

CICN PRESENTS

CULINARY TRAINING AND FACILITATING

TRAINING MANUAL

CICN PRESENTS CULINARY TRAINING AND FACILITATING

TRAINING MANUAL

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Key Area:
3 – Administration
USDA Professional Standards Codes
Human Resources and Staff Training – 3400



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BACKGROUND INFORMATION FOR TRAINERS

WELCOME to *CICN Presents: Culinary Training and Facilitating*. This training manual is an instructional aid for you, the course instructor. The manual provides content and educational tools to introduce school nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals to students. To assist you further in successfully conducting this training, the Training Manual includes the following prompts:

INSTRUCTOR'S NOTE:

The purpose of the background information is to help you become familiar with the content of the training. It is not a part of the training detail.

DEMONSTRATE/DISCUSS

This prompt will be followed by talking points or instructions to deliver to the participants. Use these talking points as a guide for the topic of discussion. Following the instructions provided will assist you in having a successful training.

KEY MESSAGES

This prompt will provide important information that child nutrition professionals should understand. Please ensure the participants have a good understanding of these key messages before continuing with the training.

CLASS DISCUSSION PROMPTS

This prompt will suggest questions to ask the participants to start a good discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer or do not cover the whole topic.

INSTRUCTOR'S NOTE:

If possible, arrange participants into smaller groups of 4–5 people during training sessions. This can be done upon arrival or around the ice breaker. If some participants seem hesitant to participate in class discussions, you can encourage them to discuss questions in smaller groups and then share their group's answers with the larger group. This strategy helps to involve more people in the conversation and prevents only a few individuals from dominating the discussion.

TRAINING-AT-A-GLANCE

EXPECTED TRAINING DURATION- 1.25 HOURS

| TIME | TOPIC | TASK | MATERIALS |
|---|--------------------------------|--|--|
| INTRODUCTION | | | |
| 20 Minutes | Welcome and Overview | <ul style="list-style-type: none"> ○ Introduce topic ○ Introduce instructor ○ Participant introductions ○ Training overview ○ Review USDA professional standards ○ Review ICN Competencies ○ Review training goals and objectives | <ul style="list-style-type: none"> ○ Sign-in sheet ○ Training Manual |
| SETTING THE FOUNDATION | | | |
| OBJECTIVE: | | | |
| Identify the methodology of the train-the-trainer format and the importance of developing staff and preparing for training. | | | |
| 15 Minutes | Setting the Foundation | <ul style="list-style-type: none"> ○ Discuss the methodology of the train-the-trainer format and the importance of preparing for staff development training | <ul style="list-style-type: none"> ○ Handout: CICN Culinary Training Ground Rules |
| SKILLS OF A SUCCESSFUL TRAINER | | | |
| OBJECTIVE: | | | |
| Recognize the skills of a successful trainer. | | | |
| 15 Minutes | Skills of a Successful Trainer | <ul style="list-style-type: none"> ○ Review the skills of a successful trainer | <ul style="list-style-type: none"> ○ Handout: Successful Trainer Tips ○ Handout: Training Tips for Effective Communication |
| DEMONSTRATION OF TECHNIQUES | | | |
| OBJECTIVE: | | | |
| Recognize culinary demonstration skills. | | | |
| 10 Minutes | Demonstration of Techniques | <ul style="list-style-type: none"> ○ Review culinary demonstration skills | <ul style="list-style-type: none"> ○ Handout: Demonstration Communication Skills for Trainers |

| TIME | TOPIC | TASK | MATERIALS |
|--|------------------------------------|--|--|
| SKILLS OF A SUCCESSFUL FACILITATOR | | | |
| OBJECTIVE: Recognize the skills of a successful facilitator. | | | |
| 10 Minutes | Skills of a Successful Facilitator | <ul style="list-style-type: none"> ○ Review the skills of a successful facilitator | <ul style="list-style-type: none"> ○ Handout: Skills of Successful Facilitators ○ Handout: Training Tips for Effective Communication |
| WRAP UP | | | |
| 5 Minutes | Wrap Up | <ul style="list-style-type: none"> ○ Review the training ○ Questions and Answers | <ul style="list-style-type: none"> ○ Training Manual |

CICN PRESENTS: CULINARY TRAINING AND FACILITATING

INTRODUCTION (20 MINUTES)

INTRODUCTION TALKING POINTS

- Welcome to *CICN Presents: Culinary Training and Facilitating*.
- This training is designed to be engaging, inviting you, the participant, to be an active learner. Today, we will focus on developing culinary training and facilitation skills that will better enable you to provide professional development for child nutrition professionals.
- Training your staff with the correct culinary knowledge and skills can be hard. However, this training can help you identify the abilities that make a good trainer, learn how to run an effective training session, and understand the techniques to teach your staff cooking skills. You will also learn how to demonstrate cooking skills in the best way and create helpful visual aids.
- Introduce yourself and other special guests. You should state your name, title/credentials, and relevant experience. Start the ice breaker if you choose.

INSTRUCTOR'S NOTE:

Introduce yourself to the attendees using the following format and select an ice breaker from the list below. Confirm that participants have signed the sign-in sheet and that they all have a copy of the workbook and a pen or pencil.

ICE BREAKER IDEAS

- Facilitate an ice breaker to provide participants with an opportunity to introduce themselves and identify their titles/credentials and relevant experience. Ideas may include asking participants to include a fun food fact about themselves in their introduction. Suggested examples include:
 - What's the strangest thing you've ever eaten?
 - If you could only eat one food for the rest of your life, what would it be, and why?
 - What's something that you regularly ate growing up?
 - What's your signature dish?
 - If you could go to dinner anywhere tonight, where would you go?

