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1995 Vermont Farm to Family Program
[pamphlet]

5 pages

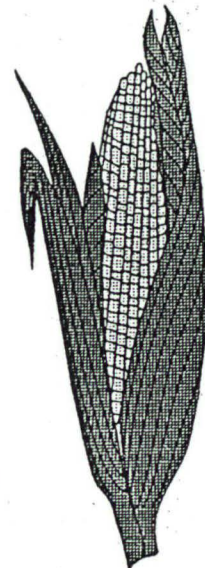
1995 Vermont Farm To Family Program INFORMATION FOR COUPON SHOPPERS

- ▶ Coupons may be spent at any participating Vermont farmers market listed in this leaflet. They may not be used at any farm or roadside stands. At the farmers markets, look for vendors showing the *Farm To Family Program* poster.
- ▶ Coupons may be used for locally-grown fresh fruits and vegetables. "Fresh" means uncooked, like it was just picked from the tree or garden.
- ▶ Coupons may not be used for other foods like cider, jam, pickles, syrup or baked goods.
- ▶ Try to shop early in the day, when produce is most fresh and plentiful. Remember that foods have different growing seasons -- you won't find new Vermont apples at farmers markets in July!
- ▶ It's a good idea to take some cash along with your coupons when you go to the farmers market. Each coupon is worth \$2.00 and market vendors are not allowed to give cash change. The vendor will be sure that you get your coupon's worth in fresh produce.
- ▶ Coupons expire on Tuesday, October 31, 1995 and may not be used at all after that date.
- ▶ Please report any complaint you may have about the coupon program to the market manager, or to the agency where you received your coupons, or call the program coordinator at the Vermont Office of Economic Opportunity 802-241-2458.



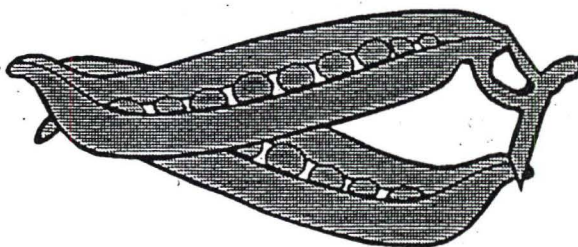
St. Albans Farm to Family Program

Nutrition Education Activities and Coupon Schedule



Place	Date	Time
St. Albans Local Health Department 20 Houghton St.	July 5, 13, 18, 20, 24, 31 August 2, 10, 17, 21 24, 28, 30	9:30, 10:00, 10:30, 11:00 1:30, 2:00 2:30, 3:00
Champlain Islands Parent-Child Center Route 2 South Hero	July 17 and August 14	10:00, 10:30, 11:00, 1:30, 2:00 and 2:30
Enosburg Methodist Church 66 Church St. Enosburg	July 6 and August 3	same as above
Grand Isle St. Joseph's Parish Hall Route 2 South Hero	July 25 and August 22	same as above
Richford Masonic Hall Main St. Richford	July 10 and August 7	same as above
Swanton Mary Babcock Elementary School Grand Avenue Swanton Route 2	July 12 and August 9	same as above

Please call the St. Albans Health Office at 524-5860 to confirm coupon availability in August.



AMERICORPS VOLUNTEER SCHEDULE
FOR FARM TO FAMILY NUTRITION EDUCATION SESSIONS

JULY WIC CLINICS

<u>DATE</u>	<u>LOCATION</u>	<u>VOLUNTEER</u>
Wed. 7/5/95	St. Albans	Emily Jones
Thurs. 7/6/95	Enosburg	Emily Jones
Mon. 7/10/95	Richford	Emily Jones
Wed. 7/12/95	Swanton	Emily Jones
Thurs. 7/13/95	St. Albans	Charlie Metcalf
Mon. 7/17/95	Alburg	Charlie Metcalf
Tues. 7/18/95	St. Albans	Charlie Metcalf
Thurs. 7/20/95	St. Albans	Emily Jones
Mon. 7/24/95	St. Albans	Charlie Metcalf
Tues. 7/25/95	Grand Isle	Emily Jones
Mon. 7/31/95	St. Albans	Charlie Metcalf

AUGUST WIC CLINICS

<u>DATE</u>	<u>LOCATION</u>	<u>VOLUNTEER</u>
Wed. 8/2/95	St. Albans	Emily Jones
Thurs. 8/3/95	Enosburg	Charlie Metcalf
Mon. 8/7/95	Richford	Charlie Metcalf
Wed. 8/9/95	Swanton	Emily Jones
Thurs. 8/10/95	St. Albans	Charlies Metcalf
Mon. 8/14/95	Alburg	Emily Jones
Thurs. 8/17/95	St. Albans	Emily Jones
Mon. 8/21/95	St. Albans	Charlie Metcalf
Tues. 8/22/95	Grand Isle	Charlie Metcalf
Thurs. 8/24/95	St. Albans	Charlie Metcalf
Mon. 8/28/95	St. Albans	Charlie Metcalf
Wed. 8/30/95	St. Albans	Emily Jones

Kids Tasting Party or the Vegetable Detective

Audience: Children 3-5 years of age, accompanied by their parents

Objective: to give children the opportunity to taste a new group of fruits and vegetables to learn where and how fruits and vegetables are grown

Materials: ~~fruits and vegetables that correspond to the chosen theme~~

~~paper bags~~

plastic knives, paper plates, napkins *optional*
paring knife, cutting board

~~Farm to Family handouts:~~ Farmer's Market Shopping Guide, Fruit and Vegetable Selection and Tip Sheets, Recipes, and Harvest Calendars

~~Parent Handouts:~~ "Activity Plan - Ready to use teaching ideas for 2,3 and 4 year old children."

"Sneaking Fruits and Vegetables into Kid's Meals"

*Optional - pictures showing how fruits and vegetables are grown

Content: Choose a theme based on seasonal availability, for example - a flower tasting party would include tasting plants that are considered to be flowers like cauliflower and broccoli. A leaf tasting party would include lettuces, spinach, basil, mint, parsley and cabbage. A root tasting party would include beets, carrots, radishes, potatoes, onion and turnip. A fruit basket party could include blueberries, apples, pears, plums and melons. A seed tasting party could include peas, green beans, tomatoes, squashes and sunflowers.

Discuss how fruits and vegetables are grown, what they look like on the plant, under the ground or on a tree. Here is a list of questions to consider:

What kinds of vegetables grow on a farm or in a garden?

Do vegetables look different when they are growing than when they are at the store or market?

Are any of them different colors when they're growing? (green apples or tomatoes)

Do any of the vegetable plants have flowers? (tomatoes, peas, peppers, eggplant)

What colors are the flowers? Are they the same color as the vegetable? (no)

Which parts of the plants do we eat?

the leaves of lettuce, spinach, and cabbage

the roots of beets, turnips, carrots, onions and radishes

the fruit of tomatoes, eggplants, peppers and squash

the flowers of broccoli, and cauliflower

the seeds of peas, beans and corn

Which parts don't we eat? (tomato leaves, lettuce roots)

Method:

Introduce yourself and welcome the children and their parents to the group. Explain that after the lesson and activity, the children will have a chance to taste some foods. Ask if any child present has a food allergy to a fruit or a vegetable to ensure that no child has a reaction to those items being tasted today. Explain that after the group is done, they will receive their Farm To Family Coupons.

-optional

Place each fruit or vegetable to taste in a brown paper bag and tell the children that you are going to play a game - a guessing game and that after the game they will have a chance to taste the mystery fruits and vegetables.

Start at one end of the group and have each child reach in the bag to feel the fruit or vegetable. Let them describe what they feel and have them try to guess what it is. Continue until the fruit or vegetable has been guessed correctly. At this point, hold the fruit or vegetable so that all of the children can see it and tell them what it is. Ask the children: What color is it? What color will it be inside? Will it be crunchy or soft? Dry or juicy? Will it have seeds, can you eat them? Then cut the fruit or vegetable open, cut a piece for each child who would like a taste. Repeat this for all of the mystery foods.

-optional

Evaluation: Each child will participate and have the opportunity to taste the mystery fruits or vegetables. Parents will observe ways to teach their children about new fruits and vegetables.

Sneaking Fruits and Vegetables Into Kid's Meals

Hide them in the main dish!

- X Mix finely chopped or mashed cooked vegetables into meatloaf, meatballs, or other ground meat dishes.
- X Stuff a chicken or other entree with a combination of stuffing and finely chopped vegetables and/or fruits.
- X Add finely chopped vegetables (carrots, zucchini, celery, parsnips) to spaghetti sauce or lasagna.

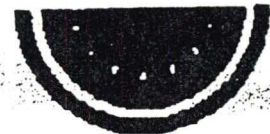
Make them special!

- X Mix juice concentrate with sparkling water for a juice spritzer.
- X Mix juice concentrate with milk for a milk punch.
- X Cut vegetables in interesting shapes, such as crinkle cut potatoes or carrots, and use some different seasonings, like nutmeg.
- X Some vegetables may be more acceptable to kids over 4 years of age when served raw, especially when cut in easy-to-handle pieces like carrots cut across the carrot at an angle.



Combine them with the familiar!

- X Add grated or finely chopped (preferably unidentifiable) vegetables to soups or stews that are already familiar to the kids.
- X Add only one new item at a time to the menu.
- X Set a good example and expand your culinary horizons.



Have a tasting party!

- X Prepare a small assortment of fresh or cooked fruits and vegetables for your children and some of their friends to taste.
- X Grow one or two vegetables in a container garden or in the yard for your children to watch and taste.



Building the Habit of Including Fruits and Vegetables Into Family Meals

Set up a routine!

- X Serve one or more servings of fruit or juice with each meal, like always including a small dish of fruit sauce with supper or juice with lunch.
- X Serve fruit for dessert or with dessert, like fruit and gingersnaps after supper, or angel food cake with cling peaches as a pretty brunch dessert.
- X Buy enough fruit and vegetables each week so there's enough to put one or two pieces in each family member's sack lunch each day.
- X Wash fruit like apples, pears, and plums when you get home from the store so that they are ready to toss in the lunch bag in the morning rush.



Make it fast and easy!

- X It is easier to make salad a routine if the "fixings" are already cleaned and cut up and waiting in the refrigerator.
- X "Nuke" a baking potato in the microwave and serve it with yogurt or cottage cheese instead of sour cream or butter.
- X Use a vegetable steamer or microwave oven to cook veggies quickly. Sliced fresh carrots cook more quickly than larger chunks of carrot when steaming or cooking in the microwave oven.
- X Keep cut-up fruit such as cantaloupe and honeydew melon in the fridge for a quick addition to breakfast. Top breakfast cereal or yogurt with fruit or simply enjoy fruit plain.
- X Skip the cooking time and serve raw vegetables with meals. Try broccoli flowerettes, carrot sticks, or green pepper strips plain or with a made-ahead dip.
- X Add texture, flavor, and nutrients to prepared or homemade soups by adding frozen or fresh vegetables such as diced carrots or peas. Long cooking time isn't necessary; just heat until vegetables are hot.
- X Have a variety of frozen vegetables on hand to serve at dinner.



Experiment!

- X Make a regular trip to your local farmer's market for the freshest fruits and vegetables. Strike up a conversation with the vendors. They are often willing to share family recipes or preparation tips for their home-grown vegetables.
- X Explore the produce department. Choose one or two new or unusual vegetables or pieces of fruit to sample at dinner. Have you tried a mango, papaya, persimmon, pomegranate, or kumquat?

