



Facilitator's Guide

for

Strive for Five at School!

Workshops

Supporting
Strive for Five at School!

A Guide to Promoting Fruit and Vegetables



Education
Health Promotion
and Protection



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Written by Colleen Joice, Registered Dietitian
Edited by Diane Macgregor, Communications Nova Scotia
Designed by Andy Peters
Cover photography by Deborah Nicholson and Sheila Ferguson

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1. About *Strive for Five at School!* Workshops

Welcome to the *Facilitator's Guide for Strive for Five at School! Workshops*. This guide will help you select recipes and facilitate *Strive for Five at School!* workshops in your school community. Workshops target those responsible for food preparation in schools with the goal of increasing access to, and the enjoyment of, fruit and vegetables for students.

Healthy eating helps children and youth feel good and perform better at school. It also helps reduce diet-related chronic diseases. The school setting provides a valuable opportunity to influence health through education and access to healthy food. As part of a comprehensive approach, school-based healthy eating programs can effectively increase fruit and vegetable consumption and enhance the future health and well-being of children and youth.

The Annapolis Valley Health Promoting Schools Program (AVHPSP) actively works with school communities in the Annapolis Valley Regional School Board to make the “Healthy Choice the Easy Choice” for students. The *Strive for Five at School!* Recipe Development and Workshop Project was initiated by the AVHPSP Producer/Supplier committee, who were instrumental in the development of *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools*. The guide includes a seasonal calendar for fruit and vegetables based on availability in Nova Scotia, along with a variety of recipes (see Section 3, Seasonal Fruit and Vegetable Choices, Table 1). Based on the Annapolis Valley experience, it became clear that if the recipes were to be used by those involved in school food preparation, opportunities needed to be provided for hands-on learning. As a result, workshops were offered so that a variety of fruit and vegetable recipes could be prepared and taste-tested, with the goal of increasing their use and promotion in schools. The recipes and workshops support *Healthy Eating Nova Scotia* (2005), the *Food and Nutrition Policy for Nova Scotia Public Schools* (2006), and *Eating Well with Canada's Food Guide* (2007) and encourage increased consumption and enjoyment of locally grown fruit and vegetables.

The *Facilitator's Guide for Strive for Five at School! Workshops* leads you through a process that has worked well in school communities in the Annapolis Valley. It is part of a resource that includes *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools* and *Large Quantity Recipes*. We hope that you will enjoy and use them.

2. Profile of the *Strive for Five at School!* Workshop Facilitator

As a facilitator of the *Strive for Five at School!* Workshops, you will need to draw on

- food preparation skills
- nutrition knowledge
- adult education experience

The workshop presents an opportunity for hands-on learning involving basic food preparation skills. If you are a retired family studies teacher, community college instructor, dietitian, nutritionist, or someone with experience in food service, you will likely make an effective *Strive for Five at School!* workshop facilitator. You will need to rely heavily on your own food knowledge and experiences. Your experiences, food preparation skills, and a passion for food will give you the confidence to lead and adapt the workshop. If you have a knowledge of adult education principles, this will naturally enhance participants' experiences. You will also need an understanding of basic nutrition concepts, to address nutrition issues that come up during workshop discussions.

2.1 Food Preparation Skills

The focus of the workshop is to interest school food preparation workers and volunteers in selecting and preparing recipes that highlight fruit and vegetables. The majority of school food preparation workers and volunteers come to the workshop with very little training in food preparation or food safety. Their willingness to attend demonstrates an interest in learning to safely prepare recipes that emphasize fresh and frozen fruit and vegetables as ingredients. Some participants are very receptive to changing menu selections in the schools, while others may not be as willing to try new things because of budget and time constraints. An effective facilitator will ensure that participants recognize the role and influence they can have in increasing access to and enjoyment of fruit and vegetables in the school environment.

Those attending your workshop may need to learn skills related to fruit and vegetable preparation. You will need to identify the skills required for each of the recipes and demonstrate techniques. Some basic abilities you may need to review include

- understanding of the importance of washing fruits and vegetables to remove bacteria and pesticides — thorough washing of the outside skin of all fruits and vegetables is a safe means to remove both
- knowing when a fruit is ripe or a vegetable is cooked
- preparing fruits and vegetables, such as coring an apple, pear, or cabbage; slicing a turnip; and mashing squash
- deciding what type of potato to use for baking or boiling

Before participants start to prepare assigned recipes, demonstrate techniques relevant to the fruit and vegetables being prepared that day. This provides both an organized learning opportunity and an occasion to connect with the participants as a group. Interacting with participants in this way enables participants to recognize your expertise and your ability to help them during the workshop.

For sample workshop teaching ideas, see Appendix 1. *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools* also provides information suitable for demonstrations.

2.2 Nutrition Knowledge

The workshop encourages discussions about nutrition. Each food preparation worker or volunteer will come to the workshop with a different level of nutrition knowledge. Some may naturally want to build on their knowledge, while others may be indifferent. The nutritional benefits of fruit and vegetables are important and relatively easy messages to deliver, especially in a workshop that focuses on a wide variety of locally grown fruit and vegetables.

During the workshop, highlight specific areas of nutrition related to the recipes. You can incorporate nutrition discussions into the workshop in the following ways:

- as a demonstration at the beginning of the workshop, before the participants start their individual recipes
- at the halfway point in the workshop, while the participants are completing recipes or waiting for food to cook in the oven. Ask participants to share something about their recipe with the group. A special ingredient may be recognized, such as flax flour. You could point out that flax flour is recognized as a source of omega-3 fatty acids, as well as fibre

You can find nutrition information for demonstration and discussion in Appendix 2 and in *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools*.

2.3 Adult Education Experience

An effective adult educator creates an environment where participants are encouraged to seek the information they need, share what they know, and make the effort to explore new knowledge. This approach encourages participants to explore healthier alternatives to their current methods of food preparation, menu planning, and recipe selection. Most participants have very little formal food preparation training and come to the workshop eager to learn and to try new recipes. When you are passionate about food and nutrition, respect the unique needs of participants, and are committed to helping participants learn, you create a positive learning experience. Participants who enjoy the workshop are more likely to incorporate the *Strive for Five at School!* recipes into their school menus.

Every *Strive for Five at School!* workshop brings together a group of food preparation workers with diverse abilities, experiences, personalities, preferred learning styles, and literacy skills. Your school liaison (described in section 4.1) may have insight into the capabilities of participants. This information can be useful when assigning recipes to participants and can help ensure a positive experience. During the workshop, encourage participants to share ideas with each other. This can provide additional motivation and contribute to a support network that may continue after the workshop.

See Appendix 3 for additional adult education resources, including websites and books.

3. Choosing Recipes

The Seasonal Fruit and Vegetable Choices table (Table 1) was developed in consultation with Nova Scotia producers and suppliers and is based on the 10-month school year. It encourages the use of produce that is fresh and readily available. The produce may also be less expensive, when in season, than other choices. *Strive for Five at School!* recipes were developed using the following criteria: minimal preparation time, minimal equipment requirements, affordability for students, and consistent with items of Maximum or Moderate Nutrition, as described by the *Food and Nutrition Policy for Nova Scotia Public Schools Food and Beverage Standards*.

When planning your workshop, select most of the recipes from the upcoming months on the Seasonal Fruit and Vegetable Choices table (Table 1). Refer to Table 2, Menu Categories for *Strive for Five at School!* Recipes, for more recipes to include.

Choose a variety of meal items — main courses, salads, snacks, desserts — that result in an attractive buffet for participants to prepare and sample.

The *Large Quantity Recipes* resource is a set of recipe cards that correspond to every recipe included in the Seasonal Fruit and Vegetables Choices table. The photographs in this resource feature recipes prepared by participants and were taken at previous workshops.