TRAINING OVERVIEW

Refer participants to the following documents and briefly review each one:

- Ground Rules
- USDA Professional Standards
- ICN Competencies
- Training Goals and Objectives

The *CICN Presents: Culinary Training and Facilitating* training is designed to help **you** teach **your** staff about food preparation. This lesson is the first step in the CICN Presents series and will teach you how to be a good trainer and facilitator. You will learn how to engage and teach your staff about effective food production techniques. The training aims to help you become a successful trainer who can answer questions, demonstrate culinary techniques, and lead activities that help your staff learn by utilizing resources from CICN.

CICN has developed a series of culinary trainings utilizing a train-the-trainer model. As you participate in CICN face-to-face trainings, you will become familiar with the materials and hopefully have the opportunity to utilize the training manuals to train the staff in your program.

CICN has also developed *Culinary Quick Bites*, a short-format (15-minute) training series intended to be facilitated on-site by school food authority (SFA) staff overseeing food production. Each lesson focuses on a specific culinary-related training topic.

You are encouraged to utilize the training materials from CICN and take the skills learned today to enhance your team's culinary competencies, knowledge, and skills.

PROFESSIONAL STANDARDS AND KEY AREA CODE

KEY AREA CODE

3 – Administration

PROFESSIONAL STANDARDS

Human Resources and Staff Training – 3400

Employee will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

3430 – Develop employee training plans, including a plan for tracking training.

ICN COMPETENCIES

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION ASSISTANTS AND TECHNICIANS

FUNCTIONAL AREA 1: PERSONNEL MANAGEMENT – This functional area is defined as the functions of Child Nutrition Programs that maximize employee performance to accomplish the goals of the organization. These functions include planning, organizing, directing, developing, and controlling the performance of the workplace.

CORE COMPETENCY 1.2

Participates in professional development training and exhibits professional behavior characteristic of a school nutrition manager.

CORE COMPETENCY 1.3

Conducts training sessions with staff that positively affect foodservice operations and meet local, State, and Federal requirements.

OVERALL TRAINING GOAL

- Develop effective site-level trainers who possess the necessary skills to deliver successful culinary demonstrations and facilitate engaging training sessions while prioritizing staff development and preparation.

TRAINING OBJECTIVES

By the end of the training, participants will be able to:

- Identify the methodology of the train-the-trainer format and the importance of developing staff and preparing for training.
- Identify the skills of successful trainers.
- Learn culinary demonstration skills

SETTING THE FOUNDATION

[15 MINUTES]

| TIME | TOPIC | TASK | MATERIALS |
|--|------------------------|--|--|
| SETTING THE FOUNDATION | | | |
| OBJECTIVE: | | | |
| ○ Identify the methodology of the train-the-trainer format and the importance of developing staff and preparing for training | | | |
| 15 Minutes | Setting the Foundation | ○ Identify the methodology of the train-the-trainer format and the importance of developing staff and preparing for training | ○ Handout: CICN Culinary Training Ground Rules |

LESSON OVERVIEW

The main focus of this lesson is to learn the necessary skills and knowledge to train your staff on cooking skills. You will acquire various techniques, abilities, and knowledge to efficiently teach your staff how to prepare menu items in a skilled and effective manner.

DISCUSS

- What are the basic principles of train-the-trainer?
 - CICN designed this train-the-trainer course to teach individuals how to become effective trainers. Experienced trainers share their knowledge and skills with learners in this training, teaching them how to use and deliver effective training programs. Train-the-trainer aims to equip individuals with the necessary skills and knowledge to deliver high-quality training, enabling them to pass on their expertise and knowledge to others in their organization.

CLASS DISCUSSION PROMPT

Question: How many of you have experience training staff at the district or school level?

Possible Answer: Answers will vary.

Question: Whether you have experience or not, what helpful tips and strategies would you like to gain from this experience?

Possible Answer: Answers will vary.

INSTRUCTOR'S NOTE:

Take note of the answers and emphasize the identified areas throughout the training.

Using standardized recipes provides many benefits to child nutrition operations.

DISCUSS

- This training lesson is different from other ICN Train-the-Trainer models because it focuses on providing culinary training and training for the staff in your program. The CICN Presents series focuses on teaching culinary skills. You not only will learn how to teach culinary skills, but you will also learn how to train the people who work with you.
- After completing this training, participants will share and apply the knowledge and skills learned when they return to their workplace. You will use your skills in training and facilitation to lead your team through operational changes, which could be major or small improvements over time.
- Change is not always easy and is often met with resistance. However, we want to emphasize that staff buy-in is crucial in successfully implementing changes. When staff members are properly trained and confident in their abilities, they are more likely to embrace the changes and feel satisfaction with their jobs. The result is a positive work environment where everyone works toward a common goal and staff members feel valued and empowered. So, let's approach change with a positive attitude and work together to create a better workplace!

CLASS DISCUSSION PROMPT

Question: Why should staff training be seen as a positive and necessary aspect of any organization?

Possible Answers:

- It provides employees with the tools they need to succeed and can lead to a more engaged and satisfied workforce.
- Employees with the right training and knowledge to do their jobs can see change as an opportunity instead of a challenge. Staff training is like investing in their professional growth. It is not just about following rules but developing your team and helping them succeed.
- When properly trained, staff feel more confident in their abilities and better equipped to handle challenges that may arise in their roles. This can lead to increased job satisfaction and a sense of fulfillment in their work.
- When staff feel valued and supported through training opportunities, they are more likely to be engaged in their work and feel empowered to make positive changes within the organization. This can lead to a more productive and positive workplace culture, benefiting staff and the organization.

DISCUSS

- As leaders, explaining what changes are happening in your organization and why they are necessary is important. When staff understand the reasons behind the changes and are asked for their input, they are more likely to see their work as meaningful and important. This can lead to a greater sense of purpose and motivation among staff and, ultimately have a positive impact on the organization as a whole. By explaining the why behind changes, leaders can help their staff feel more engaged and invested in their work.

CLASS DISCUSSION PROMPT

Question: What do you see as some benefits to having staff buy-in?