Farmers Market Salad

Audience: Children 3-5 years of age, accompanied by their parents

Objective: ^{discuss}
~~To demonstrate age appropriate food preparation skills for parents to work on with their children~~
To have the group participate practicing the skills involved in making a salad and a salad dressing.

Materials: Vegetables or fruits in season
Ingredients to make salad dressing (choose from the attached recipes)
Large salad bowl and serving/stirring utensil
Paring knife, colander, vegetable parer, grater, cutting board (the more the better)
table
sink or bowl of water to wash the produce (you may choose to wash it in advance)
hand sink or alternate method to wash participants hands (handiwipes)
small plates, forks, and napkins
Flip chart and marker to draw your salad recipe

~~Farm to Family handouts:~~ Farmer's Market Shopping Guide, Fruit and Vegetable Selection and Tip Sheets, Recipes and Harvest Calendars

~~Parent Handout:~~ "Activity Plan - Ready to use teaching ideas for 2,3 and 4 year old children.

Content: ~~How to cook with your child, age appropriate food preparation skills, and why cooking with your child is important.~~
~~How to teach your child about foods, teamwork, and fun in the kitchen.~~

~~Cooking is a hands, eyes, nose, mouth, ears, and minds-on activity, in which children experience and talk about every aspect of food and how it is prepared. Children can learn so much by participating in cooking activities. Their learning can be enhanced by highlighting particular concepts and skills. For example, chopping fruit becomes a language game when, together you think of as many words as possible to describe the fruit you are cutting. When children cook, you can incorporate skills such as: measuring, counting, sorting, graphing, matching, comparing and experimenting.~~

Two- to three-year-olds can safely:

- stir with a spoon
- shake ingredients in a plastic container with a tight cover
- use a butter knife to spread jelly, cream cheese or peanut butter
- mash boiled fruit and vegetables after they have cooled
- combine ingredients in a large bowl and use hands to mix
- make no-cook recipes such as sandwiches and salads
- practice using whisks, spatulas, strainers, colanders, wooden spoons, cookie cutters, and rolling pins

Three- to four-year-olds can safely do all of the above plus:

- use plastic measuring spoons and cups marked to the proper amounts
- cut soft fruits and boiled vegetables with plastic knives
- combine dry and wet ingredients using forks, whisks, spoons, or rotary beaters
- pour liquids into containers with large openings such as colanders, blenders, or wide-mouth bowls
- use non-electric food grinders, choppers, or juicers

Four- to five-year-olds can do all of the above plus:

- use a heat source placed on a low surface with adult supervision
- use a hand mixer with adult supervision
- cut flat ingredients with plastic serrated knives, under adult supervision
- be taught to use vegetable peelers, cheese graters, and nut crackers

Young children encounter opportunities to develop socially, emotionally, physically, cognitively and creatively as they cook. In each area of development, cooking activities also enhance or refine key skills or concepts. (See pages 31-33 from "Learning through Play - Cooking" for more information on this topic.)

Method:

Introduce yourself and welcome the children and their parents to the group. Explain to them that after the lesson and activity, the children will have a chance to taste some foods. Ask if any child present has a food allergy to a fruit or a vegetable to ensure that no child has a reaction to those items being tasted today. **Explain that after the group is done, they will receive their Farm to Family Coupons.**

Start by making the salad dressing, demonstrate measuring ingredients and method for mixing a salad dressing. Discuss the steps that are appropriate for children, for example - the adult can measure the ingredients and the child can dump them in the bowl or jar and stir or shake them to mix. (You may want to request a volunteer from the audience to assist you with the salad dressing recipe.) Salad ingredients could be put in a plastic bag which could be sealed for a child to shake to mix. Be creative and your child will be too.

Once you know which ingredients you will be using, create the recipe for your special salad. Draw pictures of the ingredients so that the children will be able to understand it on a Flip Chart. For example, 1 carrot , cut into circles

Next you will lead the group in creating a salad. Begin by discussing the importance of hand washing and of washing fruits and vegetables. Each parent and child will be a team, and each team will be given a fruit or vegetable for the salad. First, have each team wash their hands and then their produce. Then have them identify the produce that will be used in today's salad. Have each team hold up their ingredient so the other children and their parents can see, ask the child to name the food, and to tell the group what color the fruit or vegetable is.

Hold up each piece of equipment that is used to help prepare vegetables for salads, (colanders, lettuce spinner, vegetable parer/peeler, grater, paring knife, cutting board) have the children identify them. Pass out an appropriate piece of equipment to the parent of each team. Explain that each team will prepare their vegetable which will then be mixed together to make our salad. Have each team prepare the vegetable for the salad and when done have them put it in the large salad bowl.

Clean-up, each team will wash the piece of equipment used and then wash hands before tasting the salad. When all the teams are done, toss the salad and serve with your homemade salad dressing. (a taste to each member of the group)

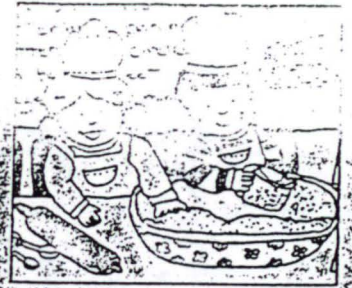
Thank all the members of the group for participating and provide a summary for the parents to remind them ~~how important it is to include their children in food preparation. Children benefit from the skills they learn in addition to the special attention they receive from their parent. Allowing children to aid in the food preparation, setting the table and serving food makes them feel useful and important. And children are more likely to eat food that they have helped to prepare.~~

Evaluation: Each team will participate in identifying the vegetables to be used in today's salad.

Each team will help prepare a salad ingredient and taste the salad.

Each parent will identify one food preparation skill that they have learned or will try with their child this summer.

Learning and Growing With Cooking



Ages and Stages

Observe your children to determine their abilities. Then use these guidelines to plan cooking activities that foster growth in each child. Remember, age categories are general. Each child is an individual growing and developing at his or her own pace.

Two-Year-Olds

- ~need to explore foods with all their senses. Provide extra foods to taste, touch and smell.
- ~like to experience immediate cause and effect. Choose recipes with noticeable changes in food textures, colors, and forms.
- ~have short attention spans. Plan quick "instant" recipes.
- ~are developing eye-hand coordination. Let children practice pouring into large openings.
- ~are active. Don't expect every one to sit at once.
- ~learn by imitation. Model appropriate behaviors.
- ~love to say "no." Accept refusals to eat and /or participate in preparation.
- ~can be afraid of anything new. Provide lots of opportunities to cook. Most children will join in eventually.
- ~need freedom to explore, with safety limits. Set up a "do touch," safe child environment.

Three-Year-Olds

- ~like to do things by themselves. Try individual cup/portion recipes.
- ~want to be physically occupied. Use recipes that call for kneading, rolling, stirring, pounding, and /or grating.
- ~are developing fine-motor skills. Provide practice in pouring, stirring, chopping, and measuring.
- ~need to explore ingredients and materials. Introduce new utensils and foods that allow independent investigation.
- ~are becoming more social. Choose recipes in which children can cooperate and share.

Four-Year-Olds

- ~are developing sequencing skills. Use recipe cards.
- ~can learn about opposites. Talk about "hot" and "cold", "wet" and "dry", "sweet" and "sour", etc.
- ~like responsibilities. Make job lists.
- ~also experiencing growth in self-esteem by feeling capable. Foster independence in cooking.
- ~are becoming aware of their community. Introduce food related to people and places they know.
- ~are beginning to understand time. Use timers.
- ~can begin to learn about parts and wholes. Cut foods into halves and quarters.

LEARNING AND GROWING

PHYSICAL DEVELOPMENT

FINE- AND GROSS-MOTOR SKILLS

A wonderful by-product of hands-on cooking experiences is that children use their hands! As they manipulate ingredients, they practice and refine control over small hand muscles. Naturally, their developing coordination transfers to other important skills such as cutting with scissors and holding pencils.

Ways to Assist

- Provide children with many opportunities to use their hands during cooking activities. Emphasize actions as you cook: "Let's make sure we chop this up extra-small!" "Let's roll this dough into little balls."
- Introduce a variety of non-electric tools that require children to use their hands in different ways — slicing, kneading, turning, etc. Encourage children to experiment with ways to use the tools, as well as with ways to use their hands.

Developmental Considerations

- Two- to three-year-olds are just developing fine-motor skills. They need lots of practice repeating the same tasks to achieve mastery. Keep your expectations in line with children's abilities, and support their efforts and progress.
- Four- to five-year-olds can learn to perform more delicate cooking techniques such as cracking eggs. Handle drops and spills as matter-of-factly as possible.

HEALTHY EATING AND NUTRITION

Because young children learn so much from the important adults in their lives and through hands-on participation, the healthy eating habits and fun, nutritious foods you introduce can influence their eating patterns for the rest of their lives.

Ways to Assist

- When cooking with children, use recipes that exemplify healthy eating, such as those found in the activity plans. At the same time, keep healthy eating fun by making sure the food children cook or bake and the food you serve taste good to children. Offer small tastes of new foods to children who want to explore.
- Bring parents and family members into your plans for healthy eating by sharing healthy recipes and asking them to contribute recipes from home that typify healthy eating.
- Serve healthy snacks, keeping sugar at a bare minimum and concentrating on foods that are fresh, include whole grains, and are as free from preservatives as possible.
- As you cook, serve, and eat together, talk about what makes foods healthy. And because you're such an important role model, make sure the food you eat in front of children is good for you.

Developmental Considerations

- Two- to three-year-olds are not ready to learn about nutrition but will benefit from hearing you verbally recognize healthy foods and healthy eating patterns.
- Four- to five-year-olds usually enjoy learning, and discerning, which foods are healthy and which are not.

COGNITIVE DEVELOPMENT

EMERGENT LITERACY

Speaking, listening, reading, writing — the primary skills of language development — are all part of a total cooking experience. When children use recipe cards and charts, they come to know words and pictures as meaningful symbols. Following recipes shows children one way that print can be useful to them. And children practice listening and speaking and learn new vocabulary when the group discusses cooking projects and makes charts and books based on cooking experiences.

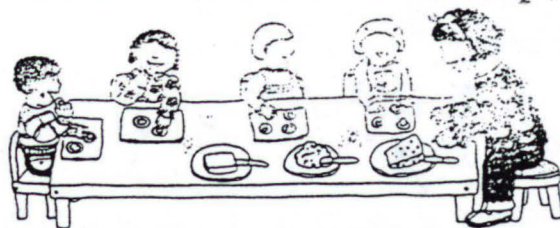
Ways to Assist

- Look for ways to add language components before, during, and after cooking activities. Encourage lots of whole-group and one-to-one discussions about materials, procedures, changes, and other topics of interest to children.
- Ask open-ended questions to promote creative thinking and language use. Questions are open-ended if they have no right or wrong answers. Phrases such as, "What do you think?" or "How do you feel?" are good ways to begin.

Developmental Considerations

- Two- to three-year-olds develop vocabulary quickly. Provide them with words to fit their tools and actions. "Suky, it looks like you are having fun *stirring* with that *wooden spoon*."
- Four- to five-year-olds crave autonomy. Help them learn to "read" and follow picture recipe cards on their own. Experienced cooks of this age also enjoy inventing and then "writing" their own recipes.

