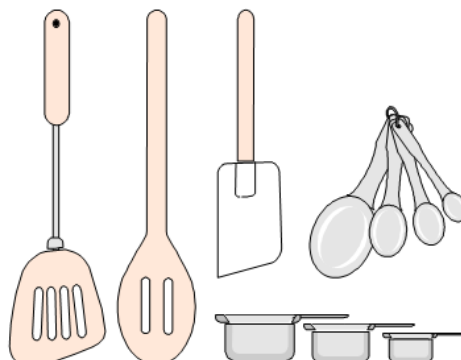


‘How to.... Cook with Groups’ Handbook

A guide to planning and running
your cooking activities to support
your participants’ skill development
and confidence



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Step 1: Things to consider

Before you start to plan cooking sessions you have to know a few things:

- ◇ Is there a need to run cooking sessions within your organisation /group?
- ◇ What is the purpose / aim of the sessions?
- ◇ How will you recruit participants?

For example:

- To increase knowledge about food
 - To provide basic cooking skills
 - To try different cooking methods
 - To inform individuals about weaning
 - To increase knowledge about cooking on a budget
 - As a stepping stone onto other training / education
- ◇ Who is /are your target group(s)?
- ◇ Will this cooking activity meet their requirements /skill level?
- ◇ Do you need to ask participants what kind of things they want to make or have you already decided through other means?
- ◇ Do you know who will deliver the sessions or does someone in your organisation have the capacity to deliver the sessions?
- ◇ What funding is available?
This is likely to determine:
 - length and number of sessions
 - kinds of food you will cook
 - where it will take place (venue)
- ◇ How many participants will you have within your group?
This will depend on the session leader and the venue.
However a general guide is 4 – 6 adults per group.
NB. Extra leaders/helpers may be required for groups with extra support needs e.g. learning disabilities, disabilities, children, unconfident participants.
- ◇ Is it a demonstration / event or hands on cooking session?
N.B hands on cooking sessions are more likely to provide participants with the skills and confidence to replicate dishes/ meals at home.
- ◇ What additional support may be required?
E.g. extra helpers / crèche/ training for session leader

Step 2: Skills for Cooking Session Leaders

- ◇ Does the person leading the sessions have the necessary skills to lead the sessions?

(Being a good cook does not always mean you have the ability to lead a group or teach others).

Essential skills & qualities:

- Current Elementary Food Hygiene Certificate
- Group Work Skills
- Ability to interact/teach/pass on skills to others
- Be able to identify and minimise risks

Other useful requirements:

- Basic nutrition knowledge (accredited courses are available)
- Basic First Aid Training/ Knowledge (relevant to kitchen safety)
- Health and Safety Training/ Knowledge
- Literacy Skills
- Be able to follow a recipe
- Disclosure / PVG to be able to work with vulnerable people may be needed depending on organisation / group (community group / organisation).

Training may be available to support the development of these skills from your NHS Board, Local Authority or Local Training Centre.

Step 3: Choosing a Suitable Venue

- ◇ Is there a venue available and is the facility suitable for cooking and preparing food?
- ◇ If you would not like to cook in the venue then the chances are that it is not suitable.

Here are some pointers to help you decide if the venue is okay to use:

The venue needs to be appropriate to how it will be used.

E.g. if you are making cold food dishes that are more about food preparation e.g. sandwiches, wraps, fruits salads then cookers would not be an issue.

If you are making hot dishes such as soup, bolognaise, you need to work out if you have enough cookers. If you need oven space e.g. pizza, crumbles, wedges, how many ovens would you need?

The venue might have been checked by environmental health officers as a safe place to prepare food, however it still requires to be assessed for the suitability of cooking in a group situation.