Possible Answers: Having staff buy-in, or gaining the support and commitment of your staff, is critical to the success of any initiative, including culinary training to enhance a school nutrition program. Here are some benefits of having staff buy-in:

- **Improved morale:** When staff members are involved in all organizational decision-making processes and have a say in their training and development programs, they are more likely to feel valued and appreciated. This can lead to organizational buy-in, increased job satisfaction and improved morale.
- **Increased motivation:** Staff members who have buy-in are more likely to be motivated to implement the skills and knowledge gained during culinary training. They will be more invested in the program and more willing to put in the effort required to make it successful.
- **Improved quality:** With staff buy-in, there is a greater chance that the skills and knowledge learned during culinary training will be applied effectively. Buy-in can lead to improved quality of meals and overall program success.
- **Increased retention:** Staff invested in the program are more likely to stay with the organization. This can lead to decreased turnover and increased stability within the team.
- **Improved communication:** When staff members are involved in decision-making and training programs, there is often increased communication and collaboration among team members. Improved communication can lead to improved teamwork and a more cohesive team.

DISCUSS

- It is important to establish a positive and productive atmosphere for successful training. One way to do this is by setting guiding principles everyone can follow. At the ICN, we have ground rules that we review at the start of the training.

INSTRUCTOR'S NOTE:

Review the additional culinary-focused Ground Rules with participants on the ***CICN Culinary Training Ground Rules*** handout.

- In each lesson in the CICN Presents program, we provide specific ground rules for culinary training, including kitchen and food safety standards. It is essential to share these rules with training participants at the beginning of each session. Prior to each session, ensure that participants are aware of the proper attire for working in the kitchen so that they come prepared. Sharing the ground rules ensures everyone is ready to learn in a safe and productive environment.

CLASS DISCUSSION PROMPT

Question: Are there any additional ground rules you would implement at your site(s)?

Possible Answers: Answers will vary based on program-specific needs.

KEY MESSAGE

- This training is unique because it focuses on teaching culinary skills and training the people working with you. After completing the training, you, as a participant, will aim to implement changes in your workplace, which can be challenging. It is important to get staff buy-in by training them and making them feel valued and empowered. With a positive attitude and teamwork, we can create better work environments.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: CICN CULINARY TRAINING GROUND RULES

CULINARY TRAINING GROUND RULES

ICN developed ground rules to help the training run smoothly and allow all participants to benefit from the course instruction and information.

SHOW UP ON TIME AND COME PREPARED

Be prompt in arriving and returning from breaks. Come with a positive attitude.

STAY MENTALLY AND PHYSICALLY PRESENT

Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.

LET EVERYONE PARTICIPATE

Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.

LISTEN WITH AN OPEN MIND

Stay open to new ways of doing things and listen for understanding. You can respect another person's point of view without agreeing with them.

THINK BEFORE SPEAKING

Seek first to understand, then to be understood. Avoid using idioms and phrases that can be misunderstood.

ATTACK THE PROBLEM, NOT THE PERSON

Respectfully challenge the idea, not the person. Honest and constructive discussions are necessary to get the best results.

FOCUS ON FOOD SAFETY

Ensure proper food safety practices are adhered to at all times. Practice proper handwashing and glove use, avoid cross-contact and cross-contamination, follow cleaning and sanitation practices, and proper temperature controls.

MAINTAIN PHYSICAL SAFETY

Kitchen environments are filled with the potential for accidents. Safeguard yourself and others by following good workplace safety practices. Keep floors clean and free of debris and standing water, move safely with sharp items such as knives, and use equipment with caution to prevent burns, cuts, and other injuries. Immediately report any injuries to your instructor.

WEAR PROPER KITCHEN ATTIRE

Wear proper kitchen attire during culinary labs. Proper attire includes closed-toed shoes (slip-resistant are preferable), a clean apron, and a hair restraint. Remove jewelry (including rings—except for a single, plain band without stones), remove nail polish and artificial fingernails, and maintain good personal hygiene.

SKILLS OF A SUCCESSFUL TRAINER

[15 MINUTES]

| TIME | TOPIC | TASK | MATERIALS |
|---|--------------------------------|--|--|
| SKILLS OF A SUCCESSFUL TRAINER | | | |
| OBJECTIVE: | | | |
| ○ Recognize the skills of a successful trainer. | | | |
| 15 Minutes | Skills of a Successful Trainer | ○ Recognize the skills of a successful trainer | ○ Handout: Training Tips for Effective Communication ○ Handout: Successful Trainer Tips ○ Handout: Training Tips for Effective Communication |

LESSON OVERVIEW

- Recognize the skills of a successful culinary trainer who can train their staff and peers. By the end of this training, you will be able to identify the key qualities and techniques that make a culinary trainer successful.

DISCUSS

- Let's start by discussing the importance of training in the culinary industry. In today's fast-paced and competitive environment, culinary professionals must continuously learn and improve their skills. Training not only helps them stay up-to-date with the latest industry trends and techniques but also helps them stay ahead of the competition. This concept applies to child nutrition culinary (kitchen) staff as well.
- However, training can be daunting for some, especially if they lack the necessary skills and experience to effectively train others. A successful culinary trainer can help with this.

CLASS DISCUSSION PROMPT

Question: So, what are the skills of a successful culinary trainer?

Possible Answers:

- Understands the audience and topic.
- Defines unfamiliar terms.
- Prepares for presentation.
- Uses a variety of presentation techniques.
- Involves participants- Makes them feel welcome and appreciated.
- Draw upon experience and expertise.

INSTRUCTOR'S NOTE:

Use chart paper and record the answers. Alternatively, you may ask a volunteer to write on the chart paper. Review the answers as you work through the rest of the lesson.