Use the Recipe Selection for Workshop form to record your menu, Appendix 4.

Baked Potatoes & Black-Bean Topping



Table 1 – Seasonal Fruit and Vegetable Choices

Month	Seasonal Fruit and Vegetable Choices				
SEPTEMBER	BLUEBERRIES Blueberry & Maple Scones Rhubarb & Blueberry Crumble	PLUMS Plum Good Focaccia Firecracker Plums	PEACHES Macaroon-Stuffed Peaches Sassy Salsa Peaches	CAULIFLOWER Cauliflower with Curried Carrot Dip Cauliflower 'n' Cheddar Soup	CORN Corny Bean & Rice Salad Shepherd's Pie Fresh Corn on the Cob
OCTOBER	PEARS Gingersnap Baked Pears Maple Granola Bartlett Pears	PUMPKIN Polka-Dot Pumpkin Bars Pepita Harvest Pumpkin Bread	SPINACH Spectacular Garden Squares Spanakopita Triangles	BROCCOLI Marinated Broccoli & Cauliflower Salad Creamy Broccoli & Ham Casserole	
NOVEMBER	TABLE GRAPES Frozen Grapes & Sunshine Fruit Dip Chunky Cheese & Grapes	APPLES Sautéed Maple Apple Slices Apple & Rice Confetti Salad	CELERY Super-Zesty Salmon Cakes Celery & Broccoli Soup	BEETS Harvard Beets Hard to Beet Dip	
DECEMBER	CRANBERRIES Oatmeal Cranberry Cookies Cranberry Couscous	PEARS Honey Baked Pears Peachy Glazed Pears	CARROTS Power Gold Smoothies Spicy Asian Pork	CABBAGE Cabbage & Rutabaga Salad Crispy Chinese Coleslaw	
JANUARY	STRAWBERRIES Strawberry-Apple Salsa/Cinnamon Crisps Smooth & Simple Strawberry Dessert	RHUBARB Basic Rhubarb Sauce Rhubarb & Strawberry Compote	SQUASH Glazed Squash with Cranberry Sauce Winter Squash Casserole	TURNIP Glazed Turnip Scalloped Turnip & Apple	

Table 1 – Seasonal Fruit and Vegetable Choices, continued

Month	Seasonal Fruit and Vegetable Choices				
FEBRUARY	<p>APPLES</p> <p>Baked Nova Scotia Apples</p> <p>Applesauce</p>	<p>RASPBERRIES</p> <p>Raspberry Sauce with Peach Melba</p> <p>Ruby Red Raspberry Smoothie</p>	<p>POTATOES</p> <p>Spicy Herbed Potatoes</p> <p>Baked Potatoes & Black-Bean Topping</p>	<p>PARSNIPS</p> <p>Oven-Roasted Parsnips & Potatoes</p> <p>Parsnip & Apple Casserole</p>	
MARCH	<p>BLUEBERRIES</p> <p>Blueberry Salsa</p> <p>Saucy Blueberry Topping</p>	<p>APPLES</p> <p>Glazed Apple Slices</p> <p>Apple Chicken Salad</p>	<p>MUSHROOMS</p> <p>Stuffed Tuna Mushroom Caps</p> <p>Crusty Homemade Vegetable Pizza</p>	<p>ONIONS</p> <p>Cheesy Mexican Enchiladas</p> <p>Onion Apple Compote</p>	
APRIL	<p>RASPBERRIES</p> <p>Three-Grain Raspberry Muffins</p> <p>Raspberry Fruit Medley</p>	<p>CRANBERRIES</p> <p>Cranberry Glazed Meatballs</p> <p>Crunchy Nova Scotia Honey Granola</p>	<p>TOMATOES</p> <p>Spicy Mexican Triangles</p> <p>Bruschetta</p>	<p>CORN</p> <p>Tex Mex Corn Muffins</p> <p>Chuckwagon Taco Pie</p>	
MAY	<p>APPLES</p> <p>Apple Bean Bake</p> <p>Nova Scotia Gingerbread with Apples</p>	<p>BLUEBERRIES</p> <p>Hearty Blueberry Muffins</p> <p>Slow Good Blueberry Spread</p>	<p>CUCUMBERS</p> <p>Cucumber Yogourt Maple Salad</p> <p>Tangy Cucumber Salad</p>	<p>LETTUCE</p> <p>Zesty Mesclun Salad</p> <p>Crispy Vegetable Salad</p>	
JUNE	<p>RHUBARB</p> <p>Rhubarb & Strawberry Smoothie</p> <p>Rhubarb Raspberry Muffins</p>	<p>STRAWBERRIES</p> <p>Baked In Strawberry Shortcake</p> <p>Sweet as Sunshine Smoothie</p>	<p>PEPPERS</p> <p>Roasted Red Pepper & Hummus Wraps</p> <p>Rainbow Pepper & Beef Stir-fry</p> <p>Roasted Red Peppers</p>	<p>ASPARAGUS</p> <p>Roasted Asparagus & Cherry Tomatoes</p>	<p>PEAS</p> <p>Peas-to-Penne</p> <p>Powerful Pea Soup</p> <p>Nova Scotia Vegetable Hodge Podge</p>

Table 2 – Menu Categories for *Strive for Five at School!* Recipes

Main Meal & Soups	Vegetables	Muffins, Scones, Cookies	Salads	Snacks	Desserts
Shepherd's Pie	Fresh Corn on the Cob	Blueberry & Maple Scones	Crispy Vegetable Salad	Strawberry-Apple Salsa / Cinnamon Crisps	Rhubarb & Blueberry Crumble
Spanakopita Triangles	Harvard Beets	Polka-Dot Pumpkin Bars	Marinated Broccoli & Cauliflower Salad	Firecracker Plums	Baked Nova Scotia Apples
Spectacular Garden Squares	Glazed Squash with Cranberry Sauce	Pepita Harvest Pumpkin Bread	Apple & Rice Confetti Salad	Saucy Blueberry Topping	Applesauce
Super-Zesty Salmon Cakes	Winter Squash Casserole	Three Grain Raspberry Muffins	Cabbage & Rutabaga Salad	Glazed Apple Slices	Macaroon-Stuffed Peaches
Roasted Red Peppers & Hummus Wraps	Stuffed Tuna Mushroom Caps	Hearty Blueberry Muffins	Crispy Chinese Coleslaw	Onion Apple Compote	Gingersnap Baked Pears
Spicy Asian Pork	Glazed Turnip	Tex Mex Corn Muffins	Sassy Salsa Peaches	Spicy Mexican Triangles	Maple Granola Bartlett Pears
Cheesy Mexican Enchiladas	Scalloped Turnip & Apple	Rhubarb Raspberry Muffins	Cucumber Yogourt Maple Salad	Bruschetta	Raspberry Sauce with Peach Melba
Cranberry Glazed Meatballs	Spicy Herbed Potatoes	Oatmeal Cranberry Cookies	Tangy Cucumber Salad	Slow Good Blueberry Spread	Sautéed Maple Apple Slices
Apple Bean Bake	Roasted Asparagus and Cherry Tomatoes		Zesty Mesclun Salad	Sweet as Sunshine Smoothie	Raspberry Fruit Medley
Peas-to-Penne	Parsnip & Apple Casserole		Corny Bean & Rice Salad	Power Gold Smoothies	Honey Baked Pears
Creamy Broccoli & Ham Casserole	Oven Roasted Parsnips & Potatoes		Apple Chicken Salad	Ruby Red Raspberry Smoothie	Peachy Glazed Pears
Chuckwagon Taco Pie	Cranberry Couscous			Plum Good Focaccia	Smooth & Simple Strawberry Dessert
Rainbow Pepper & Beef Stir-fry	Roasted Red Peppers			Hard to Beet Dip	Basic Rhubarb Sauce
Powerful Pea Soup				Chunky Cheese & Grapes	Blueberry Salsa
Nova Scotia Vegetable Hodge Podge				Cauliflower with Curried Carrot Dip	Baked In Strawberry Shortcake
Baked Potatoes and Black-Bean Topping				Frozen Grapes & Sunshine Fruit Dip	Rhubarb & Strawberry Compote
Crusty Homemade Vegetable Pizza				Rhubarb & Strawberry Smoothie	Nova Scotia Gingerbread with Apples
Cauliflower 'n' Cheddar Soup				Crunchy Nova Scotia Honey Granola	
Celery & Broccoli Soup					

4. Planning a Workshop

4.1 School Liaison — Connecting with the Schools

The goal of this initiative is to increase the knowledge and skills of those preparing food in school. This contributes to the culture of a health-promoting school. You may already be involved and familiar with health-promoting schools and those involved in food preparation in your community. If so, you may be expected to lead the promotion and organization of the workshop for participants. If not, you will need to work closely with a school liaison familiar with the schools to ensure that the following items are attended to.

