



FOOD
STANDARDS
AGENCY

What's Cooking?

A guide to setting up
and running community
and school food clubs

In partnership with:

continyou
Building learning
communities

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

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This guide was adapted, by FSA Scotland, from the 'What's Cooking?' (formerly 'Cook-it!') resource written by Dr Jenny Woolfe (FSA) and Shaleen Meelu (ContinYou). Continyou, working on behalf of the FSA, has adapted the guide for an English setting.

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BACKGROUND

'What's Cooking?' takes a practical approach and aims to help children and young people to choose, cook and eat safe, healthy food. Importantly, the 'What's Cooking?' programme provides an opportunity for young people to learn about food in an enjoyable and engaging way. It also helps children to develop the food skills and knowledge identified in the Food Standards Agency's Food Competences. The competency framework is presented in four themes:

- **diet and health**
- **consumer awareness**
- **cooking (food preparation and handling skills)**
- **food hygiene and safety.**

[A more detailed description of the food-related core competences can be found in Appendix 2.]

ABOUT THIS GUIDE

This guide is divided into four main sections outlining the key areas to consider when setting up and running a 'What's Cooking?' Club:

- **Getting ready**
- **Getting on with it**
- **Making links with the school curriculum**
- **Useful resources.**

Each section has been colour coded for ease of navigation through the resource.

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Introduction

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Introduction

1 WHO IS THIS GUIDE FOR?

This guide provides advice on how to set up and run a 'What's Cooking?' Club. It is aimed at all those involved with children and young adults in a wide variety of settings, including school, community, voluntary and social care environments.

Setting up and running a 'What's Cooking?' Club can be an exciting and rewarding activity. It's a chance to make friends and develop supportive relationships with young people, knowing you are helping to influence their food skills in a positive way.

You'll probably find that you learn a lot yourself as you plan how to work with young people and to make them more aware of the benefits of healthy, safe and economical food. You can then put this into practice when doing your own shopping and cooking – for example, food hygiene training you have received and a better knowledge of nutrition.

It could also help you with your career, giving you the chance to develop and practise a whole range of skills that would be useful in other contexts – for example, skills in learning, teaching, writing, communication, observation, organisation and time management, as well as creative skills.

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2 WHY RUN A CLUB?

'What's Cooking?' Clubs are an enjoyable way of making it easier for young people and their families to understand how eating the right amount and types of food can help them maintain a healthy weight and a good energy balance.

The aims of the Club would be to encourage members to:

- plan balanced meals
- budget for food
- read and understand food labels
- learn basic food hygiene and food safety skills
- be creative when cooking food
- consider healthy living issues
- put positive dietary messages into positive dietary action ...

... but more importantly ... members would be encouraged to enjoy practical cookery!

Members also learn why it's important:

- to enjoy a wide variety of foods
- to eat plenty of foods that are rich in starch and fibre
- to eat plenty of different fruit and vegetables
- not to eat too many foods that are high in fat
- not to consume sugary foods and drinks too often
- not to eat too many foods that are high in salt.

“

Would you like to help young people learn more about food – from its purchase through to the preparation and cooking of healthy, balanced, nutritious and appetising meals? Then this could be your opportunity! You do not necessarily have to be a teacher; all kinds of people can run 'What's Cooking?' Clubs – student helpers, parents, carers, youth leaders and community volunteers, for instance.

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While young people may understand, in theory, that food choices have an impact on their health, in practice they may not attach health considerations to the foods they choose.

Passing on culinary skills to young people may not only lead to making healthier eating easier and help reduce diet-related disease by improving their diet, it could also improve young people's behaviour and social interaction skills through working in teams or family groups.

3 THE PURPOSE OF THIS GUIDE

This guide will enable you to set up and run a 'What's Cooking?' Club that will be fun for everyone. It gives you advice on:

- **targeting individuals and groups**
- **getting funding for the 'What's Cooking?' Club**
- **engaging with key organisations and the local community for support**
- **staffing and training**
- **policies and procedures you need to consider**
- **promoting the 'What's Cooking?' Club**
- **developing session plans.**

Getting Ready

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Getting Ready

4 WHO'S THE CLUB FOR?

The 'What's Cooking?' project aims to encourage and inspire children and young adults to learn key skills relating to all aspects of the journey of food 'from farm to fork'. As an after-school club, 'What's Cooking?' can form a relevant part of the 'varied menu of activities' element of the 'core offer', to which all schools in England will have to offer access by 2010. 'What's Cooking?' also complements work being done through the National Healthy Schools Programme in England.

Start by deciding who you will target to attend the 'What's Cooking?' Club.

It's often young people with the highest motivation who join school or leisure activity clubs. A 'What's Cooking?' Club could, however, also attract young people who are disaffected or at risk of exclusion and help them to re-engage with learning and build up their self-esteem, making it easier for them to do well in school.

You might consider a Club for:

- children about to transfer from primary to secondary school
- young people at secondary school
- young carers
- young people from less advantaged backgrounds
- young people at risk of exclusion
- young people from particular ethnic backgrounds
- young people with special educational needs or other additional needs
- young people who are possibly underachieving, have low self-esteem or are poorly motivated
- young people who do not have opportunities to cook at home.

Remember, targeting particular groups of young people does not mean that you are stopping others from attending. The main aim is to encourage those who would otherwise be unlikely to attend, but who would really benefit from taking part.

“

Sample survey templates can be found in Appendices 3(a) and 3(b), which you can photocopy and use to target potential members of your Club.

”

5 WHO CAN HELP YOU GET STARTED?

There's no need to feel isolated. Guidance and advice can be sought within your area by contacting:

- other cookery clubs or breakfast clubs, to speak about their experiences and share ideas
- your extended schools remodelling adviser (ESRA) or the extended schools cluster co-ordinator from your local authority
- your National Healthy Schools Programme (NHSP) co-ordinator
- your local NHS community dietitians
- the headteacher, for support
- community education workers
- youth workers.

There is no definitive approach to establishing a cooking club. However, there must be adequate interest and enthusiasm to allow the development of the project.

6 COVERING YOUR COSTS

Think about regular/one-off costs for:

- room hire
- staffing/volunteer expenses
- setting-up expenses, including equipment and promotional material
- staff training
- Criminal Records Bureau checks
- recipe ingredients
- handouts
- accessing the internet.

Participation may even be free if:

- members bring in their own equipment and ingredients
- an organisation is able to donate space (for example, a classroom, youth centre or community hall) and facilities (such as paper, a photocopier and a kitchen).

Top Tip
Ensure you record any costs for the sake of accountability, even if it is in the form of a small note-book.

6.1 FUND RAISING

To balance costs, you may consider holding a coffee morning or contacting a local supermarket about bag-packing. Never underestimate the reciprocal advantages to be gained from partnerships built with local businesses - the 'What's Cooking?' Club may receive support in the form of equipment, ingredients or staff time, while the Club members can give a positive mention about the business(es) supporting them.

You may, however, want to hire space, and buy a range of equipment and additional resources. This could entail you having to find outside funding. When you make an application:

- tell the sponsors what the Club's main aims and objectives are
- identify what the cost of running the 'What's Cooking?' Club will be
- prepare a budget summarising details for each session you have planned, including room/space hire, and the cost of travel, food, equipment, promotion and any trips you intend to make.

You may find that some sponsors are willing to contribute towards a specific part of the budget, while others are prepared to support the scheme as a whole. Emphasise that the Club is intended to be practical and to impart lifelong skills that will, hopefully, improve the health of participants.

Don't forget that once you have secured funding, you will need to think about ensuring the sustainable running of the Club.

6.2 POSSIBLE SOURCES OF FUNDING

Awards for All

Funding covers the whole of the UK. At the time of going to print, it gives grants of up to £10,000. You can visit their website or request an application form by ringing 0845 6002040.

www.awardsforall.org.uk

Children's Fund Local Networks

The Children's Fund operates in England only. Grants of between £250 and £7,000 are available to locally managed voluntary, community or self-help groups (including PTAs) to run activities for children or young people from disadvantaged backgrounds. The Children's Fund is available throughout England. To find out more, you can ring 0845 113 0161 or visit the website.

www.everychildmatters.gov.uk/strategy/childrensfund

Community Foundation Network

Community Foundations administer a wide range of charitable funds at a regional level across the UK. Many of these funds will support study support activities.

www.communityfoundations.org.uk

Council for Voluntary Service (CVS)

Can provide information on raising and managing money in the voluntary sector.

www.nacvs.org.uk/cvsdir

Government Funding

Website for the voluntary and community sector on English Government grants. Use of the site is entirely free.

www.governmentfunding.org.uk

Lottery Funding

The Young People's Fund finances projects involving young people aged 11 to 18 across the UK. To find out what funding is available, you can ring 0845 102030 or visit the website.

www.biglotteryfund.org.uk/

Neighbourhood Renewal Fund

Includes 'how to' guides, case studies and 'what's happening in your area' sections.

www.renewal.net

66 Section 15: 'Keeping the club going and Section 16: 'Monitoring and evaluation' give you advice on ensuring the sustainable running of your Club.

99

7 STAFFING THE CLUB

It's a good idea to set up a Steering Group to represent a spectrum of experience and stakeholders – such as a community health worker, health promotions co-ordinator, Club member, parent/carer/family member, teacher and dietician.

A steering group can help to:

- **decide on the policies of the Club and help set out the roles and responsibilities of staff and volunteers**
- **support the review of progress**
- **help recruit staff**
- **possibly be involved in training.**

Think teamwork – you cannot do everything yourself!

7.1 YOU AS CLUB CO-ORDINATOR

So, what qualities would be needed to run a successful 'What's Cooking?' Club? You will need to be good at:

- **helping others to learn**
- **being sensitive to cultural and social needs**
- **organising and supervising young people**
- **understanding health and safety issues**
- **assessing risks involved in running the Club, and knowing how to tackle these if necessary**
- **putting over messages and demonstrating practical skills in a clear and enthusiastic way.**

As Co-ordinator, you, along with the steering group, will principally ensure that the Club develops to meet its objectives. You might be responsible for:

- **organising funding**
- **staffing**
- **room hire**
- **marketing and promotion**
- **planning activities**
- **health and safety**
- **child protection issues**
- **monitoring and evaluation.**

7.2 WHO DO YOU INVOLVE IN SUPPORTING YOU?

The appropriate ratio of staff to children depends on the age of Club members. You should consult with the education department of your local authority on this matter.

Parents and carers may wish to take part, either as members or as support staff. This might encourage you to set up family cooking sessions.