DISCUSS

- Let's explore some of the key qualities and techniques:
 - **Strong Communication Skills:** A successful culinary trainer must possess strong communication skills to convey knowledge to others effectively. This includes the ability to explain concepts clearly, listen actively, and provide feedback in a constructive manner.
 - **Patience:** A culinary trainer should have patience when working with others, especially if they are new to the industry or struggling to grasp certain concepts. Patience allows the trainer to take the time necessary to explain things thoroughly and answer any questions.
 - **Flexibility:** A successful culinary trainer must be flexible and adaptable in their approach to training. Flexibility means adjusting their teaching style and methods to accommodate different learning styles and personalities.
 - **Motivation and Enthusiasm:** A great culinary trainer should be passionate about their work and genuinely interested in helping others succeed. They should be able to motivate and inspire their trainees to learn and improve their skills.
- The four key qualities listed above are great examples for any trainer.
 - Communication
 - Patience
 - Flexibility
 - Motivation and enthusiasm
- The next two areas may feel more challenging for some still learning culinary skills and techniques, but do not worry, CICN will help you, and we will explain soon.
 - **Ability to Demonstrate:** A successful culinary trainer must be able to demonstrate the techniques and skills they are teaching. This means performing tasks with precision and accuracy and explaining each step clearly as they go along.
 - **Technical Knowledge:** A good culinary trainer must have a strong foundation in culinary techniques and terminology. Good culinary trainers should be well-versed in industry standards and have a deep understanding of the various cooking methods, ingredients, and tools used in the kitchen.

- CICN is always striving to offer you the necessary tools for learning culinary skills. We provide resources that not only help you develop your food production abilities, but also relieve you from the pressure of being an expert. You can rely on our training materials as helpful guides throughout your training journey.
- One of our useful tools is the *Culinary Quick Bites*, a short-format (15-minute) training series intended to be facilitated on-site by school food authority (SFA) staff overseeing food production. Each lesson focuses on a specific culinary-related training topic. Each lesson includes talking points for the facilitator (you), a video demonstrating the skill, an infographic highlighting the steps necessary to complete the skill, and an activity to support the learning. We will discuss facilitation techniques a little later.
- Every trainer's unique style includes their body language, appearance, attitude, inclusive nature and how they interact with participants. Trainers can develop and improve their style by practicing and being aware of these things.
- Identifying our strengths is as important as identifying our weaknesses, meaning that recognizing our areas of expertise is just as crucial as recognizing the areas where we need improvement.

CLASS DISCUSSION PROMPT

Question: What are some undesirable traits or characteristics that trainers may have?

Possible Answers:

- Poor posture, head bowed, showing no confidence when walking around the room.
- Speaking unclearly, whispering, or yelling.
- Reading the text word for word.

INSTRUCTOR'S NOTE:

Use chart paper and record the answers. Alternatively, you may ask a volunteer to write on the chart paper. Review the answers as you work through the rest of the lesson.

DISCUSS

- Like any profession, trainers may possess negative traits or characteristics that can affect their ability to train and develop others effectively. Some examples of negative traits or characteristics that trainers may have include:
 - **Lack of empathy:** A trainer who lacks empathy may not understand or relate to the challenges and struggles faced by their trainees. A lack of empathy and understanding can lead to a lack of support and guidance, hindering the trainee's progress.
 - **Arrogance:** A trainer who is overly confident and dismissive of others' opinions can be detrimental to the learning process. Arrogant trainers may not be open to feedback or alternative perspectives, limiting the trainee's growth.
 - **Impatience:** Impatient trainers who are easily frustrated with struggling trainees can hinder the learning process. Impatience can create a stressful learning environment and discourage trainees from asking questions or seeking help.
 - **Inflexibility:** A trainer who is rigid in their approach and unwilling to adapt to the needs of their trainees can be problematic. Inflexibility can lead to a one-size-fits-all approach, which may not be effective for all trainees.

- **Lack of knowledge or experience:** A trainer who lacks the necessary knowledge or experience in their field can be ineffective in teaching and guiding their trainees, leading to misinformation and confusion.
- **Poor communication skills:** Trainers who struggle to communicate effectively can hinder learning. They may be unable to convey ideas and concepts clearly, leading to confusion and misunderstandings.
- **Lack of motivation:** Trainers who lack motivation or enthusiasm for their work may not inspire their trainees to learn and grow. A lack of motivation can create a disengaged learning environment and limit the trainee's progress.

KEY MESSAGES

- In conclusion, we have explored the desirable qualities of a trainer in today's lesson. We have learned that a great trainer possesses exceptional communication skills, patience, and passion. They lead by example, motivate their trainees, and provide constructive feedback to help trainees grow.
- We identified undesirable characteristics that trainers should avoid, such as being condescending, rigid, disorganized, and lacking empathy. These traits can hinder the learning process and make trainees feel discouraged.
- Keep these qualities and undesirable characteristics in mind and strive to embody the positive traits while avoiding the negative ones. As trainers, we have a unique opportunity to inspire and guide the next generation of child nutrition professionals. Let's use our knowledge, skills, and passion to empower our trainees to become the best version of themselves.

INSTRUCTOR'S NOTE:

The training includes **Successful Trainer Tips** and **Training Tips for Effective Communication** handouts that the participants can use as a reference source. Encourage participants to review the handouts at their leisure. Ask if there are any questions.

HANDOUT: SUCCESSFUL TRAINER TIPS

SUCCESSFUL TRAINER TIPS

- Identify the purpose of the training.

- Identify the topic and intended audience.

- Determine in advance the length of time for content and activities.

- Review the training objectives.

- Learn the training content and avoid reading it directly from a script.

- Communicate the ground rules.

- Practice audience sensitivity with words and actions.

- Use a variety of audience-engaging techniques.

- Create a safe learning environment.

- Provide opportunities for participants to communicate related training topic experiences.

- Demonstrate respect and professionalism at all times.

HANDOUT: TRAINING TIPS FOR EFFECTIVE COMMUNICATION

TRAINING TIPS FOR EFFECTIVE COMMUNICATION

EXPERTISE

When trainers are knowledgeable on the subject they are teaching, they appear more trustworthy to learners. Knowing the topic well also helps trainers to adapt and be creative in their teaching methods. If a trainer is too reliant on notes or slides, they may miss important cues from their learners and cannot adjust their teaching style accordingly.

