



# Cymru Cooks: a toolkit

A guide to setting up  
and sustaining cookery clubs





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## Acknowledgements

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# continyou

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Building learning communities

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Welcome to *Cymru Cooks*. This guide has been funded by the Welsh Assembly Government (WAG) as part of the five-year implementation plan of Food and Fitness – Promoting Healthy Eating and Physical Activity for Children and Young People in Wales, and has been written by staff at ContinYou Cymru.

The guide provides guidance on: running cookery clubs for children\* of all ages in schools and in the community; and on engaging effectively with families and the wider community. It will help you to understand how cookery clubs can play an important part in healthy schools, out-of-school-hours learning (oshl) and Community Focused Schools (CFS) development.

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*'... we will: Promote schools as a focus for the local community, providing opportunities for out of school hours activities (educational and otherwise) for pupils, their families and the local community, including local voluntary groups; and as a base for other services.'*  
*(The Learning Country: Vision into Action, Welsh Assembly Government, 2006)*

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Whatever your role – whether you are a headteacher, teacher, learning support assistant, parent, governor or community volunteer – this guide will provide you with all the advice and support you need to establish and sustain a thriving, safe and creative cookery club.

\*As this resource covers working with children and young people aged 4 to 14+, the terms 'children' and 'young people' will be used interchangeably.





## What's in Part one?

Part one looks at how to set up a successful cookery club. It provides useful guidance and support on:

- planning and delivery
- leading and managing
- training, professional development and support
- food hygiene and health and safety
- resourcing, sustainability and partnerships
- promoting and publicising
- monitoring and evaluation
- making national and local links.

## Introduction

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'... we will: Commission Estyn to examine the extent to which schools and local authorities are taking action to improve health, nutrition and fitness as an adjunct to lifting educational attainment overall.'

(*The Learning Country: Vision into Action*, Welsh Assembly Government, 2006)

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This guide focuses on setting up cookery clubs outside formal school hours; however, you will find information that will also help you to run activities in school time and in community settings.

Each section of the guide covers a range of issues that you need to consider when you are planning your club, and provides answers to many of the practical questions that you may be facing.

We know how busy you are, so we have designed the guide for you to dip into as and when you need to. Whatever stage of development your cookery club is at, we're sure you'll find advice and support to help you run a successful club.

This guide should be used in conjunction with the following publications, available on Continuity's website at [www.continuity.org.uk/walesresources](http://www.continuity.org.uk/walesresources):

- *Out-of-School-Hours Learning: Training and Resource Pack* (Continuity, 2005)
- *Out-of-School-Hours Learning: a Code of Practice* (Continuity, 2006)
- *Community Focused Schools: Making it Happen – a toolkit* (Continuity, 2006).

You may also wish to read the out-of-school-hours learning (oshl) vision and make a pledge at [www.continuity.org.uk/walesoshl2010](http://www.continuity.org.uk/walesoshl2010).

## Why set up a cookery club?

You might be forgiven for thinking that a cookery club is simply an extended version of good old-fashioned home economics. But, with a little imagination, it can be so much more.

Members of a cookery club can expect to learn about wider issues, such as healthy living, food labelling, budgeting and shopping, as well as how to prepare and cook a wide variety of dishes.

Cookery clubs are an ideal way of taking action over growing concerns about children's obesity, and of increasing awareness and understanding of wider health issues, such as nutrition. Because members will learn specific and transferable skills that can be taken back into the family home (such as meal preparation and how to budget and shop effectively), your club has the potential to benefit and reach many more people than its core members.

You can increase this impact by linking your club's main aims and objectives to the key messages about healthy lifestyles that are being reinforced during curriculum time, in other oshl activities and through the Welsh Network of Healthy School Schemes (WNHSS).

Studies have repeatedly shown that oshl activities can have positive effects on the children who attend, resulting in:

- better behaviour
- greater concentration
- higher achievement
- better attendance
- improved punctuality
- reduced bullying (because there is better communication between children, both within their own age group and between children of different ages)
- better social skills and greater confidence over interacting, both with adults and with other young people
- a greater understanding of the importance of healthy eating/wider health issues
- a renewed interest in curriculum subjects.

This guide will take you through how to introduce members to terms such as 'energy balance' and to the nuances of food labelling. This will equip them with knowledge about how to make healthy choices about their diet and maintain a healthy weight, and enable them to understand why it is important:

- not to eat too many foods that contain a lot of fat
- not to have sugary foods and drinks too often
- not to eat too many foods that are high in salt
- to eat plenty of foods that are rich in starch and fibre
- to eat plenty of different fruit and vegetables.

The benefits of cookery clubs are not limited to club members, schools and their communities. Those who are involved in the staffing of the club will also develop their understanding of how cookery clubs can build on and enhance the food and nutrition competencies that are taught through the formal curriculum in both primary and secondary schools.

### Top tips



- Talk to your healthy schools co-ordinator and work with them to ensure your club complements your school's food and fitness policy.
- Look at how your club contributes to healthy school targets.
- Ask for an input from club members in school assemblies and community events.

## Setting up a club

### Who's the club for?

There are many families and young people who have not had the opportunity to learn how to cook meals using fresh food – cookery clubs are an excellent way of redressing the balance. Clubs should not only help to ensure that children, young people and their families learn the skills they need, but that they also enjoy finding out about food.

Clubs should, of course, be open to everyone; however, you will have limitations of time and space and you might decide to target specific children or young people. It is often young people with the highest motivation who join school or leisure activity clubs. Those with the most to gain, though, are likely to be young people who are disaffected or at risk of exclusion. Taking part in out-of-school-hours activities, either in a school or a community setting, may help them to re-engage with learning and build their self-esteem.

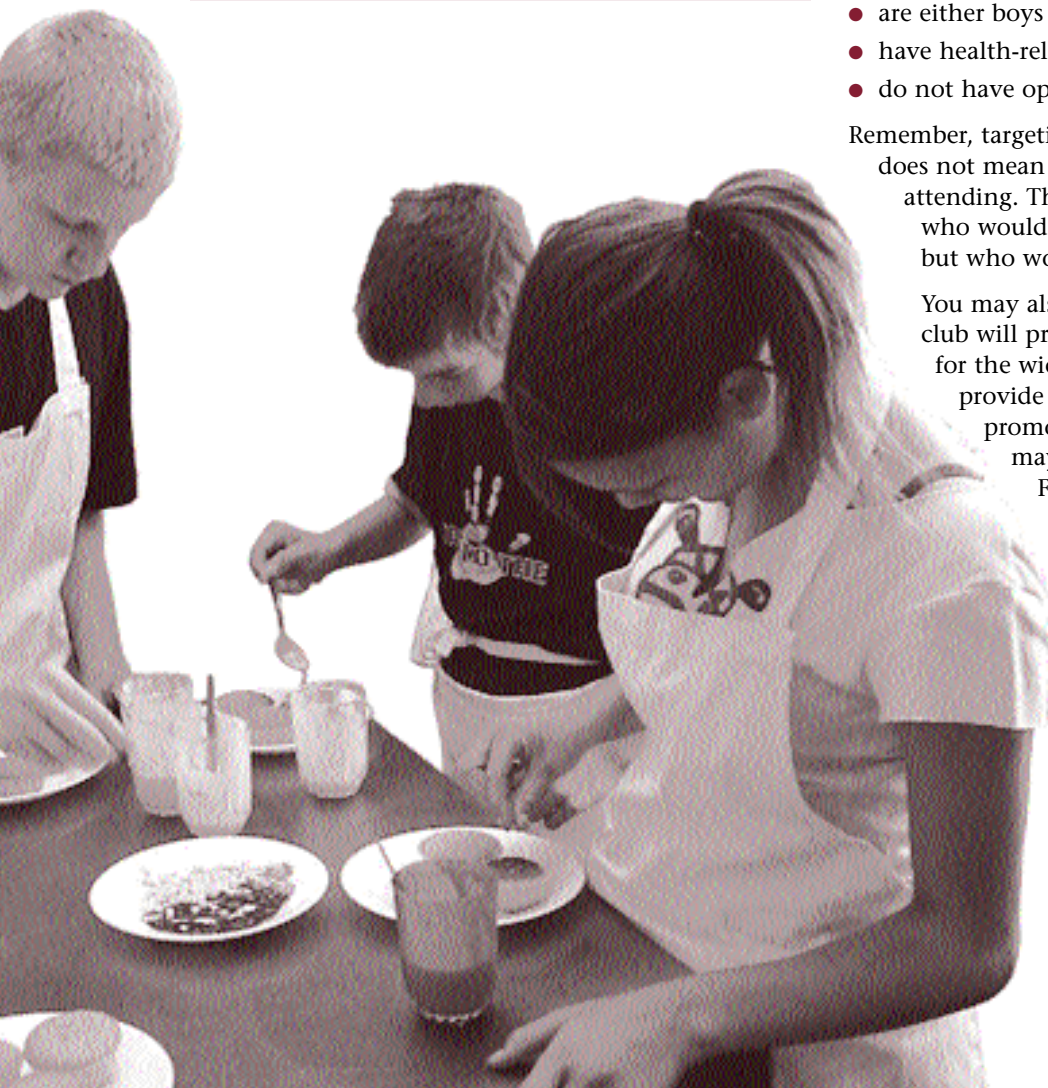
You might decide that you want to work particularly with young people who:

- are carers
- are at risk of exclusion
- have special educational needs (SEN)
- have low self-esteem or motivation, or a history of underachievement
- come from less advantaged backgrounds
- are members of minority ethnic groups
- are either boys or girls
- have health-related needs
- do not have opportunities to cook at home.

Remember, targeting particular groups of children 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.

You may also want to consider whether your club will provide activities for families and/or for the wider community. You may want to provide clubs for different age groups or to promote intergenerational learning. This may well be as part of Community Focused Schools development.

For advice and guidance on issues such as health and safety and adults taking part in activities within schools, read *Community Focused Schools: Making it Happen – a toolkit* (ContinYou, 2006).



## Intergenerational Meet, Cook and Eat

Case study

Age Concern and Willows High School together offer intergenerational cookery courses.

These courses take place over six weeks on the school site, and are themed 'healthy seasonal cookery'. Eight pupils work with eight older men and women. Pupils from Years 8 and 10 mentor younger students as they work in pairs to prepare a three-course healthy lunch.

Following on from the success of this project, another programme has now started at Glyn Derw High School.

### Benefits:

**Age Concern** members enjoyed the opportunity to mix and work with young people.

One 77 year old woman commented: 'This is a great idea and should be repeated across the city; the youngsters are great and have been really considerate. I would recommend this to anyone – you learn and have fun.'

**Pupils** gain new skills and have a responsibility for looking after their older partners, who listen to them and appreciate what they do during the workshops.

A 15 year old pupil wishing to study catering on leaving school valued the opportunity to work and learn with people of different ages. Another pupil commented: 'The atmosphere in the lesson is nice and we have fun!'

**School teachers** are amazed at how pupils develop their cookery skills: 'They achieve so much, because it seems as if there are extra teachers in the classroom.' Pupils with special needs are nurtured and all receive praise for their good work. Eating together creates a social opportunity that very rarely happens in some homes. All pupils who take part want to know when it will happen again.

**Age Concern** has demonstrated that the different generations really enjoyed working together, gaining new cooking skills and a better understanding of healthier choices and a balanced diet. It is a very positive experience, as two generations learn from each other. The project bridges the age gap; perceptions participants might have had relating to age difference have been dispelled.



## Top tips



- Make it fun.
- Let members choose what they would like to cook – this can be within guidelines.
- Offer a variety of food options – think about vegetarians, vegans, and cultural food needs.
- Be prepared for anything to happen – complete a risk analysis before each session.
- Use the internet – you'll find many useful resources (see Part three).
- Give yourself plenty of time for planning.
- Use games.

## Dads and kids cooking it up – Torfaen

Case study

Organised through the Co-star (Cwmbran Community Strategy Area) Partnership, this is an outreach project taking place on Tuesday evenings in the newly refurbished cooking facility at Fairwater High School. The club is funded through Torfaen Healthy Living Initiative, which encourages people to live healthier and more active lifestyles. The focus of this project is men, in particular those who are responsible for children. It aims to help them cook healthy, reasonably priced meals and share their new skills with their children.

There was a good turn out in the first week of self-confessed 'hopeless' cooks, who were very nervous. Three weeks on they were all really enjoying it and very enthusiastic.

## What kind of club?

In this guide we focus on setting up clubs that are primarily for children and young people – but don't forget that many of these ideas can also involve families and the wider community.

Having established the need for a club, you will need to decide when to hold it. Successful options include:

- a weekly club
- a club that runs in half-term blocks, for one or more terms per year
- one that follows a regular out-of-school-hours programme (for example, six-week blocks)
- a 'Saturday kitchen'
- a club that is part of a regular holiday scheme
- an annual 'academy'
- a range of 'one-off' events.

## When?

Weekly cookery clubs are popular out-of-school-hours activities. Typically, a weekly club might last about an hour and a half. But for younger children an hour after school may be quite enough.

Weekends are also a possibility, particularly if that is a time when families or other adults who are interested are available.

Academies or organised one-off events may be helpful when constraints of time, staffing, funding and potential attendance make it difficult to run a regular club. Academies can be exciting annual events (perhaps a summer school or a food forum day) that incorporate cooking sessions by local chefs, debates about food, visits to supermarkets, food-tasting sessions and health and safety quizzes. They may be themed to promote healthy food or cultural diversity – for example, you could hold an international food day.

Clubs can be run in any combination to suit the needs of members, resources and staffing.

## Where?

Clubs can be run almost anywhere; you will need to find out what is available in your immediate area so that you can maximise on time and cost. Clubs will not always need to use ovens in order to deliver the ethos of cookery clubs.

Possible venues include:

- any appropriate school space
- a secondary school (cookery or food/consumer technology rooms)
- a school kitchen
- clusters of schools working together and providing space on a rota basis
- a secondary school providing opportunities for primary children
- a local FE college
- a community centre
- a village/church hall
- a healthy living centre.

Primary schools may not always have kitchen facilities or space. Linking with a secondary school or another community organisation not only provides the space they need, but can also be a great transition activity (see Part two of this guide for more on transition and also *From Primary to Secondary – Moving On*, ContinYou Cymru, 2005).

## Top tips

- Encourage older members to get involved in the running of the club – arranging the room, serving food, collecting ingredients or money, or organising celebration events.
- Encourage club members to join your steering group.

## Gellideg Project

Case study

Healthy living centres work to promote and support healthier lifestyles and often target those in the most socially disadvantaged areas of Wales. At Gellideg Healthy Living Centre in Merthyr Tydfil a project has been developed that encourages young people to discuss the importance of maintaining a healthy lifestyle. Participants discuss factors that contribute to good health, and this information is used to gain an understanding of the children and young people's eating habits. The information forms the baseline for the development and delivery of cooking/lifestyle sessions that include:

- identifying and classifying foods and dishes according to the five food groups and understanding that food is needed to be active and for health and maintaining well-being
- demonstrating an increasing range of practical food-handling skills, for example, kneading, creaming, grating, mixing and practising different methods of cooking
- preparing and cooking simple dishes (such as following a recipe/set of instructions).

New project developments will have two main strands – cooking and gardening activities, including access to locally grown fresh fruit and vegetables.

The service will also be increased across the area, and link with the Active Kids Get Cooking programme, creating opportunities for parents, carers and the wider community to engage in the activities. A food co-op has been introduced, enabling the participants to develop relationships with the local community, as well as generating opportunities for them to become actively involved in their health and well-being.



## Planning and delivery

Having decided that you want to set up a cookery club, you will need to identify what will attract children to it in the first place, and what will keep them coming back for more. Has a particular group of young people expressed an interest in learning more about food and food competencies and/or international cultures? Have you been asked to contribute to your local school's work as a healthy school?

Thinking about, and taking time to find out, why some people will find it harder to attend your club is an essential part of your planning. It will help to make your club as inclusive as possible, and may make all the difference between success and failure. Whether you are planning on targeting a particular group, or are hoping to operate on an open-access basis, it is important to think about how you will do the following:

### ● **Involve children and young people**

Consulting with young people is an important and rewarding way to make the programme a popular and successful activity. Help them to feel that the club belongs to them by asking them what they want from the club. You may need to offer taster sessions or a menu of ideas to help them see what is possible. Find out what they expect to achieve from joining the club. Many young people feel that they are not consulted enough and don't always have their views listened to or acted upon. *Someone to Listen, Something to Do*, a report from the Children's Commissioner for Wales, asked young people about issues in education and school; some answers included: 'I don't think we have enough information about health', 'Not enough fun stuff', 'A more flexible curriculum would allow a wider range of people to gain more from their education'. Oshl activities are a good way of encouraging their input (see *OwnZone* and *Speak Up*, by ContinYou).

### ● **Offer a menu of activities**

Try to offer a good mixture of activities so that there is something for everyone. If you are targeting a particular group, ask them what activities would entice them to attend, and do your best to accommodate their wishes. Either way, ensure that the activities you offer and the foods you prepare are relevant to members' cultures or interests. Make sure that you give pupils feedback about whether or how you are acting on their suggestions.

### ● **Get the timing right**

This is a critical factor. You need to think about how long you realistically need to produce the kind of results you are looking for. Remember to consider both the session length and the frequency of sessions per term.

### ● **Get the place right**

Where you hold your club can make a difference to the number that attend. You will need access to some specific equipment, but, wherever you end up, ensure that you:

- develop a club identity in the space you are using (posters offer a cheap and simple way of doing this)
- are aware of how many people you can comfortably fit into the room
- set aside an area for club members to display some of their work or photos of club activities; this gives a sense of pride and ownership and is also an excellent way to attract other pupils
- are able to provide a clean and safe area.

### ● **Recognise achievements**

There are lots of ways of doing this, and not all cost money. A certificate or a letter home or to their class tutor, recognising what they have achieved or praising their behaviour, can have the same effect as an end-of-term party, a CD/book token or other gift. You could ask pupils to vote for who should receive prizes. You may also want to link your club to more formal recognition or accreditation, for example, Children's University, civic awards, vocational qualifications or Young Leader Awards. Don't forget to link into progress files, project work and the Welsh Baccalaureate.

### ● **Encourage families and the wider community to support the club**

Try to ensure that you keep families well informed about the club. Reassure them about who's running it, why it's happening, what activities will be offered, and what arrangements will be made when the club is not running. Getting families and other community members on board can have a big influence on the number of children who join the club.



## CAFE Project

Case study

Project co-ordinator Caroline Davies describes CAFE, an initiative supported by Powys County Council linking schools, food and farming: 'The CAFE (Children, Agriculture, Food and Education) Project has been working with schools in the Newtown area since 2005 with the aim of "reconnecting children to food, farming and the environment".'

- With assistance from the CAFE Project, Maesyrrhandir, Penygloddfa, Aberhafesp and Dolfor County Primary Schools, Ladywell Green Infants School and Ysgol Dafydd Llwyd have all enjoyed farm visits, talks and demonstrations.
- Penygloddfa and Dolfor County Primary Schools have set up gardens to grow their own vegetables. Caersws and Carno Primary Schools have pioneered winter and spring farm visits – usually it is considered too cold or wet to take infant and junior children on outdoor visits.
- Carno Primary School was assisted to form a partnership with a neighbouring farm, opening a wealth of new experiences for pupils within walking distance of the school gate.
- CAFE marked British Science and Engineering Week with a 'Science on the farm' event. Newtown schools were invited to Llwynderw Farm, Old Hall, to discover science through practical observation and data collection.
- School farmers' markets continue to grow. Six schools have held markets – Aberhafesp, near Newtown, has now held sixteen, Montgomery has had two, and four more schools are keen to start, including Dolfor.

### What sort of sessions?

You will need to plan your sessions well in advance, particularly if you want members to bring ingredients, equipment or other items from home.

Planning ahead also allows you to co-ordinate the work you do in your club. There may be a 'theme' in the curriculum that you can complement, or there may be a topic that your members have an interest in pursuing further.

You may want to plan outings and visits for different times of the year and you will need to think about the availability of help.

## Top tips



- Ask members to bring equipment from home, such as plastic boxes (clean ice-cream tubs are fine), aprons, and so on.
- If they can take food home at the end of a session to share with their family, this may encourage them to bring equipment from home.
- Use sticky labels to provide information on containers of food going home, such as how and where to store it, the ingredients used, or even the recipe to try out at home.
- Help families plan what they need to bring and whet members' appetites by sending home information about forthcoming activities and highlighting the ingredients and equipment that members need to bring.
- Set aside a designated storage space for club equipment and give members responsibility for this.
- Create a library, containing recipe books, information on food and nutrition, and appropriate poems and prose.
- Always plan your sessions at least a term in advance – this should avoid clashes with other school events.
- Activities that run for a limited time encourage young people to attend.
- Consider enlisting the help of adult volunteers.
- Consider whether the activities you are planning are inclusive – can they be adapted to suit all members?
- Would a newcomer be able to join the club at any time?
- When working across schools, whether with pupils of a similar age or different, always agree ways of working and protocols before the club begins so that you are proactive rather than reactive if any issues arise.
- If you are running a community club, actively develop links with your local schools.