Also bear in mind that by involving staff from different backgrounds, you will be adding value to the experiences of Club members and staff by:

- **promoting links between young people and other members of the community**
- **possibly reducing pressure on teaching staff if the Club takes place in a school**
- **offering the opportunity to develop leadership skills**
- **giving everyone concerned a better understanding of cultural differences.**

7.3 ROLE OF STAFF/VOLUNTEERS

It is essential that everyone involved is clear about their individual responsibilities, and that they interact well as a team. It would be expected that information be provided on:

- **their responsibilities**
- **work and activities they would be expected to participate in**
- **their training programme**
- **the policy for reimbursement of expenses.**



Keep a register of the availability of staff. Depending on the time they can give, and the form the support takes, staff and volunteers could take responsibility for:

- **record-keeping (attendance, use of materials)**
- **programme development and delivery**
- **health and safety supervision**
- **room hire and setting up equipment/clearing up after sessions**
- **liaising with invited guests and external stakeholders**
- **cooking**
- **cleaning**
- **shopping.**

Depending on how the Club is set up, you may be able to pay staff, or you may need to find volunteers. So that everyone is clear what their role is, you could issue contracts to paid staff and produce an agreement for volunteers.

For advice on this, contact Volunteering England (Tel: 0845 305 6979; Email: volunteeringengland.org.uk; Website: www.volunteering.org.uk) or approach your local voluntary service council (CVS).

Bear in mind that working with volunteers can present challenges as well as advantages.



7.4 STAFF TRAINING

All staff in 'What's Cooking?' Clubs should receive training commensurate with the duties they are to undertake. For example, if they are to take part in the cookery sessions, they should be familiar with the basic rules of food hygiene, including personal hygiene, the importance of hand-washing, cleaning, temperature control, reporting illness and safe handling of food.

The skills needed for running a 'What's Cooking?' club can be obtained in a number of ways, such as through on-the-job training, self-study or relevant prior experience. Some schools and local authorities, however, may prefer their staff to have attended formal training such as a health and safety training course, or training for the basic food hygiene certificate or the NCFE certificate in nutrition and health. You should contact your local authority's Environmental Health Service to find out more about training in food hygiene.

Contact your ESRA, study support co-ordinator, community dietician or healthy schools co-ordinator for guidance and to find out whether they are able to help with staff training, especially volunteers with non-teaching backgrounds. School meals staff should already have qualifications relating to health and safety and handling food hygienically, but they might need other kinds of training or support – for example, in working with children and young people.

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8 OVERCOMING BARRIERS

It's likely that the problems you experience in getting the 'What's Cooking?' Club going will fall into one of the following categories, some of which have already been mentioned:

- **funding/resources** (see also Section 6)
- **staffing** (see also Section 7)
- **training** (see also Section 7)
- **attracting Club members** (see also Section 12.1).

8.1 PARTNERSHIP BUILDING

Here are some additional ideas to help you overcome challenges such as the above:

- **Join forces with other schools or community groups in your area to help bring down the costs of running the 'What's Cooking?' Club, and to increase the number of young people attending**

This could allow you to share resources and staff. A joint venture could encourage links between secondary schools and their feeder primary schools and so help transition
- **Rather than putting all the responsibility for running the 'What's Cooking?' Club on one or two Club staff, you could set up a register of people – parents, carers, community volunteers and teachers – who would take it in turns to support the Club's activities.**

They could help with different tasks – buying food, accompanying Club members on trips to the supermarket/shops/markets, or supporting the practical work during Club sessions

This would allow you, the main co-ordinator, to focus on making the 'What's Cooking?' Club an enjoyable and useful experience.

8.2 SUPPORT FROM THE COMMUNITY

You could ask different partners to support the Club:

- **Partners, such as GPs, community dieticians or your local PCT, could provide advice on health and nutrition issues**
- **Teachers and community youth workers could provide regular help or give presentations**
- **Students on catering courses at local universities and further education colleges might like to volunteer to help in the Club**
- **Supermarkets, the school meals service and local producers could help to organise shopping trips, provide funds or donate food and ingredients. It's helpful to remind local supermarkets and businesses about the 'What's Cooking?' initiative at regular intervals**
- **You could ask local businesses to set up volunteering schemes. Some branches of major companies (such as Asda, Sainsbury's and Marks and Spencer) are encouraging their employees to volunteer to take part in local community initiatives**
- **Local community centres could provide space for the Club.**

9 POLICIES AND PROCEDURES

Depending on the set-up of your Club, you may be required to complete a simple one-page form to register as a food business and receive a visit from your local Environmental Health Service. This is unlikely, but a check with your local authority food safety officer will clarify this, and you could use the occasion to invite them to give a talk to Club members.

You will need to consider various steps and legal requirements before the 'What's Cooking?' Club can get up and running, including:

- **staff checks**
- **child protection**
- **health and safety insurance**
- **food hygiene and safety.**

9.1 STAFF CHECKS

You will need to obtain a Criminal Records Bureau (CRB) disclosure for all staff and volunteers. To find out more, visit www.crb.gov.uk or phone 0870 909 0811.

9.2 CHILD PROTECTION

Each local authority has its own set of child protection policies. When you employ staff or recruit volunteers to run a 'What's Cooking?' Club, you must adhere to these policies, to make sure that the children and young people who take part are protected. For more information about this, contact your ESRA or extended schools co-ordinator/manager.

In addition, the Children's Charter sets out what children and young people feel they have a right to expect from those with responsibilities to protect them. Information can be found at www.hmie.gov.uk/documents/publication/hwcpnm-06.html

Remember, you may need to obtain written parental consent for the child/young person to attend the 'What's Cooking?' Club, with contact telephone numbers for emergencies.

9.3 HEALTH AND SAFETY INSURANCE

'What's Cooking?' Clubs should have appropriate public indemnity insurance or verify that participants' parents and staff members carry this insurance. The local authority and the school's parent teacher association (PTA) may have a policy that can be extended to the school or community club setting. For further information, contact the National Council of Parent Teacher Associations (NCPTA) – look at their website www.ncpta.org.uk or ring them on 01732 375460 – or your education authority.

Make sure you complete a health and safety risk analysis. A risk assessment form will include details of any significant hazards and groups of people who are at risk from the hazards that you have identified.

A health and safety guide will provide advice on how to control risk and on the likelihood of the risk occurring. You can find more information about this at www.hse.gov.uk – national telephone number: 0845 345 0055 – or phone your local Health and Safety Executive. You can also visit www.risk-analysis-center.com or www.teachernet.gov.uk/wholeschool/healthandsafety



9.4 FOOD HYGIENE AND SAFETY

Remember the 4Cs of food hygiene:

- **Cleanliness of hands and all materials in contact with food, and washing of food eaten raw**
- **Cooking thoroughly, to kill bacteria**
- **Chilling, to store food safely**
- **Cross-contamination of cooked produce by uncooked food.**

Appendix 4 contains a list of some of the food hygiene and safety precautions to be followed within the Club. Refer also to Section 7.4: 'Staff training'. You can find out more at www.foodlink.org.uk

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10 FREQUENCY AND TYPES OF SESSIONS

'What's Cooking?' Clubs can be run both within and outside the normal school day, including after school or during the holidays.

Having established the need for a Club, you will need to decide when to hold it. The frequency of your Club sessions could be dictated by other factors, such as room availability or clashes with other activities which are timetabled at the same time.

The sessions you hold might include the following:

- **weekly/monthly**
- **one-off events**
- **half-term**
- **holiday scheme events.**

10.1 WEEKLY/MONTHLY

Weekly/monthly cookery clubs are popular out-of-school-hours activities, usually lasting about an hour and a half. Sessions could alternate between cooking one week and wider activities the next (such as supermarket visits or class discussions) and be continual throughout the year or for a specific block of time.



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10.2 ONE-OFF EVENTS

One-off events such as workshops can be organised to celebrate anniversaries or awards, or when constraints of time, staffing, funding and potential attendance make it difficult to run a regular Club.



10.3 HALF-TERM OR HOLIDAY SCHEME EVENTS

These can incorporate cooking sessions by local chefs, debates about food that's good for you, visits to supermarkets, food-tasting sessions, health and safety quizzes, and competitions with prizes.

To give you some practical ideas about the different ways in which 'What's Cooking?' Clubs might be organised, see Appendix 1.

10.4 WHERE CAN THE CLUB BE RUN?

A 'What's Cooking?' Club doesn't need to be based in a sophisticated, state-of-the-art kitchen and may not even involve the use of a cooker!

10.5 WHAT RESOURCES WILL YOU NEED?

You could ask your members to bring in equipment from home, such as plastic boxes, aprons or non-sharp cutlery (although some sharp cutlery may be required dependent upon the club group). Taking food home with them at the end of the session, to share with their families and friends, may encourage members to contribute to the Club's equipment.

Remember, you may have to rely on others to provide equipment.

Even if your Club does not involve cooking, you would still essentially require access to:

- running water (for hand-washing and washing-up)
- work surfaces
- a fridge or cool box
- basic kitchen utensils
- cutlery
- cleaning products
- waste disposal facilities
- toilet facilities
- a first-aid box.

In addition, the following facilities and equipment would be worthwhile for the 'What's Cooking?' Club:

- cooking hobs and an oven
- a whisk/blender
- a kettle
- utensils and resources, such as food tongs, mixing bowls, heat-proof dishes, measuring spoons, weighing scales, baking trays, serving dishes, aprons, recipe books, oven gloves
- a fire blanket.

You may also need to be flexible about measurements, and use a cup – 'a cup of' or 'a tablespoon of' instead of weighing ingredients out on scales.

11 MARKETING AND PROMOTION

Numbers may need to be limited for a number of reasons, such as the venue, staff/member ratios or equipment and facilities available.



In your promotional material, describe the range of activities you are offering, as well as the benefits of attending. You might consider:

- putting up posters (with permission) in schools, supermarkets and community centres
- producing flyers promoting the fun side of your Club
- producing 'What's Cooking?' badges, aprons or T-shirts
- giving a presentation at school assemblies or to community groups
- contributing articles to newsletters within the education authority, such as those for head teachers
- attempting to secure a free radio slot or local media/community initiative article
- inviting interested parties to a promotional event in the style of a 'Ready, Steady, Cook' or 'Big Breakfast' session
- planning an inaugural food-tasting session in partnership with your local supermarket.

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12 PLANNING THE CONTENT OF SESSIONS

PARTICIPATION IN THE PLANNING PROCESS

Involve Club members in spreading the word, but before this, ensure you have identified the needs of potential 'What's Cooking?' members. This can take the form of using questionnaires with contact details for ideas to be emailed or sent back by hard copy. Your Club will have a better chance of succeeding if you consult young people and their families.

Sample survey templates can be found in Appendices 3(a) and (b) – these can help you maximise participation of the members in the planning process.

