

Community Cookery Courses



This booklet has been devised as a guide to help you deliver cookery sessions for the different groups you work with. It contains information on how to begin setting up a cookery course, the health and safety considerations, the key healthy eating messages to promote, how to organise the sessions and tips for successful delivery.

The booklet aims to provide you with ideas and suggestions to help you plan and deliver your sessions.



How to begin setting up a cookery course

You need to decide who your target audience is and in which facilities you may best work with them. For example if you would like to work with parents an ideal venue is a school or a children's centre, which also may have a kitchen facility you could use. Alternatively you may already work with groups and may only need a facility to run the course from such as a community centre or church hall.

Making contact

Once you have decided who you want to attend the cookery course, and where to find them you need to market the idea to people who can help you form a group, maybe support you through the delivery or offer you use of a kitchen facility. Like most things in life it is important to think about what the other person will get out of helping you in order to interest them.

Benefits of a cookery course

- The cookery course is potentially free
- Most equipment is supplied
- The participants get the opportunity to try the meals cooked in sessions
- The course increases participants awareness and understanding of healthy eating
- The course increases cooking skills and knowledge about how to make healthy meals
- The course could offer a free ingredients bag and recipe to all participants so they can replicate the recipe at home.

Facility use & assessment

After you have secured a facility to host the course, you must check it has all the essentials to run the course from. Appendix 1 shows a sample form for a kitchen assessment. The assessment was created from strict criteria for assessing kitchens.

Criteria for assessing kitchens

- 2 sinks and a wash hand basin (all in the kitchen)
- First Aid facilities
- Floors and walls easy cleanable (no carpets)
- Structurally clean and in good repair and condition
- Rubbish – arrangements and facilities
- Cleaning products
- Toilet facilities

As long as you as course facilitator can justify why you feel the kitchen is acceptable on the form, you don't have to be so strict. For instance there may only be one sink available at the facility, so to work around this problem you can bring hand wash and washing up liquid plus two different towels for hands and equipment/utensils to compensate. You could also consider segregation of activities if a sink is being used for dual purposes.

Another consideration for the facility is its location. You must be sure it is convenient to encourage the group to attend. Also consider the time of day you use the facility to suit the group.

Gathering a group of people to take part in the course

If you are asking somebody else to help you or someone has volunteered to help you gather a group of people to take part in the cookery course the following tips may be useful.

- Try to work with groups that have already been established, but beware of groups signing up for everything rather than a need
- Talk about the freebies of the course and what you can learn
- Offer a crèche facility
- Ask people what they would like to make in classes or what they buy ready-made that they would like to make themselves
- If in a school, target one year group, parents may be more familiar with each other from seeing each other in the playground
- Find out the times and days that would best suit the group

Alternatively you could offer a taster session yourself, you could hold a quick chat with parents, distribute leaflets or even hold an information stall so parents can sign up and leave their details to be contacted prior to the course.

Taster sessions work best when they are not too far away from the start date (1 – 2 weeks max).

Preparation



Once you have finished all the background planning for the cooking course you can begin preparing for the course. You will need to think about what healthy eating messages you need to promote, what recipes will support your message, what skills can be developed during the course and what preparation you will need to do for the course e.g. shopping, preparing recipes.

What message.....

The Eatwell Guide is the government recommended healthy eating guide. The guide shows how much of what you eat should come from each food group. This includes everything you eat during the day, including snacks.

Choosing a variety of foods from within each group will add to the range of nutrients you consume

So, try to eat:

- plenty of fruit and vegetables
- plenty of bread, rice, potatoes, pasta and other starchy foods
- some milk and dairy foods
- some meat, fish, eggs, beans and other non-dairy sources of protein
- just a small amount of foods and drinks high in fat and/or sugar

Other messages can be promoted through the balance of good health i.e.

- Eat plenty of breads, cereals and potatoes and try to eat wholegrain versions
- Eating fatty foods in moderation will help you to reduce your salt intake
- Eat fish twice a week, one of which should be oily
- Think about preparing and cooking foods, remove skin and fat from meat and poultry, and avoid frying foods

What recipes

Once you understand the Eatwell Guide and the key messages it can promote, you can start to think about the recipes for your courses and the skills that can be developed. It is better to think about a theme rather than specific recipes because the group may have ideas about what they would like to cook i.e. making quick and easy meals, main meals, snacks, cheap meals or main courses and desserts. It is nice for the group to feel like they have some control of the course. Your partnerships with people helping you to organise the course may help you to decide on a theme. Even though you are only vaguely planning your recipe, you must think about how the recipe will complement the message you are trying to promote and the skills you wish to develop. It may be safer and cheaper to choose vegetable based dishes but explain how meat or fish could be added and provide appropriate recipes eg pasta bake/tuna pasta bake.