Two months before the Workshop

- Meet with the school liaison, if the liaison and facilitator are two different people.
- Confirm budget (e.g., trainer costs, food and supplies, costs associated with the venue, wage coverage for substitutes or additional hours for those attending the workshop, travel costs for participants, photocopying costs).
- Confirm date and time for workshop (4-hour block of time recommended).
- Confirm location.
- Confirm maximum number of participants.
- Send out information to schools about the event (e.g., e-mail and fax principals, school secretaries, health-promoting school team members, people involved in preparing food in the school). Do not assume e-mail will work for everyone. Provide information at Health Promoting Schools meetings and principal/administrator meetings.

For a sample workshop invitation see Appendix 5.

Two weeks before the Workshop

- Send out confirmation letters to registered participants. Include information about time, location, directions, parking, and items they need to bring.

See Appendix 6 for a sample confirmation letter.

- Keep a waiting list if you have more responses than spots allocated, so you can fill spots if participants cancel.
- Send out staff substitution memos, if necessary.

One week before the Workshop

- Discuss the matching of recipes to participants with the school liaison, taking into consideration the grade level of the school, size of school they work in, how well equipped the school facility is, cooking skills, and confidence and personality of participants.

Day before Workshop

- Confirm final numbers, names, and contact information.

Workshop Day

- Make sure any necessary forms (e.g., attendance, travel) are available, completed, and returned so reimbursements can be made.
- If the school liaison is not the workshop facilitator and plans to be present for the whole workshop, invite them to cook with the participants. If this is not possible, suggest that they be present to help begin and conclude the workshop, and be part of the discussion related to introducing the new menu items in schools.

You may get requests from people to attend and observe. Based on *Strive for Five at School!* experience, it works best when anyone who attends the workshop participates in preparing recipes. Participants are more comfortable if they do not feel they are being observed or judged. When everyone participates, everyone is engaged in a similar way.

4.2 Workshop Facilitator's Process

The workshop planning process table (Table 3) guides you through the implementation of a *Strive for Five at School!* workshop. More details on each step follow the table. You may need to adapt this timeline to your own circumstances.

4.2.1 Two Months before the Workshop

- Find a venue and confirm that it meets the needs of the workshop. University food laboratories, community college laboratories/kitchens, school family studies facilities, or community kitchens all make excellent venues for the workshop. A suitable food preparation venue should have a good supply of food preparation utensils, such as measuring spoons, mixing bowls, cutting boards, cooking pots, cookie sheets, muffin pans, and mixers. Determine the number of workstations that could be set up — each participant needs one. Consider whether workstations can be set up outside the actual workstation design, if needed.

Use the Workshop Site Checklist, Appendix 7, to help find the best venue in your community.

- Ask if there is a cost for use of the facility.
- Confirm a date for the workshop and book the venue. Keep in mind that this date should fit into the schedule of the food preparation workers. For example, a teacher's in-service day is a good day to select for a workshop.
- Develop a good relationship with the people that co-ordinate the venue so that the venue is available for future workshops.
- Select the fruit, vegetables, and recipes to be highlighted.

Choose a variety of recipes that represent both the upcoming season and the different components of a menu — see Table 1 and Table 2.

- Aim for an attractive buffet menu selection that enhances the taste-testing component of the workshop.

Use the Recipe Selection for Workshop form, Appendix 4, to record recipes chosen.

- Ensure that all the ingredients will be available in your region and that the venue has the resources required for each recipe. Generally the recipes are easy and use readily available ingredients. Ingredients such as flax meal (Hearty Blueberry Muffins) or steamed crispy noodles (Crispy Chinese Coleslaw) are examples of the most out-of-the-ordinary ingredients.

Use the Ingredient List for Workshop Recipes form, Appendix 10, to review ingredients needed.

- During the few weeks before the workshop, prepare the small-quantity versions of the recipes that have been selected. This will familiarize you with the ingredients and method for each recipe and allow you to consider how the recipe will be presented and served at the workshop. Keep in mind that the participants will be relying on your knowledge of the recipe to guide them through the preparation. Prepare some “Helpful Hints” for each participant at their workstation, specific to the recipe they will prepare.

Sample Helpful Hints, Appendix 8, provides an example of useful information to include for participants.

4.2.2 One Week before the Workshop

- Reconfirm with the administrator of your venue that the venue is available as planned for your workshop. Confirm access arrangements (e.g., you may require a key and need to liaise with the janitorial staff).
- Visit the venue to make a final check of resources available and required for the workshop. You may need to select other recipes for the workshop if the proper baking and cooking utensils are not available, or supply this equipment yourself. Blenders, food processors, and crock pots may not always be available in the venue. Familiarize yourself with the disposal of food waste as you will need to advise the participants concerning garbage and compostable disposables.

Use the Workshop Supplies Checklist, Appendix 9.

This checklist will help ensure that everything you need is available for the workshop. You may need to add items to this list.

- Confirm the number of participants. This will determine the number of recipes to be prepared and the ingredients to be purchased. The small version of the recipes is usually large enough. For muffins, you may want to prepare the large quantity as this provides the opportunity to prepare some mini muffins and may allow each participant to take a few muffins home at the end of the workshop.
- Ensure that each participant has their own workstation. Sometimes an extra person may arrive. If this can be accommodated, it is a good idea to have an extra recipe with ingredients available.
- Match recipes with the skills of the participants, based on available information.
- Prepare the ingredient list for the workshop. Review recipes and record each ingredient with the amounts. If an ingredient is repeated in more than one

recipe, write the various amounts down beside that ingredient then total the amounts required for the workshop. If you have done previous workshops, cross-check the ingredient list with any leftover supplies to prevent unnecessary waste.

Use Appendix 10, Ingredient List for Workshop Recipes.

- Visit the local grocery stores and markets in your area to ensure that all ingredients are available. If not, consider substituting another ingredient into the recipe or substituting the recipe with another selection.

4.2.3. Three Days before the Workshop

- Prepare a venue layout for the participants. This will help them find their workstations when they arrive at the workshop. This is particularly useful if three or four people arrive together. Keep in mind that the venue is a new facility to the participants; a layout helps orientate them to the facility.
- Prepare all the photocopies required for the workshop, including the recipes, helpful hints, evaluation forms, venue layout, and recipe lists. You may also wish to include other handouts.
- Confirm final numbers attending. Make sure you have a complete participant list with contact information. If the workshop gets cancelled, it may be up to you to contact all the potential participants.
- Buy the required supplies and ingredients. Ideally they will be delivered and stored at the workshop venue. They must be stored according to food safety guidelines.

