



REQUEST FOR PROPOSAL

Community CookShop 2013

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SECTION A – OVERVIEW

1. PURPOSE OF RFP

The purpose of this Request for Proposal (“RFP”) is to invite external evaluators to submit their proposals to Food Bank For New York City for the provision of evaluation services in combination with information on their skills, services and experience in providing such services. Food Bank For New York City will then select one proposal for further negotiation and enter into a contract with the successful party.

Following the evaluation of all RFP responses, Food Bank For New York City may:

- Enter into negotiations with the preferred contractor; and/or:
- Conclude the process without awarding any contracts.

This RFP consists of the following:

- Section A – Overview: Provides background information, instructions and conditions for responding to this RFP
- Section B – Scope of Work:
- Section C – Proposal Content: Sets out the information required to be in your RFP response.

2. RFP TIMELINE

The anticipated timetable for this RFP process is as follows:

Activity	Date
Release RFP	Tuesday, April 23 rd 2013
RFP questions close	Monday, April 29 th 2013
RFP closes	Friday, May 3 rd 2013
RFP evaluation	Monday, May 6 th – Thursday, May 9 th 2013
Respondents notified of outcome	Friday, May 10 th 2013
Contract negotiations	Monday, May 13 th – Thursday, May 16 th 2013
Contract commencement	Friday, May 17 th 2013

Activity	Date
First evaluation report	Monday, September 30 th 2013
Final evaluation report	Friday, February 28 th 2014

Respondents are to note that this timetable is indicative only, and may be subject to change at the sole discretion of Food Bank For New York City. All respondents will be notified of any changes to the timetable by the Food Bank's project manager.

SECTION B – SCOPE OF WORK

1. INTRODUCTION

a. About the Food Bank For New York City

Food Bank For New York City recognizes 29 years as the city's major hunger-relief organization working to end food poverty throughout the five boroughs. As one of the country's largest food banks, our mission is to end hunger in New York City by organizing food, information and support for community survival and dignity. As the city's hub for integrated food poverty assistance, Food Bank For New York City tackles hunger on three fronts — emergency food distribution, financial empowerment and nutrition education.

There are 3 million New Yorkers experiencing difficulty affording food.¹ To address this issue, Food Bank For New York City procures and distributes food to a network of approximately 1,000 food assistance programs citywide, helping to provide 400,000 free meals a day for New Yorkers in need. In addition, CookShop, Food Bank For New York City's hands-on nutrition education programs in the city's public schools, reaches thousands of children, teens and adults in schools and emergency food sites throughout New York City. Income support services including food stamp direct service, training and advocacy, as well as free tax assistance and assistance accessing the Earned Income Tax Credit, put millions of dollars back in the pockets of low-income New Yorkers, helping them to achieve greater independence. Working toward long-term solutions to food poverty, Food Bank For New York City conducts research to inform community and government efforts.

As an independent, nonprofit 501(c)(3) organization, Food Bank For New York City meets the Better Business Bureau's charity standards. Food Bank For New York City is a certified member of both Feeding America and the Food Bank Association of New York State.

¹ NYC Hunger Experience 2010. (2010). Food Bank For New York City / Marist College Institute for Public Opinion.

b. About CookShop

Food Bank For New York City's nutrition education program CookShop, funded by the United States Department of Agriculture (USDA) through the Supplemental Nutrition Assistance Program – Education (SNAP-Ed), provides food stamp-eligible New Yorkers of all ages with the tools and information needed to make healthy food choices for themselves and their families. With hands-on workshops reaching approximately 40,000 New Yorkers across the five boroughs, CookShop teaches MyPlate five food groups and cooking skills, and fosters enthusiasm for fresh, affordable fruits, vegetables, legumes, low-fat dairy, and grains.

CookShop Nutrition Education Program Components:

- ***CookShop Classroom for Elementary:*** uses hands-on exploration of MyPlate five food groups and cooking activities to foster children's enjoyment and consumption of healthy foods, and their appreciation for good nutrition. CookShop Classroom is implemented in more than 1700 classrooms in New York City public schools and after-school programs.
- ***EATWISE: Educated and Aware Teens Who Inspire Smart Eating (or CookShop for Teens)*** : is a peer nutrition education program that trains teens from New York City high schools to lead nutrition education workshops and activities with their peers. CookShop for Teens leaders receive training in nutrition, preparing healthy meals and snacks, and workshop facilitation skills.
- ***CookShop for Families:*** offers workshops for parents and guardians of students in schools participating in CookShop Classroom. Through simple, healthy recipes using fresh, affordable ingredients, the workshops offer the skills and knowledge needed to make CookShop part of their families' daily lives.

c. About Community CookShop

Community CookShop was designed in partnership with and is fully funded by the Mario Batali Foundation. It differs from other CookShop components in that it is implemented at emergency food programs (pantries or soup kitchens) within Food Bank For New York City's member network and focuses on intergenerational learning, providing nutrition education to parents/guardians and children in the same setting. Community CookShop provides the city's most vulnerable low-income families with the tools and skills needed to maintain a nutritious diet on a limited food budget. Participants learn to purchase, prepare and enjoy simple, healthy recipes using affordable and readily available ingredients.

In 2012, 12 emergency food sites implemented the Community CookShop program and nearly 680 people participated at least one workshop (no duplicates).

Program Calendar

Activity	Date
Recruitment of Program Sites	Late April to Mid-June
Training	Tuesday, June 18 th 2013
First Week of Program (Workshop 1)	The week of July 8 th
Final Week of Program (Workshop 6)	The week of August 16 th

** Community CookShop will start week of July 8th and continue through August 16th, but all program sites will set their own workshop days and times within that period.*

Through a series of six hands-on workshops, parents/guardians and children participate together in activities that provide nutrition education information and foster enthusiasm for fresh, affordable and commonly available healthy food through recipe preparation and food tastings based upon the USDA's MyPlate. Parents also receive the ingredients to prepare healthy meals and snacks as at-home activities with their children. Using a train-the-trainer model, staff and volunteers at soup kitchens and food pantries are provided with the tools, food, supplies and equipment needed for all workshop activities. Workshops are simple to prepare for and easy to facilitate, while offering engaging visuals and hands-on sensory-based activities to stimulate learning and provide participants with positive and enjoyable experiences preparing and tasting new healthy recipes as a family. Community CookShop provides participants with:

- Increased knowledge and enthusiasm of food and nutrition and how to choose and prepare nutritious foods on a limited budget.
- Increased exposure to and familiarity with nutritious foods from the five MyPlate food groups such as fruit, vegetables, whole grains, legumes and lean protein, and low-fat dairy products;
- Empowerment through increased skills in choosing and preparing nutritious foods to prevent and manage diet-related disease;
- Increased desire for and consumption of nutritious food.

The program objectives are as follows;

Parents/guardians will:

- Learn how to maintain a nutritious diet on a limited food budget.
- Become familiar with whole and minimally processed foods and explore the benefits of these foods to their health and their budget;
- Uncover simple, practical strategies in meal planning, selection and storage to maximize budgets;
- Identify ways to prevent and manage diet-related diseases when making food choices for their family and themselves;
- Prepare, taste and discuss simple, nutritious and cost-effective recipes made with whole and minimally processed foods;

- Expose children to nutritious food and eating behaviors by engaging them in food selection and preparation activities.

The curriculum is structured as below (Appendix.)

- Length: Six workshops, one per week for six weeks.
- Time: 60-90 minutes.
- Workshop 1: Meals in a SNAP

This workshop serves as an introduction to MyPlate and addresses the barriers people face when living on a limited budget with limited access to fresh fruit and vegetables. Participants learn the first steps in creating a food budget. The workshop defines a balanced meal and provides practical skills and information on how to maximize dollars spent on nutritious foods that are simple and easy to prepare.

- Workshop 2: Why Cooking Works

This workshop defines whole foods, distinguishes them from processed foods in the prevention of diet-related disease and reveals how whole foods and cooking make the most of limited dollars. Participants learn how food processing increases food prices and how preparing meals and snacks at home is more cost-effective than purchasing prepared meals and fast food. Participants continue to develop their personal food budget.

- Workshop 3: Begin with the Basics

This workshop helps participants assess what foods they commonly eat, while highlighting some of the hidden costs of food. Participants are guided through a list of staple ingredients and cooking supplies that will help them to prepare nutritious recipes for themselves and their families that save time and money. Participants continue to develop their personal food budget.

- Workshop 4: Plan Your Plate

This workshop reviews ways to use variety and flexibility to plan balanced food budgets and balanced menus. Participants learn how to utilize low-cost ingredients in many different ways and simple, versatile recipes to reduce spending on individually packaged one-off meals and trips to fast food restaurants. Participants continue to develop their personal food budget.

- Workshop 5: Making It Last

This workshop takes a strategic look at conquering food myths and marketing strategies while maximizing value, quality and nutrition in the supermarket. Participants are taught how to be more informed shoppers on a limited budget by planning meals in advance, making grocery lists, reading food labels and understanding the layout of the grocery store. Participants continue to develop their personal food budget.

- Workshop 6: Shop Smart

This workshop examines food storage techniques and ways to make small, simple changes in food choices that will have a lasting impact on budget and health. Participants review strategies to make food last longer and how healthful eating behavior last for life. Participants finalize and review their personal food budget.

Each Workshop consists of the following:

- Welcome and Introduction – Workshop leaders welcome participants and inform them about the recipe and nutrition of the week
- The Cooking Connection – Parents/guardians and children engage in a hands-on cooking activity and discussion that provides an opportunity for parents/guardians to learn valuable nutrition information and to connect positively with their child through food.
- Family Talk – Participants taste the recipe at the same time and then discuss. They share ideas on how they might make additions and/or substitutions to make the recipe their own.
- Discover Ways to Save – Leaders discuss the importance of planning and using a food budget to maximize the amount of nutritious food that families can purchase. Worksheets are provided to participants. Parents/guardians are given tools and skills to plan and prepare healthful meals on a limited budget.
- Bringing It Home – Leaders distribute Feed Back Form to participants. All families are asked to fill out and return the form to receive ingredients to practice cooking skills and increase family exposure to nutritious, simple and inexpensive foods and recipes throughout the week.

d. About Mario Batali Foundation

The Mario Batali Foundation (MBF) was established to feed, protect, educate and empower children, encouraging them to dream big while providing them with the necessary tools to become an active force for change in today's world. In an effort to do so, the MBF strives to ensure all children are well read, well fed and well cared for.