The content of the session could mean the difference between the success and failure of your 'What's Cooking?' Club. By involving young people from the initial stages of your Club, it will give them a sense of ownership. Examples of encouragement could include:

- giving the Club a name
- running a competition to design a logo
- marketing and promotion of ideas for the Club through notice boards, events pages of websites, the local radio station or school radio slots
- dependent on the group, ask members to put forward ideas to generate additional funds for one-off events, such as international food days/award ceremonies
- involving them in monitoring and evaluation.

During your initial consultation, present potential members with a selection of ideas that you think they will enjoy and that will help to meet learning objectives for food skills. You could refer to the Food Standards Agency's website for ideas:

www.eatwell.gov.uk/agesandstages/teens

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Getting On With It

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Getting On with It

13 VARIETY OF SESSIONS

Think of what types of sessions you could hold. The sample 'What's Cooking?' session and activity planning sheets below could be used. Sessions might include:

- taster sessions – perhaps as a prelude to the international session, with a range of unfamiliar foods being tasted
- international food
- celebration cookery – birthdays
- theme and quiz sessions
- visits to local supermarkets, shops and markets

- invited speaker sessions – think of 'farm to fork' and invite farmers, butchers, chefs, school catering staff, and nutritionists.

See Section 13.2 for examples of session plans. You may also find useful weblinks and information in Section 18 and Appendix 1.

The image shows two overlapping light blue planning sheets. The top sheet is titled "What's cooking? session planning sheet" and features a table with three columns: "Date", "Activities", and "Special arrangements". It has several rows for data entry. The bottom sheet is titled "What's cooking? activity planning sheet" and contains a form with six labeled sections: "Theme", "Activity name", "Venue", "Special requirements or materials", "Staff that need to be informed", and "Purpose of activity and/or anticipated outcomes". Each section is followed by a large rectangular box for notes or details. The sheets are illustrated with a slight shadow and a decorative scalloped edge at the bottom.

13.1 TEACHING STRATEGIES

You may discover that some young people cook at home quite regularly. You could draw on their experience – adapt your session plans and ask them to help you deliver a session. Group work or pairs would allow young people to develop their communication skills – not solely in interacting together, but by issuing invites to guest speakers.

Once you and the Club members have decided what to do, make a timetable to hand out, so that members know what's coming up – they can then look forward to sessions and get ready for them.

Wherever your Club takes place, make full use of the environment of the 'What's Cooking?' session – for example, in the kitchen, supermarket or classroom.

Here's what some of the pilot scheme Club co-ordinators advised for anyone interested in running a Club:

- 'Make it fun!'
- 'Let the students choose what they would like to cook sometimes'
- 'Offer a variety of food options'
- 'Be prepared for anything to happen – complete a risk analysis before each session'
- 'Use the internet – you'll find loads of resources'
- 'Give yourself plenty of time for planning'
- 'Use games'.

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13.1.1 IN THE KITCHEN

Learn and practise cooking dishes. As Club members become familiar with different ingredients and how they are used, it's a good idea to encourage their creativity with food and help them put their suggestions into practice.

Begin with easy recipes using ingredients that members have already stated they like eating.

Involving members in food preparation will encourage them to eat the food.



Emphasise eating and working as a family. Include foods that are familiar to them and their families, and draw on this when you are preparing and talking about these dishes.



Where possible, encourage whole families to join in. 'What's Cooking?' Clubs focus on the preparation of healthy, cost-effective meals. Putting on special events with foods that recognise and celebrate the cultural and ethnic backgrounds of children's families can help to promote parental involvement.

13.1.2 IN THE SUPERMARKET

- **Budgeting/food labels** – encourage members to examine a specific list of products for price and nutritional content and note the results for further discussion in the classroom setting. This will also allow them to become familiar with the listing of ingredients, storage and cooking instructions, and help differentiate between 'best before' and 'use by' dates
- **Healthy choice/food labels** – encourage members to choose foods that are low in fat, sugar and salt by helping them understand how to read food labels. Support them in finding out what different labels look like and how they fit into a healthy diet. This is where you can call in the help of your supermarket partners or community dieticians. For useful information on food labelling, visit www.eatwell.gov.uk/foodlabels

Help 'What's Cooking?' Club members make healthy food choices. This can be a challenge, especially for those from lower income groups.

Top Tip

Teach participants to prepare simple meals from basic ingredients, rather than using processed foods and snacks. Perhaps compare the taste, appearance, price and nutritional content of a shop-bought pizza with one made at the Club.

13.1.3 IN THE CLASSROOM



- Encourage the use of workbooks
- Food hygiene and safety – Food Hygiene Mission Control contains a teacher's resource and areas specifically related to groups 7-10 and 11-14 and can be accessed at <http://archive.food.gov.uk/hea/index2.html>
- Games and advice on healthy eating and food safety can be downloaded from www.eatwell.gov.uk/info/games
- Food advertising to children – encourage members to debate the effect of advertising on their behaviour, the effect of peer pressure, their parents' buying habits. The website www.food.gov.uk/healthiereating/advertisingtochildren/ contains various areas which members could be encouraged to discuss
- Invite a local sportsperson along as a role model to speak about energy balance – see the Eatwell plate at www.eatwell.gov.uk/healthydiet/eatwellplate or visit www.food.gov.uk/multimedia/pdfs/bghbooklet.pdf For younger people the Agency resource with teaching materials 'Bash Street Kids' may help www.food.gov.uk/healthiereating/nutritionschools/teachingtools/bashstreetdiet/

- Discuss how food is produced and its effect on our health and the environment – material can be downloaded from the Chewonthis website, which is designed for independent use by secondary school students aged 11-14: www.chewonthis.org.uk
- Make shopping lists relevant to recipes
- Calculate the cost of meals
- Make tables of ingredients/nutrient contents of food labels
- Invite local chefs and catering students to run demonstrations.

13.2 SUGGESTED SESSION PLANS

Try to ensure there is an enjoyable mix of tasty food that people **want to learn to cook**, as well as a healthy way of preparing it. The plans on the following pages suggest a variety of teaching methods and recipes which you might find useful. Remember, what may work well in one Club may not work in another – these are just suggestions!



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Checklist

BEFORE YOU START, CONSIDER:

- ☐ How large is your group?
- ☐ How much space do you need?
- ☐ Where are you going to hold the event?
- ☐ How much money have you got?
- ☐ Which fruit and vegetables are in season?

The person/s taking the workshop should have basic food hygiene training (your local Environmental Health Service can give further details).

WHAT EQUIPMENT YOU MIGHT NEED:

- ☐ Access to hand and dish-washing facilities
- ☐ Access to an oven
- ☐ Access to a fridge or a cool box
- ☐ Access to a first-aid kit
- ☐ Table(s)
- ☐ Aprons for everyone preparing food
- ☐ Chopping boards
- ☐ Sharp knives (*see safety note above)
- ☐ Oven trays
- ☐ Graters
- ☐ Compartment trays or dishes
- ☐ Paper plates for serving/taking home food
- ☐ Food bags
- ☐ Colander for washing vegetables
- ☐ Tongs/spoons/forks for serving
- ☐ Cleaning cloths (disposable)
- ☐ Antibacterial cleaning spray
- ☐ Bactericidal detergent
- ☐ Napkins/paper towels
- ☐ Bin and bin bags

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- * Kitchen equipment can be potentially dangerous and dependent on the group; an adult should supervise at all times.

POSSIBLE EXTRAS:

- ☐ Photocopy recipes for participants to take away
- ☐ Tablecloths, trays and mats
- ☐ A healthy eating display using posters and leaflets - possibly contact the health information section of your health promotion department

PREPARATIONS:

- ☐ Wipe all surfaces with antibacterial spray
- ☐ Wash all fresh vegetables
- ☐ Dependent on the age of participants, cut everything into portions
- ☐ If not using immediately, cover and store in fridge or cool box
- ☐ Place prepared ingredients into compartment/serving dishes/trays
- ☐ Wash boards and knives between uses by participants
- ☐ Set out chopping boards and knives
- ☐ Put serving dishes or trays with prepared ingredients on the table
- ☐ Place tongs, spoons and forks on table. (A notice asking people not to use their fingers is useful.)

SESSION TITLE :

Personal Hygiene

AIM: To explore good practice in food handling and hygiene

OBJECTIVE: To become aware of important aspects of food hygiene

OUTCOME: To be able to prepare and cost a pizza, following good food hygiene principles

	TIME	CONTENT	TEACHING METHOD/RESOURCE
1.	5 Mins	Introduction to food hygiene	Discussion
2.	10 Mins	How to prevent food poisoning	Sharing knowledge/brain-storming session
3.	10 Mins	When and how to wash your hands	Small group work to complete worksheets or discuss this and prepare guidelines
4.	10 Mins	Handling food	Small group work to identify the best ways of handling food
5.	30 Mins	Practical preparation of pizza	Individual work: ingredients, recipes and equipment
6.	15 Mins	Cost pizza	Individual work: receipts, calculators
7.	10 Mins	Clear up	Co-ordinator to hand out recipes for next session

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IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL REASONS

RECIPE IDEA: PIZZA

Pizza is the name of an oven-baked, flat, usually round layer of bread dough covered with spiced tomato sauce and cheese. Originating from Italy, it is often garnished with various toppings such as mushrooms, peppers, pineapple, chicken, etc.

EQUIPMENT	INGREDIENTS (Serves 1 to 2)	METHOD
Chopping boards	Base	Mix flour and herbs together and rub in sunflower spread.
Saucepans	100g (4oz) of self-raising flour (1½ mug)	Add milk and just enough water to form a dough. If sticky, add a little more flour.
Knife	1 teaspoon of mixed herbs	Shape the dough into a circle and pat down with your hand to make a pizza base.
Can opener	25g (1oz) of sunflower spread	
Measuring spoons	2 dessertspoons of semi-skimmed milk	
Grater	2 dessertspoons of water	
Spatula	Tomato Sauce Spread	Put everything in a pot.
	½ tin of tomatoes (400g size)	Bring to boil and simmer for about 10 minutes.
	½ teaspoon of garlic powder	The sauce should be nice and thick. If you want a smooth sauce, use a hand blender or liquidiser.
	1 dessertspoon of tomato puree	
	½ teaspoon of mixed herbs	
	¼ teaspoon of sugar	
	Herbs	Now put it all together
	Choose from mixed herbs, basil and oregano.	Spread the base with the tomato sauce.
	Toppings	Sprinkle on 1-2 teaspoons of your chosen herbs.
	Choose from sliced peppers, sliced mushrooms, sliced onions, sweetcorn, and pineapple.	Add toppings of your choice – enough to cover the sauce – do not use large quantities or it won't cook thoroughly!
	You could also add small amounts of either tuna fish, cooked leftover chicken or lean meat (follow food safety rules for leftovers) and a sprinkling of cheese (choose from edam, mozzarella or cheddar).	Place in a pre-heated oven (gas mark 7 or 220°C or 450°F) for about 10-15 minutes until the base is cooked through.
		Serve with salad – Bon appetit!