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'A little basic food education can make a real difference to the quality of people's lives. It empowers them to make choices and provides them with a greater range of options. Not to be educated about food has consequences for the quality of life.'  
(Principles of Secondary Food Technology, foodforum.org.uk, 2000)

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## Leading and managing

*Cymru Cooks* is aimed at encouraging a range of people to be involved in running clubs. It is about helping young people to have the cooking experiences that were often provided in a family situation or within the community, but that many young people no longer have access to.

You don't need to be a qualified home economics, cookery or design and technology teacher to run a club. As long as you are committed to helping young people to think about the role of food in society, and to making sure that they have fun while they are learning, you can be the perfect club co-ordinator.

Cookery clubs, although fun and interesting, are not ad hoc. Whoever is responsible for the running of the club must ensure that they comply with policies and procedures set down by the local authority, school or other provider; they should also link with the local healthy schools programme where possible.

If a school works with an external provider to deliver a cookery club, that provider will need to have the same policies and procedures in place as the local authority would expect of a school. It is recommended that the school agrees these with the provider to show that it has exercised its duty of care towards its pupils.

Anyone running a cookery club will need to be good at/interested in:

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

You will need to consider what help you need in running the club. The appropriate ratio of staff to children depends on the age of club members, the type of activity you are doing and the environment you are in. You should consult your school and/or local authority's health and safety officer for guidance. Depending on how the club is set up, you may be able to pay staff, or you may need to find volunteers.

### Top tips

- Identify volunteers' strengths and get them involved in a positive, proactive way – remember, no one should be alone with children until Criminal Records Bureau (CRB) checks are completed.
- To help younger children with transition from primary to secondary school, older pupils can act as buddies and mentors.

## Luke Thomas ... in his own words

Case study

I first became interested in food at an early age, but not to the extent I am now. Over the last year it has just taken off.

I am a pupil at Connah's Quay High School, in Year 9. In May 2007 I entered the Active Kids Get Cooking challenge. I entered with an Italian chicken stew, served with pasta or couscous. When I found out I was through to the final I was so thrilled.

Me and my cookery teacher, Mrs Richmond, travelled to the Sainsbury's support centre in London for the result, where I competed against three different schools for my age group – the judges were Jamie Oliver and Alan Johnston.

I really wanted to get my friends interested in fresh foods and trying something a bit different, so I decided to set up a cookery club after school on a Wednesday evening. I gave out a list of basic materials and then brought the more unusual products in myself, which some of my friends may not have at home. Word got round about the different dishes we were producing, so some teachers decided to come and join in. We had the help of our food teachers and the technicians to ensure that safety hygiene procedures were carefully followed.

I also took part in Teen Cuisine in Deeside College, and then got selected to compete at the Mold Food Festival alongside James Martin and Lesley Walters. I was a close runner up.

Another initiative run in school is Future Chef – a competition to identify talented pupils who may want to go into catering as a career. I won the school round preparing 'pan-fried smoked haddock with a spring onion risotto and a tomato and chive cream reduction', and will be competing in the local heat during November in West Cheshire College.

I enjoy cooking with my family and friends, and my thoughts on a career are maybe going to my local college and then moving on to a bigger city, where there will be better opportunities for me. I have a few things planned at the moment, such as doing demonstrations at Conwy Feast, which should be excellent if all goes to plan.



There are many people in every community both able and willing to help in cookery clubs. These range from people with qualifications in cookery to those with a wealth of experience and interest – for example, Women's Institute (WI) members, chefs, school catering staff, college tutors, carers, parents, grandparents and other family members.

So that everyone is clear what their role is, staff and volunteers should all have job descriptions. Paid staff will need contracts and volunteers should have a written agreement. For advice on this, visit [www.volunteering.org.uk](http://www.volunteering.org.uk) or approach the Wales Council for Voluntary Action (WCVA).

Your local supermarket may be able to help if you are looking for volunteers. Some of the major companies (such as Marks and Spencer, Asda and Sainsbury's) are encouraging their employees to volunteer to take part in local community initiatives.

You will need to obtain a CRB disclosure for all staff and volunteers working with children and young people. To find out more, contact your local authority or visit [www.disclosure.gov.uk](http://www.disclosure.gov.uk) or phone 0870 90 90 811.

Young people can play a huge part in supporting and leading activities, but will also need training and support (see Part two for more about this).

### Top tips



- For young children, a small group with a minimum of two adults to six children works well.
- Older members can provide excellent 'extra pairs of hands'.
- Older members can work in larger groups with up to eight students per adult.
- Visits off site will need consent forms and may need higher staffing.

## Active Kids Get Cooking

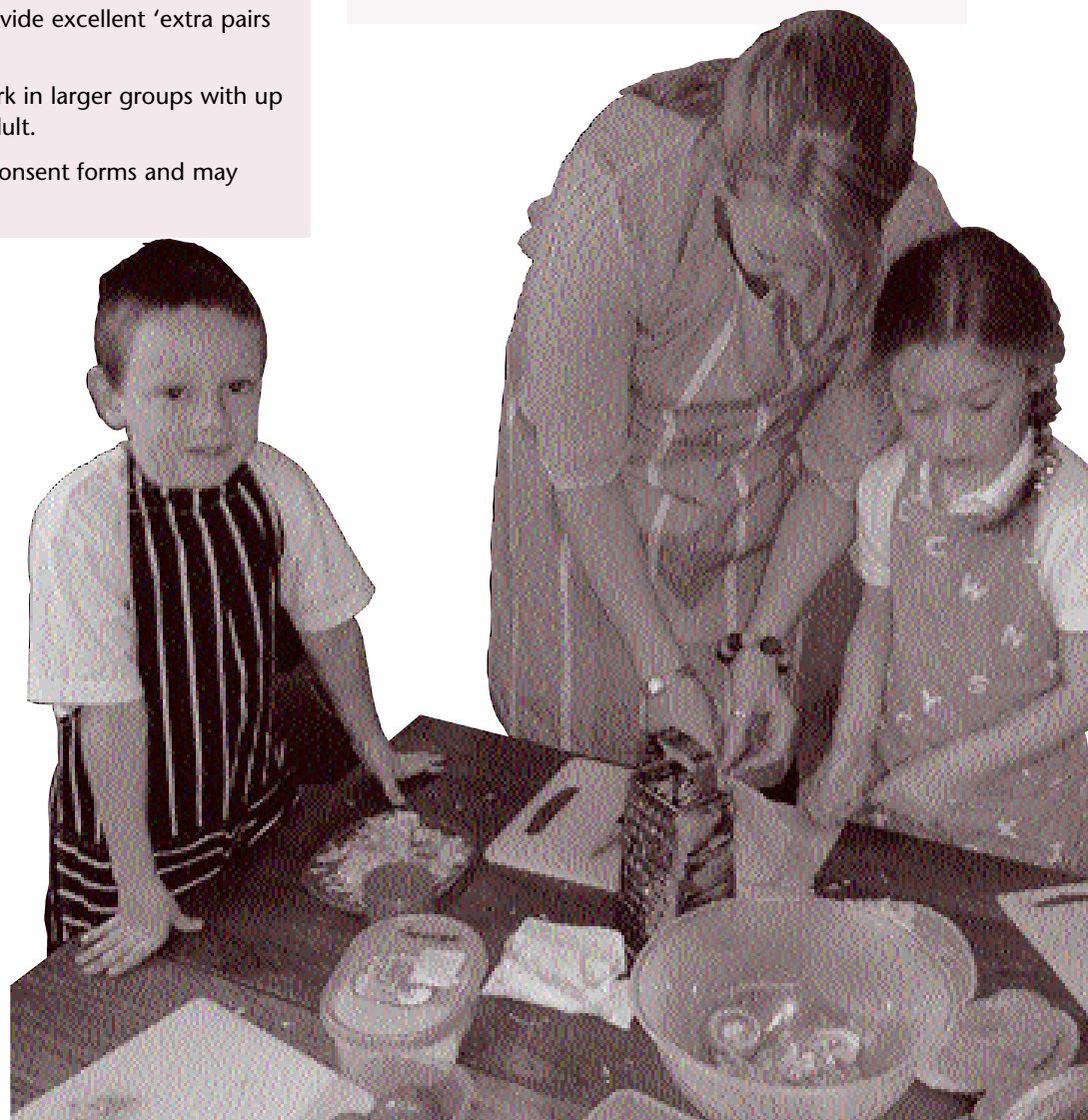
Case study

A Cardiff youngster has served up a tasty treat to reach the final of the nationwide schools Active Kids Get Cooking challenge cooking competition. Year 3 pupil Alex Miller from Ysgol Y Wern, Llanishen, had the right ingredients with her recipe for 'Mice munchies'. Alex represented the school at the final with eleven other schools and received a judge's commendation award for her salmon dish.

Young master chefs at Ysgol y Wern were challenged to create a tasty school lunchtime meal for themselves and their friends to share. They were encouraged to look at foods from around the world, or unusual fruit and vegetables, to make a fresh, fun and tasty meal. Alex's recipe was chosen to represent the school.

Headteacher Moira Kellaway said: 'We had a wonderful day out in London meeting Jamie Oliver. The standard of the competition was very high and Alex did very well to be selected for the final from over 7,500 schools. The children all enjoyed taking part in the competition, which has been an excellent way to teach them about cooking and healthy eating.'

Active Kids Get Cooking is a collaborative initiative from Sainsbury's, the Design and Technology Association and the British Nutrition Foundation. The scheme aims to encourage healthy eating knowledge and cooking know-how among children.



## Training, professional development and support

All staff and volunteers should receive adequate professional development, training and support, which will differ depending on their skills and qualifications and whether they are leading, managing or assisting in the club.

Training and professional development may include, for example:

- induction to the school/organisation
- health and safety
- food hygiene certificates
- nutrition and health
- oshl training (see *Out-of-School-Hours Learning: Training and Resource Pack*: [www.continyou.org.uk/walesresources](http://www.continyou.org.uk/walesresources)).

The Welsh Assembly Government is currently (2007/08) funding NHS Trusts across Wales to support additional dietetic posts to deliver nutrition and health training and development programmes to people working with children and young people. This will primarily be a Level 2 Open College Network (OCN) Community Food and Nutrition Skills course, which has been developed in partnership with community dietitians in Wales. For further details, email [lifestyles@wales.gsi.gov.uk](mailto:lifestyles@wales.gsi.gov.uk).

Courses may be available through your local authority, local college or a training provider – ask your healthy schools co-ordinator/local authority for information about this.

You could also ask your partners (such as school caterers or local supermarkets) whether they are able to help with training. Teachers with qualifications can help train others. Catering staff will already have qualifications relating to health and safety and handling food, but they might need other kinds of training or support – for example, in working with children and young people.

Young people can take on a role and be given responsibilities in the running of cookery clubs; this will go some way to ensuring the sustainability of your club and give young people transferable skills to use outside a school environment.

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*'To improve learning and teaching, the schools of the future will need to build on good practice in: the way that pupils are challenged to develop their understanding through exciting, creative and practical tasks that allow them to work out things for themselves.'*

*(Transforming Schools: a Discussion Paper, Estyn, 2007)*

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Whoever runs your club will need appropriate support, guidance and supervision. This may be from:

- a senior member of staff
- an oshl or Community Focused Schools co-ordinator
- a healthy schools co-ordinator
- a community dietician
- a school/LEA catering manager.

### Top tips



- Your local authority will have an environmental health department that can advise you on training available, such as food hygiene.
- There will be local agencies that can help you with first-aid training, for example, Red Cross or St John Ambulance.
- If you need training in risk assessment, contact your local authority.
- Make sure you complete a risk analysis to show details of any significant hazards and of groups of people who are at risk from these hazards. Your local authority should be able to provide a health and safety guide that will give advice on how to control risk and on the likelihood of the risk occurring.
- Make sure children put their aprons on properly. To fit a larger apron on a smaller child, take the ties round the waist and back to the front to tie.
- Make sure you agree your 'club rules' with your members so everyone is signed up (see Part three for examples).
- Make sure you have access to contact details for all members.
- Make sure you know where the first-aid box and who the first-aider is.

## Pupils at Ogmore Vale Primary School put their hearts into keeping healthy

Case study

Since 2004 pupils, along with staff and the Heart of the Community Project Team, have taken great strides in introducing many health benefit initiatives as part of their daily school routine.

The Sow it, Grow it, Eat it! growing scheme, which commenced in 2005, has introduced pupils to gardening, healthy eating and the benefits of not smoking, and has resulted in spin-offs, such as a pupils' fruit and vegetable co-operative. The Ogmore Oranges, Fruit and Vegetable Co-operative is a weekly run initiative, organised by pupils from Years 5 and 6, which aims to increase the consumption of fresh fruit and vegetables among pupils and their families.

## Draft statement on food handling, preparation and serving in the classroom

There is no legal requirement for teachers, other staff, parents and volunteers who prepare and cook food in the classroom to attend a formal training course or to obtain a qualification in food safety. Some schools and local authorities may prefer their staff to have attended a formal training course. The necessary skills can also be obtained in other ways, such as through on-the-job training, self-study or relevant prior experience.

The activity of food preparation, handling and serving in the classroom is distinct from the provision of school lunch by caterers.

As with all activities in the classroom, you should, however, be aware of the potential risks associated with the activity and undertake an appropriate risk assessment to ensure food can be prepared and provided safely in the classroom.

On a practical level, understanding and ensuring the basic principles of food and personal hygiene are observed during any class activity, including food preparation, should avoid food poisoning occurring.

The basic principles of safe food preparation can be summarised as the '4Cs':

- Wash your hands, surfaces and utensils properly and keep them **clean**.
- **Cook** food properly.
- **Chill** food properly.
- Avoid spreading food poisoning bacteria between foods by **cross-contamination**.

Anyone undertaking food handling and preparation in the classroom should also seek information about any children with food allergies and food intolerances.

Further information on identifying and managing risks in relation to food handling and preparation in the classroom can be found in *What's Cooking?* at [www.food.gov.uk/healthiereating/nutritioncommunity/cookit](http://www.food.gov.uk/healthiereating/nutritioncommunity/cookit). See also [www.eatwell.gov.uk/keepingfoodsafef/?](http://www.eatwell.gov.uk/keepingfoodsafef/?) and [www.eatwell.gov.uk/eatwellplate](http://www.eatwell.gov.uk/eatwellplate).

## Top tips



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

- Make sure that the kitchen or club area, and all equipment and utensils, are clean, and that surfaces are disinfected.
- Check that the fridge is working properly – the coldest part of the fridge should be between 0°C and 5°C.
- Wear clean clothes, wear aprons over clothing and ensure long hair is covered or tied back.
- Think carefully about whether to use raw meat, fish or eggs with younger children.
- Wash hands before starting to handle food, and after handling raw meat, fish or eggs.
- Keep all perishable foods chilled.
- Avoid laying out perishable foods at room temperature too far in advance.
- 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 and that fabric and so on can't fall onto flames.
- Provide enough oven gloves so that everyone has access to a pair when needed.
- Consider what equipment should be used by which age group.
- Be extremely careful with knives – always carry pointing down and never run.

Refer also to the useful checklists in Part three.

## Resourcing and sustainability

Finding funding to run your club may be a challenge. Many schools believe that cookery skills are so important that they fund cookery clubs from within school budgets. Linking cookery clubs into whole-school development can make it easier to allocate funding. Other organisations may be able to access funds from sources that are not available to schools.

Some clubs charge members for the cost of ingredients, while others are able to find the necessary funding to cover costs – this may include, for example, a partnership with local businesses to provide a free club. You may also be able to find funds from:

- Community Focused Schools grants
- trusts and foundations
- the Big Lottery
- business/corporate support.

For more information on fundraising, see [www.continyou.org.uk](http://www.continyou.org.uk).

Sustainability isn't just about money – it is also about developing relationships and partnerships with other people and organisations.

## Top tips



- Think of everything you may need when you plan your budget.
- Keep expenditure headings as simple as possible and don't forget the petty cash!
- Keep a cash book for the club to record cash expenditure and make sure you keep receipts.
- Review planned and actual spending on a regular basis.
- If you need to change your budget, make sure you involve the right people if a funder is involved.

## Partnerships

'Positive and effective partnerships can be a key factor in developing a successful oshl programme. There are many organisations that already work with young people and their families, or that are keen to begin doing so. While they will, of course, have a variety of aims and agendas of their own, there is one central objective that they are likely to share with schools – that of enhancing the quality of life of young people and their families.'  
(*Out-of-School-Hours Learning: a Code of Practice*, ContinYou Cymru, 2006)

Effective partnerships are a vital part of successful out-of-school-hours learning club activities. They add value by offering opportunities to those involved that might not otherwise be available.

Good partnerships don't just happen though; they need to be managed and worked at. So why bother? By working with partners, you will introduce a new dimension to your cookery club, widening the opportunities available to your children and staff, and developing lasting relationships that stand the school in good stead in the future. Good partnerships will benefit everyone involved. The following summary gives an idea of what you might expect.

The benefits for **young people** can include:

- a wider variety of learning techniques and opportunities
- the chance to work with role models from a variety of backgrounds
- access to equipment or resources that would not normally be available to them – for instance, alternative ingredients, recipes and site visits
- opportunities to increase their knowledge and understanding of the community, and to develop citizenship skills.

The benefits for **schools** can include:

- the opportunity for staff to acquire new skills
- the chance to make the most of community resources

- the opportunity to use new equipment or resources that they can adapt for use within the school
- the building of new and innovative networks of support
- the raising of the school's profile within the community
- access to new resources and funding opportunities
- new partnerships with other schools in the area.

The benefits for **partner organisations** can include:

- the opportunity to gain new skills and knowledge by working alongside school staff
- the chance to tackle shared agendas
- a higher profile in the local community
- a better take-up of local services
- better links with a range of other agencies
- a greater appreciation in the community of the services that they provide.

When planning your cookery club, you should consider which partners can add value and variety to your activities. By working with partners you can ensure that your club is not solely dependant on financial support as their offers of resources 'in kind' will enable the club to continue.

ContinYou Cymru worked with Caerphilly LEA to produce a guide to partnership working: *Take Your Partners in Caerphilly* – available in the 'Wales' section of ContinYou's website at [www.continyou.org.uk/walesresources](http://www.continyou.org.uk/walesresources).

## Top tips



- When approaching partners, make it clear what added value their involvement will bring to the club and how members will benefit from it.
- When asking for support, don't forget to link what you want to achieve with a benefit for the partner – stress how it links with their own objectives.
- Get club members to write letters of thanks.
- Even companies not associated with food need to raise their profiles within the community. If financial support is unlikely, ask for goods in kind – these could be raffled to raise funds.
- Any sponsorship should be from organisations that promote healthy food and healthy eating.
- Ask community partners how the club might fit in with their targets and objectives and how they might be able to offer expertise or resources to help run your club.

## Promoting and publicising your club

There will be various times during the life of your cookery club when you will want to tell others about what's been happening.

Promoting your club effectively will help to attract members, as well as raise the profile of the club once it is up and running. Funders, your leadership/senior management team, school governors, the local community and the local authority will also be interested to hear about how the club is developing.

Before deciding how you will promote your activities, ask yourself the following questions to help you decide on the most effective way of reaching the right people:

- Why do you want to tell people about the club?
- Who needs to know?
- What do they need to know?
- What can be gained from publicising the club?
- How can you involve club members?
- What are the best ways of publicising the club?

Depending on who you want to reach and why, you could try a number of different ways to promote the club. You will need to bear in mind how much money you have and what support you can expect from your partners. For example, you could:

- devise a catchy name and a logo for the club
- provide club badges, caps, T-shirts or aprons
- produce laminated membership cards promoting the ethos/aims of the club
- hold a 'Ready, Steady, Cook' event to raise funds, promote the club and attract new members/staff
- provide attendance certificates
- produce flyers and posters to distribute and to display in classes, school communal areas and the wider community
- publicise the club in the local media, such as newspapers and radio, and in youth clubs
- produce flyers or newsletters for parents, or run information events for them
- run a food-tasting evening in partnership with your local supermarket/retailer – perhaps tie it in with the launch of a new range
- put on performances, presentations and displays arising from club activities
- contribute articles to local authority, governors' and community newsletters.

Don't be complacent about what you have achieved. Shout it from the roof tops! The most common mistake that people make when marketing oshl activities is to play down their everyday routine. What you are doing is remarkable, even if you do it five times a week!

Send press releases regularly and place posters in community locations. This will aid the sustainability of your club in the future, as people will already be aware of the good work you have done. (Remember to mention current funders and partners in your marketing.)

### Top tips



- Make sure young people all know about the club's activities – use posters, pod-casting, the internet, and so on, to promote the club.
- Your most effective marketing tool is your club members. Their enthusiasm and experiences will be the most convincing way of telling others what you are achieving and of persuading them to support what you are doing.
- Get to know the relevant person on the staff of your local paper. Remember, you don't always need a big 'news' story to get a mention in the local paper.
- Encourage members to keep a diary, pictures, or charts of what they do each week – this can be useful when putting a presentation together.