4.2.4 One Day before the Workshop

- Deliver supplies to the workshop venue, if this has not already been done. Keep in mind that the venue may be used at certain times during the day for other activities. If so, be sure to label your supplies so they are not used by mistake.
- Set up a workstation for every participant with a copy of their recipe, ingredients that do not require refrigeration, specialized equipment that may not be already at their workstation, and Helpful Hints to give participants with an overview of their recipe. Set-up of 14 or 15 stations can take 4–6 hours, so allow plenty of time.

Sample Helpful Hints, Appendix 8, gives examples of the type of useful information that you might include.

- Set out an evaluation sheet for each participant to complete as they work on their recipe. The evaluation sheet provides important feedback to help them decide whether the recipe is practical and suitable for their school and to help you improve both the recipes and the workshop.

Use the Recipe Evaluation sheet, Appendix 11.

- Ensure that all is in order to welcome participants — name tags, markers, and all handouts, including copies of large- and small-quantity recipes to be provided for the participants, if needed.

4.2.5 Workshop Day

- Arrive at the workshop venue at least one hour before the workshop. This allows time for last-minute preparations and a final check of all recipes and ingredients.
- Welcome each participant as they arrive, telling them where they may store their coats. Provide directions for the location of washrooms. Give each participant a workshop layout and ask them to prepare their own name tag.
- Start the workshop within five minutes of the designated beginning workshop time, even if one or two participants are late. Ask each participant to introduce themselves, to say where they are from, and to share some information about the size and type of school and equipment they work with.
- Officially welcome the group and give an overview of the workshop — usually 4 hours long (e.g., 9 am–1 pm) — including the following:
 - Discuss the purpose of the workshop.
 - Briefly describe the venue and how it fits into their community.
 - Review hand-washing procedures.
 - Give an orientation to the workstations. Note that participants have been provided with a recipe, helpful hints related to the recipe, most of the ingredients they need for their recipes, and baking and serving utensils. Describe where they may find measuring, baking, and cooking equipment and refrigerators.
 - Inform participants that common ingredients are located on a central table to provide easy accessibility for all workshop attendees.
 - Explain the evaluation form and the importance of their feedback as it relates to the practicality of preparing the recipes in school. Encourage them to complete the evaluation form as they are preparing the recipe, as it includes comments related to time and type of ingredients.
 - Inform participants that all the recipes should be ready to lay out in a buffet, 2 ½ hours into the workshop, ready for sampling — 11:30 am if the workshop started at 9 am.
- Demonstrate for the group any specific techniques that need to be used to prepare the recipes and share relevant nutritional information. This provides you with a useful opportunity to connect with the participants as a group and provides them with a learning opportunity. It allows you to introduce and discuss *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools*.

Appendix 1, Sample Teaching Ideas for Food Preparation, and Appendix 2, Sample Nutrition Information, give sample topics to help you plan the demonstration component.

- Have participants prepare their individual recipes — they should be ready to start about one hour into the workshop. Interact with them and try to be aware of what each person is doing. If a participant did not arrive, assess the workshop environment and decide if another participant could complete the extra recipe. Generally, the workshop is a non-stressful and flexible environment, and

participants who have a few free moments are willing to assist you and one another in preparing additional recipes.

- Invite each participant to describe the recipe they prepared, share their opinion of it, and state whether they feel it would fit into their facility. Towards the end of the second hour would be a good time for this, as participants are waiting for their recipes to bake. During this general discussion, you can comment on the recipes and any specific ingredients to increase participant knowledge and understanding.
- Cover a central table with a table cloth and ask participants to display their recipes, buffet style, as they are completed — recipes should be ready towards the end of the third hour. Provide plates, cutlery, glasses, and serviettes for each participant. A well-equipped venue will include these items, or you may have had to buy disposables. Sampling is an important component of the workshop.
- Encourage conversation about the recipes and their preferences as the participants are sampling the menu items. Ask them to record their favourite three recipes on the evaluation form.
- Ask participants to return to their workstations for cleanup once the meal is completed. Encourage participants to be thorough, which will save you time. Keep in mind that all utensils, equipment, etc., should be placed back exactly where they were found.
- Thank all the participants for joining in the workshop and talk to them about how they can introduce and promote *Strive for Five at School!* ideas at their school. This may also be led by the school liaison. Hand out copies of the recipes/ monthly sections, recipe cards, or the complete resource.
- Encourage participants to attend future workshops.
- Continue with the cleanup until everything is returned to its proper place. Check the room to make sure that all the ovens have been turned off and the garbage disposal is looked after. Complete a final check with the venue administrator, returning keys and any other items.

For Workshop Completion Checklist, see Appendix 12.

4.2.6 Post Workshop

- Save leftover ingredients for the next workshop. Wrap non-perishables well. Store perishables in a freezer. A large plastic tote works well for storing ingredients between workshops. Be sure that storage meets food safety standards.
- Review the evaluations and make note of the comments and opinions of the workshop participants.
- Reflect on the workshop and every component of the workshop process, so that changes can be made for future workshops (e.g., which components worked well or did not work well).
- Tally all expenses and submit any claims for reimbursement or payment.

Table 3 – Workshop Planning Process

Two Months Before Workshop	One Week Before	Three Days Before Workshop	One Day Before Workshop	Workshop Day	Post Workshop
<ul style="list-style-type: none"> <input type="checkbox"/> Discuss funding and budgeting for the workshop with the school liaison <input type="checkbox"/> Find and assess venue — see Appendix 7 <input type="checkbox"/> Book the venue 	<ul style="list-style-type: none"> <input type="checkbox"/> Reconfirm availability of the venue <input type="checkbox"/> Visit the venue to make a final check of resources available — see Appendix 9 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly visualize and prepare a venue layout for the participants 	<ul style="list-style-type: none"> <input type="checkbox"/> Deliver supplies to the workshop venue <input type="checkbox"/> Place all perishable ingredients in the refrigerator 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrive at workshop at least one hour before <input type="checkbox"/> Perform any final preparation 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure facility is left as tidy as found — see Appendix 12
<ul style="list-style-type: none"> <input type="checkbox"/> Select recipes appropriate for the time of year — see Table 1, Table 2, and complete Appendix 4 	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm participant attendance and match to recipes 	Photocopy: <ul style="list-style-type: none"> <input type="checkbox"/> Forms <input type="checkbox"/> Recipes <input type="checkbox"/> Venue layout <input type="checkbox"/> Evaluation forms <input type="checkbox"/> Helpful hints 	Set up workshop stations: <ul style="list-style-type: none"> <input type="checkbox"/> Recipe <input type="checkbox"/> Helpful hints — see Appendix 8 <input type="checkbox"/> Ingredients <input type="checkbox"/> Evaluation — see Appendix 11 <input type="checkbox"/> Assemble name tags, markers, all handouts 	Welcome each participant: <ul style="list-style-type: none"> <input type="checkbox"/> Name tag <input type="checkbox"/> Workshop layout <input type="checkbox"/> Start workshop on time <input type="checkbox"/> Have participants introduce themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> Review evaluations <input type="checkbox"/> Reflect on what worked and what did not work <input type="checkbox"/> Discuss outcomes with the school liaison
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare small-quantity versions of the recipes to familiarize yourself with them 	<ul style="list-style-type: none"> <input type="checkbox"/> Make food/ingredient list according to the recipes selected — see Appendix 10 	<ul style="list-style-type: none"> <input type="checkbox"/> Reconfirm attendees <input type="checkbox"/> Finalize recipes and shopping list 		Welcome participants: <ul style="list-style-type: none"> <input type="checkbox"/> Give overview and timeline of workshop <input type="checkbox"/> Give orientation to facility and workstations <input type="checkbox"/> Explain evaluation form 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Visit grocery stores and local markets to ensure all items are available; make recipe changes as required 	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase supplies <input type="checkbox"/> Store supplies until workshop day <input type="checkbox"/> Save all food receipts 		<ul style="list-style-type: none"> <input type="checkbox"/> Lead group activity <input type="checkbox"/> Prepare recipes — about 2.5 hours <input type="checkbox"/> Discuss recipes with participants and get feedback <input type="checkbox"/> Set up buffet and sample — last hour <input type="checkbox"/> Clean workstations and equipment <input type="checkbox"/> Encourage participants to take leftovers home 	

5. Introducing and Promoting *Strive for Five at School!* Recipes in the School Community

The *Strive for Five at School!* workshop can help build confidence in the preparation of the recipes. But other support is often needed before recipes are incorporated into the menus and before families and students are preparing recipes at home. If you are involved with schools on a daily basis, then this follow-up will be part of your work. If you are only delivering the workshops, discuss these ideas with the school liaison.

