What’s Cooking?
A guide to setting up and running community and school food clubs
ACKNOWLEDGEMENTS

The Food Standards Agency (FSA) Scotland acknowledges the generous support, commitment, time and expertise of the Scottish Health Promoting Schools Unit, ContinYou, Hungry for Success nutrition co-ordinators in Scotland, NHS Forth Valley Department of Nutrition and Dietetics and Health Promotion Department, representatives from industry and Scottish local authorities in the production of this version of the ‘What’s Cooking?’ resource.

We take this opportunity to thank everyone involved in the Scottish pilot studies, the experiences from which will serve to inform the wider roll out of ‘What’s Cooking?’

The guide was adapted from the Cook-it resource written by Dr Jenny Woolfe (FSA) and Shaleen Meelu (ContinYou).

Appendix 1 contains examples of Scottish case studies, and of the first ‘Cook-it!’ pilot schemes undertaken in England up to January 2005.

© Crown Copyright 2007

All rights reserved. Except as allowed by law or where specified in the publication, no part of this publication may be reproduced in any form or by any means without prior permission from the copyright holder.

BACKGROUND

The ‘What’s Cooking?’ project aims to help young people acquire the food skills identified by the Food Standards Agency’s Getting to Grips with Grub report as those needed by 14 to 16 year olds when they become more independent. The skills can be divided into four main competency areas:

- diet and health
- consumer awareness
- food preparation and handling skills
- food hygiene and safety.

[A more detailed description of the food-related core competencies 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.
# Contents

## INTRODUCTION
1. WHO IS THIS GUIDE FOR?  
2. WHY RUN A CLUB?  
3. THE PURPOSE OF THIS GUIDE  
4. GETTING READY
4. WHO’S THE CLUB FOR?  
5. WHO CAN HELP YOU GET STARTED?  
6. COVERING YOUR COSTS  
   - Fund raising; Possible sources of funding  
7. STAFFING THE CLUB  
   - You as Club Co-ordinator; Who do you involve in supporting you?  
   - Role of staff/volunteers; Staff training  
8. OVERCOMING BARRIERS  
   - Partnership building; Support from the community  
9. POLICIES AND PROCEDURES  
10. FREQUENCY AND TYPES OF SESSIONS  
   - Weekly/monthly; One-off events; Half-term or holiday scheme events  
   - Where can the club be run? What resources will you need?  
11. MARKETING AND PROMOTION  
12. PLANNING THE CONTENT OF SESSIONS  
   - Participation in planning process  

## GETTING ON WITH IT
13. VARIETY OF SESSIONS  
14. PRACTICAL IDEAS THAT WORK  
   - Healthy snack; Healthy lunch; Healthy treats; Suggested talking points; Certificates  
15. KEEPING THE CLUB GOING  
16. MONITORING AND EVALUATION  

## MAKING LINKS WITH THE SCHOOL CURRICULUM
17. MAKING LINKS WITH THE SCHOOL CURRICULUM  
   - Consistent messages; Health Promoting Schools  

## USEFUL RESOURCES
18. CONTACT ORGANISATIONS AND USEFUL RECIPE SOURCES  

## APPENDICES
**APPENDIX 1**  
Examples of case studies  
**APPENDIX 2**  
Food-related core competencies  
**APPENDIX 3(a)**  
Sample template to target Club membership  
**APPENDIX 3(b)**  
Sample template to seek community views  
**APPENDIX 4**  
Food hygiene and food safety precautions  
**APPENDIX 5**  
Sample certificate of participation in Club  
**APPENDIX 6**  
Sample monitoring and evaluation form
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.

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.
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.

Their cooking skills may have been shaped by their dependence on the microwave and oven-ready options.

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
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’. It provides an approach which is complementary to that encouraged by Learning and Teaching Scotland and Health Promoting Schools. ‘What’s Cooking?’ Clubs could also feed into the eating for health part of the Active Schools Programme.

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.

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 local education authority
• your local NHS health promotion team
• your local NHS community dieticians
• your community health project leaders
• Community Food and Health Scotland - www.communityfoodandhealth.org.uk
• the Head Teacher, for support
• community education officers
• youth workers
• partnership/parent support officers.

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.

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
• Disclosure Scotland verification 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).
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 £5,000. You can visit their website or request an application form by ringing 0845 6002040.

[www.awardsforall.org.uk](http://www.awardsforall.org.uk)

#### Community Food and Health Scotland

Has an overriding aim to help improve Scotland’s diet and health. Offers: a grants scheme for community initiatives, toolkits and guides for groups to use, information exchange, and networking facilitation.