## Oldford Communities First Vegetable Initiative

Case study

In July 2006 the Mid Wales Food and Land Trust, in association with the CAFE Project, set up a stall at the Oldford Estate in Welshpool for a Funday devised by the residents, in particular, by the youth forum.

On offer was the chance to pot seedlings and sow seeds to grow vegetables, salad and/or herbs at home on the patio or windowsill. Dr Michele Becker of the Trust supplied a wide selection of salad 'leaves' as seedlings and assisted the children, and a few adults, to plant them.

Altogether over 50 people planted more than 100 pots of all sizes. Some chose to plant a bucket of potatoes; cauliflowers were particularly popular with the boys; most in demand were mixed pots of salad leaves, which can be picked as required and keep on growing. It was mainly the more mature residents who chose to plant some herbs for the windowsill.

Hannah Guntrip, Communities First Project Officer, and Yvonne Jones, Headteacher of Oldford Infants School, were full of praise for the initiative. The CAFE Project cow also made a welcome appearance fresh from the Royal Welsh Show, although the regular rain showers somewhat cramped her style!

Caroline Davies looked after the stand all day and enjoyed the lively interest of the children who were eager to learn about growing things. 'I hope that their parents find room for all the pots', she commented afterwards.

## Press releases

Here are some golden rules for writing a press release:

- Newspaper editors cut copy from the bottom up – get your message across in the first paragraph.
- Make sure that the first paragraph covers all the basic information: who, why, when, where and how.
- Avoid self-praise.
- Keep it punchy and factual. Don't use flowery language. Present only information that is correct and that cannot be misinterpreted.
- Remember to date your press release and to send it on headed paper with a large 'Press release' heading at the top.
- If you would like the media to visit your club or attend a related event, or if you are offering a photo opportunity, aim to send your press release to the media at least two weeks in advance.
- If you have high-quality photos that you can offer the media, then include that information in the press release, preferably under the 'Notes to editors' section. Make sure you have permission to use photos.
- Always follow up your press release with a 'ring round' to the people you sent it to, to make sure that they have received it, and to get an idea of who might be interested in covering the story.

Developing longer-term links with your local newspaper can bring benefits. Young people can work alongside journalists, designers and editors to produce a special supplement. This is good publicity for the school, and the young people gain valuable work-based experience.

For further advice and information, see [www.press-release-writing.com](http://www.press-release-writing.com).

## Monitoring and evaluation

By now you will be feeling more confident about how you are going to approach running your club and what you are hoping to achieve. You also need to think about how to monitor your progress and to find out whether your club is meeting or exceeding your members' expectations. See the example questionnaires in Part three.

There are lots of different tools that you can use to gather this information. But the most important thing is to keep it relevant, as brief as possible, and easy for your group to complete.

Here are a few pointers for making your monitoring and evaluation meaningful:

- Seek information regularly, but not too often – people will soon get bored with responding if they don't see anything happening as a result of their participation.
- Know what you want to measure, why you want to measure it, and what you are going to do with the information.
- Decide how you are going to collect the information before you start.

- Make sure that what you ask is relevant and don't ask too many questions.
- Collect 'baseline' information when you start the club and as new members join – this gives you something to measure progress against.
- Think about who will have an opinion. Seek the views of a range of people, such as club members, different staff, partners and parents.
- Think about how and when you will obtain the information – use a variety of methods to suit the group you are asking.
- Make the way you collect the information clear, quick and simple – and fun!
- Be consistent – use the same measurement 'tool' (such as a survey) each time you ask the same group for information, so that you can compare like with like.
- Be aware that other factors beyond participation in your cookery club may have also affected progress towards your target – this means that, although you cannot say that participation caused a particular change, it may have contributed to that change.
- Set realistic goals. Also, aim to send out and collate information on a regular basis, but don't be too ambitious. This will only lead to frustration and annoyance, both from the people being asked to complete paperwork and from you when you find you are not getting enough responses.
- Evaluation is most effective when one person is responsible for the whole process of collecting data, analysing the results and ensuring that they have an impact.

Remember to ask whether what you are providing and how you are providing it is enjoyable and beneficial for club members and their families – compare this with expectations at the original consultation.

**Qualitative data** is 'soft' information that is difficult to count or measure, such as anecdotal evidence of improved behaviour or increased confidence.

**Quantitative data** is 'hard' information that can be measured with numbers, such as improvements in school achievements.

Ask your local authority oshl co-ordinator for help with evaluation or talk to colleagues running similar clubs about what works for them.

### Top tips



There are lots of ways you can get the views of your members, for example:

- focus groups
- graffiti walls
- suggestion boxes
- surveys, including online
- questionnaires made relevant for the audience
- specialised computer software.

## Making links

### The Welsh Network of Healthy School Schemes (WNHSS) or Food and Fitness Working Group (FAFWG)

This scheme was launched in September 1999 to encourage the development of local healthy school schemes within a national framework. These schemes in turn support the development of health promoting schools in their areas.

The Welsh Assembly Government has provided funding and guidance to help health and education services working in partnerships to set up and run local healthy school schemes in all areas of Wales. Work in schools includes actions to encourage physical activity and improve nutrition.

The Welsh Assembly Government accredits local schemes as part of WNHSS. All 22 local schemes have been accredited. Currently (2007/08) over 1,400 schools are actively involved in local healthy school schemes. Targets are for three-quarters of maintained schools to be involved by March 2008 and all of them by March 2010.

Grants have been provided to local healthy school schemes for food and fitness actions in the schools. The method of awarding these has been determined locally, but all schools in local healthy school schemes will benefit, either from bidding for direct funding for particular initiatives, or from receiving authority-level training.

The setting up of cookery clubs via *Cymru Cooks* can contribute to work undertaken as part of WNHSS.

### School Nutrition Action Group (SNAG) or Food and Fitness Working Group (FAFWG)

A School Nutrition Action Group (SNAG) can be set up to look at all food provided in a school, take action to improve it and encourage healthy eating. The SNAG should represent the entire school community, including pupils, teachers, catering and support staff, parents – and also external agencies, such as the school nurse, health promotion workers or dieticians.

For more details, see [www.healthpromotingschools.co.uk/familyandcommunity/eatingforhealth/index.asp](http://www.healthpromotingschools.co.uk/familyandcommunity/eatingforhealth/index.asp).

### Children and Young People: Rights to Action

The Welsh Assembly Government's paving document *Rights to Action* specifies seven outcomes for all young people, which should form the basis for decisions on local strategy and service provision. Cookery clubs can help deliver these outcomes. Some examples include:

- 1 **A flying start in life:** healthy cooking activities for families
- 2 **A range of education and training opportunities:** cookery clubs providing skills, knowledge, food hygiene training/certificates
- 3 **Best possible health:** cookery clubs that link in to fitness/PE/sports
- 4 **Play, leisure, sport and the arts:** fun cookery activities during the holidays
- 5 **Treated with respect:** cookery clubs that promote team working and provide cultural activities
- 6 **Safe home and community:** clubs that include health and safety, community activities
- 7 **Not disadvantaged by poverty:** cookery clubs linked to basic and key skills development, opportunities for work experience, and young enterprise linked to cooking.



## Extending Entitlement: Supporting Young People in Wales

Extending Entitlement is the Welsh Assembly Government's flagship strategy for promoting opportunity and choice for young people aged 11 to 25. This document sets out ten key entitlements for all young people in Wales. As mentioned above, cookery clubs can help to deliver on most of these.

- 1 Education, training and work experience – tailored to their needs; clubs providing visits and work experience in restaurants and hotels
- 2 Basic skills that open doors to a full life and promote social inclusion; cooking is an important skill and can be used to deliver literacy, numeracy, and so on
- 3 A wide and varied range of opportunities to participate in volunteering and active citizenship by acting as volunteers, buddies/club organisers (see the curriculum links in Part two of this guide)
- 4 High-quality, responsive, and accessible services and facilities
- 5 Independent, specialist careers advice and guidance, and student support and counselling services; learning about careers in catering, hospitality and health and fitness
- 6 Personal support and advice – where and when needed, and in appropriate formats, with clear ground rules on confidentiality; this may sometimes need to be offered through a different topic, such as a cookery club
- 7 Advice on health, housing benefits and other issues, provided in accessible and welcoming settings, as above
- 8 Recreational and social opportunities in a safe and accessible environment; young people like to cook – and it is an inclusive activity
- 9 Sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons, and promote rounded perspectives – including both national and international contexts; cookery clubs can be a vehicle for such experiences
- 10 The right to be consulted, to participate in decision making, and to be heard on all matters that concern them or that have an impact on their lives; cookery clubs can be a vehicle for consultation and can help young people feel ownership of a club

## Fairwater High School

Case study

Since September 2007 the pupils of Fairwater High School have had more access to cookery, along with the opportunity to gain formal/informal qualifications in a range of food-related topics, such as food hygiene and food preparation.

They are also developing an intergenerational programme, where dads teach their children how to cook. The school plans to hold a lunch club in which the pupils prepare a three-course meal for a group of residents from a nearby nursing home.

Events take place in the recently refurbished unit, which also has dining space. This facility will also be used by groups of children from the cluster primary schools.



## Out-of-school-hours learning

All schools, local authorities and many voluntary and community organisations provide a wide range of out-of-school-hours learning opportunities for children and young people. Cookery clubs can be one part of this wide programme and deliver activities that enable, extend and enrich:

- **enabling** – activities that target pupils who require additional support with key skills, for example, cookery clubs that target literacy, numeracy and team work
- **extending** – activities that extend the learning experiences available through statutory schooling, for example, clubs that provide additional opportunities for ‘hands on’ cooking
- **enriching** – activities that go beyond what the national curriculum offers; many are delivered by people other than teachers and by organisations other than schools, for example, a club that works with outside providers to offer international cookery.

*(Out-of-School-Hours Learning: a Code of Practice, ContinYou Cymru, 2006: [www.continyou.org.uk/walesresources](http://www.continyou.org.uk/walesresources))*

Each LEA has a person with responsibility for oshl who can offer information and advice. ContinYou Cymru provides advice, guidance and support in developing oshl across Wales, funded by the Welsh Assembly Government.

## Ogmore Vale Primary School

Case study

Recently, with the help of Community Focused Schools funds, activities at the school have been extended beyond the school day with the introduction of the ‘Budding Cooks Club’.

This is a weekly after-school cooking and gardening club for Years 3 and 4. With the help of the Heart of the Community team and other staff, children are given opportunities to learn to chop, cook and taste for themselves, and during fine weeks the cooks are out in the school garden preparing the soil ready to plant this year’s crop.

A ‘Ready, Steady, Cook’ event has been held for parents, giving children the opportunity to show off their new skills, and to give parents lots of easy recipes to support them at home. The club is extremely popular and over-subscribed!

A parent of one of the pupils recently commented that prior to the Keeping Healthy initiatives, her child had refused to make many healthy choices. However, her child now eats, and thoroughly enjoys, ‘a range of vegetables and fruit. The fruit kebabs are working a treat!’



## Community Focused Schools

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'A community focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.'

(*Community Focused Schools*, National Assembly for Wales, Circular No 34/2003)

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ContinYou Cymru has worked with the Association of Directors of Education in Wales (ADEW) and the Welsh Assembly Government to produce a vision for Community Focused Schools and a toolkit to provide the blueprint for development. See the 'Wales' section of the ContinYou website at [www.continyou.org.uk/walesresources](http://www.continyou.org.uk/walesresources).

Cookery clubs can provide activities that engage not only children and young people, but also families and the wider community – both as participants and leaders. They can also offer a way of developing relationships with a wide range of potential partners, not just for cookery delivery, but for other aspects of community focused development.

## Food and Fitness – Promoting Healthy Eating and Physical Activity for Children and Young People

In March 2004, the Welsh Assembly Government set up a Food and Fitness Task Group for Children and Young People. Following the work of that group, and after considerable consultation, a five-year implementation plan, Food and Fitness – Promoting Healthy Eating and Physical Activity for Children and Young People, was published in June 2006. This plan made it clear that the Welsh Assembly Government is moving towards the integration of nutrition and physical activity policies and programmes. It recognises the fact that the effects of diet and physical activity are often interactive, not only in relation to physical, but also mental and emotional health. Evidence increasingly shows that co-ordinated action to improve children and young people's eating habits and levels of physical activity are effective.

The implementation plan recommends that children and young people are enabled to develop the practical skills required to prepare healthier foods, and that training is developed and delivered on food and fitness for those working with children and young people. Cymru Cooks is one of the programmes that will help to deliver these recommendations.

## The Cooking Bus

The Cooking Bus programme in Wales, funded by the Welsh Assembly Government, is led and managed by the Focus on Food Campaign.

The Cooking Bus is a specially designed mobile kitchen complete with qualified teachers. The Cooking Bus visits primary schools and provides cooking lessons for pupils and teacher training at each school. One session at every venue also helps parents of young children to develop their cooking skills.

The bus visits primary schools in Communities First areas which are part of the Welsh Network of Healthy School Schemes, and which are already working on healthy eating and physical activity.

The Cooking Bus programme is supporting Cymru Cooks by providing advice to ensure consistent good practice in food preparation and food safety. Visit [www.focusonfood.org](http://www.focusonfood.org) for more information.

## Primary School Free Breakfast Initiative

The Welsh Assembly Government made a commitment to provide children of primary school age registered in maintained primary schools in Wales with a free, healthy breakfast at school each day.

This initiative is intended to help improve the health and concentration of children in order to help raise standards of learning and attainment. It seeks to involve parents, but is not intended to replace breakfast already provided. It allows all those that, for whatever reason, have not had breakfast, to have one in school.

All primary schools have been offered the opportunity to participate in the initiative. The provision of free breakfasts is optional. Feedback from schools participating in the initiative has been extremely positive, with benefits to pupils and to the schools as a whole.

By April 2007, some 50 per cent of the primary schools in Wales had signed up to the Primary School Free Breakfast Initiative.

## Breakfast clubs

ContinYou Cymru, supported by Kellogg's, has provided support, guidance and advice for the development of breakfast clubs for more than ten years. Breakfast clubs can offer learning opportunities alongside a healthy start to the day, across all ages. Some provision also includes childcare. In promoting healthy eating and living, cookery clubs and breakfast clubs should link together to ensure that the messages are shared. Cookery clubs could include sessions on breakfast recipes and breakfast clubs can include some simple cooking. Visit [www.breakfastclubplus.org.uk](http://www.breakfastclubplus.org.uk).

Case study

## Sport, fitness and PE

*Climbing Higher: Next Steps* (WAG, 2006) aims to 'achieve an "active for life" physical activity culture' in Wales. An understanding of healthy food and eating is an important factor in developing this culture. Cookery clubs offer opportunities to link physical activity and food in practical ways. This could include games and activities as part of some sessions and discussion about, for example, 'calories in and out', the types of food to eat when undertaking different activities such as climbing a mountain, doing an aerobics class, swimming, and so on.

Many schools and communities are involved in other initiatives such as Dragon Sport, 5x60, The Big Lottery and Mentro Allan programmes. Cookery clubs can link to all these. Visit [www.sports-council-wales.org.uk](http://www.sports-council-wales.org.uk).

## Core competences

The Food Standards Agency has published a food competences framework of core skills and knowledge for children and young people, which sets out the essential building blocks in relation to healthy eating, cooking and food safety. The framework is intended to help schools and community-based organisations provide children and young people with the foundation to make healthy food choices now and into adulthood.

Within the themes of diet and health, consumer awareness, cooking (food preparation and handling), and food safety, the framework applies to young people aged between 5 and 16+. It supports wider government work aimed at improving the health of young people, and will contribute towards helping schools develop a whole-school approach to diet and health. Because the competences are progressive and cumulative from one age stage to the next, the framework will help children to develop a consistent set of food skills and knowledge. Importantly, the competences apply to all learning experiences, both within and outside the school setting, and can be met at home or through other activities.

The food competences framework will be promoted through a UK-wide network of existing practitioners, who are already working through schemes such as the FSA What's Cooking? programme, ContinYou's Cymru Cooks, the Cooking Bus, Healthy Schools programmes, and other cooking club programmes.

Please see Part two for further information.

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'... we will: Appoint jointly with the WLGA a Champion to ensure that the recommendations of the report by the Food in Schools Working Group – Appetite for Life – are fully implemented.'

*(The Learning Country: Vision into Action, Welsh Assembly Government, 2006)*

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## Curriculum/subject links

Your club will naturally link to the curriculum for maths, science, citizenship, English/Welsh, and design and technology – and to other curriculum areas as well. It will be up to you, as the club co-ordinator, and depending on whether you are a school or other organisation, how explicit you make these links. You will need to judge this according to the young people you are targeting and the aims and objectives of your provision. Part two will help you in deciding the sort of activities you may want to provide and how these can be linked to different subjects.

### YANA (You Are Not Alone)

Case study

SOVA (Supporting Others through Volunteer Action), in partnership with Cardiff Children Services, set up a drop-in centre to provide somewhere safe – a nurturing environment for young refugee/asylum seeker children and their peer mentors, taking them away from feelings of isolation.

A number of the young people are 'unaccompanied' and have arrived in Wales without any friends or family. They will be under the direct care of Cardiff Children Services until, at 16 years of age, they will be expected to live independently, possibly in shared accommodation, and look after themselves.

Activities at the drop-in centre have developed, including generic 'life skills', helping with English, IT and cooking. The cooking activities involve: cooking on a budget; cultural differences in foods; healthy eating; awareness raising of nutrition; hygiene; financial constraints; and health and safety.

The fire service gave a presentation on fire safety in the kitchen/home when it was realised that some cultural practices could have dangerous consequences – for example, using saucepans full of hot oil and sometimes placing these on the floor.

While taking part in the session 'Cooking on a budget UK style', one young girl made jacket potatoes for the first time. She later showed her mother how it was done, and now the family cook and enjoy these on a regular basis. The same girl is now an Oxford University student – and still enjoys jacket potatoes!

### Top tips

- Find out which key topics members are studying each term and link some of your cookery club activities to these.
- Recognise special cultural or religious days by adapting recipes and activities.
- Look at how one activity can 'tick boxes' for several different agendas.
- Include physical activities in some sessions.

## The New Skills Framework

The *Skills Framework for 3 to 19-year-olds in Wales* (WAG, 2008) is part of the Welsh Assembly Government's development of a more learner-centred and skills-focused curriculum in Wales. It will be implemented from September 2008.

The framework is organised into four sections, aimed at developing skills across the curriculum:

- **Thinking:** Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.
- **Communication:** Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.
- **ICT:** Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.
- **Number:** Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

Being part of a Cymru Cooks cookery club will offer children the opportunity to develop skills under each of the four headings described above.

See Part two for more details.

## Cook-it!

Case study

Cook-it! is an an oshl programme designed to educate young people and their families about the benefits of healthy eating through cookery clubs.

The Pembrokeshire Cook-it! initiative recognises the importance of engaging with parents and the wider community, and of providing detailed and effective training for key staff. It looks to influence the food choices made by young people, by including in the programme, for example, knowing what a healthy diet is and understanding how to read food labels. By October 2007, over 1,000 young people aged 7 to 17 had taken part in the initiative in 32 schools across the authority.

One such school is Hubberston School, situated in the second most deprived ward in Pembrokeshire (2005 Index of Multiple Deprivation), where 61 pupils aged 7 to 11 were engaged in the initiative by October 2007. Cook-it! activities are open to the whole-school community, but particular emphasis is put on engaging families; one session is set aside for the young people to put on a set meal for invited parents and stakeholders within the learning community. There are numerous benefits for participants, for example, they have an opportunity to:

- engage in free learning activities in their school community which promote social inclusion and lifelong learning
- improve their confidence and self-esteem
- attend an activity that supports family and community life
- improve their life skills, as well as supporting key and basic skills
- improve and inform their health choices.

*'You can have a bit of not healthy food but there is loads of food you can eat that doesn't look healthy but is!'*





## What's in Part two?

Part two has an introduction which is relevant across the 3 to 19 age range. This is followed by three sections, which include more specific information on setting up and running Cymru Cooks cookery clubs for different age ranges:

- Starters (ages 3 to 7)
- Mains (ages 8 to 13)
- Afters (ages 14+).

Each section includes key questions to ask yourself before and during the planning and delivery of your club. 'Mains' and 'Afters' show progression from the previous sections; however, you will find useful information in all three, no matter which age group you are working with.

## Introduction

Cymru Cooks is all about helping children, young people, families and the wider community to experience and enjoy cooking – as part of a club or as a club helper or leader.

Many clubs are likely to be developed in or with schools or wish to relate the activities that they provide to the subjects taught in school and the skills and knowledge that children and young people develop.

This next section looks at how the skills identified as being important for all children in the new Skills Framework and the food competences (Food Standards Agency, see page 27) can be developed through cookery clubs.

## The Skills Framework and cookery clubs

**Developing thinking:** Cookery clubs give children the opportunity to design and make recipes, which enables them to experience the processes of planning, cooking and reflecting on their finished product.