Ideally, a copy of the *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools* should be provided to participants who attend one of the workshops. If you are unable to provide copies, direct them to the online version at http://www.avrsb.ca/home.php?p_type=1&pagecontentid=230

Alternatively, participants can be sent sections of this resource each month. The guide provides recipes for selected fruit and vegetables available locally during each month of the school year. This encourages consumption of items that are in season. If the workshop participant is from a Health Promoting School (HPS), encourage them to share this tool with the HPS Team (hopefully they are also a member of this team). The individual/team should initially select one or two recipes, having considered the ages of the students being served, as well as the school facility and the availability of the equipment present.

A taste test should be set up to introduce students to the new and exciting ways to eat local fruit and vegetables that they can then prepare with their families. This can help determine if any items can be included on the school menu. Students are often reluctant to buy something new if they are not sure if they will like it. Parents, likewise, may be reluctant to send money for something they are unsure their child will like.



Provide support to the schools as they plan their first taste test and, if possible, be available the first time to help ensure things run smoothly. This can increase the ability and confidence of school staff and volunteers to do it themselves next time. You may need to liaise with district managers of food service companies, in the planning stages.

- Determine how the cost of taste-testing will be covered. Allow funds for additional hours to pay the staff preparing the food, if it will be done outside their regular hours. Community health boards and foundations may be a good source of funding. Local suppliers or distributors may be able to donate the food and supplies.
- Pick a date to conduct the taste test. Consider whether it will be part of a special event, such as winter carnival or a curriculum day that has a health-promoting

theme. Consider whether it will provide the person preparing the food with more time if it was done on a half day when lunch was not being served. A taste test in the fall would provide feedback for a winter menu. Taste tests held in May or June would help with planning the menu for the next year.

- Check for allergies and dietary limitations.
- Offer to help work out the quantities to be ordered and portion size needed for the taste test, plus other supplies needed such as napkins and portion cups.
- Plan the taste test so that every student and staff member has the chance to take part. This will give the best results. Delivering trays to each class with sufficient samples for everyone works well, as it allows teachers to make the connection with curriculum outcomes. Choose a time in the day that creates the least disruption to the classroom. Often the period before or after recess or lunch is a good time. If it is not convenient to hold the testing in the classroom, consider other locations. Note that student feedback may be more challenging to collect if it is gathered outside of the classroom.
- Explain briefly to students what they will be taste testing and that their feedback will help decide if the recipe will be included on the menu. It is important for adults not to pre-judge how they think students will react. In an inclusive, supportive environment, experience has shown that students are keen to try new things.
- Encourage every student to try at least a small taste. Acknowledge that it is okay not to like what they have tried, as everyone likes different food and beverages. If they do not like the sample, encourage them to simply say so and not to act in a manner that may deter others from trying a taste. Any untested and remaining food can be composted.
- Give the teacher or group leader a simple feedback sheet, like the one that follows. It helps collect preferences easily, with a show of hands, and allows general comments from students to be recorded.

Strive fo Five at School! Feedback Sheet

Class:		Grade Level:			
Recipe Name	Liked 	Disliked 	Didn't Try	Would you buy it, if it was sold in the cafeteria? Yes No	Comments

- Give copies of the small-quantity recipe from *Strive for Five at School! A Guide to Promoting Fruit and Vegetables in Schools* to students when they have tasted the recipe. For younger students a note may be added, such as

“Your child participated in a *Strive for Five at School!* taste test today. We are introducing students to new foods with an emphasis on fruit and vegetables. We encourage you to talk to your child about it. Based on the feedback from students, we plan to introduce some of the items to the school menu. Attached is the recipe if you would like to try it. Thank you to you and your child for trying something new.”

- Involve students, where possible, in tabulating the results. For example, they could create graphs to show the results or read results as part of daily announcements.
- Include the small-quantity recipe and the taste-test results in the school newsletter, along with fun facts and nutrition tips from the guide.
- Consider holding a taste test on parent-teacher night, so parents can try new items, too. This can help them identify foods and beverages on the menu or order sheet for their child’s snack or lunch.
- Involve students in preparing the recipes on special days.
- Share recipes with family studies teachers so that they can include recipes in their classes.
- Use the recipes at special events that happen at the school.
- Consider holding a community kitchen night when parents can come in and prepare the recipes with their children and teens.

Peachy Glazed Pears



Appendix 1: Sample Teaching Ideas for Food Preparation

1.1 Apples and Pears

Apples and pears have a long history in Nova Scotia. Both pears and apples arrived in Nova Scotia with the earliest European settlers. Generally, apples are heartier and store better than pears. Pears have a shorter shelf life than apples and require more care.

Visit www.nsapples.com for useful information about Nova Scotia apples and pears.

Demonstrate Apple and Pear Varieties

Gravenstein and Cortland are two traditional apples that work well in a variety of *Strive for Five at School!* recipes. Honeycrisp is a new Nova Scotia apple. It is sweet, juicy, and firm.

Bartlett, Clapp, and Bosc are traditional Nova Scotia pears that work well in *Strive for Five at School!* recipes.

- Apples and pears should be firm and unblemished. Always wash them just before using. To check a pear for ripeness, gently apply pressure near the base of the stem. If it yields slightly, it is ripe. Pears will ripen quickly if left at room temperature or if placed in a bag with a few bananas or apples. The ethylene gas from the apples or bananas helps speed up the ripening process. Place ripened pears in the refrigerator to slow down the ripening process.

Demonstrate Oxidative Browning

Pears and apples that are cut and left at room temperature turn brown. This is caused by enzymes that are naturally present in the apple flesh.

- Cut a Gravenstein and a Cortland apple in half. Notice that the Cortland apple does not brown as quickly. Cortland apples contain a lesser amount of the browning enzymes than do other apple varieties. Many of the *Strive for Five at School!* recipes include a small amount of lemon juice to prevent the browning reaction.
- Certain varieties of apples are suited for different types of preparation. For example, Gravenstein and Cortland apples are well suited for baking because they hold their shape. MacIntosh and Delicious apples turn to sauce more quickly.
- Many of the *Strive for Five at School!* recipes are prepared with the skin left on. This saves food preparation time and maintains higher nutritional quality.
- Wherever possible, *Strive for Five at School!* recipes include apples that are sliced and ready to use. These apples work well for recipes that use diced apples or sliced apples. This is a real time saver, and these apples will not turn brown.

How to Core an Apple

The image below illustrates how to core an apple for Baked Nova Scotia Apples or for Glazed Apple Rings.

- Place the apple on a cutting board or counter.
- Press the apple corer into the centre of the apple (surrounding the core) until you reach the cutting board or counter.
- Twist the corer and pull it up toward you to remove the core.



How to Core a Pear

The image below illustrates how to core a pear for Peachy Glazed Pears or Gingersnap Baked Pears or Maple Granola Bartlett Pears.

- Cut the pear in half.
- Use a melon baller or spoon to remove the core, making a hole that is large enough to hold about 2 tablespoons or 30 mL.