WITH COOKING



SCIENCE PROCESS SKILLS

Cooking invites preschoolers to ask questions, seek responses, and practice science skills as they observe, investigate, and experiment with changes in shape, form, texture, and color. As a result, young children begin to make important discoveries about their world. "When I mix water with flour I get a soft, moist dough. When I cook it, it turns tan and hard ..."

Ways to Assist

- Offer children plenty of time to mix, combine, and experiment with ingredients. Even if the results sometimes seem less than appetizing to you, children gain valuable scientific experiences and feel proud of their efforts.
- Provide opportunities for children to predict and compare outcomes. Ask questions such as, "If we add flour to this egg mixture, what do you think will happen?" Then test out your predictions. By using words and pictures to record the experience, you can add another important science and language skill, and help round out the experience.

Developmental Considerations

- Two- to three-year-olds need to witness simple changes. Try making yogurt shakes in a blender or shaking cream to make butter. Verbalize the changes at the same time.
- Four- to five-year-olds are ready to learn more about parts of foods and how they are produced or grown. Take field trips to farms, markets, bakeries, factories, or other food producing places.

MATHEMATICAL SKILLS

Preparing and serving food offers children many opportunities to match, sequence, pattern, sort, classify, count, measure, graph, notice shape, and experiment with part-to-whole relationships and one-to-one correspondence. As you know, each of these actions is an important, appropriate math experience for preschoolers.

Ways to Assist

- Seek out ways to include and highlight math skills as you cook. Make graphs of ingredients or of children's likes and dislikes, and review cooking processes by recalling what you did first, next, and last. Practice dividing fruits and vegetables into enough parts so everyone can have a piece. Classify ingredients into dry or wet, solid or liquid, yummy or yucky; and sort foods by color or shape. Encourage children to match utensils to outlines on recipe cards and notice same- as well as different-shaped foods.

Developmental Considerations

- Two- to three-year-olds are not ready for more complex processes, such as graphing or sequencing, but they can begin to sort into two simple categories or match two things that are the same. Help children with these processes by verbalizing their actions: "Yes, Lynette, those are all spoons; they match."
- Four- to five-year-olds can experiment with more difficult math-related tasks and concepts, such as following numbered sequenced recipe cards with more steps.

CREATIVE DEVELOPMENT

MAKING CREATIVE CHOICES

To many adult chefs, cooking is an extremely creative process. Children also feel creative when they are able to make choices as they select, cook, and eat food. Creativity is also an important factor in cooking when children can design their own foods, such as funny-face pancakes or creepy-crawly vegetable salads.

Ways to Assist

- Seek out recipes that provide opportunities to make individual choices. Then be flexible about optional ingredients. Allow children to pick, choose, and substitute when possible.
- Ask children to help you invent new ways to jazz up old recipes. They might suggest adding bananas to peanut butter sandwiches, making edible "machines" out of celery and carrot slices, and other ideas you would never have thought of!
- Offer opportunities for children to decorate foods in inventive but nutritious ways, such as choosing unsweetened coconut, fresh fruits, and unsweetened granola to create a yogurt parfait.

Developmental Considerations

- Two- to three-year-olds notice color and texture in their environment. Serve foods with an eye toward these features to add an aesthetic component to cooking and eating.
- Four- to five-year-olds have had more experience with foods and are more familiar with their likes and dislikes. They can have great fun inventing and trying out their own recipes!

Farmers Market ~~How to Shop and Enjoy (a facilitated discussion)~~

Audience: General

Objective: to increase redemption rate of Farm to Family coupons
to eliminate the barriers participants have about shopping at the Farmers Market
to ensure proper use of the Farm to Family coupons
to share selection and storage tips
to provide recipes for fruits and vegetables that can be used year round

Materials: Farm to Family Display (set up in front of group - so all can see)
Flip Chart and Marker

~~Farm to Family Handouts:~~ The Farmer's Market Shopping Guide, Fruit and Vegetable Selection and Tip Sheets, Recipes and Harvest Calendars

Content: Participant will identify: favorite market offerings, days and times of the market nearest them, one new activity at the market that they will do with their child or a friend and one new fruit or vegetable they will try - how to select it and how they will prepare it.

Method: ~~Introduce yourself and welcome the group to today's activities, thank them for coming and explain to them what will be happening during the group and that afterward they will receive their Farm to Family Coupons.~~

~~Ask the group, "How many of you have ever shopped at a Farmers Market?" "What are some of the things you like best about the Farmers Market?"~~ Record these on the flip chart. *no need for flipchart*
(e.g. the freshness of the produce, meeting the farmers, teaching your child about produce)

~~What ideas or tips could you offer to those that have not shopped at a Farmers Market before. Solicit tips from each group member that has used a Farmers Market in the past, record these on the flip chart. (e.g. what to buy in bulk, how to store produce, how to preserve produce - freezing, canning or favorite recipes)~~ Use these tips to facilitate further discussion. In addition, discuss the following. Encourage participants to share ideas, validate and correct the information that is shared in a supportive manner.

~~Explain the Farm to Family Program, which markets in your area that participate, where they are located and what days and hours they are open. Explain that not all Farmers at the Market will accept the coupons, and that those that do will display the 'Farm to Family' Program sign. Explain how to use the coupons and identify the materials that are available to assist them. (Fruit and Vegetable selection tip sheets, Harvest Calendar, Recipes)~~

Discuss what vegetables and fruits will be available and at what times they could expect others, share copies of the Vermont Harvest Calendar and explain how to use it. Ask the group members to identify one vegetable that is currently available and one that will be available in the fall.

Discuss storage and selection of Vermont fruits and vegetables, which are good for canning, freezing and cooking. Ask the group to share favorite preparation tips and recipe ideas. UVM Extension System will provide Farmer's Markets with food safety and preservation information this summer.

Discuss the different ways that produce is priced, by the pound, each, by the peck or bushel. Which ways are cheaper, how would you figure out the price? Tell them to look for pricing signs at each booth at the farmers market, and to compare prices at each before buying. Discuss including children in the selection of favorite fruits and vegetables and new ones, tell about activities for children at the market (use examples from the display).

Evaluation: Each group member will identify one new fruit or vegetable that they will try this summer, the month that it will be available at the market and a new recipe they will try.

WHAT TO BRING to the Farmer's Market:

 Bring your FARM TO FAMILY Coupons!

 Bring the HARVEST CALENDAR to help
you pick out a new recipe to try.

 Bring a large CANVAS BAG if you
plan to get several items.

 Bring SMALL BILLS AND CHANGE.
(This makes it easier for both
you and the vendor.)

TAKE YOUR TIME AND ENJOY!



The Farmer's Market



Fresh Fruits and Vegetables From the Farm, to
the Market...to You!

Your Guide to Vermont Farmer's Markets

Welcome to the Vermont Farmer's Market! If you have never shopped at the market before, you may be wondering just how it works. Is it different from a grocery store? Well, kind of. At the Farmer's Market you get to meet the people who grow your favorite vegetables and fruits. You can take pride in supporting the farmers in your community when you use the Farm to Family Coupons.

At the Farmer's Market you will find vegetable and fruit stands set up by different farmers. The stands may have a variety of fresh fruits and vegetables, or the farmer may specialize in one type of produce. While most of the fruits and vegetables will be familiar, some may be new to you. Ask the farmer for information about storage and preparation. During the growing season, many different items will be harvested, wait until August if you don't see what you want in July.

Walk around the Market and look at everything before you decide what you will buy, include your children in the process! Children often will eat foods they help to select or prepare. Prices can vary from farmer to farmer. The price might depend on how much you buy, or how an item is grown. Some farmer's give a discount for purchasing a large quantity of one type of produce. If you plan to can or freeze fruits and vegetables, buying in bulk is a smart way to shop.

Enjoy a season of Vermont fruits and vegetables!



START SHOPPING at the Farmer's Market!

 Buy produce to eat today—
or to store for the winter.

 Try a new recipe!

 Let your children help choose
produce.

IT'S FUN FOR CHILDREN:

 To spot specific colors of produce.

 To identify as many fruits
and vegetables as they can.

 To name one new food!

PLAN A TRIP to the Farmer's Market!

 FIND OUT THE DAYS AND TIMES of the
Farmer's Market nearest you.

 INVITE A FRIEND to go with you.

 PLAN A SPECIAL DAY with your child.

 BUY FAMILY FAVORITES...and also try
produce that is new to you.

 PLAN A PICNIC: Include a fruit or
vegetable you bought that day
at the Farmer's Market.

Vermont Summer Harvest Calendar

Crop	June	July	Aug.	Sept.	Oct.
Apples					
Beans					
Beets/Greens					
Blueberries					
Broccoli					
Eggplant					
Lettuce					
Onions					
Peas					
Peppers					
Potatoes					
Pumpkins					
Raspberries					
Spinach					
Strawberries					
Summer Squash					
Sweet Corn					
Tomatoes					
Winter Squash					
Other Vegetables					

Words to Live By

"Every day, eat five or more servings of a combination of vegetables and fruits."

"In general, vegetables and fruits are unlikely to contribute substantially to caloric intake but are major sources of vitamins, minerals, and dietary fiber."

From:

Diet and Health, Implications for Reducing Chronic Diseases

Published by the National Academy of Sciences

Produced by:

Vermont Department of Agriculture
Vermont Fruit & Vegetable Promotion Board



Preparing Fresh Vegetables

Trim bruised or damaged portions. Wash leafy vegetables by gently lifting from basin of water several times. Root crops, such as potatoes and carrots may be *lightly* scrubbed immediately before cooking.

Cooking

Vegetables retain the optimum flavor, color, texture and food value if cooked *just* until tender. *Steaming* requires a small amount of water in a pan with tight cover. *Boiling* uses more water, but in general, the less water used, the more nutrients retained.

Of course, many vegetables can be enjoyed raw, cut up into convenient sizes.

Freezing Berries

Strawberries, raspberries and blueberries may be frozen whole in tightly sealed freezer bags or plastic containers. Just rinse, drain well and freeze.

Early Fall is Bargain Time

Most growers have surplus produce at bargain prices after Labor Day. Buy extra tomatoes, peppers, sweet corn and other vegetables to can, freeze or store for winter.

Storing Winter Squash

Select mature squash that has been carefully handled. Allow to air dry at 70°-80° F, then place in dry room at 50°-55° F. Store 2-6 months, depending on type.

Sir-Fry Vegetables

Sir-fry is a sure way to convert any vegetable into a vegetable lover. Practically any vegetable can be sir-fried just by following a few simple guidelines:

1. Wash, then diagonally slice vegetables into small, thin pieces.

2. Use about 1 teaspoon of olive oil per cup of vegetables. Heat oil to very hot in a wok or heavy pan. Add seasonings such as minced garlic, salt and pepper, then sir-fry vegetables (patting dry to reduce spattering).

Sir-fry for 2-3 minutes; most vegetables are tender, but crisp (time will vary with quantity in pan). For more tender vegetables, cook covered for one minute. Add a *little* water if needed.

Some vegetables for sir-frying:

Summer squash	broccoli	Green beans
Peas (garden snap or snow)	Squash	Tomatoes
Onions	Lettuce	Zucchini
Scallions	Kale	

Mix vegetables according to availability for variations. Season with soy sauce, chili pepper, or favorite herbs. Link sausage, thin strips of beef, pork, chicken or lamb may also be sir-fried. (Add meat to pan, brown, then add vegetables.)

