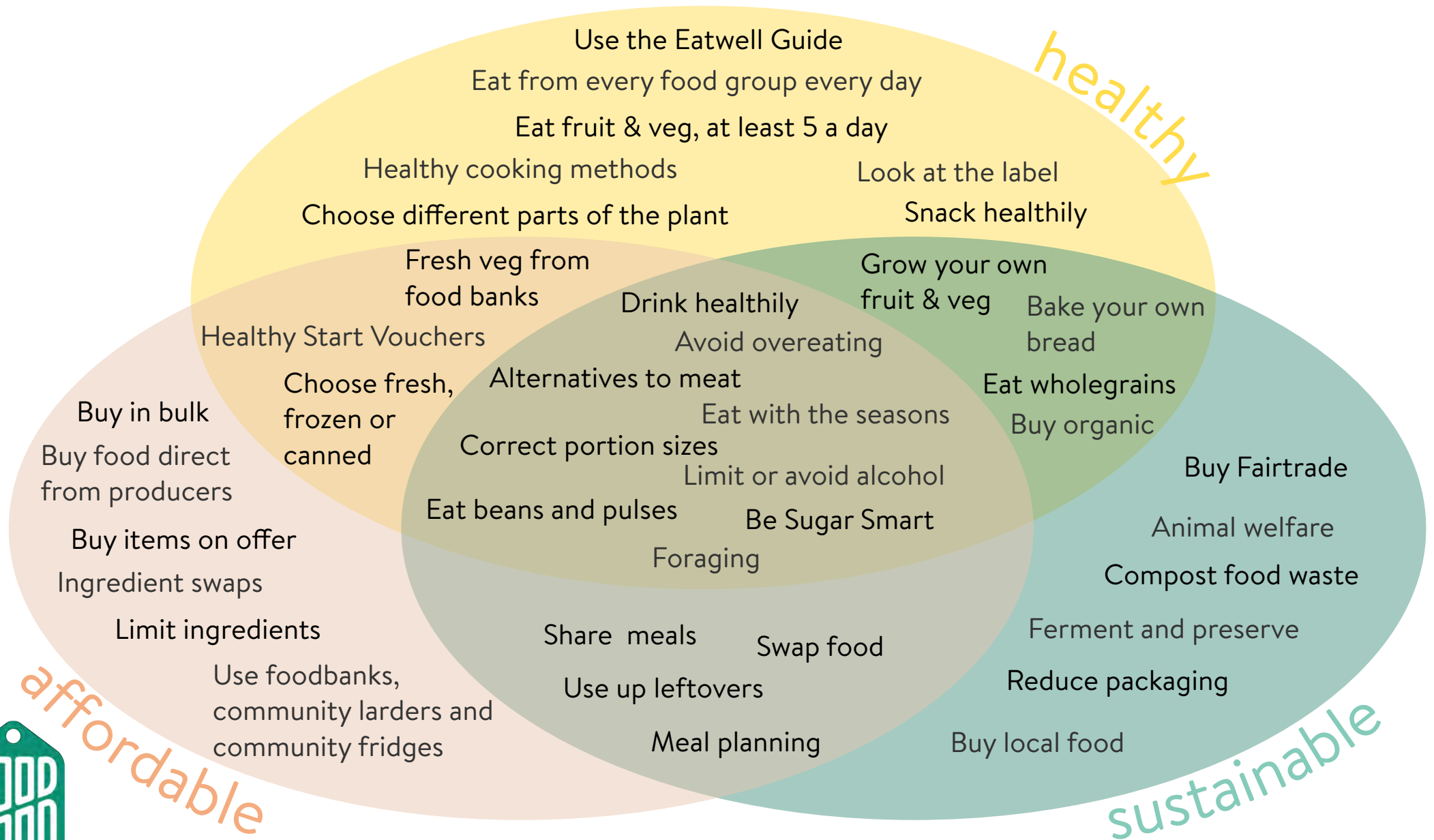


# Finding the balance

... between healthy, affordable and sustainable foods and activities



# The Good Food Cooking Sessions Scorecard

Section A: Food Knowledge	
Total required: 8 points	Your points:
<b>Healthy – pick 1 (in addition to Eatwell Guide)</b>	
Eatwell Guide - essential	1
Eat from every food group, every day	
Five a day	
Drink plenty of fluids	
Look at the label	
Healthy cooking methods	
Make room for fruit and veggies	
Choose different parts of the plant	
Snack healthily	
<b>Affordable – pick 1</b>	
Buy items on offer	
Buy direct	
Buy in bulk	
Ingredient swaps	
Limit ingredients	
Food banks	
<b>Sustainable – pick 1</b>	
Organic	
Local food	
Fairtrade	
Ferment and preserve	
Animal welfare	
Reduce packaging	
Compost food waste	
<b>Healthy &amp; Affordable &amp; Sustainable – pick 3</b>	
Fresh, frozen and canned	
Healthy Start Vouchers	
Fresh veg from food banks	
Choose wholegrains	
Bake bread	
Grow your own vegetables	
Share meals	
Swap food	
Meal planning	
Use up leftovers	
<b>Healthy &amp; Affordable &amp; Sustainable – pick 1</b>	
Correct portion sizes	
Avoid overeating	
Be Sugar Smart	
Drink healthily	
Limit or avoid alcohol	
Alternatives to meat	
Eat beans and pulses	
Eat with the seasons	
Foraging	
<b>Your points per section:</b>	

Section B: Key Skills	
Total required: 7 points	Your points:
<b>Cooking – pick 4</b>	
Follow a recipe	
Use the Good Food Cooking Toolkit to cook without recipes	
Use a peeler	
Knife skills	
Use weighing scales	
Use a hob / oven / grill	
Steaming	
Stir fry	
Baking	
Roasting	
Making a sauce	
<b>Maths – pick 1</b>	
Calculate weights	
Calculate costs of ingredients	
Measure amounts	
Estimate calorific content	
Cooking times and temperatures	
Dealing with money to buy ingredients	
Selling cooked product	
<b>English – pick 1</b>	
Read a recipe in order to make it	
Read dietary guidelines	
Write a list of ingredients	
Write out your favourite recipe	
Discuss recipe ideas	
Talking and listening	
Make labels	
<b>ICT – pick 1 (OR another one from Maths and English)</b>	