**Developing communication:** Cookery clubs give children the opportunity to ask questions and to find out information about food-related matters. Being a club member will provide lots of opportunities to share thoughts and ideas by communicating them to others in a variety of ways – both verbal and written.

**Developing ICT:** Cookery clubs could provide children with opportunities to research and develop their own recipes/menus using ICT to access the internet. Word-processors and presentation software can be used to record new recipes and to communicate about the club with the wider community. Many cookery clubs collect club recipes to produce a recipe book or club handbook.

**Developing number:** Cookery clubs give children the opportunity to make practical use of the mathematics taught in formal lessons. They will measure and weigh ingredients, and possibly resize recipes to cater for different numbers of people. Many cookery clubs also encourage children to cost dishes produced and sometimes compare costs against store-bought equivalents.

2008 Framework skills	Example activities
<b>Developing thinking</b>	Plan a healthy recipe for a teddy bears' picnic Hold a debate on the benefits/costs of seasonal/non-seasonal ingredients Update recipes to make them more healthy
<b>Developing communication</b>	Club discussion to agree club guidelines Read cookbooks and discuss recipes Listen to others' contributions Design an invitation to parents for afternoon tea Write a questionnaire to discover peer-group food likes and dislikes Tell the wider community about the club – school newsletter, local newspaper, creating a DVD Create a series of healthy eating tips in poster form and display around school
<b>Developing ICT</b>	Research food and recipes using the internet Create a DVD promoting healthy eating Publish a club recipe book and make it downloadable from school website Produce club agreement and itinerary; put on school website Use modeling software to produce a plan for a school allotment Play interactive games to develop knowledge on food and health-related matters Use a spreadsheet to cost a menu

<b>Developing number</b>	Produce a shopping list and cost it Weigh and measure ingredients Discuss time – relating to recipes and growing cycles Bake cake for family or class members and survey their views to evaluate success
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## Design and technology, physical education, personal and social education

While links can be made between most subjects and cookery activities (see the following sections for further examples), the new Curriculum Orders for design and technology (DT), physical education (PE), and personal and social education (PSE) make specific reference to cooking, diet and health.

### Design and technology (DT)

The processes relating to food and cooking figure prominently throughout the design and technology curriculum (*Design and Technology in the National Curriculum for Wales, Key Stages 2–3, WAG, 2008*).

Specifically, the 'Food' sections in the Key Stage 2 and Key Stage 3 design and technology framework state that pupils should be given opportunities to:

#### Key Stage 2

- Plan and carry out a broad range of practical food preparation tasks safely and hygienically
- Apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
- Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties, for example, meat, fish, fruit, vegetables

#### Key Stage 3

- Use a broad range of skills, techniques and equipment, as well as standard recipes, to cook meals and products
- Plan and carry out a broad range of practical cooking tasks safely and hygienically
- Apply current healthy eating messages in relation to the nutritional needs of different groups in society and consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products
- Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties

## Physical education (PE)

Cookery clubs offer lots of opportunities to support the learning on health and well-being done as part of PE lessons. Specifically, the physical education curriculum (*Physical Education in the National Curriculum for Wales, Key Stages 2–4, WAG, 2008*) states that pupils should be given opportunities to:

#### Key Stage 2

- Identify how to eat and drink healthily in order to meet the energy requirements of different activities

#### Key Stage 3

- Identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance

## Personal and social education (PSE)

One of the themes identified in the PSE framework (*Personal and Social Education Framework for 7 to 19-year-olds in Wales, WAG, 2008*) is health and emotional well-being. Being a member of a cookery club will provide children with hands-on opportunities to develop the skills that will underpin the theory they have learnt in PSE lessons about proper nutrition and making positive healthy choices. Central to the process is equipping them with the knowledge and practical skills to make informed choices in all these areas. Specifically, the personal and social education framework states that pupils should be given opportunities to:

#### Key Stage 2

- Take increasing responsibility for keeping the mind and body safe and healthy
- Understand the features and physical and emotional benefits of a healthy lifestyle, for example, food and fitness

#### Key Stage 3

- Display a responsible attitude towards keeping the mind and body safe and healthy
- Understand the relationship between diet, exercise, and good health and well-being

## Consensus view on food competences for children and young people

- The competences represent core skills and knowledge around food and provide an essential benchmark.
- The competences are progressive and cumulative from one age phase to the next.
- They could be met at home, school or through other activities.
- They show essential knowledge and capability – they are neither a curriculum nor an examination specification.
- The competences reflect UK-wide practice.
- Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.

See the table on page 27.

# Consensus view on food competences for children and young people

Diet and health	<p>By the age of 7 to 9, children should:</p> <ul style="list-style-type: none"> <li>... be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, eg we all need to eat at least five portions of fruit and vegetables every day</li> <li>... recognise that food and water are basic requirements of life</li> <li>... know that family and friends may eat or avoid certain foods</li> <li>... be aware that being active and looking after yourself are important for health, eg brushing teeth twice a day</li> </ul>	<p>By the age of 11 to 12, children should:</p> <ul style="list-style-type: none"> <li>... make food choices based on the understanding that a healthy diet is made up from a variety and balance of different food and drinks</li> <li>... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and well-being</li> <li>... know that a variety of food is needed in the diet because different foods provide different substances for our health, namely nutrients, water and fibre</li> <li>... be aware that food needs change and that some people eat or avoid certain foods, eg allergy or religious belief</li> </ul>	<p>By the age of 14, pupils should:</p> <ul style="list-style-type: none"> <li>... use current healthy eating advice to choose a varied balanced diet for their needs, as well as being physically active</li> <li>... know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, eg pregnancy, infant feeding</li> <li>... understand the importance of energy balance and the implications of dietary excess or deficiency, eg malnutrition, maintenance of a healthy weight</li> </ul>	<p>By the age of 16+, students should:</p> <ul style="list-style-type: none"> <li>... be able to apply current healthy eating recommendations, and understanding of peoples' needs, to their own diet and others', eg before and during pregnancy</li> <li>... be able to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, eg advertising, food availability</li> </ul>
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Consumer awareness	<p>... recognise that all food comes from plants or animals</p> <p>... recognise that food can be grown at home or purchased from local farms and markets, shops and supermarkets</p> <p>... be able to talk about which foods they like or dislike through tasting sessions</p> <p>... know that people choose different types of food, based on who they are with, preference, season, time and occasion (including celebrations)</p> <p>... be aware that some foods have labels which provide information to help make a choice</p>	<p>By the age of 7 to 9, children should:</p>	<p>By the age of 11 to 12, children should:</p>	<p>By the age of 14, pupils should:</p>	<p>By the age of 16+, students should:</p>
		<p>... research where and how food is produced and sold, eg growing food at school/home, visiting a farm</p> <p>... consider cost when helping to shop for food to cook</p> <p>... be aware that advertising can influence what they choose to eat</p> <p>... know that people choose different types of food and that this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion and peer pressure</p> <p>... read and make use of the main information on food labels to help make a choice</p>	<p>... know that food is produced, processed and sold in different ways, eg conventional and organic farming, fair trade</p> <p>... compare the cost of food when planning to eat out or cook at home</p> <p>... understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, health need or personal choice</p> <p>... be aware that food choice depends on many personal and lifestyle factors, eg role models, body image</p> <p>... use nutrition information and allergy advice panels on food labels to help make informed food choices</p>	<p>... consider a wider range of factors when making food choices, eg seasonality, local food, sustainability</p> <p>... apply costing skills to make good food selections for health when eating out or cooking at home</p> <p>... make informed choices about food in order to achieve a healthy, varied and balanced diet</p>	

Cooking (food preparation and handling skills)	<p>By the age of 7 to 9, children should:</p> <ul style="list-style-type: none"> <li>... recognise and taste a range of familiar ingredients, eg fruit, vegetables, cereals, dairy, meat, eggs</li> <li>... name and use a range of basic tools safely, eg small knife, chopping board, measuring spoon</li> <li>... use a range of food preparation skills with supervision, eg peeling, slicing, mixing, scooping, grating, spreading</li> <li>... with help, prepare a range of healthy recipes safely and hygienically</li> <li>... recycle food packaging and be careful not to waste food when preparing and cooking</li> </ul>	<p>By the age of 11 to 12, children should:</p> <ul style="list-style-type: none"> <li>... name, taste and prepare a broader range of ingredients and healthy recipes, accounting for ethnic diversity</li> <li>... select and use appropriate tools and equipment safely when preparing and cooking food</li> <li>... demonstrate an increasing range of food preparation skills, eg accurate weighing and measuring, kneading</li> <li>... know how to store, prepare and cook food safely and hygienically</li> <li>... actively minimise food waste, compost fruit and vegetable peelings and recycle food packaging</li> </ul>	<p>By the age of 14, pupils should:</p> <ul style="list-style-type: none"> <li>... use a broader range of preparation techniques and methods when cooking, eg stir-frying, steaming, blending</li> <li>... use equipment safely, being aware of others' safety</li> <li>... with guidance, modify recipes and cook dishes that promote current healthy eating messages</li> <li>... understand and use good food safety practices</li> </ul>	<p>By the age of 16+, students should:</p> <ul style="list-style-type: none"> <li>... apply skills and understanding competently to plan, prepare and safely cook dishes for a healthy, varied and balanced diet</li> <li>... be able to change recipes and dishes to make them healthier by altering ingredients, and/or by using different cooking methods, eg using herbs instead of salt, using low fat yogurt, grilling instead of frying</li> <li>... apply good food safety principles when buying, storing, preparing and cooking food</li> </ul>
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Food safety	<p>By the age of 7 to 9, children should:</p> <ul style="list-style-type: none"> <li>... recognise the importance of preparing and cooking food safely and hygienically, eg cleaning up regularly</li> <li>... be able to get ready to cook, eg tie back long hair, wash hands, wear an apron</li> <li>... be aware that food purchased or cooked needs to be stored in different ways to keep it safe, eg fridge, freezer</li> </ul>	<p>By the age of 11 to 12, children should:</p> <ul style="list-style-type: none"> <li>... know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat</li> <li>... demonstrate good food safety practices when getting ready to store, prepare and cook food, eg keep raw meats away from other food</li> <li>... use information on food labels to store food correctly</li> </ul>	<p>By the age of 14, pupils should:</p> <ul style="list-style-type: none"> <li>... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot</li> <li>... plan and carry out food storage, preparation and cooking safely and hygienically</li> <li>... understand and use date-mark and storage instructions on food labels</li> </ul>	<p>By the age of 16+, students should:</p> <ul style="list-style-type: none"> <li>... implement good food safety when handling, preparing, cooking and serving food, eg keeping raw and cooked food separate to avoid cross-contamination</li> <li>... apply food safety information on food labels when buying, storing and consuming food</li> </ul>
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## Starters (ages 3 to 7)

### Starting it right – key questions

- Do you know what you want to get from the club? Have you agreed the club with senior management?
- Have you identified how it links with school/organisation development? Have you identified clear aims and outcomes?
- Have you made links to school/local priorities, the curriculum, oshl, healthy schools, Community Focused Schools?
- Have you checked existing policies and procedures, such as health and safety, and put in place anything else that you need?
- Have you decided on the target group, bearing in mind your aims and thinking about, for example, age, gender, ethnicity, and disadvantage?
- Have you consulted the children and their families – and have you evidence of this?
- Have you planned your programme and your sessions? Have you thought about the people and organisations that may be able to help you?
- How can you personalise the learning to make it appropriate for each child?
- Have you identified a suitable base for the club, taking into consideration aims, age, activities, staffing, and so on?
- Have you identified sufficient adults to run the club and how they will be supported and managed?
- Have you developed a way to keep school and other staff informed of progress?
- Have you agreed ways to market and promote your club from the start?
- Do you have sufficient funding and resources to run your club? Have you got a funding plan for the future?
- Have you agreed how you can keep parents/families informed and included in the club?
- Have you agreed how you will monitor and evaluate the club in an appropriate way?
- Have you agreed a baseline questionnaire or similar in order to be able to show the journey travelled by club members?

## Making the links – the Foundation Phase (ages 3 to 7)

Cookery clubs are a great way of supporting aspects of the Foundation Phase.

	<b>Foundation Phase Ages 3 to 7</b>
<b>Language, literacy and communication skills</b>	Reading and writing simple recipes and instructions Working in groups, discussing and sharing ideas
<b>Welsh language development</b>	Delivering clubs/activities through the medium of Welsh Linking with Welsh speaking community members to develop 'social Welsh' through cooking together
<b>Personal and social development, well-being and cultural diversity</b>	Working in groups Learning about different cultures and beliefs Developing awareness of a range of healthy practices with regard to eating and hygiene, washing hands, equipment and surfaces, keeping food covered and perishable foods in the fridge
<b>Physical development</b>	Using equipment to develop hand-eye co-ordination and fine-motor skills
<b>Recognising the importance of keeping healthy</b>	Developing awareness of a range of healthy practices with regard to eating and hygiene, washing hands, equipment and surfaces Keeping food covered and perishable foods in the fridge
<b>Creative development</b>	Using a range of activities to use the senses – eg guessing games – what can you taste, smell, feel?
<b>Mathematical development</b>	Shapes, measuring, counting, using cutters to make round, square, triangular biscuits or sandwiches Linking language to practical experiences
<b>Knowledge and understanding of the world</b>	Food from different cultures Gaining an awareness of other cultures Investigating and observing liquid jelly turning into a solid, soft dough becoming hard when baked

## Making subjects links

Subject	Examples
<b>Language</b>	Listening to instructions Speaking about activities Group discussions Reading simple recipes Writing simple menus
<b>Maths</b>	Counting Problem solving Measuring
<b>Science</b>	Life processes – healthy diet Materials – changing properties – liquids to solids
<b>Design and technology</b>	Developing and planning – healthy lunch box Working with cooking equipment safely Evaluating end product
<b>ICT</b>	Internet research – cooking games on interactive cookery sites, recipes
<b>History</b>	Food from different times – what did Roman children eat?
<b>Geography</b>	Where our food comes from – food grown in UK and abroad
<b>RE</b>	Foods relating to religious festivals – Diwali sweets, pancakes
<b>PSE</b>	Developing a healthy, safer lifestyle – five-a-day, hygiene in the kitchen

## Blaenymaes Primary School

Case study

Pupils in Years 5 and 6 at Blaenymaes Primary School in Swansea have the chance to prepare nutritious meals at their after-school club. Anything from a snack to a three-course meal can be on the menu. This weekly programme helps children learn about nutrition and develop social skills. They work in groups either to set the table, or to prepare the first course, the main course or the dessert. Then they have the pleasure of sitting down with the headteacher and other staff to enjoy their tasty work. The children learn how to prepare a variety of dishes, using fresh, frozen and tinned produce that they are likely to find in their kitchens at home.

### Buddies/young leaders

Young people can make great buddies and/or leaders of activities. Many young people already volunteer their time to help younger children, often with reading or playground games. By linking with secondary schools, colleges or youth services/providers, you may be able to find young people who are already involved in this sort of work, or would be keen to get involved.

In 2007/08 ContinYou Cymru undertook a feasibility study and produced a report on leadership programmes for young people and how opportunities for young people to access training can be developed across the country (*Young Leaders for Active Communities*, ContinYou Cymru, 2008).



## Mains (ages 8 to 13)

### Building on, and developing learning from 'Starters'

You may or may not already have experience of developing Cymru Cooks through 'Starters'. If you have, build on what has gone before – if you haven't, then you need to work your way through the first set of key questions.

Remember that some members of your club may have experienced 'Starters' – the work you do should take this into account and build on their skills learnt at the earlier stage.

### Keeping it right – key questions

- Do you know what you want to get from the club? Have you agreed the club with senior management?
- Have you identified how it links with school/organisation development? Have you identified clear aims and outcomes?
- Have you made links to school/local priorities, the curriculum, oshl, healthy schools, Community Focused Schools?
- Have you checked existing policies and procedures, such as health and safety, and put in place anything else that you need?
- Have you decided on the target group, bearing in mind your aims and thinking about, for example, age, gender, ethnicity, and disadvantage?
- Have you consulted the children and families – and have you evidence of this?
- Have you planned your programme and your sessions? Have you thought about the people and organisations that may be able to help you?
- How can you personalise the learning to make it appropriate for each child?
- Have you identified a suitable base for the club, taking into consideration aims, age, activities, staffing, and so on?
- Have you identified sufficient adults to run the club and how they will be supported and managed?
- Have you developed a way to keep school and other staff informed of progress?
- Have you agreed ways to market and promote your club from the start?
- Do you have sufficient funding and resources to run your club? Have you got a funding plan for the future?
- Have you agreed how you can keep parents/families informed and included in the club?
- Have you agreed how you will monitor and evaluate the club in an appropriate way?
- Have you agreed a baseline questionnaire or similar in order to be able to show the journey travelled by club members?

If you are following on from 'Starters' you need to ask yourself:

- Review your aims – are they still relevant to the children and young people in your club?
- Can you involve the young people even more in the development and delivery of your club?
- Are you offering young people the opportunity to act as buddies or leaders for cookery activities for peers/younger children?
- Can you make use of any evaluation from 'Starters' to inform the sessions for this club?
- Does your baseline questionnaire still work? Do you need to change it?
- Have you thought how partnerships can develop?
- Are you keeping up-to-date with current food issues and developments that may affect your club?
- Have you thought about finding different ways and venues for delivering the food message?
- Are you continuing to promote your club?
- Are you keeping up-to-date with funding opportunities and reviewing your funding plan?
- Have you identified new themes, activities and opportunities to keep your club interesting?

### Making subject links

Subject	Examples
<b>English/ Welsh</b>	Reading for information – cook books Writing instructions – how to make pizza Researching traditional recipes
<b>Maths</b>	Data handling – favourite sandwich filling Money – cost out a party or picnic Time – how long to leave dough to rise then cook Measuring and estimating ingredients Timing and costing recipes and menus
<b>Science</b>	Idea of fair testing if experimenting with different flours for bread Effect of diet on bones, teeth and fitness
<b>Design and technology</b>	Food packaging Advertising
<b>ICT</b>	Produce recipes Leaflets and posters on healthy eating, promoting the club Internet research
<b>History</b>	Prepare a WW2 meal – potato pancakes or beetroot cake Kitchens across the ages

<b>Geography</b>	Environmental change – prepare a locally sourced dish Food miles Where does food come from? What grows best and where?
<b>RE</b>	How food preparation is influenced by different religious beliefs
<b>PSE</b>	Respecting differences in traditions and cultures regarding food
<b>Art</b>	Illustrating recipes Creating adverts and packaging Decorative bread
<b>PE</b>	Food and fitness Calories in and calories out Meals to sustain different activities, eg marathon, swimming
<b>Music</b>	Music to cook by – how does it make you feel, impact of different music on kitchen culture
<b>Modern foreign languages</b>	Linking to different countries and cultures

## Buddies/young leaders

Young people can make great buddies and/or leaders of activities. Many young people already volunteer their time to help younger children, often with reading or playground games. By linking with other schools, colleges or youth services/providers, you may be able to provide training and qualifications for young people who are already involved or would be keen to get involved. By linking with primary/special schools, you will be able to provide them with added value and capacity by having older pupils involved in this way.

In 2007/08 ContinYou undertook a feasibility study and produced a report on leadership programmes for young people and how opportunities for them to access training can be developed across the country (*Young Leaders for Active Communities*, ContinYou Cymru, 2008).

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'To improve learning and teaching, the schools of the future will need to build on good practice in: providing learners with opportunities to work together purposefully in teams, inside or outside the classroom and use a wide range of skills.'

(*Transforming Schools: a Discussion Paper*, Estyn, 2007)

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## Transition

Moving on from primary to secondary school can be exciting, a time for new starts, new ways of learning and new approaches to some subjects. Some children relish the challenge and settle in well; for many others, leaving primary school is a difficult period and can result in a lack of progress, loss of confidence and disengagement with the learning process. By using oshl activities, we can help improve the transition process for many children (*From Primary to Secondary – Moving On*, ContinYou Cymru, 2005).

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'There is a consensus in schools and LEAs that improving continuity and progression in teaching and learning between key stage 2 and key stage 3 is a priority to raise standards in key stage 3.'

(*Moving On...Effective Transition from Key Stage 2 to Key Stage 3*, Estyn, 2004)

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All schools now have to have transition plans. Cookery clubs are an ideal way of providing activities that can be enjoyed and shared across this age range. Sharing of facilities, staff, volunteers and students across primary and secondary schools, and providing activities both after school and during the summer holiday, can all aid transition. New friendships can be formed, new subjects tried and tested, new buildings and equipment used, and relationships developed with new adults and teachers.

## Afters (ages 14+)

### Building on, developing learning from 'Starters' and 'Mains'

You may or may not already have experience of developing Cymru Cooks through 'Starters' and 'Mains'. If you have, build on what has gone before – if you haven't, then you need to work your way through the first set of key questions.

Remember that some members of your club may have experienced activities through 'Starters' and/or 'Mains' – the work you do should take this into account and build on their skills learnt at the earlier stage(s). You will also need to ensure that you involve young people in all aspects of the club and find out what it is that they really want to get from Cymru Cooks.