[www.communityfoodandhealth.org.uk/funding/smallgrants.php](http://www.communityfoodandhealth.org.uk/funding/smallgrants.php)

#### Council for Voluntary Service (CVS)

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

[www.nacvs.org.uk/cvsdir](http://www.nacvs.org.uk/cvsdir)

#### Community Regeneration Funding

Targets regenerating the most disadvantaged neighbourhoods so that people living there can improve their quality of life. Applications can be downloaded from the address below.


#### Lottery Funding

The New Opportunities Fund may be an avenue worth exploring. BIG has a Young People’s Fund to assist young people in taking part in healthy and positive activities that help them feel good about themselves.

[www.biglotteryfund.org.uk/scotland](http://www.biglotteryfund.org.uk/scotland) and [www.nof.org.uk](http://www.nof.org.uk)

#### Neighbourhood Renewal Fund

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

[www.renewal.net](http://www.renewal.net)

#### The Scottish Community Foundation

This is responsible for administering a wide range of charitable funds in Scotland which have direct benefit to people and their communities. Many of these funds will support out-of-school-hours learning activities.

[www.scottishcf.org](http://www.scottishcf.org)

#### The Scottish Government

Publishes a Guide for the voluntary sector on Scottish Government grants.


#### The Scottish Government - Children’s Services Funding

One of the key objectives of the Fund is to help deliver improved outcomes for children and young people working through partnership at local level.

[www.scotland.gov.uk/Topics/People/YoungPeople/childrensservices/10263/](http://www.scotland.gov.uk/Topics/People/YoungPeople/childrensservices/10263/)
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 nutritionist.

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.

Top Tip

Acknowledge the commitment of staff and volunteers. Recognition of valuable contributions made will lead to a happier support group.
Depending on how the Club is set up, you may be able to pay staff, or you may need to find unpaid 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 Volunteer Development Scotland – call 01786 479593 or visit www.vds.org.uk. Alternatively, visit Volunteer Centre Edinburgh at www.volunteeredinburgh.org, where useful information for all of Scotland can be found.

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.

It is recommended that at least one person in the ‘What’s Cooking?’ Club be trained to Level 1 in the basic principles of food hygiene or equivalent informal training. Your local Environmental Health Service may be able to advise you on staff food hygiene training.

It’s also important to support both staff and volunteers through giving them professional development opportunities. They may benefit from undertaking:

- health and safety training
- first-aid training
- nutrition training to learn the basic healthy eating messages
- the essentials of food hygiene training.

Contact your NHS health promotion team, community dieticians or education officers 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.

Top Tip

Make good use of volunteers. For example, to help younger students with the transition to secondary school, you could ask older students to act as mentors.
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, dieticians and NHS Health Scotland, 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
- good 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, and to download a Disclosure Scotland application form, visit www.disclosurescotland.co.uk or phone 0870 609 6006.

9.2 CHILD PROTECTION

Child protection policies ought to ensure that the welfare of the child or young person is paramount. To find out about good practice in child safety issues, contact Volunteer Development Scotland, Stirling Enterprise Park, Stirling FK7 7RP – phone 01786 479593, visit their website at www.vds.org.uk or email vds@vds.org.uk

As part of pre-engagement checks, it is recommended that you verify the employment background of staff and volunteers. Safeguards exist in The Protection of Children (Scotland) Act 2003 designed to help prevent inappropriate persons from working with children and young people. Visit www.opsi.gov.uk/legislation/scotland/acts2003/20030005.htm

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.

The Scottish Law Centre aims to promote the welfare of children and young persons under eighteen years of age through providing information, advice and representation on legal issues. For further information, visit www.sclc.org.uk

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 Scottish Parent Teacher Council (website: www.sptc.info/; phone: 0131 226 4378) 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.

To find out more about health and safety, visit www.ltscotland.org.uk 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
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.

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.

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.

Top Tip

Invite as many or as restricted a circle of young peoples’ families and friends and potential supporters to events as you can comfortably provide for.

Top Tip

Invite a local celebrity chef to either run workshops or present awards. Use a theme to promote cultural diversity, for example, holding an international food day.
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.
12 PLANNING THE CONTENT OF SESSIONS

Participation in the planning process.

Involving 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
Getting On With It
13 VARIETY OF SESSIONS

Think of what types of sessions you could hold. The sample ‘What’s Cooking?’ session and example: activity planning sheets below could be used:

- **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.

The sample ‘What’s Cooking?’ session and activity planning sheets below could be used.