SESSION TITLE :

Food Storage & Reheating

AIM: To explore good practice in storing and reheating food

OBJECTIVE: To discuss the correct way of storing food in a fridge and of reheating food

OUTCOME: To be able to prepare and cost lasagne and to understand how to store and reheat it correctly

	TIME	CONTENT	TEACHING METHOD/RESOURCE
1.	45 Mins	Practical preparation of lasagne	Individual practical Ingredients, recipes, equipment
2.	15 Mins	Food storage	Group discussion around fridge
3.	10 Mins	Cost meal	Individual work Calculators
4.	10 Mins	Freezing and reheating foods safely	Group discussion
5.	10 Mins	Plan cooking for next week	Co-ordinator to hand out recipes for next session

Top Tip

Don't give up when people say they don't like something. Think about different ways to encourage participants to try the food.

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During the session you might want to do the following:

- Talk about textures, tastes, smells, trying new vegetable combinations, nutritional content and the health benefits
- Depending on the time available, you might like to chop and grate all ingredients in advance of the session
- Point out the low cost – for example, it's great to use for leftovers/an alternative to 'take away'
- Use any leaflets or posters on 'Eating for Health' to show that the lasagne can contain foods from each of the food groups. These are available from Health Promotion Teams. The Eatwell plate helps people to get the balance of their diet right. It makes healthy eating easier to understand by showing the types and portions of food people need to have for a healthy and well-balanced diet. For more information, go to www.eatwell.gov.uk/healthydiet/eatwellplate

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RECIPE IDEA: LASAGNE

Lasagna, also lasagne (plural), is both the name of wide flat sheets of pasta and also a dish, sometimes named lasagne al forno (meaning "oven-cooked lasagne") made with alternate layers of pasta, cheese, and often ragù (a meat sauce) or tomato sauce.

EQUIPMENT	INGREDIENTS (Serves 3)	METHOD
Chopping boards	150g lasagne sheets	Preheat the oven to 190°C or gas mark 5. Make up either a meat or a vegetable sauce.
Saucepans		
Garlic press	Meat Sauce	Fry the onion and garlic for 5 minutes.
Knife	1 onion	Add the minced beef and cook until it turns brown.
Large baking dish	50g mushrooms	Add mushrooms and green pepper; cook for 5 minutes. Stir in tomatoes, puree and herbs.
Can opener	1 green pepper	Simmer for 20 minutes.
Measuring spoons	1 clove garlic	
Grater	250g extra lean minced beef	
Spatula	1 tablespoon oil	
	400g can of tomatoes	
	1 tablespoon tomato puree pinch mixed herbs (optional)	
	Vegetable Sauce	Fry the onion and garlic for 5 minutes.
	2 onions	Add the other vegetables and cook for 5 minutes.
	100g mushrooms	Add the tomatoes, puree and herbs.
	1 green pepper	Simmer for 20 minutes.
	2 cloves garlic	
	1 tablespoon oil	
	2 cans tomatoes	
	1 tablespoon tomato puree	
	pinch mixed herbs	
	Cheese Sauce	Melt the butter in a saucepan.
	25g butter or margarine	Stir in the flour to form a paste.
	25g plain flour	Add the milk gradually, stirring constantly, until mixture thickens. Simmer for 5 minutes and add grated cheese.
	250ml (1½ pint) milk	
	100g cheese	
	Now put it all together	Put the lasagne together by placing a layer of meat or vegetable sauce on the bottom of the dish.
		Place a layer of lasagne sheets on top.
		Spread some cheese sauce over the lasagne.
		Continue adding layers, finishing with cheese sauce.
		Sprinkle some grated cheese on top.
		Bake for 30-40 minutes until golden brown.

SESSION TITLE :

Budgeting for Food

AIM: To explore methods of saving money when shopping and cooking

OBJECTIVE: To list ways of saving money when shopping and cooking and to discuss how to eat healthily on a budget

OUTCOME: To be able to prepare a chicken curry and to compare its cost to that of a similar ready-made meal

	TIME	CONTENT	TEACHING METHOD/RESOURCE
1.	45 Mins	Practical preparation of chicken curry	Individual work Ingredients, recipes, equipment
2.	15 Mins	How to budget	Group discussion on 'Is healthy eating more expensive?' Flip charts, pens, crib sheet – 'tips to save money'
3.	10 Mins	Cost meal	Individual work Calculators
4.	10 Mins	Compare the cost to that of similar ready-made meals	Group work Worksheet with examples of ready-made meals and their prices
5.	10 Mins	Plan cooking for next week	Co-ordinator to hand out recipes for next session

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RECIPE IDEA: CHICKEN CURRY

Curry is the English description of any of a general variety of pungent dishes, best-known in East Indian cookery. A pungent dish of vegetables, onions, poultry, meat or fish, etc. Flavoured with various herbs and spices or curry powder, it is often eaten with rice.

EQUIPMENT	INGREDIENTS (Serves 4)	METHOD
Chopping boards Saucepans Knife Large baking dish Can opener Measuring spoons	10 ml olive oil 1 medium onion, peeled and sliced 3 fresh chicken fillets, cut into bite-sized chunks 1 green pepper (deseeded and sliced) 20p sized piece of root ginger, peeled and grated 1 teaspoon each of garam masala and ground coriander, plus 1/4 teaspoon each of chilli powder and cumin (or 3 teaspoons medium curry powder instead) 50g cashew nuts (optional) 25g sultanas Freshly milled black pepper 1 medium can (400g) coconut milk 300g basmati/long grain rice 1 teaspoon turmeric	Heat the oil in a medium sized pan and sauté the chopped onion. Add the chicken and brown thoroughly. Add the peppers and ginger. Add spices and coat the chicken thoroughly. Cook the rice in boiling water with the turmeric, according to the times on the packet label. Meanwhile, add the remaining ingredients to the chicken and simmer while the rice is cooking. The flavours will develop and the sauce reduces to a coating consistency. Drain the rice and serve with the curry.
<div> <div> <p>When cooking chicken</p> <p>Chicken may contain the campylobacter and salmonella bacteria, which can cause food poisoning. Therefore, it is important to make sure that chicken is thoroughly cooked and handled correctly to avoid cross contamination.</p> <p>Always wash your hands, utensils and work surfaces before and after handling raw chicken and other meats. To defrost frozen chicken, place it in a covered container on the bottom shelf of the fridge. To check that chicken is cooked, cut the meat at the thickest part - the meat should not be pink or red and the juices should run clear.</p> <p>You could also use a temperature probe to check that chicken (and other meat) is properly cooked. The probe should read 75°C or above.</p> <p>Clean the probe thoroughly and disinfect it before you use it again. This will help prevent cross contamination.</p> <p>Vegetarian alternatives</p> <p>Vegetarians should be able to get all the nutrients they need by eating a balanced diet. Foods such as pulses e.g. lentils; nuts and seeds; eggs; soya; and soya products e.g. tofu and mycoprotein, sold as Quorn™ are good sources of protein, iron and selenium which sometimes can be low in a meat free diet.</p> <p>Remember to check recommended cooking instructions for all foodstuffs used.</p> </div> <div></div> </div>		

SESSION TITLE :

The Eatwell Plate – Getting the Balance Right

AIM: To explore balanced meals within a budget, using the FSA's 'Eatwell Plate' – getting the balance right materials

OBJECTIVE: To describe a balanced meal and to write a shopping list for a balanced meal

OUTCOME: To be able to prepare and cost a dish of your choice and to describe what a healthy, balanced diet consists of (see Section 18 for recipe sources)

	TIME	CONTENT	TEACHING METHOD/RESOURCE
1.	10 Mins	Balanced meals	Group discussion about a healthy, balanced diet, using 'eatwell plate' materials – www.eatwell.gov.uk
2.	10 Mins	Plan a balanced meal and shopping list for the next session	Game and worksheet: What meals can you make from...?
3.	10 Mins	Plan a shopping trip	Small group work Paper, pens, recipe options, prices of ingredients
4.	60 Mins	Practical Preparation of stir-fry	Co-ordinator to discuss details of shopping trip with group Instructions/consent forms for visit
5.	10 Mins	Cost ingredients	Individual work Ingredients, equipment, recipes Individual work Receipts, calculators

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13.3 VISITING A SUPERMARKET

Arrange to visit your local supermarket with Club members. You could contact the supermarket in advance of your visit. A useful activity is to prepare a shopping list to compare prices of the supermarket's own brand of product to a well-known brand.

Shopping trip tips:

- Members should be aware of the amount of fat, sugar and salt in the food
- Information on the nutrient content of food can be found on the nutrition label on the food. These labels will tell you how much of these nutrients are in 100g and in one serving of the food
- Front of pack labelling such as the 'Traffic Light' scheme which uses the colours in traffic lights (Red, Amber, Green) can let us know at a glance if the food we are looking at has high, medium or low amounts of fat, sugar and salt.



What the colours mean:

Green = LOW

Amber = MEDIUM

Red = HIGH

GREEN means the food is low in fats, salt and/or sugar. The more green lights, the healthier the choice.

AMBER means the food has a medium amount, so this is an OK choice most of the time, but you might want to go for green some of the time.

RED means the food is high in something we should be trying to cut down on. It's fine to have the food occasionally, or as a treat.

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14 PRACTICAL IDEAS THAT WORK

You could possibly use some of the following healthy options within your practical and discussion sessions.

14.1 HEALTHY SNACK

Something Fishy

INGREDIENTS (serves approx 10)

1 smoked mackerel
100g light cream cheese
1 tablespoon natural yoghurt
Juice of half a lemon
Pinch of pepper
3 carrots sliced into sticks

METHOD

Peel skin away from mackerel and break into a bowl.

Add remaining ingredients and blend together with a fork until as smooth as you wish.

Serve with carrot sticks.

Salsa

INGREDIENTS (serves 4)

1 tomato
1 large chunk of cucumber
1 spring onion
1/4 red pepper
1 teaspoon of lemon juice (or lime juice)
Use raw vegetables or bread sticks with the dip.

METHOD

Finely chop the vegetables and mix together with the lemon (lime) juice.

Top Tip

Talk about fats, such as olive oil and fish oils, that are better for your health, but remember, whichever unsaturated oil you use, try to use as little as possible. Check on the Agency's Eatwell website at: www.eatwell.gov.uk/asksam/healthydiet/fssq/

Spicy Tomato

INGREDIENTS (serves approx 10)

Chopped tomatoes
1 medium onion, peeled and chopped
1 clove garlic, peeled and crushed
2 teaspoons dried mixed herbs
Pinch of chilli powder (to taste as preferred mild/medium/hot)
Dash of Worcestershire Sauce

METHOD

Place all ingredients in a pan and simmer for 10 minutes until mixture has reduced to a thicker consistency.