Fresh Vegetable Selection and Care

Do you know "beans" about selecting and storing vegetables? The produce department, with its bountiful array of fresh vegetables, can be a bit bewildering to consumers.

It stands to reason that you should look for the freshest of the fresh. Select vegetables that are of characteristic color, shape and size for the commodity. These are good guides for choosing quality produce. Misshapen vegetables are often inferior in taste and texture and are usually more difficult to prepare.

For many fresh vegetables, the storage recommendations are to keep them cold and humid and to use them as soon as possible. High humidity can be achieved by keeping vegetables in a plastic bag or in the crisper compartment in the refrigerator, or both. Do not keep produce so moist, however, that water droplets appear on the surface. Store fresh vegetables under cold and humid conditions unless otherwise noted in the selection and care guide.

When storage recommendations suggest keeping a vegetable dry, it should be exposed to open movement or air (not a draft) in the refrigerator or at room temperature. Some fresh vegetables should not be refrigerated at all. These include potatoes, sweet potatoes and hardshell squash. Simply store them at ordinary room temperatures, preferably a bit cooler.

Guide to Selection and Care of Fresh Vegetables



Artichokes: Choose compact, heavy plump globes with large tightly clinging leaf scales of olive green color. Size is not an important quality factor in choosing artichokes.

Asparagus: Spears should be fresh and firm with compact closed tips. Select spears with large amount of green.

Beans, snap: Pods should be firm, crisp and slender with good green color.

Broccoli: Look for compact bud clusters. Color varies from dark green, sage-green or purplish-green, depending on variety. Yellow and wilted leaves indicate aging.

Brussels Sprouts: Should be firm, compact and with bright leaves. Avoid wilted or yellow leaves.

Cabbage: Heads should be reasonably solid and heavy in relation to size, with green outer leaves (except, of course, red cabbage).

Carrots: Look for firm, well-shaped roots with a good orange color.

Cauliflower: White or creamy-white, firm compact curds indicate good quality. Size of head bears no relation to quality.

Celery: Choose fresh, crisp stalks that are thick and solid with good heart formation.

Corn, sweet: Select only corn that is cold to the touch. Husks should be green, not dry or yellowish.

Cucumbers: Look for medium sizes with good green color. Avoid very large, puffy ones or any having a yellow color.

Eggplant: Should be firm and heavy for their size, with dark purple to purple-black skin.

Endive/Escarole/Chicory: Should be fresh, clean, crisp and cold. Avoid dry, yellowing or wilted leaves or those showing reddish discoloration of the hearts.

Greens (collards, turnip, beet, kale): Choose fresh young and crisp green leaves. Avoid any with coarse stems or wilted, yellowing leaves.

Kohlrabi: The stem should be medium-sized, firm and crisp with crisp, green tops.

Leeks: Select well-balanced bunches (white coloring extending 2 to 3 inches from bulb base). Choose small or medium leeks for the most tender eating. Refrigerate in a plastic bag and use within three to five days.

Lettuce, Iceberg: Heads should be firm but "give" slightly when squeezed. At home, core the head by whacking it core-end down on the kitchen counter. Twist to remove the core and rinse end up under running cold water. Drain thoroughly in a colander or rack with its cored-end down. Store in a tightly closed plastic bag or lettuce crisper.

Lettuce, other: Select clean, fresh and tender heads.

Mushrooms: May be white, tan or cream-colored. The freshest mushrooms are closed around the stem by a thin veil. However, those having open veils caused by loss of water are just as nutritious but have a more pungent flavor. Refrigerate and cover with a damp paper towel to aid in moisture-retention. Avoid storing in plastic bags; this hampers air circulation.

Okra: Pods should be young and tender preferably 2 to 4 inches long. Avoid dull, dry or shriveled pods.

Onions, dry: Choose onions that are clean and firm. The skins should be dry, smooth and crackly. Avoid onions with wet, soggy necks, soft or spongy bulbs, which indicate decay. Keep at room temperature in a well-ventilated area. May be refrigerated; above all keep dry. They can be stored three to four weeks.

Onions, green: Select young and tender bunches with fresh green tops. Keep refrigerated in a plastic bag and use as soon as possible.

Parsnips: Smooth, firm, well-shaped or small to medium size. Discoloration may be an indication of freezing.

Peppers: Should be fresh, firm, thick-fleshed with bright green coloring which may be tinged with red. Immature peppers are usually soft and dull-looking.

Potatoes: Choose firm, clean and relatively smooth ones free of cuts or bruises. Avoid green-colored potatoes and those with sprouts. Never refrigerate potatoes but keep them in a cool, well-ventilated dark area. Keep away from light (which can cause greening) and moisture.

Radishes: Variety of sizes and shapes available. All should be fresh, smooth and well-formed with few cuts, pits or black spots. Avoid spongy radishes.

Rhubarb: Select bright, crisp and firm stalks of medium size. Oversized stalks may be tough.

Rutabagas: Should be firm, heavy for its size, smooth and not deeply cut or punctured. Size is not a quality factor.

Spinach: Leaves should be clean and fresh, of a dark green color. Avoid any with large yellow leaves or those that are wilted or discolored.

Squash, soft-skinned (summer): Should be fresh, heavy for its size and tender. Choose small to medium sizes. Refrigerate and use as soon as possible.

Squash, hard-shelled (winter): Avoid any with soft areas. Well adapted to long storage periods. Hubbards can be stored six months or longer, acorn squash, three to six months. Store in a dry, well-ventilated area at room temperature. Don't refrigerate.

Sweet potatoes: Choose firm, well-shaped and evenly colored blemish-free skins. Select thick medium-sized sweet potatoes, tapering at both ends. Handle gently to avoid bruising. Do not refrigerate. Store in a cool, dry, well-ventilated area.

Tomatoes: Choose smooth, firm and plump looking tomatoes with good color. Most tomatoes require further ripening at home. Place away from direct sunlight. Ripe tomatoes should be used promptly. Do not refrigerate, unless fully ripe.

Turnips: Should be firm, smooth and of medium size. Avoid yellowed or wilted tops, which indicate old age.

Information provided by the United Fresh Fruit and Vegetable Association.

Salads for all Seasons

Audience: General

Objective: to show that salads are fast, easy and delicious
the group will learn which vegetables are the most economical choices each season
the group will learn nutrient contributions of fruits and vegetables (Vitamin A, C, folic acid, and fiber)

Materials: "Salads for all Seasons" handout:
Ingredients for a seasonal salad and salad dressing
Flip chart and marker (to compare calories and ingredients of bottled vs homemade salad dressing)
Recipes for homemade salad dressings

Farm to Family handouts: The Farmer's Market Shopping Guide, Fruit and Vegetable Selection and Tip Sheets, Recipes and Harvest Calendars

Content: Selection Tips for Vegetables and Fruits for each season.
Overview of the nutrient content of a variety of fruits and vegetables that are used to make salads in every season, Vitamins A and C, Folic Acid, Fiber and Calories.

Vitamin A rich fruits and vegetables - This group includes fruits and vegetables that are orange, yellow or dark green in color - like dark leafy greens, apricots, cantaloupe, kale, winter squash and sweet potatoes. In fruits and vegetables, Vitamin A takes the form of substances called carotinoids. Carotinoids act as antioxidants inside the body, blocking or repairing cell or tissue damage that can lead to cancer, heart disease and other chronic health problems. Adult women should have 800 micrograms of RE (retinol equivalents) between ages 15 and 50, and during pregnancy. Lactating Women should have 1300 micrograms during the first six months and 1200 micrograms during the second six months.

Vitamin C rich fruits and vegetables include strawberries, broccoli, cauliflower, green peppers, cantaloupe, blueberries, and oranges, grapefruit, kiwifruit. Vitamin C is an important nutrient, the RDA for adult women age 15 - 50 is 60 mg, pregnant women need 70 mg, and lactating women should have 95 mg in the first six months and 90 mg in the 2nd six months. Women who smoke require more Vitamin C than non-smokers. Vitamin C is important in the absorption of Iron, if you have had low hematocrit values in the past choose combinations of Iron rich foods with a vitamin C source to boost absorption rates.

Fiber is the nondigestible or partly digestible material found in some plants. Fruits and vegetables - along with whole grains, cereals, breads and legumes - are the major sources of fiber in your diet. Fruits and vegetables contribute about 45% of the fiber in your diet and grains about 25%. While the protective effects of fiber are not fully understood, fiber may help to lower your blood cholesterol and your risk of heart disease. Fiber may also help to move food through the intestines quickly - reducing the amount of time the bowel is exposed to possible cancer causing chemicals. It also holds water in the digestive system, diluting any cancer causing chemicals that may be present. Fiber binds chemically with the bile acids that are naturally present in the digestive tract, preventing them from being converted into cancer-causing substances. The nondigestible fibers in fruits and vegetables provide bulk in your diet, which can help you to feel full and relieve constipation.

Folic Acid is found in fresh dark green leafy vegetables, the best sources include spinach, asparagus and broccoli, lima beans and kidney beans. Good sources include oranges, orange juice, cabbage, potatoes and whole wheat bread. For example, 1 cup loose leaf lettuce provides 60 micrograms of folic acid, 1 cup romaine lettuce provides 76 micrograms compared to only 30 micrograms in one cup of iceberg lettuce. It is recommended that pregnant women and women that are planning a pregnancy consume 400 micrograms per day. Women between 15 and 50 should consume 180 micrograms per day. Regular consumption of uncooked fruits and vegetables will help you to meet the recommended intake since 80% of the folic acid is destroyed during cooking.

Method: Introduce yourself and welcome the group to today's activities, thank them for coming and explain what will be happening during the group and that afterward they will receive their Farm to Family Coupons.

Pass out the "Salad for all Seasons" list. Divide the group into the "Four Seasons", and have each group choose a seasonal selection of vegetables and/or fruits that could be put together to make a salad. Record the salad recipe for each group (spring, summer, fall, and winter) on the flipchart.

Discuss seasonal availability. Have each group identify where their salad ingredients come from throughout the year. "Are fruits or vegetables grown locally?", "Are they grown in some other part of the state, or some other part of New England?", "Are they grown in some other part of the U.S., or some other part of North or South America?" "What are the peak seasons of availability for these produce items, are they different in different parts of the country?" "How does the growing season effect prices locally?"

Discuss the nutrient contribution of the salad vegetables chosen, include vitamin A, C, folic acid, fiber and calories. In general, discuss the difference in nutrients between raw and cooked vegetables.

Fruits and vegetables are naturally low in calories and high in fiber. When you select fruits and vegetables that are in season, they can be an economical source of nutrients, and they offer color, flavor and texture to any meal.

Demonstrate preparation of a simple, low fat dressing - choose from one of the salad dressing recipes provided. Discuss the benefits of homemade salad dressing, and ease of preparation.

Then, look at the ingredients list of the homemade vs the bottled salad dressing. Compare the cost and nutrient content of a bottled salad dressing and one that is homemade. (Use the nutrient analysis provided for this comparison - copy onto flip chart before this lesson and use as a visual aide for this discussion.) Compare calories per serving. Discuss the kinds of fillers and additives that are used in bottled salad dressings.

Now let's taste some seasonal salad ingredients and our homemade low fat salad dressing. Using seasonal produce, provide cut up vegetables to taste with the salad dressing (or make a salad with a variety of vegetables ahead of time).