Search the internet to find a recipe with certain key ingredients	
Create bookmarked folder of recipes on computer	
Print off a recipe or email it to someone	
Type up a menu	
Take photos of finished menu items and upload them to a shared folder	
Download and use various useful apps such as Be Food Smart Smart and Sugar Smart, Olio	

Section C: Catering Knowledge	
Total required: 4 points	Your points:
<b>Food Safety &amp; Hygiene – pick 3</b>	
Aprons	
Hairbands	
Handwashing	
Temperature controls	
Cross contamination	
Cleaning	
<b>Other Catering – pick 1</b>	
Cooking for children	
Fussy eating	
Breastfeeding	
Packed lunches	
Cooking for one	
<p>This scorecard is a tool created to help you plan your cooking sessions in a way that ensures a good balance between healthy, sustainable and affordable food. It also ensures you meet the quality standards approved by the Public Health Team at Oxfordshire County Council.</p> <p>How to use this scorecard</p> <ol style="list-style-type: none"> <li>1 - Read the Good Food Cooking Skills Handbook for cooking tutors which you can download from: <a href="http://www.goodfoodoxford.org/cooking-resources">www.goodfoodoxford.org/cooking-resources</a></li> <li>You can also download an interactive spreadsheet version of this scorecard to help you calculate your points automatically.</li> <li>2 - Write a plan for your course including a list of all the skills and knowledge topics you will cover.</li> <li>3 - Compare your list with the lists in this scorecard and add up your points.</li> </ol> <p>For a well balanced cooking course, you should aim for a total of at least 20 points.</p> <ol style="list-style-type: none"> <li>4 - If needed, consider adding a few more topics to your course in order to meet the criteria.</li> <li>5 - For more information or help with this process please get in touch: <a href="mailto:mail@goodfoodoxford.org">mail@goodfoodoxford.org</a></li> </ol> <p>How do we define 'covering' a topic?</p> <p>The topic or skill is clearly explained to all participants ideally with a discussion, a demonstration and / or participation.</p>	