Use as a dip, warm or cold, with mini oatcakes.



Some ideas for activities that you could incorporate into your 'What's Cooking?' sessions are included in Appendix 1.



14.2 HEALTHY LUNCH

Lentil and Vegetable Soup

INGREDIENTS (serves 2 with wholemeal bread)

10 mls olive oil
2 medium carrots – scraped and chopped 8 tablespoons red lentils
Chopped parsley to garnish 1 onion – peeled and chopped
1 celery stalk – chopped
560 mls vegetable stock (made from low salt bouillon mix)
Pinch of pepper

METHOD

Heat the oil in saucepan; sauté the onion, carrot and celery until softened.

Add remaining ingredients, put a lid on the pan and simmer gently for about 40 minutes, or until lentils are completely cooked, stirring occasionally. Add a little more water if required.

Blend or leave chunky.

Serve with a sprinkle of chopped parsley.

Top Tip

Ask young people to fill in worksheets to include special ingredients, such as herbs.

Baked Potato**INGREDIENTS** (serves 1)

1 large potato

FILLINGS

Baked beans, possibly with a sprinkling of grated cheese; cottage cheese with ham or spring onions; tuna and sweetcorn, mixed with a small quantity of low fat salad cream or mayonnaise.

EQUIPMENT

Fork
Small bowl

METHOD

Preheat the oven to 220°C or gas mark 7 (if using an oven).

Scrub and prick with a fork. Either cook in the oven – a 200g (large) potato will take an hour – or 5-8 minutes in a microwave oven.

Once the potato is cooked, cut a cross in the top and squeeze the sides together so that the middle begins to show.

Add fillings and serve.

Simple Salad**INGREDIENTS** (serves 4)

1/2 lettuce
4 tomatoes – quartered
1/4 cucumber – sliced
1/2 green pepper, cut into strips
1/2 onion or 2 spring onions, sliced
Salad dressing
1 tablespoon vinegar or lemon juice
2 tablespoons olive oil
Pinch of pepper
Dash of mustard

EQUIPMENT

Knives
Chopping boards

METHOD

In a cup, shake vinegar or lemon juice, olive oil and pepper, then whisk in mustard.

PUTTING IT ALL TOGETHER

Wash and prepare all the ingredients and place into a large bowl.

Add a salad dressing, if desired, and toss together.

OPTIONS

Use a range of fruit and vegetables in your salad, such as different types of lettuce, red onion, apple, carrot and sweetcorn.

Top Tip

- To cook dishes either low in salt or without salt, use good quality, fresh, frozen and low salt canned ingredients so that you get the natural flavours coming out.
- Don't be afraid to experiment with other flavourings. Try sprinkling lemon juice, or adding fresh herbs, garlic, ginger or chilli.

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14.3 HEALTHY TREATS – FUN WITH FRUIT

Fruit Salad

INGREDIENTS (for each person)

1/4 apple
1/4 pear
1/4 orange
1/4 banana
3 to 6 grapes
small amount of fresh orange juice

METHOD

Core, skin and chop all the fruits together and arrange in a dish.
Pour orange juice to cover fruit.

Melon Boats

INGREDIENTS (for each person)

A slice of melon (any kind)
1-2 slices of orange
1 strawberry
1 grape
1-2 cocktail sticks

METHOD

Thread cocktail stick with orange slices to make sail.
Push cocktail stick into a slice of melon.
Top with a strawberry and grape.

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Top Tip

Try using different types of fresh, frozen or canned fruit in its own juice, as well as other types of yoghurt.

“

Stuck for recipe ideas?
Have a look at sources in
Section 18.

”

Fruit Smoothie

INGREDIENTS (serves 2)

300ml (1/2 pint) semi-skimmed milk
1 small carton fruit yoghurt
1 banana
4-6 strawberries

EQUIPMENT

Blender (liquidiser)
Knives and chopping boards
Tumbler for each person

METHOD

Add the fruit, yoghurt and milk to the blender. Switch on the blender for 30 seconds – ensure the lid is secure!
Check if the fruit is blended. If not, switch on the blender again.
Pour the smoothie into tumblers.
Serve immediately.

14.4 SUGGESTED TALKING POINTS

You could use the questions below to start off discussions with your 'What's Cooking?' group:

Diet and nutrition

- What would be the differences in diet between, for example, an athlete and a snooker player? Why? (For guidance refer to www.eatwell.gov.uk/healthydiet/foodforsport/)
- What do you think 'eating well' means? (For guidance refer to the guidelines at: www.eatwell.gov.uk/healthydiet/eighttipssection/8tips/)

Health and hygiene

- What do 'health' and 'hygiene' mean? (For guidance refer to www.eatwell.gov.uk/healthydiet/ and www.eatwell.gov.uk/keepingfoodsafe/)
- Are you healthy? (For guidance refer to www.eatwell.gov.uk/healthissues/) How do you know?

'Five portions a day'

- How could you have a portion of fruit or vegetables without knowing it? (Look at less obvious ways of achieving five portions a day, such as by drinking fruit juice or putting raisins in cereal. Visit www.5aday.nhs.uk/)
- Use Healthy Treats (see Section 14.3) to demonstrate a practical and enjoyable way of eating lots of fruit
- Ask young people to complete worksheets that help them understand the vitamin content of fruits and vegetables as well as the role of vitamins in the body. (For guidance refer to www.eatwell.gov.uk/asksam/healthydiet/vitandminq/)

Budgeting

- How can you work out how much a portion of a particular food costs?
- Invite Club members to write down the prices of different kinds of food in a file along with the recipes
- You could save the receipts from all the food bought for the Club and use these to work out together the cost of the dishes that you cook. Give guidance, such as when you are going out to buy food, plan a balanced meal and set a budget before making up your shopping list.

Salt

- Can you list five foods that are high in salt?
- What can we add to recipes to give flavour in place of salt? (For guidance refer to www.salt.gov.uk/salt_tips.html)
- The School Meals Service has been working hard to reduce the amount of salt in meals, and the Food Standards Agency and the English Government have been working with food manufacturers to reduce the amount of salt that's added to food, for example, bread, baked beans, soup and cereals. Check out www.salt.gov.uk

The daily recommended maximum for children depends on their age:

1 to 3 years	2g salt a day	(0.8g sodium)
4 to 6 years	3g salt a day	(1.2g sodium)
7 to 10 years	5g salt a day	(2g sodium)
11 and over	6g salt a day	(2.5g sodium)

14.5 CERTIFICATES OF PARTICIPATION

Make sure that you find some way of recognising the contributions of everyone taking part.' What's Cooking?' certificates are one way of celebrating young people's achievements.



A sample certificate is included in Appendix 5.



15 KEEPING THE CLUB GOING

If you want to make sure that your Club lasts, it's important to keep your Club members interested and to include plenty of activities that will attract new members.

There are lots of things you can do to make your Club fun and to give it a high profile – for instance:

- **set up a reward scheme linked to regular attendance – for example, if a pupil attends for three weeks, they would get one week free (if there is a charge to attend)**
- **encourage pupils to bring a new member to 'What's Cooking?' sessions**
- **organise 'bring a parent/grandparent' days**
- **give an award for the 'What's Cooking?' Club member of the week, month, term or year (you could base it along the lines of the sample certificate contained in Appendix 5)**
- **cook special food on some days – 'Food fit for... sports personalities, pop stars or film stars', for example**
- **provide ingredients free of charge on some special days.**

“

Other ideas are covered in 'Marketing and Promotion' in Section 11.

”

Involve everyone in these promotional activities as much as you can – young people, parents, teachers and catering staff.

Even when you have secured some initial funding, keep on applying for further funding, to make sure that your Club can carry on in the future.

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16 MONITORING AND EVALUATION

Do not just consult at the start; continually check and revise the activities you are offering to ensure what is on offer responds to what you and your Club members hope will be achieved in the longer term.

It is essential that you monitor and evaluate what you are doing to find out whether:

- **you need to make changes to the way you run your Club, such as where and when it takes place**
- **the members enjoy the sessions**
- **you have evidence to support future funding applications.**

Methods of evaluating

You can use quantitative (using numbers as the gauge of success) or qualitative (finding out what people think) methods of evaluating your Club. In addition, you could:

- **keep records of attendance**
- **do surveys of children/parents/staff**
- **record contributions that the Club has made to school or community life**
- **record improvements in the achievements and behaviour of children who attend the Club**
- **monitor success involving pupils in the target groups that you specified in your original aims.**

“

Example questions that could be used in evaluation forms can be found in Appendix 6.

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Making Links With The School Curriculum

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Making Links With The School Curriculum

17 MAKING LINKS WITH THE SCHOOL CURRICULUM

17.1 CONSISTENT MESSAGES

'What's Cooking?' Clubs will have a greater impact if there is a commitment throughout your school, community or organisation to healthier eating and living. Those taking part in Club activities will therefore receive consistent messages that will help to instil a positive attitude towards healthy food.

'What's Cooking?' Clubs can also support schools with their work in various areas of the curriculum. Key skills and food competencies are taught as part of the school curriculum. The core skills of communication, numeracy, problem solving, IT and working with others could all be covered within the 'What's Cooking?' Club. To make your club as relevant as possible to the members, find out which key topics they are studying each term and link some of your 'What's Cooking?' Club activities to these.

As a general rule of thumb, the majority of concepts relating to food and health are taught through society, science and technology, in home economics, and health education.



For further information on how to link your 'What's Cooking?' Club to the curriculum in your area, visit www.foodforum.org.uk. For general UK-wide information on linking cookery clubs to the curriculum, there are a large number of other resources available on the internet.

17.2 LICENCE TO COOK

Licence to Cook is an entitlement for all students in maintained secondary schools in England. The entitlement provides a minimum of 16 hours of cooking and helps students to understand the principles of diet and nutrition, health and safety and wise food shopping. It can be integrated into the Key Stage 3 Design and Technology: food curriculum. Alternatively, there is potential for schools to offer the entitlement through activities at after-school clubs. For more information on Licence to Cook, see www.schoolsnetwork.org.uk/cooking

17.3 THE NATIONAL HEALTHY SCHOOLS PROGRAMME

The government has set all schools in England the target of participating in the National Healthy Schools Programme by 2009. By that date, 75 per cent of schools should have achieved National Healthy Schools Status.

The National Healthy Schools Programme supports the links between health, behaviour and achievement. It aims to:

- support children and young people in developing healthy behaviour
- help raise the achievement of children and young people
- help reduce health inequalities
- help promote social inclusion.

The impact of the programme is based on a whole-school approach to physical and emotional well-being, focusing on four core themes:

- personal, social and health education
- healthy eating
- physical activity
- emotional health and well-being.

'The whole school approach involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which developments and improvement are embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.'

