Classroom; Sharing Information; Connect with Your Audience

## ESTIMATED TIME

15 minutes

## HANDOUTS

Great Whole Grains; Know Your Fats; Breakfast Trios; Counting Up Calcium

## MATERIALS

- ☐ Curricula
- ☐ Copies of handouts

## VARIATION

Have the volunteers assess activities from the curriculum such as Blubber Burger, Sugar Overload, and Putting Fruits and Vegetables to the Test. Think about different ways to use the activity based on time constraints, etc.

## DURING TRAINING

1. Explain that every nutrition lesson comes with a big challenge: how to share the information in a way that is relevant, interesting, engaging, and applicable. Taking the time to assess Cooking Matters handouts to understand how to make the lesson more interactive and interesting will make all the difference in being prepared.
2. Have volunteers work in pairs (or small groups) and provide each pair with one handout.
3. Ask the volunteers to reflect on the following as it pertains to the handouts:
  - a. How would using this handout help you engage the participants so that they understand the concept and how to apply it to their lives?
  - b. How could you incorporate any props or visual aids to make it more interesting?
  - c. What open-ended question could you ask to encourage participant involvement?
5. Have each group share their handout and explain how they would use it in class in an interactive and interesting way.
6. Invite volunteers to offer additional suggestions for how to make any of the materials more interactive.





## OBJECTIVE

Sharing Information

## ESTIMATED TIME

25 minutes

## MATERIALS

- ☐ Printed copies of the recipes
- ☐ Pens and paper
- ☐ Lighten Up Handout (from Adults and Parents curricula)

## VARIATIONS

- ☐ In advance, purchase groceries for the Cooking Matters version of one of the recipes in your collection. Extend the time of the activity, as needed, to prepare the healthier dish and facilitate a conversation among the volunteers about what other changes could be made.
- ☐ Give volunteers stricter parameters in which to work (i.e., tell them they need to make over the dish so that it is lower in sodium, or so that it is diabetes-friendly).

## IN ADVANCE

Collect “decadent” recipes for popular dishes, such as ones that are less healthy versions of Cooking Matters recipes, like Baked Flaked Chicken, Stove Top Macaroni and Cheese, Chocolate Cake, and Turkey Tacos with Vegetables. (Note: When choosing the “decadent” versions, look for recipes that are high in sodium, high in saturated fat, or use ingredients such as full-fat dairy products, etc.)

## DURING TRAINING

1. Explain that a lot of families have recipes that they love and they want to know how to make the recipes healthier, as well as learn new recipes. This activity will give the volunteers a chance to think through how to make popular recipes more nutritious.
2. Give instructions
  - Ask volunteers to find a partner and choose a recipe from the samples you collected.
  - Explain to each team that they will work together to “make over” the chosen recipe to create a healthier alternative. This may include changing some ingredients, changing the cooking method, or both.
3. Give teams 15 minutes to work on making over the dish.
4. When time is up, ask each team to share their revised dish. Encourage other teams to share additional ideas for how the original recipe could be adjusted.

# MENU PLANNING ACTIVITY

## OBJECTIVE

Learner-Centered Classroom; Sharing Information

## ESTIMATED TIME

20 minutes

## SUGGESTED HANDOUTS

- ☐ Create a Meal on Sale
- ☐ Menu Planning Basics
- ☐ \$10 or Less

## MATERIALS

- ☐ Weekly circulars
- ☐ Coupons from a variety of local grocery stores

## IN ADVANCE

1. Choose one of the menu planning activities from the curriculum. Review the menu planning activity you have chosen and gather any materials you will need (i.e. coupons and supermarket circulars).
2. Make copies of any handouts needed for the activity.
3. Review the Gold Standards, specifically the standard for content delivery.

## DURING TRAINING

1. Begin with an open-ended question related to the activity you chose, such as “How do you decide what to feed your family for dinner each day?”
2. Distribute activity materials to volunteers the same way you would distribute them to participants. Whenever possible, model various techniques of Gold Standard content delivery such as facilitated dialogue, open-ended questions, pros/cons, and learner-centered facilitation (i.e. “What are some pros of planning meals based on what is on sale? What might be challenging about this?”) as you facilitate the activity with them.
3. At the end of the activity, simulate “menus and choices” by having volunteers suggest 2 or 3 ideas based on the discussion for the participants to contemplate applying to their lives. Think of how they will challenge participants to take one of the ideas and try it for a week. (i.e. “If you eat dinner out 3 nights a week, consider cutting back to 2 nights and substitute a healthy home-cooked meal”).
4. Following the activity, spend 10 minutes discussing the experience.
  - Ask the volunteers what surprised them about the lesson and/or what they think worked well.
  - Invite volunteers to offer ideas about what they would do differently or what they might find challenging if they were facilitating the activity during an actual class.