Think about:

- Is the venue big enough for the size of the group?
(or do you need to adjust your group size to match your facilities?)
You will need at least 2 separate sinks: one solely designated for Hand washing and one for dishes.
- Cookers: as a rough guide 1 cooker = 4 participants.
if you need more cookers/ portable hotplates – make sure you have enough workspace and electrical sockets to use them safely. Does your venue require you to do any other safety checks?
- Are the surfaces/walls etc clean and in good condition?
- Is there adequate work surface space for each participant, whether a table or work top (bearing in mind standing over tables may not be comfortable)
- Is there plenty of hot water available?
- Is there refrigerated storage? (cool boxes could be substituted).
- Bins or refuse disposal: ideally a lidded, foot operated bin is suitable
- The session leader should know where to locate fire safety equipment and be confident to use the fire safety procedures for evacuation.

Use the Venue Checklist on page 13-14 to assess the suitability of your venue.

Keep the checklist as a record of your risk assessment

Step 4: The needs of your participants

The needs of your participants will always vary, as they depend on:

- individual circumstances and abilities
- why they are participating in the group
- what the aims/purpose of the group is

Here are some things to consider:

- Is the aim of the sessions to increase skills and/or confidence within participants?
- Use pre cooking evaluations to help identify skill levels to allow you to tailor the sessions to your group.
- Do participants need extra support? (e.g. learning disabilities, learning difficulties, mental health or physical disabilities, children) (Usually these groups need a higher ratio of leaders to participants).
- How many participants can you support in a workshop/ session , comfortably, ensuring that participants get enough attention?
- Literacy – can participants read recipes. Also bear in mind that people who do not cook a lot, generally do not use recipes and the terms, text, and flow of recipes, may not mean very much to them.
- Measurements- metric or imperial? Not everyone has scales or tablespoons so it may be useful to convert the measurements using desserts spoons, mugs etc.
- Participants may be unsure of how to prepare/chop vegetables
- Some participants may not realise they are better cooks than they think they are and will need to build confidence. Sometimes participants can support one another?

Examples of group sizes:

Think about whether you will get participants to cook individually, in pairs or small groups.

When making fruit crumble or scones participants can work **individually** as there is a lot of touching of food and learning how to 'rub in' is tactile and soothing.

Working in **pairs** is good for chopping skills, team building and is Supportive.

Making a pot of soup in **larger group** (3-4 participants) is great for creating discussion and can be less threatening for unconfident participants.

**Use the 'H' Diagram evaluation sheets on page 15-16 to capture skills/ comments from participants.
Remember to keep these to evidence the impact of your sessions**

Step 5: What do you need to run a cooking session?

- ◇ Session plan: making a session plan of what you need and the order of what you will do things is a good idea.
- ◇ Equipment – generally it is a good idea to have enough for each participant. You will also need to think about how you will transport/store the equipment. Don't forget things like bin liners, disposable cleaning cloths, oven gloves, washing up liquid and paper towels.
- ◇ Any electrical equipment to be used needs to be safe and in good working order and you need to know how to use it. The venue may require equipment to be PAT tested.
- ◇ Risk assessment/pre cooking checklist
- ◇ Recipes—you can let your group choose recipes for your group, but keep it within your capacity, skill level and the purpose. One way to do this is allow participants to select from a predetermined range of recipes.
- ◇ Ingredients—working out how much of each ingredient is required for the size of the group can be tricky, so make a shopping list. A general guide is if you have a recipe that serves 4 and your cooking is being done individually, then buy 1 ½ times the recipe quantities— you can divide leftover ingredients between participants. It is important to have a supply of store.

See
Example
Session
Plan on
Page 19-20

See
Example
Equipment
List on
Page 21

Step 6: Buying the Food

- ◇ There is no need to buy expensive ingredients—value brands are fine and promote cooking on a budget.
- ◇ Keep a copy of receipts – this will help you keep a record of food used, costs and also as a record of food hygiene practices.
- ◇ If the aim of the session is to increase skills then don't be tempted to use partially prepared foods, as you want participants to learn how to prepare and use vegetables.
- ◇ Jars of sauces don't give the skills required and if its healthier choices you are promoting, they often contain extra salt. Once participants have learned the practical skills, you can show then how using frozen and partially prepared ingredients can create quick meals.
- ◇ Food should be brought direct from shops and taken to venue (do not be tempted to store or bring in ingredients from home).
- ◇ Make sure everything is in date and sealed (excess opened packets of foods can be distributed to participants to use at home).
- ◇ All protein based foods (i.e. meat, fish, cheese; yoghurt), cold and frozen foods should be purchased last.
- ◇ Transport chilled/frozen foods in a cool bag/box with ice blocks placed in the bag. Ideally the food should be kept at a temperature no higher than 8°C for no more than 2 hours. Transport and store cooked or ready to eat foods in a separate bag from raw.

