

# How to...

## Set up a Cook 'n' Eat Course





# How to set up a Cook 'n' Eat Course

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## What is a Cook 'n' Eat Course

- A Cook 'n' Eat course is a practical course offering basic cooking skills and healthy eating and budgeting information to community participants from a low income area.
- The course is run for a period of 6 – 8 weeks depending on the course content and the demand for the course.
- Cook 'n' Eat courses have been established for a very long time now and are very popular with health professionals and support workers working with communities all over the country. In different parts of the country these courses may be called Healthy Eating on a Budget, Stress Free Cooking, DIY cooking for men, Fun with Food etc.
- The cook 'n' eat courses can be tailored to different community groups from Sure Starts, to Connexions and substance misuse rehabilitation programmes.

## What are the benefits of a Cook 'n' Eat course?

- Basic cookery skills are established and participants are also given the opportunities to build on these skills and to try out different types of recipes and use a range of foods.
- For most of the courses run with parents, it is a relaxing time away from their children, where they enjoy themselves by preparing food to be eaten together afterwards.
- The participants gain knowledge on healthy eating, food labelling and food hygiene, which they find useful.
- As well as learning from the course, the relaxing atmosphere also enhances social interaction between the members of the group, this helps promote self esteem and boosts confidence, while working in a team environment.
- Participants are able to take part in something fun and receive a certificate for their attendance at the end of the course.

## What are the aims of a Cook 'n' Eat course?

- To develop cooking skills and knowledge around healthy eating and healthier options through learning about food labelling and healthier cooking methods.
- To increase awareness and consumption of fruit and vegetables and to reduce salt, sugar and fat, especially saturated fat from their diet.
- To increase participants' confidence in preparing well balanced meals on a budget.



# A 5-Step Guide to setting up a Cook 'n' Eat course

## Step 1 - Planning the project

### Partners

- Who are you setting up the course with?
- Have they got grounded knowledge on the community where you would like to run the course?
- Are they able to provide any funding?
- Have you identified any sources of funding?

### Facilitators

- It is recommended that you have at least 2 facilitators running the course.
- Do they have an up to date Basic Food Hygiene Certificate?
- Do they have basic cookery skills?
- Do they have a basic knowledge of budgeting, healthy eating and food labelling for the theory sessions?
- If the facilitators are not able to deliver the theory sessions are you able to find a health professional who would come in and deliver the theory sessions?
- Would they be capable of handling the group in a calm manner if the need arises?
- Do they have first aid or emergency first aid certificate?
- Is there any funding to pay the facilitators if they are members of the community?
- If you would like to pay the facilitators then you should ensure that any payment does not affect their unemployment or benefit status.

### Name your course

- You can call the first course a preliminary name and ask the participants what they would like to call it.
- Make sure that no one else is using the name for another group and if they do it is important to ask their permission if you would like to use the same name.

### When would you run the course

- This will depend on the type of participants you recruit.
- Many cook 'n' eat sessions are run during the day. They usually start at 10am until 12pm when participants (and their children) have lunch together.
- If participants request an evening course due to them being at work during the day, is there anywhere you can run this?

- Which day is most suitable for the participants? Is it possible to book the venue on the same day each week?
- You need to be aware of school holidays and bank holidays when you are booking the course.

## Shopping and ingredients

- Who is going to shop for the ingredients?
- Do they have transport to carry the shopping over to the venue?
- Is there a local green grocer/farm/butcher/community allotment you can order from?
- It is important to allow about 1-2 hours for shopping so if you are doing it before the course, it is important to go early.
- A benchmark of £50 per week can be spent on the ingredients for the food cooked on the course and for a bag of the same ingredients to be taken home by each of the participants so that they can prepare the meal at home and enjoy it with their family.



## Course length and numbers

- Courses usually run from 6-8 weeks, running longer than 8 weeks may decrease the commitment of participants
- Depending on the size of the kitchen the numbers of participants can vary between 8-12
- If the numbers drop below 5 you have to make a decision whether the course is still financially viable to run for a low number of participants. Funders are usually strict about the requirement for numbers. If in doubt ask another colleague, your manager or your funder about running the course or is it better to postpone to a later date. You may want to think about re-advertising and linking in with other organisations to increase the number of participants.