# NUTRITION ACTIVITY

## OBJECTIVE

Learner-Centered Classroom; Sharing Information

## ESTIMATED TIME

25 minutes

## SUGGESTED ACTIVITIES

Sugar Overload, Blubber Burger, Putting Whole Grains to the Test, Putting Fruits and Vegetables to the Test

## MATERIALS

- Printed copies of the activity
- All supplies required for the activity

## IN ADVANCE

1. Choose one of the nutrition activities from the curriculum. Review the activity you are using and gather any materials you will need (e.g., for Sugar Overload you need empty cans of soda; white sugar; cups; spoons).
2. Make copies of any handouts needed for the activity.
3. Review the Gold Standards, specifically the standard for content delivery.

## DURING TRAINING

1. Begin with an open-ended question related to the activity you chose (e.g., for Sugar Overload, ask “What types of beverages do you usually drink during the day?”).
2. Distribute activity materials to volunteers the same way you would distribute them to participants. Whenever possible, model various techniques of Gold Standard content delivery such as facilitated dialogue, open-ended questions, pros/cons, and learner-centered facilitation (e.g., “What are some pros of reducing the amount of sugar in your family’s diet? What might be challenging about this?”) as you facilitate the activity with them.
3. At the end of the activity, simulate “menus and choices” by having volunteers suggest 2 or 3 ideas they would present to participants to contemplate applying to their lives. Discuss how to challenge everyone to take one of the ideas and try it for a week (e.g., “If you drink three cans of soda each day, consider cutting one out and substituting water”).
4. Following the activity, spend 10 minutes discussing the experience.
  - Ask the volunteers what surprised them about the lesson and/or what they think worked well.
  - Invite volunteers to offer ideas about what they would do differently or what they might find challenging if they were facilitating the activity during an actual class.

# OPEN-ENDED QUESTIONS

## OBJECTIVE

Learner-Centered  
Classroom

## ESTIMATED TIME

10 minutes

## MATERIALS

□ Stopwatches

## TIP

Before the activity, give a brief explanation of open-ended and closed questions and how they can either facilitate a dialogue or shut it down.

## DURING TRAINING

1. Ask volunteers to find a partner and tell them that one person will be the “instructor” and the other will be the “participant.” Tell them the instructor’s job is to try to ask open-ended questions to get the participant to share his or her knowledge/experience. The participant’s job is to find a way to answer as many questions as possible with one-word answers. One-word answers signify “closed” questions, such as: “Is it important to eat healthier?” (Most everyone would answer “yes” to this question.)
2. Once roles are determined, the “participant” should hold the stopwatch and push start at the beginning of the conversation. At this point, the “instructor” should begin asking open-ended questions. As long as the questions are open-ended, the participant should keep the stopwatch going. If the participant is able to answer a question using only one word, s/he should stop the stopwatch.
3. Tell the volunteers that each time a closed question is asked, they should switch roles. The volunteer who goes the longest without asking a closed question is the winner!
4. Offer the following example using “favorite foods” as the topic.
  - What is your favorite food?
  - Tell me about your favorite food.

## SUGGESTED TOPICS OF CONVERSATION

1. Childhood memories
2. Favorite vacations
3. Typical work/school day
4. Last weekend
5. Favorite foods
6. Funniest story from childhood
7. College/high school memories

*Thank you to Dr. Suzie Goodell and Natalie Cooke for developing an earlier version of this activity*



## OBJECTIVE

Classroom Management;  
Learner-Centered  
Classroom; Connect with  
Your Audience; Sharing  
Information

## ESTIMATED TIME

30 minutes

## MATERIALS

MyPlate visual; Nutrition  
Facts panel; Cooking  
Matters curriculum

## VARIATIONS

- ☐ Use any two nutrition topics you like
- ☐ Provide any handouts or activities from the curricula that correspond with the topics