(From the Healthy Schools website – see below)

By promoting healthy eating, 'What's Cooking?' Clubs can make a significant contribution to a school's efforts to achieve National Healthy School Status.

Involving pupils in preparing healthy food that is tasty and enjoyable is an effective way of encouraging them to adopt healthier eating habits.

More information and resources can be found on the National Healthy Schools Programme website: www.healthyschools.gov.uk

Useful Resources

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Useful Resources

18 CONTACT ORGANISATIONS

Chefs Adopt a School Trust

Will put you in touch with chefs who are willing to run workshop sessions for young people aged 7 to 11.

www.academyofculinaryarts.org.uk

Craft Guild of Chefs

Has a network of 1,500 chefs, many of whom are willing to work with schools.

www.craft-guild.org

Directgov

Directgov brings together the widest range of public service information and public services online. It provides access to information on health and well-being, including healthy living, food hygiene and so on.

www.direct.gov.uk/healthandwellbeing

Food Forum

Materials to support the cooking entitlement and the new programme of study for food within Design and Technology.

www.foodforum.org.uk

Food Standards Agency

Various areas on this website provide lots of information on diet and nutrition, including raising awareness of allergy issues.

www.food.gov.uk and www.eatwell.gov.uk

The National Confederation of Parent Teacher Associations (NCPTA)

This is a national charity representing PTAs across England, Wales and Northern Ireland. It offers support and guidance and practical resources for PTAs..

www.ncpta.org.uk

NHS 24 England

Your local health promotion department will be able to provide you with leaflets, recipes, posters and training ideas. They may also be able to help you access funding or to provide nutrition expertise. Find their contact details by ringing 08454 242424 or visiting the website.

www.nhs24.com

School Food Trust

The Trust was established to help transform school food and food skills. The Trust's 'Let's get Cooking' programme is an out-of-school club which aims to teach young people, their families and the community basic cooking skills that can then be replicated at home, and that improve healthy eating habits.

www.letsgetcooking.org.uk and www.schoolfoodtrust.org.uk

USEFUL RECIPE SOURCES

Check out these websites for recipe ideas:

Food in Schools

www.foodinschools.org

Food in Schools cooking clubs will provide additional ideas to support your 'What's Cooking?' Club.

Fuel for Living

www.5aday.nhs.uk

Food – a Fact of Life

www.foodafactoflife.org.uk

Food: a Fact of Life may be useful for the younger members.

INTERACTIVE WEBSITES FOR YOUNG PEOPLE

Fish and Kids

www.fishandkids.org

Children can learn about marine environmental issues and sustainable fishing, with enjoyable activities to do in the classroom and on the website.

Food Hygiene Mission Control

<http://archive.food.gov.uk/health/index2.html>

This interactive food hygiene website has three areas to explore. There's an area for 7 to 10 year olds, one for 11 to 14 year olds, and one with resources for teachers.

Food Link

www.foodlink.org.uk/factfiles.asp

This gives an interactive guide to food safety.

Appendices



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Appendices

APPENDIX 1: EXAMPLES OF CASE STUDIES

To give you some practical ideas about the different ways 'What's Cooking?' Clubs might be organised, here are some case studies describing Clubs in a variety of different settings.

SECONDARY SCHOOL/SPORTS COLLEGE

Aims

A secondary school/sports college in the north east wanted to provide an opportunity for selected students in Year 8 to improve their cooking and hygiene skills and develop an understanding of healthy eating and healthy lifestyles generally. With the Every Child Matters agenda in mind, the school's overarching aim was to develop participants' confidence, enabling them to improve their knowledge about the links between healthy eating, exercise, weight control and mental health. It was therefore decided to combine the cooking element with fitness/activity sessions.

What happened

The PE department took the lead on this, in conjunction with the head of food technology. The school nurse was also heavily involved in the project.

Staff chose students who they felt would benefit from the chance to gain confidence, and to look at issues to do with healthy eating and exercise. They concentrated on students they considered to be vulnerable, or who appeared to be obese or undernourished.

The chosen students were invited to take part in the project for ten weeks. The club ran twice weekly, with one session focusing on cooking and eating and the other on health and fitness, with opportunities to try non-traditional physical activities such as indoor rock climbing, boxercise and assault courses.

The school nurse was present for most sessions, ensuring that participants were able to discuss any health issues that arose. Pupils also had the opportunity to have their blood pressure and weight recorded.

To make sure that the message reached parents, the school asked them to fill in consent forms for their child's involvement and invited them to attend sessions. For example, in one session students had the chance to cook a meal for their parents.

Impact

The PE and Food Technology departments now work more closely together and are planning another programme for next year. They are considering using

different criteria to select the students, and extending the project to pupils in the local cluster of primary schools, allowing them to experience the benefits of specialist staff and a large range of cooking/sporting equipment.

Participants have become more confident when working in the kitchen and are better at preparing food. About 70 per cent of Club members say that they are now doing more cooking at home.

Students are now aware of the need to lead a healthy lifestyle. Four participants who, before starting the Club, had not taken part in any extra-curricular activities, now attend other clubs. All those who participated now enjoy taking exercise.

Pupils in Year 8 have been covering similar work in class. The behaviour of some of the Club participants has improved a lot, and they are now contributing much more in class – they are taking a lead and are far more confident.

Why did it work?

The school provided a varied programme which engaged the students, both in the cooking and in the physical activity. Combining the cooking with the exercise helped to encourage male students to take part in the project.

The programme was planned and delivered by a highly motivated core team of staff.

Some comments from the participants:

'I've got all the recipes and have made them at home, especially the soup and pasta.'

'I now go to the active lunchtime club and use the weights room ... I now walk to school and I've got a paper round.'

SUBURBAN PRIMARY SCHOOL

Background

A Club was set up at a suburban primary school by an outside co-ordinator who was running a number of 'What's Cooking?' Clubs with different schools/young people's organisations in the area. The Club's theme was 'Cooking for life'. It was open to family members as well as to the young people themselves.

Setting up the Club

The Club is part of an ongoing project sponsored by the local authority and an outside agency. The project has been running for over four years and has involved a number of different primary and secondary schools and other organisations. Because the co-ordinator had already set up and run a club like this in other venues, felt well supported and prepared. The main aim of the Club was to educate children and their parents/carers about healthy eating, cooking, achieving a balanced diet and making choices about food. It encouraged the importance of building relationships and cooking alongside friends and family.

At each session there were twelve participants: nine pupils from Year 6 and members of their families.

The Club

The Club focused on reading and understanding recipes and doing practical cookery. Each week the group made a three-course meal which was nutritionally balanced. When the meal was ready, all participants and staff sat down to eat what they had just prepared at a table that the participants had laid.

Each session involved the following types of activities:

- learning how to follow recipes
- learning how to set a table
- understanding food hygiene and safety
- gaining knowledge about 'food miles' and food labelling
- evaluating the cooking experience and the taste of the food.

The impact of the 'What's Cooking?' Club

The Club was so popular that it was oversubscribed, with a waiting list of pupils wanting to attend the next time the Club was run. Other schools and organisations put in requests for the Club to be run in their setting.

All participants shared the enjoyment and enthusiasm they felt from being involved in the cooking process. Being able to sit down to eat what they had made as a group, and to take home the left-over food to show others, was particularly appealing.

The participants spoke of learning new skills and gaining more knowledge about a balanced diet, food hygiene and safety and food budgeting.

Many young participants also spoke of the surprise they felt at trying, and enjoying, new foods, and of the changes in their food choices.

Some comments from people involved with the Club:

'When you take the food home, you feel dead proud of yourself and think: "Wow, I made that!"'

Year 6 participant

'I was getting something out of the oven and one of the children said: "Where's your oven gloves?" and I thought that really meant a lot. The information had gone in and they've taken it really seriously.'

Co-ordinator

'My mum liked it because you do things you wouldn't normally. I ate cheese and she was astounded.'

Year 6 participant

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



RURAL SPECIAL SCHOOL

Background

This Club took place at a special school located in a rural area. The school caters for children aged 6 to 19 years who have profound physical and learning disabilities. The Club's aim was to enable students to prepare and cook food, using recipes from around the world.

Setting up the Club

The co-ordinator of the Club, who was also the school's extended schools manager, sent out a notice to all Key Stage 3 form tutors, inviting students to take part in the club. This would be held during afternoon sessions, with students cooking and serving food for two after-school clubs, one for juniors and one for seniors. Extra support for the Club was provided by senior management team members and the local authority's Healthy Schools co-ordinator. The co-ordinator planned to use some of the income from running the after-school clubs to help fund the 'What's Cooking?' Club.

The Club

The Club took place twice a week during the school day, using the school's food technology facilities. Participants were involved in preparing and making food that would be appealing to other young people attending the after-school clubs. Students cooked dishes such as mini pizzas and vegetable kebabs.

The impact of the 'What's Cooking?' Club

All participants enjoyed taking part. They particularly enjoyed the opportunity to handle and taste different foods. The co-ordinator reported that their involvement in cooking encouraged sensory development – for example, through touching and feeling dry pasta and smelling herbs. The young people's confidence and knowledge about healthy eating and cooking also increased.

INNER-CITY COMMUNITY CENTRE

Background

This Club was set up by a community centre group for girls aged 11 to 16 years in an inner-city area. The Club's theme was 'Healthy eating for girls'.

Setting up the Club

The Club was set up and run by two youth and community leaders. They wanted to provide a Club just for girls, particularly to include the primary Year 6 (age 11) age group. They advertised the Club at the community centre where they already ran many activities for young people.

The Club

Because the community centre didn't have the facilities needed for the Club, the co-ordinator hired a room at a local school for one evening a week, and a minibus to take the girls to and from the Club. Between six and eight girls attended the session each week. Activities included planning a healthy and balanced meal on a

budget, learning about food hygiene and safety, cooking from recipes, and adapting recipes for particular diets. A nurse from a Primary Care Trust visited the Club to talk about nutrition for girls/women. Club members visited a local supermarket to look at posters, advertising and the promotion of products. Each week, the girls filled in a diary about the session and at the end they took home the food they had made.

The impact of the What's Cooking? Club

Most participants attended each week, which the co-ordinator considered a good indicator that they had enjoyed the Club. The girls took responsibility for the food they made at the Club. The social aspect was also positive, as participants made new friends as well as building on existing friendships.

A GROUP OF SCHOOLS

Background

Three local schools (two primary and one secondary) joined forces to run their 'What's Cooking?' Club activities. The focus of the Club was to engage pupils in improving the quality of packed lunches within their schools.

The schools were supported in some of their activities by other agencies and staff, including health development specialists, healthy schools team members, the extended services co-ordinator, a Food in Schools adviser and media professionals.