The table below gives a few ideas:

Key message	Theme	Recipe ideas	Skills
Eating a diet rich in fruit and vegetables 5 a day	Main meals	Vegetable Curry Vegetable Stir fry Vegetable Soup	Chopping, timing, different cooking methods
Eat fat and sugar filled food sparingly	Snacks	Fruit Loaf Smoothies Fruit & Oat Cookies	Weighing, baking, measuring
Eat a variety of foods	Cheap meals	Vegetable Pasta Chilli Con Carne Fish Pie	Chopping, timing, preparing, different cooking methods
Eat moderate amounts of dairy	Main course and dessert	Lasagne & Pineapple yoghurt fool Thai Vegetable Curry & Smoothies	Chopping, measuring, timing, different cooking methods, weighing.
Eat moderate amounts of meat and fish	Quick & easy meals	Chicken Fajitas Cod Creole Chicken Casserole	Chopping, measuring, timing, different cooking methods, weighing.

Let's get shopping

When shopping for the course you will be asked to purchase more food than is required for the actual cooking session, because each participant may receive a take home bag from the course. Therefore it is important to think about your recipes and the must have ingredients for the course. It is an idea to create yourself a list of ingredients that you think will feature frequently within your recipes for the courses. Then buy these ingredients and then they can be repeatedly used, creating you a store cupboard of ingredients. Another idea, would be to think about buying items for the participants shopping bags that can be stored i.e. if a recipe included green beans, buy tins for the take home bags. Then it allows the participants to decide when to make the meal, rather than forcing them to make something with fresh fruit or vegetables before they go off.

Remember your ingredients give you a wonderful opportunity to talk about food i.e. banish the illusion that fresh food is best, talk about products with added salt, talk about food labelling and claims etc.

When planning your shopping list it is easier to look at the ingredients you need, and then look at what you are going to give in the take home bag. Remember it is best to include only one of the dishes from class in a take home bag.

Shopping list ingredients	For Session	To take home – 8 people in class	Total needed
Baked Beans	1 large tin	8 tins	9 tins
Onion	1 onion	8 onions	9 onions
Garlic Clove	1 clove	8 cloves	1 garlic bulb
Carrots	2	16 carrots	16 carrots
Green beans	1 large tin	8 tins	9 tins
Tomatoes	10	48 tomatoes (6 for bags)	58 tomatoes
1 vegetable stock cube	1	8 cubes	1 box of stock cubes
Crumpets	8		8
Mixed peppers	2		2
Cheese	1 bag or block		1 bag or block
Mushrooms	4		4
Store cupboard ingredients needed			
Tomato puree			
Vegetable oil			

In some cases it is not always possible to give all the ingredients within the take home bags e.g. it would be too costly to give everybody chicken breasts so discuss variations that can be made to the dishes or explain why you have given different items. For example when making desserts you may choose to give some baking apples and sultanas plus a couple of tins of fruit to each participant instead of weighing out all the ingredients needed for apple crumble. This way the participants can make baked apples and smoothies offering an alternative to the dishes made in class, also a lot of the baking ingredients can be used again so encourage participants to buy them in and create their own store cupboard.

When shopping you should also buy economy brand products, not only are the products cheaper, but economy products can have a stigma associated with being less flavoursome and of poor quality. You have the opportunity to break down the barriers to their use and also cut the cost of your sessions too.



Organisation

Once you have thought about everything that needs to be included in your sessions you can begin to plan the sessions. Planning sessions well can help with the success of your delivery and allows you to incorporate all the information and activities you need into your sessions.

Planning

When planning your sessions create a class outline first to break down everything you will need to cover or do for the session. An example of a plan for a cookery session is present within appendix 2. The class outline might include prior preparation, introductions, theory, key messages, skills development, ingredient introductions, cooking activity, discussion points, tasks that can be distributed, closing discussions or anything that you feel you will need notes on to carry out the sessions. By developing a list of things to include within the session you can use each item as a marker for notes or discussion points and create a time schedule around the markers.

Alternatively you may like to plan by separating the different parts of the session i.e. planning the practical activity and the theory discussion separately. Always remember to plan in accordance with health and safety it may also be an idea to list any risks on your plan beforehand. This way you can highlight the risks to attendees and plan how to remove any risks once on site at the facility.

Other useful points for planning include

- Note down questions which you need to ask the group
- List the resources you need to help promote the key messages – Handouts
- List any recipe alterations which you need to tell the group
- Note any food safety advice you must give the group e.g. meals that would need storing in the fridge
- Include key words that will help you prompt conversation
- List information you feel is relevant to the participants so you can include it where appropriate i.e. meals are cheap to make, freezes well

- List any notes for explanations, may help when developing different skills

Remember you are creating a plan to help you carry out the cookery sessions so only include information that is relevant to you. A plan should be a simple guideline that you as facilitator can understand and use to successfully deliver the cookery sessions including all the appropriate information the participants need.

