

PLANNING GUIDE FOR A FOOD PRESERVATION PROGRAM

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After you have determined the need to conduct a food preservation workshop, prepare a short written narrative explaining the rationale for scheduling your workshop. Having this written statement will help you to market and promote your program both internally and externally to your county office.

GETTING STARTED

- Determine which food preservation topics need to be covered. The need for topics to be covered varies widely and so covering all topics might not be necessary.
 - High-acid and Low-acid Canning** – 90 minutes (It is recommended that this session be included in all food preservation workshops as it is the foundation of home food preservation.)
 - Jams and Jellies** – 45 minutes
 - Drying** – 45 minutes
 - Freezing** – 45 minutes
 - Pickling** – 45 minutes

- Based on the topics to be covered, determine how long the class should be _____ hours

- Have you received food preservation training? ____ Yes ____ No
If no, review the following resources to prepare yourself for the training:
 - So Easy to Preserve*, The University of Georgia
 - Home Food Preservation Desk Reference*, NC State University
 - Educator Slides available on the Food Safety website at:
<http://www.foodsafetysite.com/consumers/training/homepreservation.html>
 - Food Preservation and Safety: Principles and Practice*, Shirley J. VanGarde and Margy Woodburn. This reference is out-of-print but many educators have it.

- Determine the class size. _____ participants

- Determine the location of your class based on class size as well as your need for tables to display recommended equipment, audiovisual equipment, room to move about for activities/demonstrations, a screen or blank wall for projecting slides.

- Identify instructors – A team approach is highly recommended.

- Determine registration fees – To determine registration fee, list all costs associated with delivering the program, i.e. copies, folders, equipment needed, and divide by the number of participants.

PROMOTION AND PUBLICITY

- ❑ Edit and prepare the brochure and registration form that was developed for this workshop. Contact Angela Fraser at angela_fraser@ncsu.edu for an electronic copy.
- ❑ Edit and prepare the flyer that is provided and post at:
 - ❑ Schools
 - ❑ Post offices
 - ❑ Libraries
 - ❑ Farmer's market
 - ❑ Grocery stores
 - ❑ Other _____

Contact Angela Fraser at angela_fraser@ncsu.edu for an electronic copy of the flyer.

- ❑ Use the press release that was developed to promote the program in:
 - ❑ Local community calendar
 - ❑ Newsletters (FCS and other programs)
 - ❑ Radio spots
 - ❑ NC State calendar
 - ❑ County Extension Website

Contact Angela Fraser at angela_fraser@ncsu.edu for an electronic copy of the press release.

GETTING READY FOR YOUR PROGRAM (One month before the program is to be offered)

- ❑ Schedule a meeting with team to determine roles and responsibilities
- ❑ Plan your agenda based on the topics to be covered
- ❑ Purchase and/or locate instructor resource materials:
 - ❑ *The Ball Blue Book*, Alltrista Corporation
 - ❑ *So Easy to Preserve*, University of Georgia
 - ❑ *Putting Food By* (use only for freezing instructions)
 - ❑ *How to Dry Foods*, Deanna Delong
 - ❑ *Canning & Preserving without Sugar*, 4th edition, Norma M. MacRae, R.D.
 - ❑ *Home Food Preservation Desk Reference*, NCSU
- ❑ Purchase and/or locate training materials for educator:
 - ❑ *So Easy to Preserve* DVD – highly recommended, but optional
 - ❑ Powerpoint Slide set Contact Angela Fraser at angela_fraser@ncsu.edu for an electronic copy.

- ❑ Purchase and/or locate teaching equipment needed for each topic to be covered in the workshop.

