

Confidence to Cook



**A resource pack to support trainers in the
delivery of practical foodskill sessions**

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Introduction

Background

Poor diet is a risk factor for chronic diseases including, coronary heart disease, diabetes, cancer, and obesity.

Low income and socio-economic deprivation have been linked to poorer dietary intakes, and thus with increased risk of chronic disease¹. Those living in deprivation are more likely to lack nutritional knowledge and cooking skills which can lead to:

- A reduced likelihood of cooking and consuming freshly cooked meals resulting in a low fruit and vegetable intake.
- An increased consumption of ready meals, resulting in increased consumption of energy, fat, salt and sugar - the purchase of ready meals has significantly increased in recent years due to their convenience, availability and cost and the steady decline of practical food skills in the home.

The Scottish Government has highlighted the need to promote health and nutrition interventions aimed at improving diet and reducing health inequalities, and in particular have recognised that those on a low income require greater:

- support,
- education,
- development of skills to allow them to access affordable food.

It is recommended that these interventions incorporate practical and achievable steps alongside the promotion of healthy food choices and meal preparation to help individuals move towards a healthier diet - Confidence to Cook pack has been developed to support such interventions.

¹ Evaluation of a cooking skills programme in parents of young children – a longitudinal study
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Aims and Objectives of the Confidence to Cook Pack

Aim

- To provide a comprehensive, flexible, evidence-based, practical, resource pack which encourages and supports trainers to deliver practical food skills sessions, which aim to help members of the community adopt a healthier diet through developing confidence in shopping, food preparation and cookery skills.

Objectives

To help trainers in the delivery of meaningful practical food skills sessions by:

- providing guidance on planning and running sessions
- raising awareness of local services and reliable sources of information which can further support aspects of healthy eating and lifestyle choices, and practical food skills
- highlighting and providing suitable written and interactive materials to support sessions

To encourage healthy food choice and consumption through:

- promotion of key, evidence-based messages regarding healthy eating for a range of ages (and other key healthy lifestyle messages)
- increased understanding of food labels
- provision of a range of nutritionally analysed, basic healthy eating recipes
- positive discussion of various factors affecting food choice including cost and availability

With Thanks to...

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Navigating the pack

The Confidence to Cook pack aims to be a flexible resource, allowing trainers to choose and use materials as appropriate for their group. Recognising that individuals learn in different ways, the pack encourages a variety of approaches including:

- Group activities
- Group discussions
- Information handouts
- Practical cookery sessions.

The pack is divided into 7 main sections. Each section aims to be easy to use, helping trainers in the planning and delivery of sessions which are meaningful, evidence based, and practical.

There is a contents page at the start of each section which lists the different topics within the section. It also lists the materials in the pack which can be used to support the topic:

-  H/O: handout for group participants
-  A: Group activity
-  TT: Trainer Tool – for use by the trainer only

A. Planning and Running Confidence to Cook Sessions

- provides help and advice to trainers on session planning and delivery, includes goal setting and group skills.

B. Healthy Eating and Lifestyle Topics

- provides trainers with evidence-based information on a range of healthy eating and lifestyle topics. The information contained in this section isn't intended to be detailed rather it aims to highlight 'key messages' for use with groups - as suitable.

This information is further supported through identification of additional local and national sources of support, information and advice – this may be of interest to both trainers and group members. Ideas for group activities and information handouts are also provided to support learning through different means.

C. Healthy Eating on a Budget

- provides trainers with a range of handouts and activities to encourage healthy eating on a budget.

D. Sustainable Food

- encourages trainers to generate a discussion around food availability, food choice and individual circumstances - as suitable.

E. Practical Food Skills

- encourages practical food skills through food preparation and cooking. Also provides information and supporting handouts on the various practical aspects of food preparation and cooking including equipment, techniques, food safety and hygiene.

F. Evaluation

- Provides templates for recording attendance. The evaluation proforma to use for your groups will be provided separately.



Resources Checklist

Topic	Handouts	Activities
A. Planning and Running Confidence to Cook sessions		
Planning	Top Tips Meal planner Shopping list Indian Foods Recipes	Group agreement Personal Objectives
B. Healthy Eating and Living		
Healthy eating	Eatwell Guide tear off pad Your guide to healthy eating Healthy eating quiz How much fat / sugar / salt quizzes	Plate game Healthy eating quiz How much fat / sugar / salt quizzes
Fluid	What is a unit of alcohol quiz	What is a unit of alcohol quiz
Physical Activity and Sedentary Behaviour	Time to burn 100 calories postcard Physical activity guidelines - fact-sheets Walk more: feel the difference	Short walk
Oral Health	choose from TeethTLC resources appropriate for client group	How much sugar quiz
Pregnancy	Vitamin D and you, Healthy Start postcard Info about the Best Start Grant and Foods, keep Vitamin D and you and remove the Healthy start postcard.	
Breast feeding and weaning	Fun First Foods an easy guide to introducing solid foods, Support in Grampian leaflet.	
Vitamins for pregnancy, breastfeeding and children (from birth to 3 years)	Healthy Start vitamins and Vitamin D	
Early years and One to Five	I'm Hungry, FEED ME please!, top tips for top kids	
Older people	Eat well, stay active Healthy eating for over 60s, Spotting the signs of malnutrition	

C. Healthy Eating on a Budget / Affordable Food		
Healthy Eating on a Budget	Menu planning Shopping list Top Tips for Eating on a Budget Herbs and Spices Basic Foods Food Substitutes	Encouraging a food store in the home Meal Plan for a Week Weekly Shopping List
Convenience Cooking		Limited Ingredient Cookery Food Maps
Food Banks	Food Banks and Kettle Cookery	Statements for discussion
D. Sustainable Food		
	Eat seasonally in Scotland	
E. Practical Food Skills		
Food hygiene and safety	Food Safety: What do you know quiz?	Food Safety: What do you know quiz? DVD – ban the bugs in the home Glitter Bug – hand washing
Practical food skills	Kitchen equipment Cookery terms Oven Temperatures Handy kitchen weight conversions	
G. Evaluation		
	Evaluation handouts evaluation guidance	



A. Planning and Running Confidence to Cook Sessions

1. Group Skills

- Group Agreement / Ground Rules
- Personal Objectives



2. Helping participants become healthy and confident cooks

- Top Tips for Confident Cooking
- Meal Plan for the Week
- Shopping List



3. Considering the needs of your group

- Indian Foods
- Pictorial Recipes



4. Planning your sessions

- Session Plan
- Blank 6 Week Plan
- Resources Checklist
- Recipes



5. Risk assessment

- Trainers checklist for cooking session



Topic: 1. Group Skills

Trainer notes

In some circumstances you may already know your client group well and practical cookery sessions are part of a rolling program, at other times a group may be formed from a variety of agencies with differing skills, ages, backgrounds and personal issues.

Aim

To highlight facilitation techniques which may enhance the learning experience of participants when attending Confidence to Cook sessions.

Objectives

To raise awareness of group skill techniques:-

- setting personal objectives
- group agreement
- group dynamics.

Relevance

For all groups

Session planning

Personal objectives may be set at the 1st session and revisited on the last to ensure that they've been met. Group agreement may be formulated on the 1st session and added to if necessary and displayed and referred to as necessary.

Recommended handouts and activities to support topic

Activities

- Group agreement / ground rules use a flipchart and pens.
- Setting personal objectives – may be done on post-its and displayed.

Key information –

- When planning to deliver Confidence to Cook sessions, it's important to have clear objectives as to why you are delivering these sessions e.g. is it a method of engaging with a particular client group to raise their confidence; is it to improve the nutritional and practical knowledge and skills of a parent in order that they are able to feed their children better or is it purely a social exercise e.g. older isolated people coming together? Once you have identified the objectives it's easier to plan what to include in your sessions e.g. a group of teenagers preparing for leaving home you may want to focus on budgeting, shopping, alcohol key messages etc, parents you may want to include oral health and physical activity or nutritional needs of developing children etc.
- When forming a new group it may be necessary to set some ground rules, this may be in the form of a group agreement and is most successful if the group come up with the rules e.g. in a 2 hour session you may agree that a 10 minute comfort break is sufficient; that mobile phones will be on silent; what the finishing time will be; that they will all contribute to the washing up and cleaning of the kitchen etc. Capture this on a flipchart and display at each session and refer to if necessary.
- Group dynamics may need to be considered; use a variety of methods to mix people up and encourage the group to agree to work with a different person each session. If possible mix up the format of your session so that you keep it fresh e.g. moving the chairs away from the table so that people can't automatically sit in the same place each week; use a range of resources e.g. interactive or written or a taste challenge where people get the opportunity to try new things etc.

Topic: 2. Helping Participants Become Healthy and Confident Cooks

Trainer notes

When working with participants you will most likely be aiming to influence their behaviour in relation to food and health to make small positive changes whether this is in how they budget, shop, prepare or consume food. This section includes goal setting resources which will help guide your facilitation of this change in behaviour.

Aim

To increase awareness of the factors, this will help participants to become confident cooks.

Objectives

To raise awareness of the importance of:

- planning ahead when meal planning
- goal setting for behaviour change.

Relevance

For all groups.

Session planning

These tools can be used in each session to re-enforce key messages and positive goal setting and changes in behaviour.

Recommended handouts and activities to support topic

Handouts

- Top Tips.
- Weekly Meal Planner.
- Shopping List.

Activities

- Top Tips – this could be used within sessions to encourage goal setting each week.
- Weekly Meal Planner and Shopping List – you may use initially in a session and encourage participants to use these with their families at home as the weeks progress.

Key information –

When starting to plan sessions it's important to firstly consider what motivates people to make changes to their behaviour and lifestyle - participants are more likely to make changes (like cooking healthy meals) if they think:

- it'll be good for them and their family
- they'll enjoy it
- it's cheap and quick to prepare

Running Confidence to Cook sessions provide an opportunity to teach participants not just about cooking skills but also about what a healthy diet and lifestyle is, and why it's important for their health (and their families' health).

The sessions should also offer opportunities to raise awareness of local services which can further help participants to make changes to their diets and lifestyles. The practical part of the session offers the opportunity to put this learning into practice and for participants to prepare, serve and taste healthy foods.

At the heart of every session should be the goal to help participants:

- Choose healthy foods, by:
 - increasing understanding of what a healthy diet (and lifestyle) is
 - increasing understanding of the benefits of a healthy diet
 - learning new skills and knowledge – for example label reading
 - making best use of the food which is available to them – making best use of their budget
- Plan ahead – planning ahead can help participants to manage their budget and to eat more healthily.
- Become confident cooks - Confidence to Cook sessions can offer a fantastic opportunity to help participants build their confidence in the kitchen. This can be done through:
 - increasing food skills knowledge – including becoming familiar with cooking utensils and techniques
 - watching the trainer demonstrate new cooking or food preparation skills as appropriate
 - cooking and tasting new food themselves
 - providing opportunities to cook and prepare food, following a recipe as a group

And importantly, all of the above can be maximised through the gentle, warm encouragement of the trainer and the group itself.

If participants leave the kitchen with increased confidence, they will be more likely to set challenging goals for themselves at home and to carry on becoming confident, healthy cooks. Encourage participants to complete the goal setting hand out each week with small planned changes and allow time to reflect on success or otherwise progress each week.

Supporting Services/ resources available in Grampian

Healthpoint

NHS Grampian Public Health Healthpoint is a health information service, offering free, confidential information, advice, support, and signposting to reputable services. This service is offered to anyone who lives in Grampian. Clients can access the service by telephone, email or video platform Attend Anywhere.

Our trained advisors can discuss:

- Health concerns (please note that we do not provide medical advice)
- Practical ways to improve health, such as weight loss, increasing activity, financial support
- Provide a listening ear
- Mental wellbeing
- Health coaching
- Support groups and organisations, and the services they offer
- How to access appropriate NHS services
- Self-management advice for long term conditions e.g. Asthma, Diabetes
- Specialist stop smoking support including access to stop smoking medications free on prescription

You can contact Healthpoint by calling our free healthline on 08085 20 20 30, Mon to Fri, 9-5pm (please note if an advisor is not available to take your call you can leave a message and they will endeavour to get back to you as soon as they can).

You can also send an email to gram.healthpoint@nhs.scot





Top Tips

For confident cooking

1. Plan what you are going to do

People who plan ahead are more successful when making changes to their eating and cooking habits. Take time to plan what you will cook, and when and how you will cook it

2. Make a shopping list

Write down all the items you want before shopping and remember to read the labels to help you make healthy choices

3. Involve family and friends

Cooking with others can be fun, helps get them on your side with new ideas, and makes it easier to stick to your goals

Try, try and try again!

Don't worry if your kids don't like new foods, it can take many attempts before our taste buds get used to new flavours. Praise them for being brave in trying everything!

How did it go?

Look back at your plan at the end of each week to see how you got on and make a new goal for yourself.

The best time to start is **NOW!**

Write down your own plan. Remember - the more specific you are, the greater your chances of success.



What am I going to cook this week?

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

When and where will I buy everything I need to cook this week? Is there anything or anyone that will help?

Is there anything coming up that might get in the way of my plan?

How can I overcome this?



Meal plan for the week

	Breakfast	Snack 1	Lunch	Snack 2	Dinner	
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						



Shopping List

[illegible]

Topic: 3. Considering the Needs of Your Group

Trainer notes

Aim

To consider the specific needs of individual groups.

Objectives

Consider:

Literacy or language issues

Special equipment for disabilities or young children

Additional support e.g. learning disabilities or ratio of adults to children

Special dietary requirements e.g. allergies, intolerances

Food and Mood which may have an impact on clients with mental health illness.

Relevance

Consider for all groups prior to commencement of sessions.

Recommended handouts and activities to support topic

Handouts

Indian Foods.

Activities

- Pictorial recipes.

Key information

- Eating on a budget, refer to section C – Healthy eating on a budget / affordable food.
- Independent Living.
- Specific age groups: refer to section B (Healthy Eating and Lifestyle – ages and stages).
- Food and Mood - plenty of fruits and vegetables and wholegrain cereal foods, with some protein foods, including oily fish, which will support a good supply of nutrients for both good health and good mood.