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

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](http://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.
13.1.3  IN THE CLASSROOM

- Develop the healthy living message and take a look at the healthy eating quiz at www.healthyliving.gov.uk/healthyeating/index.cfm?contentId=1469 or order free information packs from www.healthyliving.gov.uk/orderpacks
- 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 Eating for Health plate model at www.healthscotland.com/documents/browse/87/829.asp or visit www.food.gov.uk/multimedia/pdfs/bghbooklet.pdf For younger persons 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!

Top Tip
- Run activities that develop teamwork and co-operation.
- Avoid complicated recipes and those that use expensive ingredients.
- Be prepared to spend time buying the ingredients.

Top Tip
- Attempt to choose foods that will require minimum preparation time and can be stored without causing problems.
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

*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

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>TEACHING METHOD/RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 Mins</td>
<td>Introduction to food hygiene</td>
</tr>
<tr>
<td>2.</td>
<td>10 Mins</td>
<td>How to prevent food poisoning</td>
</tr>
<tr>
<td>3.</td>
<td>10 Mins</td>
<td>When and how to wash your hands</td>
</tr>
<tr>
<td>4.</td>
<td>10 Mins</td>
<td>Handling food</td>
</tr>
<tr>
<td>5.</td>
<td>30 Mins</td>
<td>Practical preparation of pizza</td>
</tr>
<tr>
<td>6.</td>
<td>15 Mins</td>
<td>Cost pizza</td>
</tr>
<tr>
<td>7.</td>
<td>10 Mins</td>
<td>Clear up</td>
</tr>
</tbody>
</table>

TEACHING METHOD/RESOURCE:

- Discussion
- Sharing knowledge/brain-storming session
- Small group work to complete worksheets or discuss this and prepare guidelines
- Small group work to identify the best ways of handling food
- Individual work: ingredients, recipes and equipment
- Individual work: receipts, calculators
- Co-ordinator to hand out recipes for next session
### Ingredients (Serves 1 to 2)

**Base**
- 100g (4oz) of self-raising flour (1/2 mug)
- 1 teaspoon of mixed herbs
- 25g (1oz) of sunflower spread
- 2 dessertspoons of semi-skimmed milk
- 2 dessertspoons of water

**Tomato Sauce Spread**
- 1/2 tin of tomatoes (400g size)
- 1/2 teaspoon of garlic powder
- 1 dessertspoon of tomato puree
- 1/2 teaspoon of mixed herbs
- 1/4 teaspoon of sugar

**Herbs**
Choose from mixed herbs, basil and oregano.

**Toppings**
Choose from sliced peppers, sliced mushrooms, sliced onions, sweetcorn, and pineapple. 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).

### Method

**Mix flour and herbs together and rub in sunflower spread.**
Add milk and just enough water to form a dough. If sticky, add a little more flour. Shape the dough into a circle and pat down with your hand to make a pizza base.

**Put everything in a pot.** Bring to boil and simmer for about 10 minutes. The sauce should be nice and thick. If you want a smooth sauce, use a hand blender or liquidiser.

**Now put it all together**
Spread the base with the tomato sauce. Sprinkle on 1-2 teaspoons of your chosen herbs. Add toppings of your choice - enough to cover the sauce - do not use large quantities or it won’t cook thoroughly!
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!

---

**Equipment**
- Chopping boards
- Saucepans
- Knife
- Can opener
- Measuring spoons
- Grater
- Spatula

---

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

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. Available from Health Promotion Teams or download from the Scottish Government NHS Health Scotland website at www.healthyliving.gov.uk/under publications.
**INGREDIENTS (Serves 3)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>150g lasagne sheets</td>
<td></td>
</tr>
<tr>
<td>Meat Sauce</td>
<td></td>
</tr>
<tr>
<td>1 onion</td>
<td></td>
</tr>
<tr>
<td>50g mushrooms</td>
<td></td>
</tr>
<tr>
<td>1 green pepper</td>
<td></td>
</tr>
<tr>
<td>1 clove garlic</td>
<td></td>
</tr>
<tr>
<td>250g extra lean minced beef</td>
<td></td>
</tr>
<tr>
<td>1 tablespoon oil</td>
<td></td>
</tr>
<tr>
<td>400g can of tomatoes</td>
<td></td>
</tr>
<tr>
<td>1 tablespoon tomato puree pinch</td>
<td></td>
</tr>
<tr>
<td>mixed herbs (optional)</td>
<td></td>
</tr>
<tr>
<td>Vegetable Sauce</td>
<td></td>
</tr>
<tr>
<td>2 onions</td>
<td></td>
</tr>
<tr>
<td>100g mushrooms</td>
<td></td>
</tr>
<tr>
<td>1 green pepper</td>
<td></td>
</tr>
<tr>
<td>2 cloves garlic</td>
<td></td>
</tr>
<tr>
<td>1 tablespoon oil</td>
<td></td>
</tr>
<tr>
<td>2 cans tomatoes</td>
<td></td>
</tr>
<tr>
<td>1 tablespoon tomato puree pinch</td>
<td></td>
</tr>
<tr>
<td>mixed herbs</td>
<td></td>
</tr>
<tr>
<td>Cheese Sauce</td>
<td></td>
</tr>
<tr>
<td>25g butter or margarine</td>
<td></td>
</tr>
<tr>
<td>25g plain flour</td>
<td></td>
</tr>
<tr>
<td>250ml (1/2 pint) milk</td>
<td></td>
</tr>
<tr>
<td>100g cheese</td>
<td></td>
</tr>
</tbody>
</table>