Summarize the benefits of salads - quick, nutritious, economical and delicious!

Thank the group for coming and participating.

Evaluation: Group will taste the homemade salad dressing on a salad or with cut up vegetables in season.

Group will be able to identify 1 salad to eat each season and one nutrient it will provide.

Salad for all Seasons



The Greens

Arugula
Bibb lettuce
Beet Greens
Buttercrunch lettuce
Swiss Chard
Endive
Escarole
Green of Red Leaf lettuce
Oak Leaf lettuce
Romaine

More Greens

Artichokes
Asparagus
Bell Peppers
Broccoli
Cabbage
Celery
Green Apples
Green Beans
Green Onions
Honeydew
Kiwifruit
Peas
Spinach
Zucchini

The Yellows

Corn
Pineapple
Rutabaga Slices
Summer Squash
Wax Beans
Yellow Apples
Yellow Peppers
Yellow Tomatoes



The Oranges

Apricots
Cantaloupe
Carrots
Oranges
Peaches
Tangerines



The Reds

Cranberries
Red Apples
Red Peppers
Red Potatoes
Rhubarb
Strawberries
Tomatoes
Watermelon

The Purples

Beets
Blueberries
Grapes
Kidney Beans
Plums
Purple Cabbage



The Whites

Alfalfa Sprouts
Bananas
Cauliflower
Cucumber
Garlic
Garbanzo Beans
Grapefruit
Lima Beans
Jicama
Mushrooms
Onions
Pears
Turnips
Potato

Fatless Salad Dressing

3/4 cup vinegar
1 tablespoon Dijon mustard
2 tablespoons honey
1 1/2 tablespoons soy sauce
2 - 3 cloves garlic, crushed
3 thin slices of ginger

Combine ingredients and shake in a jar.

Yield = 1 cup, serving size 2 Tablespoons

Tomato Dressing

1 cup tomato juice
1/4 cup lemon juice or vinegar
2 tablespoons onion, finely chopped
pepper to taste
1 teaspoon parsley, fresh or dried

Combine ingredients and shake in a jar.

Yield = 1 1/4 cups, serving size 2 tablespoons

Creamy Vinaigrette

2/3 cup plain low-fat yogurt
1/3 cup apple cider vinegar
2 tablespoons vegetable oil
1 tablespoon Dijon mustard
1 tablespoon fresh lemon juice
1 clove of garlic, crushed
1 tablespoon soy sauce
1/4 teaspoon dried dillweed

Combine ingredients and shake in a jar.

Yield = 1 1/4 cups, serving size 2 tablespoons

Yogurt/Cottage Cheese Dressing or Dip

1 cup plain, non-fat yogurt
1 cup low-fat cottage cheese
1/4 cup finely chopped green onions
1 clove garlic, crushed
1 teaspoon dried dill weed
pepper to taste

Blend ingredients in blender until smooth.

Yield = 2 cups, serving size 2 tablespoons

Fruit Salad Dressing

1 cup plain, non-fat yogurt
2 tablespoons orange juice
1 tablespoon honey
1 tablespoon fresh lemon juice
2 teaspoons poppy seeds

Combine ingredients and shake in a jar.

Yield = 1 1/4 cups, serving size 2 tablespoons

Creamy French Dressing

1/2 cup plain non-fat yogurt
2 1/2 tablespoons ketchup
2 tablespoons water
1 1/2 tablespoons cider vinegar
1 tablespoon mayonnaise
1 clove garlic, crushed
1/4 teaspoon sugar
pepper to taste

Combine ingredients and shake in a jar.

Yield = 1 cup, serving size 2 tablespoons

Nutrient Analysis: Homemade vs Bottled Salad Dressing

Fatless Salad Dressing

- 3/4 cup vinegar
- - - 1 tablespoon Dijon mustard
- 2 tablespoons honey
- 1 1/2 tablespoons soy sauce
- 2 - 3 cloves garlic, crushed
- 3 thin slices of ginger

Combine ingredients and shake in a jar.

Yield = 1 cup, serving size 2 tablespoons
Total Cost to Make .59 cents, or 7 cents per serving

Nutrition Facts per Serving:

Amount per serving: Calories 24, Fat .1 g,
Cholesterol 0 mg, Sodium 218 mg,
Carbohydrate 6.43 g, Protein .339 g

Yogurt and Cottage Cheese Dressing

- 1 cup plain, non-fat yogurt
- 1 cup low-fat cottage cheese
- 1/4 cup finely chopped green onions
- 1 clove garlic, crushed
- 1 teaspoon dried dill weed
- pepper to taste

Blend ingredients in blender until smooth.
Great as a dip!

Yield = 2 cups, serving size 2 tablespoons
Total Cost to Make \$1.11, or 7 cents per serving.

Nutrition Facts per serving:

Calories 20, fat .19g, Cholesterol .897 mg,
Sodium 70 mg, Carbohydrate 1.9 g,
Protein 2.7 g

Bottled Italian Dressing

Ingredients: water; soy-bean oil; distilled vinegar; high fructose corn syrup; salt; garlic; contains less than 2% of onion*, sugar, red bell peppers*, spice, lemon juice, natural flavors; xanthan gum; annatto and caramel (for color); calcium disodium edta (to preserve freshness).

*dehydrated

Nutrition Facts: Serving Size 2 tablespoons,
Servings per container: 8
Cost = \$1.49 for 8 oz, or .19 cents per serving.

Amount per serving: Calories 100, Fat 10g,
Cholesterol 0 mg, Sodium 610 mg,
Carbohydrate 4g, Protein 1 g
Percent Daily Values are based on a 2,200 calorie diet.

Bottled Fat Free Ranch Dressing

Ingredients: water; corn syrup; maltodextrin; distilled vinegar; whey*; contains less than 2% of cultured nonfat buttermilk*; garlic powder; onion powder; lemon juice concentrate; modified food starch; natural flavors; salt; monosodium glutamate (natural flavor enhancer); cellulose gell; xanthum gum; phosphoric acid; parsley*; cellulose gum; spice; onion*; coloring; disodium guanylate (to enhance flavor); algin derivative; partially hydrogenated soybean oil**; sorbic acid; sodium benzoate and calcium disodium edta (to preserve freshness).

*dehydrated

**adds an insignificant amount of fat

Nutrition Facts: Serving Size: 2 tablespoons,
Servings per container: 8
Cost = \$1.49 for 8 oz, or .19 cents per serving.
Amount per serving: Calories 40, Fat 0g,
Cholesterol 0 mg, Sodium 270 mg,
Carbohydrate 9g, Protein 0g
Percent Daily Values are based on a 2,200 calorie diet.

Generic Recipe Lesson

Audience: General

Objective: to demonstrate a fruit or vegetable recipe that is quick and easy
to taste a new fruit or vegetable recipe
to increase consumption of fruits and vegetables

Materials: Ingredients and equipment for the recipe chosen (or prepare the recipe in advance) See recipe chosen for specific ingredients and equipment.

Recipe cards

Flip chart and markers

Forks, plates, napkins to taste the recipe

Farm to Family handouts: The Farmer's Market Shopping Guide, Fruit and Vegetable Selection and Tip Sheets, Recipes and Harvest Calendars

Content: What to consider when reading fruit and vegetable recipes

- a. seasonal availability and substitutions
- b. selection and storage tips
- c. nutrient content/analysis

Read through the sections of the selected recipe one at a time. Begin with the equipment list, read each item called for. Ask the group if they have these items in their kitchens? If they are missing a piece - ask them what could be used instead? Is it an item that they could borrow from a friend or find at a garage sale? Could they adapt the recipe and make it another way?

Now focus on the ingredients. Ask the group if they have the staple ingredients for the recipe? If not what could they use instead? What ingredients would they buy? What time of year would the ingredients be the least expensive to buy? Discuss seasonal availability and cost of the primary fruit or vegetable ingredients. Discuss selection tips for the primary fruit or vegetable ingredients, (use the fruit and vegetable selection tip sheets provided to you). Discuss buying spices in bulk, fresh vs dry spices and herbs, growing your own or other ways to keep the cost of seasonings down.

Read through the directions for preparing the recipe. Ask the group if there are any steps that could be done ahead of time? (for example, in the morning before work or after the kids have gone to bed in the evening) Could the recipe be doubled? Could part of it be frozen for another meal later? Could you do something differently, for example; change the order of the steps or change the size of the baking pan? What else would you have to change if you changed the size of the baking dish? (change the baking time?) How far in advance of the serving time could the recipe be made? How long will the leftovers keep in the refrigerator?

Finally, read through the nutrition information. This is like the food label you see on store bought foods. First, the number of total calories per serving is provided. This number should be on the low side when you are cooking fruits and vegetables. Next, the grams of fat per serving is listed. There are nine calories in 1 gram of fat, so multiply by nine to get the total calories from fat. Sodium content is next, some vegetables have a high sodium content while others are quite low, if this is a concern for you - pay attention to this number and modify the recipe by omitting added salt. Cholesterol is presented in milligrams and should be negligible in recipes that don't have animal products added. The percent of calories from fat is last. It is best to choose recipes that provide less than 30% of calories from fat, the lower the better. Except for children under 2 who need fat in their diet to satisfy growth demands.

Method:

Introduce yourself and welcome the group to today's activities, thank them for coming and explain to them what will be happening during the group and that afterward they will receive their Farm to Family Coupons.

Choose a recipe to demonstrate. You may choose one that can be prepared as part of your group activities, or you may choose one that requires advanced preparation - in which case you would have the final product for your group to taste after the lesson.

Pass out the recipe that you have selected to prepare or have prepared in advance to taste. **Identify the different parts of the recipe, the list of equipment, the list of ingredients needed, the preparation steps or directions, cooking time, servings per recipe, serving size, and nutrition information or nutrient analysis.** These recipes are in a generic format, some recipes include other kinds of information such as: illustrations, serving suggestions or special preparation tips.

Read the recipe, follow the guidelines in the content section.

Prepare the recipe, you may want to have a member of the group participate, show them step by step how the recipe is put together. Discuss shortcuts that might be applied to other recipes. Provide a sample of prepared recipe to each group member to taste. Ask them how they like it? If their kids and/or friends would like it? Would they make it at home?

Summarize the steps involved with preparing a new recipe, ask the group if they have any questions. Thank the group for coming and share materials.

Evaluation:

Each group member will taste the recipe that was prepared. Modification of the recipe will be discussed based on individual taste preference.

RECIPE FILE FOR FARM TO FAMILY NUTRITION EDUCATION

BLUEBERRY MUFFINS

Makes 12 muffins

Equipment:

Muffin pan (for 12 muffins)
Measuring cups
Measuring spoons
Large mixing bowl
Long handled spoon
Medium mixing bowl

Ingredients:

vegetable oil spray
1 cup all purpose flour
1 cup whole wheat flour
1 teaspoon baking powder
1/2 teaspoon baking soda
1/4 teaspoon salt
2 tablespoons vegetable oil
1 cup lowfat buttermilk
2 egg whites
1/3 cup honey (or 1/3 cup brown sugar)
1 teaspoon vanilla
1 cup blueberries (fresh or frozen)
or sliced, fresh strawberries or peaches

Directions:

1. Preheat oven to 350 degrees. Lightly grease muffin cups by spraying them with vegetable oil spray, or grease with vegetable oil.
2. In large bowl, combine flours, baking powder, baking soda, and salt. Mix with spoon.
3. In a medium bowl, combine the vegetable oil, buttermilk, egg whites, vanilla and honey or brown sugar. Mix with fork, whisk, egg beater or electric mixer on low speed until ingredients are completely combined and mixture is smooth.
4. Add wet ingredients in the medium bowl to the large bowl with the flour mixture. Mix by hand until batter is smooth, about 1-2 minutes. Do not overmix.
5. Add blueberries to batter, stir gently until just combined.
6. Spoon batter into muffin cups, fill each almost to the top.
7. Place muffin pan in the center of the oven, set timer and bake for 25 minutes or until a toothpick inserted in the center of one of the muffins comes out clean.
8. Remove from oven and let cool for 15 minutes. Remove from muffin pan and enjoy!

