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# The Gleaning Workshop Project; A Workshop Curriculum for the Heartside Gleaning Initiative of Grand Rapids, MI

Cody Gallagher

*Grand Valley State University*, [gallaghc@mail.gvsu.edu](mailto:gallaghc@mail.gvsu.edu)

Kelsey Jacques

*Grand Valley State University*, [jacquesk@mail.gvsu.edu](mailto:jacquesk@mail.gvsu.edu)

Kathryn S. Jamesen

*Grand Valley State University*, [jamesenk@mail.gvsu.edu](mailto:jamesenk@mail.gvsu.edu)

Casey Wisely

*Grand Valley State University*, [wiselyc@mail.gvsu.edu](mailto:wiselyc@mail.gvsu.edu)

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# **The Gleaning Workshop Project; A Workshop Curriculum for the Heartside Gleaning Initiative of Grand Rapids, MI.**

Authors

Cody Gallagher, Grand Valley State University  
Kelsey Jacques, Grand Valley State University  
Kathryn Sarah Jamesen, Grand Valley State University  
Casey Wisely, Grand Valley State University

## ***Abstract***

The Heartside Gleaning Initiative Project, founded by Grand Valley professor Lisa Sisson, has made incredible strides in its mere one season of operation. The project gathers unsold produce from the two local Grand Rapids farmers markets, and brings it to lower-income residents of the Heartside Neighborhood of the city. These residents don't have access to this bounty of produce regularly, and the Gleaning Initiative Project has made the possibility of regularly having such fruits and vegetables more of a reality.

While this project has undeniably made great waves of progress in the well-being and nutrition of the Heartside Neighborhood, one primary issue is that many of the recipients don't have substantial experience in cooking with a wide array of vegetables. The goal of the Gleaning Workshop Project is to provide the residents of the Heartside Neighborhood with a basis of techniques, tips, and practices to aid them in preparing the produce they receive from the Gleaning Initiative Project.

The Gleaning Workshop's plan is to conduct eight workshops per year, each focusing on a different aspect of nutrition and food preparation. Our hope is to develop a well-balanced curriculum of workshops, that will both aid and inspire the recipients of Gleaning Initiative produce in making healthy and delicious food choices.

## **Introduction**

In America, those with the lowest income have the highest risk of obesity. Over 30% of America is considered obese and the highest obesity levels were found for those with the lowest income level (Chaufan *et al.*, 2009) This trend creates a paradox; impoverished Americans are both overweight and malnourished (Patel, 2008) Although many low income Americans are considered obese, 11% of households in the United States have been considered "food insecure." The USDA defines food insecurity as being "without the resources to feed themselves enough or were unable for economic reasons to purchase healthful foods." The issue of food disparity is far more complex than merely access to food. A focus on healthful food education and awareness will help address the paradox of obesity, malnourishment and food disparity for individuals within the Heartside neighborhood (Hampton, 2007)

The Heartside Gleaning Initiative's first season has had tremendous success in gleaning fresh, local produce from area farms, and they have successfully addressed the need for healthful food. However, a need for education still remains. Even with a successful food access, education is needed to ensure the best usage of the provided food. What education should be provided, and how can we most efficiently provide this information? What kind of forum should education occur in: Workshops? Classes? How often can these workshops occur? What should a curriculum focus on? How can the curriculum be constructed to be user-friendly and teachable by any volunteer? Our team would like to formulate a framework curriculum with a diversity of

topics for the following harvest seasons. These topics would explore with the basic concepts of nutrition, healthful foods, and healthy lifestyles tips, which coincide with the produce received from the initiative. Ultimately, this will allow the matters of food to become more common knowledge to the Heartside neighborhood. Professional consultation, research and collaboration has helped us focus on which topics to cover, and which methods are best to empower the community and the participant of the workshops.

## **Action Plan**

Our goal is to create a framework curriculum with the help of experts and research which allows a layman volunteer to facilitate workshops to empower the community in the areas of health, nutrition, and food lifestyles as it relates to the goals of the Heartside Gleaning Initiative. When residents within the Heartside neighborhood receive the gleaned produce, there may be vegetables distributed that the community has never seen before, nor worked with previously. Our primary goal is to provide the community with opportunities to handle these new products, which will encourage a healthy lifestyle. We have created a framework curriculum that allows volunteers to step in and lead workshops within the community. In order to create a fulfilling curriculum that will adequately address the needs of our audience, we will need to establish which needs to address. Research, collaboration with experts, and the application of material will assist us in creating a curriculum that will aid the community members by complementing the distributed food, as well as build a healthy community through health and nutrition education. However, community workshops only succeed if there is a demand/desire

from the population for the material being produced. In discussion with Heartside Gleaning Initiative members, the need for peer-lead, learner-focused workshops was identified. The market exists, as long as the content of the workshops were alluring and spark an interest. Further discussion on diabetes awareness, learning about oddball vegetables, and making smoothies with their gleaned produce were addressed as topics of high interest. This open dialogue became crucial in our decision making of topics to include in our workshops.

### **Process**

We conducted research via site visits, analyzed teaching methods such as the Montessori philosophy and peer assisted learning (PAL,) collected scholarly data and analysis, and consulted with professionals and experts. We have specifically research other curriculums used in workshop settings, and have formulated a plan for the Heartside neighborhood specifically (Fisher,1994.) The Montessori approach, although geared towards early development, introduces a method of teaching which focuses on the discovery of the learner (Montessori, 2000) The workshops will revolve around hands-on experiences and group lead discussions, we wanted to create an atmosphere that empowers the participant. Another method is peer-assisted learning (PAL.) Many studies have been done on the effects of PAL compared to the traditional teacher vs. student curriculum. Education isn't solely banking on knowledge and skill, but is even more enriching in an environment surrounded with motivation and confidence (Toppings, 1998) We wanted to create an atmosphere within the workshops that allows both facilitator and participants to

exchange dialogue, questions, and peer-constructed answers. This will help make the curriculum be more like a conversation over a shared meal with neighbors. PAL allows the participants to maintain an open mind, because they feel more at ease (Toppings, 1998).