Section D: Specialist Knowledge	
Total required: 1 point	Your points:
<b>Employment Options</b>	
Foundation Pathway	
Hospitality & Catering	
Food Hygiene Level 2	
Food Allergens Level 2	
Chef's Diploma	
Specialisms	
<b>Health Conditions</b>	
Metabolic syndrome (diabetes, heart disease, high blood pressure)	
Psychiatric medication	
Allergies	
Intolerances	
<b>Mental Wellbeing</b>	
Eat regularly	
Good fats	
Eat protein	
Healthy gut	
Reduce caffeine	
Medication	
<b>Healthy Weight Management</b>	
What is a diet	
Refer to Achieve Oxfordshire	
<b>Other</b>	
For instance a culture-specific food skill or other aspect of food knowledge that can help promote a healthy, affordable and sustainable approach to food	

**Your total points score:**

# Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

## Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake

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

Choose foods lower in fat, salt and sugars

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

Fruit and vegetables

Frozen peas

Raisins

Chopped tomatoes

Potatoes

Whole grain cereal

Cous Cous

Porridge

Whole wheat pasta

Bagels

Rice

Spaghetti

Lentils

Beans lower salt and sugar

Tuna

Plain nuts

Chick peas

Lean mince

Semi skimmed milk

Soya drink

Plain Low fat Yoghurt

Oil & spreads

Choose unsaturated oils and use in small amounts

Dairy and alternatives  
Choose lower fat and lower sugar options

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

Eat less often and in small amounts



Water, lower fat milk, sugar-free drinks including tea and coffee all count.  
Limit fruit juice and/or smoothies to a total of 150ml a day.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



# Made In Hackney Eatwell Guide

The MIH Eatwell Guide is an adapted version of the Public Health England Eatwell Guide.



Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

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

Choose foods lower in fat, salt and sugars

Eat at least 5 portions of a variety of fruit and vegetables everyday (aim for 7-9 or more!)



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



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



Pulses, Beans, Nuts and Seeds  
Peas, chickpeas, lentils, beans (aduki beans, black eyed beans, kidney beans), nuts, seeds



Dairy Alternatives  
Fortified plant-based milk (hemp, oats, almond, coconut, soy), Nut-based cheese



- Olive
- Rapeseed
- Flaxseed
- Hemp
- Sesame

Choose unsaturated oils and use in small amounts

**Calcium**

- Figs
- Kale
- Sesame seeds

**Iron**

- Dried Fruits
- Seeds
- Spinach

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



# Initial Planning Checklist

Planning steps	Suggested time frame	Expected completion date	Done!	Notes
Identify a community partner and talk to them about their aims for the session including target audience.	3 months before		<input type="checkbox"/>	
Determine if and how you will evaluate your session against your aims.	3 months before		<input type="checkbox"/>	
Choose a date and time for your session.	2 months before		<input type="checkbox"/>	
Choose a location for your session.	2 months before		<input type="checkbox"/>	
Decide on the space practicalities for your session – identify what equipment is available, decide on the maximum and minimum numbers to run your session.	2 months before		<input type="checkbox"/>	
Decide on the theme for your session and choose recipes or flexirecipes and activities appropriate for your audience.	6 weeks before		<input type="checkbox"/>	
Promote your session.	1 month before		<input type="checkbox"/>	
Determine the number of session leaders and helpers needed and recruit them.	1 month before		<input type="checkbox"/>	
List what foods you need for your session.	3 weeks before		<input type="checkbox"/>	
Secure resources for purchasing foods and materials, and request supporting materials from the Health Promotion Unit.	3 weeks before		<input type="checkbox"/>	
Investigate whether you are covered for liability already. If not, make sufficient copies of a disclaimer for the sessions.	2 weeks before		<input type="checkbox"/>	
Complete a Session Plan or outline your anticipated sequence of events.	1 week before		<input type="checkbox"/>	
Run through the roles & responsibilities with all involved parties.	3 days before		<input type="checkbox"/>	
Create (and print out) initial assessments, evaluations, and any other paper materials (check – do you need to print?).	3 days before		<input type="checkbox"/>	
Plan your travel to and from the venue.	3 days before		<input type="checkbox"/>	
Gather any food, equipment, leaflets and other materials you will be bringing.	1 day before		<input type="checkbox"/>	