Learning disability / literacy / migration / food and mood

- For some clients you may need to adapt the format of the recipes e.g. using a larger or specific font or printing on coloured paper, everyone is different and you will know the needs of the people you work with.
- Additional support for translating recipes in different formats may be available through speech and language therapists, accessible officers working within the learning disability community or even within the voluntary sector there are those who can assist with language translation etc.
- Nutritional and practical guidelines can be accessed through The Caroline Walker Trust - Eating well: children and adults with learning disabilities; Eating well: supporting adults with learning disabilities – Training Materials for people working with adults with learning disabilities.

Supporting Services/ resources available in Grampian

NHS Grampian – accessible information developed primarily for learning disability clients
<https://www.nhsgrampian.org/about-us/equality-and-diversity/other-languages-and-formats/accessible-information/>

Other reliable sources of information

There are many ways that foods can affect how we feel - for further information visit
<https://www.bda.uk.com/resource/food-facts-food-and-mood.html>

Edinburgh Cyrenians Good Food Programme
http://issuu.com/tayburndigital/docs/cyrenians_pictorial_recipes/104?e=0/7353053



Indian Foods

Scotland is a multi-cultural society comprising of many different ethnic groups. We have access to a wide variety of foods locally to meet the needs of our varied society, some of which are described below.

- **Bengal Gram / Channa** - chickpea – used to prepare dhal, then it becomes channa dhal or bengal gram dhal. When roasted it is called sakala channa.
- **Bombay Mix** – mixture of fried chickpeas and lentils used as a snack.
- **Byriani** – pita or patna rice boiled with spices and lamb, beef, chicken, or vegetables until dry.
- **Chappati / Rotali / Roti** – circles of unleavened bread made of wheat flour, traditionally cooked on a hot plate, served with curries and dhals.
- **Chevda** – whole pulses fried with rice, nuts and spices. It can also be rice, fried with spices and mixed, nuts and dried fruits or gram flour and fried.
- **Dhal / Dal / Dahliah** – cereals, pulses or lentils cooked.
- **Gathia / Ganthia / Gantria / Sev** – a mixture of chick pea flour (made into a spice paste, extruded like spaghetti and deep fat fried), flake rice and potato crisps, cashew nuts, dry fruit and spices.
- **Ghee** – clarified butter – butter from which the milk solids and protein have been removed. Staple of traditional Indian cookery.
- **Gram Flour** – flour made from chickpeas.
- **Lassi** – drink made from milk curd with water, churned in a liquidiser either with salt and pepper or sugar. Sometimes also have ground almonds and cardamom. Can be cooked and eaten with mixed vegetables, rice or chappattis or drunk after a meal.
- **Onion Bhajis** – mixture of gram flour, onions and spices made into a batter and deep-fried.
- **Pakora** – also known as bhajia/bhaji. A vegetable fritter made from gram flour, potatoes, carrots, garden peas and spices mixed into a batter and deep-fried. Used as a snack.
- **Panner / Panir** – boiled milk in which sour curds have been added. Once the whey separates, the 'panner' is strained with a muslin cloth and a heavy weight placed to extract all whey. The panner then is cut into small pieces and used in several recipes.
- **Pappadums / Popadum / Papad** – rice or gram flour mixed with water to a paste; rolled very thin, then dried and fried.
- **Paratha** – flour mixed with salt, water and ghee; rolled ½ cm thick and shallow fried
- **Poori / Puri** – unleavened flour mixed with salt, water and maybe spices; rolled into small thin circles and deep-fried in oil or ghee.
- **Samosa** – fried snacks made of flour and filled with meat or vegetables and potato flour.

Topic: 4. Planning Your Sessions

Trainer

Aim

To guide the trainer in their preparation for Confidence to Cook sessions.

Objectives

For the trainer to consider prior to sessions:

- Budget.
- Venue and equipment.
- Risk assessment.
- Timing and number of sessions.
- Knowledge and skills of group.
- Shopping for ingredients.
- Educational element of session.
- Evaluation.

Relevance

Relevant to all groups.

Session planning

Session Plan.

Risk Assessment.

Trainers Checklist for Cooking Session.

Recommended handouts and activities to support topic

Handouts

- Copy of all recipes experienced during session.

Activities

- Practical cookery session
- Select activities from pack as appropriate e.g. nutrition, hygiene etc.

Key information

- People learn in different ways, so do try and use a range of methods e.g. different methods of cookery, where appropriate introduce new foods but be mindful of the budget of your participants and the local availability of foods and the equipment they have in their own homes.



- Use interactive activities to consolidate knowledge and reinforce as the sessions progress.
- Practical food skills – set a theme for the session and build on it e.g. if you're home-baking or preparing desserts this would be a logical time to discuss sugar intake. Allow the group's learning to guide your sessions e.g. topics will naturally be raised in discussions and you may feel it's appropriate to find out more information and bring that to the next session, so be prepared to be flexible so that the group get the best possible learning from the sessions, that allows for their knowledge and skills to grow at their pace.

Linking each section in a session can help to reinforce key messages for example...

Each session should include the following:

- discussion around the recipes being used
- tips on accompaniments to enhance the nutritional content of a meal
- hygiene and safety
- demonstration of new skills – be careful not to overwhelm participants with your own skill level, as this will seem as another barrier for the participant
- food storage and use of dry ingredients
- relative merits of convenience versus freshly made
- budget tips
- tasting new flavours
- include Top Tips for confident cooking to support behaviour change
- educational element - this is important to demonstrate to participants when they are cooking in their own homes, that the cooker can be turned down to low and the food will be safe while they carry out other domestic duties e.g housework or children's homework etc.
- cleaning up of work stations
- planning for the next session
- evaluation.

At certain times you may wish to focus on a particular theme e.g. Scottish Cookery. The Rowett Institute have compiled traditional Scottish recipes and nutritionally analysed them and provided a healthier alternative. Please visit the link below:-
<http://www.abdn.ac.uk/rowett/documents/Stovies.pdf>

The easy to follow sections provide information on producing healthy food, whatever the needs of your group. There are step by step recipes to choose from covering a broad range of foods with various cooking methods.

The contents of a session will vary according to the skills and knowledge of your trainees.

Supporting Services/ resources available in Grampian

Glitter Bug, leaflets etc.

Other reliable sources of information

Session Plan

Group name	
Particular needs and abilities of group	
Key topics of interest to group	
No of sessions	
Length of sessions	
Day	
Dates	
Times	

Suggested 6 week plan

Week	Theme/ Topic Activity/s + Handouts	Practical Food skill/s	Example of Recipe/s
1	Soup Making Compile a group agreement (A) Basic food hygiene – use Glitter Bug to demonstrate correct hand washing technique; food hygiene quiz may be used (H/O and A) Introduction to food labeling and following a recipe (H/O) Invite participants to choose dishes for next week - ensure a range are chosen to allow group to taste new ingredients and a range of cooking methods	Soup (1 recipe between 2 participants) Opportunity to gauge knife skills, promote the use of peelers, encourage the use of new ingredients e.g. sweet potato	Broccoli Sweet Potato and Lemon Soup Smoked Fish Chowder etc.
2	Mince Dishes Look at food labeling and if possible compare dishes with ready made or take away, discuss portion sizes. Nutrition Quiz (H/O and A) Invite participants to choose dishes for next week - ensure a range are chosen to allow group to taste new ingredients and a range of cooking methods, include microwave if appropriate	Mince Dishes (1 recipe between 2 participants, encourage participants to work with different group members each week)	Keema Curry Bobotie Spaghetti Bolognaise Spicy Pork etc.



3	Chicken Dishes Look at food labeling and if possible compare dishes with ready made or take away, discuss portion sizes. Interactive activity e.g. food maps (A) – choose an ingredient and ask the group to map all the different things they can do with that item – this will encourage menu planning. Invite participants to choose dishes for next week.	Chicken Dishes (1 recipe between 2 participants)	Chicken Fried Rice Quick Chicken Curry Chicken Casserole Coronation Chicken etc.
4	Fish Dishes Interactive activity – ask the group to compile a list for a store cupboard on a budget (A) that allows for nutritious food to be prepared when there is no cash available. Invite participants to choose dishes for next week.	Fish Dishes (1 recipe between 2 participants)	Smoked Fish Baguettes Fish and Chips Smoked Mackerel and Chive Pate Smoked Fish Chowder etc.
5	Desserts and Homebaking Look at portion sizes and food labeling. Interactive activity – sugar quiz (A) , include messages around caffeine drinks. Invite participants to choose dishes for next week if appropriate.	Desserts and homebaking (1 recipe between 2 participants)	Muffins, Mandarin Ginger Crunch, Scones, Bread and Butter Pudding etc.
6	Ready Steady Cook or a particular theme e.g. Christmas, Children’s Party, Indian Cookery etc. Provide access to store cupboard ingredients and 5 other items and in pairs create a dish demonstrating their confidence and skills (A)		



Blank 6 week plan

Week	Theme/ Topic Activity/s + Handouts	Practical Food skill/s	Recipe/s
1			
2			
3			
4			
5			
6			

Topic: 5. Risk Assessment

Trainer notes

You may find yourself delivering practical cookery sessions in kitchens which have not been designed for group work like the community kitchens have. The checklist below may help you in terms of health and safety to ensure that you deliver your session with minimum risk to you or your participants.

Aim

To ensure that Confidence to Cook sessions are delivered with minimum risk to trainers and participants.

Objectives

To aid safe hygienic working practices in line with current health and safety guidelines.

Relevance

Especially useful if sessions are not in a purpose built community kitchen.

Session planning

For use when transporting food to venue.

Recommended handouts and activities to support topic

Handouts

Activities

Trainers checklist for completion by trainer.

Key information -

When delivering Confidence to Cook in premises which are not primarily designed for practical cookery i.e. outwith the community kitchens, a bit more pre-work may need to be done. If you are unfamiliar with the venue you may need to visit prior to the session to carry out a risk assessment, ensure that equipment is in place and that it is clean and fit for purpose. The checklist below will help with your thought process and assist in ensuring you are meeting health and safety regulations.



Trainers Checklist For Cooking Session

Name of Venue:
Organisation:
Date:

	Yes	No	N/A	Comments	Trainer notes
1. Have you transported all the ingredients in a safe manner and kept them in a cool box where required?					<p>To minimise food safety risk:</p> <p>It is not appropriate to bring food from home</p> <p>When possible always buy food on the day of cooking.</p> <p>Keep a copy of receipts for your own records and as a trace if required for food safety.</p>
2. Have you checked all products being used are within the 'use by date'?					
3. Have you checked that all packaging or wrapping is intact?					
4. If food requires refrigeration do this as soon as possible or keep in suitable cool box.					
5. Have you stored raw meat products separate from cooked, ready to eat products?					
6. Are you familiar with the building/venue?					<p>If possible check out venue before practical cooking is delivered.</p> <p>Electrical sockets should be in good condition.</p> <p>Make sure there are no physical hazards? e.g. chairs, electrical cords,</p> <p>Are there any maintenance problems that need to be reported?</p> <p>Have you checked windows are closed to prevent flying insects from entering?</p>
7. Is there enough workspace for each participant to work safely?					
8. Do you know what the fire safety procedures of the building are and where fire safety equipment is located?					
9. Do you have a well stocked first aid box available/including blue plasters if possible					
10. You should have anti-bacterial spray and bactericidal detergent					

11. Has the room been set up appropriately for the needs of the group to keep hazards to a minimum?					Staff/trainer should have the necessary skills to use all cooking equipment.
12. Is equipment in good condition?					Staff/trainer should understand personal hygiene level requirements.
13. Are equipment and utensils clean and usable?					
14. Have you cleaned and sanitized the food preparation area with anti-bacterial spray/wipes?					Trainers running cooking sessions should have a REHIS Elementary Food Hygiene Certificate as a minimum requirement.
15. Have you told participants the safety procedures for the use of kitchen equipment and knives?					
16. Have all participants washed their hands with anti-bacterial hand wash?					
17. Is everyone wearing protective aprons?					

Item	Tick Box	General Guidance
Utensils/crockery		<ul style="list-style-type: none"> Remove any food debris. Wash with hot water using bactericidal detergent (Rinse with clean, hot water). Use paper towel/disposable drying cloth or ideally air dry or use dishwasher). Wipe all areas with antibacterial spray. NB: Wash chopping boards between uses. Particularly after raw meat or dirty vegetables. If bag full tie and remove (remembering to wash hands before handling food again) Sweep to remove any food debris. Wipe up any wet spillages immediately.
Chopping boards		
Tables		
Equipment		
Bins		
Floor		

Signature
Designation
Date

This checklist has been reproduced from REHIS Elementary Cooking Skills Pack with kind premission from REHIS

B. Healthy Eating and Living

1. Healthy Eating

- Eatwell Guide tear off pad
- Your guide to healthy eating
- Healthy eating food quiz and answers
- How much fat / sugar / salt quizzes and answers



2. Fluid

- Alcohol
- What is a unit of alcohol quiz and answers
- Caffeine and Energy Drinks



3. Other Healthy Living Considerations

- Physical Activity and Sedentary Behaviour
- Time to burn 100 calories postcard
- Physical activity guidelines – factsheets 1-5 various ages
- Oral Health



4. Ages and Stages

- Pregnancy
- Breast Feeding
- Weaning
- One to Five Years
- Early Years
- Older People
- National vitamin Scheme information



Topic – 1. Healthy Eating

Trainer notes

Aim

To raise awareness of what a healthy balanced diet is.

Objectives

To raise awareness of

- the Eatwell Guide.
- the 5 food groups.
- the range of foods within each food group.
- the general proportions that each food group should be present in a balanced diet.

Relevance

- This topic should be relevant to all group attendees and should be discussed with all groups.

Session planning

- Introduce early in session / programme to help ensure basic level of understanding of healthy eating – the Plate Game (available from NHSG Resources) may be a fun interactive way to set the scene.
- Initial discussion should focus around the Eatwell Guide itself, and the foods/ proportion of foods.
- Discussion can then be expanded using the Healthy Eating Quiz activity.

Recommended handouts and activities to support topic

Handouts:

- Eatwell Guide tear off pad – (available from Health Information Resource Services www.nhsghpcat.org Tel 01224 558504)
- More leaflets on healthy eating are available from the Health Information Resources Service. www.nhsghpcat.org Tel: 01224 558504.

Activities:

- healthy Eating Quiz

Key information

The Eatwell Guide shows the proportions in which different types of foods are needed to have a well-balanced and healthy diet. The proportions shown are representative of your food consumption over the period of a day or even a week, not necessarily each meal time.