Board of Directors

PRESIDENT, Mr. Mario Batali

TREASURER AND SECRETARY, Ms. Darcie Purcell

Mr. Michael Stipe

Mrs. Cathy Frankel

Mario Batali LLC — New York, New York

2. DESCRIPTION OF REQUIREMENTS

a. Overview

Food Bank For New York City seeks to understand the impact of participation in Community CookShop on participants' attitudes and behaviors around healthy eating. The aim of this

evaluation is to study the impacts on knowledge, attitudes and behavior related to healthy eating following participation in Community CookShop;

It is expected that the evaluation will include, but not be limited to, the following areas. Note that existing information about these questions should be reviewed and referenced as part of the evaluation project.

- Understanding of why healthy eating is important among participants and their families
- Knowledge of how to make healthy food choices among participants and their families
- Familiarity with MyPlate five food groups and healthy foods among participants and their families
- Familiarity with ways to prepare healthy food among participants and their families
- Desire to eat healthy food among participants and their families
- Consumption of healthy food among participants and their families
- Acquiring a budgeting skill when food shopping

It is expected that the evaluation methodology will include a quasi-experimental design with pre- and post- test data collected from treatment and the control groups, in addition to a the six month follow-up. Data collected from pre-survey will provide the baseline measure for the evaluation study of Community CookShop participants and their families.

The proposed analysis seeks to:

- Determine differences in outcomes between Community CookShop participants and non-Community CookShop participants
- Determine differences in outcomes between pre- and post program participation
- Determine differences in outcomes between post program participation and six month follow up

Data collection tools and procedures will be developed by the evaluation contractor to reliably measure for changes in knowledge, attitudes and behaviors addressed within the CookShop curricula. All tools and procedures should be informed by that which has been found to be reliable and valid in evaluating nutrition education programming.

It is expected that members of Food Bank For New York City team will have a close working relationship with the successful evaluation provider at all stages of the project.

b. Description of Services

It is expected that the project will include the following:

- **Quantitative research** to identify participant characteristics such as socio-economic status, ethnicity, gender, and other demographic and behavioral aspects including eating behaviors. It is expected this would include reviewing existing literature and information.

The research sample for the quantitative component of the study will need to comprise a sample representative of the population of CookShop participants (both parent/guardian and child) with sufficient sample sizes to allow for robust conclusions to be drawn and to allow for six month outcome evaluation with study participants. To allow for comparative analysis and an assessment

of changes in awareness, knowledge and/or behavior, data will be collected both before and after participation in CookShop and include a control group for comparison.

The inclusion of multiple quantitative methods is expected to ensure the validity and reliability of all findings. The ideal design would include a combination of activities such as surveys, food diaries, dietary recall and observations.

- **Qualitative research** for some agreed segments including in depth analysis on how, if at all, participation in CookShop has had an impact on knowledge, attitudes and behavior around healthy eating. It is expected that the qualitative component of the study will include interviews and/or focus groups.

c. the Budget

The budget is for this evaluation project is \$20,000.00 USD.

3. ROLE OF CONTRACTOR

The selected contractor will be responsible for developing and executing an evaluation of Food Bank For New York City's Community CookShop program. In doing so, the selected contractor will be responsible for the following:

- Development of evaluation tools in coordination with Food Bank For New York City staff
- Coordination with Community CookShop program implementation site staff to schedule evaluation activities and recruit participants
- Recruitment of participants to participate in quantitative and qualitative evaluation
- Disbursement of incentives to the program participants for participation in evaluation activities
- Collection of data through evaluation tools
- Data entry, analysis and summation of data
- Providing Food Bank For New York City with all raw data collected from evaluation activities

4. MANDATORY CONTRACT PROVISIONS

In the event a contract is entered into between Food Bank for New York City ("Food Bank") and your firm (the "Selected Firm"), the following provisions must be agreed to by the parties and added as an addendum to the extent not already provided for in the contract.

1. THE PARTIES AND SCOPE OF THIS AGREEMENT

- 1.1. The Parties: The Parties to this agreement are Food Bank and Selected Firm.
- 1.2. The Agreement: The following provisions, together with the attached contract, are defined as the "Agreement."
- 1.3. Conflicts Between Attached Contract and this Agreement: Any conflict(s) between the express terms of the attached contract and the provisions below shall be resolved in favor of the provision of the attached contract, except for Section 7.2 entitled "Withdrawal of Funding" and Section 4.6 entitled "Compliance with Government Contracts," which are rights retained by Food Bank regardless of any conflict, express or implied, with other provisions within this Agreement.

- 1.4. Assignment and Delegation: Selected Firm may not assign any rights or delegate any performance under this Agreement without Food Bank's prior written consent. All assignment of rights by the Selected Firm is prohibited, whether they are voluntary, involuntary, or by merger, consolidation, dissolution, or operation of law. Any purported assignment or delegation by Selected Firm in violation of this section is void.
- 1.5. Relationship of the Parties: This Agreement shall not create any franchise, fiduciary, agency, partnership, joint venture, employment or special relationship between the Parties.
 - 1.5.1. The Selected Firm is in no way authorized by this Agreement to make any contract, warranty, or representation, or to create any obligation, express or implied, on behalf of Food Bank.
 - 1.5.2. The Selected Firm is an independent contractor of Food Bank. Food Bank shall carry no worker's compensation, health or accident insurance to cover Selected Firm's employees, officers, or agents. Food Bank shall not pay any contribution to Social Security, unemployment insurance, federal or state withholding taxes, nor provide any other contributions or benefits that might be expected in an employer-employee relationship. The Selected Firm agrees to report and pay any necessary contributions for taxes, unemployment insurance, Social Security and other benefits for itself.
- 1.6. Worker's Compensation and Employer's Liability: The Selected Firm will comply with all state regulations pertaining to worker's compensation requirements for insured or self-insured programs.

2. REPRESENTATIONS, WARRANTIES AND COVENANTS OF SELECTED FIRM

- 2.1. Non-Discrimination: If applicable, the Selected Firm shall comply with federal anti-discrimination laws as well as Section 220e of the New York State Labor Law, Section 6-108 of the Administrative Code of the City of New York, Executive Order 50 (1980) as revised, and any successor provisions.
- 2.2. Drug Free Work Place: The Selected Firm, including its agents and employees, shall not possess or consume alcohol, or manufacture, distribute, dispense, possess, or use any unlawful or unauthorized drugs while on Food Bank property or while acting under this Agreement.
- 2.3. Debarment Status: To the extent that this Agreement calls for the delivery of goods or services pursuant to a federal, state, or local government grant or program, the Selected Firm hereby represents and warrants that it has not been debarred or excluded from such government grant or program. The Selected Firm further represents, warrants and covenants that it has not and will not use in any capacity the services of any individual, corporation, partnership, or association which has been debarred or excluded from participation in relevant federal, state, or local grants or programs. In the event that the Selected Firm is disbarred or excluded, or becomes aware of or receives notice of the debarment or exclusion of any individual, corporation, partnership, association or individual providing goods or services to the Selected Firm related to this Agreement, the Selected Firm agrees to notify Food Bank immediately.
- 2.4. General Covenants, Warranties, and Representations: The Selected Firm covenants, warrants , and represents that:
 - 2.4.1. The signatory to this Agreement has the authority to bind the Selected Firm to perform the obligations provided for herein;
 - 2.4.2. All materials, information or software necessary to perform its duties under this Agreement are the property of the Selected Firm, or a third party from whom the Selected Firm has secured the right of use;
 - 2.4.3. The equipment, goods, software, and property provided to Food Bank are free from any claims or demands of third-parties, known or unknown, including, but not limited to claims of an existing security interest, copyright infringement, misappropriation, theft of trade secrets, and other property rights, and will defend, indemnify and hold Food Bank harmless from any such third party claim or demand;

- 2.4.4. Selected Firm and its employees, officers, and agents will maintain any and all professional licenses and certifications necessary to deliver the goods and services contemplated by this Agreement;
- 2.4.5. Selected Firm will fulfill its duties under this Agreement in compliance with all applicable laws and regulations and obtain all appropriate government approvals pertaining to the delivery of goods and services under this Agreement; and
- 2.4.6. Selected Firm will at all times act in good faith and exert its best efforts to perform its obligations under this Agreement. For the purposes of this Agreement, "good faith" shall mean adherence to the high commercial and ethical standards of a not-for-profit charitable organization.

3. INSURANCE

- 3.1. Minimum Coverage: Selected Firm will propose insurance that meets or exceeds the needs of Food Bank. Food Bank reserves the right to approve any insurance proposed by the Selected Firm. At a minimum, the Selected Firm and any Subcontractor will provide general liability insurance coverage and, if applicable, product liability coverage of:
 - 3.1.1. \$1,000,000 for bodily injury to any person for any one occurrence,
 - 3.1.2. \$3,000,000 for bodily injury sustained by two or more persons for any one occurrence, and
 - 3.1.3. \$1,000,000 for property damage for any one occurrence.
- 3.2. Food Bank as Additional Insured: In each case the Selected Firm shall designate Food Bank as an additional insured.
- 3.3. Occurrence-Based Policies: Such policies shall be "occurrence based" policies, providing coverage for all occurrences which are in any way related to the goods or services provided under this Agreement, regardless of when the claim with respect to such occurrence is made.
- 3.4. Proof of Insurance: Food Bank may demand that, before the Selected Firm provides any goods or services under this Agreement, the Selected Firm provides Food Bank with a valid certificate of insurance evidencing that such insurance is in effect and that such insurance will not be canceled or modified on less than thirty days' prior written notice to Food Bank. Failure on the part of Food Bank to make such a demand does not constitute a waiver of the insurance provisions contained in this section.

