

Food4Health



Healthy Cooking Skills Trainers Guide



Your Guide to setting up a Food4Health Healthy Cooking Skills Course

Food4Health cooking courses demonstrate basic cooking skills and provide advice on healthy eating and making meals on a budget. This guide provides advice on setting up and running a cooking course that meets the needs of those attending.

What are the benefits of running a Food4Health Cooking Course?

- ✓ Everybody can learn some simple cooking skills that can be used everyday at home.
- ✓ Developing cooking skills gives people a good knowledge of food and this helps them make informed choices about the food they eat.
- ✓ People will gain more control over what they eat and how they cook and prepare their food. This helps to reduce daily fat, calorie, salt and sugar intake and achieve a balanced diet.
- ✓ Knowledge around healthy eating, food labelling and food hygiene will be gained.
- ✓ Working in a team environment can help to promote self esteem and boost confidence.

Setting up a Food4Health Course

Planning the Project

You need to consider the following before you start to deliver your **Food4Health** course.

- Who are you setting up / running the course with?
- Are they able to provide any funding?
- Have you identified any other sources of funding?
- How many people will be running the course? - It is recommended that you have at least 2 facilitators.
- Do facilitators have basic cookery skills and food hygiene awareness?
- Have facilitators been checked through the Criminal Records Bureau (CRB), if applicable?
- Do facilitators have a basic knowledge of budgeting, healthy eating and food labelling?
- Is there any funding to pay the facilitators or are there any volunteers who would like to be a group facilitator?

- What will the group facilitator's responsibilities be?
 - Deliver and teach the cooking skills course?
 - Shop for and buy the ingredients for each session?
 - Ensure all the necessary equipment and resources (recipe sheets etc) are prepared, available and transported to the venue?
 - Complete any paperwork such as attendance sheets and evaluation forms?

When and where will you run the course?

When and where you run your cooking course will greatly depend on your group.

Most healthy cooking courses are delivered throughout the day but what about people who work during the day or go to college or school. Is there anywhere you could deliver an evening course?

Which day is most suitable for your group members and what time is best?

Will any of your group need childcare facilities in order to attend the course? Do you have funding to pay for child care costs?

How long will your sessions run for? - You should allow plenty of time at each session for your group to prepare, cook and eat the food (if possible) and of course, clean up. The timing depends on your circumstances and your group needs. A typical session should last between 1 ½ to 3 hours.

Courses should include at least 3 sessions in order to cover a range of basic cooking skills. They can be ran weekly, every two weeks or even once a month. It may be that the sessions develop into a cooking club, providing a regular opportunity for people to come together to learn additional skills, share ideas and create new dishes and recipes.

Aim for each cooking session to have around 6 to 10 people, although a smaller group is recommended if your facilities are small and limited. It is important that everyone who attends the cooking course is able to participate in the cooking activities.

Be aware of school holidays and bank holidays when you are booking courses and venues.

Evaluation forms are a useful way to learn what went well and what could be improved. An example evaluation form is included in this pack.

Choosing the Venue

The following points should be considered:

1. Is the venue easy to find and get to?
2. Does it have adequate parking facilities?
3. Does the venue have disabled facilities?
4. What are the venue hire costs or is it free of charge?
5. Does the venue have suitable building insurance and covered by the public indemnity insurance?
6. Does the venue have adequate space for equipment and dry ingredients to be stored?

Safety

Always think 'SAFETY FIRST'.

By their very nature cooking sessions can create safety risks. Kitchens are not the safest environments, especially for people who are not familiar with the venue you are using. Before starting the session look for potential risks such as electrical problems, leaking gas, poor wiring of equipment and tripping / slipping hazards. Any immediate problems must be dealt with before going any further. Even reminding participants that the knives you are using are sharp and giving a quick tour of the kitchen and the cooking equipment to be used and highlighting the potential risks all helps to prevent accidents.

There should be a suitable first aid kit available and it is advisable that facilitators are trained in first aid. If they are not, check who at the venue is trained in first aid.

Speak to the Fire Safety Officer at the venue and ensure you are made aware of the fire evacuation procedures and what fire fighting equipment is available and where it is kept. Make your group aware of these and ensure they are familiar with all fire exits.