**METHOD**

Preheat the oven to 190°C or gas mark 5. Make up either a meat or a vegetable sauce.

**Meat Sauce**

- Fry the onion and garlic for 5 minutes.
- Add the minced beef and cook until it turns brown.
- Add mushrooms and green pepper; cook for 5 minutes. Stir in tomatoes, puree and herbs.
- Simmer for 20 minutes.

**Vegetable Sauce**

- Fry the onion and garlic for 5 minutes.
- Add the other vegetables and cook for 5 minutes.
- Add the tomatoes, puree and herbs.
- Simmer for 20 minutes.

**Cheese Sauce**

- Melt the butter in a saucepan.
- Stir in the flour to form a paste.
- Add the milk gradually, stirring constantly, until mixture thickens. Simmer for 5 minutes and add grated 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

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

### INGREDIENTS (Serves 4)

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 ml olive oil</td>
<td>1 medium onion, peeled and sliced</td>
</tr>
<tr>
<td>3 fresh chicken fillets, cut into bite-sized chunks</td>
<td>1 green pepper (deseeded and sliced)</td>
</tr>
<tr>
<td>20p sized piece of root ginger, peeled and grated</td>
<td>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)</td>
</tr>
<tr>
<td>50g cashew nuts (optional)</td>
<td>25g sultanas</td>
</tr>
<tr>
<td>Freshly milled black pepper</td>
<td>1 medium can (400g) coconut milk</td>
</tr>
<tr>
<td>300g basmati/long grain rice</td>
<td>1 teaspoon turmeric</td>
</tr>
</tbody>
</table>

### METHOD

1. Heat the oil in a medium sized pan and sauté the chopped onion.
2. Add the chicken and brown thoroughly.
3. Add the peppers and ginger.
4. Add spices and coat the chicken thoroughly.
5. Cook the rice in boiling water with the turmeric, according to the times on the packet label.
6. 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.
7. Drain the rice and serve with the curry.

### EQUIPMENT

- Chopping boards
- Saucepans
- Knife
- Large baking dish
- Can opener
- Measuring spoons

### When cooking chicken

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.

- 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.
- 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.
- Clean the probe thoroughly and disinfect it before you use it again. This will help prevent cross contamination.

### Vegetarian alternatives

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.

Remember to check recommended cooking instructions for all foodstuffs used.
### 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)

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>TEACHING METHOD/RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 10 Mins</td>
<td>Balanced meals</td>
<td>Group discussion about a healthy, balanced diet, using ‘eatwell plate’ materials – <a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a></td>
</tr>
<tr>
<td>2. 10 Mins</td>
<td>Plan a balanced meal and shopping list for the next session</td>
<td>Game and worksheet: What meals can you make from…?</td>
</tr>
<tr>
<td>3. 10 Mins</td>
<td>Plan a shopping trip</td>
<td>Small group work Paper, pens, recipe options, prices of ingredients</td>
</tr>
<tr>
<td>4. 60 Mins</td>
<td>Practical Preparation of stir-fry</td>
<td>Co-ordinator to discuss details of shopping trip with group</td>
</tr>
<tr>
<td>5. 10 Mins</td>
<td>Cost ingredients</td>
<td>Instructions/consent forms for visit</td>
</tr>
</tbody>
</table>

**Instructions:**

- **Group discussion about a healthy, balanced diet, using ‘eatwell plate’ materials – www.eatwell.gov.uk**
- **Game and worksheet: What meals can you make from…?**
- **Small group work Paper, pens, recipe options, prices of ingredients**
- **Co-ordinator to discuss details of shopping trip with group**
- **Instructions/consent forms for visit**
- **Individual work Ingredients, equipment, recipes**
- **Individual work Receipts, calculators**
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.
GETTING ON WITH IT

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.