Model behaviors:

- Refer to training material but do not be dependent on it.
- Demonstrate a confident method of presentation, body language, and eye contact. Be relaxed.
- Encourage group presentations but stay on time.
- Use creative and flexible teaching methods.
- Demonstrate confidence and use good communication skills.
- Be flexible and involve all learners.
- Be knowledgeable, credible, and able to improvise.

EMPATHY

An empathetic trainer is someone who understands and cares about the needs and expectations of adult learners. They change how they teach to match learners' skill levels and keep thinking about the learners' feelings. Adult learners can tell when a trainer is empathetic, making them more interested in learning.

Model Behaviors:

- Start and end on time.
- Schedule breaks.
- Create a comfortable environment.
- Meet the needs of the participants.
- Prepare user-friendly materials.
- Do not embarrass others.

ENTHUSIASM

Trainers who really care become passionate advocates for their subject matter. They show their emotions, energy, and enthusiasm when presenting the material, making them believable because their commitment to the subject shines through. When a trainer is excited about what they teach, the information becomes more interesting and engaging for the trainees.

Model behaviors:

- Smile.
- Use humor appropriately.
- Be animated.
- Use body language that shows energy.
- Vary the tone of voice, volume, and inflection.
- Work the room.
- Excite participants.

CLARITY

Clarity of instruction means teaching something in a way that is easy for people to understand. When teaching, it is important to organize information in a logical and orderly way. Adults cannot learn something if they do not understand, so present the information clearly. If the trainer can understand the presentation outline, most learners can follow it, too. Since people learn differently, it is important to use various teaching methods to ensure everyone understands.

Model behaviors:

- Allow time for participants.
- Teach one skill at a time.
- Demonstrate role-playing.
- Use a variety of instructional methods and materials.

Instructional Methods might include:

- Hands-on cooking demonstrations - Demonstrate cooking techniques.
- Small group cooking - Break trainees into groups and have them work together to prepare recipes.
- Tasting and evaluation sessions - Have trainees taste test and evaluate based on nutritional standards, kid friendliness, affordability, etc.
- Individual coaching sessions - Chefs can observe trainees as they cook and provide real-time feedback and guidance.
- Interactive lectures - Incorporate opportunities for trainees to answer questions, assist with food prep demos, and discuss challenges to make the presentation engaging.
- Role playing - Use role plays to practice customer service situations, working with staff, food safety scenarios to create a real-world experience.

Instructional Materials might include:

- Recipes - Provide recipes, cooking techniques, nutrition info, standardized portion sizes, and photos.
- Cooking demonstration videos from the CICN
- Kitchen tools/equipment – Provide kitchen equipment and tools needed for the training.
- Educational posters - Display visual references and quick references around the kitchen for things like proper food storage temps, hand washing protocol, and portion sizes.
- Hand out materials like menu planning templates, food ordering guides, and food safety checklists

- Speak clearly.
- Be yourself or better.

DEMONSTRATION OF TECHNIQUES

(10 MINUTES)

| TIME | TOPIC | TASK | MATERIALS |
|--|-----------------------------|---|--|
| DEMONSTRATION OF TECHNIQUES | | | |
| OBJECTIVE: | | | |
| ○ Recognize culinary demonstration skills. | | | |
| 10 Minutes | Demonstration of techniques | ○ Recognize culinary demonstration skills | ○ Handout: Demonstration Communication Skills for Trainers |

LESSON OVERVIEW

- This lesson covers adult learning principles and discusses the different techniques that trainers can use to engage participants with different learning styles. Visual learners prefer reading or watching videos, auditory learners prefer lectures or audio communication, and kinesthetic learners prefer hands-on activities. It is important to encourage audience participation during demonstrations and provide opportunities for hands-on practice. Demonstrating a culinary technique is a fun and interactive way to teach, as it engages multiple learning styles through verbal, visual, and hands-on communication with the audience.

DISCUSS

- Adults learn in many ways. Some people like to learn by looking at things or watching videos. Others prefer to listen to information or attend lectures. Some people learn better by doing things, like working in groups or building things.
- Most of us have more than one way that we like to learn. Trainers can use many different teaching methods to help everyone find a way that works for them.

CLASS DISCUSSION PROMPT

Question: What learning style works best for you as a learner?

Possible Answer: Answers will vary.

DISCUSS

- There are different ways that adults prefer to learn, and one common model is called VARK.
- VARK identifies four main learning styles:
 - **V**isual learners: Prefer to see information presented in pictures, charts, videos, and other visual formats.
 - **A**uditory learners: Prefer to hear information through lectures, discussions, and podcasts.
 - **R**ead/write learners: Prefer to learn through reading and writing, such as textbooks, handouts, and taking notes.
 - **K**inesthetic learners: Prefer to learn by doing physical activities and having hands-on experiences, like experiments or simulations.
- Remember that not everyone fits neatly into just one of these categories and many people use different styles depending on the situation. Also, other models of learning styles may have different categories or words for these styles.

CLASS DISCUSSION PROMPT

Question: Do these learning styles accurately represent you and your teams? Is anything missing?

Possible Answer: Answers will vary.