Step 7: Preparation of area (before participants cook)

Use checklists to make sure that you have followed all the safety and hygiene tasks, (some need to be completed before you start and some as you go along and at the end). It may seem like a laborious task; however it helps you follow good practice and is a record for you should any incidents occurs.

**See
Session
Checklist
on Page
22-23**

Main points to consider:

- Create a routine when you enter the premises
- Check the ovens, cookers are working and there is hot water
- Make sure there are no physical hazards
- Check surfaces are clean and wipe with antibacterial spray
- Lay out equipment and ingredients ready for cooking
In some cases you might want to semi – prepare food
e.g. split into individual portions or have the vegetables washed or tins opened and decanted into covered bowls or you may prefer to lay our ingredients like a cupboard and have participants collect what they need.

Step 8: Basic ground rules for participants

There are a few things you need to tell your participants before starting to cook:

- Housekeeping – where are the toilets? Is there a fire drill scheduled?
- Agenda for the session - what will happen and when
- Food & general safety in the kitchen – hot scalds, using knives and chopping boards, curtsey to others
- Where & when to wash hands, where to wash fruit & vegetables and dishes.
- Wearing aprons
- Using chopping boards and knife safety
- You might have to remind participants about hand washing, touching hair, licking bowls, wearing jewellery and nail varnish.

See page 24-25 For food hygiene and kitchen safety guidelines to pass on to your participants

Step 9: Get Cooking!

- ◇ Make sure participants know what they are cooking
- ◇ You might have to demonstrate techniques e.g. how to chop a pepper, how to rub in etc
- ◇ Support participants with reading/interpreting a recipe – it is useful to run through the recipe, to show the order of how to make something.
- ◇ Discuss the cooking methods grill, fry, oven, simmering, casserole
- ◇ At various points it is useful to have everyone stop what they are doing; to remind everyone what they are to do. This is also an opportunity to ensure everyone is okay and check if anyone needs extra help, be shown a technique or how to move onto the next stage.
- ◇ Talk about - textures, tastes, trying new vegetable combinations, nutritional content and the health benefits.
- ◇ Point out the low cost e.g. great to use for leftovers/and how recipe can be used for alternatives to 'takeaways'.
- ◇ Don't give up when people say they don't like something - think about different ways to encourage participants to try the foods!

Step 10: Food Tasting and Cleaning Up

- ◇ Before food tasting it is good to clear up any mess, dishes, wipe surface and set tables if required.
- ◇ Encourage everyone to taste their own food, try something new or try something cooked in a different way.
- ◇ Be tactful and let participants decide their pace – tasting new foods can be a very daunting experience for some especially in a group situation with people they may have just met!
- ◇ After eating, leftovers need to be disposed of: cooked food, any extra ingredients can be bagged or foiled for participants to take home.
- ◇ Any opened packets of perishable foods can be given to participants for use at home. But bear in mind, how long they have been out of refrigeration and decide if they need to be binned – if in doubt throw out.

Step 11: Gathering Feedback (*Post Cooking Evaluation*)

It is good practice to create an opportunity to allow participants to share their thoughts about the session.

This could be informally while tasting the foods or using some kind of post evaluation. How detailed this is will depend on why & what you need to find out, the amount of time you available to do this and also what is most appropriate for your participants.