Insurance

Ensure that the premise where the cooking course is to take place is covered by public indemnity insurance. In addition, it is advisable to ensure that cover is provided for cooking activities. This may already be included as part of the insurance cover for the premises but check the insurance policy, or ask the manager/care taker of the venue. If cover for cooking is not included within the main policy, insurance for 'specific activities' could be arranged for specified days over a stated period.

Course Content

Food4Health courses should include the following:

Basic cooking skills which are simple to follow and can be easily recreated at home.

At least 2 recipes should be demonstrated in each session. All **Food4Health** recipes are available at www.middlesbrough.gov.uk/food4health

Healthier cooking: demonstrate how to reduce salt, fat and sugar when cooking, how recipes can be adjusted to make them healthier, and how the amount of fruit and vegetables in food can be increased to make dishes more wholesome and healthier.

Food Safety: good hygiene practices are essential when working with food. Hygiene advice is available from the Food and Safety Team. Visit www.middlesbrough.gov.uk/foodandsafety

If you have recipes that are not available on the **Food4Health** webpages, the Healthy Living Team may be able to analyse them for you. Contact the Healthy Living Team for advice.

Equipment

The equipment which you use on the cooking course should be basic and familiar. **Food4Health** recipes have been designed so that everyday cooking equipment can be used.

To deliver the cooking course you will probably need the following items.

- | | |
|------------------------|--|
| - Chopping boards | - A selection of small and large bowls |
| - Knives | - Scissors |
| - Vegetable peelers | - A blender or electric mixer |
| - Cheese grater | - Oven gloves |
| - Sieve | - Serving bowls and plates |
| - Tin opener | |
| - Colander / sieve | |
| - Spatula | |
| - Wooden mixing spoons | |
| - Baking Trays | |
| - Baking dishes | |
| - Measuring jug | |
| - Weighing Scales | |
| - Whisk | |
| - Tongs | |

Other items which may be needed include:

- Cleaning and disinfection chemicals
- Kitchen roll
- Cling film
- Foil
- Dishcloths / tea towels
- Dustpan and brush
- Polythene bags for storage

Ingredients

Fresh ingredients which you will use within your cooking sessions such as meat, fish, vegetables etc, will need to be purchased near to the time of the cooking session. Other ingredients which have a longer shelf life such as herbs and spices can be purchased and stored for later use. Depending on the storage facilities you have available, it is useful to create a store-cupboard of commonly used ingredients.

Typical store cupboard ingredients include:

- Tinned fish - such as tuna, sardines, opt for those in water rather than in oil or brine
- Tinned fruit - opt for fruit in its own juices rather than in syrup
- Tinned vegetables - opt for vegetables in unsalted and unsweetened water
- Tinned beans and pulses such as kidney beans, red lentils, chickpeas
- A selection of dried herbs and spices such as mixed herbs, cumin, chilli powder, coriander
- A selection of dried fruit such as raisins, currants, sultanas
- Olive oil/ sunflower oil/ corn oil
- Tinned tomatoes
- Tomato puree
- Rice
- Risotto/ arborio rice
- Dried pasta shapes
- Dried spaghetti
- Dried noodles
- Dried cous-cous
- Stock cubes (low salt, if possible)
- Garlic
- Black pepper
- Plain/self raising flour
- Corn flour
 - Baking powder
- Soy sauce
- Worcestershire sauce
- Sugar
- Rolled oats
- Fast action instant yeast

TEACHING GUIDE

Cooking a meal for yourself and being able to show other people how you did it can be two separate things. The following advice is provided to help you plan and deliver a cooking demonstration or cooking with others session.

Getting started...

The people in your group may be a little unsure about what to expect and what is expected of them, so it is important to try and make them feel at ease. Start off by describing the foods you will be making and how they will be made. Also tell the group about the times allocated to each dish. This will hopefully help structure the session and avoid any last minute panic.

If you are using a kitchen that is unfamiliar to people in the group show them around the kitchen and point out where various equipment and utensils are stored. Asking your group what they are expecting from the day and answering any concerns before cooking gets started will give your group some welcome reassurances.

Top Tip: Ask the group to write down what they would like to achieve and use the notes as a guide when discussing and reviewing the session. This can also help you plan future sessions and answer concerns before they are asked.

What next...?