## Crèche facilities

- If you are running a course for parents then it is important to provide crèche facilities.
- Are the crèche workers you have, qualified to work across the age range of children?
- Is the crèche facility Ofsted approved? See below for the definition of Ofsted.
- If the facility is not Ofsted approved, you can run a crèche with qualified crèche workers or up to 1 hour and 59 minutes. If you would like more information on childcare provisions then visit [www.ofsted.gov.uk](http://www.ofsted.gov.uk).



Ofsted - The Office for Standards in Education (Ofsted) is a non-ministerial government department responsible for the inspection of schools, local education authorities, 16-19 education, teacher training institutions and the regulation of childcare in England. The main aims are to improve the quality and standards of education and childcare through independent inspection and regulation, and to provide advice to the Secretary of State for Education and Skills.

In 2001, Ofsted became the regulator for childcare for children aged under eight (prior to this local authorities had regulated the childminders and day-care providers in their area). Before a person or organisation can work as a childminder or provide day care for children under eight they must apply to register with us.

Source: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Step 2 - Venue

Identify a venue with a suitable kitchen to run your course from. The size of the venue should ideally fit 8-12 people including the facilitators with a kitchen, a dining space and a room for crèche.

### Venues can be at:

Any statutory or voluntary organisation owned building with a kitchen approved by the environmental health officer (EHO). A few examples include: community centre, church, school, community café, youth club and nursery. A commercial kitchen which is suitable for running the course can be utilised as long as it has been approved by the EHO, some of these can be from a pub kitchen, a restaurant or a catering kitchen.

### Location and access:

- Is the venue easy to find?
- Is the venue centrally located near to public transport if participants do not have their own transport?
- Is the venue suitable for a disabled participant (with disabled parking, ramped access and disabled toilets)?
- Does it have adequate parking facilities?
- Does the venue have building insurance and has it been approved for health and safety and fire exits?
- Is it a smoking building? If not where can people go to have a cigarette?
- Does the venue provide locked cupboards to keep the dry ingredients?

**It is important to book the venue early and visit the venue beforehand to check for the different facilities and equipment you need:**

- Is it free of charge or do you have to pay rent?
- Does it already have a captive audience (e.g. do they have a community café, mother and toddler group) for you to advertise the course?

## **Step 3 - Advertising and recruiting participants**

The most important question you have to ask yourself is: where would the participants who would most gain from your course be, and how can you reach them?

### **Participants**

- Who would you like your participants to be?
- Can another health professional refer participants to you?
- Can other organisations working in the community refer participants to you?
- Can front line and support workers such as family liaison officer, rehabilitation centre managers, Sure Start, Home Start and Connexions workers be used as a source to advertise and refer participants into your course?
- Can you use the provision of the Exercise referral line/scheme?
- GP's, nurses, health visitors, school nurses etc are all good sources of referral.

### **Advertising**

- Make sure you promote your course using appropriate media for your target audience consider (leaflets, posters, word of mouth, email, phone, text and website)
- Provide correct details (what, when, where, a map and the name of your course, a reply slip if needed).
- Make your invitation attractive, eye catching and appealing.
- Use community venues such as the local shop, pub, school, youth club, nursery, box or bag schemes, allotments etc to publicise your course.

## Step 4 - Course Content

What can the participants expect to gain from the course and what are the 'selling points' for potential participants?

### Cooking skills:

- Simple and basic
- Easy to follow
- Can be recreated at home
- Healthier cooking methods
- How to prepare a meal from start to finish
- How to include fruits and vegetables in cooking
- How to decrease salt, sugar and fat especially saturated fat in cooking

### Some suggestions for the topics you can include:

- Introductory or taster sessions can be useful if you have the time and capacity to run this
- Food hygiene
- Healthy eating and the balance of good health
- Food labelling
- Budgeting
- 5 A DAY
- Lunchbox ideas
- Weaning
- Eating for fitness



## Step 5 - Finer details

### Dress code:

- Dress appropriately to your client group
- Spare hair ties for tying long hair for hygiene purposes
- Provide aprons for each session
- Appropriate footwear (advise participants not to wear open toe shoes for health and safety reasons)
- Hats or nets need to be provided if necessary