Nutrient analysis per muffin: calories 136; protein 3.81 grams; carbohydrates 26 grams; total fat 2.8 grams; sodium 135 milligrams.

FARM TO FAMILY NUTRITION EDUCATION MATERIALS

LESSON PLANS:

1. Kids Tasting Party or the Vegetable Detective

Handouts: Sneaking Fruits and Vegetables into Kid's Meals
Activity Plan - Ready to Use Teaching Ideas for 2,3, and 4
year old Children.
Farm to Family

2. Farmer's Market Salad

Handouts: Learning and Growing with Cooking
Activity Plan - Ready to Use Teaching Ideas for 2,3,and 4
year old Children.
Farm to Family

3. Farmers Market - How to Shop and Enjoy (a facilitated discussion)

Handouts: Farm to Family

4. Salad for all Seasons

Handouts: Salad for all Seasons
Salad Dressing Recipes
Farm to Family

5. Generic Recipe Lesson

Handouts: Farm to Family

RECIPE FILE

Blueberry Muffins
Broccoli and Carrot Stir Fry
Carrot Salad
Fresh Tomato Sauce
Fruit Crisp
Pasta Vegetable Toss
Pepper and Tomato Salad
Skillet Zucchini with Tomatoes and Corn
Squash Soup
Sweet and Sour Coleslaw
Tamale Pie
Tomato Soup with White Beans and Kale
Unstuffed Cabbage
Vinaigrette for Two Salads
Red Pepper and Garbanzo Salad
Lettuce and Potato Salad

FARM TO FAMILY SCHEDULE

<u>Location</u>	<u>Dates</u>	<u>*Times*</u>
ALBURG: Champlain Islands Parent- Child Center Route 2, Main Street Alburg, VT. 05440	July 17, 1995 August 14, 1995	10:00 am 1:30 pm 10:30 am 2:00 pm 11:00 am 2:30 pm
ENOSBURG: Methodist Church 66 Church Street Enosburg, VT. 05450	July 6, 1995 August 3, 1995	same as above
GRAND ISLE: St. Joseph's Parish Hall Route 2 South Hero, VT. 05486	July 25, 1995 August 22, 1995	same as above
RICHFORD: Masonic Hall Main Street Richford, VT. 05476	July 10, 1995 August 7, 1995	same as above
SWANTON: Mary Babcock Elementary School Grand Avenue Swanton, VT. 05488	July 12, 1995 August 9, 1995	same as above

*nutrition education class times are the same
for all 5 outlying clinic site dates

<u>Location</u>	<u>Dates</u>	<u>*Times*</u>
ST. ALBANS: St. Albans Local Health Office 20 Houghton Street (first floor conference room) St. Albans, VT. 05478	July 5, 1995 July 13, 1995 July 18, 1995 July 20, 1995 July 24, 1995 July 31, 1995 August 2, 1995 August 10, 1995 August 17, 1995 August 21, 1995 August 24, 1995 August 28, 1995 August 30, 1995	9:30 am 1:30 pm 10:00 am 2:00 pm 10:30 am 2:30 pm 11:00 am 3:00 pm same as above

*nutrition education class times are the same
for all St. Albans Local Health Office dates

Classes will be held while Farm to Family coupons last. Please call the St. Albans Local Health Office at 524-5860 to confirm coupon availability in August.

Clinton Presidential Records Digital Records Marker

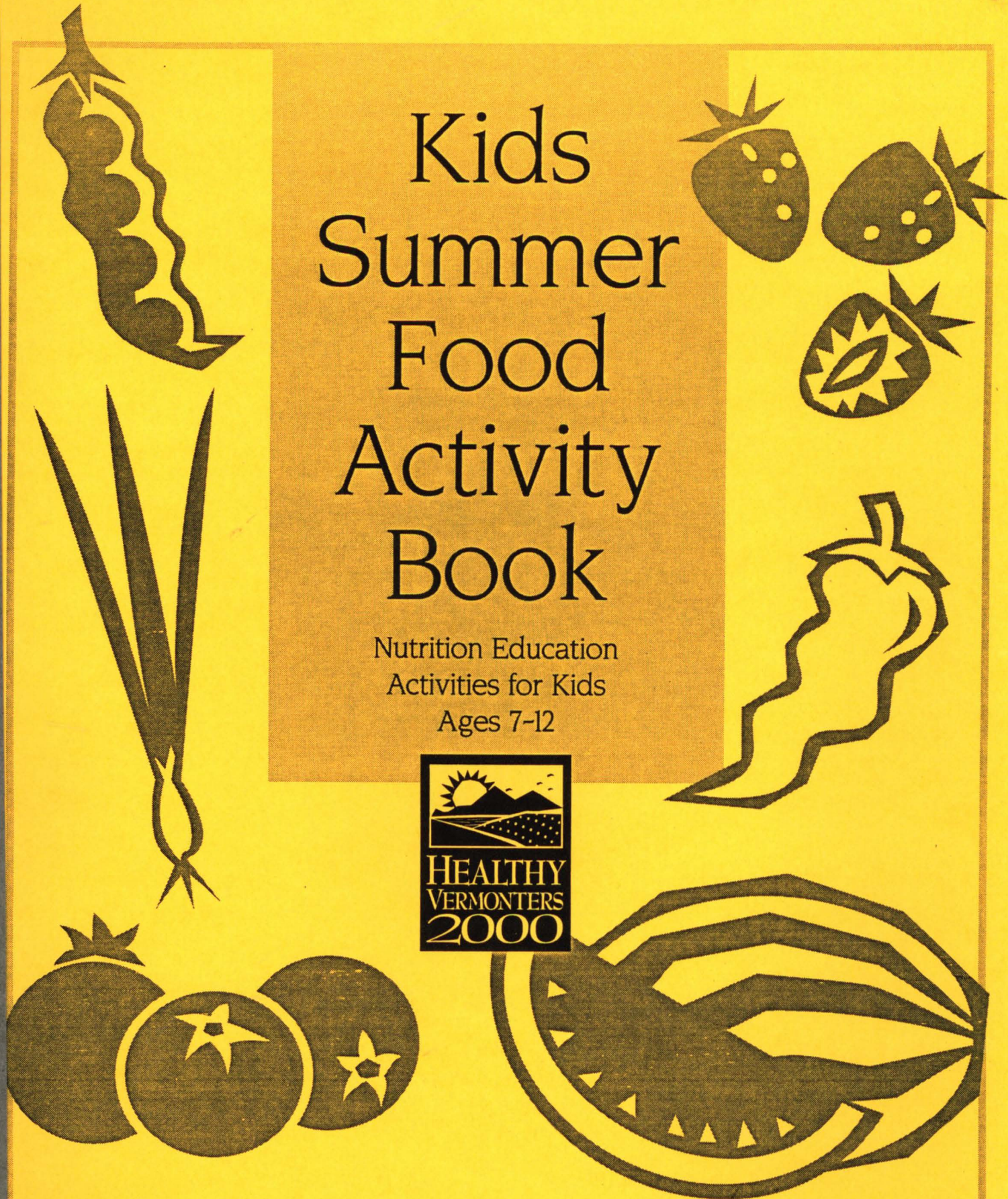
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Kids Summer Food Activity Book

Nutrition Education
Activities for Kids
Ages 7-12



Nutrition Education & Training Program - Vermont Department of Health
SUMMER 1995

Make Fun!
Clip out

Wheeler Community School Summer Lunch Program

If you are 18 or younger you're eligible for a free summer lunch at H.O. Wheeler School

* JUNE 26-AUGUST 4, MONDAY THRU FRIDAY

* 9-11:30 AM

* DIFFERENT TYPES OF ARTS AND RECREATION PROGRAM
OFFERED FROM, 9:00-11:00 am daily Monday-Friday

Children 5 and under need to be accompanied by an adult

Lunches available for folks over 18 at a nominal fee

TO ENROLL YOUR CHILD FILL OUT FORM BELOW AND RETURN BY JUNE 10th to:

Bob Aldrich
Wheeler School

To take advantage of this free summer program you must complete form:

CHILDREN CAN NOT PARTICIPATE UNLESS ENROLLMENT FORM IS FILLED OUT

H.O. WHEELER SUMMER LUNCH PROGRAM

Head of Household Information:

Name: (Last) _____ (First) _____ (M.I.) _____

Address: _____ City _____ ZIP Code _____

Phone Number: _____ (day) _____ (night) _____ (emergency)

Waiver for participant by parent: In consideration of your accepting my child's entry, I hereby, for myself, my child, my heirs, executors, and administrators, waiver and release any and all rights and claims for damages I or my child may have against H.O. Wheeler School, school district, community school advisory group, successors and assigns for any and all injuries suffered by myself or my child at any activity sponsored by these groups.

In the event of an emergency I give my consent to treat my child at Fletcher Allen Health Care.

Participant (if 18 or older)/Guardian Signature _____ Date _____

Richard Downer, Assoc. Prof.
Civil & Environmental Engineering
University of Vermont
219 Votey Building
Burlington, VT 05405

Dr. Rick Paradise
Environmental Program
153 South Prospect Street
Burlington, VT 05401

Alan Cassell
School of Natural Resources
University of Vermont
335 Aiken Center
Burlington, VT 05405

James Cronin
Dept. of Forest, Parks & Recreation
Forestry Division
111 West Street
Essex Junction, VT 05452

Everett Marshall
Dept. of Fish and Wildlife
Natural Heritage Program
Center Building, 4th Floor
103 South Main Street
Waterbury, VT 05676

David Welsch
USDA, Forest Service
5 Radnor Corp.
Center Suite 200
P.O. Box 6775
Radnor, PA 19087-8775

Barry Cahoon
Dept. of Environmental Consv.
184 Portland Street
St. Johnsbury, VT 05819

Connie Carpenter
USDA, Forest Service
P.O. Box 640
Durham, NH 03824

Jeffrey Hughes
School of Natural Resources
University of Vermont
Marsh Life Sciences Building
Burlington, VT 05405

Paul Bierman
Visiting Asst. Professor, Geology
University of Vermont
203 Perkins Building
Burlington, VT 05405

Lawrence Forcier
Dean, School of Natural Resources
University of Vermont
202A Adams Building
Burlington, VT 05405

Rick Hopkins
Agency of Natural Resources
Water Quality Division
10 North, 103 South Main Street
Waterbury, VT 05671-0408

Mike Kline
Agency of Natural Resources
10 North, 103 South Main Street
Waterbury, VT 05671-04-8

Brian Chipman
Agency of Natural Resources
Essex Jct. Regional Office
111 West Street
Essex Junction, VT 05452

Fred Magdoff
Plant & Soil Science
Hills Building
University of Vermont
Burlington, VT 05405

Jennifer Ely
Winooski Valley Park District
Ethan Allen Homestead
Burlington, VT 05401

Steve Roy
U.S. Forest Service
Green Mountain National Forest
231 North Main Street
Rutland, VT 05701

Louise Trirton
USDA, Northeastern Forest Exp. Station
705 Spear Street
Burlington, VT 05401

Craig Dusablon
VT Agency of Transportation
Maintenance Division
133 State Street
Montpelier, VT 05633

Cathy Kashanski
Agency of Natural Resources
Water Quality Division
10 North, 103 South Main Street
Waterbury, VT 05671-0408

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1995 Vermont Farm to Family Program
[pamphlet]

4 pages

ST. JOHNSBURY - Caledonia Farmers Market
(This market accepts food stamps.)