### Keeping it right

Progression is vital if young people in your club have attended similar clubs at an earlier age. As they get older there will be more examination pressure for many of them – they may also have caring responsibilities within the home, part-time jobs and other demands on their time.

Finding times/activities to keep them interested may be a challenge. Finding ways of showing how Cymru Cooks can help them in the future will be important, for instance:

- budgeting for living alone
- feeding yourself as a student
- careers in and related to cooking, health, technology, and so on
- skills developed as a buddy or leader.

### Key questions

- Do you know what you want to get from the club? Have you agreed the club with senior management?
- Have you identified how it links with school/organisation development? Have you identified clear aims and outcomes?
- Have you made links to school/local priorities, curriculum links, oshl, healthy schools, Community Focused Schools?
- Have you checked existing policies and procedures, such as health and safety, and put in place anything else that you need?
- Have you decided on the target group, bearing in mind your aims and thinking about, for example, age, gender, ethnicity, and disadvantage?
- Have you consulted the children and families – and have you evidence of this?
- Have you planned your programme and your sessions? Have you thought about the people and organisations that may be able to help you?
- How can you personalise the learning to make it appropriate for each child?

- Have you identified a suitable base for the club, taking into consideration aims, age, activities, staffing, and so on?
- Have you identified sufficient adults to run the club and how they will be supported and managed?
- Have you developed a way to keep the school and other staff informed of progress?
- Have you agreed ways to market and promote your club from the start?
- Do you have sufficient funding and resources to run your club? Have you got a plan for funding for the future?
- Have you agreed how you can keep parents/families informed and included in the club?
- Have you agreed how you will monitor and evaluate the club in an appropriate way?
- Have you agreed a baseline questionnaire or similar in order to be able to show the journey travelled by club members?

If you are following on from '**Starters**' and/or '**Mains**' you need to ask yourself:

- Review your aims – are they still relevant to the young people in your club, particularly as they have different pressures on their time?
- Can you involve the young people even more in the development and delivery of your club?
- Are you offering young people the opportunity to act as buddies or leaders for cookery activities for peers/younger children?
- Can you make use of any evaluation from 'Mains' to inform the sessions for this club?
- Does your baseline questionnaire still work? Do you need to change it? What other ways can you get feedback about the club?
- Have you looked at how *Cymru Cooks* can add value to the delivery of the Welsh Baccalaureate, 14 to 19, careers?
- Have you thought how partnerships can develop and how you can make more links to business/colleges?
- Are you keeping up-to-date with current food issues and developments that may affect your club?
- Are you able to make use of members' growing knowledge to inform/run the club or run activities for other young people?
- Have you thought about finding different ways and venues for delivering the food message?
- Are you continuing to promote your club? Are you involving young people in doing their own promotion and marketing?
- Are you keeping up-to-date with funding opportunities and reviewing your funding plan? Have you involved young people in fundraising opportunities?
- Have you worked with young people to identify new themes, activities and opportunities to keep the club interesting?

## Making links – 14 to 19 curriculum

At Key Stage 4, English, maths, science, Welsh or Welsh as a second language and PE are mandatory.

Please see 'Mains' section for ideas of how cookery clubs can link to these areas. They also offer an opportunity for students to research their own topics and deliver reports and presentations to others so enhancing opportunities for personal development. There are also opportunities for work-related activities, work experience, careers information and young enterprise, for example, setting up a school/community café.

## Welsh Bacalaureate

The Welsh Bacalaureate (Bac) is a new qualification that recognises everything young people do at school or college. It includes current, approved qualifications (A levels, GCSEs, NVQs) and adds breadth and balance through a core programme of activities. Cookery activities can help deliver all four components:

- key skills
- Wales, Europe and the world
- work-related education
- personal and social education.

The options are the courses/programmes currently offered, for example, GCSE, VGCSE, AS/A levels, VCE (vocational A levels), GNVQ, NVQ, BTEC. Together they make up the Welsh Bacalaureate Diploma – see [www.wbq.org.uk](http://www.wbq.org.uk).

## Transition

Older pupils can act as buddies and mentors to younger pupils and take active roles in organising and delivering cookery clubs. Mentoring and buddying by older pupils can help younger pupils through this period of transition from primary to secondary school.

Moving on from primary to secondary school can be exciting, a time for new starts and new subjects. Some young people will have relished the challenge and settled in well. However, some young people will have experienced a difficult time and oshl activities are often able to provide additional activities and support. Mentoring and buddying by older pupils can help through this period.

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'There is a consensus in schools and LEAs that improving continuity and progression in teaching and learning between key stage 2 and key stage 3 is a priority to raise standards in key stage 3.'

(*Moving On...Effective Transition from Key Stage 2 to Key Stage 3*, Estyn, 2004)

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Cookery clubs are an ideal way of providing activities that can be enjoyed and shared across this age range. Sharing of facilities, staff, volunteers and students across primary and secondary schools, and providing activities both after school and during the summer holiday, can all aid transition. New friendships can be formed, new subjects tried and tested, new buildings and equipment used and relationships developed with new adults and teachers.

## Buddies/young leaders

Young people can make great buddies and/or leaders of activities. Many young people already volunteer their time to help younger children, often with reading or playground games. By linking with other schools, colleges or youth services/providers, you may be able to offer training and qualifications for young leaders/buddies.

In 2007/08 ContinYou undertook a feasibility study and produced a report on leadership programmes for young people and how opportunities for them to access training can be developed across the country (*Young Leaders for Active Communities*, ContinYou Cymru, 2008).

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'... many schools are beginning to offer more vocational routes for 14–19 learners, either alone or in partnership with others ... Too many young people currently choose education and training routes which are not right for them, while others drop out. It is important that there are enough suitable vocational courses leading to qualifications at various levels, so that learners have more appropriate choices.'

(*Transforming Schools: a Discussion Paper*, Estyn, 2007)

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## What's in Part three?

This part of the toolkit includes additional information, including:

- blank activity and session plans
- sample activity and session plans
- sample questionnaires (which you can use/customise to meet your needs)
- ideas and activities to get you started
- recipes
- information about Cymru Cooks and providing awareness-raising/training sessions
- checklists
- websites and other information.

## Introduction

The resources in this section are examples that have been used with children of different ages and in different settings and environments. They are intended as a helping hand in getting your cookery club up and running. You are encouraged to develop your own questionnaires, ideas, recipes, and so on, that will be appropriate for your own club, children, families and the wider community.

This section includes, for example, sample activity and session plans for two topics – 'growing' and 'countries and culture – France' for 'Starters', 'Mains' and 'Afters' to help get you started, and a blank activity and session plan for you to use for your own ideas.



# Activity plan

Week 1	Week 2	Week 3	Week 4	Links

# Session plan

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost

# Activity plan – Growing

## Starters

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club</p> <p>Introduction to topic</p> <p>Where does food come from?</p> <p>Who grows it?</p> <p>How does it grow?</p> <p>Where does it grow?</p> <p>When does it grow?</p> <p>Plant seeds</p> <p>Prepare for visits – permission forms, staffing and so on</p>	<p>Supermarket/greengrocer's visit (if close by and sufficient staff)</p> <p>or</p> <p>Visit from greengrocer</p> <p>or</p> <p>Make a market stall – plastic fruit/vegetables etc and/or bring fresh fruit/vegetables</p> <p>Tasting session</p> <p>Look at the seeds – what's happening?</p>	<p>Growing your own vegetables – look at, for example: allotments; window boxes; grow bags; 'cottage gardens'</p> <p>More and more people are doing this – design a vegetable patch</p> <p>What are your favourite vegetables?</p> <p>Tasting session</p> <p>Check seeds</p> <p>Prepare for party</p>	<p>Party cooking – sandwiches, fruit kebabs, smoothies etc</p> <p>Check seeds and use them for sandwiches etc</p>	<p>Foundation Phase:</p> <ul style="list-style-type: none"> <li>● personal and social development and well-being</li> <li>● language, literacy and communication skills</li> <li>● mathematical development</li> <li>● bilingualism and multi-cultural understanding</li> <li>● knowledge and understanding of the world</li> <li>● physical development</li> <li>● creative development</li> </ul>

# Session plan – Growing

## Starters

You will need to plan how much you want to include in any one session, depending on the age of the children, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Cooking; 4 Food safety.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	Introduction to growing food	Classroom	3.30 to 4.30pm	Learning mentor/volunteer	Introduction to club Introduction to topic Where does food come from? (2) Who grows it? How does it grow? Where does it grow? When does it grow? Plant seeds (1) Preparation for visit – permission forms, staffing etc	Register Baseline questionnaire Diary	Register Questionnaire (Week 1 only) Leaflets, books about growing food Internet connection Paper/books and pens etc	Payment for learning mentor? Expenses for volunteers Seeds, pots, compost?

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	Where food is sold	Supermarket/ greengrocer visit (if close by and sufficient staff) or Visit from greengrocer or Make a market stall in classroom/ school hall	3.30 to 4.30pm	Learning mentor/ volunteer/parent Encourage parents/carers/ grandparents to get involved	Supermarket/ greengrocer visit (2, 3) or Visit from greengrocer or Make a market stall – plastic fruit and veg or bring fresh Tasting session Look at the seeds – what is happening? (1)	Register Diary Photos (consent needed) Video	Register Quiz sheets Leaflets/books about growing food Internet connection Paper/books and pens etc Art materials Sample food	Travel costs? Modelling materials? Food
Week 3 (date)	Grow some yourself	Classroom	3.30 to 4.30pm	Learning mentor/ volunteer/parent/ grandparent	Design a 'vegetable patch', look at allotments, window boxes, grow bags, cottage gardens etc (2) Use gardeners for expertise What are your favourite fruit and vegetables? Taste food – make smoothies (1, 3, 4) Check seeds	Register Diary Photos Video	Register As per Week 1 Craft materials Books Internet Grow bags, plant pots etc Fruit and vegetables Smoothie maker	Staff? Food? Other resources?

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 4 (date)	Party cooking	Classroom	3.30 to 4.30 pm	Learning mentor/ volunteer/ parent/ grandparent	Party cooking – sandwiches, fruit kebabs, smoothies etc (1, 2, 3, 4)  Check seeds and use them, for example, in sandwiches	Register Diary Photos Video	Register Camera Food Evaluation sheet	Food

# Activity plan – Growing

## Mains

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club</p> <p>Introduction to topic</p> <p>Where does food come from?</p> <p>Who grows it?</p> <p>How does it grow?</p> <p>Where does it grow?</p> <p>When does it grow?</p> <p>Plant seeds</p> <p>Prepare for visit(s)</p>	<p>Supermarket/greengrocer's visit (if close by and sufficient staff)</p> <p>Explore issue of: food miles; fresh versus 'preserved' fruit and vegetables</p> <p>Prepare 'quiz sheet', appropriate to age group</p> <p>Tasting session</p> <p>Check seeds</p>	<p>Grow your own vegetables – allotments; window boxes; grow bags; 'cottage gardens'</p> <p>Design a vegetable patch</p> <p>What are your favourite vegetables?</p> <p>Tasting session – prepare and cook some of the more unusual fruit and vegetables</p> <p>Make smoothies</p>	<p>Farm/allotment/garden/garden centre visit</p> <p>Prepare quiz sheet appropriate to age group</p>	<p>Geography</p> <p>English</p> <p>Welsh</p> <p>Science</p> <p>ICT</p> <p>Sociology</p> <p>Maths</p> <p>PSE</p> <p>Design and technology</p>

# Session plan – Growing

## Mains

You will need to plan how much you want to include in any one session, depending on the age of the children, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Food preparation; 4 Food hygiene.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	Food grows!	Classroom (secondary base for transition project?)	3.30 to 5.00pm	Learning mentor; parents/carers/grandparents/teaching assistant	Introduction to club Introduction to topic Where does food come from? Who grows it? (2) How does it grow? Where does it grow? When does it grow? How do we keep/store? (3, 4) Plant seeds Prepare for visits Balanced diet (1)	Baseline questionnaire Register Work produced Diaries Blogs Photos (consent needed)	Questionnaire Internet connection, cookery books Books/leaflets on farms; food production Seeds/planting equipment Soil etc	In kind from school? Seeds/soil etc

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	Where and how fruit and vegetables are sold	Supermarket/ greengrocer Club base	3.30 to 5.00pm	Learning mentor; teaching assistant; volunteers; parents/carers/ grandparents	Supermarket/ greengrocer visit Explore issue of: food miles (1); fresh versus 'preserved' fruit and vegetables (2) Quiz sheet appropriate to age group Tasting session (1, 3, 4)	Register Work produced Diaries Blogs	Quiz sheets First-aid kit Consent forms	Transport? Sample food (provided by visit host)
Week 3 (date)	Grow and taste your own!	Classroom	3.30 to 5.00pm	As above	Grow your own veg – allotments; window boxes; grow bags (2); 'cottage gardens' More and more people are doing this – design a vegetable patch What are your favourite veg? (2) Tasting session – prepare and cook some of the more unusual fruit and vegetables Make smoothies (1, 3, 4)	Register Work produced Diaries Blogs	As above, plus design materials Smoothie maker Cups, serviettes	Cost of fruit and vegetables

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 4 (date)	How food is grown	Farm/allotment/ garden/garden centre visit	3.30 to 5.00pm	As above	Farm/allotment/ garden/garden centre visit (2, 3, 4) Quiz sheet appropriate to age group	Register Diaries Photos Blogs Quiz sheet	As above Quiz sheet Evaluation sheet Certificates for quiz	Transport?

# Activity plan – Growing

## Afters

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club</p> <p>Introduction to topic</p> <p>Where does food come from?</p> <p>Who grows it?</p> <p>How does it grow?</p> <p>Where does it grow?</p> <p>When does it grow?</p> <p>Individual research into focus for rest of sessions/project work</p> <p>Plant seeds</p> <p>Agree/arrange visit(s)</p>	<p>Supermarket visit – half group (if close by and sufficient staff)</p> <p>Explore issue of: food miles; fresh versus preserved fruit and vegetables</p> <p>Different ways of cooking and eating fruit and vegetables – tasting session: prepare and cook some of the more unusual fruit and vegetables; make smoothies</p> <p>Cooking can affect the nutritional and sensory qualities of food</p> <p>Group, then swap if appropriate</p> <p>Agree/arrange visit(s)</p>	<p>Grow your own vegetables – allotments; window boxes; grow bags; ‘cottage gardens’</p> <p>More and more people are doing this – design a vegetable patch</p> <p>What are your favourite vegetables?</p> <p>Tasting session – prepare and cook some of the more unusual fruit and vegetables</p> <p>Make smoothies</p>	<p>Farm or other visit</p> <p>Arrange well before start of activity</p> <p>Complete relevant forms</p> <p>Prepare quiz sheet appropriate to age group</p> <p>Farming in other countries</p>	<p>Geography</p> <p>English</p> <p>Welsh</p> <p>Science</p> <p>PSE</p> <p>Maths</p> <p>ICT</p> <p>Design and technology</p>

# Session plan – Growing

## Afters

You will need to plan how much you want to include in any one session, depending on the age of the children, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. You may want to introduce the idea of some members becoming mentors/buddies/leaders for other cookery activities. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Food preparation; 4 Food hygiene.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	Food grows!	Suitable venue depending on members of club	3.30 to 5.30pm	As appropriate to topic and needs of members of club	Introduction to club Introduction to topic Where does food come from? Who grows it? How does it grow? (2) Where does it grow? When does it grow? (1) Balanced diet Storage (4) Individual research into focus for rest of sessions/project work Plant seeds Agree/arrange visit(s)	Baseline questionnaire Register Diaries Photos (consent needed) Blogs	Baseline questionnaire Internet connection, cookery books Books/leaflets on farms; food production	In kind? Seeds, pots, compost

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	How food is sold to us	As above	3.30 to 5.30pm	As above	<p>Supermarket visit – half group (if close by and sufficient staff)</p> <p>Explore issue of: food miles; fresh versus 'preserved' fruit and vegetables (2)</p> <p>Seasonality</p> <p>Costing recipes</p> <p>Different ways of cooking and eating fruit and vegetables – tasting session: prepare and cook some of the more unusual fruit and vegetables</p> <p>Make smoothies (1, 3, 4)</p> <p>Healthy eating recommendations (1)</p> <p>Cooking can affect the nutritional and sensory qualities of food (2)</p> <p>Plant some seeds?</p> <p>Group, then swap if appropriate</p> <p>Agree/arrange visit(s)</p>	<p>Register</p> <p>Diaries</p> <p>Photos</p> <p>Blogs</p>	<p>Internet connection;</p> <p>books relating to growing seeds, food, making smoothies</p>	<p>Cost of fruit and vegetables</p> <p>Seeds; pots; compost</p>

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 3 (date)	Grow and taste your own	As above	3.30 to 5.30pm	As above	<p>Grow your own vegetables – allotments; window boxes; grow bags; 'cottage gardens'</p> <p>More and more people are doing this – design a vegetable patch (2)</p> <p>What are your favourite vegetables?</p> <p>Healthy eating</p> <p>Tasting session – prepare and cook some of the more unusual fruit and vegetables (1, 3, 4)</p>	<p>Register</p> <p>Diaries</p> <p>Photos</p> <p>Blogs</p>	<p>Internet connection; books relating to growing seeds, fruit and vegetables</p>	<p>Cost of fruit and vegetables</p>
Week 4 (date)	Where and how food is grown	Farm or other visit, for example, garden, allotment	3.30 to 5.30pm	As above	<p>Farm or other visit</p> <p>Seasonality etc (2)</p> <p>Arrange well before start of activity</p> <p>Complete relevant forms</p> <p>Prepare quiz sheet appropriate to age group</p> <p>Farming in other countries (2)</p> <p>Food safety (4)</p>	<p>Register</p> <p>Diaries</p> <p>Photos</p> <p>Videos</p> <p>Blogs</p> <p>Quiz sheet</p>	<p>Quiz sheets, wellies and waterproofs, first-aid kit, consent forms</p> <p>Evaluation sheet</p>	<p>Transport</p> <p>Production of quiz sheet</p>

# Activity plan – Countries and culture: France

## Starters

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club</p> <p>Introduction to topic</p> <p>Where is France?</p> <p>Who lives there?</p> <p>What does their language sound like?</p> <p>What do they eat?</p> <p>Where does it grow?</p>	<p>French café:</p> <ul style="list-style-type: none"> <li>● set up</li> <li>● inside/outside</li> <li>● bread</li> <li>● fruit</li> <li>● cheese</li> </ul>	<p>Menus at home:</p> <ul style="list-style-type: none"> <li>● examples of food/preparing simple dish</li> <li>● meal time</li> <li>● laying the table</li> </ul>	<p>Dressing up:</p> <ul style="list-style-type: none"> <li>● famous French people</li> <li>● French music</li> <li>● Mardi Gras</li> <li>● 'buffet'</li> </ul>	<p>Foundation Phase:</p> <ul style="list-style-type: none"> <li>● personal and social development and well-being</li> <li>● language, literacy and communication skills</li> <li>● mathematical development</li> <li>● bilingualism and multi-cultural understanding</li> <li>● knowledge and understanding of the world</li> <li>● physical development</li> <li>● creative development</li> </ul>

# Session plan – Countries and culture: France

## Starters

You will need to plan how much you want to include in any one session, depending on the age of the children, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Food preparation; 4 Food hygiene.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	France	Classroom	3.30 to 4.30pm	Learning mentor/volunteer	Introduction to club and topic Individual and group research about daily life in France, produce, food etc (1, 2) Agree menu for next week Balanced diet Food safety (4)	Register Baseline questionnaire Diary	Register Questionnaire (Week 1 only) Map of Europe French language tapes French cookery books Internet connection Paper/books and pens etc	Payment for learning mentor? Expenses for volunteer?

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	French café life	Classroom/hall	3.30 to 4.30pm	Learning mentor/volunteer/parent Work in two groups	Look at pictures or videos of a French café Examples of French food – discuss: food miles; seasonal food; healthy eating (1, 2) Set up café, lay table and sit down and taste simple food together (1, 3, 4)	Register Diary Photos (consent needed) Video	Register Tables, chairs, crockery Check tablecloths Food	Staff/volunteer costs? Food
Week 3 (date)	French family life	Classroom	3.30 to 4.30pm	Learning mentor/volunteer/parent/French teacher (assistant)	Does French family meal times differ from ours? How? Why? Look at menus – for breakfast, lunch, school lunch, dinner (1) Where/how to buy food (2) Prepare a snack, for example, vegetable soup, omelette (1, 3, 4) Plan next session – choose recipes for Mardi Gras buffet party (1, 2, 3, 4)	Register Diary Photos Video	Register Ingredients for snack Utensils	Staff/volunteer costs? Food

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 4 (date)	Celebration	Classroom	3.30 to 4.30pm	As Week 3	Prepare buffet, set out and enjoy (1, 2, 3, 4) What is Mardi Gras? Sample buffet	Register Diary Photos Video	Register Evaluation sheet Dressing up clothes Decorations Buffet food	Staff/volunteer costs? Food?