In working on this project, we have collaborated with a number of different people. We have worked directly with the organizers of the Gleaning Initiative Project. They provided us with insight and constructive criticism to work through what we had hoped to achieve with our project. We have also worked directly with the residents of the Heartside neighborhood, in volunteering with the initiative. This provided insight into what their desires and learning styles might be, as well as what might be the most useful for them. As for collaborators outside of the Gleaning Initiative Project, we also received guidance from a Montessori educator also a current resident of the Heartside Neighborhood, Hope Talen. She helped to provide an understanding of educational styles that she found most helpful for placing the power in the hands of the learner. We also consulted Kirkhof College of Nursing professor, Dr. Meridell Gracias, who did her doctoral thesis on 'Approaches to vulnerable populations through nursing interventions, education, linkage to community resources'. She discussed the importance of education in a low-income community like the Heartside neighborhood because they are more susceptible to a variety of diseases, and are a relatively vulnerable community. There are many factors, which play into an everyday living environment, and health and nutrition take a front seat (Gracias, 2014)

### **Results**

Our most substantial results are a collection of 8 thoughtfully created framework curriculums for food workshops to be utilized by the Gleaning Initiative. These curriculum include: “Sassy Sweet Potatoes”, “Non-Conformity: Odd-ball Veggies”, “Seductive Smoothies: Tasty Treats With a Seductive Cheat”, “Pickle Me This”, “Don’t Judge a Book by Its Cover, Do Judge a Box by Its Label”, “Hey, Don’t Trash Me!”, “Seasonal Salads That Beat Greasy Meats”, “Oddball Veggies: We’ll Throw You Curveballs and You’ll Be Cooking Home Runs”. (See Appendix A)

These 8 curriculum frameworks include the intended objectives of the workshops, the preparation required for each, the individual steps the facilitator will go through with the learners in curating the workshops, and a breakdown of the various portions of each workshop. We believe that this set of curriculums will provide informative and concise instruction to the facilitators of the workshops, while still allowing them freedom in how they conduct the lessons.

Another result of this project has been the establishment of relationships with various community members that will hopefully eventually result in resources if this project does take shape. These community members range from owners of kitchens we could potentially use for workshops, to farmers willing to donate produce, and teachers who are willing to lend their expertise in further developing our curriculum for the workshops.

Through the development of the curriculum workshops we faced a series of challenges. We lacked expertise as none of our group members have extensive experience in curriculum creation, leadership of

workshops and events, or the topics of the workshops that we have chosen.

We also faced time constraints and difficulties in coordinating schedules as all of us are college students. However, online resources such as Google Docs and our Blackboard group page ease the burden. It was also sometimes difficult for us to put as much extensive time into the project as we would have liked, with coursework from other classes, and jobs outside of school.

We also struggled with balancing specificity and broadness. In creating the curriculum for the various workshops, we wanted them to serve as many purposes as possible and attract a wide range of people. At the same time, we also wanted them to be concise and focused, as to not overwhelm the learners with an abundance of potentially unnecessary information. It was a challenge for us to find a balance between the two, but we are confident that our finalized curriculums are sensibly equitable in both respects.

The implementation of these curriculums are a bit of an unknown. While planning most of these workshops out is relatively simple, what made it difficult was considering how we would actualize them, and put them into practice. For this we had to do the predominance of our communication with community members, to determine the feasibility of using their resources.

### **Future Considerations**

We recommend the following steps to take place in terms of this workshop portion for the gleaning initiative. These steps include:

(1) Gauging interest in Heartside Neighborhood residents regarding workshops. (2) Promoting workshops to residents of the Heartside Neighborhood. (3) Recruit volunteers to facilitate the workshops. (4) Investigate grants available to fund the workshops. (5) Consider offering an internship program, and research necessary protocols for implementation.

There are many opportunities for volunteers to facilitate workshops. This will give opportunities to community members who have an area of expertise they are willing to share, for which they may not have had an outlet to share in in the past. It will also give college students in need of volunteer hours the opportunity to put in those hours, while simultaneously doing something interesting they are hopefully passionate about.

These workshops can also serve as promotion and marketing for the Gleaning

Initiative as a whole. First of all, it will inevitably create awareness for the project, as there will be more people engaged and involved with it. Secondly, if the Gleaning Initiative wishes, there is an opportunity for marketing within partnerships. For example, there could potentially be arrangements made for local restaurant members to come in to facilitate a workshop, resulting in promotion for both the Gleaning Initiative and the restaurant.

These workshops would serve as an excellent platform for potential interns to be involved with. In terms of Grand Valley State University students, those studying Hospitality and Tourism Management, Liberal Studies, Education, Health Administration, Natural Resource Management, and Public and Nonprofit Administration would all be excellent candidates for such an experience.

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## Appendix A: Framework Curriculum

### Featured Food Workshop: Sassy Sweet Potatoes

**Objective:** The facilitator should familiarize participants with fun, tasty and easy ways to enjoy sweet potatoes. The goal of this workshop is to better utilize vegetables received through the gleaning initiative, to increase common knowledge of cooking methods and options for available vegetables, and to decrease waste of vegetables received.

**Preparation:**

Access to Kitchen equipment such as:

- Oven
- Convection Oven
- Microwave
- Hot plate/stove top
- Cutting boards
- Knives
- Baking sheet or stovetop pan

Gleaned Sweet Potatoes

**Methods/Approaches:**

Use a hands on, cooking focused workshop. Briefly introduce the vegetable, and explain why its a great addition to meals. Allow participants to ask questions, then guide them through recipe options (see below.) Include clean up and enjoy the tasty snack you prepared!