## DURING TRAINING

1. Explain that MyPlate and the Nutrition Facts panel are tools that participants can use to help them make healthier choices. This activity will give volunteers the opportunity to practice delivering a short nutrition lesson about these tools that is relevant, interesting, and engaging.
2. Divide the group into two teams. Give one group the MyPlate visual and the other group the Nutrition Facts panel visual.
3. Assign each team an audience of adults, families, teens, or kids.
4. Give each team 10 minutes to put together a five-minute lesson about using their tool.
5. When time is up, each team will select one or two people to deliver the five-minute lesson to the whole group (team teaching opportunity!).
6. After both groups have taken their turns, start a conversation about the experience. Consider the following prompts:
  - a. Thinking about when you were the “presenter,” how did it feel to plan and deliver a presentation in this way?
  - b. Thinking about when you were “the audience,” did you feel that the presenting was interesting, engaging, effective?
  - c. Were there examples of how they tailored the content to their particular audience?
  - d. How effectively did they incorporate the visuals?

# SLICING, DICING, AND MINCING-OH MY!



## OBJECTIVE

Sharing Information

## ESTIMATED TIME

45 minutes

## HANDOUT

Kitchen Safety Basics

## MATERIALS

- ☐ One produce item for each volunteer (ex. onion, mango, bell pepper, cucumber, apple, sweet potato, garlic, zucchini, etc.)
- ☐ Folded scrap of paper with the name of each produce item available to cut
- ☐ Knife
- ☐ Cutting board
- ☐ Sink with soap and hot running water
- ☐ First Aid kit

## TIP

You may want to have a few cutting boards and knives available in case the one you're using gets too dirty.

## ONE WEEK PRIOR TO TRAINING

Email volunteers who will attend training and ask them to review the Kitchen Safety Basics handout and a list of the ingredients they may be asked to demonstrate cutting.

## IN ADVANCE

1. Wash all of the produce. Set up one cutting board and knife for the demonstration.
2. Ensure that you know the preferred knife cuts for the produce you have purchased for the training.

## DURING TRAINING

1. Ask volunteers to wash their hands (according to Cooking Matters instructions).
2. Introduce the four Cooking Matters tips for Using Knives Safely in the Kitchen Safety Basics handout. Remind volunteers that being able to cut something correctly and efficiently is a very different thing than being able to talk about how you are using a knife while you are doing it. Practice is critical!
3. Ask for a volunteer to go first and have them draw the name of one of the ingredients.
4. Give the volunteer 1-2 minutes to demonstrate to the group how to cut that item. Remember, the volunteer should address the audience as if they were participants and should model good knife skills.
5. Ask the group what the volunteer did well (take 1-3 comments) and what they could have done to improve their demonstration (take 1-3 comments).
6. Repeat until every volunteer has the chance to demonstrate his or her knife skills.

# TAILOR IT TO YOUR AUDIENCE

## OBJECTIVE

Connect with Your Audience

## ESTIMATED TIME

25 minutes

## VARIATION

Have each team choose two audience cards and one participant question card. This will help to demonstrate the degree to which their response/approach may differ, depending on their audience. Ask each team to share how they would deal with the question differently for the two audiences.

## IN ADVANCE

Print the Participant Questions deck and the Different Audiences deck.

## DURING TRAINING

1. Introduce this activity by explaining that one of the key components of a Gold Standard Cooking Matters course is ensuring that the classroom remains learner-centered and that information shared is relevant to the lives of the participants.
2. Ask everybody to find a partner or become part of a small team. Choose one participant question and share it with all the volunteers, then have each team choose an audience card.
3. Give each team three or four minutes to discuss how to make their response to the question relevant to their audience.
4. Encourage volunteers to use facilitated dialogue and ask open-ended questions as much as possible when thinking through possible responses to the question.
5. Have each team share their approach with the group. Repeat by drawing a new question and having the teams draw a new audience, for as long as time allows.



Moms whose children are very picky eaters	Mothers and fathers who recently emigrated from another country
Participants who say healthy food is always too expensive	Participants who only cook for themselves
Eight-year-olds	Teen parent
Seventeen-year-olds	Moms of young children
Parents who have teenagers	Adults who have diabetes

# THINK BEFORE YOU SPEAK

## OBJECTIVE

Connect with Your Audience; Learner-Centered Classroom

## ESTIMATED TIME

20 minutes

## MATERIALS

Think Before You Speak deck

## VARIATION

Use the Think Before You Speak handout and have people work in pairs and small groups.

## IN ADVANCE

Print the Think Before You Speak deck.