# Activity plan – Countries and culture: France

## Mains

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club</p> <p>Introduction to topic</p> <p>Famous French chefs</p> <p>Planning a French meal</p>	<p>Visits:</p> <ul style="list-style-type: none"> <li>● French market/supermarket shopping</li> <li>● French restaurant/café</li> </ul> <p>Menu/shopping list for French meal</p>	<p>Speciality French food</p> <p>Sample and decide menu</p> <p>Invite 'guests' to next week meal</p>	<p>Cook and eat French meal for invited guests</p> <p>Decorate room and table appropriately</p>	<p>Modern foreign languages</p> <p>Geography</p> <p>English</p> <p>Welsh</p> <p>Science</p> <p>Maths</p> <p>PSE</p> <p>Music</p> <p>Design and technology</p>

# Session plan – Countries and culture: France

## Mains

You will need to plan how much you want to include in any one session, depending on the age of the children, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Food preparation; 4 Food hygiene.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	France	Classroom (secondary base for transition project?)	3.30 to 5.00pm	Learning mentor; French assistant	Introduction to club and topic Individual and group research about French chefs and menus – internet and book-based (2) Research/arrange visit to local French café/restaurant/supermarket Arrange for chef/cook to visit	Baseline questionnaire Register Work produced Diaries Blogs	Internet connection, cookery books, French tapes/videos/DVDs Yellow Pages or Yell.com, or other appropriate guidance	In kind from school? Staff/volunteer costs?

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	Market/ supermarket French restaurant/café	Classroom Restaurants/ cafés – potential visit to/from	3.30 to 5.00pm or Early evening	Learning mentor; teaching assistant; French assistant; volunteers	Research markets – local venues – how do ours differ from France? Sample French foods (1, 3, 4) Possible visit to local French restaurant/café or chef comes into group Plan menu for Week 4 (1, 2) Plan supermarket trip	Register Work produced Diaries Blogs	As above Food	May need to offer expenses to visitor? Food
Week 3 (date)	Speciality French food Supermarket shopping	Classroom Local supermarket	3.30 to 5.00pm	As above	Sample and decide menu Visit local supermarket and look for food produced in France/speciality food; compare prices? (1, 2, 3, 4) Shop for next week apart from perishables (2) Invite guests for next week	Register Work produced Diaries Blogs	As above Card for invitations Materials for displays/ decorations for next week	Travel costs Cost of ingredients

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 4 (date)	Special meal	Classroom or other suitable venue	3.30 to 5.00pm or slightly later	As above plus invited guests	Prepare room and tables Prepare food (1, 2, 3, 4) Entertain guests	Register Work produced Diaries Photos Blogs	Tablecloths; French music; tape/CD player Evaluation sheet	Cost of decor and food

# Activity plan – Countries and cultures: France

## Afters

Week 1	Week 2	Week 3	Week 4	Links
<p>Introduction to club: Initially this could closely follow work done in 'Mains', but in more depth and possibly more work done in partnership with other agencies/providers</p> <p>Introduction to ideas/topics/ project work: Project work – club members, either individually or in groups, choose a project to do with food and health in France, for example, compare/contrast: health issues; how food is cooked; levels of obesity in French/English children; food labelling; food miles; exercise; school meals</p> <p>Conduct part of club in French?</p>	<p>Continue with project work in club/own time</p> <p>Look at menus and choose French dishes for next week/ week after</p>	<p>Continue with project work</p> <p>Prepare for/cook French dishes</p>	<p>Present project work – either individually or in groups</p> <p>Cook/present French dishes</p>	<p>Modern foreign languages</p> <p>Geography</p> <p>English</p> <p>Welsh</p> <p>Science</p> <p>PSE</p> <p>Maths</p> <p>PE</p> <p>Music</p> <p>Design and technology</p> <p>Welsh Baccalaureate</p>

# Session plan – Countries and culture: France

## Afters

You will need to plan how much you want to include in any one session, depending on the age of the young people, the facilities and staff available. You may want to run two groups/activities alongside each other and then swap for the following week – so making the plan run for eight sessions. You may want to introduce the idea of some members becoming mentors/buddies/leaders for other cookery activities. See competencies in the section 'Making the links': 1 Diet and health; 2 Consumer awareness; 3 Food preparation; 4 Food hygiene.

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 1 (date)	France	Suitable venue depending on members of club	3.30 to 5.30pm	As appropriate to topic and members of club French teacher/assistant	Introduction to club Introduction to ideas/topics/ project work, for example: look at health issues; how food is cooked; levels of obesity in English/French children*; food labelling; food miles; exercise; school meals Discussion on content of sessions Conduct some of session in French Sample French food (1, 2, 3, 4)	Baseline questionnaire Register Diaries Photos (consent needed) Blogs	Baseline questionnaire French cookery books; internet access; French dictionaries; fluent French speaker! Sample food	In kind? Food

\*Food-related health behaviours: [www.euro.who.int/epidemiology/main/who/informationresources/publications/catalogue/20040101-1](http://www.euro.who.int/epidemiology/main/who/informationresources/publications/catalogue/20040101-1) (Ref: HSBC data, involving France and Wales)

Date	Topic	Where	When	Staff	Session plan	Monitor/ evaluate	Resources needed	Cost
Week 2 (date)	France	As above	3.30 to 5.30pm	As above	Continue with project work Look at menus, sample foods, choose dishes for next week/week after (1, 2, 3, 4)	Register Diaries Photos Blogs	French cookery books; internet access; French dictionaries; video recorder; digital camera Sample food	Cost of ingredients
Week 3 (date)	France	As above	3.30 to 5.30pm	As above	Project work Shop/prepare/cook dishes (1, 2, 3, 4)	Register Diaries Photos Blogs	Equipment, food Cookery books; internet access; French dictionaries; video recorder; digital camera	Cost of ingredients
Week 4 (date)	France	As above	3.30 to 5.30pm	As above	Presentation of projects Cook food (1, 2, 3, 4)	Register Diaries Photos Blogs	Equipment, food Cookery books; internet access; French dictionaries Evaluation sheet	Cost of ingredients Project work

# Cymru Cooks sample questionnaire: About you

This questionnaire should be completed before you take part in the cookery club activities. Please answer all the questions below and read the instructions for each question.

This is not a test and there are no right or wrong answers, so please answer honestly.

All your responses will be kept confidential, and no one will know what you have answered.

## About you

1 Are you a: (Please tick one box only.)

Girl?  Boy?

2 How old are you?  years

3 How often do you help to cook?

	At home	At school
Lots	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>

4 Would you like to cook more?

	At home	At school
Lots more	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	<input type="checkbox"/>
No more	<input type="checkbox"/>	<input type="checkbox"/>

5 Do you go with your parent/carer to buy food?

Lots   
Sometimes   
Never

6 Do you help decide which food to buy?

Lots   
Sometimes   
Never




7 What would you like to do in the cookery club?

# Cymru Cooks sample questionnaire: What you know about preparing and cooking food

## 1 Which is the healthiest way to cook food?

- Shallow frying
- Grilling
- Deep frying
- Oven baking
- I don't know

## 2 Read and tick one box for each.

- |  |  |  |  |
|--|---|---|---|
| It is important to eat healthy food                                      | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Food which is cooked using fresh ingredients is healthier than fast food | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Food which is cooked using fresh ingredients tastes good                 | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| I like to eat healthy food   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Eating fresh fruit and vegetables gives you lots of energy               | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |

## 3 Tick the foods that you think are healthy.

- Eggs
- Dairy products (eg milk, butter, cheese)
- White fish (eg cod, haddock, plaice)
- Oily fish (eg salmon, trout, mackerel)
- Poultry (eg chicken, turkey)
- Red meat (eg lamb, beef, pork)
- Bacon/ham
- Organic foods
- Fresh fruit
- Fresh vegetables
- Fresh salad
- Nuts/beans/chickpeas/lentils
- Sausages/burgers/pies bought from a shop
- Fish fingers and chicken nuggets
- Pizzas, pasta dishes, curries and Chinese dishes bought from a shop
- White bread
- Brown bread
- Crisps
- Chocolate bars
- Sweets
- Fizzy drinks like cola and lemonade

## Food hygiene

4 If you wanted to save some fresh meat for a long time, where would be the best place to store it?

Fridge

Freezer

Cupboard

I don't know

5 Read and tick the box you think is right.



Use a clean knife when preparing raw meat and vegetables

Wash your hands before preparing or cooking food

Wear an apron when preparing and cooking food

Use a clean chopping board when preparing food

# Cymru Cooks sample questionnaire: About preparing and cooking food

1 How much do you enjoy cooking food?

I enjoy cooking...

a lot

a little

not at all

I never cook

2 How interested are you in learning how to prepare and cook food?

Very interested

Quite interested

Not very interested

Not at all interested

3 How easy do you think it is to prepare and cook food?

Very easy

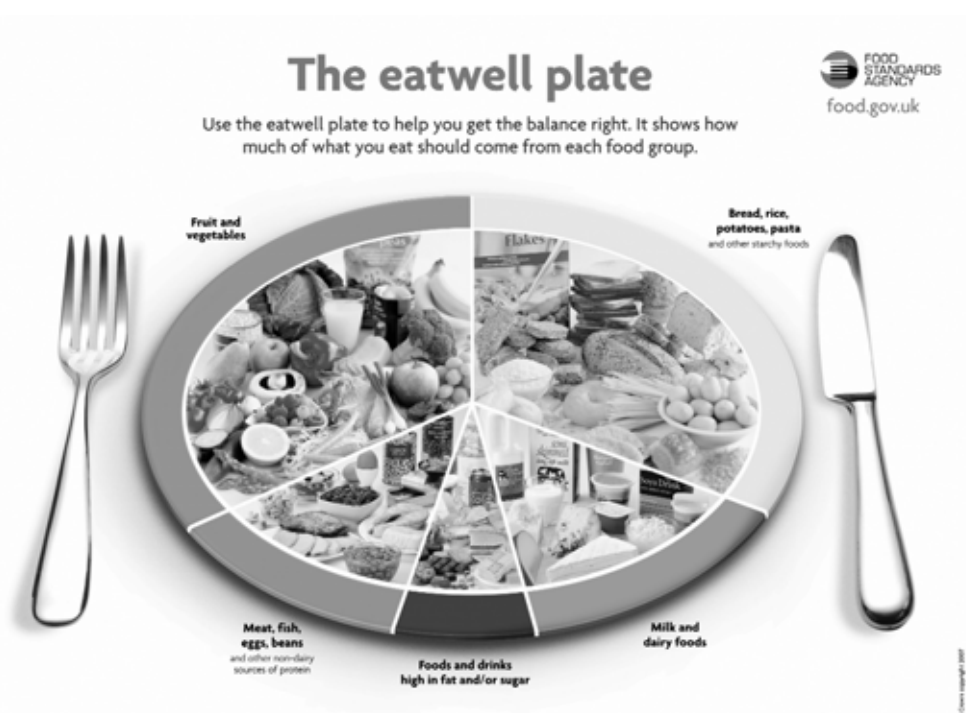
Quite easy

Not very easy

Not at all easy

4 Describe a meal that you would like to learn how to cook.

5 Circle the foods on this plate that you best like to eat.



# Cymru Cooks sample questionnaire: About you

This questionnaire should be completed before you take part in the cookery club activities. Please answer all the questions below and read the instructions for each question.

This is not a test and there are no right or wrong answers, so please answer honestly.

All your responses will be kept confidential, and no one will know what you have answered.

## A: About you

1 Are you a: (Please tick one box only.)

Girl?  Boy?

2 Please write your age in the box.  years

## B: Your experience of buying, preparing and cooking food

3 How often do you cook at home or at school? (Tick one for each.)

	I help to cook at home	I cook at home	I cook in school
Every week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every 2 weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less than once a month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A few times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Is there anything you think currently stops you from cooking food? (Please tick all boxes that apply.)

	In school	At home
No access to equipment	<input type="checkbox"/>	<input type="checkbox"/>
I'm not taught how to cook at school	<input type="checkbox"/>	<input type="checkbox"/>
I do not know what ingredients to buy	<input type="checkbox"/>	<input type="checkbox"/>
I do not know where to buy ingredients	<input type="checkbox"/>	<input type="checkbox"/>
I've never been shown what to do at home	<input type="checkbox"/>	<input type="checkbox"/>
I don't know how to cook	<input type="checkbox"/>	<input type="checkbox"/>
I'm not allowed to cook at home	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please tick box and state.)	<input type="checkbox"/>	<input type="checkbox"/>

**5 How often do you accompany your parent/carer to buy food in a shop or supermarket?  
(Please tick one only.)**

- Every time
- Most times
- Occasionally
- Never

**6a Do you have any say in what your parent/carer buys from a shop or supermarket?**

- Yes
- No
- Don't know

**6b If yes, which, if any, of the following foods do you ask you parent/carer to buy for you from a food shop or supermarket? (Please tick all that apply.)**

- |   |                          |                                   |                          |
|---|--------------------------|-----------------------------------|--------------------------|
| Fruit   | <input type="checkbox"/> | Cooked meats (eg ham and chicken) | <input type="checkbox"/> |
| Fresh or frozen vegetables like<br>carrots, peas, cabbage | <input type="checkbox"/> | Chocolate                         | <input type="checkbox"/> |
| Crisps  | <input type="checkbox"/> | Cereal                            | <input type="checkbox"/> |
| White meats (eg chicken)                                  | <input type="checkbox"/> | Breads                            | <input type="checkbox"/> |
| Dried fruit (eg raisins)                                  | <input type="checkbox"/> | Fizzy drinks                      | <input type="checkbox"/> |
| Red meats (eg beef)                                       | <input type="checkbox"/> | Milk                              | <input type="checkbox"/> |
| Dairy products (eg yoghurt, milk or cheese, eggs)         | <input type="checkbox"/> | Plain water (bottled or tap)      | <input type="checkbox"/> |
| Pasta/rice  | <input type="checkbox"/> | Fruit juice                       | <input type="checkbox"/> |
| Cakes   | <input type="checkbox"/> | Smoothies                         | <input type="checkbox"/> |
| Sweets  | <input type="checkbox"/> | Flavoured water                   | <input type="checkbox"/> |
| Meat products (eg sausages, bacon)                        | <input type="checkbox"/> | Sports drinks                     | <input type="checkbox"/> |
| Pre-packaged food (eg ready meals)                        | <input type="checkbox"/> |                                   |                          |
| Pre-prepared (eg pies/pastry-based products)              | <input type="checkbox"/> |                                   |                          |

**7 Do you know what you are going to do in the cookery club? If so, please write below what you think you are going to be doing.**

**8 What do you hope to learn from the cookery club? Write your answer in the box below.**

# Cymru Cooks sample questionnaire: Your views on preparing and cooking food

**1 How important do you feel it is for you to learn about preparing and cooking food?**

Very important

Quite important

Not very important

Not at all important

**2 Why do you say that? (Please write your answer in the box below.)**

**3 How much do you enjoy cooking food? (Please tick one box only.)**

I enjoy cooking:

a lot

a little

not at all

I never cook

**4 How interested are you in learning how to prepare and cook food? (Please tick one box only.)**

Very interested

Quite interested

Not very interested

Not at all interested

**5 How easy do you think it is to prepare and cook food?**

Very easy

Quite easy

Not very easy

Not at all easy

**6 What types of food do you like cooking/would you like to cook? (Please write in the box below.)**

## Your food likes and dislikes

Please read and answer the following questions. Do not worry if you do not know the answer. Remember it is not a test.

**7 Which of the following do you like to eat and which do you not like to eat? (Tick as many boxes as you think apply.)**

	I like to eat this food	I do not like to eat this food
1 Eggs	<input type="checkbox"/>	<input type="checkbox"/>
2 Dairy products (eg milk, butter, cheese)	<input type="checkbox"/>	<input type="checkbox"/>
3 White fish (eg cod, haddock, plaice)	<input type="checkbox"/>	<input type="checkbox"/>
4 Oily fish (eg salmon, trout, mackerel)	<input type="checkbox"/>	<input type="checkbox"/>
5 Poultry (eg chicken, turkey)	<input type="checkbox"/>	<input type="checkbox"/>
6 Red meat (eg lamb, beef, pork)	<input type="checkbox"/>	<input type="checkbox"/>
7 Bacon/ham	<input type="checkbox"/>	<input type="checkbox"/>
8 Organic foods	<input type="checkbox"/>	<input type="checkbox"/>
9 Fresh fruit	<input type="checkbox"/>	<input type="checkbox"/>
10 Fresh vegetables (not including potatoes)	<input type="checkbox"/>	<input type="checkbox"/>
11 Fresh salad	<input type="checkbox"/>	<input type="checkbox"/>
12 Nuts/beans/chickpeas/lentils	<input type="checkbox"/>	<input type="checkbox"/>
13 Store-bought sausages/burgers/pies containing meat	<input type="checkbox"/>	<input type="checkbox"/>
14 Store-bought coated chicken/fish (eg in breadcrumbs)	<input type="checkbox"/>	<input type="checkbox"/>
15 Ready-made/pre-made meals from the in-store chiller cabinet (eg pizzas, pasta dishes, curries, Chinese dishes)	<input type="checkbox"/>	<input type="checkbox"/>
16 Ready-made/pre-made meals from the in-store freezer cabinet (eg pizzas, pasta dishes, curries, Chinese dishes)	<input type="checkbox"/>	<input type="checkbox"/>
17 White bread	<input type="checkbox"/>	<input type="checkbox"/>
18 Wholemeal/wholewheat/wholegrain bread	<input type="checkbox"/>	<input type="checkbox"/>
19 Brown (wheatmeal) bread	<input type="checkbox"/>	<input type="checkbox"/>
20 Crisps/savoury snacks	<input type="checkbox"/>	<input type="checkbox"/>
21 Chocolate bars	<input type="checkbox"/>	<input type="checkbox"/>
22 Sweets, confectionery	<input type="checkbox"/>	<input type="checkbox"/>
23 Fizzy drinks (eg cola, lemonade)	<input type="checkbox"/>	<input type="checkbox"/>

**8 Are there any other types of food you like eating? (Please write in the box below.)**

**9a Do you suffer from any food allergies? (Please tick one box only.)**

Yes

No

9b If yes, what food are you unable to eat/do you have to avoid? (Please write in the box below.)

10 Please read each of the statements and tick one statement that you think best applies to you.

(a) Tick one box only.

I only eat certain types of food and don't like trying new foods that I haven't eaten before.

I only eat certain types of food, but I will always try new foods that I haven't eaten before.

(b) Tick one box only.

I eat less than one portion of fruit and vegetables each day.

I eat more than one but less than five portions of fruit and vegetable each day.

I eat at least five portions of fruit and vegetables each day.

(c) On an average day, which of the following best describes how you eat? (Tick one box only.)

I never eat more than two meals a day – eg only lunch and dinner, or breakfast and dinner, or lunch and dinner.

I usually eat three main meals a day.

I eat when I'm hungry – not at any set times.

I only eat one meal a day.

## The balance of good health

11 How often do you eat the following foods? (Please tick one box for each.)

	I eat this every day	I eat this often (every week)	I eat this sometimes (every 2–4 weeks)	I eat this occasionally (a few times a year)	I never eat this
A ready-made microwave meal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A meal cooked using fresh ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A ready-made meal cooked in the oven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A takeaway meal (eg Chinese food, Indian food, burger, chips or kebab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Cymru Cooks sample questionnaire: What you know about preparing and cooking food

Please read and answer the following questions. Remember it is not a test, so do not worry if you do not know the answers.

## 1 Which of the following cooking methods is the healthiest way to cook food?

- Shallow frying
- Grilling
- Deep frying
- Oven baking
- I don't know

## 2 Which of the following is the healthiest way to cook vegetables? (Tick one box only.)

- Frying
- Boiling
- Steaming
- I don't know

## 3 If you were looking for a healthy food product, what would you look for on the food label? Write your answer in the box below. If you do not know, just write 'I don't know' or leave it blank.

## 4 Please read the following statements and tick one box for each.

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
It is important to eat healthy food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food which is cooked using fresh ingredients is healthier than fast food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food which is cooked using fresh ingredients tastes good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to eat healthy food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating fresh fruit and vegetables gives you lots of energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5 Which of the following do you think of as being healthy foods? (Tick as many boxes as you think apply.)

- 1 Eggs
- 2 Dairy products (eg milk, butter, cheese)
- 3 White fish (eg cod, haddock, plaice)
- 4 Oily fish (eg salmon, trout, mackerel)
- 5 Poultry (eg chicken, turkey)
- 6 Red meat (eg lamb, beef, pork)

- 7 Bacon/ham
- 8 Organic foods
- 9 Fresh fruit
- 10 Fresh vegetables (not including potatoes)
- 11 Fresh salad
- 12 Nuts/beans/chickpeas/lentils
- 13 Store-bought sausages/burgers/pies containing meat
- 14 Store-bought coated chicken/fish (eg in breadcrumbs)
- 15 Ready-made/pre-made meals from the in-store chiller cabinet (eg pizzas, pasta dishes, curries, Chinese dishes)
- 16 Ready-made/pre-made meals from the in-store freezer cabinet (eg pizzas, pasta dishes, curries, Chinese dishes)
- 17 White bread
- 18 Wholemeal/wholewheat/wholegrain bread
- 19 Brown (wheatmeal) bread
- 20 Crisps/savoury snacks
- 21 Chocolate bars
- 22 Sweets, confectionery
- 23 Fizzy drinks (eg cola, lemonade)

## Food hygiene

Please read and answer the following questions. Do not worry if you do not know the answer. It is not a test, so just tick 'I don't know'.