Sweet Potato facts:

- Sweet potatoes are orange because they have beta-carotene- like carrots
- Sweet potatoes have more flavor, more nutrients, and less calories than white or regular potatoes- PLUS They're prettier!
- The American Diabetes Association says sweet potatoes are one of the top 10 best foods for diabetics, who says diabetics can't have sweet!?

Recipes Examples

|                     |                                 |
|---------------------|---------------------------------|
| Sweet Potato Fries: | "Baked" Microwave Sweet Potato: |
| Supplies:           | Supplies:                       |



|  |   |
|--|---|
| <p>Sweet Potato<br/> Knife<br/> Cutting board<br/> baking sheet<br/> 1/8 cup cooking oil (olive oil if possible)<br/> salt<br/> pepper<br/> spices available/preferred (Cumin, cinnamon, dill, etc)</p> <p>1. Preheat oven/convection oven to 450°</p> <ol style="list-style-type: none"> <li>1. Wash and dry (very well, wet potato equals soggy fries!)</li> <li>2. Cut the tips off the sweet potato and then cut the potato in half and then into desired fry-sized strips.</li> <li>3. Place the fries on the baking sheet and drizzle oil over fries, and add salt, pepper and spices (if desired)</li> <li>4. Move the potatoes around in the oil, salt and pepper, and spices so that the fries are evenly coated</li> <li>5. Space the fries on the baking sheet, and make sure none of the fries are touching each other, if they do, they'll get soggy</li> <li>6. bake for 10 minutes, flip fries over, and cook for 10 more minutes, the fries should be browned and crispy!</li> <li>7. Enjoy with ketchup, mustard or all by themselves!</li> </ol> | <p>Sweet potato<br/> Microwave<br/> Microwave-safe bowl<br/> Paper towel<br/> Fork</p> <p>Topping Ideas:<br/> Sweet:<br/> Brown Sugar<br/> Honey</p> <p>Savory:<br/> Sour Cream<br/> Cheese<br/> Greens: Spinach, Swiss<br/> Chard or Kale<br/> Chopped tomato</p> <p>As for toppings, the sky is the limit!<br/> Italian Baked Sweet Potato, Mexican Baked Sweet Potato, Loaded Baked Sweet Potato...</p> <ol style="list-style-type: none"> <li>1. Wash and dry Sweet Potato</li> <li>2. Stab sweet potato 5-8 times with fork</li> <li>3. Place potato in Microwave-safe bowl, and place a damp paper towel over the sweet potatoes</li> <li>4. Microwave the sweet potatoes for around 5 minutes per sweet potato, checking every 5 minutes, add 1-2 minutes as needed until all sweet potatoes are soft and cooked evenly</li> <li>5. Carefully cut the sweet potatoes down the center and add toppings</li> <li>6. Enjoy you quick, easy, and healthy snack!</li> </ol> |
|  |   |

## Application

**\*\*baking time for sweet potato fries is at least 20 minutes. Before the participants arrive, The facilitator could prep and bake some sweet potatoes for the participants to try while waiting for theirs to bake.\*\***

*Introduction* (no more than 10 minutes)

- Introduce featured vegetable
- use “fun facts”
- introduce featured recipe (this could be one provided above, or one provided through the compiled recipe book)
- answer any questions participants may have

*Activity* (no more than 30 min)

- Pass out recipes to each person (or group)
- allow the participants to experiment and have fun, but be on hand for any questions or assistance
- while fries are cooking, encourage conversation about meals, foods, etc.

*Wrap up* (no more than 15 min)

- allow participants to enjoy their hard work, eat and continue good conversation
- include clean-up in this portion of the workshop
- answer any questions the participants may have

*The facilitator should help create a light, fun, and open environment- when necessary, ask pointed questions that encourage the group to talk about food related topics:*

*What foods do you like to eat at home?*

*What was the favorite thing you mom/dad/grandma/grandpa etc made when you were young?*

*What’s the hardest things about cooking at home?*

*What foods would you like to learn more about?*

*What kind of foods do your kids enjoy?*

### **“Non-conformity” Oddball Veggies:**

**Objective:** The facilitator should familiarize the participants with less common vegetables gleaned from the farmer’s market. The goal of this workshop is to create a fun atmosphere where uncommon vegetables become less intimidating and more user-friendly. This will encourage fresh vegetable use in Heartside homes, and decreases waste of vegetables due to lack of knowledge.

#### **Preparation:**

- Labels for vegetables enough for every participant or group to have one of each vegetable (with 3/5 cards or whatever is available)
- oddball vegetable examples:
  - brussel sprouts

- rhubarb
- squash
- zucchini
- radish
- turnips
- eggplant
- swiss chard
- rutabagas
- beets

### **Methods/Approaches:**

Use a hands-on, explorative method which allow participants to learn more about vegetables they may be unfamiliar with, like the proposed matching game.

#### Matching Game:

- Hand out cards with vegetable names on one side and a number on the other (ranging from 1- however many participants/groups you have)
- tell the participants to guess which vegetables are which, and then place their card number side up, name side down, next to the vegetable
- after all the cards have been set down, turn them over, and see how many people or groups got which veggies are which.

#### Additional options:

- Provide “fun facts” for each vegetable
- Provide recipes from the compiled recipe book
- Create a food-based prize for the winners (or for everyone, because everyone learning is winning!)
- Before the workshop begins, cook a couple simple (crowd-pleasing) recipes to share with the group

#### Fun fact examples:

##### Turnips:

- The first jack-o-lanterns were actually turnips not pumpkins
- Some say turnips can help prevent heart disease (because it contains a large amount of lutein)
- Both the root and the greens are edible, nutritious, and delicious!