What happened

Over a six week period, eighteen children from the three schools took part in practical food preparation and cooking activities. Pupils were asked to work in teams with pupils from the neighbouring schools. The venue for each session was rotated between the schools. Pupils combined their cooking activities with a media project that was also taking place in the schools. As a result, a professional DVD was developed ('A Packed Lunch Makeover') that has been shown at local, regional and national events.

Tasks undertaken by the pupils included:

- analysing the nutritional content of packed lunches
- planning a healthy packed lunch
- buying the ingredients for the packed lunches from a supermarket
- planning how to promote healthy packed lunches.

The impact of the 'What's Cooking?' Club

- Reported improvements in the quality and content of the packed lunches of the pupils who took part in the Club, and of other pupils within the schools
- Greater knowledge about healthy eating messages
- Increased focus on whole-school food issues
- Breakdown of concerns by pupils over transition to secondary school
- A guidance document for a draft county council policy on packed lunches

INNER-CITY SECONDARY SCHOOL FOR GIRLS

Background

A Club was set up in an urban/inner city secondary school for girls. The Club was based on parents and young people cooking enjoyable and healthy dishes together. There was a strong focus on developing team-work skills.

Setting up the Club

Although there were many out-of-school activities taking place, the school had never run a cookery club. The Club was set up for pupils in Year 8 and their parents/carers. It was aimed at students with a keen interest in cookery and/or those trying to decide whether to take food technology at GCSE level in Years 10 and 11. Staff involved in setting up and running the Club were the headteacher, the school's food technicians and a food technology teacher.

The Club

The club took place after school. The first few sessions covered basic food preparation skills and basic recipes for healthy dishes such as soup. After that they moved on to more complicated dishes, including cooking with spices, multicultural food and preparing fish and meat. Each week the food technology teacher decided on the recipes in advance, but the students did not know what they would be making until they got to the Club.

The impact of the 'What's Cooking?' Club

The participants displayed lots of enthusiasm for the Club and showed that they enjoyed it. During the Club sessions, the young people and their parents/carers supported each other and helped boost each other's confidence.

Everyone involved in the Club had learnt many new skills about the practicalities of preparing food and cooking, including food hygiene and safety, food budgeting and the impact of the seasons on fruits and vegetables.

Parents said that the Club had changed their attitudes and knowledge. For example, lots of parents had previously only used ready-made sauces and were surprised at how easy it was to make a sauce from scratch.

The Club also encouraged participants to try new foods and ingredients and help support students who did not normally bring food into food technology lessons. They then had the opportunity to cook with different ingredients at the Club.

The school gained some publicity in the local paper about the cookery club. Together, the parents and students helped spread messages about healthy eating in the school and into pupils' homes.

Some comments from parents:

'I enjoy spending time together with my daughter because we are doing something positive that she really likes to do.'

'It's a great chance for us to spend time together outside of the normal home environment.'

'It's made me think more about what is and isn't healthy, and for kids it shows them that they have options when it comes to food and that there are lots of different things they can eat.'

CHILDREN'S HOME

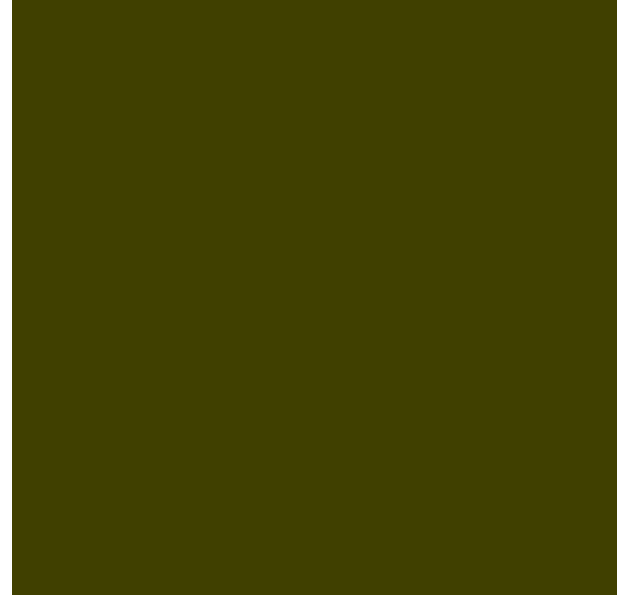
A children's home in the north east set up its own 'What's Cooking?' Club which focused on healthy eating and independent living skills. The Club used a further education college, dieticians and support from local PCT staff to help deliver the content of the Club.

Working in groups, the young people prepared, cooked and tasted different dishes and had the chance to make fruit salads, vegetable crudités and dips, as well as healthy pizzas and burgers from scratch. To help support this, visits to supermarkets to buy ingredients on a budget were organised, as well as visits to farms and allotments to see where food comes from.

Students, aged between 11 and 16 years, also had the opportunity to work towards a food hygiene certificate during their time at the Club.

The participants thoroughly enjoyed their time, particularly the practical cooking element. Other benefits included increased independent living skills and confidence, knowledge of healthy eating and food choices and an opportunity to build relationships with peers.

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APPENDIX 2: FOOD COMPETENCES

The Food Standards Agency has developed a framework of 'Food Competences', which set out the essential food skills and knowledge that young people need in order to make healthier lifestyle choices. The competences are grouped in age ranges so that, by the ages of 7–9, 11–12, 14 and 16+, young people are progressively learning about food through the four themes of diet and health; consumer awareness; food handling and preparation; and food safety. Details can be found at www.food.gov.uk/news/newsarchive/2007/dec/competency

Examples for the age ranges 11–12 and 14 are given below and on the next page.

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

BY THE AGE OF 11-12, CHILDREN SHOULD:

DIET AND HEALTH

- ... make food choices based on the understanding that a healthy diet is made up from a variety and balance of different food and drinks.
- ... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and well-being.
- ... know that a variety of food is needed in the diet because different foods provide different substances for our health, namely nutrients, water and fibre.
- ... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy or religious belief.
- ... use current healthy eating advice to choose a varied, balanced diet for their needs, as well as being physically active.

BY THE AGE OF 14, CHILDREN SHOULD:

- ... use current healthy eating advice to choose a varied, balanced diet for their needs, as well as being physically active.
- ... know that food provides energy and nutrients in different amounts; they have important functions in the body; and that people require different amounts during their life, e.g. pregnancy, infant feeding
- ... understand the importance of energy balance and the implications of dietary excess or deficiency, eg malnutrition, maintenance of a healthy weight.

COOKING (food preparation and handling)

- ... name, taste and prepare a broader range of ingredients and healthy recipes, accounting for ethnic diversity.
- ... select and use appropriate tools and equipment safely when preparing and cooking food.
- ... demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.
- ... know how to store, prepare and cook food safely and hygienically.
- ... actively minimise food waste, compost fruit and vegetable peelings and recycle food packaging.

- ... use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.
- ... use equipment safely, being aware of others' safety.
- ... with guidance, modify recipes and cook dishes that promote current healthy eating messages.
- ... understand and use good food safety practices.

BY THE AGE OF 11-12, CHILDREN SHOULD:

CONSUMER AWARENESS

- ... research where and how food is produced and sold, e.g. growing food at school/home, visiting a farm.
- ... consider cost when helping to shop for food and to cook.
- ... be aware that advertising can influence what they choose to eat.
- ... know that people choose different types of food and that this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion and peer-pressure.
- ... read and make use of the main information on food labels to help make a choice.

BY THE AGE OF 14, CHILDREN SHOULD:

- ... know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
- ... compare the cost of food when planning to eat out or cook at home.
- ... understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.
- ... understand that people eat or avoid certain foods according to religion, culture, ethical belief, health need or personal choices.
- ... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.
- ... use nutrition information and allergy advice panels on food labels to help make informed food choices.

FOOD HYGIENE AND SAFETY

- ... know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.
- ... demonstrate good food safety practices when getting ready to store, prepare and cook food e.g. keep raw meats away from other food.
- ... use information on food labels to store food correctly.

- ... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.
- ... plan and carry out food storage, preparation and cooking safely and hygienically.
- ... understand and use date-mark and storage instructions on food labels.



APPENDIX 3(A): SAMPLE TEMPLATE TO TARGET CLUB MEMBERSHIP

We are trying to find out the best ways to run a cookery club. We need you to help by telling us the kind of club you would like. If we set one up, we can't promise to do everything you would like, but we'll try our best! Please answer the following questions as honestly as you can. There are no right or wrong answers. Please ask if you need help to work out your answers. Tick all appropriate boxes.

- 1 Are you a boy or a girl?** Boy ☐ Girl ☐ How old are you?
- 2 Do you ever cook at home?** Yes – on my own ☐ With my mum or dad ☐
With someone else ☐ No – I don't usually cook ☐
- 3 What kind of food do you make at home?**
- | | | | |
|----------------------|--------------------------|-------------------|--------------------------|
| Cakes/puddings | <input type="checkbox"/> | Snacks/sandwiches | <input type="checkbox"/> |
| Proper meals | <input type="checkbox"/> | Soups/salads | <input type="checkbox"/> |
| Milkshakes/smoothies | <input type="checkbox"/> | | |
| Something else | <input type="text"/> | | |
- (please say what in the box above)**
- 4 I usually cook:** By heating food from packets/cans ☐ With fresh ingredients ☐
- 5 Would you like to go to a cookery club?**
- Yes ☐ No ☐ I don't know ☐
I would like to try it before I decide ☐
- 6 What would you like to make at a cookery club?**
- | | |
|----------------------|--------------------------|
| I'm not sure | <input type="checkbox"/> |
| Cakes/puddings | <input type="checkbox"/> |
| Soups/salads | <input type="checkbox"/> |
| Snacks/sandwiches | <input type="checkbox"/> |
| Proper meals | <input type="checkbox"/> |
| Milkshakes/smoothies | <input type="checkbox"/> |
| Something else | <input type="text"/> |
- (please say what in the space above)**

7 Would you like to help with running a cookery club?Yes ☐No ☐I don't know ☐I would like to try it before I decide ☐**8 What would you like to do at a cookery club?**Just learn how to cook ☐Make new friends ☐Learn how to cook safely ☐Learn how to keep food safely ☐Learn about what healthy food is ☐Learn how to shop for healthy food ☐Learn how to make a shopping list ☐Something else **(please say what in the box above)****9 When would you like to go to a cookery club?**After school ☐At the weekend ☐In the holidays ☐**10 Who would you like to go to a cookery club with?**I'd like to go with my friends ☐I'd like to go by myself ☐I'd like to go with my family ☐**11 Do you have any ideas about where a cookery club should meet, what the club could be called or a favourite family recipe you would like to share? (please tell us in the space below)**

Thank you very much for telling us what you think. Can you now please return this to:

FAO:

Fax: Email:

Address:

.....

APPENDIX 3(B): SAMPLE TEMPLATE TO SEEK COMMUNITY VIEWS

To:..... Name:.....