- **Eat at least 5 portions of a variety of fruit and vegetables every day**
- **Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible**
- **Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options**
- **Eat some beans, pulses, fish, eggs, meat and other protein (including 2 portions of fish every week, one of which should be oily)**
- **Choose unsaturated oils and spreads and eat in small amounts**
- **Drink 6-8 cups/glasses of fluid a day**

If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

The Eatwell Guide applies to most people regardless of weight, dietary restrictions / preferences or ethnic origin.

However, it doesn't apply to children under 2 because they have different nutritional needs. (see Ages and stages Section for more information) Between the ages of 2 and 5, children should gradually move to eating the same foods as the rest of the family, in the proportions shown on the Eatwell Guide. Anyone with special dietary requirements or medical needs might want to check with a registered dietitian on how to adapt the Eatwell Guide to meet their individual needs.

Eatwell Guide

Check the label on packaged foods

Each serving contains				
Energy	Fat	Saturated fat	Sugars	Salt
1046kJ 250kcal	5g	1.3g	34g	0.9g
12.5%	7%	6.5%	38%	15%

Typical values (as sold) per 100g: 697kJ/167kcal

Choose foods lower in fat, salt and sugars

Fruit and vegetables

Eat at least 5 portions of a variety of fruit and vegetables every day

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates

Choose unsaturated oils and spreads

Dairy and alternatives

Choose lower fat and lower sugar options

Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Eat less often and in small amounts

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose unsaturated oils and use in small amounts

Per day 2000kcal

2500kcal = ALL FOOD + ALL DRINKS

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Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

Supporting Services/ resources available in Grampian

Healthy Helpings (NHS Grampian)

Healthy Helpings is an online, self-directed, 12 week weight management programme. It was developed by Dietitians & Psychology in Grampian. The programme is suitable for adults (18 years and over) with a BMI of 25kg/m² and above. The link to join this programme and to access our Grampian Healthy Weight website is as follows: Online Healthy Helpings - Healthy Weight Grampian (scot.nhs.uk). If you would like more information please call us on 01224 556556 or email gram.adultweightmanagementservice@nhs.scot

Healthpoints (NHS Grampian)

NHS Grampian Public Health Healthpoint is a health information service, offering free, confidential information, advice, support, and signposting to reputable services. This service is offered to anyone who lives in Grampian. Clients can access the service by telephone, email or video platform Attend Anywhere.

Our trained advisors can discuss:

- Health concerns (please note that we do not provide medical advice)
- Practical ways to improve health, such as weight loss, increasing activity, financial support
- Provide a listening ear
- Mental wellbeing
- Health coaching
- Support groups and organisations, and the services they offer
- How to access appropriate NHS services
- Self-management advice for long term conditions e.g. Asthma, Diabetes
- Specialist stop smoking support including access to stop smoking medications free on prescription

You can contact Healthpoint by calling our free healthline on 08085 20 20 30, Mon to Fri, 9-5pm (please note if an advisor is not available to take your call you can leave a message and they will endeavour to get back to you as soon as they can).

You can also send an email to gram.healthpoint@nhs.scot

Health Information Resources Service (NHS Grampian)

This service is available to anyone working to promote health or studying health in the Grampian region of North-East Scotland. The service stocks a large variety of leaflets and posters, and also has videos, resource packs, models, displays and other materials available for loan. For more information call (01224) 558504.

Other reliable sources of information

Food Standards Scotland (formerly known as FSA)

For more information about the Eatwell plate

<http://foodstandards.gov.scot>

Food Standards Scotland

For more information about the Eatwell Guide

<http://www.foodstandards.gov.scot/nutrition-healthy-eating/eating-healthily/eatwell-guide>

NHS Choices. Live Well

Healthy living information on a range of topics including healthy eating

<https://www.nhs.uk/live-well/>

British Dietetic Association

Website has downloadable Food Fact sheets on a variety of nutrition and food related topics including healthy eating

www.bda.uk.com/foodfacts/home



Activity: Healthy Eating Food Quiz

Aims and objectives

Aim

To promote discussion and understanding of healthy eating within the group.

Objectives

To promote and clarify some key messages which might not be covered during the general discussion of the Eatwell Guide.

Session planning (time required, resources needed etc)

Time

Allow up to 45 minutes for this activity: 10 minutes for participants to read and answer question initially, followed by approximately 35 minutes to discuss each question in turn.

Training points

- Need to ensure that discussion doesn't continue too long or get side-tracked.
- Need to clarify the answer to each question after each discussion so that everyone is clear on the message.
- Opportunity to link topic with recipes/ food preparation which will be done as a part of the class programme and to get participants thinking about how healthy their food choice is, and how it might be improved.

Equipment/ resources needed

- Healthy Eating Quiz for all participants.
- Pens for all participants.
- Quiz answers for trainer.

Healthy Eating Food Quiz

Please indicate in the box whether you agree ✓ or disagree ✗ with the following.

1. We should aim to eat at least 5 portions of fruit and vegetables daily ☐
2. When buying fruit and vegetables we should choose mainly fresh types rather than tinned or frozen ☐
3. Foods such as bread, cereals, rice, pasta and potatoes are fattening ☐
4. All bread is good for us ☐
5. The meat part of our meal should take up the smallest portion on our plate ☐
6. We should aim to eat fish at least twice a week ☐
7. Semi-skimmed milk contains less calcium than full-fat milk ☐
8. Low fat yoghurts are always low in sugar ☐
9. Butter, margarine and oils all contain the same amount of calories ☐
10. A can of 'regular' cola contains about 7 teaspoons of sugar ☐
11. Adding salt at the table or in cooking is the main contributor of salt in our diets ☐
12. Butteries contain about '2' pats of butter (portion that we receive when eating out) ☐
13. Vegetarian meals are always a healthier choice ☐
14. It doesn't matter if we regularly skip meals ☐
15. Eggs form part of a healthy balance diet ☐
16. Red wine is good for us ☐



Answers

1. We should aim to eat at least 5 portions of fruit and vegetables each day - ✓ True

- The national target is to consume at least 5 portions of fruit and vegetables each day. If you count how many portions you're having, it might increase the amount and variety you eat.
- Lots of people know we should be eating more fruit and veg, but most of us still aren't eating enough.
- Fruit and veg should make up just over a third of the food we eat each day.
- They are packed full of vitamins and minerals which help to protect us against some cancers and heart disease.
- They are a great source of fibre which helps to keep our digestive system in good working order.
- Eat a range of fruit and vegetables each day for maximum nutrient intake (think colours of the rainbow).
- They are low in calories but are quite filling, which is good for weight control.
- Be realistic and gradually build up your intake of fruit and vegetables.

2. When buying fruit and vegetables we should choose mainly fresh types rather than tinned or frozen - ✗ False

- Choose from fresh, frozen, canned, dried or juiced.
- A portion is 80g or any of these 1 apple, banana, pear, orange or other similar- size fruit, 3 heaped tablespoons of vegetables, a dessert bowl of salad.
- 30g of dried fruit (counts as a maximum of one portion a day) and should be kept to mealtimes only due to the concentrated sugar and being sticky, this can contribute towards dental decay.
- 150ml glass of fruit juice or smoothie (counts as a maximum of one portion a day) this is because juicing loses much of the fibre in the fruit and contains a lot of concentrated sugar.
- For maximum vitamin and mineral content, cook in as little water as possible. Use the microwave, steam, dry roast or stir fry.

3. Foods such as bread, cereals, rice, pasta and potatoes are fattening - ✗ False

- Some people think starchy food is fattening, but gram for gram it contains less than half the calories of fat. You need to watch the fats you add when you're cooking and serving this is what increases the calorie intake.
- Starchy food is a really important part of a healthy diet and should make up just over a third of the food we eat.
- Choose higher fibre options most of the time. This includes porridge, bran flakes, potatoes in their skins.
- They are relatively cheap to buy and are filling and are the best source of energy for the body.

4. All bread is good for us - ✓ True

- Any bread is a good choice, however where possible go for a higher fibre option. This includes wholemeal, multi grain or granary types.
- Watch out for breads with added fat e.g. garlic bread, naans or cheese topped rolls.
- You can purchase high fibre white versions of bread and pasta which will help to increase your fibre intake using a like-for-like substitute of your family favourites.
- Fibre is an important part of our diet – helps prevent constipation and helps control blood sugar levels.
- Eat a variety of breads including baps, pitta, baguettes or tortillas.
- Bread or toast is a cheap accessible option – great as snacks between meals rather than biscuits/sweets.
- Spread thinly with margarine or butter.

5. The meat part of our meal should be the smallest portion on our plate - ✓ True

- The meat part of our meal should be the smallest portion on our plates.
- Choose lean cuts and remove any skin or fat.
- Processed meats can contain a lot of extra fat (and often salt too) - not a recommended choice for daily eating.
- Grill or casserole meat rather than frying.
- Trim off any visible fat.

6. We should aim to eat fish at least twice a week - ✓ True

- The current recommendation is that we aim to eat 2 portions of fish per week - one being an oily fish.
- Oily fish are a good source of omega 3 fats which have many health benefits, including keeping your heart healthy. Include mackerel, herring, salmon, trout, kippers and pilchards.
- Fresh tuna is an oily fish but when canned the omega 3 fats are reduced to a level similar to white fish.
- Eat a variety – both white and oily.
- Tinned fish can make an excellent snack / meal.
- Poach, grill or bake rather than frying fish.

7. Semi-skimmed milk contains less calcium than full-fat milk - ✗ False

- There is very little difference in the calcium content.
- Choosing lower fat options means we get all the calcium but just less fat.
- Calcium is important for healthy bones and teeth.
- Choose low fat milk and dairy products.
- Semi skimmed milk can be given to children from age two and skimmed from age five providing the child is developing satisfactorily.





8. Low fat yoghurts are always low in sugar - **✗ False**

- There are a huge variety of yoghurts on the market and their fat and sugar content varies hugely.
- Generally speaking 'diet' varieties contain the least amount of fat and sugar.
- 'Thick and creamy' types, or ones with a separate helping of fruit, should be kept as an occasional choice.
- Try natural yogurt and add fruit.

9. Butter, margarine and oils all contain the same amount of calories - **✓ True**

- Gram for gram they contain the same amount of calories (obviously low fat spreads contain a lesser amount).
- 'Saturated' fats like butter and lard increase the risk of heart disease.
- 'Unsaturated' fats like sunflower, rapeseed and olive oils are a healthier choice.
- Swapping to unsaturated fats will help to reduce cholesterol in the blood, therefore it is important to get most of our fat from unsaturated oils.
- The most important message is to use minimal amounts of spreading fat or cooking oil (regardless of whether that fat is saturated or unsaturated).
- 'Scrape on and scrape off' when spreading butter / margarine.
- Use a spoon to control the amount of cooking oil used.

10. A can of 'regular' cola contains about 7 teaspoons of sugar - **✓ True**

- Sugary drinks are one of the main contributors to excess sugar consumption amongst children and adults in the UK.
- Swap sugary soft drinks for diet, sugar-free or no added sugar varieties to reduce your sugar intake
- If we add sugar to tea / coffee, gradually reduce until we use none at all.
- Artificial sweeteners can be useful for some people but shouldn't be used as a first choice.
- Aim to drink 6-8 glasses of fluid every day. Water, lower fat milk and sugar-free drinks including tea and coffee all count. Fruit juice and smoothies also count but remember the concentrated sugar.

11. Adding salt at the table or in cooking is the main contributor of salt in our diet - **✗ False**

- The main contributor of salt in our diets is processed foods (75%).
- Ready-made meals, sauces, soups, processed meat products including pies, pastries, sausages and burgers, crisps and salted nuts are all particularly high.
- Be careful how much salt we add during cooking and at the table.
- Too high a salt intake is linked with high blood pressure which may lead to a higher risk of heart disease or stroke.
- It is recommended that adults eat no more than 6g of salt a day – that's about a teaspoonful.



12. Butteries contain about 2 'pats' of butter (portions that we receive when eating out) - **✗ False**

- They actually contain around 4 pats of butter!
- Foods often contain 'hidden' amounts of fat including sweet and savoury biscuits and cakes.
- Pastry or pastry products (including pies, sausage rolls, bridies) contain large amounts of fat.

13. Vegetarian meals are always a healthier choice - **✗ False**

- Often vegetarian dishes use large amounts of cheese or cream and therefore have a very high fat content. Use a small amount of mature cheddar rather than larger amounts of low fat, grate the cheese - it'll go further.
- Beans, peas and lentils are good alternatives to meat because they're naturally very low in fat, and they're high in fibre, protein, vitamins and minerals.
- Other vegetable-based sources of protein include tofu, bean curd and mycoprotein.

14. It doesn't matter if we regularly skip meals - **✗ False**

Regular meals:

- Help to ensure that we eat a variety of foods from the different food groups each day.
- Helps to keep our metabolism 'ticking' over at a good rate.
- Help to prevent us feeling hungry in-between meals (at which point we tend to crave high fat, salt or sugar foods).

15. Eggs form part of a healthy balance diet - **✓ True**

- There is no recommended limit as to how many eggs can be eaten in a week. A maximum of around 6 eggs per week is sensible to ensure variety in the diet.
- Boil, poach or scramble.

16. Red wine is good for us - **✗ False**

- The net benefits from small amounts of alcohol are less than previously thought, with substantial uncertainties around the level of protection, and are significant in only a limited part of the population. That is women over the age of 55, for whom the maximum benefit is gained when drinking around 5 units a week, with some beneficial effect up to around 14 units a week.
- To keep health risks from alcohol to a low level it is safer to drink no more than 14 units in a week.
- If you regularly drink up to 14 units in a week it is best to spread this across 3 days.
- 1 unit of alcohol = 1/2 pint of beer or a standard 25ml spirit measure.



Activity: How much Fat? / How much sugar? / How much salt?

Aims and objectives

Aim

To raise awareness of hidden fat / sugar / salt in popular purchased products.

Objectives

- To inform participants of how much fat / sugar / salt is hidden in products.
- To encourage participants to make comparisons with different products and make an informed choice.
- To encourage participants to reflect on purchased products versus making their own.

Time

Each quiz could take around 30 minutes.

Training points

If possible have a range of labels of similar products to broaden the learning and encourage participants to consider choosing other products or if it's something that could be made try comparing the recipe's nutritional analysis.