##### Beets:

- Some say beets have some crazy abilities- like curing hangovers and acting like nature's viagra, and has been called, “the food of love,” Oh my!
- A long time ago, people used to dye their hair with beets.
- In Australia, people put pickled beets on their burgers!

Eggplant:

- Eggplants are actually berries, not vegetables.
- There is actually nicotine in Eggplant, but you'd have to eat 20-40 lbs of it before it would be equivalent to one cigarette.
- Eggplant is actually very versatile and easy to cook!

## **Application**

*Before the workshop begins, lay the oddball veggies on a table*

*Introduction (no more than 10 min)*

- Introduce the purpose of the workshop and activity: to make oddball veggies more user friendly
- Explain the game and hand out the name cards
- Answer any questions the participants may have

*Activity: (No more than 25 min)*

- Allow the participants time to put down their cards (if they are really stuck offer a hint if you want)
- Pass out a snack or dish you have made with one of the featured vegetables (if you decide to prepare one before the workshop)
- After all the cards have been placed at the vegetables, turn over the cards to see the names.
- Identify and name each vegetable, and provide a recipe or fun fact or something to bring familiarity to the once oddball vegetable
- The group/participant with the most correct wins, perhaps let him/her choose a vegetable to take home

*Wrap-up: (No more than 10 min)*

- Ask and answer questions about the vegetables, and any topics that came up while playing the game
- include any clean-up, if necessary

## **Featured Food Workshop: Don't Judge a Book by It's Cover, Do Judge a Box by It's Label!**

### **Objective**

- Better understanding of food labels
- Higher consciousness of selecting foods at grocery stores based on their nutritional contents
- Enlightenment on the unhealthy nature of products that many of the residents may currently be eating

### **Preparation**

Come prepared with the following items:

- Soft drink of choice

- Necessary nutritional diagrams

## Methods and Approaches

1. Start with a visual! Bring a dish of food and ask the group how many servings they think are in the dish. (Often, they will think there are fewer servings in the dish than there actually is.) Another visual is to choose a soft drink and ask the group to guess how many teaspoons of sugar are in one serving. (4 grams of sugar = one teaspoon)
2. Using this diagram, walk the group through reading a nutrition label. On top of this visual, the facilitator should select several other nutritional diagrams to discuss with the group. These other diagrams could include the food pyramid, or the “Healthy Eating Plate”. They can conduct similar activities with these diagrams, that are both engaging and informative.



## Application

- Introduction(10 minutes): The introduction will be kept concise, and informative. Basics of what the learners will be doing will be introduced, and instructions will be given out.
- Activity(25 minutes): The learners will participate in the chosen activities related to the nutrition labels, and they will be able to ask the facilitator for any assistance.

- Wrap Up and Reflection(5 minutes): The facilitators will give all of the learners copies of the nutrition diagram, as well as other nutritional pamphlets, and thank them for coming. The facilitators will then clean up from the event.

### **Food Workshop: “Hey, Don’t Trash me!”**

#### **Objective**

- Knowledge of the shelf life of certain produce
- Better understanding of the preparation of various produce
- Understanding of how to sanitarilly prepare food

#### **Preparation**

Come prepared with the following items:

- Copies of Shelf Life of Food sheets
- Necessary fruits, vegetables, and canned goods
- Vegetable peeler
- Knives
- Cutting boards

# THE SHELF LIFE OF FOOD

| Foods categorized<br>based on whether they<br>are perishable<br>or otherwise | COUNTER/PANTRY |                                 | REFRIGERATOR |                                | FREEZER |               |
|--|----------------|---------------------------------|--------------|--------------------------------|---------|---------------|
|  | 1 DAY          | 1 MONTH                         | 1 DAY        | 3 MONTHS                       | 1 MONTH | 1 YEAR        |
| APPLES   |                | 2-4 weeks                       |              | 1-2 months                     |         | 8-12 months   |
| BANANAS  |                | 2-7 days                        |              | 5-9 days                       |         | 2-3 months    |
| CANTALOUPE   |                | Until ripe                      |              | 1 week                         |         | 8-12 months   |
| GRAPES   |                | 3-5 days                        |              | 7-10 days                      |         | 3-5 months    |
| LEMONS   |                | 2-4 weeks                       |              | 1-2 months                     |         | 3-4 months    |
| PEACHES  |                | Until ripe                      |              | 2-5 days                       |         | 8-12 months   |
| STRAWBERRIES   |                | 1-2 days                        |              | 5-7 days                       |         | 6-8 months    |
| BROCCOLI   |                | 2 days                          |              | 7-14 days                      |         | 8-12 months   |
| CARROTS  |                | Up to 4 days                    |              | 4-5 weeks                      |         | 8-12 months   |
| CUCUMBERS  |                | 1-3 days                        |              | 1 week                         |         | 8-12 months   |
| GREEN BEANS  |                | 1 day, <u>not recommended</u>   |              | 1 week                         |         | 8-12 months   |
| LETTUCE  |                | 1 day, <u>not recommended</u>   |              | 1 week                         |         | Do not freeze |
| POTATOES   |                | 1 month                         |              | 3-4 months                     |         | 8 months      |
| TOMATOES   |                | 12-18 months                    |              | 2 weeks                        |         | 8-12 months   |
| BUTTER   |                | 10 days                         |              | 1-3 months                     |         | 6-9 months    |
| CHEESES, HARD  |                | 1-3 months                      |              | 2-4 months                     |         | 6-8 months    |
| CHEESES, SOFT  |                | Few hours                       |              | 2-4 months                     |         | 6-8 months    |
| EGGS   |                | Few hours                       |              | 3-4 weeks                      |         | Do not freeze |
| MILK   |                | Few hours                       |              | 5-7 days                       |         | 1 month       |
| YOGURT   |                | Few hours                       |              | 2-3 weeks                      |         | 1-2 months    |
| BACON  |                | 2 hours                         |              | 2 weeks                        |         | 4 months      |
| BOLOGNA  |                | 2 hours                         |              | 1-2 weeks                      |         | 2-3 months    |
| CHICKEN  |                | 2 hours                         |              | 1-2 days                       |         | 1 year        |
| FISH   |                | 2 hours                         |              | 1-2 days                       |         | 6-9 months    |
| HAM  |                | 2 hours                         |              | 1 week                         |         | 6 months      |
| HAMBURGER  |                | 2 hours                         |              | 1-2 days                       |         | 6-8 months    |
| STEAK  |                | 2 hours                         |              | 1-2 days                       |         | 6-8 months    |
| BREAD  |                | 5-7 days                        |              | 1-2 weeks                      |         | 2-3 months    |
| HONEY  |                | ∞ Forever                       |              | ∞ Forever, but not recommended |         | ∞ Forever     |
| KETCHUP  |                | 1 year                          |              | 1 year                         |         | Do not freeze |
| MAYONNAISE   |                | 2-3 months                      |              | 1 year, 2 months if opened     |         | Do not freeze |
| SODA   |                | 6-9 months, 5-5 months for diet |              | 6-8 months, 2-5 days if opened |         | Do not freeze |