**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.

**Lentil and Vegetable Soup**

**INGREDIENTS** (serves 2 with wholemeal bread)
- 10 mls olive oil
- 2 medium carrots - scraped and chopped
- 8 tablespoons red lentils
- 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**
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/fats/
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.

**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.

**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.
GETTING ON WITH IT

14.3 HEALTHY TREATS – FUN WITH FRUIT

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

Fruit Salad

**INGREDIENTS (for each person)**
- ¼ apple
- ¼ pear
- ¼ orange
- ¼ 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.

Fruit Smoothie

**INGREDIENTS (serves 2)**
- 300ml (½ 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 Scottish 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:

<table>
<thead>
<tr>
<th>Age</th>
<th>Salt a day</th>
<th>Sodium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3 years</td>
<td>2 g</td>
<td>0.8 g</td>
</tr>
<tr>
<td>4 to 6 years</td>
<td>3 g</td>
<td>1.2 g</td>
</tr>
<tr>
<td>7 to 10 years</td>
<td>5 g</td>
<td>2 g</td>
</tr>
<tr>
<td>11 and over</td>
<td>6 g</td>
<td>2.5 g</td>
</tr>
</tbody>
</table>

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.

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.
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.

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.

17.2 HEALTH PROMOTING SCHOOLS

All schools in Scotland have been set the target of becoming a health promoting school. The main aims of Health Promoting Schools are to:

- promote physical, social, spiritual, mental and emotional health and well-being of all pupils and staff
- work with others in identifying and meeting the health needs of the whole school and its wider community.

The Scottish Health Promoting Schools Unit (SHPSU) was established in May 2002 in response to the commitment given in the Scottish Executive documents Towards a healthier Scotland (1999) and Our national health: a plan for action, a plan for change (2000). More information and resources can be found on their website www.healthpromotingschools.co.uk to help schools take positive steps towards better health and well-being.

By promoting healthy eating, “What’s Cooking?” Clubs can make a significant contribution to a School’s efforts to become accredited as a health promoting school. Involving pupils in preparing healthy food that is tasty and enjoyable is an effective way of encouraging them to adopt healthier eating habits.

“A whole-school approach is core to health promotion within a school. It requires full integration of health promotion into the life and functions of the school by working through the policies, management structures and curriculum planning processes that exist. Strong links with all aspects of a child’s life – family, community and peers – are vital.”

(from the Healthyliving website).

For further information on how to link your ‘What’s Cooking?’ Club to the curriculum in your area, visit www.ltscotland.org.uk in Scotland or 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.
Useful Resources
Useful Resources

18 CONTACT ORGANISATIONS

Community Food and Health Scotland
Offer: a grants scheme for community initiatives; toolkits and guides for groups to use; information exchange and networking facilitation; development of partnership working models; and support action research and practice development.

Healthy Living Scotland
Promotes healthy eating and physical activity. It is a Scottish Government initiative which provides access to information, recipes, projects, and the chance to ‘ask the expert.’

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.

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

Curriculum links
Provides information on how to link your ‘What’s Cooking?’ Club to the curriculum in your area.

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

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

NHS Health Scotland
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 provide nutrition expertise. Find their contact details through your local NHS Board.

Scottish Parent Teacher Council
This is the national organisation for PTAs and PAs in Scotland. They offer help and advice, leaflets and reports.

USEFUL RECIPE SOURCES

Check out these websites for recipe ideas:

Scottish Government - NHS Health Scotland: Get Cooking

Curriculum links
Provides information on how to link your ‘What’s Cooking?’ Club to the curriculum in your area.

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

Fuel for Living

Food - a Fact of Life
Food: a Fact of Life may be useful for the younger members.
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 both full-blown clubs and one-off events.

SCOTLAND: CASE STUDY 1 –
‘WHAT’S COOKING?’ AT GOODLYBURN PRIMARY SCHOOL, PERTH.

Background
The Food Standards Agency Scotland provided funding for the ‘What’s Cooking?’ Club at Goodlyburn Primary School as part of a pilot project to evaluate the Agency’s guide to setting up and running a community or school cookery club.

Aims of the club
• increase confidence in basic practical food preparation skills and knowledge of good food hygiene
• increase awareness and understanding of the importance of good nutrition
• raise consumer awareness of seasonality and the implications of food miles.

Project team
The club was managed by Lyndsey Robinson (Dietician in Public Health Nutrition for the NHS) and delivered by Katie Griffiths (Health Promotion Worker within the Community School attached to Goodlyburn Primary School) and Nicoletta Pascolini (Home Economist).