St. Johnsbury Middle School grounds on Western Avenue (Route 2)

June 10 - October 21

Saturdays (9:00 am - 1:00 pm)

June 21 - August 23

Wednesdays (9:00 am - 1:00 pm)

WATERBURY Farmers Market

Rusty Parker Park, on Route 2 in center of town near shopping center and train station

May 17 - October 25

Wednesdays (3:00 pm - 6:00 pm)

WILLISTON Farmers Market

Taft Corners Shopping Center, intersection of Routes 2 and 2A

June 24 - October 21

Saturdays (9:00 a.m. - 1:00 p.m.)

WOODSTOCK - Mt. Tom Farmers Market

Just north of the village on Route 12.

May 20 - October 14

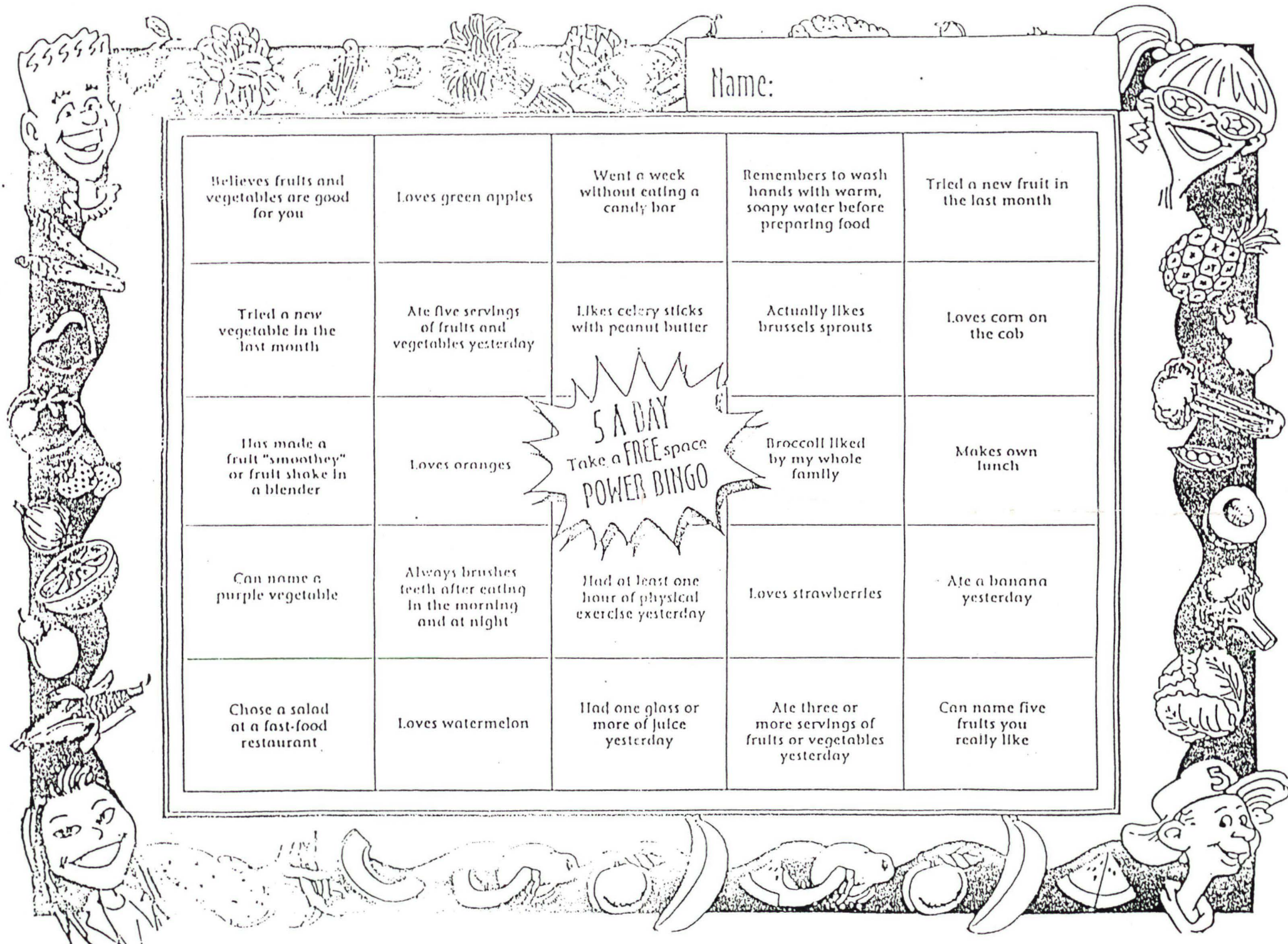
Saturdays (9:00 am - 1:00 pm)

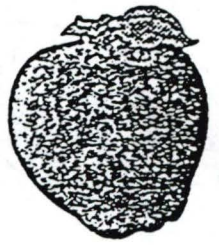
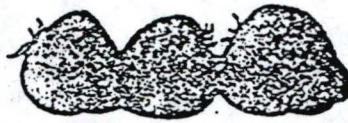
The Vermont Farm To Family coupon program is funded with state, private and U.S. Department of Agriculture funds. If you believe you have been discriminated against on the basis of race, color, national origin or age, please write to:

*Director, Office of Equal Opportunity
U.S. Department of Agriculture
Washington D.C. 20250*

Name: _____

Believes fruits and vegetables are good for you	Loves green apples	Went a week without eating a candy bar	Remembers to wash hands with warm, soapy water before preparing food	Trled a new fruit in the last month
Trled a new vegetable in the last month	Ate five servings of fruits and vegetables yesterday	Likes celery sticks with peanut butter	Actually likes brussels sprouts	Loves corn on the cob
Has made a fruit "smoothey" or fruit shoke in a blender	Loves oranges		Broccoll liked by my whole family	Makes own lunch
Can name a purple vegetable	Always brushes teeth after eating in the morning and at night		Loves strawberries	Ate a banana yesterday
Chose a salad at a fast-food restaurant	Loves watermelon	Had one glass or more of juice yesterday	Ate three or more servings of fruits or vegetables yesterday	Can name five fruits you really like





Calculate the amount of ingredients needed to make enough servings for the entire group!

Use the following formula:

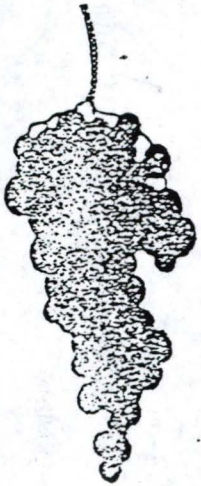
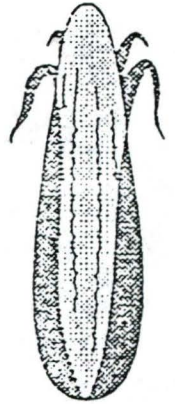
$$\frac{\text{Number of Children}}{4} = X$$

Note: If this number is not a whole number, round up.
(For example, if the number is 3.33, round up to 4.)

Multiply the recipe quantities by X.

Example: If the calculated number (X) is 8, the recipe is now:

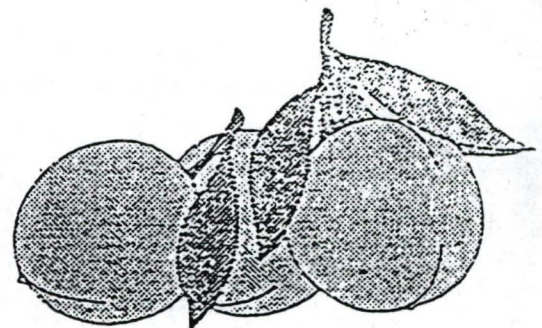
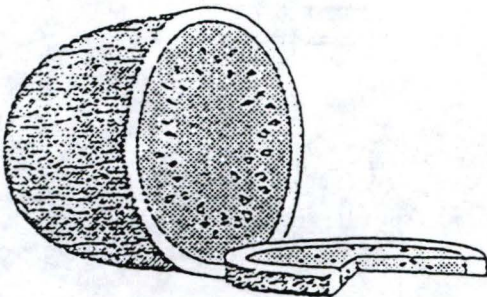
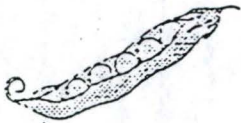
8 medium pears
4 cups lowfat vanilla yogurt
6 cups orange juice
4 cups strawberries



Fruit 'N' Juice Smoothies

- 1 medium-sized pear
- 1/2 cup lowfat vanilla yogurt
- 3/4 cup orange juice
- 1/2 cup strawberries
- 6 4-ounce paper cups

1. Slice pear into small pieces and put in the blender with yogurt, orange juice, and strawberries.
2. Secure lid and blend until smooth.
3. Divide smoothie between six 4-ounce glasses and serve.



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Winter 1998 No. 30 Price \$4.50

why.

challenging hunger and poverty®

Artists Against Hunger and Poverty Part II: Media and the Arts

Frank McCourt's Angela's Ashes

**Stand Up and Do Something: Interview with Academy Award-Winning
Fimmaker Barbara Kopple**

Emmy Award-Winning Video Producer Danny Schechter on the Media



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proclaim JUBILEE

Break the Chains of Debt



Bread for the World's 1999 Offering of Letters Kit

Featuring a Special Message from Archbishop Desmond Tutu

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Oversized documents have not been scanned in their entirety for the purpose of digitization. To see the documents please contact or visit the Clinton Presidential Library's Research Room.

Document Title:

Proclaim
JUBILEE
Break the Chains of Debt

proclaim JUBILEE

Break the Chains of Debt



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We Need to Hear From You!

Every year, about a thousand churches and other groups take part in Bread for the World's Offering of Letters.

We need to hear about the Offering of Letters held in your church or community event. Tell us what worked and what didn't work. Your comments are especially important to our legislative efforts on Capitol Hill.

Your response also helps us evaluate our materials and improve them for next year's Offering of Letters.

Please complete the evaluation form and return it to the national office.

Make a Difference!

NAME

ADDRESS

CITY/STATE/ZIP

DENOMINATION

OCCUPATION

HOME PHONE

WORK PHONE

YES! I want to make a difference and help end hunger and poverty. Here is my membership contribution to support Bread for the World.

☐ \$25 ☐ \$35 ☐ \$50 ☐ \$100 ☐ \$_____

☐ I'm already a member. Please count the above contribution as a special gift to support your continuing work.

☐ Please send me _____ copies of the membership brochure, free of charge, to share with friends and others.

Hear From You!

AND RECEIVE A FREE KIT NEXT YEAR!

ation to follow up with visits to members of Congress, conduct
s form, fold it along the dotted lines and drop it in the mail. Or you
BREAD.