## Methods and Approaches

1. Go over the picture with the table of foods and their shelf life. Pass out copies of the sheet for the participants to keep in their kitchens.
2. Walk the group through a standard meal prep as follows:
  - a. Start by washing your hands with warm water and soap to the tune of Twinkle Little Star.
  - b. Clean/rinse off fruit, vegetables, meats and canned goods with warm water and rag and dry.
  - c. Cut or peel items as needed.
    - i. For example, some people peel potatoes. This can be done by cutting in half and peeling away from the body.
    - ii. Also remember to trim fat off of meat!
  - d. Use prepared vegetables according to the planned recipes. Consult with the Gleaning Workshop leaders to determine what recipes to use.

## Application

- Introduction(10 minutes): The introduction will be kept concise, and informative. Basics of what the learners will be doing will be introduced, and instructions will be given out.
- Activity(25 minutes): The learners will choose what vegetables they would like to prep. They should be encouraged to prep and clean vegetables they have not worked with before. They will be able to ask the facilitator for any assistance.
- Wrap Up and Reflection(5 minutes): The facilitators will give all of the learners what they've made to take home(an assortment of ready to eat vegetables, perfect for snacking), and thank them for coming. The facilitators will then clean up from the event.

## Food Workshop: Pickle me this!

### Objectives

- Learn basics of refrigerator pickling
- Learn how to make quick stove-top jams and preserves
- Learn basic safety procedures regarding canning
- Learn how to apply canning techniques to a wide array of produce

### Preparation

Come prepared with the following items:

- Mason jars
- Knives
- Cutting boards
- Cucumbers
- Seasonal fruit
- Large pots
- Salt
- Pickling spices/herbs
- Vinegar



- Metal tongs

### **Methods and Approaches**

The methods and approaches will vary depending on the month in which the workshop takes place. For the sake of creating a curriculum, we will use July as an example. Since time is limited, we will cover only one to two methods of canning and preserving. Two of the most simple and safe are refrigerator pickling, and stovetop fruit preserves.

For the refrigerator pickle workshop, we would be able to use cucumbers as a vegetable, as they are in abundance in that time of the year. To make them we will create a simple brine of water, vinegar, salt, sugar, and spices. We will then pour that over sliced cucumbers and refrigerate them for at least a day.

For the stovetop preserve workshop, we will use raspberries as the fruit. For the preserve, we will put the raspberries in a large pot over heat, along with sugar. We will bring it to a simmer, and let it cook for around a half hour. After a half hour, we will transfer the fruit to mason jars. Once in mason jars, we will drop them momentarily in a pot of boiling water, and then transfer to the refrigerator.

As the stovetop preserve lesson would take longer because of simmering times, if we were to conduct both on the same day, we would start that one first. While the fruit simmers, we would be able to conduct the refrigerator pickle lesson.

We will use a very hands-on, empowerment-based teaching style. Ideally, we will give a brief description and demonstration of the techniques being learned, and then let the learners work on their own. The facilitators of the workshop will then make their way around the room to aid in any ways necessary.

### **Application**

-Introduction(10 minutes): The introduction will be kept concise, and informative. Basics of what the learners will be doing will be introduced, and instructions will be given out.

- Activity(25 minutes): The learners will choose whether they would like to learn stovetop jamming or refrigerator pickling, and refer to their instruction sheets. They will be able to ask the facilitator for any assistance.

-Wrap Up and Reflection(5 minutes): The facilitators will give all of the learners what they've made to take home(stovetop jam or refrigerator pickles), and thank them for coming. The facilitators will then clean up from the event.

## **Food Workshop: Seasonal Salads That Beat Greasy Meats**

### **Objectives**

-learn basic vinaigrettes and dressings

-learn side salad crafting as well as main course salad crafting

-learn green based salads, as well as fruit salads

### **Preparation**

Come prepared with the following items:

- Plates
- Eating utensils
- Your choice of greens
- Oils/vinegars
- Knives
- Cutting boards
- Napkins
- Water
- Salad accoutrements
- Seasonal vegetables for salad

### **Methods and Approaches**

The methods and approaches will vary depending on the month in which the workshop takes place. For the sake of creating a curriculum, we will use July as an example. Since time is limited, we will cover only one to two salads to make.

One salad we could make would be a panzanella salad, which is a tuscan salad consisting of tomatoes and bread. In preparing the salad, we would go through the steps of dicing the various vegetables(tomatoes, onions, basil, cucumber), cubing and toasting or soaking the bread, and preparing the vinaigrette.

Another salad that would be possible to make in the summer is a fruit salad. In making the fruit salad, we would aim to highlight local fruits that many might not think to pair. For example, we might construct a fruit salad consisting of nectarines, peaches, basil, and sweet corn. We might also conduct it to present the learners with a variety of fruit, and let them come up with their own fruit salads.