The team felt that there was a lack of cooking skills in the area so they agreed to set up the club and pilot the guide. Lyndsey Robinson and Katie Griffiths met regularly to plan out the sessions.

Club sessions
Primary 5 children and parents attended the club sessions. The club included parents so that the nutritional messages would make it home and be more likely to change current family food habits. It also let the parents see that children will try different foods.

The club ran 2-hour sessions after school, once a week, over a seven week period from February-March 2007.

The club participants learned more about budgeting, food hygiene, labelling, balance of good health, seasonality and issues around food miles. The group also visited a farm to look at locally produced food.

Each week, the club leader introduced a new topic and followed this up with brainstorming and individual or group activities. Everyone set up the materials for the cooking sessions, studied the recipes and placed the ingredients on a balance of good health mat to check they were making a balanced meal. The group then prepared the recipes and tasted what they had made.

Additional support
The Royal Highland Educational Trust helped to organise the farm visit. Wiseman Dairies provided milk for the cooking sessions.

Some comments from those involved with the club:
“The ‘What’s Cooking?’ guide helped us to consider all the practical things you need to think about. It was a good starting point and we used it to help us plan and structure the sessions. The case studies are particularly good.”

“In today’s session, we’re covering budgeting. The guide provides advice on how to go about doing that. There are quite a lot practical suggestions and ideas along with lessons plans which is good.”

“The parents have been fantastic, some have a lot of knowledge which is really good and have been bouncing ideas off each other. They have made friends and really supported the children. It is about carrying the message home and team building. People just don’t spend much time together anymore so doing something like this is quite important.”

Lyndsey Robinson, Project Leader

“Everyone has a lot more confidence and has tried new dishes. They are more interested in cooking together as a family. I think that these are really huge benefits. It is nice that the parents are spending more time with their children and actually working through the activities together – I think that is really valuable”.

Katie Griffiths, Club Co-ordinator

All the participants were enthusiastic and thoroughly enjoyed learning how to cook.
Some comments from the participants:

“I really enjoy the cooking. Today, we are making vegetable samosas.”

Daniel Davidson, Pupil

“I love the club - it is really good. We’ve been making lots of good food – salad, pasta sauce and smoothies. My favourite food that we made was chicken and noodles with lemon – that was nice. My favourite part was the farm trip where the farmer talked about the cows and I learned what happens to food. I sometimes help with the cooking at home. I would really love to do some more cooking.”

Danielle White, Pupil, Age 9

“It was something for Marc to do and nice for us to do something together. I found the classes good. It was good for Marc to get a turn at the cooking. It helped Marc understand more about food and he’s also tasted food that he would not have tried before like couscous.”

Linda Rabett, Parent

“My favourite bit was learning how to make couscous and I liked the one when we had the soup and noodles and salmon that was lovely. I would do the classes again. I have learned about food and where it comes from.”

Marc Rabett, Pupil, Age 9

Summary of key points

- All the participants said that they had either learned a lot of new skills or refreshed their skills
- Nutritional knowledge relating to understanding the balance of good health increased while attending the sessions. By the last week, children were pointing out which sections the ingredients would go in without being asked
- Confidence in cooking skills increased in all participants
- The parent participants felt more confident about including their children in food preparation in the home. The children were keen to cook at home with their parents
- All the participants tried a range of new foods and learned how to cook with them
- Participants really enjoyed the sessions and as a result were willing to volunteer to help out if the sessions were run again
- Everyone said that seven sessions is too short and agreed that the club should either run all year or run for longer twice a year over 10 weeks.

The Project Leader suggested adding a section to the guide about timescales so that people are aware of the time it takes to set up and run a club. She said: “It really does pay to put the time into the planning sessions so that you are clear on how they are going to run and that way you will get more messages across”. The Club Co-ordinator commented that it might be easier to have all the website links on one website page rather than repeated throughout the guide. The co-ordinator liked the part at the end about what other people had done and said the appendices were quite good. Also found the guide quite useful in giving you ideas for the sessions, how to layout a session.

The project team is now considering approaching school catering to run the sessions using school meal recipes to create joined up links to Hungry for Success and encourage the uptake of school meals.

Presentation

At the end of the final club session, FSA officials presented everyone with a personalised certificate and the school received a framed certificate.

Overall

Everyone enjoyed the club sessions and developed their cooking skills. The children and parents worked well together.

The ‘What’s Cooking?’ Guide provided useful ideas and suggestions for lessons to the project team. The case studies were particularly helpful.

