



fife community food project

**COOKING WITH THE COMMUNITY
IN
5 EASY STEPS**

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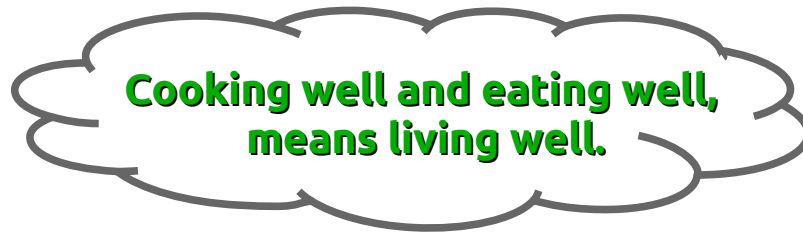
This manual has been developed by Community Food Workers in Fife, and is a reflection of their shared experiences. It is intended to support organisations and their workers, who seek to promote healthy lifestyles within their local community through practical food activities.

Laid out in 5 easy steps, this manual will guide you through the whole process, from thinking about cooking courses to assessing the outcome. Included are the practical considerations, examples of what has worked and where to find extra support and information.

Treating this manual as a guide is key and remaining **flexible** will help you to meet the needs of your group.

Step 1 - Cookwell: Livewell?

What is Cookwell: Livewell? Cookwell: Livewell challenges our attitude towards food, how we prepare and cook it, and how it can affect our lives.



◆ The Benefits of Cooking

Basically, food is essential to life, and its something we all have in common! Everyone needs to eat, and its a great way to get people interested in their health. However, we all view food and cooking differently. But why run a cookery course? Cookery courses can have a wide impact from the individual participants, your organisation, to society as a whole.

For the **participants**, cooking can help to increase confidence, raise self esteem, develop social and team working skills. Also, participants can learn new skills and cooking techniques, develop independent living skills and have a better understanding of healthy eating.

Your **organisation** can benefit from holding a cookery course. They can be a cost effective method of working with individuals. It is a positive engagement tool relevant to everyday life and enables the development of a relationship between the organisation and participant. It is a social method of addressing multiple issues. This can also help the organisation to achieve aims and objectives.

The benefits to **society** are a reduction in health implications related to poor diet, such as obesity, diabetes, heart disease, strokes and cancer. It helps tackle inequalities in health, enabling access to healthier options and leads to a more educated society with the ability to make informed choices. This should lead to less expenditure on health, easing pressure on the NHS and reduced sick leave from work. By using a preventative approach to improving health issues the end results will be a healthier population.

◆ Skills Needed

Some skills you may require:

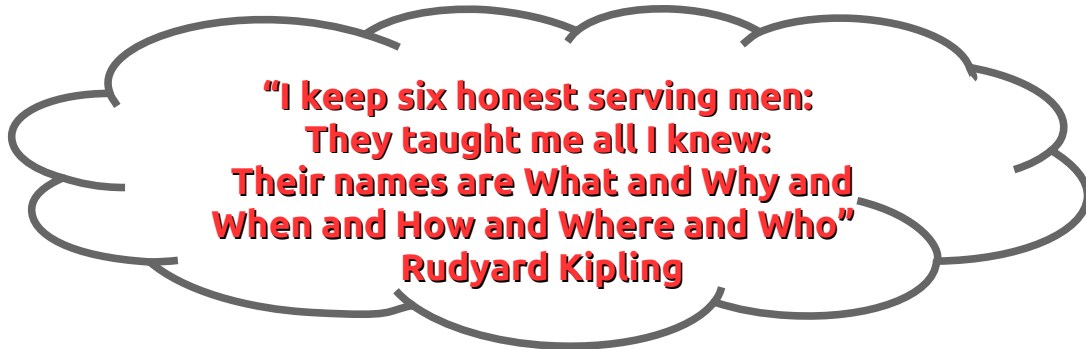
- ◆ **Basic Cooking Skills:** you should have some sort of basic cooking skills. This doesn't have to be an official qualification, just an awareness of skills such as proper knife/cutting skills and cooking safely.
- ◆ **An Enthusiasm for Cooking:** its important to help your participants to see how easy and fun cooking can be.
- ◆ **Health Eating Knowledge:** this will help you to back up your practical cookery lessons and help people to make better choices in their shopping/cooking.
- ◆ **Basic Food Hygiene:** a knowledge about safe cooking practices are important to ensure the safety of your participants during the course, and afterwards. We would advise you to gain your Elementary Food Hygiene Certificate.
- ◆ **Facilitation skills:** group discussion times during your sessions will help to get the health message across, and to share experiences. Group tasks can help to develop a good dynamic and build friendships.
- ◆ **A Good Sense of Humour:** The ability to laugh at yourself and with others will help to go a long way! There will be problems and disasters along the way, but a light-hearted attitude will encourage people to learn from mistakes.

If you feel that you are lacking in any of these skills (except a good sense of humour!), there is further training available - the Health Improvement Training Support Service run a very effective facilitation course, and REHiS have accredited courses in Elementary Food Hygiene and Food & Health. To develop your own cooking skills, there are a variety of food/recipe websites that can help you.



Step 2 – Sourcing the Right Ingredients

Just like in cooking a delicious meal, the right ingredients are crucial to ensuring success in planning the course. Preparation is key to covering all eventualities (your ingredients), and will help you identify the needs and expectations of your group.



■ WHO is the course for?

Every community group will have different requirements, and these must be considered when developing your cooking course. For a practical activity, like cooking, having a smaller group (up to 12 people) is the most effective way to ensure each person's needs are met.

Here are two points to consider:

- Who is coming to your course?
 - Parents/families
 - Young People
 - Older People
 - Homeless
 - Male/Female only
 - Health Conditions - such as weight loss, diabetes, heart disease etc.
- What factors need to be considered?
 - Transport
 - Crèche/childcare
 - Additional needs - physical impairments/disabilities
 - Low income - is a focus on economical shopping required?
 - Numeracy & Literacy Issues - ensure your resources are appropriate for the group.

- Confidentiality - particular life issues must be respected.
- Lone Worker Policy - Does your organisation have a lone worker policy? Will you need assistance?

People will join your cooking course for a variety of reasons. They may want to learn new skills or try out something new. They may be looking for company, an opportunity to meet people or have the chance eat a hot meal. People who are about to leave home for the first time, or have left home, may want to acquire some skills and knowledge for their new life. It can also be a good opportunity to teach new mums about weaning.

Appendix 1 is an easy check-list to show some of the groups and needs they will require.

■ WHERE will you conduct your cooking course?