## DURING TRAINING

1. Explain that this activity is designed to help volunteers be more aware of how they phrase comments and suggestions in class. Cooking Matters volunteers and staff often come from different communities and social backgrounds than our class participants. Sometimes because of these differences, miscommunications can occur in class. Share that all of the statements on the cards are actual examples of things that have been said during Cooking Matters programming.
2. Have volunteers work in pairs.
3. Give each pair a card from the deck. (Facilitator note: Depending on the number of participants in your training, you might have each pair take multiple statements to review/discuss).
4. Give volunteers five minutes to discuss each statement using the following questions:
  - What might be the intention behind the statement?
  - Why might the statement be harmful to the participants or their learning?
5. Bring the volunteers back together and ask each pair to share one (or more, depending on time) of the statements they discussed.
6. After each group presents, ask: Are there other strategies or approaches to that scenario that could be considered?
7. After all groups have presented at least one scenario, debrief the activity by asking the following:
  - Why is thinking before you speak important to building a learner-centered classroom?
  - What are effective strategies for diffusing challenging situations in the classroom?

Thank you to Solid Ground for creating an earlier version of this activity.

**How many children do you have? Wow! How old are you?**

**I only buy organic produce.**

**What is your favorite Christmas food?**

**This would taste really good with rum in it.**

**French fries aren't a good food choice.**

**People should make their own bread. It's so much cheaper and better for you.**

**I would never feed my children fast food.**

**I only buy almond butter, never peanut butter.**

**Have you ever used the pre-made pizza dough from Whole Foods?**

**You must know how to make tofu taste good (directed at an Asian person).**

# THINK BEFORE YOU SPEAK

Cooking Matters volunteers and staff often come from different communities and social backgrounds than our class participants. Sometimes because of these differences, miscommunications can occur in class. The chart below contains examples of statements or questions that were said during a Cooking Matters class.

## INSTRUCTIONS

Take a few minutes to reflect on what was said and why it wasn't appropriate.

WHAT WAS SAID	WHY IT WASN'T APPROPRIATE
How many children do you have? Wow! How old are you?	
What is your favorite Christmas food?	
French fries aren't a good food choice.	
I would never feed my children fast food.	
Have you ever used the pre-made pizza dough from Whole Foods?	
I only buy organic produce.	
This would taste really good with rum in it.	
People should make their own bread. It's so much cheaper and better for you.	
You must know how to make tofu taste good (directed at an Asian person).	

# THINK BEFORE YOU SPEAK

WHAT WAS SAID	WHY IT WASN'T APPROPRIATE
<b>How many children do you have? Wow! How old are you?</b>	This implies a judgment about what an appropriate age is to be having children.
<b>What is your favorite Christmas food?</b>	This could be alienating for someone who does not celebrate Christmas.
<b>French fries aren't a good food choice.</b>	There is no such thing as a bad food! Everything is ok in moderation, and even foods we consider unhealthy can be part of a healthy diet, as long as they are not overused.
<b>I would never feed my children fast food.</b>	This statement criticizes someone's choices by comparing it to someone else's beliefs and choices.
<b>Have you ever used the pre-made pizza dough from Whole Foods?</b>	These stores are typically located in wealthier neighborhoods making them inaccessible to many participants because of cost.
<b>I only buy organic produce.</b>	Organic food is not available at all stores, and is more often available at higher-priced stores that are more often located in wealthier neighborhoods.
<b>This would taste really good with rum in it.</b>	Some cultures do not allow alcohol, so this discussion can be alienating or offensive. Participants may be struggling with issues of alcohol abuse, which can make the topic difficult. Even if there is no one to whom it is offensive, talking about alcohol is off-topic and takes away from the purpose of the class.
<b>People should make their own bread. It's so much cheaper and better for you.</b>	This assumes someone has the time and resources to make their own bread and passes judgment on those who don't make that choice.
<b>You must know how to make tofu taste good (directed at an Asian person).</b>	This is an assumption about a participant based on their race or ethnicity.