Organisation/community role:

Phone: Fax: Email:

Dear

Our [school/community centre/youth club]* is thinking about developing and running a cookery club for children and young people. The club could run as part of the school's study support programme.

Thinking about recent publicity regarding the need for sufficient exercise and a properly balanced diet for a healthy life, we would very much appreciate it if you could complete the survey below and return it as soon as possible by fax, email or post.

***delete as appropriate**

Many thanks

1 Have you ever visited a cookery club? Yes ☐ No ☐

2 If not, would you like to? Yes ☐ No ☐ Maybe ☐

3 What do you understand as the main purposes of a cookery club?

Please select 5 of the following answers and number them 1 to 5 in order of the answer which most matches your own. 1 is your first choice of answer; 5 is your last.

I think a cookery club is something run to:

Improve organisational skills

☐

Raise awareness of healthy eating

☐

Improve maths skills

☐

Improve food hygiene skills

☐

Improve literacy skills

☐

Raise awareness of how to buy healthy food

☐

Improve cookery skills

☐

Improve health through family learning

☐

Encourage non-academic young people

☐

For some other reason

☐

(please say what below)

4 How do you think people and organisations like yours could benefit from a cookery club?**5 How might you or your organisation be able to help with developing cookery club provision?
Please tick all that apply**

I/my organisation could help a cookery club by providing:

discounted/free healthy food

☐

volunteers

☐

discounted/free equipment

☐

advice/training

☐

sponsorship

☐

I'm not sure how, but I'd like to discuss it

☐
6 As a community member, what key recommendation would you give to make sure a cookery club was successful?

Thank you very much for giving us your views. Can you now please return this to:

FAO:

Fax: Email:

Address:

.....

APPENDIX 4:

FOOD HYGIENE AND FOOD SAFETY PRECAUTIONS

Below is a list of some of the health and safety precautions that staff will need to take. Staff and members must:

- make sure that the kitchen, and all equipment and utensils, are clean, and that food contact surfaces are disinfected - clean as you go
- check that the fridge is working properly – it is recommended practice to operate fridges between 0°C and 5°C
- check the freezer is operating at -18°C or below to prevent the multiplication of harmful bacteria
- wear suitable clean clothing and wear aprons over their clothing to protect the food that they are preparing
- wash their hands thoroughly before starting to handle food, after using the toilet and after handling raw meat, fish or eggs
- keep all perishable foods either refrigerated or piping hot
- avoid laying out perishable foods at room temperature too far in advance of the class
- make sure that all spills on the floor are wiped up immediately
- make sure that saucepan handles are not sticking out over the edge of cookers
- ensure there are enough oven gloves so that everyone has access to a pair when needed
- tie their hair back
- cover cuts and sores with a waterproof dressing
- keep jewellery to a minimum
- keep the preparation of raw and cooked food strictly separate – consider the use of different coloured boards for raw meat/vegetables or make sure boards are thoroughly cleaned between uses
- tell the person leading the cookery class of any skin, nose, throat, stomach or bowel trouble or infected wound.



Download helpful food safety and hygiene publications from
www.food.gov.uk/aboutus/publications

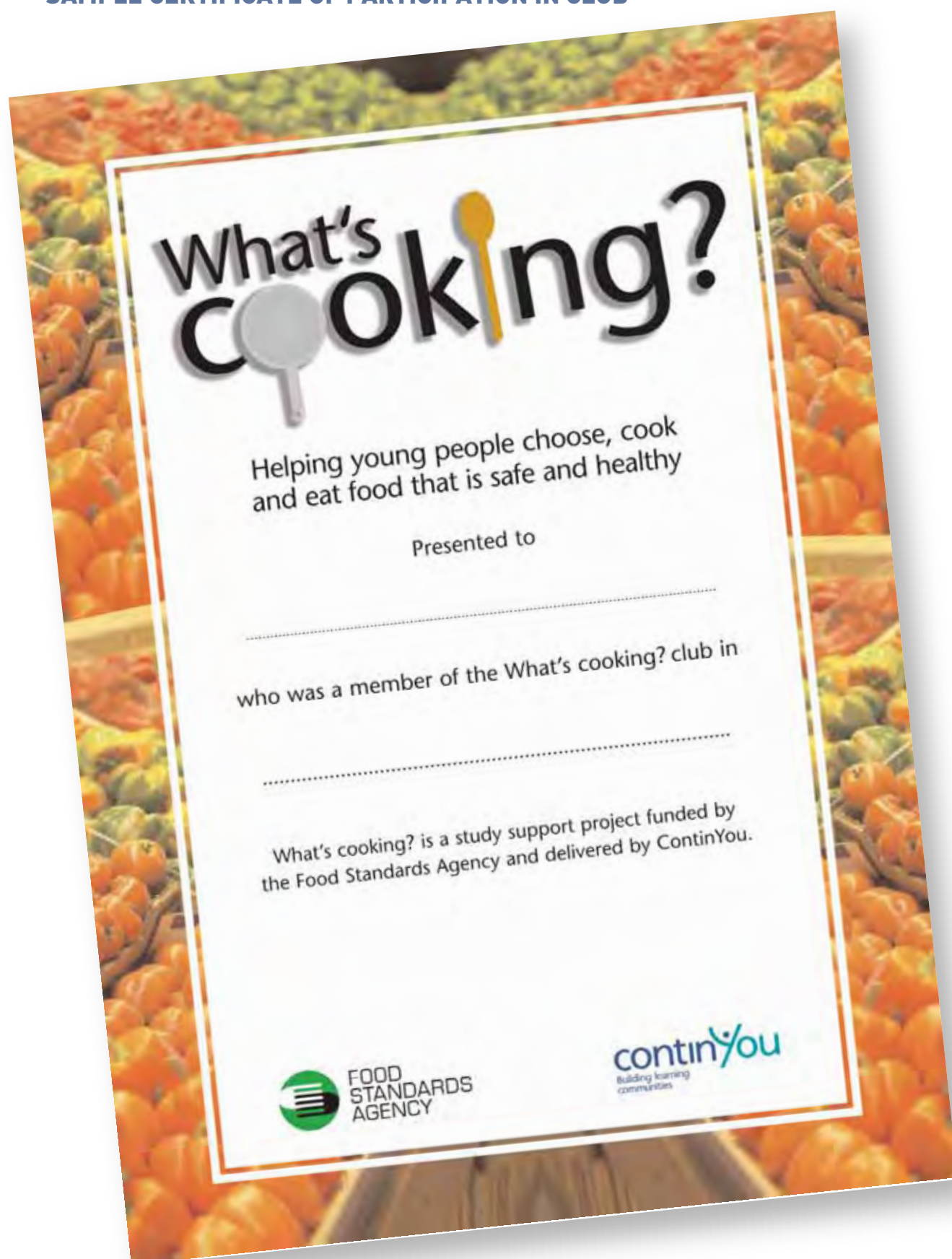


Helpful food hygiene and food safety publications

You might consider reading the following useful publications which are available from Food Standards Agency Publications (Tel: 0845 606 0667, Fax: 020 8867 3225, Email: foodstandards@ecgroup.co.uk or can be downloaded from www.food.gov.uk/aboutus/publications):

- Preventing Food Poisoning: Good Hygiene at Home FSA/0401/0107
- Germs Love to Travel FSA/0902/0504 (downloadable only)
- Eatwell – 8 tips for making healthier choices FSA/1153/0407
- Bad Food Live! Teacher's Resource Pack FSA/0845/0903
- Food Safety: It's In Your Hands A2 Poster FSA/0823/0403A2.

APPENDIX 5:
SAMPLE CERTIFICATE OF PARTICIPATION IN CLUB



APPENDIX 6: SAMPLE MONITORING AND EVALUATION FORM ACHIEVEMENT

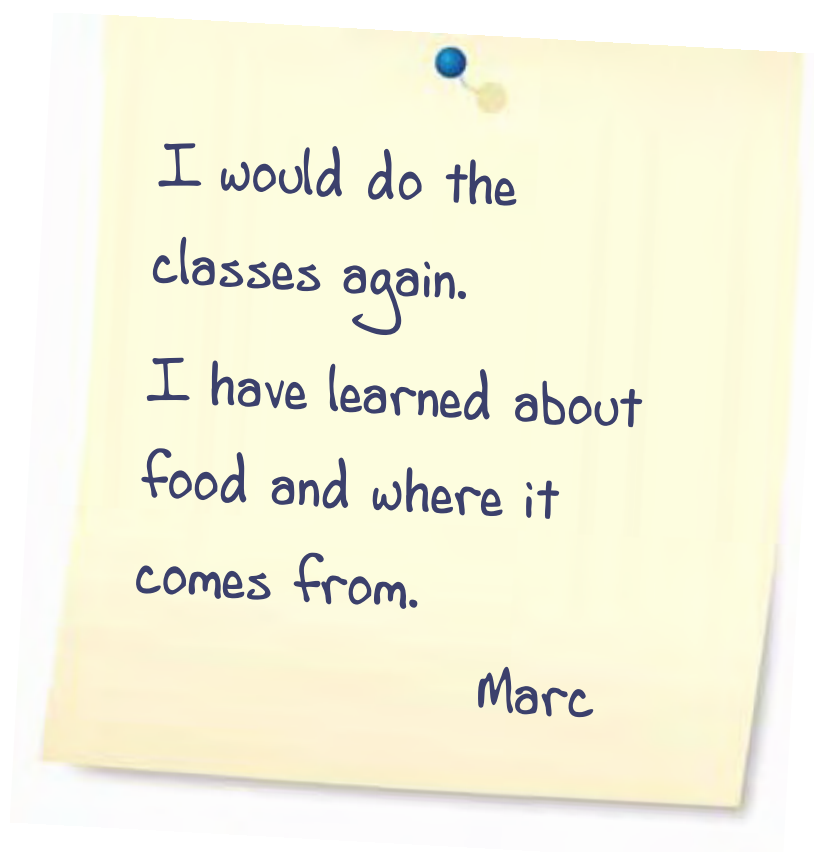
- Is the 'What's Cooking?' Club achieving its goal?
- Are the young people enjoying the cooking sessions?
- Are the young people gaining self-esteem and confidence?
- Are the young people gaining cooking skills/social skills?
- Have you had feedback from members/schools/parents/carers?
Is it positive or negative?
Are there certain types of session which require attention?

Financial/organisational

- Is the Club coping financially?
- Are the right ingredients available for each session?
- Is there inappropriate food wastage?

Attendance

- Are the numbers at the right level for a successful group?
- Have numbers decreased? Do you have a method for recording attendance?
- Have numbers increased? Have you taken appropriate action to cope with this, for example, increased staff numbers?
- Have you had to deal with any behavioural problems? Do you have a system in place to deal with this?





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