1.2 Vegetables

1.2a Strong-Flavoured Vegetables

Vegetables such as broccoli, cabbage, cauliflower, and turnip belong to the Brassica family. They are noted for their distinct aromas and strong flavours. *Strive for Five at School!* recipes include a variety of recipes using the Brassica family of vegetables.

- The sulphur-containing compounds in these vegetables accounts for their strong flavour and odours.
- Don't overcook these vegetables, as this will increase their strong flavours.
- These vegetables are highly recognized for their health benefits, particularly in relation to the prevention of cancer.
- Many *Strive for Five at School!* vegetable recipes are prepared with raw vegetables. Recipes such as Marinated Broccoli and Cauliflower Salad and Crispy Chinese Coleslaw are noted for their crunchiness. Children and youth tend to like crunchy foods.
- Many *Strive for Five at School!* recipes, such as Cauliflower 'n' Cheddar Soup and Glazed Turnip, combine the strong-flavoured vegetable with another ingredient that helps tone down the strong flavours.
- Ready-to-use broccoli and cauliflower florets are great time savers and can be incorporated into many of the recipes. As more ready-to-use vegetables become available, such as turnip sticks and peeled squash slices, many *Strive for Five at School!* recipes will become quicker to prepare.

1.2b Vegetable Pigments

The bright colours of vegetables contribute to the pleasure of eating. Vegetable pigments are also associated with health benefits discussed in Appendix 2, Sample Nutrition Information.

- Children and teens are naturally attracted to the bright colours of fruit and vegetables. Think of the eyes as being the “gatekeepers of the mouth.” Vegetable and fruit dishes that retain their natural bright colours offer both health benefits and enjoyment. *Strive for Five at School!* recipes highlight a wide range of colourful fresh and frozen fruit and vegetables that are seasonally available across Nova Scotia. The more that students become familiar with the recipes, the more receptive they will become to accepting these recipes on a regular basis.

Pigment	Vegetable
green – chlorophyll	broccoli, peas, green peppers
red – betalains	beets
red – anthocyanins	red onions, red cabbage, red peppers
white – anthoxanthins	onions, cauliflower, parsnips, pears
orange – carotenoids	carrots, turnips, squash, orange peppers

Follow these tips to retain the bright colours characteristic of particular vegetables:

- Heat the water before adding the raw vegetable.
- Cook only until a fork penetrates the vegetable with slight force — overcooking destroys bright colours.
- Roast or stir-fry vegetables, for recipes such as roasted red peppers for Crusty Homemade Vegetable Pizza and Roasted Red Peppers & Hummus Wraps and Rainbow Pepper & Beef Stir-fry.

1.3. Squash and Pumpkin

Squash

Squash are fleshy vegetables protected by a hard rind.

- Squash belongs to the gourd family.
- The species squash is native to the western world. Records show that its consumption dates back thousands of years.
- In Nova Scotia, we know that the Mi'kmaq harvested squash and provided the seeds to European explorers.

Summer or Winter

- Squash is referred to as summer squash and winter squash.
- Winter squash has a tough indigestible skin and is eaten when fully ripe.
- Winter varieties are drier and sweeter.
- Summer squash is softer skinned, more watery, and less sweet.

How to Select a Squash (have one on hand to demonstrate)

Choose squash that

- are firm and fairly heavy for their size — lighter squash may be dry and cottony inside
- have bright, glossy exteriors
- have no nicks, bruises, or soft spots

How to Cook Winter Squash

Most of our *Strive for Five at School!* recipes, such as Winter Squash Casserole, Glazed Squash with Cranberry Sauce, and Cheesy Mexican Enchiladas, are made with buttercup squash. Buttercup squash has dark green skin with a distinct gray cap at the blossom end and weighs about 3 to 4 pounds.

1 pound (454 g) of whole squash yields 1 ½ cups (325 mL) of cooked squash

To Bake Winter Squash

- Place unpeeled pieces cut-sides down on a shallow baking dish.
- Bake in a 350°F oven for 30 minutes or longer.
- Check for doneness by piercing with a fork or skewer.
- When tender, remove from the oven and allow the pieces to cool.
- Spoon out the soft flesh and mash with a fork or process in a blender or food processor.

To Boil Winter Squash

- Cut squash into pieces, peel, and cube.
- Cook in boiling water until tender.

To Microwave Winter Squash

- Cut into pieces.
- Place in a microwave-safe dish on high setting for 15 minutes or longer, until tender.

- * **Note: To save time for *Strive for Five at School!* recipes such as *Spicy Mexican Enchiladas* and *Winter Squash Casserole*, you may need to prepare the squash ahead of time, either at home or in the workshop venue during set up. You may substitute ready-to-use frozen squash, but the flavour and texture of frozen squash is less likely to be accepted by students.**

Pumpkin

Pumpkin also belongs to the gourd family.

- Pumpkin has become Canada's fastest-growing vegetable crop. Since 1986, the acreage devoted to pumpkin cultivation has doubled, and pumpkins have risen from the 15th to the 7th most important vegetable crop.
- The *Strive for Five at School!* recipes include tasty pumpkin recipes such as *Pepita Harvest Pumpkin Bread* and *Polka-Dot Pumpkin Bars*. Pure canned pumpkin is a good substitute in these recipes, along with being a time saver.

Nutrition Quality of Squash and Pumpkin

Squash and pumpkins are

- a rich source of vitamin A (orange colour)
- a rich source of the antioxidant vitamins C and E
- a good source of potassium
- high in fibre

Appendix 2: Sample Nutrition Information

2.1 Fibre

Fibre consumption is associated with decreasing the risk of heart disease, diabetes, obesity, and certain types of cancer. Most Canadians, including children and youth, consume less than one half of the daily recommended amount of fibre.

- Fruits and vegetables are high in dietary fibre. Dietary fibre consists of naturally occurring plant materials that your body cannot digest.
- Vegetable and fruit skins are high in fibre. Most *Strive for Five at School!* fruit recipes are prepared with the skin on. Vegetables should be peeled with a vegetable peeler; this will minimize fibre loss and loss of vitamins and minerals that are in high amounts just beneath the skin layer.
- Recipes that provide 2 grams of dietary fibre per serving are considered good choices of dietary fibre.

Fibre Content of Common Annapolis Valley Fruits

Fruit	Fibre
1 medium pear	5 g
1 medium apple	4 g
1 medium plum	1 g
1 cup strawberries	1 g
1/2 cup fresh blueberries	3 g

Fibre Content of Common Annapolis Valley Vegetables

Vegetables	Fibre
1/2 carrot, grated	1.5 g
1/2 cup turnip	1 g
1/2 cup squash	3 g
1/2 cup parsnip	3 g
1/2 cup broccoli	1 g
1/2 cup cauliflower	2 g

Note: Fibre nutritional analysis data has been generated with the Food Processor SQL Nutrition Analysis Software from ESHA Research, Salem, Oregon.

Fibre and Regulation of Food Intake

Foods that are naturally higher in fibre like fruits and vegetables give a feeling of fullness as they are consumed and contribute to a feeling of satisfaction. Children and teens who feel a sensation of fullness at meal time will be satisfied with less food at that particular meal, between meals, and during the next meal. In other words, high-fibre foods help children and teens regulate their food intake. Creating a healthier food environment with recipe selections from *Strive for Five at School!* will help children and teens feel more satisfied at meal times. Children and teens do not sense the same feeling of satisfaction when they consume foods that are high in fat and sugar and low in fibre; consumption of higher-calorie and energy-dense foods leads to overeating and deregulation of food intake.