You can use the 'H' Diagram evaluations and other types of evaluation sheets (pages 15-18) to capture feedback and comments from participants highlighting new skills they have learned

Step 12: Writing up and Reporting Outcomes

It is good practice to keep a record of what you have done throughout the sessions, this could include:

- Session Plans
- Recipes
- Venue Checklists
- Session Checklists
- Receipts from Food & Equipment purchased
- Completed Evaluation sheets
- Participant comments
(e.g. *'oh I never thought I would be able to do this' 'I really liked the taste' 'I am really enjoying myself'*)

All this information is useful to help you learn from the sessions—good points and not so good.

It is useful to share these with others, including work colleagues, Managers and funders to show the outcome of your sessions for yourself, the participants and organisation/ group you work or volunteer for.

Have pride in your success at providing a good experience for your participants.

If possible, follow up your participants to see the longer term (3-6 months) impact the sessions have had on them and to capture if they have gone onto other training or educational courses as a result.

Venue Checklist

Name of Venue: Date:

INSPECTION	YES	NO	N/A	COMMENT	ACTION	OUTCOME
ENVIRONMENT						
1. Does your venue have hot and cold running water? (No food activities should take place until hot & cold water is available)						
2. Is separate hand washing facilities other than toilet areas available with hot and cold running water?						
3. Is there any evidence of cockroaches, mice droppings etc? (No food activities should take place until venue is free from pests)						
4. Is the kitchen/food preparation area visibly clean?						
5. Is there a sufficient amount of cookers for the size of your group? (E.g. one 4 ring cooker between 2-3 participants)						
6. Is the food preparation area safe from physical hazards e.g. flaking paint?						
7. Have you checked with the venue co-ordinator and are you now familiar with the fire safety procedures of the building (e.g. smoke alarm sites, fire alarm test days, fire safety blanket, fire extinguishers and evacuation procedures?)						

8. Are there adequate numbers of electrical sockets, and are they in good condition?						
9. Are you familiar with the equipment you will be using e.g. cooker/oven/peelers						
10. Is the building easily accessible and have car parking for offloading equipment/provisions?						
INSPECTION	YES	NO	N/A	COMMENT	ACTION	OUTCOME
EQUIPMENT						
11. Are tables available which are suitable for the needs of the cooking activity? (E.g. easily cleaned with no visible damage)						
12. Have all portable electrical items being used been tested by a qualified electrician on an annual basis? e.g. hand blenders (it recommended that all portable items are P.A.T tested, check with your organisations policy)						
13. Are there records of such tests?						
14. Are there lidded bins to meet your waste disposal requirements?						
15. Are there refrigerated/freezer storage facilities available?						

SIGNATURE	
DESIGNATION	
DATE	



What makes it easy to cook?

Pre/ before cooking



What makes it difficult to cook?

How confident are you when cooking foods using fresh ingredients?	
Not confident 0	Very confident 10
What would help you to cook more using fresh ingredients?	
1.	
2.	
3.	
4.	

'H' Diagram Evaluation Sheets

Post/ after cooking



What made it easy to cook?



What made it difficult to cook?

How confident are you when cooking foods using fresh ingredients?	Very confident 10
What changes have you made since attending the cooking sessions?	
1.	
2.	
3.	
4.	

Confidence Evaluation Sheets

How sure are you about?

Cooking and preparing meals

Pre / Before Cooking

1 2 3 4 5 6 7 8 9 10

Not
confident

Very
confident

Post / After Cooking

1 2 3 4 5 6 7 8 9 10

How often do you...

Buy ready made meals

Pre / Before Cooking

1 2 3 4 5 6 7 8 9 10

Never

Most of
the time

Post / After Cooking

1 2 3 4 5 6 7 8 9 10

Evaluation Sheets

Cooking participation and Evaluation

To improve our cooking course please tick or circle the boxes, and add any other comments you feel are relevant.

1) Did you have fun? Yes/ No

2) Which of the following recipes/ideas have you made or will use again?

Recipe/food made	Have made at home	Will make in future	Would not make	Did not attend the session

3) Did you or will you make them for:

Family/children	Friends	Yourself only

4) If you haven't made a dish, why not?