You can also use your plan to make notes on how each part of the session went:

- Do you need to change anything?
- In any parts did you lose the participants concentration?
- Do you need anymore resources?
- Was there any other information you could supply to answer the participants questions/areas of interest?
- Do you need to get to the facility earlier? Was everything prepared?
- Was the session interactive?
- How did the practical activity go?

Health & Safety



Throughout your sessions it is paramount that health & safety is not compromised. There are checks to be made prior to the sessions such as the kitchen assessment already mentioned and during the sessions.

Food Hygiene

It is recommended that anyone delivering cooking work has a minimum Level2 Food Hygiene Certificate. You can find out information about suitable courses from your local library, further education college, or by contacting one of the awarding bodies for food safety. You can find details about awarding bodies on the internet. Good food hygiene procedures are essential for the safe handling of food throughout your sessions. It is important these procedures are followed to prevent the spread and growth of harmful bacteria that can cause food poisoning. You must act responsibly to make sure that whilst handling food, everything is done to make sure that the food you prepare is safe to eat.

There are four main defences against the growth and spread of bacteria:

- Ensure food areas are clean, and good standards of personal hygiene are maintained
- Cook foods thoroughly
- Keep foods at the right temperature
- Prevent cross-contamination

It is an idea to create a list of kitchen rules, which outlines some of the group's responsibilities and your responsibilities whilst the cookery sessions are in progress.

Kitchen Rules

- Everyone's hands must be washed before any food preparation is started
- Long hair must be tied back
- Cuts need to be covered with waterproof dressings (preferably blue),

which can be found in the first aid box located.....

- An apron must be worn during food preparation, and clothes must be free from hanging sleeves
- Hands must always be washed after visiting the toilet, going out for a cigarette or after handling raw meats and at other appropriate times
- Do not cough or sneeze over food and wash hands after touching the mouth or nose
- Use separate chopping boards and different utensils for raw and cooked foods
- Clean all surfaces thoroughly, before and after use
- Any spillages must be dealt with immediately
- Always practise safe knife skills
- Work safely around the cooker and hot surfaces
- Do not handle food if you are unwell. People who are unwell can spread bacteria and viruses to food.

Depending on the different groups of people you work with you may wish to add some behaviour rules, some equipment rules or some incident rules. The best way to create rules is to look at the list of risks you identified and put rules in place to prevent or effectively deal with the risks.

It is also important that the rules are discussed with the group in an appropriate manner. You do not want to seem like a strict teacher. Explain that the rules are there to keep us safe and hygienic and that the course is very informal and fun.

It is equally important that Cookery Leaders consider ~~there~~ their fitness to work. If either a leader or member of the group is suffering from or carrying an illness or disease that could cause a problem with food safety they should not deliver or attend a cooking course. They should not handle food until they have had no symptoms for 48 hours. People suffering from diarrhoea and / or vomiting often carry harmful bacteria on their hands and can spread bacteria and viruses to the food and equipment that they touch.

Delivery



There are many things to consider when delivering a cookery session such as communication, language and group facilitation.

Communication

Communication is a process in which we convey information. The process involves listening and talking. As a facilitator you need to be able to find out participants motives for attending the course to ensure that you can support and help out as much as possible. In order to undertake this task you need to be able to ask open and closed questions appropriately, to find out all the information you wish to know. You must also be able to listen to the participants, and clearly understand what they are saying. This involves summarising what you have been told or repeating back what you are hearing to confirm your understanding.

Think about using some of these open ended questions with your groups.

- Tell me about
- What do you think
- What does mean to you?

It is also important to think about your body language when delivering a course think about the traits you wish to display.

- Relaxed
- Confident
- Knowledgeable
- Accessible
- Friendly

It will be a lot easier to display this persona if you have planned effectively for the course. This includes practising your session, try speaking in front of a mirror. Also prepare your time prior to the session, don't put yourself under added pressure by having to rush around.

Remember although you may be nervous, you are more than likely not showing any signs of nervousness to the group!!

RELAX

Language

It is important that you as a facilitator use appropriate language, think about the terms you are using and if everybody will understand them. You may have to call upon your communication skills to explain some practical work without physical demonstrating them e.g. dicing food, or stir frying. It may be an idea to include terms within your plan, so you have an idea of what terms need explaining to the group. Also don't be afraid to ask the group if they understand, you can always refresh or explain information.

When speaking to the group remember the three S's

- **S**pecific
- **S**implistic
- **S**teady paced (Slowly)

Group Facilitation

Group facilitation is knowing where the group would like to go and guiding them with little interference. Cook and Eat sessions interest a variety of different people with different motives. It is up to you as a facilitator to figure out these motives and manage the different types of people within the group.

In order to facilitate the group well you must first make a good impression this helps to settle the group in, deal with any anxiousness and promote an open speaking environment.