DISCUSS

- We will now dig further into demonstrating skill as a trainer.
- Culinary art is as much about technique as it is about ingredients. For budding cooks, watching a skilled professional at work can be far more instructive than merely reading a recipe or hearing an explanation. It is in the doing, and more precisely in observing the ‘how’ of doing, that the nuances of the craft become clear.
- The Power of Demonstration
Visual learning is a dominant form of learning. When instructors demonstrate a culinary technique—the right way to julienne a carrot or swirl of a saucepan to emulsify a sauce—they are offering students a clear, visual blueprint. According to Dr. Lynell Burmark, an advocate for visual learning, “...unless our words, concepts, ideas are hooked onto an image, they will go in one ear, sail through the brain, and go out the other ear. Words are processed by our short-term memory where we can only retain about seven bits of information. Images, on the other hand, go directly into long-term memory where they are indelibly etched.” (Burmark, 2002)

○ Principles of Effective Demonstration

- 1. Preparation:** Before demonstrating, the trainer should have all necessary ingredients and tools on hand. This ensures the demonstration goes smoothly and models the importance of mise en place, or everything in its place, for participants.
- 2. Clear Visibility:** participants must have a clear view of the demonstration. Depending on the setting, mirrors above the workstation or video feeds can help ensure every participant has an optimal viewing angle.
- 3. Narration:** As trainers perform the technique, narrating the steps offers a dual-learning modality. This verbal reinforcement of the action can further solidify understanding.
- 4. Engagement and Interactivity:** Asking questions, prompting participants to predict the next step, or even inviting a participant to replicate a technique after a demonstration can enhance the learning experience.
- 5. Repetition:** It is essential to repeat critical techniques, as repetition aids memory. Encouraging participants to practice immediately after the demonstration can further cement the learning.
- 6. Feedback:** After participants attempt the technique, constructive feedback is vital. It helps refine their skills and understand the nuances that might not have been immediately evident during the demonstration.
- 7. Context:** Explaining the ‘why’ behind a technique can be just as important as the ‘how.’ By offering historical, cultural, or scientific context, trainers can enrich the learning experience and aid retention.

INSTRUCTOR'S NOTE:

Facilitate a brief conversation using the Demonstration Skills for Trainers handout to guide the conversation.

KEY MESSAGES

- People have unique ways of learning, so it's crucial for trainers to use various teaching methods to involve participants with different learning preferences. Some people learn better by seeing things, while others learn through hearing, and some learn by doing. Therefore, it's important to encourage individuals to actively take part in demonstrations and provide opportunities for hands-on activities.
- Teaching culinary skills is a dynamic process that blends both art and science. Through effective demonstration, culinary trainers can transmit technical skills and inspire passion, precision, and a deep appreciation for the craft. As participants watch, listen, and then do, they bridge the gap between theory and practice, forging their path in the world of culinary arts.
- When you're teaching a new skill, such as cooking, it's important to use different methods like talking, demonstrating, and hands-on practice. This way, everyone can learn in a way that suits them best.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: DEMONSTRATION SKILLS FOR TRAINERS

DEMONSTRATION SKILLS FOR TRAINERS

VERBAL COMMUNICATION SKILLS

- Speak with confidence.
- Show enthusiasm for the subject.
- Speak with precise knowledge of the subject.
- Speak clearly, concisely, and in a logical sequence.
- Listen with an open mind.
- Be generous with praise.
- Call people by name.
- Vary your tone, pace, and volume to keep others interested.

TIPS TO KEEP IN MIND WHEN DEMONSTRATING A SKILL

- Verbalize the details of each step of the process. Pretend you are on a cooking show, and you are the host.
- Project your voice, especially when using loud tools like blenders, convection ovens, or food processors.
- To stay safe and avoid accidents, focus on the task you're doing. However, remember to take regular breaks to look up and explain what you're doing while also paying attention to the audience. Stay involved and connected with the people you're addressing.

VISUAL DELIVERY TIPS

- Ensure all participants can see the demonstration area.
- Be prepared—have all tools, equipment, and supplies ready beforehand. Practice the skill before presenting to participants.
- Make sure any slides or images are large enough to be seen by all.
- Maintain good posture and approachable body language.
- Pause between steps to ensure participants understand what has been presented and answer any questions.

SKILLS OF A SUCCESSFUL FACILITATOR

(10 MINUTES)

| TIME | TOPIC | TASK | MATERIALS |
|---|------------------------------------|--|--|
| SKILLS OF A SUCCESSFUL FACILITATOR | | | |
| OBJECTIVE: | | | |
| ○ Recognize the skills of a successful facilitator. | | | |
| 10 Minutes | Skills of a Successful Facilitator | ○ Recognize the skills of a successful facilitator | ○ Handout: Training Tips for Effective Communication ○ Handout: Skills of Successful Facilitators |

LESSON OVERVIEW

- This lesson will identify the differences between a trainer and a facilitator. When conducting training for child nutrition professionals, you will need to display skills of both.
- Trainer and Facilitator – Definitions.
 - A trainer is a person who conducts a training session by presenting information, leading discussions, and demonstrating skills. A trainer is usually an expert in the subject matter they teach and has a more structured approach to delivering the training.
 - A facilitator is a person who leads group discussions and activities to help participants learn from each other. A facilitator focuses on creating a safe and engaging learning environment where participants can share their experiences and knowledge.
- At times, you may find yourself fulfilling both roles when training staff. For example, during this training, I have been acting as both. When we review material, I am conducting training. During discussion times, I am acting as a facilitator.

CLASS DISCUSSION PROMPT

INSTRUCTOR'S NOTE:

Use chart paper and record the answers. Alternatively, you may ask a volunteer to write on the chart paper. Review the answers as you work through the rest of the lesson.

Question: What are some similarities between being a trainer and a facilitator?

Possible Answers:

- Both trainers and facilitators are responsible for creating a safe and supportive learning environment.
- Both roles involve guiding learners toward achieving their goals and objectives.

- Trainers and facilitators must have good communication and interpersonal skills to engage learners and address their needs effectively.
- Both roles require adaptability and flexibility in response to changing situations and learner needs.
- Trainers and facilitators must be knowledgeable and skilled in their subject matter or area of expertise.
- Both roles involve creating and delivering engaging and interactive learning experiences that encourage participation and collaboration among learners.
- Trainers and facilitators need to be able to assess learner progress and provide feedback to help learners improve their skills and knowledge.
- Trainers and facilitators aim to create a positive learning experience for their participants. However, their approaches are different.