**6 If you wanted to save fresh food (eg meat or fish) for a long time, what would be the best way to store it? (Tick one box only.)**

- Keep it in the fridge
- Freeze it
- Keep it in a cupboard
- I don't know

**7 Please read the sentences below and tick the answer you think is correct. If you do not know the answer, please tick 'Don't know'.**

	True	False	Don't know
It is essential to use a different or clean knife when preparing raw meat and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You must always wash your hands before preparing or cooking food and after handling raw meat, fish or eggs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You should wear an apron when preparing and cooking food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You do not need to use a different or clean chopping board when preparing raw meat and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Ideas and activities to get you started

These activity ideas have been used by many clubs already and can be amended to fit in with a range of different session and activity plans. They can also be adapted for different venues, age ranges and levels of experience.

## What's in the bag?

Explain that there will be 'store cupboard' ingredients available, such as pepper, salt, sugar, milk, flour, bread, spices, herbs, oil, and butter. (You can alter these ingredients if you want to add more variety or make more challenging dishes.)

Provide a list or pictures of a small range of ingredients, and ask the group to discuss and plan different dishes that could be made from them. Get them to agree which dishes they will make in the following session. Alternatively, you could provide a small range of ingredients in separate bags and get the group to discuss and agree what to make with them.

### Example ingredients:

Potato/onion/cheese

### Example dishes:

Potato and onion soup with cheese croutons

Rösti

Cheesy mashed potatoes with caramelised onions

Cheese and onion pie

Baked potato with cheese and onion

### Example ingredients:

Baking apple/dried fruit/porridge oats

### Example dishes:

Stuffed baked apple with crunchy topping

Stewed fruit and apple on an oat base

Porridge with stewed apple and fruit

Apple and fruit flapjack

### Example ingredients:

Egg/cheese/ham

### Example dishes:

Cheese and ham omelette

Baked egg with cheese and ham

Cheesy scrambled eggs and ham on toast

Cheesy 'eggy bread'

### Example ingredients:

Tinned tuna/cheese/sweetcorn

### Example dishes:

Tuna bake

Sandwiches

Fritters

### Example ingredients:

Various salad items/various fresh or tinned fruit/plain yogurt

### Example dishes:

Fruit kebabs and fruit sauce or yogurt

Warm spicy fruit salad

Smoothies

Green salad with herb/yogurt dressing

## Eating with your nose, eyes, mouth

Provide a range of foods that members can smell, look at and talk about before they actually taste them.

Some can be raw and some can be cooked (for instance, fruit, jams, marmalade, puéed vegetables, herbs, spices, cheese, fish, sauces). Ask the club members:

- What does it look like?
- Do you think it will be sweet/sour?
- Where on your tongue do you taste it?
- Does it smell sweet/strong/mild?
- Does it look inviting/off putting?
- Is the colour bright/nice?
- Where does it come from?
- How is it grown?
- What is the texture? Is it hard/soft/mushy?

Have a pact that everyone will at least try a taste of everything!

Get club members to vote for the best-looking food, the nicest smelling, the scariest, and so on.

## Five portions a day

Provide different fruit and vegetables (fresh, tinned, frozen) and use as the basis of a discussion. Ask club members, for instance:

- How big is a portion?
- What are the benefits of eating five portions?
- Does it matter if it's fruit or vegetables?
- Does potato count? Do baked beans?
- Does fruit juice count? What sort?
- Do smoothies count?
- What does it cost?

Ask them to research the answers.

## What will it cost?

Decide on a recipe and work out how much it will cost to make the dish for different numbers of people.

- How much does one portion cost?
- Will it be cheaper per portion the more you make?
- What if it's too expensive for your budget?
- How could you save money?
- Why are some apples/potatoes/bread and so on cheaper than others?
- Does it matter which ones you choose?
- Does it affect the taste/appearance?

## Magical measuring

Ask club members questions about measuring, such as:

- What do we mean by measuring in cookery?
- Why is measuring important?
- What things do we measure and in what ways?
- Do you need to know how long a cucumber is/how heavy an apple is?
- What happens if you alter the quantity of different ingredients?
- Is it more important to get the measurements right with some food than others?

Encourage group members to experiment with different ingredients. Making modelling dough is a good example – they can experiment by adding more or less water, and so on, and then make it into different foods. For more ideas, visit [www.craftforkids.co.uk/dough.htm](http://www.craftforkids.co.uk/dough.htm) and [www.anastasis.co.uk](http://www.anastasis.co.uk).

## Healthier options

Provide traditional recipes for different dishes that use ingredients such as cream, sugar, syrup, salt and butter. Look at how you could make them healthier by substituting or taking out different things. Encourage the club members to experiment. Does it work? What works best? Some things more than others? (Examples might be: yoghurt instead of cream; low-fat spread instead of butter; spices and herbs instead of salt/sugar.)

## Healthier lunch boxes

Everyone brings, or you provide, a suitable container; this could be decorated by the young people.

### What to eat?

They make their lunch using a variety of foods from:

- fruit and vegetables – 1 portion of each
- dairy foods – 1 portion
- protein – 1 portion
- ... and one of bread (granary, wholemeal), rolls, bagels, pitta bread, wraps, rice, pasta or salad.

### What to drink?

Water, milk, pure fruit juice and fruit smoothies are all a good choice.

### Examples of foods

- Vegetable sticks, slice of pizza, yoghurt, scone, water
- Houmous (or ham), lettuce and tomato wrap, fromage frais, tangerine, unsweetened apple juice
- Cheese and onion granary bread sandwich, cherry tomatoes, low-sugar jelly with fruit, chocolate low fat/low sugar milk shake

Taken from 'Healthier lunchboxes, healthier children' leaflet, Welsh Assembly Government, March 2007.



# A supermarket visit

You could contact your local supermarket to make special arrangements in advance of your visit. Some supermarkets allow pupils to pass food through the checkout without having to purchase the ingredients at that time. Alternatively, you could ask participants to complete a sheet such as the one below, with their suggestions about what they would like to buy, including prices and comparisons between different products.

## Shopping trip sheet

Ingredients	Quantity needed	Brand 1	Cost per 100g	Cost of amount used	Brand 2	Cost per 100g	Cost of amount used
<b>Total</b>							

Ask club members to compare the supermarket's own brand of a product to a well-known brand. The information they collect can be summarised as follows:

	Brand 1	Brand 2
<b>Cost of ingredients</b>		
<b>Budget for meal</b>		
<b>Balance</b>		

# Checklist for setting up sessions

## Getting started:

Welcome the group with a smile – be enthusiastic.

- Inspire
- Agree your rules
- Engage
- Reward

## Discuss throughout the session:

- the importance of a healthy diet
- the enjoyment you can get from food
- sharing ideas
- economics – shopping on a budget
- seasonal foods
- local foods
- growing your own foods.

## Food safety and hygiene:

- At least one person running the club requires a basic food hygiene certificate.
- Prepare the food in a safe and hygienic way/check the sell-by date/best-before date.
- Prepare and store raw and cooked food separately.
- Wash your hands.
- Keep a clean kitchen at all times – wipe down surfaces and chopping boards regularly.
- Never eat raw egg or uncooked meat and ensure chopping boards are washed after use.
- Never touch your hair and face when cooking.
- First-aid kits must be available.

## Safety:

- Children should be reminded about the rules of the group at the start of every session.
- If a child or adult has had sickness or diarrhoea, they should not return to the cookery club until 48 hours after the last episode.
- Discuss rules about oven safety and knives and make sure children know how to use them.

## Cooking skills:

- Use recipes that will help children develop lots of new skills each week.
- Try out your recipes at home first.
- Evaluate the success at the end of every session.
- Clearing up – get everyone involved.
- Praise children to boost their confidence.
- Suggest ideas on how children can change the recipes at home to suit their families.
- Arrange a visit to the farmers' market.
- Discuss seasonal products and try to include local ingredients.
- Give the children a timetable of what they are cooking each week for the course.
- Discuss recycling the packaging and using peelings for the compost bin.

## Things to think about:

- How long will the session last?
- How many children will you cater for?
- Who will help you?
- Where will you source your ingredients?
- Where will you store the ingredients before the session starts?
- Where you will keep the equipment?
- Where in school can you deliver the class?
- Where will you purchase the cooking equipment needed?
- Remember aprons – plastic/cloth?
- How will the children carry their food home?

# Taking care

We always wash our hands with soap and warm running water:

- when entering the kitchen area
- after handling raw food
- after handling cooked food
- after visiting the toilet.

We never:

- run in the kitchen
- shout and mess around in the kitchen
- put knives in the sink or other washing up areas.

We always:

- carry knives with the blades pointed towards the floor
- tell someone straightaway if something is spilt on the floor
- tell someone if we don't feel well
- tell someone straightaway if we have an injury (cuts or burns)
- keep fingernails clean and short
- keep long hair tied back.



# Bridge and claw cutting techniques

## Bridge cutting technique

Form a 'bridge' with the thumb and index finger of the left hand. Hold the item to be halved (or quartered) on a chopping board. (For stability, place the flattest part of the item on the board.) Holding the knife with the right hand, position the blade under the 'bridge' and cut downwards firmly. For some soft items such as tomatoes it may be easier to puncture the tomato skin with the point of the knife before cutting.



## Claw cutting technique

Place the flat side of the item down on the chopping board. Shape the fingers of the left hand into a claw shape, tucking the thumb inside the fingers. Rest the 'claw' on the item to be sliced. Holding the knife in the right hand, slice the item, moving the 'clawed' fingers away as cutting progresses.

# COOKIT – the tools of the trade

A one-stop shop for a full kit of quality cooking equipment housed in a bright, durable, easily wheeled container is available from the Focus on Food Campaign.

Based on Focus on Food's extensive primary school trialling and the Campaign's experience of teaching cooking, the COOKIT contents have been selected to take the pain and strain out of teaching cooking in the primary classroom.

The COOKIT contains everything that primary teachers require to teach basic cooking skills to groups of six pupils cooking individually, or more, if equipment is shared.

The COOKIT includes a range of teacher-only items used for demonstrations or for preparation. For example, glass bowls, cook's knife, bread knife, oven glove, ladle.

A set of table cutlery is also included so that twelve individuals can lay the table and eat together.

The COOKIT is accompanied by an information and guidance document.

The COOKIT equipment has been selected from the same range that has been used on Focus on Food's famous teaching kitchens, the Cooking Buses, during the past eight years.

Focus on Food's experience has confirmed that the equipment is robust, made to high safety specifications and represents best quality and value. The wheeled container is the size of an average hotel laundry bin (880mm x 600mm x 650mm deep). It is lockable and rolls easily on even interior surfaces. (NB locks are not supplied with the COOKIT.)

Price: £750 + VAT

## Contents

- 3 parisienne cutter (melon baller) double ended
- 3 pastry brush bristle flat
- 6 grater box 12cm
- 6 paring knife serrated 7cm
- 6 chopping board with handles 40 x 27.5 cm
- 3 double edged cutter
- 3 flour dredger
- 1 digital scales 5kg
- 6 spatula spoon shaped 23cm
- 6 vegetable peeler
- 6 palette knife black moulded handle 10cm
- 6 jug measuring plastic 0.5ltr
- 6 rolling pin white polyethylene
- 3 spoon – measuring, stainless steel, set of 4
- 1 cutlery dessert knife (per dozen)
- 1 cutlery dessert fork (per dozen)
- 1 cutlery dessert spoon (per dozen)
- 1 cutlery tablespoon (per dozen)

- 1 cutlery soup spoon (per dozen)
- 1 cutlery teaspoon (per dozen)
- 6 bowl mixing polyethylene extra deep 1ltr
- 6 bowl mixing polyethylene extra deep 2.5ltr
- 1 pure seal container 2.4ltr
- 3 lemon squeezer
- 3 chefs glass bowl 60mm (box of 4)
- 2 chefs glass bowl 90mm (box of 6)
- 10 spoon wooden beech 30cm
- 1 tray polystyrene white
- 3 tray cooling 320 x 230mm
- 4 baking tray hard anodised 31.5 x 21.5 x 2cm
- 4 baking tray hard anodised 37 x 26.5 x 2cm
- 4 bowl sieve 18cm
- 2 cutlery tray chrome plated 5 sections 25 x 36 x 5cm
- 1 saucepan with lid 16cm
- 1 saucepan with lid 18cm
- 1 saucepan with lid 20cm
- 1 COOKIT wheeled container
- 1 scissors – kitchen, stainless steel, black handle
- 1 grater box 19cm
- 1 cooks knife 15cm
- 1 bread knife 21cm
- 1 tomato knife 10cm
- 1 spoon – stainless steel, perforated
- 1 Pyrex glass bowl 14.5cm
- 1 Pyrex glass bowl 21cm
- 1 Pyrex glass bowl 24.5cm
- 1 can opener
- 1 colander 23cm
- 2 spatula wooden
- 1 oven glove
- 1 palette knife black moulded handle
- 1 jug measuring plastic steward 1ltr
- 1 turner slotted
- 1 ladle
- 1 the safe use of knives notice

Contact: Diane Collins, COOKIT Co-ordinator

Tel: 01422 383191

Email: [diane@designndimension.org](mailto:diane@designndimension.org)

## Homemade houmous

### Ingredients

*6oz/175g dried chickpeas or 1 can chickpeas (drained and rinsed)*

*2oz/55g tahini (sesame seed paste, available in health food stores)*

*Juice of 1 lemon*

*2 cloves of garlic (alter to preference)*

*4floz/125g natural yoghurt/soya yoghurt*

### Method

If using dried chickpeas, soak for a few hours, and then cook until tender.

If using tinned chickpeas, drain and rinse thoroughly.

Put all ingredients into a blender/food processor, and blend to the desired consistency.

Blend longer for a smooth paste, or a shorter time for a courser texture.

If the mixture is too thick, add some cold water.

Delicious served with pitta bread, on rice cakes or with salad or stir-fries.

### Options

#### **Red pepper houmous**

Brush a roughly chopped red pepper with olive oil, roast in a hot oven for about 20 minutes, and then add before blending.

#### **Lime and coriander houmous**

Substitute the lemon for the juice of a lime, and add ½ teaspoon of grated zest, and a medium bunch of fresh coriander before blending.



# Potato and bean paté

## Ingredients

*100g/3½oz floury (mealy) potatoes, diced*

*225g/8oz mixed canned beans, such as borlotti, flageolet and kidney beans, drained*

*1 garlic clove, crushed*

*2tsp lime juice*

*1tbsp chopped fresh coriander (cilantro)*

*2tbsp low-fat natural yoghurt*

*Pepper*

*Chopped fresh coriander, to garnish*

## Method

Cook the potatoes in a saucepan of boiling water for 10 minutes, until tender. Drain well and mash.

Transfer the potato to a food processor or blender, and add the beans, garlic, lime juice and fresh coriander.

Season the mixture with salt and pepper and process for 1 minute to make a smooth purée.

Alternatively, mix the beans with the potato, garlic, lime juice and coriander and mash.

Turn the purée into a bowl and add the yoghurt. Mix well and season with salt and pepper to taste.

Spoon the paté into a serving dish, and garnish with the chopped coriander. Serve at once or leave to chill.



# Smoked mackerel paté

## Ingredients

*2 smoked mackerel, skinned and boned*

*125g/4oz cottage cheese*

*150g/5oz soured cream*

*Juice of half a lemon, or more*

*Grated nutmeg*

*Black pepper*

*Cayenne pepper*

*2 lemons, cut into wedges*

## Method

Liquidise all the ingredients. Season to taste with pepper and nutmeg.

Put into individual dishes or one large one. Cover with cling film and chill for two hours.

Sprinkle with a little cayenne pepper and serve with lemon wedges.



# Potato wedges with tuna

## Ingredients

*3 large baking potatoes*

*3tbsp olive oil*

*1 leek, sliced*

*200g can tuna in brine, drained*

*2 x 400g cans chopped tomatoes with chilli in tomato juice*

## Method

Preheat the oven to 220°C/gas mark 7/fan oven 200°C.

Cut the potatoes into wedges and put in a roasting tin. Drizzle over two tablespoons of the oil, making sure all the potatoes are covered. Bake for 30 minutes until crispy on the outside and soft inside.

Meanwhile, heat the remaining oil in a pan and fry the leek until softened. Tip in the tuna and the chilli tomatoes breaking the tuna down until well combined with the tomatoes.

Cook for a few minutes until hot. Season with pepper, and spoon over the potatoes in the roasting tin, mixing gently. Serve immediately.



# Tomato soup

## Ingredients

*1 onion, chopped*  
*1 large potato, peeled and chopped*  
*1 clove garlic*  
*½tsp basil or 1 bunch fresh basil*  
*6 ripe tomatoes, skinned and quartered*  
*1tbsp oil or margarine*  
*3tbsps tomato purée*  
*400mls vegetable stock*  
*100mls milk/cream, or 2 tablespoons fromage frais*

## Method

Heat the oil or margarine in a heavy-based saucepan, and add the onion and garlic.  
Cook for about a minute, until the onion starts to soften.

Add the potatoes and stir for another minute on a medium heat.

Add the tomatoes, stock, tomato purée and basil (if using dried). Stir and simmer for about 20 minutes.

Take off the heat; add the milk or fromage frais and basil (if using fresh) and blend until smooth.

Serve with crusty bread. Alternatively, garnish with grated cheese and a sprinkle of black pepper.



# Cheese, potato and onion soup

## Ingredients

*1tbsp low-fat spread*

*4 medium potatoes, peeled and diced*

*2 onions, diced*

*2 garlic cloves, crushed (optional)*

*500mls vegetable stock*

*100–300mls milk (depending on how thick you want the soup)*

*150g Cheddar cheese, grated*

## Method

Heat the spread in a large, heavy pan and add the potatoes, onions, and garlic (if using). Sauté the vegetables over a low heat, stirring constantly for 5 minutes until softened.

Pour in the vegetable stock and bring to the boil.

Reduce the heat to a simmer, cover the pan, and cook for about 15 to 20 minutes or until the potatoes are tender.

Add the milk and blend, using a hand blender until puréed, and then stir in the cheese.

Serve in warm bowls with crusty bread.



# Chicken, coconut and sweet potato curry

## Ingredients

*4 small chicken breasts cut into cubes*

*1 large onion, diced*

*2 cloves garlic, peeled and crushed*

*1 carrot, diced*

*2tbsp olive oil*

*2tbsp curry powder (choose the strength to suit your taste)*

*1 large sweet potato, peeled and diced*

*1 pack fine/French beans, washed and sliced*

*1 sachet creamed coconut or ½ tin coconut milk*

*1 chicken stock cube dissolved in 500ml water*

## Method

Heat the oil in a wok or pan and gently fry the onion and garlic for 1 to 2 minutes.

Add the cubed chicken, and cook until the chicken is sealed, and no longer pink.

Add the curry powder and stir for another minute. Add the sweet potato and carrot, stir and add the stock. Simmer over a medium heat for about 10 to 15 minutes (depending on the size of your chicken/vegetable chunks).

Add the green beans (add a little water if the curry becomes too dry) and simmer for another 10 minutes before adding the coconut.

Cook for a further 5 minutes and then serve with savoury rice.

## Savoury rice method

Heat a little olive oil in a small saucepan. Add a small chopped onion and a chopped red pepper. Add a teaspoon of turmeric and stir for about a minute.

Wash the rice in a sieve and add to the pan, along with enough stock to cover well (double the quantity of rice). Simmer according to the instructions on the packet (this will vary depending on the type of rice). When all the liquid has been absorbed, the rice should be cooked, and is ready to serve.



# Chicken, lentil and spinach pasta

## Ingredients

*2tsp vegetable oil*

*1 small (80g) brown onion, chopped finely*

*2 cloves garlic, crushed*

*150g chicken breast, diced*

*½ cup (100g) red lentils*

*2¾ cups (680ml) chicken stock*

*2tbsp tomato paste*

*250g baby spinach leaves*

*375g shell pasta*

## Method

Heat the oil in a medium pan. Cook the onion and garlic, stirring until soft. Add the chicken and cook, stirring until the chicken is sealed, and no longer pink.

Stir in the lentils, stock and paste; simmer uncovered for about 10 minutes or until lentils are tender and the sauce has thickened.

Add the spinach and stir until spinach is just wilted.

Meanwhile, cook the pasta in a large pan of boiling water, uncovered, until just tender; drain.

Combine the pasta and chicken sauce in a large bowl to mix. Toss well.