### Get to know your participants:

- At the beginning of the course, trust is low and defensiveness is high. As the weeks progress, the group will work through their defensiveness, trust will be forming and a new culture will be created.
- Address people as participants rather than students.
- Warm up the first session with an ice breaker (remember that although some participants might know each other, the majority of them might not be familiar with each other, it is important to provide an informal setting and a relaxed environment).
- Reassure your participants that this is not a teaching course but an informative and interactive course where they can feel free to ask any questions or to try out any of their own recipes.
- Ask them if they or their children have any food allergies or intolerance that you need to be aware of?
- If a participant is allergic to or intolerant of, any of the ingredients, do ask them to avoid the meal or ingredients for the first week (this is to avoid any unpleasant or even serious threat to their health) and seek professional help such as a dietitian, health visitor or a GP so that you can tailor your course to suit their requirements.
- If you are working with parents who have babies and toddlers, avoid using any nuts in your recipes and as an ingredient in your cooking to avoid the risk of any reaction in children.

### First session:

- Welcome participants and make any housekeeping announcements such as location of toilets and fire escapes and arrangements for refreshments and breaks etc and introduce yourself. You can use an ice breaker to relax the atmosphere.
- Explain to participants the aims and objectives of the course and ask them what they would like to gain from the course.
- Explain the health and safety procedure e.g. in case of fire or injury who will be in charge and what are the procedures to follow.
- Before you start cooking, explain their responsibility in the kitchen e.g. always wear an apron and hat, always wash hands before preparation and after handling raw meat, use appropriate chopping boards for the different ingredients.
- For the first session the recipe will have been chosen in advance by the facilitator.

### After the first session:

- Participants are able to choose the recipes they would like to cook for the next week. This can be from the facilitator's collection of recipes or any other participant's recipes.
- You can change the sessions to suit the group and hence suggest a ready steady cook style session or multicultural cookery session
- You can buy ingredients that the participants don't usually buy and show them how to prepare and cook them.
- At the last session you can ask participants to invite their friends and family, this will give them an opportunity to show their family and friends their achievement as they receive a certificate and this will also help advertise for any future course.

**Evaluation is an important part of the course. This will determine if the participants have actually gained anything from the course and if they would like anything else that could be included in the course. There are several ways you can do an evaluation, some of the suggestions include:**

- Keeping a weekly register of the participants
- Evaluation questionnaire at the end of the course
- Running a focus group

**Follow on courses - are there any other courses participants can progress to from this course? E.g.**

- Basic food hygiene
- Facilitator training course
- Computer courses
- Counselling courses
- Further education
- Any other courses that they are eligible to undertake

### Refreshments

- Make sure that the group know about arrangement for breaks (including for smoking), toilets and refreshments, etc.



# A Step-by-Step Guide to Trinity Church Cook 'n' Eat course in East Kent

## Proposal of the project

A health visitor running a mother and toddler group approached Health Promotion to set up a cook 'n' eat course in North Deal. The health visitor discusses healthy eating in her group and found that many mothers do not have basic knowledge of preparing food and how to feed their family healthily on a budget. She suggested to the group about setting up a course, which would be able to address this and found that she had many mothers supporting this idea.

## Description of the area

North Deal has been identified as a priority area for regeneration because it has pockets of deprivation which contribute to the gap in health inequalities. Taking into account that the national 5 A DAY Programme has predicted that an area with increased health inequalities and deprivation will have a very low consumption of fruit and vegetables therefore is at a greater risk of early deaths from cancer, coronary heart disease and obesity, it was important to promote this project in North Deal. The North Deal area also lack facilities and services for the community such as community centres, youth clubs, GP surgeries and general activities for families.

## The venue

Trinity church is an ideal location as a venue for this project. It has a good size kitchen which has been approved by the EHO, a hall for dining and the theory based session and another room for the crèche facility. The church has many other activities including weekly lunch clubs, parenting groups and youth clubs

## The project

The aim of the Cook 'n' eat course in conjunction with the 5 A DAY Programme is to develop and promote the benefits of increasing the consumption of fruit and vegetables and appropriately reducing the salt, sugar and fat in the diet.

### 1. Consulting and recruiting participants

- Request to run the cook 'n' eat session came from parents who attended another group with a health visitor. They were keen to attend and learn more about healthy eating with a practical session attached to it.
- The courses are set-up from the outset with the participants' input as this allows us as Health Promotion Specialists to investigate the need and tailor the course accordingly to the group.
- The health visitor had names of participants who would like to attend the course and the first 8 people to sign up were given first priority and the rest were put on a waiting list.