For the salt quiz this is an ideal time to reinforce the guidelines for salt, especially for children. The sugar quiz can be completed individually or have examples of the product and ask the participants to guess how much sugar is in an item and measure it out with a teaspoon into a clear container, this is visually shocking for some people, particularly those who drink lots of soft drinks.

Equipment/ resources needed

- Copies of quizzes and pens.
- Sample packaging.
- Sugar, teaspoon and a glass tumbler.



Activity 1 - How Much Fat?

Try to guess the grams of fat in the food items below.
Fill in the gaps and choose from:

- 15g
- 20g
- 21.4g
- 21.8g
- 26.7g
- 32g
- 32.6g
- 48.3g
- 53g

Food Item	Amount of Fat
Indian Takeaway Chicken Tikka Masala	
1 Puff Pastry Sausage Roll	
Chinese Crispy Duck & 3 Pancakes	
Pot Noodle	
Cottage Pie Ready Meal (400g)	
Chip Shop Fish & Chips	
Chinese Sweet & Sour Pork in Batter	
Takeaway 12" Meat or Fish Pizza	
Coffee Shop Rocky Road	



How Much Fat? - Answers

Food Item	Amount of Fat
Indian Takeaway Chicken Tikka Masala	32.6g
1 Puff Pastry Sausage Roll	20g
Chinese Crispy Duck & 3 Pancakes	21.8g
Pot Noodle	15g
Cottage Pie Ready Meal (400g)	32g
Chip Shop Fish & Chips	48.3g
Chinese Sweet & Sour Pork in Batter	21.4g
Takeaway 12" Meat or Fish Pizza	53g
Coffee Shop Rocky Road	26.7g

Note

- Fat can be hidden in sweet and savoury biscuits and cakes.
- Large amounts of fat are contained in pastry and pastry goods.
- Try not to exceed the maximum recommendation of 70g of fat per day for a woman and 90g for a man.
- When looking at labels total fat a lot is 17.5g per 100g and a little is 3g per 100g.
- Saturated fat a lot is 5g per 100g and a little is 1.5g per 100g.



Activity 2 - How Much Sugar?

Try to guess the teaspoons of sugar in the food items below.
Fill in the gaps and choose from:

- 4 ¾ teasp
- 7 teasp
- 7 ½ teasp
- 8 ¼ teasp
- 8 ½ teasp
- 12 teasp
- 19 teasp
- 25 teasp

Food Item	Amount of Sugar
1 Can of Red Bull	
1 Small Tin of Fruit in Syrup (200g)	
Honey Nut Cheerios (100g)	
1 Can of Fizzy Drink	
1 Chocolate Chip Muffin	
1 Packet of Jelly	
Mars Bar	
1 Bag of Sweet Popcorn (small cinema box)	

*1 teaspoon = 5g





How Much Sugar? - Answers

Food Item	Amount of Sugar
1 Can of Red Bull	7 ½ teasp
1 Small Tin of Fruit in Syrup (200g)	12 teasp
Honey Nut Cheerios (100g)	8 ¼ teasp
1 Can of Fizzy Drink	7 teasp
1 Chocolate Chip Muffin	4 ¾ teasp
1 Packet of Jelly	19 teasp
Mars Bar	8 ½ teasp
1 Bag of Sweet Popcorn (small cinema box)	25 teasp

*1 teaspoon = 5g

Note

- Consuming sugar increases your risk of obesity and tooth decay.
- Sugar provides a lot of extra calories to your daily diet particularly from regular fizzy drinks.

Age	Age Recommended maximum free sugars intake per day	Sugar cubes / spoons
4-6 years	4-6 years No more than 19g	5 / 4.75
7-10 years	7-10 years No more than 24g	6 / 6
From 11 years, including adults	No more than 30g	7 / 7.5



Activity 3 - How Much Salt?

Try to guess the grams of salt in the food items below.
Fill in the gaps and choose from:

- 0.5g
- 0.5g
- 0.9g
- 1.2g
- 1.5g
- 1.7g
- 2g
- 2.2g
- 2.6g

Food Item	Amount of Salt
1 Bag of Salted Crisps (35g)	
1 Matchbox Size Piece of Cheddar Cheese (56g)	
1 Slice of Bread	
1 Small Tin of Soup (200g)	
2 Sausages (80g)	
1 Pot Noodle (300g)	
1 Small Tin of Baked Beans (210g)	
Dairylea Lunchables (300g)	
1 Small Bowl of Frosties (30g)	



How Much Salt? - Answers

Food Item	Amount of Salt
1 Bag of Salted Crisps (35g)	1.2g
1 Matchbox Size Piece of Cheddar Cheese (56g)	0.9g
1 Slice of Bread	0.5g
1 Small Tin of Soup (200g)	1.5g
2 Sausages (80g)	2.2g
1 Pot Noodle (300g)	1.7g
1 Small Tin of Baked Beans (210g)	2.6g
Dairylea Lunchables (300g)	2g
1 Small Bowl of Frosties (30g)	0.5g

Note

- Too much salt can cause health problems including high blood pressure, heart disease, strokes, stomach cancer, osteoporosis and fluid retention.
- Children need to eat less salt than adults to ensure their developing kidneys are not damaged. babies under 1 year maximum amount of salt is 1g - this will be present in their milk, children 1-3 years 2g, 4-6 years 3g, 7-10 years 5g and 11 years plus 6g.
- Adults try not to exceed the maximum recommended limit of 6g per day (about a teaspoon).
- When looking at labels a high salt product is 1.5g per 100g, medium is 0.3g-1.5g per 100g and low is 0.3g per 100g.
- Salt may also be labelled as sodium to calculate the actual salt content multiply the sodium total by 2.5.

Topic 2: Fluid

Trainer notes

Aim

To raise the awareness of the importance of consuming fluid.

Objectives

- To highlight why our bodies require fluid.
- How much fluid our bodies need.
- The various sources of fluid.
- Relevance.
- To all groups.

Key information -

- Fluid is essential to life and an important part of the diet. It's necessary for our bodies to function and for our digestion of food.
- The amount of fluid we need is affected by our level of activity. People who have a physical job, exercise a lot or are in hot environments or climates, will sweat a lot therefore require additional fluid.
- Everyone needs 6 - 8 glasses (1.5-2 litres) of fluid per day. This can be from a range of sources e.g. water, tea, milk, fruit juice and remember the stock in your soup or the water naturally found in fruit and vegetables.
- Avoid fizzy drinks – due to the sugar and acid content (see oral health section for more details).

Topic: - Alcohol

Trainer notes

Alcohol is widely available, easily accessible and in recent years has become much more affordable. As a result consumption of alcohol has increased along with harms to health and negative social experiences such as violence, anti social behaviour and accidents. Alcohol consumed within the low risk drinking guidelines can relax and enhance your mood however it is also a depressant drug that can lead to harmful consequences particularly where consumption is over and above the guidelines. Furthermore it is important to remember that consumption even within the low risk guidelines provides no guarantee of avoiding any health harms including long term health problems such as obesity, high blood pressure, cancer and liver disease.

Aim

To raise awareness of the low risk drinking guidelines.

Objectives

Participants gain an understanding of what is meant by:

- the low risk drinking guidelines
- the calculation of units
- when to avoid alcohol
- the need to include alcohol free days
- how long it takes the body to process alcohol.

Relevance

This topic should be relevant to all attendees. It should be pointed out that alcohol has no nutritional value. There are approximately 200 calories in a large glass of red wine or a pint of cider. At 7 calories per gram, alcohol contains more calories than many foods. Alcohol can stimulate the appetite making it more likely that people will eat more. Research has shown recently that alcohol on average can form nearly 9% of adult energy intake.

Session planning

- Introduce the topic at the start of the session.
- Ask if participants are aware of the low risk drinking guidelines.
- You can use a quiz to help check knowledge levels and generate a bit of discussion around the topic.

Activities

- What is a unit of alcohol – quiz.
- Use of unit cups to estimate size of drinks poured or clear indication of unit measures.

Supporting Services/ resources available in Grampian (if any)

Healthpoints (NHS Grampian)

NHS Grampian healthpoint works to tackle health issues relating to self care. for more information please call 0500 20 20 30.

For details of local information, advice and support services for alcohol visit the three Grampian Alcohol & Drug Partnership (ADP) websites:

- Aberdeen City: www.aberdeencityadp.org.uk
- Aberdeenshire: www.aberdeenshireadp.org.uk
- Moray: www.madp.info/

Other reliable sources of information (if any)

For more information on alcohol please visit

- www.nhsgrampian.org.uk/alcohol
- www.drinksarter.org
- www.drinkaware.co.uk
- www.alcohol-focus-scotland.org.uk

If you are worried about your own or someone else's drinking you can contact DRINKLINE free on 0800 7314 314 (weekdays 9am – 8pm, weekends 11am – 4pm).





What is a unit of ALCOHOL?

1 unit equals 10ml of pure alcohol

Units are calculated by: $\frac{\text{Volume (mls)} \times \text{Strength (\%ABV)}}{1000}$

Low risk drinking guidelines (for over 18s):



To keep health risks from alcohol to a low level it is safest to drink no more than 14 units a week on a regular basis.



If you wish to cut down or manage the amount you drink a good way to achieve this is to have several alcohol-free days each week.

Alcohol should not be consumed when:

- Pregnant or trying to conceive.
- Driving (taking into account the need to be free from alcohol the morning after drinking).
- Operating machinery or other high risk activity.

Some groups of people are more likely to be affected by alcohol and should be more careful of their level of drinking on any one occasion. For example those at risk of falls, those on medication (that may interact negatively with alcohol) or where it may worsen pre-existing physical and mental health problems.

If you do regularly drink up to 14 units in a week, it is best to spread this across 3 or more days.

If you have one or more heavy drinking episodes a week, you increase your risks of death from long term illness and from accidents and injuries.

The risk of developing a range of health problems (including cancers of the mouth, throat and breast) increases the more you drink on a regular basis.

It takes around one hour for the body to safely process 1 unit of alcohol.



What is a unit of ALCOHOL?





What is a unit of ALCOHOL?



Topic: Caffeine and Energy Drinks

Trainer notes

Caffeine naturally occurs in plants such as tea, coffee and cocoa and is also added to energy drinks. It can temporarily ward off drowsiness and increase alertness, but we seldom think of it as a drug which can become addictive.

Aim

To raise awareness of the dangers associated with the consumption of caffeine and energy drinks.

Objectives

To inform participants of:

- symptoms of over consumption
- quantities of caffeine in regularly consumed products.

Relevance

This is an issue for some client groups and is of concern in schools where children are attending lessons and are disrupting sessions because of their behaviour associated with consumption of energy drinks.

Key information -

The dangers of high caffeine intake may include anxiety, restlessness, excitement, stomach complaints or twitching muscles. Caffeine can also lead to disturbed sleep which may affect concentration and behavior in young people. When caffeine is combined with alcohol it has the effect of making people feel less intoxicated and more alert than they actually are. This can lead to very high levels of alcohol being consumed and increases the likelihood of involvement in risk taking behavior.

In the UK there are currently no clear recommendations for maximum daily caffeine limits. Pregnant women are advised not to consume more than 200mg of caffeine per day.

Caffeine in food and drink

- 1 Mug of instant coffee = 100mg.
- 1 Mug of filter coffee = 140mg.
- 1 Mug of tea = 75mg.
- 1 Can of cola = 40mg.
- 1 Small can of energy drink = 80mg.
- 1 x 50g Bar of plain chocolate = 50mg.
- 1 x 50g Bar of milk chocolate = 25mg.
- 1 x 'Grande' Coffee (16oz) from a high street coffee shop = 330mg.

Other reliable sources of information

<https://www.britishsoftdrinks.com/>



Topic 3: Other Healthy Living Considerations

Topic:

Physical Activity and Sedentary Behaviour

Trainer notes -

Aim

To raise awareness of the importance of doing physical activity and reducing sedentary behaviour throughout the life cycle

Objectives

- To encourage participants to consider their own physical activity levels and sedentary behaviors in line with current guidelines
- To stimulate discussion about the benefits of physical activity for all

Relevance

For all age groups.

Recommended handouts and activities to support topic

Handouts

Department of Health Physical Activity Fact Sheets.

Time to Burn Postcards.

Walk more: feel the difference

Activities

Participants can be split into groups, and each group discusses at least one of the factsheets and can then feedback to the other participants.

If appropriate take participants on a short walk (route should be mapped and risk assessed in advance)

If appropriate encourage participants to stand up and move around regularly

Key information -

- Physical activity includes all forms of activity: everyday activity (e.g. walking to work); active recreation (e.g. working out at the gym); and sports (e.g. football)
- Sedentary behaviour refers to a group of behaviour that occur whilst sitting or lying down whilst awake and which require very low energy expenditure including in leisure time (e.g. watching TV); the workplace (e.g. using a computer); and motorised transport (e.g. sitting on a bus).
- People who are physically active are more likely to live longer, enjoy more healthy years of life and remain independent.
- Being physically active can help improve mood and self-esteem and help to maintain a healthy weight.
- Being more physically active and less sedentary can reduce the risk of developing different diseases such as diabetes, cardiovascular disease, colon and breast cancer, and depression.
- Sedentary behaviour for long periods of time can increase the risk of developing diseases even amongst adults achieving the recommended levels of physical activity.
- Walking is an easy and free activity in which everyone can take part in, and which counts towards the physical activity guidelines.
- The benefits of regular physical activity have been set out across the life course as the amount of physical activity we need each week depends on our age.
- If everyone followed the UK physical activity guidelines the health of the population would improve and healthcare costs would reduce.