4. RIGHTS RESERVED BY FOOD BANK

- 4.1. Accounting Records and Right to Audit:
 - 4.1.1. Selected Firm agrees to make available to Food Bank relevant records, programs, and data as may be reasonably requested by Food Bank to verify performance of Selected Firm's duties under and compliance with this Agreement.
 - 4.1.2. Selected Firm agrees to keep accurate financial records in accordance with generally recognized accounting principles for all transactions related to the goods or services provided under this Agreement.
 - 4.1.3. Food Bank reserves the right to audit or cause to be audited the Selected Firm's books and accounts regarding the transactions contemplated in this Agreement at any time during the term of this Agreement and for five (5) years thereafter.
- 4.2. Ownership of Data: To the extent applicable, all data (including without limitation, written, printed, graphic, video and audio material, and information contained in any computer database or computer readable form) generated by the Selected Firm in the course of fulfilling its duties under this Agreement (the "Data") is the property of Food Bank. Any copyrightable work created in connection with performance of the this Agreement and contained in the Data is work made for hire, whether published

or unpublished, and all rights therein are the property of Food Bank as employer, author and owner of copyright in such work.

- 4.3. Right to Select and Remove Personnel: Food Bank reserves the right to interview and select and, if necessary, replace, all of the Selected Firm's personnel who will provide services under this Agreement. Food Bank has the right to remove for reasonable cause any of the Selected Firm's personnel who will provide Services under this Agreement.
- 4.4. Use of Food Bank's Marks or Name Generally: Food Bank is the sole owner of all right, title and interest to all of Food Bank's trademarks, service marks and logos (collectively, the "Marks") and name. Selected Firm shall not use Food Bank's Marks or name without Food Bank's prior written approval. This provision will survive termination of this Agreement.
- 4.5. Use of Food Bank's Name and Marks for Marketing: Selected Firm shall not, without Food Bank's express written approval, publically represent on its website, in marketing materials, or otherwise that Selected Firm or its goods or services have been endorsed or used by Food Bank. Absent a specific licensing agreement to the contrary, Food Bank reserves the absolute right to withhold the use of its name and Marks by Selected Firm. This provision will survive termination of this Agreement.
- 4.6. Compliance with Government Contracts: Nothing in this Agreement shall be read to interfere with Food Bank's compliance with existing agreements between Food Bank and any federal, state, or local government. To the extent that this Agreement calls for the delivery of goods or services pursuant to a federal, state, or local government grant or program, Selected Firm agrees to abide by the rules and regulations of such program that are applicable to Selected Firm.

5. LICENSING OF FOOD BANK'S NAME AND MARKS

- 5.1. Statement of Ownership: Food Bank owns and has the authority to license in the United States its name and Marks. If this Agreement grants Selected Firm the right to use Food Bank's name or Marks, such right is a nonexclusive, nontransferable, non-assignable license. Nothing in this Agreement gives Selected Firm the right to use Food Bank's name or Marks other than in accordance with this Agreement.
- 5.2. Media Usage in Licensing Agreements: If this Agreement grants Selected Firm the right to use Food Bank's Marks or name, Food Bank must give prior written approval of the form of all promotional materials, packaging, news releases, announcements, advertising and other matter used in connection with this Agreement prior to use, release and/or distribution. Food Bank's written approval may be provided via fax, e-mail or mail. Food Bank's review of the proposed use of its name or Marks shall be timely, and approval shall not be unreasonably withheld.

6. CONFIDENTIALITY

- 6.1. Confidential Information Defined: Confidential Information is all information that is marked as such and all other information which a reasonable person would consider to be confidential. Confidential Information shall include, but is not limited to, information regarding Food Bank, its operations, programs, activities, financial condition, employees, officers, donors, grantors and customers ("Confidential Information").
- 6.2. Use of Confidential Information: Selected Firm agrees it will use Confidential Information solely for the purpose of providing goods and services under this Agreement. Absent written consent by Food Bank, Selected Firm shall not disclose, and will use their best efforts to prevent the disclosure of, any confidential or proprietary information about Food Bank and its employees, officers, directors, donors, grantors, affiliates, customers, and beneficiaries.
- 6.3. Permitted Disclosures: Notwithstanding the preceding paragraph, the Selected Firm may disclose Confidential Information to employees, agents, and consultants if i) the disclosure is reasonably necessary for the Selected Firm to fulfill its obligations under this Agreement and ii) all recipients of the Confidential Information agree to be bound by the confidentiality provisions of this Agreement.

- 6.4. Disclosures Compelled by Law: Upon receipt of any request, subpoena, or other legal obligation to produce any of Food Bank's Confidential Information, Selected Firm will promptly notify Food Bank. Selected Firm shall cooperate with Food Bank to limit the scope of the request, subpoena, or other legal obligation. Either Selected Firm or the Food Bank may, in its discretion, take legal or other action to oppose such disclosure. Confidential Information that is ultimately required to be disclosed by law, including information disclosed pursuant to a court order or subpoena, shall not otherwise cease to be treated as Confidential Information.
- 6.5. Return of Confidential Information: Upon written request of Food Bank, the Selected Firm will return all Confidential Information disclosed in written or tangible form, and the Selected Firm will destroy all of its copies, excerpts or notes made by it which contain any portions of the Confidential Information unless otherwise provided for by the parties. The Confidentiality provision will survive the termination of this Agreement.

7. TERMINATION

- 7.1. Termination for Cause: Food Bank shall have the right at any time to terminate this Agreement for "cause" on notice to Selected Firm. "Cause" shall be defined as:
- 7.1.1. A material breach by Selected Firm of any of its obligations under the terms of this Agreement;
 - 7.1.2. Selected Firm being adjudged insolvent or bankrupt;
 - 7.1.3. The institution of any proceedings by or against Selected Firm seeking relief, reorganization or arrangement under any laws relating to bankruptcy or insolvency;
 - 7.1.4. Any assignment by Selected Firm for the benefit of creditors;
 - 7.1.5. The appointment of a receiver, liquidator, or trustee of any of Selected Firm's property or assets; or
 - 7.1.6. The liquidation, dissolution or winding up of the business of Selected Firm.
- 7.2. Withdrawal of Funding: If the goods or services described in this Agreement support the development or operation of a program funded by state, federal or local government, Food Bank shall have the right to terminate this Agreement on fifteen (15) days' notice in the event that such grant or programmatic funding is withdrawn or materially reduced. Food Bank agrees to take all reasonable steps (including submitting grant renewal applications and complying with programmatic requirements) necessary to maintain the funding associated with this Agreement.
- 7.3. Reservation of Rights After Termination: Termination by Food Bank does not limit or restrict the rights and remedies available to Food Bank under this Agreement.

8. LIMITATION OF LIABILITY AND INDEMNIFICATION

- 8.1. Limitation of Liability to Money Owed Under this Agreement: In no event shall Food Bank be liable under this Agreement, including for termination pursuant to Section 7, for any lost profits, consequential, exemplary, incidental, or punitive damages, including personal injury, death, costs of delay, any failure of delivery costs of lost or damaged property or liabilities to third parties arising from any source with respect to the activities of the Selected Firm related to this Agreement, regardless of whether Food Bank was made aware of the possibility of such damages. The liability of Food Bank under this contract to the Selected Firm and its successors, assignees, agents shall not exceed the amount of money paid or otherwise owed for approved goods or services under this Agreement by Food Bank.
- 8.2. Indemnification: Selected party will indemnify and hold harmless Food Bank, its officers, directors, employees and agents, and their respective successors and assignees, against any cause of action, loss, liability, damage, cost or expense, whether accrued, absolute, contingent or otherwise, including attorney's fees and costs (whether or not a suit is brought) arising out of or relating to the Selected Firm's activities under this Agreement, including but not limited to Selected Firm's breach of any of Selected

Firm's representations, warranties or covenants in this Agreement; any negligence or misrepresentation attributable to Selected Firm, its agents, officers, or employees; and any failure on the part of Selected Firm to comply with federal, state, or local laws, regulations, or ordinances. This indemnification obligation will survive the termination of this Agreement.

- 8.3. Indemnification for Licensing of Marks: If this Agreement concerns licensing of the Marks, indemnity for claims that seek to settle the ownership of or rights to the Marks will be limited to reasonable attorney's fees incurred by Food Bank in defending against any such claim.

9. ALTERING AND AMENDING THE AGREEMENT

- 9.1. Authorized Representatives: The only persons that are, or will be, authorized to speak or act for Food Bank in any way with respect to this Agreement are those whose positions or names have been specifically designated in writing to the Selected Firm.
- 9.2. Limitation on Waiver: No provision in this Agreement may be waived, except pursuant to a writing executed by the party against whom the waiver is sought to be enforced. No failure or delay in exercising any right or remedy or requiring the satisfaction of any condition under this Agreement, and no course of dealing between the parties operates as a waiver or estoppel of any right, remedy, or condition. No waiver of any right will be deemed a continuing waiver unless the intent to grant a continuing waiver is evident in the plain language of the writing.
- 9.3. Amendments: No amendment, rescission, supplementation, termination, or discharge of this Agreement will be effective unless reduced to a writing identified as an amendment to this Agreement and executed by such officers of the Selected Firm and Food Bank who are authorized to execute agreements on their organization's behalf.

10. ENTIRE AGREEMENT AND DISPUTE RESOLUTION

- 10.1. Entire Agreement: This Agreement and all its attachments constitute the entire agreement between the parties and supersede all prior agreements, oral or written.
- 10.2. Negotiation and Mediation: The parties shall attempt in good faith to resolve any dispute arising out of or relating to this Agreement by negotiation. If the Parties are unable to resolve the dispute by negotiation, they may endeavor, but are not required, to resolve the dispute by mediation.
- 10.3. Venue: Any party bringing a legal action or proceeding against any other party arising out of or relating to this Agreement shall bring the action in a Federal or State court in the State of New York. Selected Firm and Food Bank each expressly waive i) any objection which it may now or later have to the laying of venue in a Federal or State court in the State of New York and ii) any claim that any action or proceeding brought in any such court has been brought in an inconvenient forum.
- 10.4. Choice of Law: The laws of the State of New York govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates, including its validity, interpretation, construction, and enforcement, as well as any action in tort brought by the Selected Firm against Food Bank.