- In-House - are the facilities available/suitable for the needs of your group?
- Community Centres/church halls - community centres and church halls are good places to hold a cooking course. They are well known in the community, easy to get to by public transport, and usually have ample parking. However, these places will have a room hire, which you will have to factor in.
- Community Kitchens/Community Use Schools - There are community kitchens/schools all over Fife that are designed and equipped for cooking group work. These tend to be more formal settings, so would your group feel comfortable using these facilities? Assess the suitability for your group.
- Individuals Homes - there may be the opportunity to work on a one-to-one basis within the home of your participant. This is only recommended if your organisation will allow it (for insurance/personal safety reasons) and only for working on a one-to-one basis.
- Shared Kitchen Facility - If you are working with a homeless group in shared accommodation, you may have access to a communal kitchen. However, you may be restricted with your group size.

Risk Assessment:

When you find your location, your organisation may need you to run a Risk Assessment on the kitchen. This will be a legal requirement, to ensure that the place you are going to use is safe. Not only will it help you to know where fire exits, first aid kits and fire blankets are, it is an opportunity for you to see the kitchen and get a feel for it. You can also find out what equipment is available for use, and Appendix 2 is a sample of a Risk Assessment form.

Transport:

Wherever you hold the cooking course, you must consider how your group will get to the location. Will they have their own transport? You may wish to organise a mini-bus to allow all your participants to come along, and this can help to encourage group discussion on the way to the course. Again, you have to factor in this cost to your overall budget.

Childcare:

Another thing you will have to consider is whether your group will require childcare. If your group have children under 5, you may wish to organise a crèche to allow them to come. Fife Council have a Mobile Crèche facility, and can come out to your location and set up a crèche. There will be a charge for this, and the Crèche will need to have some idea of how many children, and their ages in order to provide the best service for the children. The Mobile Crèche contact information is available in the Information and Support section.

Staffing:

Getting an outside “expert” to do guest slots will help to give your course diversity. You may want to invite a health promotion worker to talk about any health topics your group may be interested in. For example, oral health, drugs, smoking cessation etc. Or you could invite representatives from other agencies, charities or colleges, to talk about education, training or voluntary opportunities.

■ WHAT equipment will you need?

Depending on the size of the group, you will need to equip each of your participants. You may have access to equipment from the venue you are using, so ensure that you check what is available, and that you have enough for everyone. Table 1 shows what equipment each participant will require, and some suggestions on equipment that can be shared:

Table 1. Equipment Requirements:

For Each Participant:

- Chopping Board
- Vegetable Knife
- Vegetable Peeler
- Medium sized pot (minimum 1 litre)
- Wooden Spoon
- Whisk
- Baking Tray
- Cake Tin/Loaf Tin
- Mixing Bowl

Shared Equipment:

- Measuring Jug
- Grater
- Measuring Scale
- Sieve
- Colander
- Fish Slice
- Ladle
- Potato Masher
- Rolling Pin
- Scissors
- Measuring Spoons
- Tin Opener
- Frying pans/woks
- Pots, various sizes
- Crockery & cutlery
- Tea-towels
- Oven Gloves

When you start your course, you may need to provide a container for the participants to take their food home, or ask them to provide their own. Foil containers are a great alternative to heavy casserole dishes, as they are oven-proof, seal-able and easy to take home. These can be purchased from most supermarkets, high-street pound shops and catering equipment suppliers. Don't forget cleaning supplies too – you might need to buy washing up liquid, hand-soap, anti-bacterial spray, cloths and sponges for your group. Check with your venue to see if they provide this as part of the room hire.

■ WHEN will your course be?

Now you've got the venue, when the course takes place is key to ensuring participants attend. Running it too soon may not leave enough time for planning the course, and considering key aspects like:

- Time of day: the time you run your course can be an important factor in attendance. Day time can be beneficial for parents, as their children may be in school or nursery. Lunchtimes/dinnertimes are good for homeless groups, as you can include eating time. Evening courses can also be good, but there may be issues for childcare.
- Day of week: you may want to consider any other classes/courses your organisation may be involved. Are there any other school/community events that may clash?
- Length of course: how long is needed to get all the messages across? Think about how much your group can commit to, and other potential problems, such as illness of participants or their children, school in-service days, local holidays and school holidays.
- Length of session - Ideally, 2 hours is a sufficient time to cover all that is required. Remember that flexibility is key, and the session must target the needs of the group.

■ WHAT will your course cover?

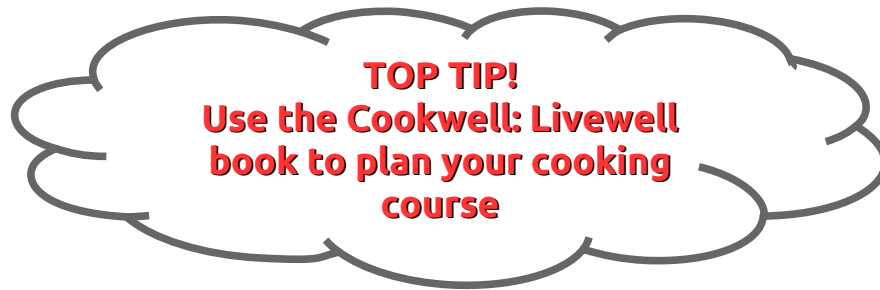
Decide on an overall focus of your cookery course, and work from there. From that, plan a theme/health message for each session, and appoint a recipe to fit. If appropriate, you might want to ask your community group what they would like to do. Doing some market research will help you to make your course relevant and appealing to your group. Every course should include key health messages but it is important to adapt the course to include things that are relevant to your group.

Examples of Themes

- Healthy Eating - most courses should have some sort of healthy eating message to back up good practices. Refer to the Cookwell: Livewell for some guidance on key recipes, healthy eating messages and topics.
- Budgeting - learning about healthy eating without breaking the bank, and how to use store cupboard ingredients.
- Special Occasion Cooking - build your course around calendar events like Christmas, Easter, Summer BBQ, Seasonal Produce, World Cooking, Traditional Cooking.
- Cooking for families/for one/for two.

- Cooking Programmes - using cooking shows on TV can make your course fun and interesting. Formats like Can't Cook/Won't Cook, Ready Steady Cook, 30 Minute Meals, Come Dine With Me, are a great way to inspire you and your group.

Examples of Course Plans are in Appendix 3. Additional resource are available from the Information Resource Centre in NHS Health Promotion and include a range of themed leaflets, games, and other resources. See the Further Information section about the Information Resource Centre.




■ HOW will you fund your course?