Tips to make a good impression

- Smile
- Invite group members into the room
- Address each member as they enter
- Be friendly
- Be passionate about what you are there to deliver

You also need to be able to read people's body language, expression and mannerism to find out how they are feeling within your group. You must try to read people in order to find out how involved they would like to be e.g. the keen person won't be embarrassed if given the first task,

however if you give the first task to a shy person you may embarrass them or even stop them coming back.

As well as reading peoples emotions, you also need to be able to manage the group and the roles that people occupy. In cook and eat session these roles can vary from a very quiet member to an enthusiastic member. It is often useful to list how you would deal with these people beforehand, so that you can use some of your ideas when you witness the people occupying these roles in your group. This is the best way to help you make sure the group works well and to ensure that your time can be distributed evenly with all the group members.

Appendix 1 – Kitchen Risk Assessment Form

Kitchen Assessment:

Area	Aspect	Yes/No	Comments
Layout and workspace	Space/alternative area for demonstration		
Ceilings and walls	Light coloured		
	Easily cleanable		
Floors	Durable		
	Slip-resistant		
	No carpets		
Rubbish facilities	Away from food area		
	Big enough to cope with extra rubbish		
Sinks	Two available and wash hand basin – one sink can be used is equipped with both hand wash and washing up liquid to enable multipurpose use. Consider segregation of activities if a sink is being used for dual purposes.		
First Aid	Facilities available		
Cleaning/disinfectant	Is it available?		
Structure	Clean and in good repair and condition		

Equipment Available:

Large Items:	Available	Smaller Items:	Available
Cooker (gas hot plate, oven grill – large) Refrigeration (if required)		Pans, wok, griddle etc	
Microwave		Knives, spoons etc	
Miscellaneous (tea towels, matches)		Cutlery	

Other Comments:

Contact Name:

Community Cookery Course
Week 1 – Snacks
Session Plan

Preparation: Make all facility health and safety checks, organise the room layout, organise the ingredients for display.

Class Outline:

1. Introductions
2. Theory – key messages
3. Introduce the ingredients and recipes
4. Get cooking
5. Eat
6. Pack away
7. Discussion & Close

Introduction:

- Introduce yourself
- Talk about what the course entails – freedom of recipe choice, take home bags for one of the meals made in class, healthy eating information. (positives)
- Friendly atmosphere – not a school lesson

Key message:

Introduction to the Eatwell Guide

- Discuss the 8 guidelines for the Eatwell Guide

Basic Food Hygiene

- Kitchen rules

* Give out relevant resources

Recipes:

Vegetable soup & crumpet pizzas

Discuss the recipe choices while cooking

Vegetable Soup

- Better to make it fresh than from a tin (processing)
- Freezes well
- Cheap healthy dish
- Easy to prepare
- Filling

Crumpet Pizzas

- Healthy alternative to take away variety
- Fun to make with the children
- A healthy balanced snack

- Cheap
- Easy to prepare
- Quick to make

Practical notes

Ingredients	Equipment/ cooking/skills
<p>SOUP</p> <ul style="list-style-type: none"> • Tin of baked beans • 1 onion • 1 clove of garlic • 2 medium carrots • 4oz green beans • 4 tomatoes • 1 stock cube • Vegetable oil <p>CRUMPET PIZZAS</p> <ul style="list-style-type: none"> • Crumpets • Tomato puree • 1 pepper • A handful of mushrooms • 3 tomatoes • 1 small tin of sweet corn • Grated cheese 	<ul style="list-style-type: none"> • Large pan with lid • Measuring jug • Tin opener • Wooden spoon • Ladel • Baking tray • Selection of knives • Teaspoon • Chopping boards • Soup bowls • Cutlery • Scissors <p>Skill development</p> <ul style="list-style-type: none"> • Knife skills • Cooking methods
<p style="text-align: center;">Notes</p> <p>* can use pepper in the soup for added flavour, avoid salt. * think about adding other vegetables. Do the new vegetables need to be boiled or fried? * what other spices will make the soup tastier. * skins from the tomatoes can be taken off by placing the tomatoes in boiling water for 30 seconds first. * soup can be blended or chunky * crumpets can have alternative fillings * alternative cheese (less fat)</p>	<p style="text-align: center;">Notes</p> <p>* you only need 1 teaspoon of oil in most dishes you cook. * what is simmering? what is boiling? * knife skills, demonstrate. * explain scissor use. * measuring liquids (explain pints, ml). * chopping boards – safety. * consider all health and safety issues.</p>

Close

- Have a discussion with the group about the recipes, did the group enjoy them? Would they make any changes? Will they try them at home? Do they think their families will enjoy them?
- Discuss the take home bags. What's in them?
- Invite the group to decide what recipes they would like to cook next week.
- Explain what will happen next week.

cook 4 life

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