DISCUSS

- What are some differences between a trainer and a facilitator?
 - Difference: Trainers focus on delivering information in a structured and organized manner. They use lectures, demonstrations, and exercises to convey information to participants. Trainers may also evaluate participants' progress through assessments or quizzes.
 - Difference: Facilitators, on the other hand, use a more interactive approach. They encourage participation from all participants and foster a collaborative learning environment. Facilitators help participants share their experiences and perspectives, creating an inclusive learning experience.

CLASS DISCUSSION PROMPT

Question: How can you be sure to have an effective and successful training session?

Possible Answers:

- **Prepare thoroughly.** Before the training session, ensure you clearly understand the material you are presenting. Review your notes, slides, and other training materials to ensure they are clear and concise.
- **Start with an ice breaker.** Use an ice breaker activity to help break the ice and get everyone engaged. Ice breakers can be a simple game, a group discussion, or a fun activity that gets everyone moving.
- **Use visual aids.** Use visual aids, like diagrams, charts, and videos, to help illustrate your points. Visual aids make it easier for trainees to understand complex ideas and keep them engaged.
- **Encourage participation.** Encourage trainees to participate in the training session by asking questions, sharing experiences, and providing feedback. Participation creates a more engaging and interactive training experience.

INSTRUCTOR'S NOTE:

Use chart paper and record the answers. Alternatively, you may ask a volunteer to write on the chart paper.

- **Keep it interactive.** Incorporate interactive activities, like group discussions, case studies, cooking opportunities, and role-playing. Interactive activities help trainees apply the knowledge they have learned and make it easier to retain information.
- **Be flexible.** Be prepared to adapt your training session if necessary. If you notice trainees struggling with a particular topic, spend more time on it or use different methods to help them understand.
- **Provide feedback.** Provide feedback to trainees throughout the training session. Let them know what they are doing well and where they can improve. Feedback helps them develop their skills and confidence.

INSTRUCTOR'S NOTE:

The training includes **Skills of Successful Facilitators** and **Training Tips for Effective Communication** handouts that participants can use as a reference source. Encourage participants to review the handouts at their leisure.

HANDOUT: SKILLS OF SUCCESSFUL FACILITATORS

SKILLS OF SUCCESSFUL FACILITATORS

- Ask questions to lead participants through a review of the content presented during the training session.
.....
- Be an outstanding listener. Listen to what people say and keep eye contact with the speaker.
.....
- Be flexible and able to change course. If a topic results in a lively discussion, adjust the timing of the next session. Adapt quickly to meet the needs of the group.
.....
- Be sensitive to all participants; be conscious of their body language and facial expressions.
.....
- Circulate the room. Use eye contact or walk closer to the individual asking a question or making a comment.
.....
- Demonstrate the expectation that all participants can learn and actively promote the success of each participant.
.....
- Encourage participants to think outside of the box and brainstorm new ideas.
.....
- Expect and ensure full participation. Do it kindly, allowing everyone an opportunity to contribute.
.....
- Honor the beginning and ending times outlined in the training session.
.....
- Include appropriate humor in the training session and demonstrate a willingness to laugh at appropriate times.

- Keep a positive energy flow in the room. Discourage statements such as, “We have tried that before, and it didn’t work.”
.....
- Keep the session moving and avoid discussions that slow down the class’s progress.
.....
- Protect participants against criticism. Do not allow personal attacks.
.....
- Provide a safe and comfortable environment.
.....
- Provide content examples directly related to the work roles of participants.
.....
- Remind participants that there are no wrong answers unless the answer does not follow program policies or regulations.
.....
- Seek to understand the points others make by diplomatically asking *WHY* or *HOW* questions.
.....
- Stay focused and use the Bike Rack for an off-topic idea.
.....
- Use a variety of instructional strategies throughout the training session.
.....
- Use body language that is open and welcoming for all group members.

KEY MESSAGES

- As trainers and facilitators, we must create a positive and inclusive learning environment that encourages participation, engages learners, and fosters growth and development. It is essential to remain open-minded, adaptable, and willing to learn and grow alongside our learners.
- I encourage you to apply the skills you learned today to your training sessions. Remember, always strive for excellence and continually evaluate and improve your techniques. With dedication and practice, you can become a successful trainer and facilitator who positively impacts your learners' lives.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

WRAP UP

(5 MINUTES)

| TIME | TOPIC | TASK | MATERIALS |
|----------------|---------|--|---|
| WRAP UP | | | |
| 5 Minutes | Wrap Up | <ul style="list-style-type: none"> ○ Review the training ○ Questions and Answers | <ul style="list-style-type: none"> ○ Training Manual |

DISCUSS

- Today, we discussed important concepts related to training and facilitating culinary skills training and the many benefits of effectively developing staff.
- We have:
 - Identified the skills of successful trainers
 - Recognized the skills of successful facilitators
 - Applied effective training and facilitation techniques
- Thank you all for your participation during the training today. I hope you found it beneficial and gained knowledge and skills that will assist you in preparing and serving meals for the students in your program.
- We know that learning is always enhanced if we are given a chance to relate personally to the material and how we might apply it.

ICN has numerous other training resources available online at www.theicn.org, including access to the Child Nutrition Recipe Box, Child Nutrition Sharing Site, Culinary Institute of Child Nutrition resources, and the ICN Help Desk for further technical assistance.

For additional support conducting training, check out ICN's Train-the-Trainer in-depth training series:

- Designing and Delivering Training Programs (8 training hours)
 - Foundations for Training Excellence: Basics (4 training hours)
 - Training Culturally Diverse Groups (4 training hours)
- Encourage participants to network and stay connected to share success stories and offer support.

END OF CLASS DISCUSSION PROMPT

- Ask participants if there are any questions regarding the content of the training.
 - Answer questions the participants may have.
 - Close the class by ensuring all participants have signed the sign-in sheets and distributing the training certificates.

INSTRUCTOR'S NOTE:

Authentically thank the participants for their attendance and participation. Acknowledge the time they have taken to complete this training. Remind them ICN is available in a variety of ways to help them meet their program and professional goals.