Too fiddly	Too expensive	Didn't like	Rest of family wouldn't like

5) Would you be interested in learning more about healthy eating? Yes/no

6) Any other comments about the

course:.....

Example Session Plan & Shopping List

Elementary Cooking Skills
Assessment - 2 x 3 Hours
Example Session Plan
E.g. Bolognaise & Scones

Time	Activity	Allocated Task Time
Day Before or Morning	Pre-Session Planning: <ul style="list-style-type: none"> - Print out/ Organise Recipe Handouts - Print Venue Assessment Checklist - Print Cooking Session Checklist - Print 'Safe Storage of Left Over Food' Guidelines - Write up sessions plan including equipment and shopping list - Course Packs / Assessment Sheet - Print Pre & Post Evaluation Sheets 	1 hour
	Cookery Session Set Up:	
	Equipment Collection	
	Ingredient Shopping (allowing time for getting to supermarket, shopping & get to venue)	45 mins
	Cooking Session – Module Observations Begin:	
	Arrive at venue-set out kitchen area (clean boards, equipment and food ready for participants)	15mins
	Fill in Venue Assessment Checklist & Cooking Session Checklists	
	Participants arrive - meet and greet, instructions for the session including hygiene, knife & kitchen safety, expectations for the day	15mins
	Pre-cooking Evaluation	5 mins
	Wash hands, put on aprons.	5 mins
	Outline dishes for day – prompt for knowledge re. switching oven on for scones, prior to making bolognaise.	5 mins
	Run through 1 st recipe (bolognaise), highlighting key points (raw meat – washing chopping boards, vegetable cooking order,	5 mins
	Start cooking- follow recipe for bolognaise. (prompt for cooking time discussion – e.g. how know when cooked, simmering technique, recipe adaption – vegetarian + protein)	45 mins
	Pot of water onto boil for pasta (discuss timings)	
	But before cooking pasta-make scones then bake in oven (prompt for cooking time discussion & recipe adaption – dried fruits)	20 mins
	Cook pasta and serve (discuss serving options)	15 mins
	Set out eating area, and clean kitchen area of dishes etc.	10mins
	Serve lunch. Sit and eat (discuss how knowledge could be transferred to home/ work environment)	20mins
	Post Session Evaluation	10 mins
	Clean up rest of kitchen dishes, equipment. Hand out recipes sheets & 'Safe Storage of Left Over Food' Guidelines, any extra food to group.	10 mins
	Complete all relevant paper work (e.g. checklists)	
	Pack up equipment, load car, return to base	

Elementary Cooking Skills
Assessment - 2 x 3 Hours
Example Session Plan
E.g. Bolognaise & Scones

**Example Shopping List for 4 Participants
(including take home serving)**

- Lean mince x 500g pack
- Large tin chopped tomatoes or tomato passata x 2
- Pasta shapes x 1kg bag
- Onion x 2
- Garlic puree x 1
- Tomato puree x 2
- Olive oil (if needed, might already have some in store cupboard)
- Herbs (if needed, might already have some in store cupboard)
- Black pepper (if needed, might already have some in store cupboard)
- Courgette x 2
- Peppers x 3 mix
- Mushrooms x 12
- Self-Raising Flour – 1.5kg
- Low-Fat Spread – 500g tub
- Sugar (caster or granulated) – small bag
- 2 Eating Apples
- Ground Cinnamon – small jar
- Semi-Skimmed Milk – 1litre

Suggested other ingredients for scones:

- Sultanas
- Mixed dried fruit
- Glace cherries
- Desiccated Coconut
- Flaked Almonds

N.B – this is a suggested plan for one 3 hour cooking session. Two different sessions would need to be completed to enable the assessment to be completed fully.