### **Application**

-Introduction(10 minutes): The introduction will be kept concise, and informative. Basics of what the learners will be doing will be introduced, and instructions will be given out.

- Activity(25 minutes): The learners will be presented with their choice of ingredients for a salad, and given all necessary utensils. They will be able to ask the facilitator for any assistance.

-Wrap Up and Reflection(5 minutes): The facilitators will give all of the learners what they've made to take home(salad), and thank them for coming. The facilitators will then clean up from the event.

**Featured Food Workshop: Seductive Smoothies: *Tasty Treats With a Secret Cheat***

**Objectives:** The facilitator should familiarize the participants with the process and benefits that making smoothies has on your day to day life. The goal of this workshop is to shed light on how integrating smoothies into your diet is not only a great source of nutrition, but can open a whole new door to a creative-energy boosting lifestyle that is easy to follow and maintain. Smoothies can be a great way to consume some of the leafy greens that you don't normally know how to use.

### **Preparation**

Come prepared with the following items:

- a simple blender(s)
- knives
- cutting board
- small tasting cups
- seasonal gleaned fruits and vegetables (if berries bring some of them frozen)
- frozen bananas
- plain unsweetened yogurt/greek yogurt
- skim milk/almond milk/coconut milk
- honey
- spices/herbs
- ice
- water
- printed copies with the following information for every participant:

**Berries** (antioxidants, help reduce the buildup of cholesterol, fiber, vitamin A, vitamin C, potassium, magnesium)

- Strawberries
- Blueberries
- Cranberries
- Raspberries
- Kiwi

**Citrus** (potassium, folate, boosts your energy)

- Pineapple
- Oranges
- Lemons
- Limes

**Fleshy Fruit** (potassium, fiber, vitamin C)

- Bananas

**Stone Fruit** ( adds thicker texture to smoothie, antioxidants, vitamin C, vitamin A, potassium)

- Peaches
- Nectarines
- Plums
- Mangoes
- Cherries

**Orange Vegetables** (vitamin A, potassium, iron, adds color, texture and sweetness to a smoothie)

- Pumpkin
- Carrots
- Butternut squash
- Sweet potatoes

\*Health Warning: If you use canned pumpkin or squash, check the label to make sure it's pumpkin rather than a canned pie mix with added sugar

**Greens** (vitamin K, iron, vitamin C, Calcium)

- Spinach
- Swiss chard
- Kale
- Green peppers

### **QUICK SMOOTHIE TIPS**

1. Prepare frozen fruit ahead to save time. Cut and freeze on a baking sheet, then transfer to a freezer bag or container.
2. Add ingredients like milk, yogurt, water, or juice first to get the blender moving. Then, add lighter, drier ingredients, like leafy greens, followed by heavy ingredients like ice and fruit pieces.
3. Frozen bananas go a long way. Peel, slice, and freeze them. This go-to smoothie ingredient adds thickness without taking over other flavors.

\*\*BE CREATIVE- Experiment with a variety of colorful fruits and vegetables in your smoothies. YOU make the recipe.

### **Methods and Approaches**

This workshop should be hands-on and discussion based. The facilitator will lead the participants through the process of creating smoothies by focusing on integrating gleaned fruits and vegetables with frozen bananas, dairy or alternative dairy products, and ice. By looking through the handout provided create an open discussion about the elements of creating a smoothie: texture, sweetness, and health benefits. Keep the focus on being creative for everyone's individual self. This workshop isn't about providing 3-4 smoothie recipes for the participants to walk away with, but to rather give them the inspiration to become a recipe creator for their own needs, tastes, and lifestyles.

### **Application**

-Introduction (10-15 mins):

- Pass out printed information
- Discuss Smoothies:

-You see smoothies everywhere. They are trending in chain restaurants, McDonalds, Burger King, Taco Bell, and even gas stations. For the most part those smoothies are saturated with sugar, frozen yogurt, or even ice cream. They do more harm than good. Instead of giving you energy they spike you with sugar and drain your energy later on. However, made properly, smoothies are one of the healthiest ways to add fruits and vegetables into your diet in large quantities. That means loads of ENERGY. Plants are most nutrient-dense at peak season. So when putting together a smoothie, using the produce gleaned from the initiative project is ideal. When something is in season, it packs the healthiest punch. Varying the fruits you add to smoothies ensures that your diet is rich in all the necessary vitamins and minerals.

-Freezing some of the in season fruits and adding frozen bananas to your smoothies creates texture and thickness. If you want a thicker smoothie add some ice.

-To create a creamy element to the smoothie you want to add some dairy: skim milk or yogurt. Lactose intolerant? Try coconut milk or almond milk.

-Adding at least one intimidating green or orange vegetable will be masked by the sweetness of the fruit. So why not add it? A handful of spinach will give you numerous health benefits. It can add missing energy to your life, all the while still tasting great in a naturally sweet smoothie.

-Smoothies =quick and easy breakfast

-Easy to prepare ahead of time. Make a weeks worth of breakfast smoothies on Sunday.

-No need to be concerned with exact measurements: texture level, sweetness level, and amount is all up to the creator.

- Encourage the use of spices and seasonal herbs in the smoothies. Examples: adding cinnamon to a smoothie with frozen bananas and seasonal sweet potatoes or mint to a berry based smoothie can really enhance the flavor and add even more health benefits!

-Activity (20-25 mins):

The participants will be given the opportunity to make their own smoothies. Depending on how many blenders are accessible, create groups, and let them explore the items they have to use. Each group must use at least one leafy green in their group smoothies.

- Wrap up and Reflection (5): Each group will pass out a small sample of the smoothie they created to every participant and explain which ingredients they used. The facilitators will answer any last questions and thank the participants for coming and encourage them to try using smoothies as a way to integrate more fruits and vegetables into their diets.