Costs to consider;

- Room/facility Hire
- Childcare
- Transport
- Tutor
- Equipment
- Ingredients
- Advertising/Promotion
- Administration/Photocopying Costs

Community workers will be aware of their own budgets and whether they can meet the above costs. If your organisation requires additional funding, contact the Fife Community Food Project, Health Promotion Department in NHS Fife or the community education worker in Fife Council for advice. Other local and national grants may also be sourced and information and advice is available from the Grants Officer in Fife Council or from bodies such as Community Food and Health Scotland (CFHS).

Please note, assistance in applying for funding will be available so don't let it put you off.



TOP TIP!
Plan your course well in advance as you may need to apply for additional resources such as creche provision or equipment

Advertising:

Promoting your course will ensure its success. You can promote:

- By word of mouth: very effective and free!
- Fliers and posters: can be made in-house by your organisation, quickly and cheaply.
- Local Press advert: can promote to the wider community. However, it is expensive, and make sure you use relevant sources.

■ How will You Evaluate?

Another thing you need consider is how you will be able to reflect on your success once the course is completed. Evaluation is key to show that the money has been spent effectively, and allows you to reflect and learn from any mistakes made. You may be required to provide evidence for your organisation/funders that your cooking course has had a good impact. See Step 5 for further help on evaluation.



TOP TIP!
Don't be afraid to ask for help!
There are lots of agencies who can help you
plan your course effectively

Step 3 – Preheat The Oven

● Be Prepared!

Now that you've got your cooking course planned and organised, its time to get stuck in! It is good practice to plan your activities in the session. You may wish to do this on a week-to-week basis, so that you can assess what's worked best and build on previous successes. Session plans should be flexible - don't get too bent out of shape if you have to spend more time on the cooking that you anticipated! Having a loose timetable will help you to keep on track, but remember, if the times don't work, adjust them for your group's need.

● Planning Your Sessions

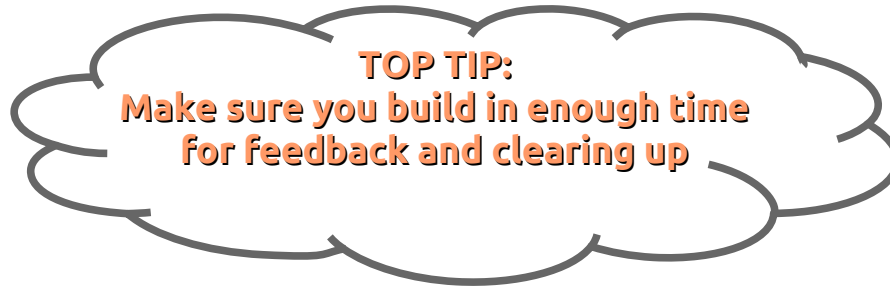
Things you may wish to include in your session plan:

- Introduction - You might want to start off with a coffee, and go over what the group are going to do.
- Ice breakers - If your group don't know each other, or you very well, an ice-breaker on the first session could help to bring the group together. For example:
 - What's your name and what's your favourite dish?
 - Draw a caricature of themselves on flip chart or whiteboard.
 - What celebrity chef are you most like and why?
- Expectations - You may want to find out what your group is expecting to achieve from the cooking course. You only have to do this on the first session, and you can refer back to it on the last session. This will help people to have a sense of achievement. However, if your group are reluctant at first, you can provide a few expectations;
 - Skills: *"I want to learn how to make soup"*
 - Knowledge: *"I want to learn about healthy eating"*
 - Confidence: *"Increase my confidence in cooking"*
 - New experiences: *"To learn something new"*
 - Social: *"To meet new people"*
 - Ideas: *"Find interesting new recipes"*
- Cooking time/Recipe - This would make reference to your chosen session theme. Make sure you include enough time for cleaning and washing up!
- Coffee Time/Discussion - This is your opportunity to shine! Get lots of interesting games, quizzes and other activities to help your group learn. There are a variety of healthy eating related games and activities, which are good for

putting your point across. However, you can just have a good natter! This is a great time for your group to relax and learn from each other.

- Finish - saying goodbye and ending on good note will encourage people to come back. Try finishing by telling people what recipe/theme is to follow, or with a handout/leaflet to back up the week's theme.

Some examples of session plans are in Appendix 4.



STEP 4. COOKING THE FEAST

Finally, the day of your cooking course is here! All your hard work will come to fruition, and it's time to have a bit of fun! Running the course is by far the most rewarding part of the process, where you can get really stuck in, and enjoy spending time with your participants. Here are some tips for facilitating the session:

- Stay flexible with your times: things might go to plan but stay focussed on the task!
- Listen to the needs of your group and adapt your plan accordingly
- Perform demonstrations to help those who may need more help
- Remember: you are learning too!

You may underestimate or over estimate their skills or expectations, but that's okay. The important thing is that they enjoy what they're making, have fun and learn something new.

→ On The Day

Make time for:

- Buying ingredients: make a shopping list to ensure you don't miss anything.
- Setting up your workspace: moving equipment, tables etc.
- Clearing workspace: putting equipment/tables away etc.



Setting up the Workspace:

- Sinks, cookers and doorways are clear of obstructions
- Equipment is close to hand for each participant
- Ingredients placed in a central location to allow everyone to use them
- Areas with the most foot traffic is clear and easy to move around in



Top Tip!
**Get the whole group to muck in
with the final clean-up**

Finishing the Session:

- ➔ Praise good effort and positive outcomes
- ➔ Make time for tasting the food
- ➔ Get feedback from the participants
- ➔ Hand out leaflets for the participants to take home
- ➔ What to expect next week
- ➔ Set challenges for the group (if appropriate)

Reflect on the Session:

- ➔ Time: did you have enough time for all the tasks? Was there too much time?
- ➔ Group: did the group cope with the tasks/recipes? Would they be better working in small groups/pairs/individually?
- ➔ Feedback from the group: what did the group think of the session?
- ➔ Your reflections: what worked well, what didn't work well
- ➔ Next week: will you need to change anything?

STEP 5 - BON APPETIT!

Evaluation is fundamental to ensure that the course's impact is recorded in some way. This will be different for each group – for some courses the fact that people attended is a good result! You may be required to provide evidence to your organisation and your funders of course's impact on participants – positive and negative.

➤ Why Evaluate?

Evaluation is about working out what we are doing, what difference we are making and what we can learn as a result. It involves asking questions, gathering evidence, analysing it and being prepared to act on the results. Evaluation should be a practical process to help organisations plan, reflect, learn, improve and ultimately to measure the impact of their work.