SECTION C – PROPOSAL CONTENT

1. REQUIRED PROPOSAL INCLUSIONS

The response to this RFP shall contain the following sections:

Executive Summary
Contractor Background and Experience
Project Staffing and Organization
Technical Proposal
Cost Proposal
Execution of Proposal

a. Executive Summary

The Executive Summary will consist of the proposal cover letter highlighting the contents of this proposal.

b. Contractor Background and Experience

This section will include background information on the contractor's organization and should give details of experience with similar projects. Samples of work performed by the Contractor related to a previously implemented campaign may be submitted.

c. Project Staffing and Organization

This section must include the proposed staffing, deployment, and organization of personnel to be assigned to this project. At any point after contract award, staffing changes can be made through the mutual consent of the selected Contractor and Food Bank For New York City.

The contractor shall provide information as to the qualifications and experience of all executive, managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person as follows:

1. Contract or Account Manager. Identify one (1) individual who will manage the contract work. Provide detail on the Contract or Account Manager's experience, education, affiliations, memberships, awards, and recognitions received for similar services. Define the percent of the Contract or Account Manager's time that will be devoted exclusively to managing the Food Bank For New York City's project.
2. Project Team. Identify by name, title and role each proposed Project Team member on Food Bank For New York City's account. Include relevant experience.
3. Identify other staff member(s) who will work on the Food Bank For New York City evaluation, and how much time would be spent on the Food Bank For New York City project.

4. Detail your organization's business and marketing philosophies. Describe your organization's work environment and internal culture, including the method by which your clients' needs are understood and integrated into your project designs.

d. Technical Proposal

This section shall include, in narrative, outline, and/or graph form, the strategic plan proposed to accomplish the Scope of Work. This section must provide comprehensive narrative statements that set out the methodology intended and how the methodology meets the needs of the project. The contractor must present a thorough understanding of the goals of the program and scope of the project and demonstrate an adherence to the required timeline.

e. Cost Proposal

Personnel Costs
Material Production Costs
Travel Expenses
Operational Expenses
Miscellaneous Expenses

i. Personnel Costs

The Offerer is to distinguish between in-house and subcontracted personnel; and calculate the total costs required to execute the proposed evaluation.

ii. Material Production Costs

The Contractor is to identify all costs related to production of materials required for evaluation of the CookShop program.

iii. Travel Expenses

The Contractor is to submit its expense reimbursement policy for travel incurred on behalf of and at the direction of Food Bank For New York City. A travel expense is defined as other than that required for normal account service. Identify all reimbursable travel expenses and detail how the expenses will be verified.

iv. Operational Expenses

The Contractor is to identify all operational expenses that will be incurred in the performance of this contract, such as packaging, postage, express photocopying, telephone, shipping, and delivery. Identify and submit rates for operation-related expenses. Detail how the expenses will be verified.

v. Miscellaneous Expenses

The Contractor is to identify all miscellaneous expenses that will be incurred in performance of this contract, not previously covered in Items 1-5, listed above. Submit rates for each miscellaneous expense identified. Any costs associated with the Food Bank For New York City account outside the scope of this price proposal should also be listed. Detail how the expenses will be verified.

5. SUBMISSION OF PROPOSAL

It is required that an electronic copy of the Offerer's proposal be emailed by the closing date to Sachiko Eguchi, Evaluation Associate at Food Bank For New York City at seguchi@foodbanknyc.org. In addition, a paper copy of the Offerer's proposal must be postmarked by the closing date and sent to:

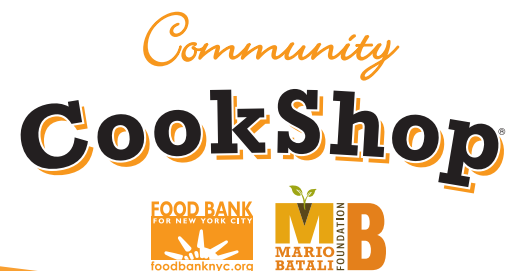
Gail Quets
Senior Director of Research and Evaluation
Food Bank For New York City
39 Broadway, 10th Floor
New York, NY 10006

Food Bank For New York City will confirm the receipt of all proposals.

a. Community CookShop 2012 Curriculum

Workshop 1

Meals in a SNAP



Workshop 1

Meals in a SNAP



4

Discover Ways to Save: Discuss the importance of planning and using a food budget to maximize the amount of nutritious food families can purchase. Hand out the **Family Food Budget Calculator** worksheet to adults and the **Child Activity** worksheets, based on age or interest — **Workshop 1: My Favorite MyPlate** (younger children) and **Workshop 1: Color MyPlate** (older children).

Ask

Who knows what a budget is? How do you use a budget?

Do you know how much you typically spend on food each week or each month?

How do you decide how much to spend on food?

Have you ever made a food budget before you go grocery shopping?

Explain

You can plan your spending before you shop by creating a basic food budget.

A food budget will

- Provide a clear understanding of how much you can afford to spend on food; and,
- Give you more control over how you spend and save your money.

Activity: Find Your Food Budget Have participants refer to the **Family Food Budget Calculator** worksheet as you guide them through the example budget. Families can calculate their own budget at home.

Explain: This food budget is based on the funds available to you after you subtract expenses from your income. Everyone's budget will be different. Families of different sizes may need to manage their food budget differently.

*Food stamp benefits provided by the USDA's Supplemental Nutrition Assistance Program (SNAP) and pantry assistance can increase the amount you have to spend on food. If you are a family having difficulty affording food, a senior living on a fixed income or recently unemployed, you may be eligible. Pregnant women and women with children under the age of five may qualify for Special Supplemental Nutrition Program for Women, Infants and Children (WIC). Find out more by contacting the resources listed on your Community CookShop Newsletter or calling 311.

5

Bringing It Home: Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — Three-Color Salad with Raisins and Minestrone Soup, 1 set per family.

Suggest

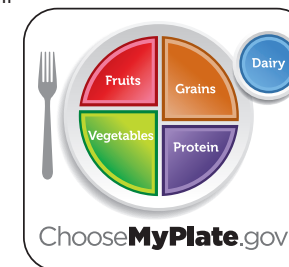
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!
- Complete the **Family Food Budget Calculator** worksheet at home to determine your family's weekly food budget.

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. Remember to order groceries for the next workshop!

Food is an important part of your family's budget and health. Balanced meals provide a filling and healthful foundation for managing both. During this workshop, you will

- Create a delicious and nutritious meal — **Three-Color Salad with Raisins**;
- Discuss MyPlate and the importance of eating balanced meals with your family; and,
- Explore using a **Family Food Budget** to manage money spent on nutritious foods.



Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the in-workshop recipe, **Three-Color Salad with Raisins**.
- Confirm receipt of **Family Exploration Food** (Three-Color Salad with Raisins and Minestrone Soup recipes) and refrigerate perishable items.

During

- Register participants (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Family Food Budget Calculator** worksheets to adults and **Child Activity** worksheets — **Workshop 1: My Favorite MyPlate** (younger children) and **Workshop 1: Color MyPlate** (older children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 1 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms
- Sign-In Sheet
- Verification Form
- Workshop 1 Poster
- Workshop 1 Newsletters
- Family Food Budget Calculator Worksheets
- Calculator (for food budget activity)
- Child Activity Worksheets — **Workshop 1: My Favorite MyPlate** (younger children) and **Workshop 1: Color MyPlate** (older children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials:

Ingredients for **Three-Color Salad with Raisins** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- can opener
- colander
- mixing bowl set
- measuring cups and spoons
- mixing spoon
- whisk
- bowls and utensils for tasting

Workshop 1

Meals in a SNAP

1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask

What types of foods do you and your family eat?
How do you decide what your family eats?
How often do you think about nutrition and health when you make these decisions?

Explain

During Community CookShop you will:

- Practice healthful habits by cooking tasty, nutritious recipes with your children in the workshop and at home.
- Discuss the health impacts of eating a balanced diet.
- Explore ways to save time and money on food.
- Find out about food sources available to you.

2

The Cooking Connection: Discuss how balanced meals benefit your body and your budget while preparing a delicious, healthful recipe together. Refer to the **Workshop 1 Poster** for the recipe; hand out the **Workshop 1 Newsletters** to participants for reference.

Three-Color Salad with Raisins

Tasting: 20 (1/3 cup) | Prep Time: 10 to 15 minutes

Ingredients:

Salad

- red cabbage 1/2 head
- spinach 3 bunches
- chickpeas 1 15-ounce can, rinsed

Dressing

- lemon 1 medium, juiced
- honey 1/2 teaspoon
- salt 1/8 teaspoon
- black pepper 1/4 teaspoon
- olive oil 1/4 cup
- raisins 1 cup



Cooking tasks in **bold** are perfect for children!

Instructions:

1. **Wash** hands and all produce.
NOTE: Participants should use plastic knives only.
2. Remove core from red cabbage, cut in half and chop into 1/2-inch wide strips.
3. **Remove** stems from spinach and **chop** or **tear** into bite-size pieces.
4. Open can of chickpeas. **Pour** chickpeas into a colander and **rinse** thoroughly.
5. For dressing, in a small mixing bowl, **measure** and **add** lemon juice, honey, salt, black pepper and olive oil. **Whisk** briskly until thoroughly combined.
6. **Combine** salad ingredients in a large mixing bowl. **Add** raisins and dressing and **toss** to combine.
7. Serve salad and enjoy!

! The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthful changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?

What other healthful foods could you use in this recipe? How would your family make this recipe differently?

How can you support your children in trying new, healthful foods?

Explain

When describing food, use all five senses!