# Quick fish risotto

## Ingredients

*1 onion, finely chopped*

*1 garlic clove, finely chopped*

*1 vegetable or fish stock cube*

*250g/9oz risotto rice*

*250g/9oz smoked cod or haddock, skinned and cut into chunks*

*Large cupful of frozen peas*

*Large knob of butter*

*1 lemon, cut into 8 wedges, to serve*

## Method

Put the onion and garlic in a large heat-proof non-metallic bowl with the stock cube and 300ml/½ pint boiling water. Stir well, and then cover and microwave on high for 3 minutes.

Stir in the rice with another 300ml/½ pint of boiling water, cover and microwave on high for 10 minutes, stirring after 5 minutes.

Stir the fish into the rice with the peas and another 300ml/½ pint of boiling water. Cover and microwave on high for 4 minutes. Check the rice is cooked – if not, cook for another minute. Leave to stand for 1 to 2 minutes for the liquid to be absorbed.

Stir in the butter and season well. Serve hot with lemon wedges.



# Spanish omelette

## Ingredients

*6 eggs, lightly beaten*

*1tbsp of olive oil*

*2 medium potatoes, boiled and sliced*

*1 onion, sliced*

*Ground black pepper*

## Method

Heat the olive oil in a frying pan and gently fry the onion until softened, but not browned. Over a medium heat, pour the eggs into the pan with the onion, and lay the sliced potatoes evenly over the eggs. If desired, add any extra ingredients (see below).

After about 5 minutes, put the omelette under a pre-heated grill until the eggs are set, and slightly browned. Serve with salad.

## Feta and butternut squash

*200g butternut squash, grated*

*100g feta cheese, cubed*

Add the grated butternut squash with the onion, and sprinkle the cubed feta cheese on before you grill the omelette.

## Mediterranean vegetable

*1 courgette, sliced*

*1 red pepper, sliced*

*1 clove garlic, crushed*

*12 cherry tomatoes, halved*

*50g Cheddar cheese, grated*

Add the sliced courgette, pepper and garlic, and stir-fry with the onion. Add the grated cheese and cherry tomatoes to the omelette before you grill it.

## Spinach and ricotta

*1 bag fresh spinach*

*1tbsp of ricotta cheese*

*12 cherry tomatoes, halved*

Add the spinach to the pan and stir-fry with the onions. Add the ricotta and cherry tomatoes before grilling.

## Tuna, tomato and mozzarella

*1 standard can of tuna, drained*

*12 cherry tomatoes, halved*

*1 pack (packed in water) mozzarella cheese, cubed*

Before you grill the omelette, sprinkle the tuna, tomatoes and cheese evenly over the omelette.

## Sweet potato and leek

*1 large sweet potato, boiled and sliced*

*2 leeks, finely sliced*

Add the leeks to the onions and stir-fry together. Add the sweet potatoes at the same time as or instead of the potatoes. Add some grated cheese if desired.

# Banana oat snack

## Ingredients

*4 ripe bananas*

*3 cups (250g) porridge oats*

*½ cup (120ml) vegetable oil*

*1 cup (150g) raisins (or any chopped dried fruits)*

*Makes 25 to 30 balls*

## Method

Preheat the oven to 200°C/400°F/gas mark 6.

Mash the bananas up in a bowl with a fork.

Stir in the porridge oats and raisins.

Pour in the oil and mix well.

Form the mixture into small balls with your hands and place them on a baking tray.

Bake in the oven for 12 to 15 minutes.



# Carrot muffins

## Ingredients

*1 extra large, or 2 small eggs*  
*75g/2½oz soft brown sugar*  
*75g/2½oz dark muscavado sugar*  
*125g/4½oz wholemeal flour*  
*½tsp bicarbonate of soda*  
*½tsp ground nutmeg*  
*1tsp ground cinnamon*  
*3tbsp olive oil*  
*2tbsp natural bio-yoghurt*  
*1tsp vanilla extract*  
*2 medium carrots, grated*  
*25g/1oz desiccated coconut*  
*55g/2oz cream cheese (optional)*  
*3tbsp icing sugar (optional)*  
*Juice of half a lemon (optional)*

## Method

Preheat the oven to 150°C/350°F/gas mark 4. Line a muffin tray with paper cases.

Beat together the eggs and sugar in a food processor.

Place flour, bicarbonate of soda, nutmeg and cinnamon in a bowl, pour in the egg and sugar mixture and stir well.

In a separate bowl mix together the oil, yoghurt and vanilla essence.

Pour into the flour mixture and stir again.

Now add the grated carrot and desiccated coconut, and stir again. Spoon the mixture into the paper cases.

Bake for about 25 to 30 minutes, until well-risen and golden brown. Cool on a wire rack.

To make the icing (if required), place the cream cheese, icing sugar and lemon juice in a small bowl and beat until smooth.

Spread a teaspoon of icing on the top of each cake.

Makes 12 cakes.



# Blueberry pudding cake

## Ingredients

*280g blueberries*

*225g plain flour*

*3tsp baking powder*

*Pinch of nutmeg*

*240ml pure fruit juice (eg orange, apple)*

*1tsp vanilla extract*

*3 egg whites*

*Makes 1 cake (8 to 10 servings)*

## Method

Preheat oven to 190°C/375°F/gas mark 5.

Place the blueberries in an ovenproof pie dish and spread them out evenly.

In a bowl, sieve the flour and baking powder together and mix in the nutmeg.

Make a well in the centre of the bowl. Add the juice and the vanilla extract in the well of the bowl and mix well to form a stiff batter.

Beat the egg whites until stiff, but not dry, and fold egg whites into mixture.

Spoon the cake mixture over the fruit in the pie dish and smooth.

Bake in the oven for 40 minutes until golden brown.

Serve warm on its own or with yoghurt or fromage frais.



# A recipe for a successful cookery club: a summary

## What is Cymru Cooks?

Cymru Cooks is a two-year project, funded by the Welsh Assembly Government as part of the implementation of Food and Fitness, to support the development of cookery clubs for children and young people. It links to the Welsh Network of Healthy Schools Schemes and other Welsh Assembly Government priorities, including out-of-school-hours learning (oshl) and Community Focused Schools.

## Key objectives of Cymru Cooks

- To empower children and young people to develop their practical food skills and knowledge to enable them to live healthier lifestyles
- To enable schools and other organisations to develop a strategic and co-ordinated approach to delivering and promoting cooking skills
- To provide fun and exciting approaches to cooking
- To provide opportunities for young people to practise and apply basic skills such as communication, literacy and numeracy
- To encourage and enable young people to become 'leaders' in the delivery of cooking skills
- To engage with healthy schools co-ordinators and those with responsibility for health/fitness within and outside local authorities
- To provide opportunities for pupils, staff, families and communities to work together to prepare and learn more about food as part of the extended school day
- To develop and disseminate models that link with Community Focused Schools and out-of-school-hours learning development
- To develop capacity within local authorities and schools and embed the provision of Cymru Cooks within Healthy Schools schemes

Out-of-school-hours learning and Community Focused Schools are essential if the delivery of cookery and cooking is to be sustained and further developed after the project ends.

For further information, please contact Angela Bliszko, Project Manager, ContinYou Cymru:  
angela.bliszko@continyou.org.uk.

# An introduction to cookery clubs: food preparation demonstration checklist

This checklist has been created as a tool to support you with the content and delivery of your demonstration, to ensure good practice messages are being delivered throughout sessions.

## Does your demonstrator...?

### Food hygiene

- Hold a current food hygiene certificate or other relevant qualification?
- Understand and promote food and personal hygiene as part of their practice?
- Explain and promote correct labelling and temperature of raw and prepared foods for storage?
- Explain the correct handling of raw and cooked food to avoid cross-contamination?
- (If using eggs) explain the correct use of eggs, including avoiding recipes using raw eggs, to children and young people?

### Equipment

- Explain and promote the use of high-quality, safe and appropriate equipment?
- Explain and demonstrate the correct use of any equipment, particularly electrical equipment, hotplates, and so on?
- Correctly use dish-cloths, tea-towels, hand-towels, and so on?
- Provide their own appropriate equipment and materials or are they provided by you?

### Cutting technique

- Demonstrate the 'bridge' and 'claw' techniques as the only techniques to be used?

### Health and safety

- Adhere to health and safety principals of food preparation?
- Include an explanation of how to teach children the safe handling of equipment used, including, for instance, knives, electrical equipment, heat, and so on?
- Explain the need for and why we use aprons, tie long hair back, remove nail varnish, jewellery, and so on?
- Explain why we wash our hands and clean work surfaces?
- Think about potential allergies when considering recipes?

# An introduction to cookery clubs: case study presentation checklist – good practice

This checklist has been created as a tool to support you in advising any presenter on the content and delivery of case studies, to ensure good practice messages are being delivered throughout the sessions.

## Does your case study presenter...?

### Equipment and environment

- Promote the use of high-quality, safe and appropriate equipment with children and young people?
- Demonstrate how to set up your cookery club, including equipment (as above) and correct storage, location of the club, and specific issues to address (such as space, basins, lighting, and so on)?

### Cutting techniques

- Reference the 'bridge' and 'claw' techniques as the only techniques to be used and promoted in any cutting?

### Health and safety

- Promote national and local health and safety guidance/policies/procedures?
- Ensure that images and presentations demonstrate appropriate health and safety, for instance, long hair tied back, removing jewellery, aprons being worn, spills, movement, and so on?
- Consider all factors when deciding on programmes, activities, recipes and equipment, such as the age of members, environment, potential allergies?
- Refer to the possibility of allergies (you should deal with and be made aware of pupils with food allergies when considering programmes/recipes)?

### Food hygiene

- Include information on correct labelling of prepared foods prior to storage, correct storage methods/temperature, and so on?
- Demonstrate correct cleaning – of work surfaces, equipment, utensils?
- Refer to correct personal hygiene – hand washing, hair, clothes, and so on?

# Delegates' list

This is an example of the people you may wish to invite to your Cymru Cooks training session. I'm sure you will think of many people to invite. The session is aimed at anyone with an interest in either supporting the development or delivery of 'innovative and fun' cookery sessions to inspire children and young people to expand their knowledge and experience of cooking.

<b>Title</b>	<b>Organisation</b>
Out-of-school-hours learning co-ordinators	Local authority
Community Focused Schools co-ordinator/officer	Local authority
Project worker	NCH Cymru – integrated children's centre
Curriculum development adviser	School Improvement Service Local Education Authority
Community Focused Schools manager	Community Focused Schools
Community Focused Schools co-ordinators	Community Focused Schools
Community development manager or catering tutor	Local further education colleges
Resident volunteer	Local housing organisations
Healthy schools co-ordinator	Local public health team (LPHT)
Healthy schools support officer	Local public health team
Catering manager	Local authority
Environmental health officer (EHO)	Local authority
School meals business manager, secondary schools	LEA catering
Community dietician	NHS trust
Community/children's dentist	NHS trust
Youth development officer (YDO)	Local authority youth service
Senior rural regeneration officer	Creative Rural Communities
Get cooking co-ordinator WI	WI – Women's Institute
Young Carers project co-ordinator	Young Carers
Heads, senior management, teachers, support staff, governors	Secondary, primary, nursery, special schools
Children, young people	Schools, youth projects
Manager, co-ordinator	Out-of-school-hours childcare clubs
Development officer/manager	Clybiau Plant Cymru
Community development worker	HE establishments
Project co-ordinator	Age Concern
Project co-ordinator	Over 50s clubs
Development officers	Communities First
Development officers	Uniformed clubs, such as scouts, guides, brownies, boy's brigade
Development officers	Local authority sports development or 5x60 officers
Project co-ordinator	Rotary Club
	Free breakfast initiative co-ordinators
	Family health team
	Family members
	Volunteers with an interest in delivering cookery sessions
	Community food co-operatives
	Farmers Union
	Local allotment manager
	Nutritionist
	Community – chefs, cooks, local voluntary organisations

# An introduction to setting up and running cookery clubs

## 9.15am to 3.45pm

9.15am Registration and refreshments

9.30am Welcome and introductions

### **Oshl co-ordinator from your local authority**

9.35am Overview:

- Today's programme; an overview of what you can expect from today's session
- Cymru Cooks – What is Cymru Cooks and why now? Brief explanation
- Oshl and CFS; an update from ContinYou Cymru on current oshl and CFS projects nationally across Wales
- One thing I want to get from the day ... exploring what you would like to get from today's session
- Parking lot ... an opportunity throughout the day for you to put your questions, views or comments into our parking lot
- Why cookery clubs? Why now? What is Cymru Cooks? What is it not? Full background and context

### **ContinYou Cymru**

10.00am Young people's views on healthy eating and cookery clubs

- DVD created with young people in partnership with Canllaw

10.10am The Healthy Schools Agenda and how Cymru Cooks links with national strategies

### **Healthy schools co-ordinator**

10.30am The Cymru Cooks toolkit

- Toolkits will be available for all delegates; this section provides an opportunity to explore the material within the toolkit and to see how it will support the development of cookery clubs as an out-of-school-hours learning activity.

### **ContinYou Cymru**

11.00am Comfort break and refreshments

11.10am Using the *Cymru Cooks* toolkit:

The ingredients for a successful club – an interactive session covering the main aspects of setting up a club. Delivered by a club leader who has extensive knowledge of all aspects of developing cookery clubs with children and young people, within a variety of settings.

### **Cookery club co-ordinator**

11.50am Foods we eat – effect on our teeth

- An overview from your local authority oral health promotion officer

12.05pm Completion of ContinYou oshl vision and pledge

How your cookery club will assist in meeting the Welsh Assembly Government aspiration that by 2010 all children and young people should have access to a varied range of oshl activities. An opportunity to sign up during the lunchtime period.

### **ContinYou Cymru**

12.10pm Lunch and networking

12.50pm Revisit parking lot

- A look at the parking lot to see how we are meeting your expectations

### **ContinYou Cymru**

- 1.00pm Health and safety food hygiene
- An overview of good practice in food hygiene, food labelling, handling, and so on
- Environmental health officer**
- 1.15pm Health and safety risk assessment
- Simple risk assessment with an opportunity to explore some of those areas you need to think about. An opportunity to create a sample risk assessment through table discussion.
- Corporate health and safety officer**
- 1.30pm Cymru Cooks – activity
- An interactive group session on developing a typical session plan for specific themes/age groups. An opportunity to share ideas, best practice and create fun activities you may not have thought about.
- ContinYou Cymru**
- 2.20pm Ideas and activities
- A simple demonstration on food preparation, with an opportunity for some of you to gain ‘hands on’ experience. Learn safe methods for you to teach children, on how to hold, carry and cut food products with a knife.
- Club leader/co-ordinator**
- 3.00pm Funding/fundraising
- Basic principles of fundraising, examples and case studies of successful funding bids and where to look for funding
- ContinYou Cymru**
- 3.20pm How are we doing?
- Monitoring and evaluation involving children and young people, questionnaires and other ways.
  - Parking lot; a quick update on where we are, if we have met all your needs, with an opportunity for a question and answer session.
- What went well... Even better if...
- ContinYou Cymru**
- 3.45pm Close

## Where to go now

### Useful websites

**5 a day:** [www.5aday.nhs.uk/](http://www.5aday.nhs.uk/)

**Active Kids Get Cooking (formerly Taste of Success):** [www.activekidsgetcooking.org.uk/welcome.htm](http://www.activekidsgetcooking.org.uk/welcome.htm)

**Adopt a chef:** [www.academyofculinaryarts.org.uk/](http://www.academyofculinaryarts.org.uk/)

**Awards for All:** [www.awardsforall.org.uk/](http://www.awardsforall.org.uk/)

**BBC:** [http://www.bbc.co.uk/food/recipes/mostof\\_cookingwithchildren1.shtml](http://www.bbc.co.uk/food/recipes/mostof_cookingwithchildren1.shtml)

**Breakfast Clubs:** [www.breakfastclubplus.org.uk](http://www.breakfastclubplus.org.uk)

**British Heart Foundation:** [www.bhf.org.uk/](http://www.bhf.org.uk/)

**British Nutrition Foundation:**  
[www.nutrition.org.uk/](http://www.nutrition.org.uk/)

**Captain Cook's Tuck Box:** [www.anastasis.co.uk](http://www.anastasis.co.uk)

**Cookery Circle:** [www.cookerycircle.co.uk](http://www.cookerycircle.co.uk)

**Craft for Kids:** [www.craftforkids.co.uk/dough.htm](http://www.craftforkids.co.uk/dough.htm)

**Defra UK:** [www.defra.gov.uk](http://www.defra.gov.uk)

**Dudley:** [www.s4c.co.uk/dudley](http://www.s4c.co.uk/dudley)

**Estyn:** [www.estyn.org.uk](http://www.estyn.org.uk)

**Farmers markets:** [www.farmacymru.org.uk](http://www.farmacymru.org.uk)

**Farming and Countryside Education (FACE):**  
[www.face-online.org.uk](http://www.face-online.org.uk)

**Food: a fact of life:** [www.foodafactoflife.org.uk/section.aspx?siteId=3&sectionId=37](http://www.foodafactoflife.org.uk/section.aspx?siteId=3&sectionId=37)

**Food and Fitness:** <http://new.wales.gov.uk/topics/health/improvement/food/?lang=en>

**Food in Schools:** [www.foodinschools.org/](http://www.foodinschools.org/)

**Food Standards Agency – Eat well, be well:**  
[www.eatwell.gov.uk](http://www.eatwell.gov.uk)

**Food Standards Agency – Homepage:**  
[www.food.gov.uk/](http://www.food.gov.uk/)

**Food Standards Agency – Labelling and packaging:** [www.food.gov.uk/foodlabelling/](http://www.food.gov.uk/foodlabelling/)

**Food Standards Agency – Lunchbox tips:**  
[www.eatwell.gov.uk/agesandstages/children/lunchboxsect/lunchboxtips/](http://www.eatwell.gov.uk/agesandstages/children/lunchboxsect/lunchboxtips/)

**Hands on Cookery:** [www.handsoncookery.org/](http://www.handsoncookery.org/)

**Home Grown Cereal Association:** [www.hgca.com/](http://www.hgca.com/)

**National Society of Allotment & Leisure Gardeners:** [www.nsalg.org.uk/](http://www.nsalg.org.uk/)

**Nutrition Network for Wales:**  
[www.nutritionnetworkwales.org.uk/](http://www.nutritionnetworkwales.org.uk/)

**Planned Plant:** [www.s4c.co.uk/mwy](http://www.s4c.co.uk/mwy)

**Primary School Free Breakfast Initiative:**  
[http://new.wales.gov.uk/topics/educationandskills/policy\\_strategy\\_and\\_planning/free-breakfast?lang=en](http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/free-breakfast?lang=en)

**Research and markets – handbook of food additives 2nd edition:**  
[www.researchandmarkets.com/product/22ba0d/handbook\\_of\\_food\\_addi](http://www.researchandmarkets.com/product/22ba0d/handbook_of_food_addi)

**School Food Trust (England but useful):**  
[www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)

**Teachernet (England but useful):**  
[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

**The Marine Stewardship Council (MSC):**  
[www.msc.org](http://www.msc.org)

**Welsh Assembly Government:** <http://wales.gov.uk>

**Youth Sport Trust (England but useful):**  
[www.youthsporttrust.org](http://www.youthsporttrust.org)

### Interactive websites for young people

**Food Hygiene Mission Control:**  
<http://archive.food.gov.uk/hea/index2.html>

**Food Standards Agency – Interactive games:**  
[www.eatwell.gov.uk/info/games](http://www.eatwell.gov.uk/info/games)

**Fish and Kids:** [www.fishandkids.org/](http://www.fishandkids.org/)

**Food Link:** [www.foodlink.org.uk/factfiles.asp](http://www.foodlink.org.uk/factfiles.asp)

**WAG – Teach Germs a Lesson:**  
<http://new.wales.gov.uk/topics/health/protection/communicable-disease/teach-germs/?lang=en>

## Events

**The Year of Food and Farming** is aimed at helping young people learn more about how food is grown and produced, how it reaches the consumer and the impacts on health and the environment.

For further information, visit Defra UK:  
[www.defra.gov.uk/](http://www.defra.gov.uk/)

**British Food Fortnight** is the biggest national celebration of the diverse and delicious range of food that Britain produces.

For further information, visit  
[www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk).

**Welsh Food Fortnight** has been designed to increase the knowledge of food within schools and the community, as well as raising awareness of Welsh products and manufacturers.

By raising the profile of this celebration of food, Wales not only generate business through effective PR and marketing, but can also help future generations support local regional suppliers and ensure that Welsh produce is known nationally and internationally.

The co-ordinators are Set Point Wales, an educational organisation that aims to increase the knowledge of science, technology, engineering and maths in schools, attached to the University of Glamorgan.

They are working with the Welsh Assembly Government to devise a programme of events that will benefit local schools, farms, manufacturers, suppliers and the local community.

For further information, visit  
[www.foodfortnightinwales.info/v2/history.htm](http://www.foodfortnightinwales.info/v2/history.htm).