➤ What to Evaluate

You may consider the following for your evaluation:

- Expectations and if they have been fulfilled
- Attendance
- Changes in food skills, knowledge and confidence in cooking
- Benefits the participants may have experienced, e.g. social, economic, employability, etc.
- Any other behaviour changes: short-term and long-term, for example, increased fruit and vegetable intake or increase in number of meals cooked from scratch.
- What worked well with the course
- What could be improved on

➤ Evaluation Tools

Use or adapt existing evaluation tools, which may be available to you through your organisation or funders. You can use template evaluation questionnaire from other organisation. For example, the Fife Community Food Project use Pre- and Post-Course surveys, which build a thorough picture of the participants eating and cooking habits before and after taking part on the course. Feedback sheets are used weekly to evaluate each session and provides direct quotes from participants. The FCFP also

use a 6 Month Telephone Survey which monitors to what extent skills acquired and habits have changed. Copies of these questionnaires can be found in Appendix 5, which you are free use.

You may also consider:

- Photographic evidence
- Video diaries
- Food diaries
- Focus groups
- Individual interviews

For more information on evaluation, see Evaluation Support Scotland or Evaluation Trust website. These websites can be found in the Further Information and Support Section.

Training opportunities

NHS Fife Health Promotion department run a 'Getting started with Evaluation' course. If you are interested, contact the Health Improvement Training Support Service, details in the Information and Support Section.



Information and Support

- **Information and Resources**

NHS Fife Food and Health Team have developed a number of resources which can complement the cooking sessions, giving some additional nutritional information in an interactive game format. Some of the titles are listed below

- The Fat Game
- The Sugar Game (In English and Polish)
- The Salt Game
- The Labelling Game
- Packed Lunch Activity and Display
- Eating Well For Adults
- Eating Well for Older Adults
- The C.A.N. Tool kit (Cheap And Nutritious)
- General Replica Foods and Eatwell Floor Mat
- Weight Management Replica Foods and Floor Mat
- South Asian Replica Foods and Floor Mat
- Schools Replica Foods (no floor mat)

There are also information leaflets which can be ordered from The Information and Resources Centre. A form with details of how to access the Information and Resources Centre is at the back of the manual. You can register with IRC to have access to these resources by filling in the application form.

Information & Resource Centre

Health Promotion Department
NHS Fife
Haig House
Cameron House
Leven
KY8 5RA
Tel: 01592 226494
Email: fife-uhb.infocentre@nhs.net

Food Standards Agency

www.eatwell.gov.uk

Useful information on healthy eating, ages and stages, health issues, food labelling and food safety. Has some interactive games and quizzes. Particularly good for teenagers.

Community Food and Health Scotland

www.communityfoodandhealth.org.uk

Top tips for people involved in community food activity including case studies, fund raising advice and useful contacts.

British Dietetic Association Food Facts

www.bda.uk.com/foodfacts/index.html

Downloadable information sheets on nutrients and medical conditions

BBC Good Food

www.bbcgoodfood.com

Gives seasonal food and recipe ideas

Food: A Fact of Life

www.foodafactoflife.org.uk

Useful website for working with children. Has age-relevant sections with recipes, games, worksheets and activities for children 5-16.

- **Evaluation**

Evaluation Support Scotland

<http://www.evaluationsupportscotland.org.uk/resources.asp>

Evaluation Trust

<http://www.evaluationtrust.org/tools/introduction>

- **Training**

Health Improvement Support Service

NHS Fife provides a training programme including core skills, breastfeeding, drug and alcohol awareness, food, physical activity and health, oral health, sexual health, tobacco issues, workplace and mental health.

Tel: 01592 226488

Email: karenstirling@nhs.net / catriona.appolinari@nhs.net

Website: www.healthyfife.net

- **Useful Contacts**

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Appendices

Appendix 1

Check-list for Planning Your Group's Requirements

Type of Group	Physical Requirements	Learning Requirements
Parents	<p>Childcare: under 5s will need a crèche</p> <p>Transport: public/personal, or will you need to hire a bus?</p> <p>Venue: Local, easy to get to. take into account transport.</p> <p>Times: daytime can be beneficial due to childcare</p>	<p>Literacy Issues: be sensitive with your recipe choice.</p> <p>Family sized recipes: 4 or more serving recipes.</p> <p>Learning materials: leaflets on feeding family/baby/toddler/children would help.</p> <p>Games and fun activities will help with learning without too much reading</p>
Singles/Couples	<p>Transport: public/personal, or will you need to hire a bus?</p> <p>Venue: Local, easy to get to - take into account transport.</p> <p>Times: Outside working hours for employed people might be an option.</p>	<p>Literacy Issues: be sensitive with your recipe choice.</p> <p>One-pot/single serving recipes.</p> <p>Learning materials: for individual health.</p> <p>Games and fun activities: help to develop group relationships</p>

Homeless	<p>Transport: public/personal, or will you need to hire a bus?</p> <p>Venue: Local, easy to get to - take into account transport.</p>	<p>Literacy Issues: be sensitive with your recipe choice.</p> <p>One-pot/single serving recipes.</p> <p>Budgeting advice</p> <p>Learning materials: for individual health.</p> <p>Games and fun activities: help to develop group relationships</p>
Vulnerable Adults	<p>Transport: public/personal, or will you need to hire a bus?</p> <p>Venue: Local, easy to get to - take into account transport. Also, additional support for disabled participants.</p> <p>Equipment: specialist equipment for the group, such as adapted knives, wheelchair height working space etc.</p>	<p>Literacy Issues: use materials that are sensitive to the group. Perhaps use recipes that include picture guides.</p> <p>One-pot/single serving recipes for independent living skills</p> <p>Games and fun activities: makes learning about food fun.</p> <p>Budgeting and cheap easy meals.</p>
Condition Management e.g. weight loss, diabetes, heart disease	<p>Transport: public/personal, or will you need to hire a bus?</p> <p>Venue: Local, easy to get to. take into account transport.</p>	<p>Literacy Issues: be sensitive with your recipe choice.</p> <p>Recipes that are sensitive to condition</p> <p>Practical advice on implementing lifestyle changes</p> <p>Learning materials relevant for conditions</p> <p>Games and fun activities: help to develop group relationships</p>
Older People	<p>Transport: public/personal, or will you need to hire a bus?</p>	<p>Literacy Issues: be sensitive with your recipe choice. Perhaps try</p>

	<p>Venue: Local, easy to get to - take into account transport. Also, additional support for disabled participants.</p> <p>Equipment: specialist equipment for the group, such as adapted knives, wheelchair height working space etc.</p>	<p>using larger print versions for people with failing eyesight.</p> <p>One-pot/single serving recipes for independent living skills</p> <p>Budgeting advice</p> <p>Learning materials: for individual health.</p> <p>Games and fun activities: help to develop group relationships</p>
Young People/children	<p>Transport: public/personal, easy and practical for parents.</p> <p>Venue: Local, easy to get to - take into account transport for parents.</p> <p>Equipment: tables that are at the correct height for smaller children. Using knives appropriate for the group.</p> <p>Staff: will you need extra staff for the amount of children and the tasks they will be carrying out</p>	<p>Literacy Issues: Easy recipes with clear measuring guides will help children to learn to read and follow a recipe. Try using demonstrations and picture guides to help.</p> <p>Recipe choice: smaller portions recipes to show healthy portion sizes for children.</p> <p>Games/interactive games online: help enforce key health messages</p> <p>Cleaning: Assign groups and appoint each group a task to ensure all cleaning is done efficiently.</p>