(date)

(group)

If no, how many have you conducted in the past? _____

(approximately)

1

I this kit was. Please refer to the table of contents in the Offering of

nd conducting your offering? Why?

KidsCare

What is KidsCare?

Arizona health insurance program for children,
0-19 years of age, who qualify at no cost.

Where can you apply for KidsCare?

El Rio Health Center will assist with the
completion of your application. Call 670-3909
for an appointment.

What do I need to apply for KidsCare?

- Prior month's income
- Social Security numbers for the children.

*Where can I get more information on
KidsCare?*

El Rio Health Center
839 W. Congress
670-3909

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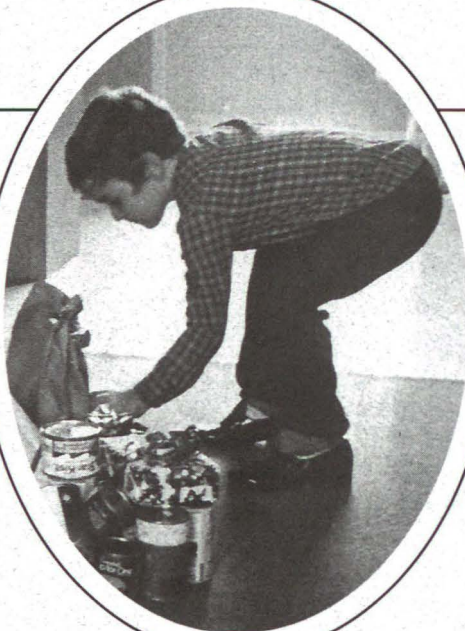
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Community Food Bank
[brochure]

4 pages

Community Food Bank

A Second Harvest Food Bank



Our Mission:

Through education, advocacy, and the acquisition storage, and distribution of food, we will anticipate and meet the food needs of the people of Pima County.

KidsCare

What is KidsCare?

Arizona health insurance program for children,
0-19 years of age, who qualify at no cost.

Where can you apply for KidsCare?

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COMMUNITY FOOD BANK

the more than Occasional Newsletter

Winter 1998

FOR OUR DONORS AND FRIENDS

TUCSON, ARIZONA

"KID'S CAFE WAS COOKIN' "

Excitement was in the air - this was "KC" Day at the Holmes-Tuttle Boys and Girls Club on 36th Street. The day (Thursday, September 24) when members of the Chefs Association of Arizona and other volunteers, greeted 22 children (6-10 years old) to the 9 week pilot Kids Cafe program in Tucson.

Ever since the Second Harvest Network established such a program for children and with our focus primarily on our children, your Community Food Bank was interested. The young participants quickly donned their chefs hats and aprons and were ready to mix and stir. They were ready to learn the fine art of cookery. The curriculum included: safety in the kitchen, selection, preparation and serving of nutritious foods.

The children were encouraged to try everything and some foods, such as squash muffins, truly surprised their young taste buds. The participants were eager to share the recipes and leftovers with their families. But, before that happened - they also had to help with the cleanup of utensils and tables.

The last session was held on November 19 and a special day was planned, with 23 children receiving certificates for attending 3 or more sessions. They played games and had a pizza party. Oh yes, one ambitious and very confident culinary student said, "We can make the pizzas." Although the suggestion was admirable, this was to be a celebration and Pizza Hut generously supplied the pizzas for the party.



Photo By A.E. Araiza

Because of the following support, this project was a huge success; Bear Kodiak Produce, Boys and Girls Club, Chef's Association of Southern Arizona, Community Food Bank, Daniel's, Farmer Brothers, Food Service Marketing, Inc., Fuego Restaurant Bar & Grill, Green Valley Country Club, Omar Highway Chef Restaurant, Pima Community College, Pizza Hut, Presidio Grill, Ron's Produce, Smith's Food & Drug Centers Inc., Tucson Originals, Tucson Truck Terminal, Tucson Unified School District, Westco and the many volunteers that helped this event successful.

This is an extremely important program that cannot only provide food for children but teach them how to help themselves, not only at home but perhaps as "Future Chefs of America!"

The Board of Directors and the Staff of the Community Food Bank offer OUR SYMPATHY to Vicki Wilde and family upon the death of Russ Wilde, a very dedicated Community Food Bank volunteer. Russ did many things: worked in the food box room receiving orders from agencies, ran the newspaper recycling program and helped repack 30,000 pounds of donated peanut butter (from large drums) into one pound containers. No job was too much for him! Russ Wilde never forgot being poor and hungry. We're sure we are joined by many others, by saying "we'll miss him greatly."

**BIOGRAPHY OF JOEL BERG
COORDINATOR OF COMMUNITY FOOD SECURITY
U.S. DEPARTMENT OF AGRICULTURE**

As the Coordinator of Community Food Security for the U.S. Department of Agriculture (USDA), a position created by Secretary of Agriculture Glickman in February of 1999, Joel Berg is responsible for the overall planning, direction, implementation, and evaluation of activities of the USDA Community Food Security Initiative. The Initiative is intended to utilize resources across USDA mission areas to develop sustainable community infrastructures to decrease hunger, improve nutrition, and help individuals become self-sufficient. Specifically, the Initiative aids a wide-variety of community-based activities, including food policy councils that coordinate local efforts; farmers' markets that help farmers support their families and help residents obtain fresh produce; nutrition research and education activities; food recovery and gleaning projects that ensure excess food goes to feed the hungry; community gardens that help neighborhoods grow their own food; projects that improve the effectiveness and program integrity of Federal nutrition assistance programs; and community kitchens and micro-enterprise projects that combine job training and small business development with addressing local food needs.

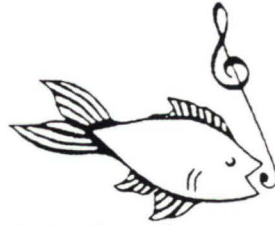
From mid-1997 through 1998, Berg served as Coordinator of Food Recovery and Gleaning for USDA. In this capacity, he was responsible for coordinating the work of all Federal agencies involved in the interagency task force on "Food Recovery to Feed the Hungry;" for coordinating an internal USDA Food Recovery and Gleaning Task Force; and for generally determining and implementing ways in which the Federal government can aid national and local efforts to recover excess food and distribute such food to hungry Americans.

From 1994 through mid-1997, Berg served as Director of National Service for USDA, planning and managing USDA's component of the AmeriCorps national service program. He oversaw the work of approximately 2,000 AmeriCorps Members serving in anti-hunger, environmental, and rural development projects in 45 states. The USDA program --- which included a special "Summer of Gleaning" food recovery project in 1996 --- was the largest single component of the overall AmeriCorps program.

From January through March of 1993, Berg served as USDA's Acting Director of Public Affairs and Press Secretary, overseeing all communications activities for the Department. From April 1993 through March 1994, he served as Director of Public Liaison, holding responsibility for the Department's interactions with constituency groups.

Before arriving at USDA, Berg worked on the domestic policy staff of the Presidential Transition Team, where he helped develop the details of President-Elect Clinton's national service initiative. In 1989 through 1991, Berg was a Policy Analyst for the Progressive Policy Institute and the Democratic Leadership Council, serving both groups as a researcher on policy relating to national service, public housing, youth apprenticeship, and higher education.

Berg, a native of New York State, began his government service in 1986 when he was appointed Environmental Quality Commissioner in Ramapo, NY. He graduated from New York's Columbia University in 1986 with a B.A. in political science.



Foodchain, Rock and Wrap it Up! and The United States Department of Agriculture are working together on a school program that can help you get more food, more volunteers, and more exposure in your neighborhoods. This program was launched at the Presidents' Summit in Philadelphia. Perishable food recovery programs networked through Foodchain will be the first groups contacted by school districts nationally to help salvage edible leftovers. Many perishable food recovery programs are already working closely with their school districts. This program's purpose is to increase hunger awareness, volunteerism, knowledge of nutrition and a team spirit within the school and community. Any questions, please call Syd Mandelbaum 1-516-295-0670 or Christina Martin at 1-816-842-6006

Rock and Wrap it Up School Program

So you want to help. We need you. This is what the plan is:

1. Locate your middle or high school dietitians and ask to meet with them.
2. Ask them to explain what minimum daily food requirements and nutrition are all about. Ask them to explain proper food handling and preparation.
3. Ask them if there is leftover edible food in your high school or middle school cafeteria. Excess food is by no means a reflection of waste in the school district. With absenteeism at 5-10% nationwide, there may be extra edible food routinely in school food programs. Many school parties and holiday parties can also be recovered.
4. Arrange for it to be picked up by a local Foodchain affiliated perishable food recovery program. They can be reached at 1-800-845-3008. If there are none in your area, speak to program administrator Linda Daniggelis 1-516-221-3559. The Bill Emerson Good Samaritan Law, signed in October 1996 by President Bill Clinton, has been an important document in allowing safe donations and collections to take place.
5. Find out about local shelters or soup kitchens. You may also want to volunteer in these institutions as they are always in need of volunteers. You can get this information by speaking with clergy and community leaders.
6. Arrange to schedule pick up and delivery of the food. Please continue this project and teach others in your community to become part of our organization.
7. Send us a letter on your school's letterhead and get a letter from the center where the food is going.
8. We will arrange for you to receive a certificate from RWU and your favorite band participating in the Rock and Wrap it Up! School Program. In some cases we will use your skills to help us pick up food backstage at concerts where bands are enrolled with us.
9. Be like a rock star and take care of others through Rock and Wrap it Up!

**United States Department of Agriculture and FoodChain will work with Rock and Wrap it Up!
and young people across America to recover excess food.**

Bands participating in Rock and Wrap it Up!:

Rolling Stones, Aerosmith, Bruce Hornsby, Michael Bolton, Phish, Nine Inch Nails, Megadeth, Bad Religion, Candlebox, Page and Plant, Van Halen, Melissa Etheridge, Mary Chapin Carpenter, Queensryche, Tom Petty and the Heartbreakers, Hootie and the Blowfish, Grateful Dead, Bonnie Raitt, Beastie Boys, Pearl Jam, Allman Brothers, The H.O.R.D.E. Festival 1995,96,97 Bon Jovi, Lollapalooza 1995, 96,97 Soul Asylum, RustedRoot, David Bowie, Ozzy Osbourne, The Dave Mathews Band, Red Hot Chili Peppers, AC/DC, Rod Stewart, James Taylor, Bush, The Smashing Pumpkins, Neil Diamond, Tori Amos, Linda Ronstadt, The Further Festival,96,97 House of Blues Festival, Goo Goo Dolls, The Three Tenors, The Cure, Sting, Santana, Styx, Alice Cooper, REO Speedwagon, Peter Dinklage, Foreigner, Presidents of the USA, Jimmy Buffett, The Who, Soundgarden, Phil Collins, Stone Temple Pilots, The BoDeans, Metallica, The Wallflowers, Sheryl Crow, Fiona Apple, Counting Crows, U2, Beck, No Doubt, Vince Gill, The Indigo Girls, Ani DiFranco, Supertramp

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United States
Department of
Agriculture



Agriculture
Information
Bulletin
Number 749

An Economic Research Service Report

Away-From-Home Foods Increasingly Important to Quality of American Diet

Biing-Hwan Lin
Joanne Guthrie
Elizabeth Frazão



**Food Assistance &
Nutrition Research**