Equipment list

For cooking group for 4 - 6 participants

Essential

- ☐ Aprons-6
- ☐ Chopping boards-6
- ☐ Knives-selection of small, medium and large knives (6 minimum)
- ☐ Tin opener-2
- ☐ Vegetable peeler-6
- ☐ Spoons-selection of slotted and non slotted heat proof (6 minimum)
- ☐ Spatula-heat proof (2 or3)
- ☐ Sieve-3 or 4
- ☐ Colander-1
- ☐ Hand whisk- 3
- ☐ Mixing bowls-selection of small, medium and large plastic bowls (minimum of 6)
- ☐ Pots-1 or 2 sets of pots (3 pots and a frying pan)- Ladle-1 or 2
- ☐ Tongs-1 or 2
- ☐ Cutlery- set of 6 –forks, knives, teaspoons and dessert spoons
- ☐ Grater-3
- ☐ Baking/oven trays- selection of flat, edged non-stick trays.
- ☐ Tinfoil
- ☐ Clingfilm
- ☐ Kitchen roll
- ☐ Take home containers
- ☐ Anti-bacterial hand wash & gel hand cleaner
- ☐ Bactericidal spray
- ☐ Bactericidal dish wash
- ☐ Sponge scourers
- ☐ First aid box (containing blue plasters, etc)
- ☐ Some kind of lidded box to transport equipment.
- ☐ Hand blender – 3 or 4 (optional)

Additional equipment to consider

- ☐ Flipchart paper
- ☐ Pens-selection of markers and normal
- ☐ Blue tac

****Most equipment can be bought from local super markets****

Cooking Session Checklist

Name of Venue:.....

Organisation:.....

Date:.....

Environment	Yes	No	N/A	Comments	Notes
1. Have you completed a 'Venue' Checklist?					Ideally prior to first session date.
2. Has the room been set up appropriately for the needs of the group to keep hazards to a minimum?					<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>
3. Is there any evidence of cockroaches, mice droppings etc? (No food activities should take place until venue is free from pests)					
4. Is there enough workspace for each participant to work safely?					
5. Are all utensils and equipment clean and usable?					
6. Have you cleaned and sanitized the food preparation area with anti-bacterial spray/wipes?					
7. Do you have a well stocked first aid box available/including blue plaster if possible?					
Food	Yes	No	N/A	Comments	Notes
8. When transporting ingredients, have you kept them in a cool box where required?					<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> <p>Staff /trainer should have the necessary skills to use all cooking equipment</p>
9. Have you checked all products being used are within the 'use by date'?					
10. Have you checked that all packaging or wrapping is intact?					
11. If food requires refrigeration, do this as soon as possible or keep in suitable cool box					

12. Have you stored raw meat separate from cooked/ready to eat foods?					Staff should understand personal hygiene level requirements
13. Have you stored raw, soil grown vegetables separate from washed/ready to eat fruit and vegetables?					Cooking session facilitator should have current REHIS Elementary Food Hygiene Certificate as a minimum.
Safe Practices for Participants					
14. Have you told participant the safety procedures for the use of kitchen equipment and knives					Using NHS Forth Valley Kitchen Safety Guidelines
15. Have all participants washed their hands with anti-bacterial hand wash?					
16. Is everyone wearing protective aprons?					
After Session					
17. Have all participants been given guidelines for 'Left over Food'?					
Cleaning					
Utensils/crockery					Remove any food debris
Chopping boards					Wash with hot water using bactericidal detergent (Rinse with clean, hot water)
Tables					Use paper towel/disposable drying cloth or ideally air dry
Equipment					Or use dishwasher
Empty Bins (if required by venue)					Wipe all areas with antibacterial spray
Sweep and Mop Floor (if required by venue)					NB: Wash chopping boards between uses. Particularly after raw meat or dirty or soil grown vegetables.

SIGNATURE	
DESIGNATION	
DATE	

N.B. This checklist is for use within a community teaching setting when cooking with groups to replicate home cooking methods.