Appendix 2

Example of a Risk Assessment Form used by the Fife Community Food Project



HEALTH & SAFETY CHECKLIST FOR LET PREMISES USED FOR COOKING CLASSES RUN BY COMMUNITY FOOD WORKERS

<i>INSPECTION</i>	<i>Y</i>	<i>N</i>	<i>COMMENT</i>	<i>PRIORITY</i>	<i>ACTION</i>
FIRE SAFETY MEASURES					
Is the Community Food Worker familiar with the fire safety procedures of the building to be used?					
Will only <i>healthy cooking methods</i> be used? ie NO FRYING etc.					
Will a fire blanket be carried with the Community Food Worker?					
SERVICES/FACILITIES					
Are there adequate numbers of electrical sockets?					
Are electrical sockets etc in good condition?					
Are washing facilities for equipment adequate and suitable?					
Is hot water available?					
Are separate hand washing facilities other than toilet areas available?					

INSPECTION	Y	N	COMMENT	PRIORITY	ACTION
Is anti-bacterial hand wash provided?					
Are firm tables available suitable for the table top ovens?					
Can these be positioned against a wall close to a socket thus allowing cooker cable to run down back of cooker and table only to socket?					
Are suitable tables/chairs available for group to work at? Are they in good condition?					
EQUIPMENT					
Are there provisions to remove faulty equipment from service?					
Are all portable electrical items used during the cooking process tested by a qualified electrician on an annual basis? Are there records of such tests?					
Is cleaning of equipment undertaken in accordance with manufacturers instructions?					
Is secure storage available in premises for larger equipment for duration of let? eg table top ovens and equipment boxes.					
OTHER					
Are there enough sockets for cookers?					
Will there never be more than 4 cookers in series?					
Will cooking be supervised and controlled at all times?					

INSPECTION	Y	N	COMMENT	PRIORITY	ACTION
Is building easily accessible and have car parking for offloading equipment/provisions?					
COMMUNITY FOOD WORKER					
Aware of safety procedures for the use of kitchen knives?					
Will knives be counted in and out?					
Updated regularly on mandatory training?					
Will a First Aid Box be carried?					
Are staff correctly trained in the use of all cooking equipment?					
Is Lone Workers system in operation?					

SIGNATURE	
DESIGNATION	
DATE	

GLOSSARY OF TERMS

To assist with the completion of this check-list and to give an understanding on the meaning of the various terms used, a glossary of terms is listed below:

Escape Route

A route by which a person may reach a place of safety from any point in the building signposted and clear..

Exit

A point of egress from a room or storey which forms part of, or gives access to, an escape route or place of safety.

Fire Door

A door which together with its frame and furniture, when closed, will resist the passage of fire.

Fire Action Notice

Notice which gives instruction on the action to be taken on discovery of fire, on hearing the alarm, and identifies a place to assemble if the building has to be evacuated. The assembly point also doubles as an area where staff will report to in response to the alarm to lend assistance.

Appendix 3

Course Plans

Scenario A: You have a group of 8 young mums wanting to learn about healthy eating, cooking and feeding their children. Course Length: 4 Weeks

Date	Recipe/Theme	Requirements
Week 1	Five-a-Day Soup and Fruit Salad	Five-a-day Leaflets Food Demonstrators Soup Ingredients Fruit Salad Ingredients Equipment: Pots, knives, wooden spoons, chopping boards, containers and reusable shopping bags. 8 x Cook Well Live Well Books Hand-soap and washing liquid Disposable aprons
Week 2	Easy, Health Snacks for Kids Crunchy Dippers and Dips Fruit Kebabs	Feeding your toddler/child leaflets Comparison Activity - compare recipe to ready made snacks Crunchy Dippers and Dips ingredients Fruit Kebab Ingredients Equipment: Bowls, knives, chopping boards, spoons, skewers Hand-soap and washing liquid Disposable aprons
Week 3	Baking Victoria Sponge	Sugar Leaflets Sugar Game Sponge Ingredients Equipment; Baking tins, bowls, spoons, sieves, whisks, baking paper Hand-soap and washing liquid Disposable aprons Oven Gloves

Week 4	Family Dinners Mince and Potatoes	Budgeting Activity: price comparison to recipe to ready made Budgeting Leaflet/Love Food Hate Waste leaflets Mince and potatoes ingredients Equipment; pots, knives, chopping boards, masher, spoons Hand-soap and washing liquid Disposable aprons
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Scenario B: You have 4 adults with learning difficulties who want to learn about healthy eating and independent living skills. Course Length: 6 Weeks

DATE	RECIPE/THEME	REQUIREMENTS
Week 1	The Healthy Diet Lentil Soup	Eat Well Food Map Eat Well Booklet 4 x recipe cards (with step-by-step photos) Lentil Soup Ingredients Equipment: pots, knives, chopping boards, sieves, graters, spoons, jugs, hand-blenders Hand-soap and washing liquid Disposable aprons
Week 2	Five-a-day Fruit Salad	Five-a-day leaflet Easy ways to five-a-day demonstration Five-a-day progress chart Fruit salad ingredients Equipment: bowls, chopping boards, knives, sieves, spoons, jugs Hand-soap and washing liquid Disposable aprons
Week 3	Low Fat Cooking Grilled Chicken Salad	Fat Booklets Fat Game *Also, some food hygiene lessons about handling raw meat.