Sight: green, colorful, leafy
Taste: sweet, bitter, earthy
Smell: citrusy, green, sweet
Texture: crunchy, gritty, chewy
Sound: crunchy, juicy

Answers will vary. Suggestions: Red leaf or other lettuce, or escarole.

Select foods and cook family meals together.

Encourage children to try new fruits and vegetables, especially during summer and school meals.

Balance Your Plate: Introduce MyPlate and discuss eating balanced meals containing the five food groups: vegetables, fruit, grains, dairy and calcium-rich foods and protein.

Ask

Can anyone name the five food groups?

What does a "balanced meal" mean to you?

What balanced meals do you eat with your family?

How can you be sure you are eating a balanced meal?

Which food groups do you see in today's recipe?

Explain

The United States Department of Agriculture (USDA)'s MyPlate shows that **balanced meals include foods from all five food groups: vegetables, fruit, grains, dairy and calcium-rich foods and protein.**

Balanced meals are made from a variety of foods and give you the nutrients to keep your body healthy and strong.

Answers will vary. Suggestions: Roasted chicken (protein), rice (grain) and green beans (vegetable) or whole-wheat lasagna (grain, vegetable, dairy) and a green salad (vegetable).

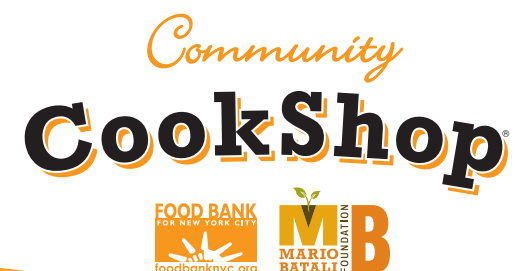
You can make balanced meals by **including foods from at least three of the five food groups.**

Cooking balanced meals at home gives you **control over the nutrients your family receives** and allows you to **save money while making healthful meals.**

Vegetables (cabbage & spinach), Protein (chickpeas) & Fruit (raisins & lemon)

Workshop 2

Why Cooking Works



4

Discover Ways to Save: Guide participants through exploring the costs of eating out and cooking at home. Hand out the **Compare Food Costs** worksheet to the adults and the **Child Activity** worksheets, based on age or interest — **Workshop 2: Color MyPlate** (younger children) and **Workshop 2: Choose a Nutritious Breakfast** (older children).

Ask

Do you usually eat out or cook at home? Why?

What are the benefits of cooking your own meals?

Explain

Cooking is a great way to

- Get the nutrients you need;
- Spend time with family; and,
- Control the amount and types of food your family eats.

When you cook with whole and minimally processed foods, you get more nutrients for your dollar. In addition, you do not pay for all the other costs associated with prepared, packaged and processed food.

! Be wary of value meals! Food companies discount these foods hoping you will super-size or buy more food — generally super-sized meals have super-sized amounts of calories, fat, sugar and sodium — salt! Too much fat, sugar and sodium can lead to diet-related diseases like obesity, diabetes and hypertension — high blood pressure.

Activity: Compare Food Cost With participants, use the **Compare Food Costs** worksheet to determine the difference between cooking a cheeseburger dinner for a family of five at home and ordering the same meal at a fast-food restaurant. Guide participants through the **Comparing Food Costs** activity. See notes below.

Comparing food costs between cooking at home and eating out can help balance your family's food budget, and make room for more healthful foods.

The homemade meal costs \$3.25 less.

Other than cost, what benefits do you notice about cooking this meal at home?

Cooking provides leftovers; cooking gives you control over the types of ingredients and amount of fat, sugar and salt in your meals; cooking is a chance to spend time with your family and pass on traditions.

What healthful foods could you buy with this savings of \$3.25?

With this savings you could buy: 1 head of broccoli; or 2–3 bags of dried beans; or 1 bag of rice; or 1–2 bags of frozen spinach; or 2–3 apples; or 1 bunch bananas; or 2–4 sweet potatoes; or 3–5 oranges; or 1 bunch of collards or kale; or 3–5 onions; etc.

5

Bringing It Home: Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — Bean, Corn and Sweet Onion Salad and CookShop Chili, 1 set per family.

Suggest

- Think about one thing you will try to do this week with your family for your health and your budget.
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. Remember to order food for the next workshop!

Workshop 2

Why Cooking Works



Cooking nutritious food with your children makes the most of limited food dollars and helps prevent diet-related diseases such as obesity and diabetes. During this workshop, you will

- Create a delicious and nutritious meal — **Bean, Corn and Sweet-Onion Salad**;
- Discuss the difference between whole and processed foods; and,
- Explore how cooking at home can save money and improve your family's health.

Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the In-Workshop recipe, **Bean, Corn and Sweet-Onion Salad**.
- Confirm receipt of **Family Exploration Food** (Bean, Corn and Sweet-Onion Salad and CookShop Chili recipes) and refrigerate perishable items.

During

- Register new participants only (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Compare Food Costs** worksheets to adults and **Child Activity** worksheets — **Workshop 2: Color MyPlate** (younger children) and **Workshop 2: Choose a Nutritious Breakfast** (older children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 2 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (new participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms (for new families only)
- Sign-In Sheet
- Verification Form
- Workshop 2 Poster
- Workshop 2 Newsletters
- Compare Food Costs Worksheets
- Calculator (for comparing food costs activity)
- Child Activity Worksheets — **Workshop 2: Color MyPlate** (younger children) and **Workshop 2: Choose a Nutritious Breakfast** (older children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials

Ingredients for **Bean, Corn and Sweet-Onion Salad** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- can opener
- colander
- mixing bowl set
- measuring cups and spoons
- mixing spoon
- whisk
- bowls and utensils for tasting

Workshop 2

Why Cooking Works



1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all new participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask (Review of Workshop 1)

Who was at the last workshop? Who is new to Community CookShop? Welcome!

Who made the **Minestrone Soup** recipe at home? How did you and your family like cooking together?

What are the five food groups in USDA's MyPlate?

Who used the Family Food Budget Calculator and created a food budget? Did it identify ways to save money?

Explain

During this workshop you will

- Practice healthful habits by cooking a delicious, nutritious recipe with your children.
- Learn about whole foods and how they can save you money while nourishing your body; and,
- Explore cooking with healthful ingredients to reduce weekly food costs.

2

The Cooking Connection: Discuss the benefits of cooking with whole foods while preparing a delicious, healthful recipe together. Refer to the **Workshop 2 Poster** for the recipe; hand out the **Workshop 2 Newsletters** to participants for reference.

Bean, Corn and Sweet Onion Salad

Tasting: 20 (1/4 cup) | Prep Time: 10 to 15 minutes

Ingredients:

Salad

- sweet onions 2 medium
- corn 1 15-ounce can, rinsed
- white beans 1 15-ounce can, rinsed
- tomatoes* 2 medium

Dressing

- lemon 1 medium, juiced
- apple cider vinegar 2 tablespoons
- dried thyme 1 teaspoon
- salt 1/2 teaspoon
- black pepper 1/4 teaspoon
- olive oil 1/4 cup

*Simple substitution: At home, fresh tomatoes may be replaced with canned!



Vegetables Fruit Grains Protein Dairy



Cooking tasks in **bold** are perfect for children!

Instructions:

1. **Wash** hands and all produce. **NOTE:** Participants should use plastic knives only.
2. Peel sweet onions and finely **chop**.
3. Open cans of corn and white beans, **pour** into a colander and **rinse** thoroughly. **Place** corn and white beans in a large mixing bowl.
4. Open can of tomatoes, **pour** into the colander and drain thoroughly. **Chop** tomatoes into bite-size pieces.
5. For dressing, in a small mixing bowl, **measure** and **add** lemon juice, apple cider vinegar, dried thyme, salt, black pepper and olive oil. **Whisk** briskly until thoroughly combined.
6. **Combine** salad ingredients in the large mixing bowl. **Add** dressing and **toss** to combine.
7. Serve salad and enjoy!



The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthful changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?
What additions and/or substitutions might your family make to this dish at home?

What types of food do you usually use when you cook? What dishes do you make that use? How could you add more whole foods to your dishes?

How can you tell if a food is whole, minimally processed or highly processed?

Explain

When describing food, use all five senses!

Sight: red, yellow, colorful
Taste: sweet, salty, sour
Smell: summery, zesty, pungent
Texture: juicy, crunchy, creamy
Sound: juicy

Answers will vary. Suggestions: Black beans or green beans.

Suggestions: Collards with brown rice (instead of white rice); add beans to a vegetable salad for a protein boost; snack on carrots or apples.

Whole foods have not been changed from how they are found in nature. When a food has been changed, it has been processed.

Whole Foods

- Contain naturally occurring nutrients
- Are generally low in fat and added sugar and salt

Minimally Processed Foods

- Slightly changed from natural, whole foods
- Are usually low in fat and added sugar and salt

Highly Processed Foods

- Are significantly lower in naturally occurring nutrients
- Are higher in fat, sugar and salt.

Eat mostly whole and minimally processed foods.

When preparing whole and minimally processed foods, try to keep them as close to their original state as possible — avoid or limit the amounts of added fat, sodium and sugar. When you cook with whole and minimally processed foods, you can help prevent and manage diseases like obesity, diabetes and heart disease.

Refer to the **Workshop 2 Poster**: whole foods (sweet onion and lemon), minimally processed (canned corn, white beans and tomatoes).

Suggestions: Select foods and cook family meals together.

Encourage children to try new fruits and vegetables, especially during summer and school meals.

Workshop 3

Begin with the Basics



4

Discover Ways to Save: Stocking Up on Staples *Guide participants through building a list of nutritious staples and other nutritious foods by shopping the perimeter and the frozen, canned and dry goods areas of the grocery store. Have participants refer to the **Determine Your Staples** worksheet. Hand out the **Child Activity** worksheets, based on age or interest — **Workshop 3: Food Maze** (younger children), **Workshop 3: Eat Smart Using Food Labels** (older children).*

Ask

When you cook at home, what ingredients do you use most often?

Which of these can/do you buy in bulk or keep on hand? Why?