***Strive for Five at School!* Recipes**

Many *Strive for Five at School!* recipes combine vegetables with legumes, which are also very high in fibre. Recipes such as Meal-Sized Baked Potatoes & Black-Bean Topping and Cheesy Mexican Enchiladas and Cauliflower with Curried Carrot Dip are good examples of a vegetable-legume combination. Apple Bean Bake is a good example of a fruit and legume combination.

Note: Legumes such as black beans, chick peas, and white beans are also good sources of plant protein.

2.2. Salt

Most children, teens, and adults consume two or even three times the recommended amount of salt, often without even realizing it. We need small amounts of salt for healthy functioning, but we need to be aware of foods that provide too much salt. *Strive for Five at School!* recipes promote fruit and vegetables and comply with *Eating Well with Canada's Food Guide*, which promotes

- eating more fresh vegetables and fruit
- cutting down on prepared and processed foods
- reducing the amount of salt added while cooking or baking
- experimenting with other seasonings, such as garlic, lemon juice, and fresh or dried herbs
- avoiding the use of commercially softened water for drinking or cooking

Strive for Five at School! Recipes – How Is the Salt Level Reduced?

Recipe Modification for Salt

Powerful Pea Soup and Cauliflower 'n' Cheddar Soup

- No extra salt is added.
- Recipes use low-salt bouillon packages that contain 25% less sodium than regular bouillon packages.
- Bouillon provides 33 mg sodium per serving.
- Canned pea soup contains 740 mg sodium per serving.

Crusty Homemade Vegetable Pizza

- Pizza topped with fresh spinach, roasted peppers, and mushrooms, which do not contain any sodium.
- The crust is prepared with a small amount of added salt.
- Select a tomato sauce that contains less than 480 mg sodium per 1/2 cup.
- The main source of sodium is the cheese
- Store-bought frozen pizza or fast-food pizza may include 800 to 1000 mg sodium per serving.

Fruit Recipes

Many of the fruit recipes use spices to enhance the flavour of the fruit, with no added salt.

- Gingersnap Baked Pears – ginger
- Applesauce – cinnamon and ginger
- Glazed Apple Rings – cinnamon
- Maple Granola Bartlett Pears – maple syrup
- Basic Rhubarb Sauce – ginger and cinnamon

Vegetable Recipes

Many of the vegetable recipes contain a small amount of salt, with flavour enhanced by combining two vegetables or by adding spice.

- Oven Roasted Potatoes & Parsnips – curry flavour
- Spicy Herbed Potatoes – reduces salt and increases spices
- Parsnip & Apple Casserole – cinnamon flavour
- Glazed Turnip – honey and ginger

- * **Select spices without the word salt in their name — use celery seed rather than celery salt, for example.**

2.3. Phytonutrients

phyt = plant

Phytonutrients are chemicals that are part of plants (aside from vitamins, minerals, and other nutrients). They have been found to have beneficial effects on the body such as boosting the immune system and repairing body cells and have been shown to have antioxidant, anti-inflammatory, antiviral, and antibacterial properties.

Highly coloured vegetables and fruits tend to be highest in these chemicals. Research consistently demonstrates that the phytonutrients or phytochemicals consumed as part of colourful fruit and vegetables are far more effective than the same phytonutrients or phytochemicals taken in supplement form.

- Plant foods, such as fruit and vegetables, contain many components that are beneficial to human health. Research supports that some of these foods, as part of an overall healthful diet, have the potential to delay the onset of many age-related diseases such as heart disease, cancer, diabetes, and Alzheimer's.
- Fruit and vegetables are disease-fighting powerhouses. They contain a complex mix of health-protective vitamins, minerals, fibre, plus many beneficial plant compounds.
- Fruit and vegetables contain plant compounds that act as antioxidants in the body. Antioxidants protect us from free radicals, which are produced when our bodies use oxygen to produce energy. Antioxidants counter the effects of free radicals in the same fashion as lemon juice slows down the browning of an apple or pear slice.
- Many of the compounds in fruit and vegetables reduce inflammation, which provides protection from chronic disease such as heart disease, diabetes, and cancer.
- The best strategy is to eat a variety of fruit and vegetables, as they contain a wide variety of different phytonutrients. The result of combining certain phytonutrients by eating a combination of fruit and vegetables is far more effective than consuming a large quantity of one fruit or vegetable. Variety and colour are key components.

2.4 Recipe Reformulation

Recipe reformulation results in a healthier version of a recipe with sensory attributes similar to the original recipe. *Strive for Five at School!* recipes have been designed to meet the standards outlined in the *Food and Nutrition Policy for Nova Scotia Public Schools*. The parsnip- and potato-topped Shepherd's Pie is a good example of recipe reformulation resulting in an appealing, tasty, and healthier main menu dish. During development of this recipe, recipe reformulation strategies included

- reducing the fat, by decreasing the amount of ground beef and selecting lean ground beef rather than regular ground beef
- incorporating high-fibre ingredients such as lentils, which enabled a reduction in the amount of meat
- increasing the vegetable component by combining parsnip with the potato as a topping, increasing the amount of corn, and adding ready-to-use grated carrots to the mixture
- reducing the amount of salt added; selecting spices such as thyme or oregano added a unique flavour to the Shepherd's Pie

Strive for Five at School!
Shepherd's Pie

Nutrition Facts	
Serving Size 45 - 3 inch x 2.5 inch square servings (185g) Servings Per Container	
Amount Per Serving	
Calories 160	Calories from Fat 40
% Daily Value*	
Total Fat 4g	6%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 410mg	17%
Total Carbohydrate 22g	7%
Dietary Fiber 5g	20%
Sugars 3g	
Protein 9g	
Vitamin A 80%	Vitamin C 20%
Calcium 2%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300 mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4	

Traditional
Shepherd's Pie

Nutrition Facts	
Serving Size 45 - 3 inch x 2.5 inch square servings (159g) Servings Per Container	
Amount Per Serving	
Calories 160	Calories from Fat 45
% Daily Value*	
Total Fat 5g	8%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 25mg	8%
Sodium 480mg	20%
Total Carbohydrate 17g	6%
Dietary Fiber 2g	8%
Sugars 1g	
Protein 12g	
Vitamin A 2%	Vitamin C 15%
Calcium 0%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300 mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4	

Comparison of the Nutrient Facts Label of the *Strive for Five at School!* Shepherd's Pie to the traditional potato-topped Shepherd's Pie demonstrates that the *Strive for Five at School!* Shepherd's Pie is

- lower in total fat and saturated fat
- higher in fibre
- lower in sodium
- lower in cholesterol

Appendix 3: Adult Education Resources

Understanding learning in adulthood is like piecing together a puzzle — the individual learner, the context in which learning takes place, and the learning process are all parts that must be fitted together before a total picture emerges.

Adults learn very differently than children. *Strive for Five at School!* Workshop participants come to the workshop setting:

- *As self-directed learners:* Participants possess a set of skills and knowledge that they apply on a day-to-day basis in their own workplace. They need to be respected as individuals who are capable of working independently.
- *With experience:* In most cases the workshop participants are experienced in their own workplace. Encourage them to share their experiences and knowledge with others in the workshop
- *With a readiness to learn:* Participants come to the workshop by choice. They may have differing degrees of understanding of the need to change the food environment in schools, but the fact that they choose to attend the workshop demonstrates they are receptive to learning some new ideas.
- *With a motivation to learn:* Most participants understand the need to increase the consumption of fruits and vegetables in schools and are open to new recipes. Generally, participants are receptive to *Strive for Five at School!* recipes that are easy to prepare, inexpensive, and appealing.
- *With an orientation to learning:* Participants are quick to relate preparation of the *Strive for Five at School!* Workshop recipes to their own work environment. Recipes need to realistically adapt outside of the workshop setting.

The following books and websites can enhance your knowledge in the area of adult education and will improve both your capacity to understand how adult learners learn and develop your facilitation skills. These books should be available at in many of our Nova Scotia university libraries.