High-acid and Low-acid Foods:

- ❑ Canners – weighted and dial gauge pressure canners and hot water bath canner
- ❑ Jars – appropriate and inappropriate, also different sizes
- ❑ Lids and rings – new and used
- ❑ Spoons – wooden and metal
- ❑ Sharp knives
- ❑ Food brush
- ❑ Saucepan
- ❑ Measuring cups and spoons
- ❑ Non-metallic spatula
- ❑ Colander or strainer
- ❑ Tongs/magnetic lid wand
- ❑ Food scale
- ❑ Kitchen timer
- ❑ Jar lifter
- ❑ Jar funnel
- ❑ Food mill or electric puree device
- ❑ Cutting board
- ❑ Food processor or grinder
- ❑ Labels
- ❑ Commercially processed 5-6% vinegar
- ❑ Citric acid crystals
- ❑ Bottled lemon juice

Jams and Jellies

- ❑ Large saucepot
- ❑ Jelly bag
- ❑ Kitchen timer
- ❑ Skimmer and slotted spoon
- ❑ Ladle and jar funnel
- ❑ Jars and lids and bands
- ❑ Boiling water canner
- ❑ Jar lifter
- ❑ Food scale
- ❑ Sieve, food mill or fruit press
- ❑ Labeling materials
- ❑ Candy or jelly thermometer
- ❑ Spice bag
- ❑ Commercial pectin – liquid and powdered, and no-sugar added
- ❑ Acids – commercially bottled lemon juice, Fruit Fresh
- ❑ Sugar

Pickles

- Crocks – stoneware, large glass jars, food-grade plastic
- Saucepan – stainless steel, glass, un-chipped enamelware
- Measuring spoons & cups
- Sharp knives
- Cutting boards
- Tongs
- Vegetable peeler
- Ladle
- Slotted spoon
- Footed colander or wire basket
- Large mouth funnel
- Food chopper or grinder
- Food scale
- Boiling water canner
- Pickling salt
- Commercially processed vinegar that is 5-6% acidity
- Sugar
- Spice bag
- Bottled water

Freezing

- Freezer containers – variety and include inappropriate containers (check stores to see what's available in your area)
 - Refrigerator/freezer thermometers
 - Freezer paper, such as freezer bags, parchment, butchers wrap. Also include examples of inappropriate freezer wraps
 - Freezer tape and markers
 - Blancher/steamer
 - Anti-darkening agents, such as Fruit Fresh and citric acid
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- Identify stores in your area that carry canning supplies. If possible, prepare a list of these stores to help participants locate supplies.

GETTING READY FOR YOUR PROGRAM (One week before the program is to be delivered)

- ❑ Copy label that was prepared for this program and adhere to each participant folder.
- ❑ Copy the agenda for each participant.
- ❑ Copy the evaluation form for each participant. The evaluation form is located at: <http://www.foodsafetysite.com/consumers/training/homepreservation.html>
- ❑ Copy handouts and assemble participant packets. Consider color-coding the copies for each section of program as indicated below. All handouts of these handouts are currently available at: <http://www.foodsafetysite.com/consumers/training/homepreservation.html> Additional handouts can be used.

Low and High-Acid Food (Yellow)

- ❑ How Canning Preserves Food
- ❑ Celebrate with Safe Salsa

Jams and Jellies (Pink)

- ❑ Making Jams and Jellies
- ❑ Preserving Foods: Uncooked Jams and Jellies
- ❑ Preserving Foods: Jellied Products without Added sugar

Pickles (Green)

- ❑ For Safety's Sake . . . Making Pickles in North Carolina
- ❑ For Safety's Sake . . . Pickle and Pickle Product Problems

Freezing (White)

- ❑ Brief Instructions for Freezing Vegetables
- ❑ Brief Instructions for Freezing Fruits
- ❑ General Freezing Instructions
- ❑ Disaster Readiness, Response, and Recovery
- ❑ Food Storage Guidelines for Consumers

Drying (Tan)

- ❑ Making Dried Fruit Leather

- ❑ Stamp all handouts on the backside with your contact information. Be certain to not obscure the publication title, author(s), and their affiliation.

- ❑ Prepare a sign-in sheet and room signs to direct participants to the training.

GETTING READY FOR YOUR PROGRAM (the day of the program)

- ❑ Set up the room
- ❑ Assemble and test audiovisual equipment
- ❑ Post room signs
- ❑ Set up the sign-in sheet and name tags as participants enter the room
- ❑ Set up refreshments – *optional*

FOLLOW-UP

- ❑ Four weeks after you have completed the course, if possible, call a sample of your participants to determine what changes that they have made.