When demonstrating how to prepare ingredients and make the dishes, always make sure that your group have a good view over what you are doing and do it slowly. People like to see interesting ways of making food but remember the purpose of the session is for your group to learn new skills and not simply to be entertained. Try to make the session enjoyable and informative but don't allow the entertainment to detract from the purpose of the session. That's what TV Chefs are for.

Before moving on to any new dish, it is important to ensure your group has learnt something from making the previous dish. Recap what you have done and then move on.

At the end of the session review everything in a relaxed manner and tell them again about the skills you have covered. Encourage your group to reflect on what they have learnt and give you feedback.

Did they really understand...?

Nodding heads don't say much so try to encourage your group to tell you what they liked about the session, what they didn't like about the session and try to find out what they have actually learned from the session.

Ask questions and seek answers. Use words like 'How', 'What' and 'What if' as these words encourage answers. Avoid asking 'Why?' as this can put pressure on participants and restrict any answers. Even though you will have created a relaxed atmosphere some people are nervous about giving answers that need an explanation so it is better to avoid this style of questioning.

Learning styles

Everybody learns in different ways. Try using different tones of voice within your delivery as this can help to calm people and help them to listen more intently. Be aware that people will learn from seeing what is done, by listening to instruction and by actually doing the task. In the kitchen they will use all these skills.

Creating a rapport

As the trainer you will be the focus of attention, most of the time. Your group will look to you for advice and reassurance that what they are doing is right.

Cooking in a group can be a very daunting experience for some people so always try to keep an eye on everyone and use eye contact as much as possible. This helps people to focus on you and helps you learn who in the group may need extra assistance or reassurance.

If you are taking a larger group it is good practice to use name badges and use people's names as much as possible.

Organising the group

Cookery demonstrations can be given to any number of people but the number of people attending a cooking session may need to be limited. You will need to think about the amount of space and equipment needed, as well as the amount of food to be prepared and cooked.

Once cooking starts there will be a lot of activity and people moving around the kitchen so plan the space and organise people into tasks.

Don't be afraid to pair people up or give others a hand if needed. Often when working in pairs people can do different jobs and this helps to keep up with the pace. Some people may only be able to do one dish so just let this happen and avoid too much pressure.

Anyone who is a bit too eager to get the job done can become a little disruptive so try to keep them busy with new tasks or by helping others. Also anyone who already is more skilled may be willing to help others with less experience. This is useful as it can help you to keep pace and it can provide more support within the group.

.....and above all, remember to enjoy the experience yourself.



Evaluation Form

We are very interested in finding out what you thought of the cooking skills course. We would therefore appreciate your time to complete this evaluation form so that we can make any appropriate improvements.

1. How did you find the Food4Health Cooking Skills course?

- Very Enjoyable Fairly Enjoyable Not Enjoyable

2. Do you feel your level of cooking skills has improved since attending the course?

- Yes No Stayed the Same

3. If yes, what new cooking skills have you learnt?

4. Did you find any of the session topics irrelevant? Yes No

If yes, which topics? _____

5. How would you rate the recipes you have tried? (please circle)

- Excellent Very Good Good Poor Very Poor

6. Are there any particular recipes which you would have liked to have learnt how to cook, which you never learnt on the course?

- Yes No

If yes, which recipes?

7. Have you made any of the recipes from the course at home?

- Yes, all of them Yes, some of them No, none of them

8. Do you think that you or your family are eating more fruit and vegetables as a result of you attending the course?

Yes No

9. Are you cooking more home made meals as a result of attending the course?

Yes No

10. How many meals have you cooked from scratch in the last week?

0 1-2 3-4 5-6 7+

11. Do you plan your meals for the week?

Yes No Sometimes

12. Do you budget your shopping bill for the week?

Yes No Sometimes

13. Do you now cook with less salt than you did before?

Yes No Never use to cook with salt

14. Do you now cook with less sugar than you did before?

Yes No Never use to cook with sugar

15. Do you now cook with less fat (oil, butter, lard or ghee) than you did before?

Yes No Never use to cook with fat

16. How would you rate your current level of cooking skills?

Poor _____ Excellent

0 1 2 3 4 5 6 7 8 9 10

Please feel free to add any further comments or suggestions.

Thank you for taking the time to complete the form.