FOOD HYGIENE & SAFETY GUIDELINES FOR COOKING CLASSES

Personal Hygiene

- a. Outdoor clothing, coats to be removed and stored away from the food preparation area
- b. All participants to wear a clean apron reserved solely for food preparation & to be removed when leaving the food preparation area.
- c. Long sleeves to be rolled up, and scarves & other accessories to be removed.
- d. Long /medium-length hair to be tied back away from face.
- e. Nail polish to be removed.
- f. Participants hands to be washed using hot water & antibacterial soap and dried with paper towels:
 - Prior to handling any food
 - After handling raw meat, eggs, and unwashed/soil grown vegetables
 - Sneezing, Coughing or Smoking
 - After using the toilet
- g. Blue plasters to be applied to any cut or sores or vinyl / latex gloves to be used for more extensive injuries.
- h. No participant who is feeling sick or unwell or who is recently recovering from sickness or diarrhoea to be permitted to enter the food preparation / cooking area.

Storage of Food

- a. Food to be purchased on day of session (as close to start time as possible) and stored in insulated bag/box until it can be refrigerated or used.
- b. Cooked and raw meat should be kept separate, in transportation, storage and in preparation.
- c. Ready to eat fruit and vegetables and dirty or soil grown vegetables should be kept separate, in transportation, storage and in preparation.
- d. Keep all foods in their packets until ready to be used.
- e. Food prepared in the session should be eaten as straight away or is taking home; participants should be given the 'Guidelines for safe storage of leftover food'.
- f. If any food comes into contact with chemicals (i.e. washing up liquid) then the food should be disposed of or destroyed.

Food Preparation Areas & Equipment

- a. Surfaces to be sanitised with antibacterial spray / wipes.
- b. No outdoor clothing, bags, files, cases or boxes to be placed on the food preparation or cooking surfaces.
- c. Ensure best practice by cleaning & tidying up as you go.

KITCHEN SAFETY GUIDELINES

Knife & Sharp Equipment Safety

- a. No knives or other sharp utensils to be placed in a sink with water in it, but placed to the side.
- b. All knives or sharp objects should be kept flat on the work surface when not in use, make sure they don't project over the edge of work surface.
- c. All participants should use the chopping boards provided to cut food, and not cut any food held in hands.
- d. Do not walk around with, or wave knives around.
- e. When carrying knives, ensure point is held downwards.
- f. Be aware of participant abilities in regards to using knives and other sharp implements-demonstrate safe techniques as appropriate.

Cooker & Oven Safety

- a. Keep Participants around cooker to a minimum, ideally 2 or 3
- b. Ensure pot handles are turned in.
- c. Monitor all pots whilst cooking to ensure none are boiling over, if so reduce heat.
- d. Place lids on pots where possible.
- e. Never leave any pots or frying pans unattended.
- f. Be aware that pot handles and lids will become hot, use an oven glove for safety.
- g. Be aware of the space around you for risk of bumps and scalding.
- h. Inform other participants if you intend to open oven door.
- i. Use oven glove at all times, do not use a tea towel. Especially a damp one as heat transfers quicker through damp material.
- j. Lift food out of oven, place on heat proof surface and close door before turning or moving food, then return to oven

General Safety

- a. If food or liquid is spilled on the floor this should be wiped up quickly and safely with kitchen paper.

Guidelines for safe storage of leftover food

After cooking session or demonstration:

- Put cooked food into small tubs and allow to cool quickly (you can speed this by placing into a shallow bowl of cold water)
- Once cooled cover the food with a lid, tinfoil or cling film

When you get home:

- All food should then be put into a fridge or freezer as soon as possible, ideally within an hour.
- If stored in the fridge eat within 2 days (except rice this should be eaten within 1 day)
- If stored in the freezer, store for no more than 2 months
- To defrost, ideally place in bottom shelf of fridge overnight
- To reheat defrosted or leftover food, place it in a microwaveable dish and heat until piping (steaming) hot. Stir well to make sure there are no cold spots.
- To reheat on a cooker, place defrosted or leftover food in a pot and heat on medium stirring well until steaming hot.
- **NEVER** reheat any food more than once.

**Produced by NHS Forth Valley,
Department of Nutrition & Dietetics,
Health Improvement Team, December 2015**

**www.nhsforthvalley.com/healthpromotion
Then choose 'nutrition'**