SCOTLAND: CASE STUDY 2 – PASSPORT TO A HEALTHIER YOU

Details of the aims and funding, project overview, monitoring and evaluation, outcomes and contact details can be found at:

www
www.healthpromoting.schools.co.uk/practitioners/sharingpractice/passport/introduction.asp
SCOTLAND: CASE STUDY 3 – ‘CONFIDENCE TO COOK’

The ‘Confidence to Cook’ programme at a Moray school started with an evening taster session, helping participants to cook for their invited parents or carers.

Pupils were then given the opportunity to sign up for an eight-week course, which ran from September-November. The course covered a different topic each week, including soups, fish dishes and curries. Participants also received healthy tips for shopping, food hygiene and ideas for cheap and healthy food.

Some of the young people who attended were responsible for preparing food for their siblings. At the end of the programme, parents and carers were invited to an evening session, when participants cooked for them.

The attendance of many family members (at least two adults attended with each pupil) is one indicator of the success of the project.

A ‘Confidence to Cook’ recipe book was also produced to spread awareness of the project.

SCOTLAND: CASE STUDY 4 – ULLAPOOL HIGH SCHOOL

A cookery club at Ullapool High School in the Highlands was co-ordinated by two youth workers who became somewhat celebrated for their abilities in the kitchen. Tortilla wraps, cottage pie and health bars were among the delicious dishes prepared by the seventeen young people aged 12-25.

Each week, the group of students would follow recipes to put together a meal. The club used the home economics classroom in the school and the supervisors gave guidance and helpful hints. The youth workers felt the success of the club was due to making the sessions participatory, fun and flexible.

Feedback

“The food prepared was based on simple-to-do and healthy recipes, which could be adapted to suit everyone’s taste.”

“I am sure the students will now enjoy developing their cooking skills with newfound confidence.”

“Although the series has come to an end, the feedback has been so positive that I hope we will be able to organise another session in the autumn.”
ENGLAND: CASE 1 – MIDDLESBROUGH, SECONDARY SCHOOLS.

More than 200 pupils from nine schools in Middlesbrough have taken part in the ‘What’s Cooking?’ programme learning about food, cooking, hygiene and safe food storage. At the end of the year a celebration event was held for all young people involved in the clubs giving the participants a chance to showcase their work, carry out food demonstrations and promote healthy eating.

Ormesby School has been getting involved with Radiowaves, which provided training in interviewing and internet sound recording, enabling some young people to join in with healthy food conferences in Stratford-upon-Avon and Sunderland and report back to their peers. Young people were able to interact with conference delegates, through interviews, resulting in increases in self-confidence and language and writing ability. The equipment has also been used to report on club activity and communicate this within their school.

The club at Ormesby School was so successful that parents wanted to get involved and there are now two further clubs, one for parents and adults only and a further club for inter-generation cooking.

The club at Acklam Grange School ran and organised a Bistro where the young people were charged with managing the kitchen and front of house. It proved to be a great success and money has been raised for charity.

Three of the clubs in Middlesbrough ran Christmas meal experiences, which involved decorating the rooms and preparing and serving the food. A range of guests were invited including parents and community members.

All those involved in the clubs, including the young people, parents and other adults have thoroughly enjoyed the experience, not only increasing their knowledge and skills in relation to practical cooking and healthy eating, but also key skills such as communication and self-confidence as well the opportunity to forge new friendships between year groups at the various schools.

ENGLAND: CASE 2 – DARLINGTON, COMMUNITY SETTING.

A children’s home in Darlington 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 crudites 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.

ENGLAND: CASE 3 – SOUTH TYNESIDE, PRIMARY SCHOOL.

The ‘What’s Cooking?’ club is part of an ongoing project involving a number of different primary/secondary schools and other organisations. The club involved family members of all ages and aimed at educating all about healthy eating, practical cooking, balanced diet and food choices. Each year 6 pupil attended the club and worked with a family member on a range of activities including preparing, cooking and eating a three course balanced meal, learning how to follow recipes, food hygiene and safety, and food miles and labelling.

All participants, young people and parents alike, thoroughly enjoyed the clubs and particularly liked the social aspect and learning new skills.
APPENDIX 2:
FOOD COMPETENCIES

The Food Standards Agency has developed a set of food competencies which set out the minimum food skills and knowledge that children and young people should possess, understand and be able to apply by the ages of 7-9, 11-12, 14 and 16+.

The competencies form a visible set of building blocks to help young people progress their learning about food and health – they cover diet and health; food safety; food preparation; and consumer awareness.