## **Food Workshop: Oddball Veggies: We'll Throw You Curveballs and You'll be Cooking Home-runs**

### **Objective:**

The facilitator should familiarize the participants with the best ways to cook some of the less commonly known vegetables they receive from the gleaning initiative. The idea is to give them a starting point on how to cook these vegetables and then allow themselves to add their own spices and taste preferences to the well cooked veggies. The goal is variety. We also want them to have a taste test of these oddball veggies to kickstart their introduction into these less commonly known vegetables.

### **Preparation:**

Come prepared with some of these vegetables cooked and ready to be taste tested by the participants. In this workshop we have a sheet that can be printed off for each of the participants as follows: (Make sure you bring a couple of the veggies cooked a couple of different ways we want to expose variety)

### **ARTICHOKES**

**Prep:** Snip off tough outer leaves; cut off top quarter and trim off woody stem.

#### **Braise:**

- Heat 2 teaspoons olive oil in a large skillet on high heat
- Add artichokes cook for 1 minute, stirring constantly
- Add 1 cup each chicken or vegetable stock and water and 1 teaspoon dried thyme (or rosemary or tarragon)
- Bring to a simmer
- Cover and reduce heat
- Cook until tender about 15 minutes

#### **Grill:**

- Halve artichokes
- Scoop out the choke if necessary and toss with 1 tablespoon olive oil
- Add 1/2 teaspoon kosher salt
- Preheat grill
- Place the artichokes over medium-high heat
- Turning once or twice, until tender about 8 minutes

#### **Microwave:**

- Place artichokes in a large glass pan or baking dish
- Add 1/2 cup chicken or vegetable stock
- Add 1/2 teaspoon salt
- Add 1 teaspoon dried thyme
- Cover and microwave on High until tender, about 8 minutes

**Steam:**

- Place artichokes in a colander
- Place colander over 2 inches of water in a large pot set over high heat
- Cover and steam until tender, about 15 minutes

**ASPARAGUS**

**Prep:** Trim off stem ends

**Braise:**

- Place a large skillet over high heat
- Add asparagus 1/2 cup water
- Add a slice of lemon
- Cover, bring to a simmer
- Cook until tender, about 5 minutes.

**Grill:**

- Preheat grill
- Oil rack
- Place asparagus over direct, medium heat
- Cook until browned, turning occasionally
- About 6 minutes

**Microwave:**

- Place asparagus in a glass pan
- Add 1/4 cup water
- Drizzle with 1 teaspoon olive oil
- Cover tightly
- Microwave on High until tender, about 3 minutes

**Roast:**

- Preheat oven to 500 °F
- Spread asparagus on a baking sheet or in a pan (You only want a single layer of asparagus) - Coat with 2 teaspoons olive oil
- Roast, turning once at 5 minutes
- Cook until wilted and browned, about 10 minutes total

**BEETS**

**Prep:** Peel. *\*Keep beet greens for other uses like soups!*

**Microwave:**

- Cut beets into 1/4-inch-thick rings

- Place in a large glass baking dish
- Add 1/4 cup water
- Cover
- Microwave on High for 10 minutes
- Let stand still covered, for 5 minutes before serving

### **Roast:**

- Preheat oven to 500°F
- Cut beets into 1 1/2-inch chunks
- Spread on a baking sheet or in a pan (You only want a single layer of beets)
- Coat with 2 teaspoons olive oil
- Roast, turning once at 15 minutes
- Cook until tender, about 30 minutes total

### **Sauté:**

- Heat 1 tablespoon olive oil in a large skillet over medium heat
- Grate beets into the pan using the large-hole side of a box grater (or slice thinly)
- Add 1 minced garlic clove
- Cook, stirring constantly, for 1 minute
- Add 1/3 cup water and bring to a simmer
- Cover
- Reduce heat to low and cook until tender, about 8 minutes

### **Steam:**

- Cut beets into quarters
- Place in a Colander over 2 inches of water in a large pot set over high heat
- Cover
- Steam until tender, about 15 minutes

## **BROCCOLI**

**Prep:** Cut off florets; cut stalks in half lengthwise and then into 1-inch-thick half-moons.

### **Microwave:**

- Place stems and florets in a large glass baking dish
- Cover tightly
- Microwave on High until tender, about 4 minutes

### **Roast:**

- Preheat oven to 500°F
- Spread on a baking sheet or in a pan (You only want one layer of broccoli)
- Coat with 1 tablespoon olive oil



- Roast, turning once at 5 minutes
- Cook until tender and browned in places, about 10 minutes total

**Steam:**

- Place stems in a colander over 2 inches of water and 1 tablespoon lemon juice in a large pot set over high heat
- Cover
- Steam for 2 minutes
- Add florets
- Cover and continue steaming until tender, about 5 minutes more

**BRUSSELS SPROUTS**

**Prep:** Peel off outer leaves; trim stem.

**Microwave:**

- Place sprouts in a large glass baking dish
- Add 1/4 cup broth (or water)
- Cover
- Microwave on High until tender, about 6 minutes

**Roast:**

- Preheat oven to 500 °F
- Cut sprouts in half
- Spread on a baking sheet or in a pan (You only want one layer of sprouts)
- Coat with 1 tablespoon olive oil
- Roast, turning once at 10 minutes
- Cook until browned and tender, about 20 minutes total

**Steam:**

- Place sprouts in a colander over 2 inches of water in a large pot set over high heat
- Cover
- Steam until tender, 6 to 8 minutes

**CAULIFLOWER**

**Prep:** Cut into 1-inch-wide florets; discard core and thick stems.

**Microwave:**

- Place florets in a large glass baking dish
- Add 1/4 cup chicken or vegetable stock
- Cover
- Microwave on High until tender, about 4 minutes

**Roast:**

- Preheat oven to 500°F
- Spread florets on a baking sheet or in a pan (You want only one layer of cauliflower)
- Coat with 1 tablespoon olive oil
- Roast, turning once at 7 minutes
- Cook until tender and beginning to brown, about 15 minutes

**Steam:**

Place florets in a colander over 2 inches of water in a large pot set over high heat  
Cover  
Steam for 5 minutes.