## 2. Booking course dates

- we needed to find a length of time which did not coincide with school holidays and in which it was long enough to run the course.
- As we already had a waiting list for the next course we booked the venue to run the courses for the whole year.

## 3. Advertise

- We produced flyers and posters to advertise the course. We gave the flyer with the details of the course to all the parents who attend the health visitor group.
- After the first course was run, we had participants spreading word of mouth about the course to their friends and relatives and our intake increased since the first course.

## 4. Funding

- We funded the 2 years of the course through the local 5 A DAY programme and a Healthy Living Centre fund for venue, crèche and ingredients.
- Once the first course came to an end we trained participants to run the course and funded facilitators £20 a week for 6 weeks.

## 5. Sustainability

- although funding for the cook 'n' eat session will come to a end after the two years, due to its popularity health promotion will need to identify other funding streams to keep running the course.
- Training participants and supplying them with the knowledge of running cook 'n eat courses has been beneficial as the facilitators are not dependant on health professional's time to deliver the course.
- Participants were also given an opportunity to undertake basic accredited food hygiene training
- Each participant received a recipe book containing the recipes made by the group during the course.

## 6. Evaluation

- the course was evaluated through a weekly attendance register and a formal questionnaire covering both the nutritional and social aspects of the project.

## 7. Learning curve

- After the first two courses although we had waiting lists of participants we had drop out in numbers. We had to re-advertise the course through other groups such as Women and Health Groups, the Church group, Homestart and other health care professionals.

- Crèche workers sometimes would not be able to turn up, we had to make provision for alternative childcare hence we have had to have an emergency crèche worker who we could call on a short notice.
- Washing up was one of our biggest problems, often we as facilitators were left with the washing up and participants were not taking enough responsibility to clean and wash up after the course. We made it clear at the beginning of our new course and we only gave the bags of ingredients at the end after the washing up session for participants to take home as an encouragement for them to clean and wash up.

## A typical day at the Trinity Church Cook 'n' Eat Session

- The cook 'n' eat sessions run on a Friday from 10.00am to 13.00pm.
- We arrive at the local supermarket at 9.00am to buy all the ingredients for session and get to the church by 10.00am.
- The two crèche workers arrive at the church about 9.45am to set up the room. We provide the crèche workers with two types of fruits to be given to the children when they are in the crèche.
- Participants then start arriving with their children, they have a cup of tea or coffee and a chat for 10 minutes at the main hall and then take their children to the crèche.
- We all sit down for a theory session for about 15-20 minutes in the main hall. Here participants have the opportunity to learn and ask questions about the topic that they are exploring that week. We then decide what recipe we are going to cook for the next week before going into the kitchen.
- We then move into the kitchen, all participants and facilitators have aprons and hats on. We queue up to wash our hands before we start preparing food.
- Participants choose what they want to do between themselves and we as facilitators are there to provide support if they need help.
- Two of the participants will then start setting up the table about 11.45am for everybody to sit down with their children for their meal at 12.00pm.
- We noticed children who were not used to sitting down and having their meal at the beginning of their course were influenced and encouraged to sit down to have their meal by other children who sat at the table and had their meal.
- The best part of the day arrives when participants fetch their children from crèche at 12.00 and sit down to have lunch together.
- Participants then will delegate themselves duties to either clear up, wash up, bag ingredients up to take home and look after all the children.
- When everything is put away and cleaned participants then leave with their goodie bag.

## Our strengths and weaknesses in this project

### Strength

Committed and trained community facilitators

High interest

Good partnership working

A good venue which promotes other activities for parents

Follow on courses

### Weakness

Crèche cost can be very expensive

To provide constant funding to keep the course running

Numbers dropping out from the course



# Appendix I

## Cook and Eat



6 - week course starts on June 11<sup>th</sup> –  
July 23<sup>rd</sup>, 10am – 12.30pm  
Crèche facilities available  
All ingredients supplied, **Trinity  
Church, Deal.**  
On completion of the course a certificate  
shall be awarded.