Where can you find staples at the grocery store? What staples can you find at your pantry?

Explain

Cooking ingredients and supplies that you use commonly are called staples. Pasta, rice, canned and dry goods are all examples of staples.

Review the **Grocery Store Map** and the areas to shop for staples and other healthful foods.

One simple way to save on your food purchases each week is to keep your shelves stocked with healthful staples. Staples

- Shorten your weekly grocery list.
- Are often on sale.
- Store well.

Canned foods have a long shelf-life and are nutritious when packed in water or their own juices. Look for low-sodium canned goods and rinse under cool water to reduce sodium levels. Rinse canned fruit in heavy syrup to reduce sugar levels.

Explore: Determine Your Staples *Discuss with participants their regularly used nutritious staples. Think about the following questions as a guide:*

- What are some meals and ingredients you make/use regularly?
- What shelf-stable foods in each food group could you keep on hand?
- Write down other ingredients that you use regularly, e.g., olive oil, spices, cereal, milk.

5

Bringing It Home: *Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — Tuna and Vegetable Sandwiches and Whole-Grain Pasta with Garden Greens, 1 set per family.*

Suggest

- Think about one thing you will try to do this week for your health and your budget.
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. Remember to order food for the next workshop!

Workshop 3

Begin with the Basics



Healthful, low-cost meals can start with the foods your family loves. Keeping a supply of nutritious, well-liked foods in your home makes cooking and eating well a cinch! During this workshop, you will

- Prepare a delicious and nutritious recipe — **Tuna and Vegetable Sandwich**;
- Practice reading Nutrition Facts labels;
- Form a list of nutritious staple ingredients that will help save your family money; and,
- Discuss where to find staples and other nutritious foods in the grocery store.

Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the in-workshop recipe, **Tuna and Vegetable Sandwiches**.
- Confirm receipt of **Family Exploration Food** (Tuna and Vegetable Sandwiches and Whole-Grain Pasta with Garden Greens recipes) and refrigerate perishable items.

During

- Register new participants only (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Determine Your Staples** worksheets to adults and **Child Activity** worksheets — **Workshop 3: Food Maze** (younger children) and **Workshop 3: Eat Smart Using Food Labels** (older children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 3 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (new participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms (for new families only)
- Sign-In Sheet
- Verification Form
- Workshop 3 Poster
- Workshop 3 Newsletters
- Determine Your Staples Worksheets
- Child Activity Worksheets — **Workshop 3: Nutritious Food Maze** (younger children) and **Workshop 3: Eat Smart Using Food Labels** (older children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials

Ingredients for **Tuna and Vegetable Sandwiches** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- can opener
- large mixing bowl
- measuring spoons
- mixing spoon
- bowls and utensils for tasting

Begin with the Basics

1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all new participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask (Review of Workshop 2)

Who made the **CookShop Chili** recipe at home? How did you and your family like cooking together? What additions or substitutions could you make to this recipe?

Who can describe the difference between whole, minimally processed and highly processed foods? Which type(s) of food provides more nutrients? Which type should we avoid?

Last week we learned about saving money by cooking at home instead of ordering out. How does cooking at home help your food budget?

Explain

During this workshop you will:

- Practice healthful habits by cooking a tasty, nutritious recipe with your children — **Tuna and Vegetable Sandwiches**.
- Discuss whole grains and ways to use them in the meals you love.
- Identify basic items for your pantry that will save time and money.

2

The Cooking Connection: Discuss nutritious staple foods and whole grains while preparing a delicious, healthful recipe together. Refer to the **Workshop 3 Poster** for the recipe; hand out the **Workshop 3 Newsletters** to participants for reference.

Tuna and Vegetable Sandwiches

Tasting: 20 (¼ cup) | Prep Time: 10 to 15 minutes

Ingredients:

- | | |
|---------------------|---------------------------------|
| ● tuna fish | 2 5-ounce cans, packed in water |
| ● red bell peppers | 2 medium |
| ● artichokes | 1 6-ounce can |
| ● arugula | 1 bunch |
| ● lemon | 1 medium, juiced |
| black pepper | ½ teaspoon |
| apple cider vinegar | 2 tablespoons |
| dried thyme | 1 teaspoon |
| ● whole-wheat bread | 10-12 slices |



Cooking tasks in **bold** are perfect for children!

Instructions:

- Wash** hands and all produce. *NOTE: Participants should use plastic knives only.*
- Open cans of tuna fish and drain thoroughly.
- Cut off tops of red bell peppers and remove ribs and seeds. **Chop** into small pieces.
- Open can of artichokes, drain and **chop** into bite-size pieces.
- Chop** or **tear** arugula into small pieces.
- Combine** tuna, red bell peppers, artichokes and arugula in large mixing bowl. **Add** lemon juice, black pepper, apple cider vinegar and dried thyme and **toss** to combine.
- Spread** mixture on whole-wheat bread for sandwiches or eat as a salad with whole-wheat bread torn apart like large croutons. Enjoy!



The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthful changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?
What additions and/or substitutions might your family make to this dish at home?

What recipes do you make at home that use canned meat/fish, beans or dry goods?

How can you support your children in trying meals that incorporate staples like canned or dry beans, brown rice or whole-wheat pasta?

How do you decide which foods to buy in the grocery store?

Have you ever used the Nutrition Facts label on foods? If so, how?

What information is provided on the Nutrition Facts label?

Which nutrients listed on the label are good for you and which do you want to avoid or limit? How much should you have of each?

Explain

When describing food, use all five senses!

Sight: red, brown, colorful

Taste: zesty, fishy, sweet

Smell: sweet, smoky, pungent

Texture: hearty, flaky, filling

Sound: thick, quiet

Answers may vary. Suggestions: Rice and beans with steamed spinach. Stewed lentils with couscous and canned green beans. Canned chicken salad with tomato on whole-wheat bread.

Dinner is a great time to use staples because they're generally quick to prepare and can be used in many dishes. Get your children involved when planning and cooking meals at home!

The Nutrition Facts label is a tool that allows us to see the nutrition content of foods.

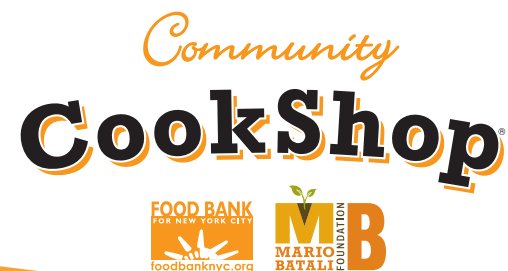
Refer to the **Workshop 3 Poster** to review the Nutrition Facts label.

Reading the Nutrition Facts label on foods tells us important information such as serving size, calories, and the different nutrients contained within foods like vitamins, minerals, fat, cholesterol, salt (sodium), sugar, fiber and protein.

Beneficial nutrients are: fiber, vitamins, minerals and protein. **Look for amounts at 20 percent or more for beneficial nutrients.** Nutrients to avoid or limit are: fat, cholesterol, sodium and sugar. **Try to eat foods that have 5 percent or less of fat, cholesterol and sodium; and eat foods with less than 8-10 grams (g) per serving of sugar.**

Workshop 4

Plan Your Plate



Workshop 4

Plan Your Plate



4

Discover Ways to Save: Guide participants in creating a simple, healthful meal plan. Hand out the **Make a Meal Plan** worksheet to adults and the **Child Activity** worksheets, based on age or interest — **Workshop 4: Create a Fruit and Vegetable Rainbow** (younger children) and **Workshop 4: Create a Healthful Menu** (older children).

Ask

Do you plan your family's meals in advance? If so, how?

How does planning help you?

Explain

A meal plan is a basic outline of what your family will eat for a certain amount of time.

Using the foods and dishes your family eats regularly, you can create a flexible meal plan.

Weekly meal plans

- Maximize the use of staple food items.
- Make grocery lists quick and easy.
- Help track the nutrients your family eats.
- Reduce cooking time and food waste.

Explore: Make a Meal Plan As a group, think about the meals that are frequently eaten and use the **Make a Meal Plan** worksheet to explore how to build a simple, cost-effective meal plan.

1. **Scan your shelves and circulars.** List the staple foods you have on hand and any specials on healthful ingredients.
2. **Visit your local food pantry.** Include the staples you receive in your list.
3. **Plan your meals.** Write down one week's worth of meals that include at least three food groups.
4. **Create a grocery list.** List out all ingredients needed to make the recipes in your meal plan.
5. **Finish up at the grocery store.** Make sure to use your food budget and any food stamps that you receive.
6. **Switch it up.** Write down one way that you could use leftover ingredients and create new meals.

5

Bringing It Home: Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — CookShop Burrito and Braised Broccoli, 1 set per family.

Suggest

- Think about one thing you will try to do this week for your health and your budget.
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. Remember to order food for the next workshop!

Think ahead! Planning quick and colorful meals is a useful way to keep track of food spending and make the most of the food your family eats. During this workshop, you will

- Prepare a delicious and nutritious recipe with your children — **CookShop Burrito**;
- Discuss the benefits of whole grains and ways to use them in daily meals; and,
- Plan healthful meals that can reduce food spending.

Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the in-workshop recipe, **CookShop Burrito**.
- Confirm receipt of **Family Exploration Food** (CookShop Burrito and Braised Broccoli recipes) and refrigerate perishable items.

During

- Register new participants only (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Make a Meal Plan** worksheets to adults and **Child Activity** worksheets — **Workshop 4: Create a Fruit and Vegetable Rainbow** (younger children) and **Workshop 4: Create a Healthful Menu** (older children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 4 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (new participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms (for new families only)
- Sign-In Sheet
- Verification Form
- Workshop 4 Poster
- Workshop 4 Newsletters
- Make a Meal Plan Worksheets
- Child Activity Worksheets — **Workshop 4: Create a Fruit and Vegetable Rainbow** (younger children) and **Workshop 4: Create a Healthful Menu** (older children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials

Ingredients for **CookShop Burrito** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- can opener
- colander
- mixing bowl set
- measuring cups and spoons
- mixing spoon
- bowls and utensils for tasting

1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all new participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask (Review of Workshop 3)

Who made the **Whole-Grain Pasta with Garden Greens** recipe at home? Did your family enjoy cooking together? What additions or substitutions could you make to this recipe?