To find out how much physical activity you should be getting a week, have a look at the Fact Sheets. Here is a summary:

Group	Recommended amount of physical activity	Suggested activities
Children under 5 (who are not yet walking)	Physical activity should be encouraged from birth Under 5s should minimise amount of time being sedentary (restrained or sitting) for extended periods.	at least 30 minutes of “tummy time” per day when they are awake, crawling, time rolling around and supervised floor play.
Children under 5 (Who are able to walk)	180 minutes spread throughout the day Under 5s should minimise amount of time being sedentary (restrained or sitting) for extended periods.	180 minutes spread throughout the day and 60 minutes of moderate to vigorous exercise daily
Children and young people (5-18 years old)	At least 60 minutes per day of moderate to vigorous intensive activities. Vigorous intensity activities at least 3 days per week All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.	Bike riding, playground activities, fast running, swimming, gymnastics, tennis
Adults (19-64 years old)	150 minutes of moderate (or 75 minutes of vigorous) physical activity per week e.g. 30 minutes a day for 5 days. Muscle strength activities 2 days per week. Adults should minimise the amount time spent being sedentary (sitting) for extended periods.	Brisk walking, cycling, running, carrying heavy loads, exercising with weights.
Older adults (65+ years)	150 minutes of moderate (or 75 minutes of vigorous) physical activity per week e.g. 30 minutes a day for 5 days. Muscle strength activities 2 days per week. Balance and co-ordination activities 2 days per week Adults should minimise the amount time spent being sedentary (sitting) for extended periods.	Aim to be active every day. Do 150 minutes (or 75 minutes of vigorous) of physical activity if already active Brisk walking, ballroom dancing, climbing stairs, stepping, chair aerobics, yoga

To note: Individuals physical and mental capabilities should be considered when interpreting the

guidelines.

Supporting Services/ resources available in Grampian

UK Physical Activity Guideline Factsheets

Time to Burn 100 Calorie postcards

Walk more: feel the difference

Other reliable sources of information

<https://www.gov.uk/government/collections/physical-activity-guidelines>

<http://www.activescotland.org.uk/>

<https://www.scotland.org/features/active-scotland>

<http://www.getbritainstanding.org/>

Topic: Oral Health

Trainer notes

Aim

To promote key oral health messages.

Objectives

To deliver key messages to participants:

- brush your teeth twice a day
- cut down on sugar foods and drinks
- visit your dentist regularly.

Relevance

To all groups.

Activities

The How Much Sugar Quiz could be used in this session (see healthy eating section).

Key information –

Historically Scotland has had poor oral health, particularly in areas of deprivation. Things are improving with Childsmile providing oral health prevention from birth but there is still a need to improve, particularly in these poorer areas. In Grampian we still have around 30% of children with dental decay between the ages of 5 and 12 years.

If you work with children, young people or those with learning difficulties and play a role in providing others with health information or are involved with providing food for others, then it is essential to be aware of how you can help promote oral health and make a positive difference to the health of those around you.

Childsmile is a national programme to improve the oral health of children through the distribution of free dental packs and toothbrushing and fluoride varnishing programmes in all nurseries P1 and P2 priority schools.

There are 3 key messages you need to know in order to be able to do this:

1. Brush your teeth twice a day

- In the morning and before bed using a pea sized blob of fluoride toothpaste (at least 1000ppm fluoride).
- Use a brush with a small-medium sized head to ensure all areas of mouth are reached.
- Choose medium strength bristles to get a thorough clean but without hurting your gums.
- Brush in a circular motion, along the gum line and covering the front and back surfaces of teeth and chewing surfaces- brush for 2 minutes.
- DO NOT RINSE! – Only spit out the toothpaste as rinsing washes away the fluoride – this gives time for the fluoride to strengthen the teeth. Mouthwash is not essential but if you do use it, use between meals, not straight after brushing.
- Replace toothbrush at least every 3 months or as soon as the bristles are splayed.

2. Cut down on sugary foods and drinks – keep sugar to mealtimes only

- Sugar combines with bacteria in our mouths to form acid which can dissolve the surface of our teeth. This leads to holes in our teeth called caries or cavities.
- BUT, if we are consuming a lot of sugar constantly throughout the day, then there will be too much acid produced for the saliva to counteract and the holes will remain.
- It's not the amount of sugar consumed that's the problem, but how frequently it's consumed
- Suggest ways to cut down sugar consumption – gradually reduce the frequency and amount you consume and keep it to mealtimes only as much as possible.
- Oral health professionals advise us to keep dried fruit, smoothies, fruit juices and all fizzy drinks (including diet versions) to mealtimes only as they contain a high content of sugar, acids or both.
- Bashing up fruit for juice/smoothies releases the sugar from the cells making them quite harmful to our teeth.
- Carbonic acid in fizzy drinks can erode our teeth regardless if the juice contains sugar or not.
- Sugar can be hidden in our diets e.g. yogurts, cereal bars and cereals – read labels to choose items lower in sugar.
- Tooth friendly snacks – fresh whole fruit and veg, natural yoghurt, plain popcorn, sandwiches, Ryvita/crackers with cheese, low sugar cereal e.g. porridge, Weetabix, Shredded Wheat.

3. Visit your dentist regularly

- Contact the Dental Information and Advice Line on 0345 45 65 990 for information on how to find a dentist in Grampian – available Monday to Friday 8.05am to 6pm.
- For emergency dental treatment contact NHS 24 111
NHS Grampian has a policy that no child will be on the waiting list for more than 12 weeks.

Supporting Services/ resources available in Grampian

DIAL cards.

Teeth TLC range of leaflets and postcards.

Other reliable sources of information

<http://www.teethtlc.com/>

<http://www.child-smile.org.uk/>

National Dental Inspection Programme <http://www.scottishdental.org>

4. Ages and Stages

Topic

Good nutrition in different ages and stages

Trainer notes

Aim

To provide consistent current advice on the importance of good nutrition throughout these important age groups and stages.

Objectives

- Provide consistent key nutrition messages in pregnancy and the early years including breast feeding, weaning and nutrition in the under 5's.
- Where to access relevant and existing information.
- To identify the other professionals that are involved that could be accessed for support or further information.

Relevance – women and families.

Session planning

Depends on group and subject. Need to be aware of pregnant women and pregnancy food safety issues.

Key information

Pregnancy

During pregnancy it is important to eat a healthy diet for both you and your baby. The guidance for the adult population (Eatwell Guide) is still relevant and mums should be encouraged to eat a variety of foods from each of the food groups. Generally, pregnant mums will receive "Ready Steady Baby" from their midwife and this has comprehensive information regarding diet, food safety and the relevant supplements (folic acid and vitamin D). Please see readysteadybaby.org.uk or pages 14-21 of ready steady baby.

Further information on pregnancy please see;

Birth in Grampian (scot.nhs.uk) <https://www.birthingrampian.scot.nhs.uk/>

www.bda.uk.com/foodfacts

www.nhs.uk/Pregnancy

www.nhs.uk/Conditions/pregnancy-and-baby/pages/alcohol-medicines-drugs-pregnant.aspx

Breast feeding

Breastfeeding provides everything a baby needs for the first 6 months of their life. After 6 months babies need food as well as milk, but breast milk is still important during the first 2 years of a baby's life and beyond.

Breastfeeding is a new skill that parent and baby need to learn together, it isn't always easy which is why there is support across Grampian. We encourage everyone during pregnancy to speak to their health professional about how they want to feed their baby. We also have our Breastfeeding Peer Support Service that is available during pregnancy to talk through feeding choices and where to access support, and to receive local support after baby has arrived.

For more information and support around breastfeeding as well as safe formula feeding, visit <https://www.birthingrampian.scot.nhs.uk/>

To find out more about the Peer Support Service visit Breastfeeding (nhsgrampian.org) or search NHS Grampian Breastfeeding. There is the support across Grampian leaflet available.

Weaning

Weaning from around the age of six months is the current guidance for starting to introduce a variety of foods gradually alongside a baby's usual milk. Mums will normally receive information in the form of "Fun first foods - an easy guide to introducing solid foods" available from their health visitor (please see www.healthscotland.com). If you are planning on developing a weaning session please contact your local health visitor as a range of services and support are provided throughout Grampian already.

Further information on weaning please see;

Weaning & first foods | Parent Club <https://www.parentclub.scot/topics/feeding/weaning-first-foods>

Early years

Eating habits developed in the early years frequently last into adulthood, therefore supporting the development of positive food habits from a very early age is crucial.

Healthy eating and physical activity are essential for proper growth and development in childhood. It is important that food is offered in a caring way and eating patterns to which children are exposed – both at home and outside the home – are those which promote positive attitudes and enjoyment of food.

One to Five Years

Good nutrition for one to five year olds is essential for optimal growth and development and encourages children to develop a taste for healthy foods in preference to fatty, sugary and salty foods.

Young children are growing and developing quickly and have high energy and nutrient requirements for their size. They have small stomachs and eat smaller amounts therefore need small regular meals and snacks throughout the day to meet their nutritional needs.

Healthy eating guidelines recommended for older children and adults are not appropriate for young children, particularly those under the age of two years. The proportions set out in the Eatwell Guide are not suitable for young children as it may not provide enough energy, fat and other nutrients essential for growth and development. Between the age of two and five, children should gradually be introduced to lower-fat and higher-fibre foods moving towards the eatwell recommendations by age five.

For more information please check the Parent club website

<https://www.parentclub.scot/topics/food-eating>

Vitamins

Most people can get all the nutrients their body needs by eating a healthy diet. However, some people do need certain supplements e.g. if you are planning a pregnancy, you should take a folic acid supplement before you get pregnant (pre-conception) and until at least the 12th week of pregnancy. In Grampian midwives will supply Healthy Start Vitamins for pregnancy from the first appointment & throughout pregnancy. These contain vitamin D, C and folic acid.

Everyone (including children) should consider taking a daily supplement containing 10 micrograms (10µ) of vitamin D (400 IU), particularly during the winter months (October to March).

It is specifically recommended that groups at higher risk of vitamin D deficiency take a daily supplement all year round. These groups include:

- all pregnant and breastfeeding women
- infants and children under 5 years old
- people who have low or no exposure to the sun, for example those who cover their skin for cultural reasons, are housebound, confined indoors for long periods or live in an institution
- people from minority ethnic groups with dark skin such as those of African, African-Caribbean and south Asian origin, who require more sun exposure to make as much vitamin D

NHS Grampian supply free vitamins throughout pregnancy, breastfeeding and for babies/ children from birth to 3 years.



Older People

Good nutrition is vital for older adults in order to keep them healthy and of a steady weight.

Factors that can affect food intake in older people include:-

- poorly fitting dentures or loss of their own teeth
- mobility and increase transport problems – being unable to visit the shops
- financial issues – lack of money for food or heating
- depression or loneliness
- lack of fibre leading to constipation
- decreasing fluid intake to avoid visits to the toilet, problems with continence
- chronic diseases e.g. strokes, heart disease, cancer etc.
- swallowing problems
- confusion or dementia
- alcohol problems
- lack of cooking skills.

Poor appetite and reduced food intake can lead to weight loss, which will affect the immune system, increased risk of infection, tiredness, depressions etc.

Becoming overweight or obese can affect mobility, increase the risk of developing diabetes.

Older people, like the general population, need to eat a varied diet. Include more information on healthy eating or refer to Eatwell Guide. Fruit, vegetables and fluid intake are particularly important for this age group.

For those living in residential care – nutritional standards are set to ensure that the food provided meets the needs of older people.

Supporting Services/ resources available in Grampian

Pregnant women and breast feeding – local midwife.

Breastfeeding, weaning and under 5's nutrition – local health visitor.

Pg66 – After the supporting services pls add as an extra page the attached National vitamin Scheme information as a handout (mark as handout at top of page)

NEED PDF from CLIENT!!!

C. Healthy Eating on a Budget / Affordable Food

1. Healthy Eating on a Budget

- Menu planning
- Shopping list
- Top Tips for eating on a budget
- Encouraging a food store in the home
- Basic foods
- Herbs and spices
- Food substitutes



2. Convenience Cooking

- Limited Ingredient Cookery
- Food Maps



3. Food Banks

- Food Banks and Kettle Cookery
- Statements for Discussion



Topic 1: Healthy Eating on a Budget

Trainer notes

Aim

To empower participants to achieve a healthy balanced diet on a limited budget

Objectives

- To support participants to explore methods of menu planning, shopping and food preparation on a limited budget.
- To provide participants with budget nutritionally analysed recipes.
- To support participants to make changes to their current lifestyle in relation to food.

Relevance

To all groups.

Session planning

Fundamental part of each session.

Recommended handouts and activities to support topic

Handouts

Menu planning.
Shopping list.
Top Tips for Eating on a Budget.

Activities

Encouraging a food store in the home.
Limited ingredient cookery.
Food maps.
Meal Plan for a Week.
Weekly Shopping List.

Key information -

The menu planning and shopping list document may be helpful for participants trying to improve their diet and live within their financial means.

Some participants may require some guidance on meal planning and shopping to make the best of their finances. The menu planning grid may help them focus on their meals for the week to get the best out of their shopping. By meal planning within their budget they are more likely to succeed with their goal setting for improving their diet for themselves and their families. They will be able to compile a shopping list, which helps with budgeting.

For people living on their own there are additional considerations when it comes to buying foods and planning and preparing meals:

- cost
- effort
- quantity
- social aspects.

Supporting Services/ resources available in Grampian

There are organisations who may be able to help participants with their budgeting e.g. Cash in Your Pocket, Community, Learning and Development, The Foyer, The Credit Union, Homestart, Working with Families etc.

Other reliable sources of information

<https://scotland.lovefoodhatewaste.com/>



Top Tips

For eating on a budget

Plan Ahead

Plan ahead for the week and make a shopping list and stick to it, use supermarkets own brands.

Cook from Scratch

It's cheaper to cook from scratch than to buy ready meals. By making more you can batch cook and freeze the leftovers for another day.

Cook Together

If you flat share try and cook meals together to save on costs of ingredients. By eating at home you are saving money, rather than buying a take-away or eating out. However do save up money so that you can treat yourself occasionally.

Store Cupboard

Have a look and see what is already in your cupboards and see if you can make something with the ingredients you already have.

Leftovers

Use leftovers from the night before and incorporate them in with other meals. This could be leftover chicken, potatoes, beef and stews.

Seasonal Food

Buy foods that are in season as they will be cheaper and taste better. For what's in season visit <https://www.lovebritishfood.co.uk/>

Fruit and Vegetables

Buying canned, dried, frozen fruit and vegetables all count towards your 5 A Day and are cheaper as well as lasting longer than fresh. If buying canned fruit and vegetables, buy the vegetables in water (not salted water) and the fruit in their own juice (not syrup).

Use fresh vegetables that are about to go out of date in soups and then freeze.

Buy fruit and vegetables that are loose, they're cheaper than pre packed. If there is a community food outlet in you area you may be able to purchase fruit and vegetables in a quantity to suit your needs and it may be less expensive.