For more information call Rachel Ely on 01304 828727

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Providing Health (Intermediate Services) to East Kent Coastal (PC),  
Adrenal (PC), Canterbury and Coastal (PC) and Sheerness (PC)



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Adrenal (PC) and Sheerness (PC)

## Appendix 2

Recipe Booklet

Facilitators: Daphne Tutton and Anne Garlinge, Trinity Church, Deal

# Cook and Eat



# Recipe Booklet



Just Eat More  
(fruit & veg)

East Kent Coastal **NHS**  
Teaching Primary Care Trust

Providing Health Promotion Services to Ashford PCT,  
Canterbury and Coastal PCT, East Kent Coastal PCT, Shepway PCT

## French Bread Pizza

### Ingredients

- 1 stick of French bread
- 2 tablespoons dried mixed herbs
- Cheddar cheese (grated)
- Passata or tomato puree
- Variety of toppings

### Method

Cut French stick into 6-inch pieces. Cut each piece into 2 lengthways

Mix passata with herbs. Spread onto each piece and add the topping of your choice

Sprinkle cheese on top and grill under a hot grill until cheese has melted

Alternatively you may put them in a hot oven 200c / 400f / mark 6



## Lentil Soup

### Ingredients

- 2 Carrots (80g)
- 4 small potatoes (120g)
- 2 Onions, peeled and chopped (180g)
- 850ml (1 1/2 pints) vegetable stock
- 100g (4oz) red lentils

### Method

Chop the carrot and potato.

Peel and chop the onion

Place the stock, vegetables and lentils into a saucepan, bring to the boil then reduce the heat and cook for approximately 30 minutes, or until the vegetables are tender.

Allow the soup to cool before liquidising or blend until smooth. Alternatively, press through a sieve



# Summer Risotto

## Ingredients

- 900ml (1 ½ pints) vegetable / chicken stock
- 125ml (4floz) white wine or extra stock
- 1 onion finely chopped
- 1 garlic clove, crushed
- 15ml (1tbsp) olive oil
- 25g (1oz) margarine
- 100g (4oz) red pepper chopped
- 200g (8oz) risotto rice
- 125g (5oz) courgettes diced
- 2 medium tomatoes, skinned, de seeded and chopped
- 25g (1oz) Parmesan / cheddar cheese grated (optional)
- Knob of margarine
- Salt / freshly ground pepper

## Method

Bring stock to boil, then simmer. Add wine if using Heat oil / margarine in large frying pan, sauté onion and garlic for a minute. Add chopped pepper and cook for 5 minutes

Add the rice making sure it is well coated, stir for 1 minute

Add one or two ladlefuls of hot stock and simmer, stirring until it has been absorbed, then add another ladleful

Continue adding stock a little at a time and simmer until rice absorbs liquid before adding more, stirring frequently

After 10 minutes add the courgette and tomato

When all the stock has been added and the rice is cooked (another 15 – 20 minutes) stir in the Parmesan cheese and the knob of margarine. Season to taste.



# Healthy Sandwiches

## Breads

Use a variety of breads etc e.g. wholemeal bread, pitta bread, tortilla wraps, bagels.

## Fillings:

Cheddar cheese; soft low-fat cheese; cottage cheese; ham; tinned tuna in water (drained) canned mackerel/ sardines (mashed); houmous; tomatoes; cucumber; lettuce; cress; sweetcorn (canned); grated carrot; celery; red and yellow peppers (thinly sliced).

## Method

Try fillings and combinations you have not used before, e.g. tinned tuna, mixed with yoghurt instead of mayonnaise, in wholemeal bread with sweetcorn; cottage cheese on half a bagel with:

- grated carrot and red pepper;
- houmous in pitta bread with cucumber
- mashed mackerel with tomato and cress in a tortilla wrap.



# Apple Muffins

## Ingredients

- 225 g (9oz) self-raising flour
- 50g (2oz) sugar
- 1 teaspoon ground cinnamon
- 2 eggs, beaten
- 50g (2oz) margarine, melted
- 150 ml (5 fl oz) milk
- 2 eating apples, peeled, cored and grated

## Method

Place all the ingredients into a bowl. Mix until a smooth batter is formed, then pour into 12 well greased patty tins

Cook in pre-heated oven 190c / 375f / mark 5 and bake for 15 – 20 minutes, or until a knife is inserted into the centre comes out clean

Cool in the tins for 5 minutes, then transfer to a wire rack to cool.



# Fruit Smoothies

## Ingredients

- Melon
- Strawberries
- Peaches
- Raspberries
- Bananas
- Milk and yoghurt

NB – Will need a hand-held blender  
(cost about £6 in large supermarkets)

## Method

Put various combinations of fruit in the blender jug with some milk and/or yoghurt. Taste eagerly and compare the flavours.  
With a more robust blender, ice or frozen fruits could be used instead.