How do you read a Nutrition Facts label and why is it important?

What are some examples of healthful food staples? What staples did you use in the **Whole-Grain Pasta with Garden Greens** recipe?

During this workshop you will:

- Practice healthful habits by cooking a tasty, nutritious recipe with your children — **CookShop Burrito**.
- Discuss the benefits of whole grains and ways to use them in daily meals.
- Explore ways to plan meals and use leftovers to save time and money.

Explain

2

The Cooking Connection: Discuss the benefits of whole grains while preparing a delicious, healthful recipe together. Refer to the **Workshop 4 Poster** for the recipe; hand out the **Workshop 4 Newsletters** to participants for reference.

CookShop Burrito

Tasting: 20 (¼ cup) | Prep Time: 30 minutes

Ingredients:

● red bell pepper	1 medium
● tomatoes	2 medium
● lime	1 medium, juiced
● spinach*	1 large fresh bunch or 2 small bunches
● black beans	1 15-ounce can
● corn	1 15-ounce can
● olive oil**	1 teaspoon
● salt	1 pinch
● black pepper	1 pinch
● whole-wheat tortillas***	2 packages (8" or larger)
Optional:	
● jalapeño	1 medium
● cilantro	2 tablespoons

*Simple Substitution: Lettuce or any leafy green will do!

**Canola oil will work, too!

***NOTE: if whole-wheat tortillas are unavailable, substitute multi-grain or white flour tortillas.



Cooking tasks in **bold** are perfect for children!

Instructions

1. **Wash** hands and all produce.
NOTE: Participants should use plastic knives only.
2. Cut red bell pepper in half, **remove** stem and seeds then **chop** into small pieces.
3. Make salsa: **Chop** tomatoes and **mix** together with red bell peppers. **Add** lime juice. Set aside.
4. If using, cut jalapeño in half and remove and discard stem and seeds. Chop jalapeño and cilantro into small pieces. **Add** to salsa mixture.
5. **Remove** stems from spinach leaves and discard.
6. Open cans of black beans and corn. **Pour** beans and corn into a colander and drain liquid, but do not rinse. **Transfer** to a medium mixing bowl.
7. **Add** olive oil, salsa mixture, salt and black pepper to beans and corn. **Mix** until blended.
8. **Place** tortilla on chopping mat.
9. **Spread** four tablespoons of bean and corn mixture in the middle of the tortilla.
10. **Add** about ¼ cup of spinach leaves on top. DO NOT OVERSTUFF.
11. Roll up tortilla and slice into 1 ½" slices.
12. Repeat process with remaining tortillas and ingredients.
13. Serve with more salsa or plain. Enjoy!



The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthy changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?
What additions and/or substitutions might your family make to this dish at home?

Explain

When describing food, use all five senses!

Sight: brown, red, colorful

Taste: zesty, savory, sweet

Smell: sweet, citrusy, pungent

Texture: hearty, crunchy, filling

Sound: crunchy

Answers may vary. *Suggestions:* Add onions and cilantro; substitute leafy green lettuce for spinach; use pinto beans in place of black beans.

What food groups are in this recipe?
Do you see any grain foods?

Vegetables (red bell peppers, tomatoes, spinach, corn), fruit (lime), protein (black beans), grain (whole-wheat tortilla).

Do you ever cook with foods made from **whole grains**? What types?
What is a whole grain?

Whole-grain foods contain more nutrients and are less processed than refined (non-whole) grains. Brown rice, whole-wheat pasta and whole-wheat bread are more healthful choices than refined grains like white rice, regular pasta and white bread.

Whole grains

- Contain more vitamins and minerals that keep our bodies working properly.
- Reduce the risk of heart disease.
- Are high in fiber, a nutrient that keeps us full and our digestive tracts healthy.
- Give us energy!

How can you tell if a food contains whole grains?

Look for the Whole Grain seal to find "100% whole-grain foods" (*highlight Whole Grain seal on **Workshop 4 Poster***). Look on ingredient lists to see if first ingredients are whole grains.

How can you incorporate whole grains into your favorite dishes?
How can you support your children in trying meals that incorporate whole grains?

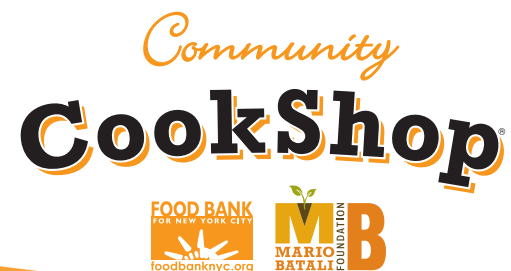
Try to make at least half of the grain foods you eat every day whole grains! Replace refined grains with whole grains.

Suggested: Try half whole grain and half regular pasta or rice in your child's favorite dishes.

Breakfast is also a great time to eat whole grains for focus and energy in school. Encourage your children to try whole grains during school breakfast.

Workshop 5

Making It Last



Workshop 5

Making It Last



4

Discover Ways to Save: Guide participants in exploring the different types of foods and how they should be stored to keep them fresh. Guide adults through the **Keep It Fresh** worksheet and hand out **Child Activity** worksheets, based on age or interest — **Workshop 5: Explore Your Food** (younger children) and **Workshop 5: Food Vocabulary** (older children).

Ask

What do you look for when you want to purchase fresh foods at the store?

How else can you plan healthful meals if fresh fruit and vegetables are not available?

What types of food do you buy that seem to spoil more quickly than others?

What do you do to keep your food fresh longer?

Explain

You will get the most shelf-life and nutritional benefits from foods that are healthy and fresh — purchase and demand fresh foods to increase the supply at your local store. Try selecting seasonal produce that is bright in color, firm in texture and has minimal bruising.

Canned or frozen fruit and vegetables are available all year and store well. Canned and frozen fruits and vegetables are packed to preserve the most nutrients.

Canned and packaged foods may contain preservatives like fat and salt that increase the risk of obesity, high blood pressure and heart disease. **Use the food label to select canned foods that limit these preservatives and are packed in water or in their own juices.**

The average American family throws away 14 percent of their food at home. That's almost \$600 every year!

You can stretch the life of fresh, healthful foods for your family if you

- Store leftovers in airtight containers.
- Use the oldest food first.
- Freeze leftovers.
- Store fruit and vegetables properly. Refer to the **Keep It Fresh** worksheet.

5

Bringing It Home: Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — Fresh Fruit with Yogurt and Summer Fruit Salad, 1 set per family.

Suggest

- Think about one thing you will try to do this week for your health and your budget.
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. Remember to order food for the next workshop!

Knowledge is power. Knowing how to navigate the grocery store and read food labels to find healthful, low-cost foods benefits your family's budget and health. During this workshop, you will

- Prepare a nutritious, delicious recipe — **Fresh Fruit with Yogurt**.
- Discuss the difference between natural sugars and added sugars; and,
- Review selection and storage strategies that help make fresh food last longer.

Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the In-Workshop recipe, **Fresh Fruit with Yogurt**.
- Confirm receipt of **Family Exploration Food** (Fresh Fruit with Yogurt and Summer Fruit Salad recipes) and refrigerate perishable items.

During

- Register new participants only (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Keep It Fresh** worksheet to adults and **Child Activity** worksheets — **Workshop 5: Explore Your Food** (younger children) and **Workshop 5: Food Vocabulary** (older children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 5 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (new participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms (for new families only)
- Sign-In Sheet
- Verification Form
- Workshop 5 Poster
- Workshop 5 Newsletters
- Keep It Fresh Worksheets
- Child Activity Worksheets — **Workshop 5: Explore Your Food** (younger children) and **Workshop 5: Food Vocabulary** (older children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials

Ingredients for **Fresh Fruit with Yogurt** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- medium mixing bowl
- measuring cups and spoons
- mixing spoon
- bowls and utensils for tasting

Making It Last

1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all new participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask (Review of Workshop 4)

Who cooked the **Braised Broccoli** recipe at home? Did your family enjoy cooking together? What additions or substitutions could you make to this recipe?

Who can name some whole grains and how you can add them to your diet?

Who has been planning their meals? Who has been planning meals AND using a food budget? Have these helped your family eat more nutritious foods? How?

Explain

During this workshop you will

- Practice healthful habits by cooking a delicious, nutritious recipe with your children;
- Taste and talk about the health benefits of foods like fruit that contain natural sugar; and
- Review simple ways to choose, prepare and store food that will have lasting benefits for your budget and health.

2

The Cooking Connection: Discuss the benefits of selecting healthful foods like fruit at the store while preparing a delicious, healthful recipe together. Refer to the **Workshop 5 Poster** for the recipe; hand out the **Workshop 5 Newsletters** to participants for reference.

Fresh Fruit with Yogurt



Cooking tasks in **bold** are perfect for children!

Tasting: 20 (½ cup) | Prep Time: 15 minutes

Ingredients:

- | | |
|-------------------------|---------------------------------|
| ● oranges | 2 medium or 2 cups |
| ● pears | 2 medium or 2 cups |
| ● grapes | 2 cups |
| ● low-fat, plain yogurt | 2 32-ounce containers or 8 cups |
| honey | 4 tablespoons |
| ● low-fat granola | 1 12-ounce box or 3 cups |



Vegetables



Fruit



Grains



Protein



Dairy

Instructions:

1. **Wash** hands and all produce.
NOTE: Participants should use plastic knives only.
2. **Peel** oranges and **cut** into bite-size pieces.
3. **Cut** pears into bite-size pieces.
4. **Remove** grapes from stems and **halve**.
5. In a medium mixing bowl, **measure** and **add** yogurt and honey and **stir** until smooth.
6. **Assemble** by layering low-fat, plain yogurt, fruit and low-fat granola to make a parfait.
7. Serve parfait right away and enjoy!

! The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthy changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?
What additions and/or substitutions might your family make to this dish at home?