REFERENCES

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APPENDIX

HANDOUT: GROUND RULES

- Show up on time and come prepared
- Stay mentally and physically present
- Let everyone participate
- Listen with an open mind
- Think before speaking
- Attack the problem, not the person
- Focus on food safety
- Maintain physical safety
- Wear proper kitchen attire

HANDOUT: SUCCESSFUL TRAINER TIPS

- Identify the purpose of the training.
- Identify the topic and intended audience.
- Determine in advance the length of time for content and activities.
- Review the training objectives.
- Learn the training content and avoid reading it directly from a script.
- Communicate the ground rules.
- Practice audience sensitivity with words and actions.
- Use a variety of audience-engaging techniques.
- Create a safe learning environment.
- Provide opportunities for participants to communicate related training topic experiences.
- Demonstrate respect and professionalism at all times.

HANDOUT: TRAINING TIPS FOR EFFECTIVE COMMUNICATION

EXPERTISE

When trainers know a lot about the subject they are teaching, they appear more trustworthy to learners. Knowing the topic well also helps trainers to adapt and be creative in their teaching methods. If a trainer is too reliant on notes or slides, they may miss important cues from their learners and cannot adjust their teaching style accordingly.

Behaviors:

- Refer to training material, but do not be dependent on it.
- Demonstrate a confident method of presentation, body language, and eye contact. Be relaxed.
- Encourage group presentations, but stay on time.
- Use creative and flexible teaching methods.
- Demonstrate confidence and use good communication skills.
- Be flexible and involve all learners.
- Be knowledgeable, credible, and able to improvise.

EMPATHY

An empathetic trainer is someone who understands and cares about the needs and expectations of adult learners. They change how they teach to match learners' skill levels and keep thinking about the learners' feelings. Adult learners can tell when a trainer is empathetic, making them more interested in learning.

Behaviors:

- Start and end on time.
- Schedule breaks.
- Create a comfortable environment.
- Meet the needs of the participants.
- Prepare user-friendly materials.
- Do not embarrass others.

ENTHUSIASM

Trainers who really care about what they teach become passionate advocates for their subject. They show their emotions, energy, and enthusiasm when presenting the material, making them believable because their commitment to the subject shines through. When a trainer is excited about what they teach, the information becomes more interesting and engaging for the people learning from them.

Behaviors:

- Smile.
- Use humor appropriately.
- Be animated.
- Use body language that shows energy.
- Vary the tone of voice, volume, and inflection.
- Work the room.
- Excite participants.

CLARITY

Clarity of instruction means teaching something in a way that is easy for people to understand. When teaching, it is important to organize information in a logical and orderly way. Adults cannot learn something if they do not understand, so it is important to present the information clearly. If the trainer can understand the presentation outline, most learners can follow it too. Since people learn in different ways, it is important to use various teaching methods to ensure everyone understands.

Behaviors:

- Allow time for participants.
- Teach one skill at a time.
- Demonstrate role-playing.
- Use a variety of instructional methods and materials.
- Speak clearly.
- Be yourself or better.

HANDOUT: DEMONSTRATION SKILLS FOR TRAINERS

VERBAL COMMUNICATION SKILLS

- Speak with confidence.
- Show enthusiasm for the subject.
- Speak with precise knowledge of the subject.
- Speak clearly, concisely, and in a logical sequence.
- Listen with an open mind.
- Be generous with praise.
- Call people by name.
- Vary your tone, pace, and volume to keep others interested.

VERBAL COMMUNICATION TIPS TO KEEP IN MIND WHEN DEMONSTRATING A SKILL

- Verbalize each step you are taking in the process. Pretend you are on a cooking show, and you are the host. Verbalize step-by-step details.
- Make sure to project your voice, especially when using loud tools like blenders, convection ovens, or food processors.
- It is essential to keep your eye on the task at hand to prevent injury or mishap, but take frequent breaks to look up and verbalize the steps you are taking while looking at the audience. This allows you to stay engaged with the audience.

VISUAL DELIVERY TIPS

- Ensure all participants can see the demonstration area.
- Be prepared—have all tools, equipment, and supplies ready beforehand.
- Make sure any slides or images are large enough to be seen by all.
- Maintain good posture and approachable body language.
- Pause between steps; remember you are demonstrating a skill, not in production mode.

HANDOUT: SKILLS OF SUCCESSFUL FACILITATORS

- Ask questions to lead participants through a review of the content presented during the training session.
- Be an outstanding listener. Listen to what people say, and keep eye contact with the speaker.
- Be flexible and able to change course. If a topic results in a lively discussion, adjust the timing of the next session. Adapt quickly to meet the needs of the group.
- Be sensitive to all participants; be conscious of their body language and facial expressions.
- Circulate the room. Use eye contact or walk closer to the individual asking a question or making a comment.
- Demonstrate the expectation that all participants can learn and actively promote the success of each participant.
- Encourage participants to think outside of the box and brainstorm new ideas.
- Expect and ensure full participation. Do it kindly, allowing everyone an opportunity to contribute.
- Honor the beginning and ending times outlined in the training session.
- Include appropriate humor in the training session and demonstrate a willingness to laugh at appropriate times.
- Keep a positive energy flow in the room. Discourage statements such as, “We have tried that before, and it didn’t work.”
- Keep the session moving, and avoid discussions that slow down the class’s progress.
- Protect participants against criticism. Do not allow personal attacks.
- Review the major points presented during the training session and ask questions to allow participants to reinforce their learning.
- Provide a safe and comfortable environment.
- Provide content examples directly related to the work roles of participants.
- Remind participants that there are no wrong answers unless the answer does not follow program policies or regulations.
- Seek to understand the points others make by diplomatically asking *WHY* or *HOW* questions.
- Stay focused, and use the Bike Rack for an off-topic idea.
- Use a variety of instructional strategies throughout the training session.
- Use body language that is open and welcoming for all group members.



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