A banana or apple are half the price of chocolate and crisps and are a healthier snack.

for further information on community foods visit www.cfne.org or Tel 01224 596156 for Aberdeen City and Aberdeenshire. These are charitable organisations who can provide quality fruit and vegetables to community locations across Grampian

Lentils

Add a handful of lentils to a stew or soup can make food go further. This way you can feed more mouths for less or freeze what is left over for other meals. Lentils are cheap and easy to use as well as being high in fibre and protein.



Rice and Pasta

A healthy diet should include plenty of starchy foods such as bread, rice and pasta. The dry foods such as rice and pasta will store for longer and therefore last longer.

Choose Different Cuts of Meat

It is cheaper to buy chicken on the bone and remove the skin yourself or buy cheaper cuts of meat such as neck and shoulder. When eating fish, Pollock or tinned fish can be a cheaper option.

Useful Websites

<https://www.jamieoliver.com/features/new-year-kitchen-skills/>

<https://www.lovefoodhatewaste.com>

<http://www.teenweightwise.com/>

<https://www.communityfoodandhealth.org.uk>

<http://www.nhs.uk/Livewell/Goodfood/pages/videoeatwellonabudget.aspx>

http://www.nhs.uk/Livewell/eat4cheap/Documents/Eat4Cheap_final.pdf

Community Food Outlets – Aberdeen City and Aberdeenshire, contact Community Food Initiatives North East (CFINE) Tel: 01224 596156 www.cfine.org



Activity: Encouraging a food store in the home

Aims and objectives

Aim

To highlight the benefits of having a store cupboard.

Objectives

To encourage participants to consider developing a store cupboard in their own homes.

To encourage meal planning.

To enhance budgeting skills.

Session planning (time required, resources needed etc)

Time

Allow 30 minutes to an hour for this session.

Training points

When working with clients on a limited budget you may find at times that skills in budgeting and shopping are lacking and therefore they may experience times when they have no or limited food in their homes to feed themselves and their families.

An exercise you may have experienced during training is whereby you are given three cards with random food items on them and given the scenario that this is all the food you have to feed your families and are asked to come up with a menu / dish that you can prepare for supper that night.

The list below is a suggestion of items that you can use to do this exercise with your clients. If there are literacy problems you may consider using packaging or pictures from magazines. This is a subtle way of encouraging menu planning and ultimately shopping so that clients can maximize their available budgets and reduce the need for emergency food parcels.

Sweetcorn	Tinned Soup	Cheese	Carrots	Pasta
Baked Beans	Eggs	Bacon	Tinned Custard	Tinned Tuna
Tinned Tomatoes	Breakfast Cereal	Fish Fingers	Tinned Peas	Onions
Frozen Vegetables	Pasta Sauce	Mixed Herbs	Tin of Minced Beef	Yogurt
Packet of White Sauce	Baked Potatoes	Milk	Tin of Fruit	Stock Cubes
Lentils	Porridge Oats	Pepper	Tin of Kidney Beans	Courgette

Equipment/ resources needed

Laminated cards with suggested store cupboard ingredients or packaging

Messages could be re-inforced by supplying handouts on basic foods; herbs and spices and food substitutes.



Basic Foods

Store cupboard / freezer ingredients form the basis for many standard recipes. Take advantage of special offers in the supermarket to build your stock gradually - you will find this is an economical way to manage your household budget.

Cupboard Food Item	Useful for:
Breakfast cereals	Not only breakfast, but also a great snack
Dried pasta and rice	The basis of a main course or use instead of potatoes with meals
Dried spices, herbs, salt and pepper	To add flavour to dishes
Stock cubes (high in salt)	Soups, sauces and casseroles
Cooking oil	Browning vegetables, frying foods
Flour	Sauces, baking, crumbles
Sugar	Baking and sweetening foods
Dried milk powder/UHT milk	Good substitute for fresh milk
Canned fruit- peaches, mandarins in juice	Snacks, desserts
Canned vegetables - tomatoes, sweetcorn	Pasta sauces, casseroles or as a vegetable for your main meal
Canned fish - tuna, sardines in brine or spring water	Sandwiches; add to pasta; baked potatoes
Canned beans	Pouring on toast or baked potato
Jam, honey, peanut butter	Snack ideas – good on toast or in sandwiches
*Packet or tinned soup	Quick meal or condensed varieties can be good sauces for meals
*Pasta or curry sauces	Making a quick meal – can be high in salt
Garlic and onions	Adding flavour to foods



Freezer Food Item	Useful for:
Frozen vegetables, sweetcorn, beans	Additions for casseroles, meals or as a vegetable for your main meals
*Frozen fish fingers, fish cakes pizza,	Quick meals

Fridge	Useful for:
Margarine	Spread on toast/sandwiches, baking or sauce making
Cheese	Fillings for sandwiches, baked potatoes, add to sauces
Milk	Breakfast cereals, sauces, drinking
Eggs	Quick meals, baking
Bread	To make sandwiches or toast, substitute for pasta or rice





Herbs and Spices

Herbs and spices may be used to add taste in preference to salt. Listed below are some of the popular ones and their uses. If you are starting to experiment with flavours try mixed herbs and curry powder as your basics and build with your confidence.

Mixed Herbs	Soups, Italian dishes, omelettes, chicken, vegetable and pasta dishes etc
Basil	Rice, pasta, soups, tomato based sauces etc
Cumin	Soups, Mexican dishes, curries etc
Chilli Powder	Rice, pasta, chilli con-carne, meatballs etc
Oregano	Italian dishes e.g. lasagne, minestrone soup, tomatoes, courgettes etc
Coriander	Soup, fish, stews, curries etc
Cinnamon	Biscuits, scones, crumbles, yoghurt, melon etc
Ginger	Biscuits, scones, fruit crumbles, stir fries
Curry	Different strengths according to taste

Food Substitutes

If you don't have:	Use:
Self-raising flour	1 teasp baking powder for every 150g of plain flour
Buttermilk	Natural yogurt or milk and 1 tablsps lemon juice or vinegar
Baking powder	½ Quantity each of cream of tartar and baking soda
Cornflour	Double quantity of plain flour
Crème fraiche	Plain yogurt
1 teasps Mixed spice	1 teasps ground cinnamon and a pinch of each of ground ginger and cloves
200ml Honey	270g Sugar and 65ml liquid, e.g. water or orange juice
Pine kernels	Sunflower seeds
Sour cream	Plain yogurt or cream and 1 teasps lemon juice or ½ teasps wine vinegar
1 tablsps Fresh Herbs	1 teasps dried herbs
1 teasps Lemon juice, 1tsp	½ teasps vinegar
Plain Yoghurt	Buttermilk, sour cream or cottage cheese and 1 teasps lemon juice
Carrots	Parsnips or turnips

Topic 2: Convenience Cooking

Trainer notes -
Convenience foods are often viewed as being unhealthy.

Aim
To highlight convenience food that can form part of a healthy balanced diet.

Objectives
To encourage participants:-

- to make informed choices in regard to convenience foods
- to read labels and understand the impact of a diet comprising solely of convenience foods.

Relevance
To all groups

Recommended handouts and activities to support topic

Activities
Facilitate a discussion on favourite convenience foods and how they can be nutritionally enhanced.

Key information -

- Convenience foods can be high in fat, sugar and salt and may be packed with additives, preservatives and artificial flavourings.

Convenience foods to avoid

- Ready made meals are expensive and may contain poor quality meat and vegetables. (if any vegetables at all).
- Processed meat products (e.g. pies, pastries, chicken nuggets, burgers etc) may contain a limited amount of meat and be of a poor quality – choose 100% meat products.
- Tinned soup may be very high in salt, choose ones that are low in salt or make your own.
- Quick savoury pasta/noodle snack pots, which only require boiling water added, may be very high in salt.



Convenience foods recommended

- Tinned and frozen fruit and vegetables. Choose fruit in fruit juice and vegetables in unsalted water.
- Pizza bases. Add your own topping, especially vegetables.
- Jars of pasta/ready made sauces such as tomato based sauces, sweet and sour etc. Check the fat, salt and sugar content and avoid adding other salty food e.g. ham, bacon, sausages, cheese etc.



Activity: Limited Ingredient Cookery

Aims and objectives

Aim

To develop participants skills in recipe development.

Objectives

To encourage participants to look at what they have in their fridge / freezer / store cupboard and think about what they could make from it and then cook it.

Session planning (time required, resources needed etc)

Time

Allow 1.5 hours for this fun session.

Training points

This session should be fun, based on the TV programme Ready Steady Cook. This could be run as the last session where participants have gained confidence, knowledge and skills and it's an opportunity to consolidate their learning.

Equipment/ resources needed

Lists below are a suggestion to the items that could be placed in shopping bags and allow participants access to store cupboard ingredients.

Sausages	Mince	Tuna	Broccoli	Bacon
Onion	Pasta	Potato	Cheese	Lentils
Tinned Pineapple	Carrots	Sweetcorn	Crusty Bread	Carrots
Rice	Baked Beans	Banana	Egg	Potatoes
Mushrooms	Raisins	Red Pepper	Cooking Apples	Tinned Peas



Activity: Food Maps

Aims and objectives

Aim

To develop participants skills in menu planning.

Objectives

To encourage participants to think about different ways of preparing and cooking core ingredients.

Session planning (time required, resources needed etc)

Time

Allow 20 minutes for this fun session.

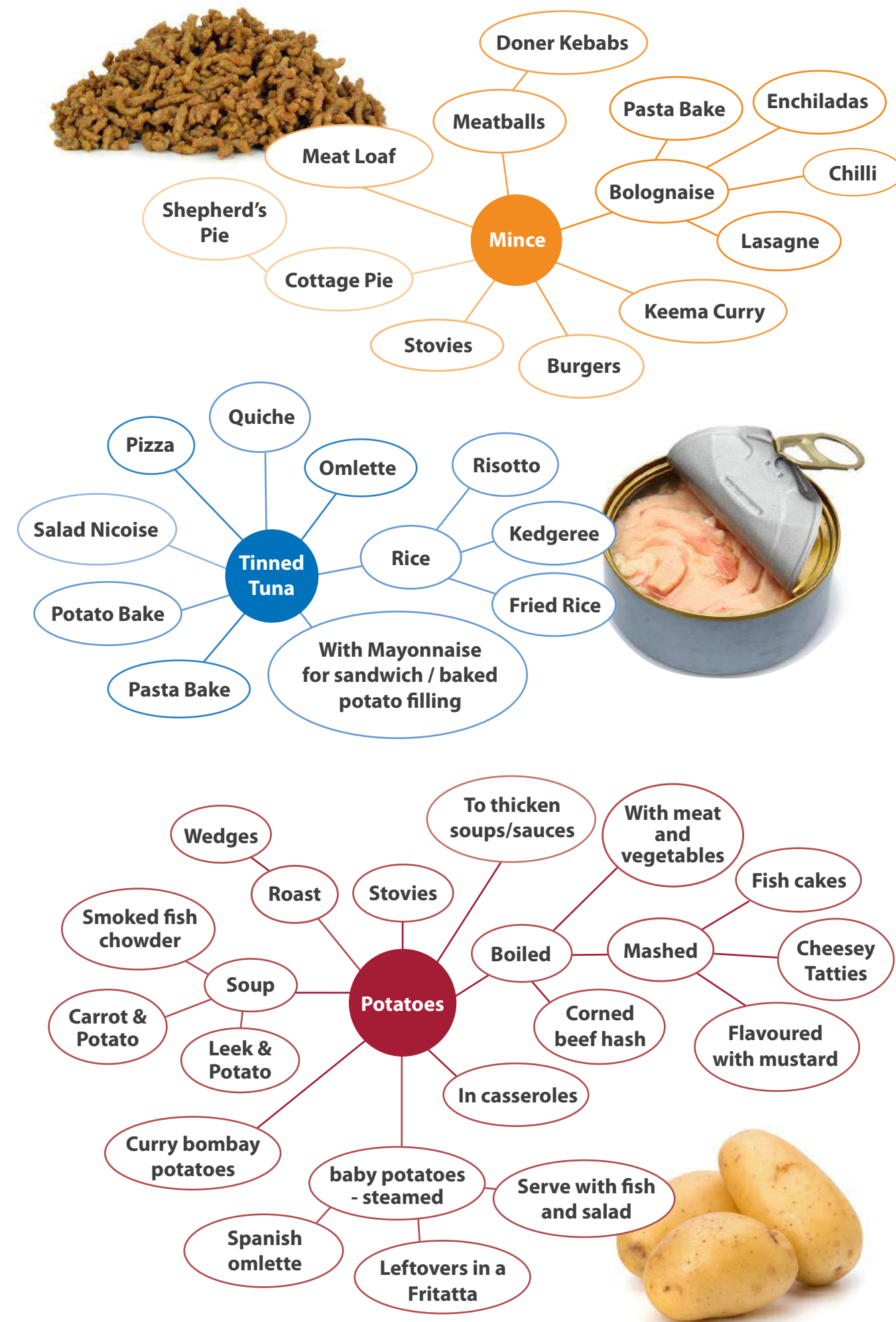
Training points

This session is useful when a group of participants are cooking and are at different stages of their dish, a piece of flip chart paper can be placed on a table and invite participants to step away from the cookers while the food is safely cooking and contribute to this exercise. Alternatively it can be done with a range of products at the same time e.g. a piece of flip chart paper on several tables with different ingredients on each, see examples below and ask participants to move around the tables and add to each sheet. You can ask the participants to suggest the items e.g. lots of people buy the same core ingredients each week and make the same dishes, this encourages participants to try new things. This also encourages participants to multi task and realise that they can be doing domestic chores while their meal is cooking at home.

Equipment/ resources needed

Flip chart paper and pens.

Examples below can provide inspiration.





Topic 3 : Food Banks

Trainer notes -

Emergency food aid is becoming more prevalent in our society and you may find yourself either referring or supporting participants who are accessing food banks.

Aim

To highlight items that could be included in a food parcel and how they can be used

Objectives

- To provide inspiration to promote discussion with participants accessing food banks
- To encourage recipients of food parcels to consider what can be done with the contents
- To encourage participants to make the most of the food parcel

Relevance

There are many factors / barriers which recipients may encounter, e.g. lack of accommodation, cookery equipment, finances for electricity to operate a cooker, fridge, etc.

Session planning

Recommended handouts and activities to support topic

Handouts

Food Banks and Kettle and Toaster Cookery Handouts

Key information -

A food parcel is provided by organisations to people who have been referred into the system for a variety of reasons. This parcel will often provide food for a person for three days. The contents will vary from organisation or location due to the food mainly being donated by the public. Some providers are able to include fresh fruit and vegetables which greatly enhances the nutritional value of the parcel.