# TRANSFORMING CLOSED-ENDED QUESTIONS

## OBJECTIVE

Learner-Centered  
Classroom

## ESTIMATED TIME

15 minutes

## HANDOUT

Transforming Closed-  
Ended Questions handout

## MATERIALS

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## DURING TRAINING

1. Distribute the Transforming Closed-Ended Questions handout.
2. Review the handout and share key strategies to help ask open-ended questions:
  - a. Wait for a response to your questions. It is important to wait for five seconds after you ask a question. This gives participants an opportunity to reflect and formulate a response.
  - b. Don't steal learning from the participants. Asking open-ended questions allows learners to make information personal and relevant.
  - c. Remember that open-ended questions are not always appropriate. Sometimes it's better to either provide information, or ask closed-ended questions to solicit the information you need. (i.e. At what internal temperature is it safe to eat chicken?)
  - d. Ask volunteers to share their own strategies for asking open-ended questions and have their classmates comment on whether those strategies would work for them or not.
3. Give volunteers five minutes to work with their neighbor and complete the questions provided in the Transforming Closed-Ended Questions handout.
4. After five minutes, ask volunteer pairs to share the open-ended questions they came up with.
5. Ask: What was easy about creating open-ended questions? What was challenging?

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# TRANSFORMING CLOSED-ENDED QUESTIONS

## INSTRUCTIONS

The closed-ended questions on the left represent common topics covered in Cooking Matters curricula. They all have a “yes” or “no” answer and don’t generally facilitate conversation. Take five minutes to fill in the blank spaces with your own ideas for transforming these closed-ended questions into open-ended questions.

TRADITIONAL CLOSED-ENDED QUESTIONS	IDEAS FOR OPEN-ENDED QUESTIONS
Do you think low-fat or fat-free milk products are healthier than full fat?	What are the benefits to choosing low/nonfat milk products?
Have you ever heard that there are good fats and bad fats?	What concerns do you have about choosing products with trans fats?
Are you going to start drinking low/nonfat milk products?	What concerns do you have about switching your family to low/nonfat milk products?
Is there a problem with not cooking food to its safe internal temperature?	
Do you know what information is on the Nutrition Facts panel to help you make healthy choices?	
Do you ever think about food safety when you’re preparing food for your family?	
Have you heard of MyPlate? Have you seen it before?	
Can you name the five food groups?	
Are you comfortable interpreting the Nutrition Facts panel?	
Are you going to start using a food thermometer to check for safe internal temperatures?	
Are you planning to use the Nutrition Facts panel when choosing foods to eat and buy?	
Do you understand how to use a food thermometer?	
Do you think you could explain how to read a Nutrition Facts panel to a friend?	





## OBJECTIVE

Connect with Your Audience, Classroom Management

## ESTIMATED TIME

20 minutes

## HANDOUTS

Recipes; How to Read a Cooking Matters Recipe; Kitchen Safety Basics (Note: these can be found in the curricula)

## MATERIALS

- What Would You Do If... card deck

## VARIATION

Distribute the Practice Troubleshooting worksheet. Ask volunteers to complete the sheet independently or with a partner, then share their answers with the group

## IN ADVANCE

Print the What Would You Do If... card deck.

## DURING TRAINING

1. Introduce this activity by explaining that it is designed to help new instructors practice handling unexpected scenarios in their Cooking Matters classes.
2. Have each volunteer choose one or two scenarios (depending on the group size) from the deck. Ask the volunteers to work in pairs to discuss how they might handle the situation.
3. Invite volunteers to take turns reading their scenarios aloud and explain how they would approach resolving the issue. Prompt a discussion among the volunteers about different ways the situation could be handled. Consider starting conversations using the following prompts:
  - a. What might you do if confronted with a similar situation in class?
  - b. What sorts of resources would you need to prevent a similar situation in the future?
  - c. Can you think of any other ways someone might respond?
  - d. How could this situation have been avoided?
4. If appropriate or necessary, share the proposed Solution Suggestions from the worksheet.

**You are missing an essential ingredient.**

**Someone made a mistake when measuring and the food doesn't taste good—at all!**

**Someone shares misinformation with the class.**

**The oven doesn't work.**

**There is no refrigerator.**

**There is no hot water.**

**The fire alarm goes off.**

**Someone cuts themselves.**

**There are five minutes left in class and the food isn't ready.**

**There isn't enough food for everyone to try.**

# PRACTICE TROUBLESHOOTING

## INSTRUCTIONS

Take a few minutes to consider how you'd react, as an instructor, to the following scenarios. Then, review Cooking Matters' suggested way to tackle the situation.