What other fruit could you buy to make this dish if the fruit in the recipe was not available?

How can you support your children in trying new fruit and reducing added sugar?

What fruit do you see in this recipe?
What other food groups are in this recipe?

How is fruit different from other sweet snacks like soda, candy and cookies?

Explain

When describing food, use all five senses!
Sight: orange, colorful, layered
Taste: tart, citrusy, sweet
Smell: sweet, fresh, sour
Texture: juicy, crunchy, creamy
Sound: crunchy, gloppy

Answers will vary. Suggestions: Peaches or nectarines or apples or fresh berries.

Suggestions: Select and prepare fruit in new ways together.

Try replacing one sugary drink a day with water. Limit or avoid food with added sugar, and choose foods that contain less than 8-10 grams (g) of sugar per serving.

Encourage children to try new fruits and vegetables, especially during summer and school meals.

Fruit: oranges, pears, grapes. Other food groups: Grains (low-fat granola) and dairy (low-fat, plain yogurt). Low-fat, plain yogurt is a great example of eating fat-free or low-fat milk and milk products. **Keep your dairy and calcium-rich foods fat-free or low-fat (1%).**

Highly processed sweet foods like soda, candy and cookies contain **added sugars** — such as high-fructose corn syrup, dextrose, evaporated cane juice, maltose and sucrose.

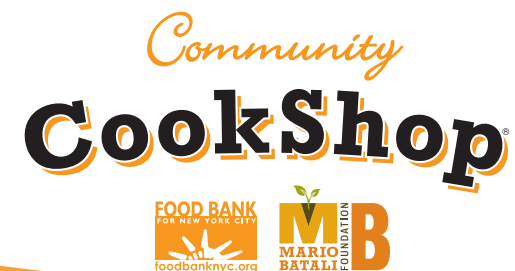
Fruit contains **natural sugars**, which

- Help prevent obesity, diabetes and other diet-related diseases.
- Give us lasting energy.
- Keep us full.
- Taste great!

! **Read food labels** to know if foods have added sugars. **Choose foods that have low sugar content — less than 8-10 grams (g) per serving.** For a reference, 1 gram of sugar = 4 teaspoons of sugar. That means a 20 oz soda that has 65 grams of sugar has more than 16 teaspoons of added sugar!

Workshop 6

Shop Smart



Workshop 6

Shop Smart



4

Discover Ways to Save: CookShop Review *Guide participants through a brief review of the different budgeting techniques used in Community CookShop. Guide adults through the **Shop Smart Review** worksheet and hand out **Child Activity** worksheet — **Workshop 6: Superfood = Superpower** (all children).*

Week 1

Discuss calculating family food budget.

Week 2

Compare cost of buying fast food versus cooking at home.

Week 3

Review the areas of the grocery store to shop for healthy foods.

Week 4

Discuss the 5 steps to making a meal plan.

Week 5

Review techniques to keep produce fresh.

Have children share their Superfood Superheros!

5

Bringing It Home: *Distribute **Family Feedback Forms**. All families must fill out and return **Family Feedback Forms** to receive **Family Exploration Food** — Three-Bean Salad and Root Vegetable Mash, 1 set per family.*

Suggest

- Think about one thing you will try to do this month for your health and your budget.
- Include your children in selecting, preparing, talking about and enjoying food throughout the week — have fun!

Thank attendees for participating in Community CookShop!

Workshop Leaders: Please return all required paperwork (see list on page 1) immediately following the workshop. After the completion of this lesson, be sure all materials are cleaned and properly stored.

During this workshop, you will

- Prepare a nutritious, delicious recipe — **Three-Bean Salad**;
- Discuss the benefits of adding colorful fruit and vegetables to your family meals; and,
- Review budgeting tips that can help stretch food dollars.

Workshop Checklist

Before

- Review the workshop lesson plan and poster.
- Locate materials and supplies (see box at right); set up workshop space.
- Collect ingredients and wash produce for the In-Workshop recipe, **Three-Bean Salad**.
- Confirm receipt of **Family Exploration Food** (Three-Bean Salad and Root Vegetable Mash recipes) and refrigerate perishable items.

During

- Register new participants only (**Family Registration Form**) and take attendance (**Sign-In Sheet**).
- Distribute **Shop Smart Review** worksheet to adults and **Child Activity** worksheet — **Workshop 6: Superfood = Superpower** (all children).
- Follow steps 1 through 5 on the following pages. Use the **Workshop 6 Poster** as a guide.
- Have participants complete **Family Feedback Forms** and distribute **Family Exploration Food**.

After

- Clean your workshop space. Participants can help!
- **Complete and mail required paperwork below immediately following the workshop:**
 - Verification Form (you fill out)
 - Sign-In Sheet (you fill out) — mail a copy, keep original
 - Family Registration Forms (new participants fill out — 1 per family)
 - Family Feedback Form (participants fill out — 1 per family)

Workshop Materials

- Family Registration Forms (for new families only)
- Sign-In Sheet
- Verification Form
- Workshop 6 Poster
- Workshop 6 Newsletters
- Shop Smart Review Worksheets
- Child Activity Worksheet — **Workshop 6: Superfoods = Superpowers** (all children)
- Colored Markers
- Family Feedback Forms
- Family Exploration Food

Recipe Materials

Ingredients for **Three-Bean Salad** (see recipe, page 2)

Supplies:

- chopping mats
- chef knife (leader)
- plastic knives (child and adult participants)
- gloves
- can opener
- colander
- mixing bowl set
- measuring cups and spoons
- mixing spoon
- whisk
- bowls and utensils for tasting

Workshop 6

Shop Smart

1

Welcome and Introduction: Welcome participants and get them excited to learn about cooking wholesome, delicious food and saving money in their food budgets. **NOTE:** Make sure all new participants complete a **Family Registration Form**, and ensure that all family members (parents/guardians and children) appear on the **Sign-In Sheet**.

Ask (Review of Workshop 5)

Who made the **Summer Fruit Salad** recipe at home? Did your family enjoy cooking together? What additions or substitutions could you make to this recipe?

What is the difference between natural sugar and added sugar? Which is better for you?

Which produce do you store in the refrigerator? Which do you not refrigerate?

Explain

During this workshop you will:

- Practice healthful habits by cooking a tasty, nutritious recipe with your children;
- Discuss the benefits of adding colorful fruit and vegetables to your family meals; and
- Review food budgeting tips from throughout Community CookShop.

2

The Cooking Connection: Discuss selecting healthful foods that will last while preparing a delicious, nutritious recipe together. Refer to the **Workshop 6 Poster** for the recipe; hand out the **Workshop 6 Newsletters** to participants for reference.

Three-Bean Salad

Tasting: 20 (¼ cup) | Prep Time: 10 minutes

Ingredients:

Salad

- green beans 1 pound, ripe
- kidney beans 1 15-ounce can, rinsed
- chickpeas 1 15-ounce can, rinsed

Dressing

- balsamic vinegar ¼ cup
- water ¼ cup
- salt 1 teaspoon
- black pepper ½ teaspoon
- olive oil ¼ cup



Vegetables Fruit Grains Protein Dairy



Cooking tasks in **bold** are perfect for children!

Instructions:

1. **Wash** hands and all produce.
NOTE: Participants should use plastic knives only.
2. **Trim** ends of green beans and **cut** into bite-size pieces.
3. Open cans of kidney beans and chickpeas. **Pour** into a colander and **rinse** thoroughly.
4. For dressing, in a small mixing bowl, **measure** and **add** balsamic vinegar, water, salt, black pepper and olive oil. **Whisk** briskly until thoroughly combined.
5. **Combine** green beans, kidney beans and chickpeas in a large mixing bowl. **Add** dressing to salad and **toss** well to combine.
6. Serve salad at room temperature. The longer it stands, the more flavorful it becomes! Enjoy!

! The **summer meals program** provides meals throughout the summer to New York City children 18 years old and younger, and is a free source of nutritious food for children. **Encourage participants to have their children visit local summer meal providers for free meals** — meal service depends on location (your site has more information). Suggest that participants contact their children's school or 311 for more information on school meals.

3

Family Food Talk: Have all participants taste the recipe at the same time and then discuss. Ask participants to share ideas on how they might make additions and/or substitutions to make the recipe their own. Track participants' responses to how they would make healthy changes to the recipe on the **Verification Form**.

Ask

How would you describe this dish?
What additions and/or substitutions might your family make to this dish at home?

Which other beans could you use if these were not available?

How would you use leftovers of this dish? Other dishes?

Which food groups do you see in this recipe? Which colors?

Why would you want to include colorful fruit and vegetables when planning your family's meals?

How can you be sure your family gets plenty of fruit and vegetables every day?

Other than the supermarket produce section, where can you find colorful fruit and vegetables in your community?

How can you support your children in building healthful habits that last for a lifetime?

Explain

When describing food, use all five senses!

Sight: green, colorful, red
Taste: salty, earthy, sour
Smell: sweet, earthy, sour
Texture: creamy, wet, juicy
Sound: juicy

Answers will vary. *Suggestions:* White or black beans.

Suggestions: Mix in a leafy green salad, serve warm on top of brown rice or whole-wheat pasta.

Vegetables (green beans), protein (kidney beans, chickpeas);
Green (green beans), red (kidney beans), white (chickpeas).

Adding colorful fruit and vegetables to a dish adds nutrients, flavor and servings. Fruit and vegetables get their color from their nutrients.

Try to fill your plate with three colors at every meal.

Different fruit and vegetables are available during different seasons. Produce that is in season is more nutritious and affordable.

Canned or frozen fruit and vegetables may be found year round. Look for options that say "low sodium" and "natural juices" on the label.

Shop at a farmers market or produce cart or join a subsidized Community Supported Agriculture group (CSA).

Model healthful behaviors for your children.

Taste and talk about new foods with each other.

Cook nutritious meals with your children and encourage them to try new healthful foods.

Mix vegetables into meals your children already like.

Encourage children to try new fruits and vegetables, especially during summer and school meals.