**EGGPLANT**

**Prep:** Slice into 1/2-inch-thick rounds.

**Braise:**

- Cut eggplant slices into cubes
- Mix with an 8-ounce jar of salsa
- Pour into a pan and place over medium heat
- Cover and cook, stirring often
- Cook until thick, about 15 minutes

**Grill:**

- Preheat grill
- Brush eggplant slices lightly with olive oil
- Place over medium-high heat
- Grill, turning once, until browned, about 8 minutes

**Roast:**

- Preheat oven to 500°F
- Coat both sides of eggplant slices using 2 teaspoons olive oil
- Place on a baking sheet or pan (You only want one layer of eggplant)
- Roast, turning once at 7 minutes
- Cook until tender, about 15 minutes

**Sauté:**

- Cut eggplant slices into cubes
- Toss cubes with 2 teaspoons salt
- Let stand for 5 minutes
- Blot dry with paper towels
- Heat 2 teaspoons olive oil in a large skillet over medium heat

- Add the eggplant
- Cook until tender, stirring often, about 4 minutes

## **LEEKs**

**Prep:** Trim off the thick green leaves, leaving only the pale green and white parts; leave the root end intact. Split in half lengthwise. Under cold running water, rinse out grit and sand.

### **Braise:**

- Place leeks in a large skillet with 1/2 cup chicken or vegetable stock
- 1 sprig fresh rosemary (optional)
- Bring to a simmer over high heat
- Cover
- Reduce heat and cook until tender, about 12 minutes
- \* *Try serving it warm or cold with a vinaigrette dressing*

### **Grill:**

- Preheat grill
- Coat leeks with 1 tablespoon olive oil
- Place over direct, medium heat and grill
- Turn leeks occasionally
- Cook until lightly browned, about 8 minutes.

### **Roast:**

- Preheat oven to 500 °F
- Trim off root ends of leeks
- Slice in half crosswise and then into 1/4-inch-thick slices lengthwise
- Spread on a baking sheet or pan (You want only one layer of leeks)
- Coat with 2 teaspoons olive oil
- Roast, stirring once at 7 minutes
- Cook until browned and tender, 10 to 15 minutes total

### **Sauté:**

- Thinly slice leeks into half-moons
- Heat 1 tablespoon butter in a large skillet over medium heat.
- Add leeks
- Cook, stirring often
- Cook until softened and very aromatic, about 5 minutes

## **SUMMER & ZUCCHINI SQUASH**

**Prep:** Cut off stem ends.

**Grill:**

- Cut squash lengthwise into 1/4-inch strips
- Preheat grill; coat strips lightly with 1 tablespoon olive oil
- Place over direct, medium heat
- Grill, turning once, until marked and lightly browned, 3 to 4 minutes

**Roast:**

- Preheat oven to 500°F
- Cut squash lengthwise into 1/4-inch-thick slices
- Spread on a baking sheet or in a pan (You only want one layer of squash)
- Coat with 2 teaspoons olive oil
- Roast, turning once at 5 minutes
- Cook until tender, about 10 minutes

**Sauté:**

- Cut squash into 1/4-inch-thick rings
- Heat 1 tablespoon olive oil in a large skillet over medium heat
- Add 1 minced garlic clove and squash
- Cook, stirring frequently
- Cook until tender, about 7 minutes.

**Steam:**

- Cut squash into 1/2-inch-thick rings
- Place in a colander with a small onion, thinly sliced
- Place colander over 1 inch of water in a large pot set over high heat
- Cook until tender, about 5 minutes

**TURNIPS**

**Prep:** Cut off the root end and the greens; peel, then cut into thin slices.

**Grill:**

- Steam turnip slices (see below) for 5 minutes
- Preheat grill
- Place slices over direct, medium-high heat
- Grill, turning once, until lightly browned and tender, about 8 minutes

**Roast:**

- Preheat oven to 500°F
- Spread turnip slices on a baking sheet or in a pan (You only want one layer of turnips)
- Coat with 2 teaspoons olive oil
- Roast, turning once at 7 minutes
- Cook until tender, about 15 minutes

**Sauté:**

- Cut turnip slices into matchsticks
- Heat 1 teaspoon each butter and olive oil in a large skillet over medium heat
- Add slices and cook
- Stir frequently, until tender, about 12 minutes

**Steam:**

- Place turnip slices in a metal colander
- Place colander inside a large pot and fill with just enough water so ingredients in the colander won't touch the water
- Bring to a gentle simmer
- Cover and cook until tender when pierced with a fork, about 12 minutes

*\*Substitute apple juice for chicken or vegetable stock in any of these cooking methods*

*\*\*Substitute vegetable oil for olive oil in any of these cooking methods*

**Methods and Approaches**

It will begin with a quick review over the worksheet then the participants will divide into groups. Each group will choose one of the veggies to cook in one of the cooking styles. The idea is for them to each taste what everyone cooked and also taste what the facilitator brought in. All participants get to taste a variety of different veggies cooked differently to gain insight on what they like.

**Application:**

-Introduction (10mins)- Take 10 minutes to go over the sheet and read together the different ways you can cook all the different veggies.

-Activity (20mins)- Split into groups and explore one of the veggies and pick a way to cook it. While the participants food is cooking taste test what the facilitator brought in.

-Wrap up and Reflection(5-10mins)- Participants will now taste their own creations and each others. The facilitator will take any last questions, thank the guests for participating, and clean up after the group has left.