Some people may find themselves in temporary accommodation where only a kettle is available for cooking. In these circumstances following a healthy diet will be very difficult and is likely to be low priority.

Supporting Services/ resources available in Grampian

<http://cfine.org/>

Other reliable sources of information

<http://www.trusselltrust.org/foodbank-projects>

<https://www.weareac.org/>

<https://www.hpac.nhs.uk>

Food Banks

A parcel may include:-

Breakfast	Cereal or porridge oats, fruit juice, milk, tea or coffee
Lunch	2 tins of soup, bread
Supper	Baking potato, pasta or rice, pasta sauce, 2 tins of baked beans, tuna, tin of vegetables, tin of fruit, custard or rice pudding, tin of meat, steak pie or hot dog sausages, packet of dried potato mash, tinned tomatoes
Snacks	biscuits
Fresh items (provided in some areas)	– butter portions, tomato, onion, carrot, fresh fruit

Example of how the food parcel could be utilised :

Day 1

Breakfast: Cereal or porridge with milk, glass of fruit juice and tea or coffee

Lunch: Soup and bread

Supper: Half a tin of meat with baked potato and baked beans. For pudding - half tin of rice pudding with half tin of fruit

Day 2

Breakfast: Cereal or porridge with milk, glass of fruit juice and tea or coffee

Lunch: Cook half the bag of pasta, add jar of pasta sauce and heat through

Supper: Chop up half tin of meat left from Day 1 and add to mashed potatoes made up with boiling water; add chopped onion and serve with baked beans. For pudding – the rice pudding and fruit left from Day 1

Day 3

Breakfast: Cereal or porridge with milk, glass of fruit juice and tea or coffee

Lunch: Soup and bread

Supper: Cook the remaining half bag of pasta, add drained tuna, add tinned vegetables and heat through. Cup of tea or coffee with two biscuits or fresh fruit if provided

Kettle Cookery

In this pack there are some 'non cook' recipes which may be useful, however, a lack of refrigeration and equipment may make it difficult for people to use them. Consequently, they may rely on expensive take away foods or dried noodle dishes that only need boiling water added to them. Whilst requiring limited or no preparation, these types of foods can be expensive and are often limited in nutritional value.

Foods that can be used in these circumstances include instant noodles, couscous, sachets of food which just require boiling water, e.g. custard, instant porridge oats, and instant mashed potato. These types of foods can be supplemented with canned fish, fruit and vegetables, e.g. sweetcorn or beetroot, and some bread, fresh fruit and salad.

Toaster Cookery

Toasted sandwich bags can prove useful for some, there are a range of foods which can successfully be cooked / heated in a toaster to extend the menu range e.g. an egg whisked up with a fork, a little milk and pepper can be placed in a toastie bag, carefully placed in the toaster, can successfully cook an omelette; tinned mince, baked beans etc. can be heated this way. Care needs to be taken when placing the items in the toaster to ensure food doesn't run out onto the toaster. Experiment with toastie bags beyond the humble sandwich for variety.



Activity: Statements for Discussion

Aims and objectives

Aim

To stimulate discussion within groups around topical subjects.

Objectives

An interactive tool to stimulate discussions around topical and sometimes controversial subjects.

Session planning (time required, resources needed etc)

Time

Allow up to 1 hour for the discussions

Training points

This is a great way to engage a group in discussion, but beware of the subject matter and the issues of your participants. Statements should be chosen carefully and be relevant to your participants. As a trainer ensure that you have the correct information for summing up the debate and that the discussion ends with factual information. This is a good interactive way to develop the confidence of your group and if managed carefully can challenge values and views in a positive manner.

Equipment/ resources needed

Statements – see examples below or use newspaper / magazine headlines for discussion.

Statements for discussion

Everyone has a right to an adequate supply of food.

Benefits should be in line with average earnings, rather than with prices at present, and should cover basic needs including the cost of a healthy diet.

Grants, not loans, should be made for the purchase of essential equipment such as cookers and fridges.

There should be a safety net for children at nutritional risk.

Cookery skills should be part of the national curriculum at all ages.

Shopping / carrying / delivery schemes are needed to allow older people to remain in their homes and live independently.

Budget food shopping has to be encouraged.

Local authorities should be required to support community food projects.

Organic food should be promoted.

High fat, high sugar foods should be more expensive than healthier foods.

Free fruit should be available to all nursery and primary school pupils.

Food manufacturers should reduce salt in processed foods.

Advertising of food specifically to children should be banned.

D. Sustainable Food

1. Sustainable Food

- Eat seasonally in Scotland



Topic D: Sustainable Food

Trainer notes -

Food grown or produced near you is usually fresher because it doesn't travel so far. It spends less time in a lorry, so buying it saves energy and produces less carbon gases.

Aim

To raise awareness of the benefits of local produce and a sustainable diet.

Objectives

- To encourage participants to question where their food comes from.
- To consider reducing the consumption of meat.
- To reduce food wastage.
- To consider composting and growing your own vegetables.
- To enjoy fruit and vegetables when they're in season.

Relevance

For all groups to encourage composting and growing your own.

Session planning

Recommended handouts and activities to support topic

Handouts

Eat seasonally in Scotland.

Activities

Key information -

You know where food comes from if it's grown or produced in your area, and when you buy from people growing and selling food in your area, you are supporting the local economy.

- Even if you use a supermarket for most of your shopping, think of using an independent shop sometimes to find food grown or produced near you.
- Try buying some food direct from a farmer or grower. You could try a farmers' market or a small farm shop.

Eat less meat

Producing meat uses a lot of land, energy and water, and makes greenhouse gases that add to climate change.

- Try a meat-free day each week.
- Sometimes use meat as a 'taster' rather than the main part of a meal.
- Experiment with non-animal proteins such as beans and lentils (see the Eatwell Guide).

Reduce food waste

Energy is used to grow, process and transport food, and all of this is wasted if food goes in the bin. It wastes your money, too.

- Buy fresh and chilled food little and often.
- Plan your meals and make shopping lists so you don't buy or cook too much.
- Keep an eye on what's in the fridge so you can use it before it goes off.
- Use leftovers as part of another meal.

Compost

Even if you try to avoid wasting food, you'll still have the parts of food that we don't eat: apple cores, vegetable peelings, stalks and bones. Don't put food waste in the rubbish bin: it produces methane which is dangerous in landfill sites. It also makes your bin smell!

- Most councils take food waste so put your food waste in the bin provided.
- If your neighbours compost, ask if they'd like your vegetable waste, too.
- Use the council food waste bin for bones and leftover cooked food, even if you compost your vegetable and fruit waste.

Next steps

- If you have a garden, get a compost bin (often cheap or free from the council) to put your vegetable and fruit waste in.
- Have a go at growing some of your own food.
- Try some pots of herbs on your windowsill; supporting services / resources available in Grampian <http://www.reapscotland.org.uk>

Other reliable sources of information

<http://scotland.lovefoodhatewaste.com/>
<https://www.nutrition.org.uk/healthy-sustainable-diets/>
<http://www.sags.org.uk/>



E. Practical Food Skills

1. Food Hygiene and Safety

- Top Tips for Food Hygiene
- Food Safety: What do you Know Quiz? Answers



2. Practical Food Skills and Information

- Kitchen Equipment
- Cookery Terms
- Oven Temperatures
- Handy Kitchen Weight Conversions



Topic 1: Food Hygiene and Safety

Trainer notes

A healthy diet is important, but having a safe healthy diet is an even greater priority. The number of reported cases of food poisoning has risen over recent years, and safe food handling is of prime importance.

Aim

To raise awareness of importance of good food hygiene.

Objectives

To explore the various steps where food contamination can occur.
To encourage safe food handling.

Relevance

All groups.

Session planning

Consider including this in 1st session and revisit as necessary.

Recommended handouts and activities to support topic

Handouts

Food Safety - What do you know? - quiz.

Activities

- Use the Glitter Bug resource to demonstrate good hand washing technique.
- Ban the Bugs in the home DVD could be shown to participants.
- Ask the group to come up with a list of key messages around food hygiene etc.

Key information –

Supporting Services/ resources available in Grampian

Ban the Bugs in the Home DVD.
Glitter Bug to demonstrate good hand washing technique.

Other reliable sources of information

<https://www.food.gov.uk/food-safety>



Top Tips

For food hygiene

Personal Hygiene

- Always wash your hands with non-perfumed liquid soap before food handling.
- Always wash your hands after:-
 - Blowing or touching your nose.
 - Visiting the toilet.
 - Disposing of waste.
 - Handling raw and cooked foods.
 - Keep fingernails short, clean and free from nail varnish.
 - Cover up any cuts with a clean waterproof plaster.
 - Tie back long hair.
 - Wear a clean apron.

Kitchen Hygiene

- Wash down surfaces and equipment with hot water and detergent after use.
- On work surfaces a bactericidal spray can be used with a clean cloth or kitchen paper towel, remember they need time to do their job.
- Where possible use separate chopping boards for raw and cooked foods or wash thoroughly after each food is prepared.
- Wipe up any spills immediately.
- Wash tea towels, dish cloths, aprons and hand towels at the end of each day.
- Empty the bin at the end of each day.

Shopping

- Check the cleanliness of the store; look at the shelves, floor and also the personal presentation of staff.
- Always buy your food from a reputable supplier.
- Check 'use by' – this is the date by which the food must be used, usually found on chilled foods. 'Best before' dates are found on less perishable foods and is a guide to when the food will be at it's best in terms of quality.
- Reject cans or packaged goods that are damaged.
- Avoid products from freezer or chiller cabinets which are overfull.
- Select frozen and chilled foods at the end of your shopping trip to avoid them defrosting before you get them home.
- Avoid dirty or cracked eggs.



Packing and Transporting your Groceries Home

- Separate fresh foods from tinned or dried, to avoid damaging your purchases.
- Pack separately raw and ready to eat foods and any cleaning materials.
- Bag meat products and vegetables separately.
- Take chilled and frozen food home as soon as possible.
- If you have a cool box/bag, use it.
- Do not leave foods purchased from the refrigerated cabinet in a car or at room temperature Refrigerate immediately.

Storage

- Store food as directed on the labels.
- Keep your cupboards, fridge and freezer clean and defrost regularly.
- Wipe up any spills immediately.
- Ensure you rotate your stock and use goods within the recommended dates.
- Ensure your fridge is between 1-5°C and your freezer at –18°C. Fridge thermometers are cheap and effective.
- Store raw meats on the lowest shelf in the fridge, with cooked on a higher shelf.

Food Preparation

- Follow the golden rule – 'clean as you go'.
- Wash fruit and vegetables before preparing or eating.
- Always defrost meat or poultry completely before beginning to cook, preferably on the bottom shelf of the fridge.
- Once thawed, never re-freeze food unless you cook it first.
- Cook meat and poultry thoroughly.
- If cooking / heating a manufactured pre-prepared food / meal follow the instructions provided on the product.
- After food is cooked, cool quickly and refrigerate and label for 1-2 days.
- If re-heating previously cooked food, make sure it is piping hot throughout.
- NEVER REHEAT PREVIOUSLY COOKED FOOD MORE THAN ONCE.

Activity: Food Safety – what do you know?

Aims and objectives

Aim

To enhance knowledge of participants in relation to food hygiene and safety.

Objectives

To explore myths in relation to food hygiene.

To generate discussion with participants in relation to food hygiene and safety practices.

Session planning (time required, resources needed etc)

Time

Allow up to 45 minutes for this session.

Training points

Session should generate discussion in relation to food handling practices. Be aware that participants may well disclose some of their current practices which they may need support to change a particular behaviour in order to keep themselves and their families safe.

Equipment/ resources needed

Copies of quiz and pens.

Answer sheet for facilitator.



Food Safety: What do you know?

Please indicate in the box whether you agree ✓ or disagree ✗ with the following.

1. If a food looks and smells okay it is safe to eat. ☐
2. Eating food after the 'best before date' won't hurt. ☐
3. 'Use by' dates are there to make you buy more. ☐
4. Stick to the 'five second rule' if you drop something on the floor and you'll be okay. ☐
5. Plastic chopping boards are more hygienic than wooden ones. ☐
6. You don't need to wash raw chicken before you cook it. ☐
7. If you've got a 'dodgy' stomach it's usually from the last thing you ate. ☐
8. Most food poisoning is from 'dodgy' restaurants and takeaways. ☐
9. Food poisoning isn't serious, it just means an upset stomach. ☐
10. Steak's ok rare – as long as the outside is brown. ☐
11. It's best to serve burgers pink in the middle. ☐
12. Cooked rice can't be kept as long as other leftovers. ☐



Answers

1. If a food looks and smells okay it is safe to eat ✗ False – it's a myth

Although a bad smell or taste are signs that food has 'gone off', these signs aren't caused by germs that give you food poisoning. So the food's appearance, smell or taste aren't reliable warning signs. Instead, stick to 'use by' date and storage instructions on the packet.

2. Eating food after the 'best before date' won't hurt ✓ True – it's a food safety fact

'Best before' dates are about food quality not safety. They are usually found on food that lasts a long time. If food has passed its 'best before' date it doesn't mean it's unsafe, but it might have started to lose its colour, flavour or texture.

3. 'Use by' dates are there to make you buy more ✗ False – it's a myth

A 'use by' date tells you how long food will stay safe. They have to put these on food that 'goes off' quickly – and they aren't just guesswork, the dates are worked out by scientific testing. Don't be tempted to eat food after the 'use by' date on the label, even if it looks and smells fine.

4. Stick to the 'five second rule' if you drop something on the floor and you'll be okay ✗ False – it's a myth

We've all been there! That delicious slice of cake slips from your fingers and lands on the floor, and you think surely it will be ok if I pick it up quickly enough? Well unfortunately – no! However quickly you manage to retrieve it, any contact with the floor is long enough for the food to pick up nasty germs.

5. Plastic chopping boards are more hygienic than wooden ones ✗ False – it's a myth

There isn't strong evidence that one type of chopping board is more or less hygienic than another, whether plastic, wooden, glass or even marble. What is important is that the board gets cleaned properly after every use and is replaced if it gets damaged, for example from deep cuts or scoring. You could also use a separate chopping boards for raw and ready-to-eat foods.