These may help you in planning what to do in your ‘What’s Cooking?’ sessions and ensure that activities are targeted at the right age groups. Details can be found at www.food.gov.uk

Examples can be found opposite for the age ranges 11-12 and 14.
**Diet and Health**

<table>
<thead>
<tr>
<th>By the age of 11-12, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... be aware of the importance of a healthy and balanced diet as part of an active lifestyle.</td>
</tr>
<tr>
<td>... be aware that food needs change and that some people cannot eat certain foods e.g. allergy or religious beliefs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the age of 14, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... use current healthy eating advice to plan their own diet, as part of an active lifestyle.</td>
</tr>
<tr>
<td>... know that food provides energy and nutrients in different amounts; they have important functions in the body; and people require different amounts during their life e.g. pregnancy.</td>
</tr>
<tr>
<td>... understand the implications of dietary excess or deficiency e.g. malnutrition.</td>
</tr>
</tbody>
</table>

**Consumer Awareness**

<table>
<thead>
<tr>
<th>By the age of 11-12, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... research where and how their food is produced and sold.</td>
</tr>
<tr>
<td>... consider different prices of food when helping to cook.</td>
</tr>
<tr>
<td>... be aware that advertising can influence food choices.</td>
</tr>
<tr>
<td>... know that people around the world choose different types of food, that this may be influenced by availability, need, cost, culture, religion and peer-pressure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the age of 14, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... compare the cost of food when planning to eat out or cook.</td>
</tr>
<tr>
<td>... use nutrition information on food labels to help make informed food choices.</td>
</tr>
<tr>
<td>... know that food is produced, processed and sold in different ways e.g. conventional and organic farming.</td>
</tr>
</tbody>
</table>

**Food Preparation and Handling**

<table>
<thead>
<tr>
<th>By the age of 11-12, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... select and use appropriate tools and equipment safely when preparing and cooking food.</td>
</tr>
<tr>
<td>... know how to store, prepare and cook food safely.</td>
</tr>
<tr>
<td>... demonstrate an increasing range of food preparation skills e.g. accurate weighing and measuring, kneading, mixing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the age of 14, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... use equipment safely, being aware of others’ safety.</td>
</tr>
<tr>
<td>... use a broader range of preparation techniques when cooking, e.g. stir-frying, simmering, blending.</td>
</tr>
<tr>
<td>... with guidance modify recipes and cook dishes that promote healthy eating messages.</td>
</tr>
</tbody>
</table>

**Food Hygiene and Safety**

<table>
<thead>
<tr>
<th>By the age of 11-12, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</td>
</tr>
<tr>
<td>... understand that raw food may contain micro-organisms that can cause spoilage and food poisoning – proper handling prevents this risk.</td>
</tr>
<tr>
<td>... use information on food labels to store food correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the age of 14, children should know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.</td>
</tr>
<tr>
<td>... plan and carry out, using good food safety practices, storage, preparation and cooking of food.</td>
</tr>
<tr>
<td>... understand and use date-mark and storage instructions on food labels.</td>
</tr>
</tbody>
</table>
APPENDICES

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  Snacks/sandwiches  
   Proper meals  Soups/salads  
   Milkshakes/smoothies  
   Something else  
   *(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  
   Cakes/puddings  
   Soups/salads  
   Snacks/sandwiches  
   Proper meals  
   Milkshakes/smoothies  
   Something else  
   *(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 ☐
Learn how to cook safely ☐
Learn about what healthy food is ☐
Learn how to make a shopping list ☐
Make new friends ☐
Learn how to keep food safely ☐
Learn how to shop for healthy food ☐
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: ............................................................................................................................................................................
APPENDICES

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*

- 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.

Top Tip
Utensils used for handling raw food should be separate from the utensils used for cooked/ready-to-eat foods

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/0401/0302
- Germs Love to Travel FSA/0902/0504
- Eatwell Guide FSA/0996/1005
- Bad Food Live! Teacher’s Resource Pack FSA/0845/0903
- Food Safety: It’s In Your Hands A2 Poster FSA/0823/0403A2
- Ten Tips for Food Safety A2 Poster FSA/0006/0201
- Ten Tips for Food Safety Leaflet, available from FSA Scotland at press.scotland@foodstandards.gsi.gov.uk
APPENDIX 5:
SAMPLE CERTIFICATE OF PARTICIPATION IN CLUB

What’s Cooking?
COMMUNITY AND SCHOOL FOOD CLUBS

Presented to

What’s Cooking?

in recognition of their success in the Food Standards Agency Scotland What’s Cooking? Pilot Project 2007
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?

I would do the classes again.
I have learned about food and where it comes from.

Marc