		<p>Grilled Chicken Salad ingredients</p> <p>Equipment: Grill pans, chopping boards, bowls, knives, spatula, tinfoil</p> <p>Hand-soap and washing liquid Disposable aprons Oven Gloves</p>
Week 4	<p>Baking/Sugar</p> <p>Banana Loaf</p>	<p>Sugar Booklets Sugar Game</p> <p>Banana Loaf ingredients</p> <p>Equipment: loaf tins, mixing bowls, spoons, scales, baking paper, cooling rack</p> <p>Hand-soap and washing liquid Disposable aprons Oven Gloves</p>
Week 5	<p>Takeaway Cheats/Salt</p> <p>Pizza and potato wedges</p>	<p>Salt Booklets Salt Game</p> <p>Pizza & potato wedges ingredients</p> <p>Equipment: Baking tray (2 each), mixing bowls, scales, spoons, baking paper, sieves, one pot for whole group (for the pizza topping), chopping boards, graters</p> <p>Hand-soap and washing liquid Disposable aprons Oven Gloves</p>
Week 6	<p>Fishy Dishes</p> <p>Haddock Bake</p>	<p>Fish leaflets</p> <p>Haddock Bake ingredients</p> <p>Equipment: pyrex dishes (and lids), mixing bowls, chopping boards, scales, knives, graters</p> <p>Hand-soap and washing liquid Disposable aprons Oven Gloves</p>

Scenario C: You are running a course for people who have had a heart attack, and require help to adapt their lifestyles. Course Length: 4 Weeks

DATE	RECIPE/THEMES	REQUIREMENTS
Week 1	Eat More Fruit and Veg Butternut Squash Soup	5-a-day Leaflets More Soup Recipes Soup Ingredients Equipment: Pots, chopping boards, spoons, knives, graters and hand-blenders Hand-soap and washing liquid Disposable aprons Oven Gloves
Week 2	Fishy Dishes Parsley & Parmesan Topped Salmon, Roasted Vegetable side dish	Fish Leaflets from British Heart Foundation & Food Standards Agency More Fish Recipes Salmon Ingredients Buy whatever vegetables are on offer (that can be roasted). Equipment: Bowls, chopping Boards, knives, fish slices, scales and baking trays Hand-soap and washing liquid Disposable aprons Oven Gloves
Week 3	Takeaway Cheats Chicken Tikka Masala (Demo: Egg Fried Rice)	Salt Game Little Book of Salt (Food Standards Agency) Curry Ingredients 1 x Egg fried rice ingredients (for demo) Equipment: Bowls, chopping boards, knives, spoons, frying pans, 1x wok/large frying pan and scales Hand-soap and washing liquid Disposable aprons

		Oven Gloves
Week 4	Something Sweet Fruit Crumble Ginger Oat Cookies	Sugar Game Little Book of Sugar (FSA) Crumble and Cookie Ingredients Baking Paper Tin foil trays for crumble Equipment: Mixing bowls, chopping boards, knives, spoons, baking trays, Hand-soap and washing liquid Disposable aprons Oven Gloves

Appendix 4

Session Plan Examples

Scenario A: Young Mums

Session Length: 2 Hours

Time	Section	Points to Cover
9.30	Introduction (10 mins)	Welcome to course Health and Safety What we will be covering in the course
9.40	Ice Breaker (5 mins)	2 minutes of listening
9.45	Making Soup & Fruit Salad (45 mins)	Demo: How to cut an onion Demo: Grating carrots Demo: Cutting/Coring Apples
10.30	Tidy up (30 mins)	
11.00	5-a-day (30 minutes)	Five-a-day; What is five-a-day? Why should we get it? What is a serving? Tinned, frozen and dried fruits and vegetables - how do they fit in? How can you get your five-a-day? Give out leaflets to take away Any questions Evaluation forms
11.30	Finish	What we're doing next session

Scenario B: Adults with Learning Difficulties

Session Length: 2 hours 30 minutes

Time	Section	Points to Cover
14.00	Introduction (10 mins)	Welcome to course Health and Safety What we will be covering in the course
14.10	Ice-Breaker (10 mins)	What's your name and what's your favourite food?

14.20	Reading the Recipe (10 mins)	Spend some time familiarising yourself with the recipe
14.30	Making the Soup (45 mins)	Demo: how to use a knife safely Demo: how to cut an onion Demo: how to grate a carrot
15.15	Tidy-up (30 mins)	
15.45	The Healthy Diet (45 mins)	Eat Well Map - go through each section and why we need it <ul style="list-style-type: none"> 1. Fruit and vegetable (vitamins and fibre) 2. Breads, Pasta and Rice (Energy) 3. Meat, Eggs and Alternatives (protein and growth) 4. Dairy (calcium for bones) 5. High fat/sugar foods (because they're delicious!) Show why each section is the size it is. Evaluation Forms
16.30	Finish	What we're doing next session

Scenario C: Homeless Adults

Session Length: 2 Hours

Time	Section	Points to Cover
11.00	Introduction (10 mins)	Welcome to the Course Health and Safety What we will be covering in this course
11.10	Ice-Breaker (10 mins)	What do you want to get out of this course?
11.20	Making the Soup (45 mins)	Demo: How to cut a butternut squash Demo: How to use a hand blender correctly
12.05	Tidy-up (30 mins)	
12.35	Eating More Vegetables and fruit (25 mins)	Why should we eat more veg and fruit? What is a serving? Easy ways for getting your five-a-day. How can it help me? (why eating fruit and veg is important for hearts) Difficulties in getting 5-a-day - what things do the group find most difficult?

		Evaluation Forms
13.00	Finish	What we doing next time

Appendix 5 (on the next few pages)

Pre-Course Questionnaire for Cooking Skills Programme Form

Post-Course Questionnaire for Cooking Skills Programme Form

6-Month Telephone Survey

Weekly Feedback Form

ID

Pre-Course Questionnaire for Cooking Skills Programmes

Date: / /

Location: _____

How do you prepare meals

Q1. What kind of cooking do you do at the moment? (Please tick all relevant boxes)

- Cook convenience foods and ready-meals
- Put together ready-made ingredients to make a complete meal (e.g. use ready-made sauces)
- Prepare dishes from basic ingredients
- Other, please specify
- Don't cook at all

How do you feel about

Q2. In a normal week, how often do you prepare and cook a main meal from basic ingredients, for example, making Shepherd's Pie starting with raw mince and potatoes?

(Please tick one box)

- | | | | |
|------------------|--------------------------|-----------------------|--------------------------|
| Daily | <input type="checkbox"/> | Once a week | <input type="checkbox"/> |
| 4-6 times a week | <input type="checkbox"/> | Less than once a week | <input type="checkbox"/> |
| 2-3 times a week | <input type="checkbox"/> | Never | <input type="checkbox"/> |

Q3. How confident do you feel about being able to cook from basic ingredients? (Please select one)

Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q4. How confident do you feel about following a simple recipe? (Please select one)

Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q5. How confident do you feel about tasting foods that you have not eaten before? (Please select one)

Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q6. How confident do you feel about preparing and cooking new foods and recipes? (Please select one)

Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

What do you usually eat

Q7. How often do you eat fruit? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	Twice a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>	3 times a day or more	8 <input type="checkbox"/>

Q8. How often do you eat vegetables or salad (not including potatoes)? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	Twice a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>	3 times a day or more	8 <input type="checkbox"/>

Q9. How often do you eat pasta or rice? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q10. How often do you eat baked, boiled or mashed potatoes (not including chips or roast potatoes)?

(Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q11. How often do you eat chips, fried or roast potatoes? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q12. How often do you eat fish or fish products, e.g. cod, tuna, fish fingers? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

What do you think

Q13. Do you think you will increase the amount of fruit and vegetables you eat in the next 6-12 months?

(Please tick one box)

No, definitely not	1 <input type="checkbox"/>	Yes, probably	5 <input type="checkbox"/>
No, probably not	2 <input type="checkbox"/>	Yes, definitely	6 <input type="checkbox"/>
Possibly	3 <input type="checkbox"/>	Don't know	7 <input type="checkbox"/>

Q14. How many portions of fruit and vegetables do you think health experts recommend eating every day? (Please tick one box)

None	<input type="checkbox"/>	1	<input type="checkbox"/>	Two	<input type="checkbox"/>	Three	<input type="checkbox"/>	Four	<input type="checkbox"/>	Five or more	<input type="checkbox"/>	Don't know	<input type="checkbox"/>	8	<input type="checkbox"/>
One	<input type="checkbox"/>	2	<input type="checkbox"/>	Two	<input type="checkbox"/>	Three	<input type="checkbox"/>	Four	<input type="checkbox"/>	Five or more	<input type="checkbox"/>	Don't know	<input type="checkbox"/>	8	<input type="checkbox"/>
Two	<input type="checkbox"/>	3	<input type="checkbox"/>	Two	<input type="checkbox"/>	Three	<input type="checkbox"/>	Four	<input type="checkbox"/>	Five or more	<input type="checkbox"/>	Don't know	<input type="checkbox"/>	8	<input type="checkbox"/>

Q15. How many portions of fruits or vegetables does each of the following provide? (Please tick one box per line)

	0	1	2	3	Don't Know
a. A medium glass of unsweetened orange juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. One glass of orange squash (diluted)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A thin slice of tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Three heaped tablespoons of carrots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. One medium-sized apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. One small raspberry yoghurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you feel about instructions

(Please tick one box per line)

	Always	Often	Sometimes	Rarely	Never	Don't Know
Q16. Do you eat food past its 'use by' date?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q17. Do you follow the instructions for storage on packaged foods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18. Do you check that food is piping hot when re-heating?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19. Do you wash fruit and vegetables that don't need to be peeled before eating them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Details about yourself.....

Please complete the following section about yourself; your responses will be kept strictly confidential and are important to help us to analyse the questionnaire.

Date of Birth: __/__/__ Gender Male 1 Female 2

Postcode: _____

How many people live in your household (including yourself)? (Please tick one box per line)

	0	1	2	3	4+
Adults and children aged 16 and over including yourself	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Children under 16	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

How many adults do you usually prepare food for on a day to day basis? _____

How many children do you usually prepare food for on a day to day basis? _____

To which of these groups do you consider that you belong? (Please tick one box)

White	1 <input type="checkbox"/>	Chinese	5 <input type="checkbox"/>	Mixed ethnic group	8 <input type="checkbox"/>
Indian	2 <input type="checkbox"/>	Black Caribbean	6 <input type="checkbox"/>	None of the above	9 <input type="checkbox"/>
Pakistani	3 <input type="checkbox"/>	Black African	7 <input type="checkbox"/>	Prefer not to say	10 <input type="checkbox"/>
Bangladeshi	4 <input type="checkbox"/>	Black (other)	8 <input type="checkbox"/>		

Which of these apply to you? (Please one box)

Current smoker 1	<input type="checkbox"/>
Ex-smoker	2 <input type="checkbox"/>
Never smoked	3 <input type="checkbox"/>

What is your weekly household income before tax and including benefits?

(for example - pensions, working family tax credit and/or jobseekers allowance etc)

Less than £100 a week	1 <input type="checkbox"/>	£251 - £300 a week	5 <input type="checkbox"/>
£100 - £150 a week	2 <input type="checkbox"/>	£301 - £400 a week	6 <input type="checkbox"/>
£151 - £200 a week	3 <input type="checkbox"/>	More than £400 a week	7 <input type="checkbox"/>
£201 - £250 a week	4 <input type="checkbox"/>	Prefer not to say	8 <input type="checkbox"/>

Thank you for taking the time to complete this questionnaire.

ID

Post-Course Questionnaire for Cooking Skills Programme

Date: / /

Location: _____

How do you prepare meals

Q1. What kind of cooking do you do at the moment? (Please tick all relevant boxes)

- Cook convenience foods and ready-meals
- Put together ready-made ingredients to make a complete meal (e.g. use ready-made sauces)
- Prepare dishes from basic ingredients
- Other, please specify
- Don't cook at all

How do you feel about

Q2. In a normal week, how often do you prepare and cook a main meal from basic ingredients, for example, making Shepherd's Pie starting with raw mince and potatoes? (Please tick one box)

- | | | | |
|------------------|----------------------------|-----------------------|----------------------------|
| Daily | 1 <input type="checkbox"/> | Once a week | 4 <input type="checkbox"/> |
| 4-6 times a week | 2 <input type="checkbox"/> | Less than once a week | 5 <input type="checkbox"/> |
| 2-3 times a week | 3 <input type="checkbox"/> | Never | 6 <input type="checkbox"/> |

Q3. How confident do you feel about being able to cook from basic ingredients? (Please select one)

- Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q4. How confident do you feel about following a simple recipe? (Please select one)

- Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q5. How confident do you feel about tasting foods that you have not eaten before? (Please select one)

- Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

Q6. How confident do you feel about preparing and cooking new foods and recipes? (Please select one)

- Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

What do you usually eat

Q7. How often do you eat fruit? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|-----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | Twice a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | 3 times a day or more | 8 <input type="checkbox"/> |

Q8. How often do you eat vegetables or salad (not including potatoes)? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	Twice a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>	3 times a day or more	8 <input type="checkbox"/>

Q9. How often do you eat pasta or rice? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q10. How often do you eat baked, boiled or mashed potatoes (not including chips or roast potatoes)?

(Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q11. How often do you eat chips, fried or roast potatoes? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

Q12. How often do you eat fish or fish products, e.g. cod, tuna, fish fingers? (Please tick one box)

Never	1 <input type="checkbox"/>	5-6 times a week	5 <input type="checkbox"/>
Less than once a week	2 <input type="checkbox"/>	Once a day	6 <input type="checkbox"/>
Once a week	3 <input type="checkbox"/>	More than once a day	7 <input type="checkbox"/>
2-4 times a week	4 <input type="checkbox"/>		

What do you think

Q13. Do you think you will increase the amount of fruit and vegetables you eat in the next 6-12 months?