6. You don't need to wash raw chicken before you cook it ✓ True – it's a food safety fact

Although most raw meats will have some germs on it, washing won't get rid of them. In fact, washing is more likely to spread germs around the kitchen. Little splashes of water can contaminate you, your worktops and anything else in the way. Thorough cooking is the only way to get rid of these nasty germs.

7. If you've got a 'dodgy' stomach it's usually from the last thing you ate

✗ False – it's a myth

It's natural to suspect the thing you ate most recently would be the cause of food poisoning, but that isn't always the case. Symptoms usually take between one and three days to develop, so it won't necessarily be from the last thing you ate.

8. Most food poisoning is from 'dodgy' restaurants and takeaways ✗ False – it's a myth

There's no specific evidence that food eaten out is more likely to cause food poisoning than food prepared at home, but it's easier to blame someone else. The habits we pick up from friends and family don't always ensure food is produced safely at home. As well as expecting good hygiene standards when eating out, we should also think about how to do things better at home.

9. Food poisoning isn't serious; it just means an upset stomach ✗ False – it's a myth

Although most cases of food poisoning are mild and last only a day or two, some can be more serious, even deadly. Thankfully this is rare. But with more than a million cases of food poisoning each year, twenty thousand of which require hospital treatment, every case is worth avoiding. Avoid food poisoning by remembering the simple 4Cs for good food hygiene: cleaning, cooking, chilling and cross-contamination.

10. Steak's ok rare – as long as the outside is brown ✓ True – it's a food safety fact

Steak is safe to eat 'rare'. Whole cuts of beef or lamb, such as steaks, cutlets and joints only have germs on the outside, so as long as the outside is fully cooked any germs will be killed.

11. It's best to serve burgers pink in the middle ✗ False – it's a myth

Unlike steaks, burgers and sausages are made from meat that has been minced, so germs will be spread throughout the product and not just on the surface. This means these products need to be properly cooked all the way through. To check if a burger is done, cut into the thickest part and check there is no pink meat, it is steaming hot and juices are clear.

12. Cooked rice can't be kept as long as other leftovers ✓ True – it's a food safety fact

Leftover cooked rice is fine to eat as long as it gets cooled and refrigerated quickly after cooking and eaten within 24 hours. This is because rice contains a particularly tough type of bacteria that can survive heating. Most other leftovers are safe to eat up to two days after cooking. Always reheat leftovers until steaming hot and do not reheat more than once.

This quiz was taken from the Food Standard's agency Website – www.food.gov.uk for additional advice, resources, video clips etc. visit the site





Topic 2 : Practical Food Skills Information

Trainer notes

As part of a cookery session you may find that you need to support people to cook in their own homes.

Aim

To provide facilitator with some practical advice for supporting participants to cook in their own homes after attending Confidence to Cook sessions.

Objectives

To provide additional information in the form of handouts for facilitators –

- Kitchen Equipment.
- Cookery Terms – aids understanding of following recipes.
- Oven Temperatures.
- Handy Kitchen Weight Conversions – useful if accessing recipes on line where various measurements may be used.

Recommended handouts and activities to support topic (if any)

Handouts

- Kitchen Equipment.
- Cookery Terms.
- Oven Temperatures.
- Handy Kitchen Weight Conversions.

Activities

Kitchen equipment could follow the format of other activities whereby the group compile a list of basic equipment required for simple cookery.

Kitchen Equipment

Kitchen equipment need not be expensive, particularly if you buy at supermarkets and budget stores or charity shops over a period of time. The following is a comprehensive list of starter items useful for any home kitchen.

Chopping Boards

- Ensure they are cleaned thoroughly after every use to avoid cross contamination.
- Use separate boards for raw and cooked foods, where possible.

Knives

- Two knives are all that are really necessary.
- Vegetable knife (small, short, flat blade).
- Cook's knife (longer bladed knife).
- Store knives safely out of reach of children.
- Knives can be dangerous and must be treated with respect. Never place knives in a sink of soapy water – always wash them holding on to the handle.

Kitchen Scissors

- Scissors for use only in the kitchen are useful.
- Easier to use for things like cutting up bacon or herbs, or opening food packets.
- Ensure they are properly washed after each use.

Saucepans

- Large one for cooking rice, pasta, soup etc.
- Smaller one for cooking meat, sauces etc.
- Buy the best quality you can afford as they will last longer.
- A frying pan or a wok is useful, although not essential.

Wooden Spoons

- Essential for soup and sauce making.
- Using wooden or melamine spoons rather than metal will protect your saucepans.

Baking Trays/ Ovenproof Dish

- Essential for cooking in the oven.
- A couple of large baking trays and an ovenproof dish for meals such as lasagne.

Measuring Jug / Weighing Scales / Spoons

- A measuring jug is essential for measuring liquids.
- Basic measuring scales are required for following recipes.
- Measuring spoons are useful, but basic spoons from a cutlery set will suffice.

Other Useful Pieces Of Equipment:

Grater; sieve /colander; blender; potato peeler; fish slice; tongs; potato masher; whisk; tin opener.



Cookery Terms

There are many cookery terms used in recipes. The following list gives a brief description of these terms.

- **Baste** - spoon fat/juices over food (usually meat) to keep it moist during cooking (e.g. when roasting).
- **Bind** - add a small amount of liquid (water or milk) to dry ingredients to make them stick together (e.g. when making pastry).
- **Boil** - heat until bubbling quickly.
- ***Braising** - food is cooked in liquid in a covered pan or casserole in the oven.
- **Cream** - beat margarine and sugar until soft and creamy (e.g. when making a cake).
- **Cook Gently** - cook on a low heat.
- **Drain** - pour cooking water off vegetables or pasta.
- ***Dry Frying** - food is cooked in a hot wok or frying pan without the addition of oil or stock.
- **Dry Ingredients** - ingredients such as flour and sugar.
- **Flake** - break (e.g. fish) into small pieces.
- **Fold In** - mix one ingredient gently into another (e.g. sugar into egg whites) following a figure of eight movement using a metal spoon.
- **Glaze** - brush food with beaten egg or milk to give a shiny finish (e.g. pastry).
- ***Grilling** - fast method of cookery. May be under an electric or gas grill, over a barbecue or between electric plates as in the popular health grills.
- ***Microwaving** - electrically powered cooking. Microwaves activate particles within food, causing heat friction, which cooks the food.
- **Pinch** - an amount that can be picked up between first finger and thumb.
- ***Poaching** - cooking food in liquid at just below boiling point.
- ***Pot Roasting** - cooking on a bed of root vegetables in a covered pan.
- ***Roasting** - cooking in a hot oven.
- **Rub In** - mix fat into flour using the fingertips until it looks like breadcrumbs.
- **Sauté** - cook gently in a small amount of hot fat / oil until soft.
- **Shred** - slice into very thin strips (e.g. cabbage).
- **Sift** - shake ingredients (e.g. flour) through a sieve to break up any lumps.
- ***Simmer** - keep just at boiling point.
- ***Steaming** - cooking of food in a colander or bowl over boiling water or by using a steamer.
- ***Stewing** - a long slow method of cooking where food is cooked and served in a little liquid which may be thickened to form a gravy or sauce.
- ***Stir Frying** - cooking food in either a wok or frying pan over a high heat in a little oil or stock, stirring the food to ensure even cooking.
- **Tender** - cook until just soft.
- **Whisk** - use a whisk or beaters to make the mixture very light and fluffy (e.g. egg whites).
- **Zest** - thinly cut or grated skin of orange, lemon or lime.

*These methods of cookery do not require any fat or oil.



Oven Temperatures

	GAS	FAHRENHEIT	CELSIUS
SLOW	1	275°	140°
	2	300°	150°
MODERATE	3	325°	160°
	4	350°	180°
FAIRLY HOT	5	375°	190°
	6	400°	200°
HOT	7	425°	220°
	8	450°	230°
VERY HOT	9	475°	240°
	10	500°	260°

Note

- Pre-heat the oven before putting food in.
- With fan assisted ovens refer to the manufacturer's instructions as cooking times may vary.



Handy Kitchen Weight Conversions

When following a recipe, measurements should not be mixed – always stick to Imperial, Metric or American throughout the recipe.

Item	Imperial	Metric	American
Flour	4oz	115g	1 cup
Cornflour	1oz	30g	4 tblsp
Icing Sugar	7oz	200g	1 cup
Sugar	4oz	115g	½ cup
Butter / Marg	1oz	30g	2 tblsp
Stick of Butter	4oz	115g	½ cup
Grated Cheese	4oz	115g	1 cup
Grated Parmesan	8oz	225g	1 cup
Barley/Tapioca	8oz	225g	1 cup
Semolina	6oz	175g	1 cup
Breadcrumbs	3oz	75g	1 cup
Dried Crumbs	2oz	60g	1 cup
Oatmeal	2oz	60g	1 cup
Grated Carrot	4oz	115g	1 cup
Sweetcorn	4oz	115g	1 cup
Celery	4 sticks		1 cup chopped
Tomatoes	7oz	200g	1 cup chopped
Apples	1lb	450g	3 medium
Mushrooms	4oz	115g	1 cup
Beetroot	6 medium		1 cup diced
Cucumber	1/2		1 cup diced
Strawberries	6oz	175g	1 cup
Honey/Syrup	12oz	350g	1 cup
Maple Syrup	11oz	300g	1 cup
Jam	8oz	225g	1 cup
Currants etc	6oz	175g	1 cup

F. Evaluation

- 1 Attendance
- 2 Evaluation
- 3 Certificate



	Participant Name	Telephone No	Attendance at week:								
			1	2	3	4	5	6	7	8	Total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Confidence to Cook - Evaluation

Evaluating and evidencing practical food skills can be difficult. An evaluation questionnaire that you should use for your groups, will be provided separately at the end of the Confidence to Cook Training for trainer’s course, along with other resources.

Top Tips for Evaluation

- Identify the planned outcomes for the course
- What specific skills do you plan to increase e.g. Knife skills, confidence in following a recipe etc.
- What behaviours do you hope to influence e.g. Cooking, menu planning, budgeting etc.
- Is there an area of knowledge you want to increase e.g. Weaning, understanding food labels, nutrition etc.

Is it in a format appropriate for your particular client group e.g. are there literacy issues, therefore a written questionnaire may be inappropriate. Please Community Food and Health Scotland publication What’s cooking in Scotland? Part Two for inspiration with lots of great evaluation ideas to suit a range of clients

Confidence to Cook



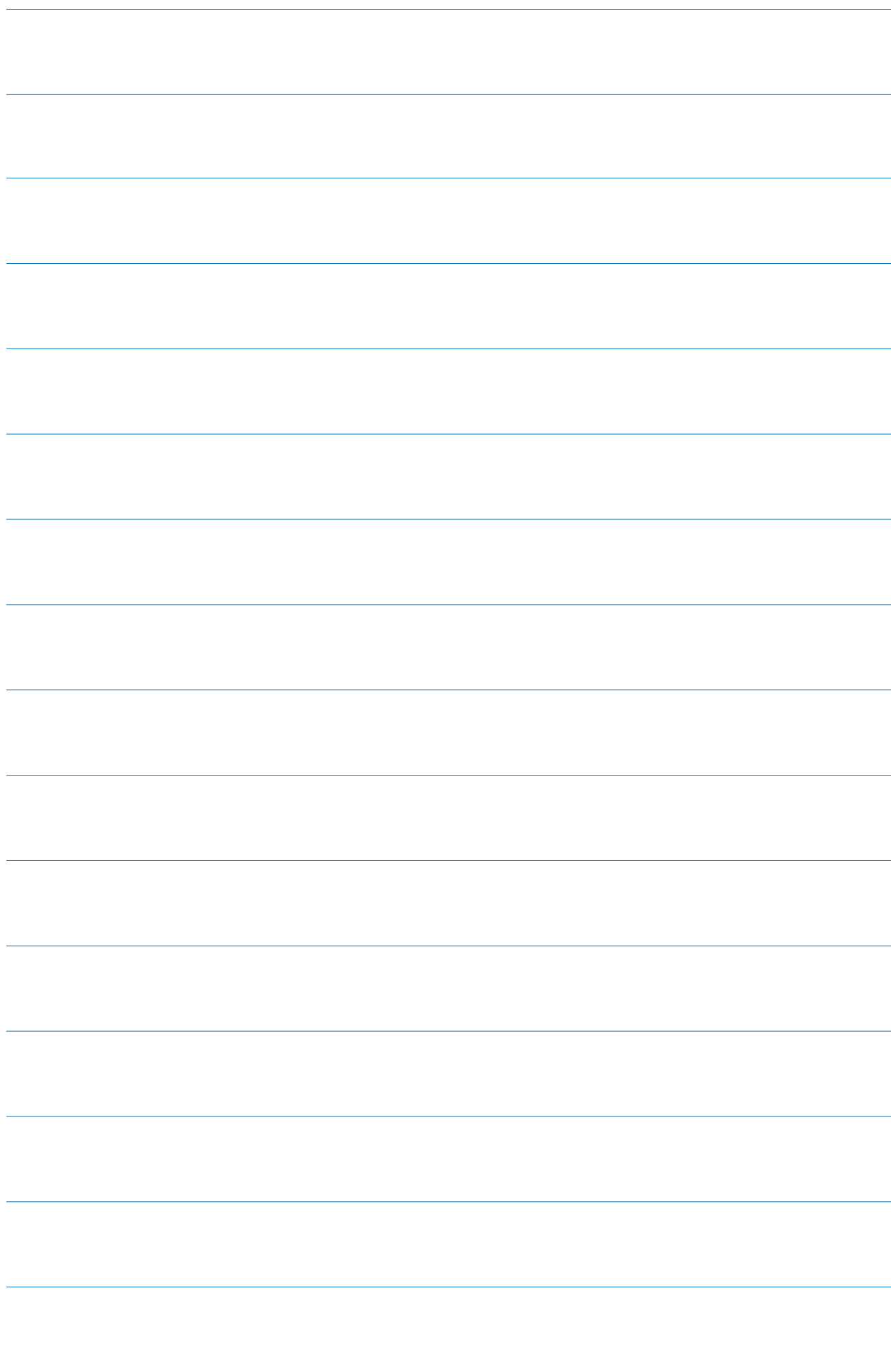
has attended Confidence to Cook
Training Sessions

Signed

Date



Notes



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