Websites

Click on “How do adults learn” by Marcia Conner at <http://adulthood.about.com/cs/learningtheory>

Click on “The role of the facilitator” at www.work911.com/articles/facil.htm

Books

Merriam, S., and R. Caffarella. *Learning in adulthood*. San Francisco: Jossey-Bass Inc., 1998.

This book focuses on the needs of adult educators and provides a comprehensive overview of adult learning, including the context in which adult learning takes place and what the participants learn and why. It looks at the nature of the learning process and discusses issues relevant to the practice of adult learning.

Apps, J. *Mastering of the teaching of adults*. Malabar, FL: Krieger Publishing Company, 1991.

This highly personal book shows teachers how to involve the spirit as well as the intellect in their teaching. The author advocates a teaching approach that combines artistry with research-based information and reflection. It includes specific teaching strategies.

Egan, G. *The skilled helper: A problem management approach to helping*. Pacific Grove, CA: Brooks/Cole, 1994.

This book focuses on the helping process. It outlines the helping process and describes the values that drive the helping process. Egan emphasizes helping clients move from their present scenarios to preferred scenarios with goal-setting and problem-solving strategies.

Appendix 4: Recipe Selection for Workshop

Select Recipes from the Seasonal Fruit and Vegetables Choices, Table 1, and Menu Categories for *Strive for Five at School!* Recipes, Table 2

Snacks /

Appetizers (2)

Main Dishes/Soups (2)

Salads (2)

Vegetables (3)

Muffin/Scone/Cookie (1)

Fruit/Dessert (3)

Extras

Appendix 5: Sample Workshop Invitation

Sponsoring Group Name

Strive for Five at School! Recipe Workshop

(Date and Time)

(Place)

This is the next in a series of workshops for those preparing food in school. It provides an opportunity to try new recipe ideas that could be served in your school. The workshop was developed to support the implementation of the *Food and Nutrition Policy for Nova Scotia Public Schools* and emphasizes fruit and vegetable consumption. The feedback to date has been extremely positive.

Participation is voluntary, and space is limited, but we would like to have input from a cross section of operations — large contract companies, employee-staffed cafeterias, home and school operations, and volunteer groups.

It will be held (Location, Building, Floor Level, Room Number). The cost of travel to and from the session will be reimbursed, plus substitute coverage/additional hours, if required.

Support from (Organizations, Individuals) has made this workshop possible and will provide the person attending from your school with some funds to taste-test some of the new recipe ideas with students, staff, and families after the workshop.

If you are interested in participating, send your name by e-mail to (Name) by (Date at least one week before)

Yours truly,

(Liaison's contact e-mail, phone number, and fax)

Appendix 6: Sample Confirmation Letter

Sponsoring Group Name

Date: YYYY/MM/DD

To: Name

From: Name, Position, and Contact Information

Re: *Strive for Five at School!* Recipe Testing Workshop

This confirms your attendance at the workshop being held at [where, when including day and time].

Directions (sample): Include street names, landmarks, where to park and parking fees, building name, floor or level, room number.

If you are attending from board operations, you will receive a sub approval memo. For all others, get your sponsoring organization (home and school, contractor) to submit an invoice to (Sponsoring Organization) for workshop attendance to cover your wages. Mileage forms will be available at the workshop.

Come ready to cook. Bring an apron, if desired. Hairnets will be provided. Bring containers if you would like to take leftover food home.

I look forward to seeing you there,

[Liaison's contact e-mail, phone number, and fax]

Appendix 7: Workshop Site Checklist

Name of site: _____

Contact name: _____

Contact number: _____

Other: _____

1 Check suitability of site

- Check that the workshop site is an equipped facility:
 - Is the site well equipped with basic food preparation equipment?
 - Is there a large central table to facilitate meal service and sampling?
- Find out if a fee is charged to use the facility. Fee \$ _____
(Depending on your budget, this may be a factor that determines the suitability of the venue)
- Ask the site host if they are willing to provide basic supplies:
 - Paper towels
 - Dish detergent
 - Hairnets
 - Other
- How many people will attend the workshop: _____
- How many people will the workstations accommodate: _____

2 Check availability of site

- Which days and at what times is the venue available? _____
Will this fit into the schedule of the workshop attendees? _____
- Is the site accessible the day before the workshop to facilitate delivering of supplies and setting up of the workshop (4 hours)? _____ Arrangements may need to be made to set up in the early evening before the workshop.

3 Check amenities of the workshop site

- Washrooms
- Garbage
- Recycling compostables non-compostables
- Dish washing

4 Familiarize yourself with the workshop site

- Visit the workshop site to ensure that you are familiar with the amenities and are able to visualize the work flow of the workshop process. Realize that the participants will be completely dependent on you!

Appendix 8: Sample Helpful Hints

Helpful Hints for Hearty Blueberry Muffins

- Sift the all-purpose and whole wheat flours before measuring.
- Use the basic muffin method: Mix all the dry ingredients together, then mix all the liquid ingredients together. Add the liquid ingredients to the dry.
- Stir muffins only until the dry ingredients have been moistened by the liquid. The mixture should be lumpy, not smooth. Too much mixing will give a smooth cake-like appearance, rather than the bumpy cauliflower appearance characteristic of a muffin.
- Fill each muffin paper 2/3 full: you may use a 1/4 cup or a 50 mL measuring utensil to place the batter in the muffin paper.
- Arrange muffins on the tray provided.

Hearty Blueberry Muffins



Appendix 9: Workshop Supplies Checklist

Items for each participant

- Dish cloths
- Drying towels
- Hairnets
- Hand-washing soap
- Dish-washing soap
- Hand towel

Food preparation items

- Can openers
- Peelers
- Apple corers
- Pots (large and small)
- Baking sheets/pizza pans
- Strainers
- Measuring cups (dry and liquid measures)
- Measuring spoons
- Rolling pin
- Cutting boards
- Mixing bowls (large and small)
- Loaf pans
- Mixers
- Serving spoons
- Casserole dishes
- Food processor
- Blender
- Crock pot (slow cooker)
- Spatulas
- Weigh scale
- Food mill
- Pot holders

Miscellaneous items

- Pot scrubbers
- Plastic gloves
- Plastic wrap
- Aluminum foil
- Plastic containers
- Plastic cups for parfaits
- Small first aid kit
- Name tags
- Markers

Meal service items

- Glasses
- Plates
- Cutlery
- Napkins

Other

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Appendix 11: Recipe Evaluation

Recipe Evaluation

Date: _____

Recipe name: _____

Were the directions clear? _____

How much time did it take to prepare this recipe? _____

Do you think it was a reasonable amount of time? _____

How much did you like this recipe?



Disliked



Disliked somewhat



Somewhat Liked



Liked

Would you serve this recipe in your program? Yes No

Do you think students at your school would like this recipe? Yes No

Were you comfortable in the facility? Yes No

Would you like to see similar workshops in the future? Yes No

How could we improve the workshop? _____

General comments: _____

Thank you for your participation.

Appendix 12: Workshop Completion Checklist

Check that each of the following is done:

- Ovens are turned off. All burners are turned off, and stovetop is clean.
- Dishes, equipment, and utensils have been washed and rinsed and returned to their proper place.
- All sinks are clean.
- Dishtowels, dishcloths, and aprons are collected for laundry.
- Remaining ingredients and groceries are placed in a carrying tote to be removed from the venue and stored until the next workshop.
- All items have been removed from the refrigerators and freezer.
- All working surfaces are clean.

Complete final tasks:

- Report any damaged or broken equipment to the venue organizer.
- Dispose of garbage and compost as instructed by the venue organizer.
- Return any keys to the venue organizer.
- Thank the venue organizer for the opportunity to use their facility for the workshop.