## Appendix 3

### Suggestion for your target audience and your partner organisations

#### Sure Start

- Parents
- Younger parents
- Mum's group
- Dad's group

#### Home start

- Parents
- Younger parents
- Mum's group
- Dad's group

#### Rehabilitation programmes

- Programme users
- Programme supervisors and volunteers

#### School

- Parents
- After school club/breakfast club co-ordinators
- Family liaison officers

#### Health visitor groups:

- Young and pregnant
- Parenting groups
- Baby massage group
- Women and health courses

#### Connexions

- Young people
- Young parents

#### Young people /youth clubs

- 16+ groups
- Youth centres

#### Health professionals

- Exercise referral schemes
- GP's, nurses
- Health visitors
- Dietitians
- Health promotion

#### Other community projects

- Allotments and gardening schemes
- Women's refuge
- Care and residential homes
- Box schemes
- Leisure centres
- Health walk groups
- Community café
- Community organisation

# Appendix 4

## Suggestion for essential starting equipment

If the premises/venue that you are running the course does not have any equipment then these suggestions might be helpful towards keeping your own cooking equipment kit for the course

### Kitchen equipment

- Knives
- Chopping board
- Peeler
- Cheese grater
- Sieve
- Pots and pans  
(non stick versions are better)
- Can opener
- Fish slice
- Wooden spoons
- Baking tray/dish
- Kitchen scissors
- Measuring jug
- Weighing scales
- Whisk
- Tongs
- Oven gloves
- Blender

### Store cupboard/dry ingredients

- |               |             |
|---------------|-------------|
| • Pasta       | • Herbs     |
| • Rice        | • Seasoning |
| • Cooking oil | • Sugar     |
| • Salt        | • Tea       |
| • Pepper      | • Coffee    |



## Appendix 5

### Suggestion for breakdown of project costing:

For courses running 6 weeks these are the approximate cost (based on the courses run in East Kent):

Cost for:	Weekly charge	Charge for 6 weeks
Venue Kitchen and hall	£25	£10
Small room for crèche	£150	£ 60
Crèche (x 2 crèche workers at £9/hr for 3 hours)	£55	£330
Ingredients	£50	£300
Facilitator's expenses (x 2 facilitators)	£40	£240
Total	£180	£1080

## Appendix 6



## Appendix 7



### **Cooking projects**

These are also known as Healthy Eating on a Budget, Fun with Food, Stress Free Cooking and Cook and Eat courses. A number of these have been run and are running across various venues in East Kent. The courses usually last for 6-8 weeks for approximately two hours and are provided with a crèche. The content of the course is tailored to the groups needs which are identified in week one.

There are a collection of simple recipes that the group choose from and prepare within the sessions – a main course and a dessert. Once the meal is prepared the participants and their children all eat together. The environment is very relaxed and informal and provides an opportunity for socialising. The participants are given the recipes along with some ingredients every week, so they can re-create the recipe at home for the family.

At the end of the course participants are awarded certificates of attendance and a recipe book of their own with all the recipes from the course. Participants are encouraged to undergo basic food hygiene training and to become facilitators for future courses through the Facilitator Training for Community Food Projects.

If you would like to know more please contact 01304 828 700.

# Appendix 8

## Health Promotion Service Participant Reaction Sheet

Facilitator Daphne Tutton and Anne Garlinge

Venue Trinity Church, Deal

Date

### Q1 – What you think about the course:

**Tick the appropriate:** ✓

	Not at all	Maybe	Yes
Have you enjoyed the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you learnt any new cooking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel more confident about cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have the course helped with your budgeting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you make any of the meals at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Q2 - What was your favourite meal?

### Q3 - How far do you feel that the following objectives have been achieved:

**For participants to:**

	Not at all	Partly	Quite well	Very well
Look at basic food and personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look at the balance of good health and how it links with healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore Food labelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look at eating healthily on a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise 5 A DAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devise healthier meal plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





**NHS**



Written by Buvana Ailoo, East Kent Coastal Teaching PCT, 2006  
Series edited by Johnny Denis, Food and Health Partnership  
Download more 5 A DAY Toolkits at  
<http://www.foodandhealth.org.uk/news/5ADayToolkits.asp>  
For more information on 5 A DAY visit the 5 A DAY website  
<http://www.5aday.nhs.uk>