(Please tick one box)

No, definitely not	1 <input type="checkbox"/>	Yes, probably	5 <input type="checkbox"/>
No, probably not	2 <input type="checkbox"/>	Yes, definitely	6 <input type="checkbox"/>
Possibly	3 <input type="checkbox"/>	Don't know	7 <input type="checkbox"/>

Q14. How many portions of fruit and vegetables do you think health experts recommend eating every

day? (Please tick one box)

None	1 <input type="checkbox"/>	Three	5 <input type="checkbox"/>	Don't know	8 <input type="checkbox"/>
One	2 <input type="checkbox"/>	Four	6 <input type="checkbox"/>		
Two	3 <input type="checkbox"/>	Five or more	7 <input type="checkbox"/>		

Q15. How many portions of fruits or vegetables does each of the following provide?

(Please tick one box per line)

0 1 2 3 Don't Know

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. A medium glass of unsweetened orange juice | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. One glass of orange squash (diluted) | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. A thin slice of tomato | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Three heaped tablespoons of carrots | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. One medium-sized apple | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. One small raspberry yoghurt | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

How do you feel about instructions?

(Please tick one box per line)

- | | Always | Often | Sometimes | Rarely | Never | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Q16. Do you eat food past its 'use by' date? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q17. Do you follow the instructions for storage on packaged foods? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q18. Do you check that food is piping hot when re-heating? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q19. Do you wash fruit and vegetables that don't need to be peeled before eating them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Details about yourself.....

Please complete the following section about yourself; your responses will be kept strictly confidential and are important to help us to analyse the questionnaire.

Date of Birth: ___/___/___ Gender Male Female

Postcode: _____

How many people live in your household (including yourself)? (Please tick one box per line)

	0	1	2	3	4+
Adults and children aged 16 and over including yourself	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Children under 16	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

How many adults do you usually prepare food for on a day to day basis? _____

How many children do you usually prepare food for on a day to day basis? _____

To which of these groups do you consider that you belong? (Please tick one box)

White	1 <input type="checkbox"/>	Chinese	5 <input type="checkbox"/>	Mixed ethnic group	8 <input type="checkbox"/>
Indian	2 <input type="checkbox"/>	Black Caribbean	6 <input type="checkbox"/>	None of the above	9 <input type="checkbox"/>
Pakistani	3 <input type="checkbox"/>	Black African	7 <input type="checkbox"/>	Prefer not to say	10 <input type="checkbox"/>
Bangladeshi	4 <input type="checkbox"/>	Black (other)	8 <input type="checkbox"/>		

Which of these apply to you? (Please one box)

Current smoker	1 <input type="checkbox"/>
Ex-smoker	2 <input type="checkbox"/>
Never smoked	3 <input type="checkbox"/>

What is your weekly household income before tax and including benefits?

(for example - pensions, working family tax credit and/or jobseekers allowance etc)

Less than £100 a week	1 <input type="checkbox"/>	£251 - £300 a week	5 <input type="checkbox"/>
£100 - £150 a week	2 <input type="checkbox"/>	£301 - £400 a week	6 <input type="checkbox"/>
£151 - £200 a week	3 <input type="checkbox"/>	More than £400 a week	7 <input type="checkbox"/>
£201 - £250 a week	4 <input type="checkbox"/>	Prefer not to say	8 <input type="checkbox"/>

How do you feel about the cooking course

What things did you like about the cooking course?

What things did you dislike about the cooking course?

Is there anything that you feel should be improved if the course is run again?

Further Comments:

Can we contact you at a later date to check how you are getting on?

Yes **No**

Contact Tel No: _____

Thank you for taking the time to complete this questionnaire.

Cooking Programme 6 Month Telephone Survey

Programme name, venue and date	
Name of participant	
Date and time of interview	

Introduction (for interviewer)

“Hello (*participant’s name*) you may recall your participation in the (*name of programme*) during (*date of programme*) held in (*venue*). As part of our ongoing evaluation of these programmes, would you be able to spare a couple of minutes to answer a few questions.”

Section A

I have a few questions to ask on how you feel six months after the course...

How do you prepare meals

Q1. What kind of cooking do you do at the moment? (Please tick all relevant boxes)

- Cook convenience foods and ready-meals
- Put together ready-made ingredients to make a complete meal (e.g. use ready-made sauces)
- Prepare dishes from basic ingredients
- Other, please specify
- Don't cook at all

How do you feel about

Q2. In a normal week, how often do you prepare and cook a main meal from basic ingredients, for example, making Shepherd’s Pie starting with raw mince and potatoes?

(Please tick one box)

- | | | | |
|------------------|----------------------------|-----------------------|----------------------------|
| Daily | 1 <input type="checkbox"/> | Once a week | 4 <input type="checkbox"/> |
| 4-6 times a week | 2 <input type="checkbox"/> | Less than once a week | 5 <input type="checkbox"/> |
| 2-3 times a week | 3 <input type="checkbox"/> | Never | 6 <input type="checkbox"/> |

Q3. How confident do you feel about being able to cook from basic ingredients? (Please select one)

- Extremely Confident 1 2 3 4 5 6 7 Not at all Confident

What do you usually eat

Q4. How often do you eat fruit? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|-----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | Twice a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | 3 times a day or more | 8 <input type="checkbox"/> |

Q5. How often do you eat vegetables or salad (not including potatoes)? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|-----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | Twice a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | 3 times a day or more | 8 <input type="checkbox"/> |

Q6. How often do you eat pasta or rice? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | More than once a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | | |

Q7. How often do you eat chips, fried or roast potatoes? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | More than once a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | | |

Q8. How often do you eat fish or fish products, e.g. cod, tuna, fish fingers? (Please tick one box)

- | | | | |
|-----------------------|----------------------------|----------------------|----------------------------|
| Never | 1 <input type="checkbox"/> | 5-6 times a week | 5 <input type="checkbox"/> |
| Less than once a week | 2 <input type="checkbox"/> | Once a day | 6 <input type="checkbox"/> |
| Once a week | 3 <input type="checkbox"/> | More than once a day | 7 <input type="checkbox"/> |
| 2-4 times a week | 4 <input type="checkbox"/> | | |

Any additional comments

Section B

Are there any further learning opportunities you would like to explore? (*prompt – could be further cooking programmes, training certificates or other educational opportunities*)

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Note: If there are expressions of interest, please make it clear that you will get back to the participant with further details.

Section C

You were provided with cooking books (Cookwell Livewell and Cooking with Confidence) on the programme. Have you still found these useful to use and in what way (*prompt – reference, recipes, etc.?*)

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Closing remarks

“Thank you very much for taking the time to reply to these questions. Best wishes for the future.

Name of interviewer	
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