SCENARIO	YOUR RESPONSE
What would you do if someone forgot to bring an essential ingredient to class?	
What would you do if the dialogue gets off track during a discussion?	
What would you do if the oven doesn't work?	
What would you do if a participant is sharing incorrect information?	
What would you do if there are five minutes left in class and the food isn't ready?	
What would you do if there are five minutes left in class and you haven't covered all of the content from the lesson plan?	
What would you do if the food did not turn out correctly?	
What would you do if a participant cuts his or her hand and needs only a band aid?	
What would you do if a participant cuts his or her hand and needs to go to the hospital?	
What would you do if none of the participants will try the food?	
What would you do if a participant has dietary restrictions that were not shared before class? For example, what if a participant eats only Halal meats or is a vegan or has a specific food allergy?	
What would you do if the knives are not working very well, or if they are missing entirely?	

# PRACTICE TROUBLESHOOTING

Now, test how your answers compare with the possible answer below

SCENARIO	YOUR RESPONSE
<b>What would you do if someone forgot to bring an essential ingredient to class?</b>	Use this as an opportunity to talk about making substitutions and improvising when cooking.
<b>What would you do if the dialogue gets off track during a discussion?</b>	If the information being shared is relevant to your learner's experiences with nutrition or food safety, budgeting or cooking, you may wish to simply let it happen, knowing that it's relevant and important to your participants! However, if the conversation is too far off track, you could use a "bike rack" to acknowledge and remember to revisit ideas or questions. Or you could make a time-check announcement and remind learners about core objectives.
<b>What would you do if the oven doesn't work?</b>	To prevent this issue before it becomes a problem, remember to always pre-heat the oven when you get to class. Even if the oven worked correctly the previous week, you don't want to discover it is broken midway through class. However, if the oven doesn't work, don't stress – just use another cooking method, such as cooking the ratatouille in a skillet rather than roasting it in the oven. And use this as an opportunity to talk about substitutions and improvisation!
<b>What would you do if a participant is sharing incorrect information?</b>	You can thank the speaker for his or her contribution, and gently correct it by summarizing current research or referring the idea back to the group to see if others disagree. Make sure that you emphasize the worth of the speaker's experience before correcting them or asking others about their experience.
<b>What would you do if there are five minutes left in class and the food isn't ready?</b>	Explain to the class that time ran out and ask if they are willing to stay to finish the recipe (as long as the room is available). If they're not able to stay, that's okay – they may be on strict schedules for their jobs, childcare, etc.
<b>What would you do if there are five minutes left in class and you haven't covered all of the content from the lesson plan?</b>	Explain to the class that time ran out and either move the lesson content to the next class, or, if it doesn't feel important, simply let it go.

# PRACTICE TROUBLESHOOTING

SCENARIO	YOUR RESPONSE
<b>What would you do if the food did not turn out correctly?</b>	Do not place blame on anyone. Explain what might have gone wrong, and ask participants to determine what could happen next time to improve the recipe. As always, use it as a learning experience!
<b>What would you do if a participant cuts his or her hand and needs only a band aid?</b>	You should notify the site contact, but since the injury is minor, the injured participant can clean up the cut and put on their own band aid. Make sure to sanitize their work area and tools, and do not use the food they were working with when they cut themselves. If they return to the kitchen, then they must wear a glove on their bandaged hand. This would also be a good time to review knife safety!
<b>What would you do if a participant cuts his or her hand and needs to go to the hospital?</b>	Get the site contact immediately and have the site contact take the injured participant to the hospital. Make sure to sanitize the injured participant's work area and tools, and do not use the food they were working with when they cut themselves. Check in with other participants to make sure everyone is okay, and review knife safety tips!
<b>What would you do if none of the participants will try the food?</b>	Remind the group that part of the experience of the course is trying new foods! Take a bite yourself and encourage everyone else to do the same. Have participants take a "small serving" or spoonful. Ask them what about the dish is unappealing to them. Explain to them that even specific dishes vary depending on the recipe and cooking methods. Remind everyone that the most expensive food is the food that we waste.
<b>What would you do if a participant has dietary restrictions that were not shared before class? For example, what if a participant eats only Halal meats or is a vegan or has a specific food allergy?</b>	Is it possible to modify the recipe for the week? If not, adjust the following weeks so that the person can participate. If it's a food allergy, determine how severe. For example, can they be in the same room as the food? If they cannot, do not use the food and make the recipe without the ingredient. If they can, try to make a portion of the recipe without that ingredient so that they can try it.
<b>What would you do if the knives are not working very well, or if they are missing entirely?</b>	Is there another tool that can be used (such as a grater)? If not, encourage participants to practice their knife skills anyways, even if it doesn't work perfectly and give them positive feedback for their hard work. This would be a great time to review that a sharp knife is safer and how to properly care for knives!