# SESSION PLAN

Course title:	Tutor's name:	Session number:	Date:
Safeguarding:	Session aim:	Learning objectives/outcomes:	
Links with previous session/knowledge:	Differentiation strategies:	Equality, diversity & inclusion:	

Time	Content	Tutor activity	Learner activity	Resources

Homework:	Session review:	Evaluation:
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# SESSION PLAN

Course title:	Tutor's name:	Session number:	Date:
Safeguarding <sup>1</sup> :	Aim of the session – to...	Objectives – by the end of the session participants will have/ be able to...	
Links with previous session (if applicable) or knowledge:	Differentiation strategies (how will different participants' needs be met?):	Equality, diversity & inclusion (how will this be promoted during the session?):	

Time	Content	Tutor activity	Volunteer activity	Learner activity	Resources <sup>2</sup>	Assessment method

Homework:	Session review:	Evaluation:
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**1) Safeguarding participants:** Keep all participant data and information confidential; report any concerns relating to physical or emotional well-being.

Plan for good 'session management' so that participants behave with respect and consideration to each other.

**2) Resources:** NB PPL and copyright.

# SESSION PLAN

Course title:	Tutor's name:	Session number:	Date:
Safeguarding <sup>1</sup> :	Aim of the session – to...	Objectives – by the end of the session participants will have/ be able to...	
Links with previous session (if applicable) or knowledge:	Differentiation strategies (how will different participants' needs be met?):	Equality, diversity & inclusion (how will this be promoted during the session?):	

Time	Content	Tutor activity	Volunteer activity	Learner activity	Resources <sup>2</sup>	Assessment method

Homework:	Session review:	Evaluation:
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**1) Safeguarding participants:** Keep all participant data and information confidential; report any concerns relating to physical or emotional well-being.

Plan for good 'session management' so that participants behave with respect and consideration to each other.

**2) Resources:** NB PPL and copyright.



# SESSION PLAN – EXAMPLE

<b>Course title:</b> Making Healthy Pizza	<b>Tutor's name:</b> John Smith	<b>Session number:</b> 3	<b>Date:</b> 18 <sup>th</sup> June 2021
<b>Safeguarding:</b> Keep data confidential. Note any issues to be discussed/ acted on later. Everyone behaves with respect and consideration to each other.	<b>Session aim:</b> Everyone learns how to make healthy pizza, using fresh, organic, seasonal & local ingredients; also learn why shop-pizza is often unhealthy. Have fun!	<b>Learning objectives/outcomes:</b> People will know how to make healthy pizza. People will make new friends. They will want to eat less supermarket/take-away pizza.	
<b>Links with previous session/knowledge:</b> We assume participants like pizza but want it to be healthy. We will try not to burn pizza like in session 2.	<b>Differentiation strategies:</b> Anyone struggling will get extra help from Marta. Also, people will work in pairs to be able to help each other.	<b>Equality, diversity &amp; inclusion:</b> We will celebrate diversity like the variety of our pizza toppings. And anyone who is struggling will get extra attention from Marta.	

Time	Content	Tutor activity	Learner activity	Resources
9am	Introduce John and Marta. Set out times & activities. Housekeeping.	Introduce ourselves.	Name & fave veg go-around. Listen. Know where to go if fire. Learn where loos are.	People Toilets
9.30	Start discussion about why pizza is so tasty, affordable, easy and fun. Explain health risks from fats, meats etc.	Explain and ask questions, and guide answers.	Listen and contribute. Laugh at Marta's jokes. Learn about healthy pizza.	Our photos of great pizzas and lists of healthy and unhealthy food
10am	Demonstrate making dough.	Demonstrate.	Watch and learn.	Ingredients Aprons Sinks
10.30	Everyone makes dough.	Help the unsure.	Wash hands, then make dough.	
11:30	Everyone makes toppings.	Assist / hover. Switch on oven.	Make toppings.	Knives, veg
noon	Pizzas go in the oven!	Coordinate.	Queue for oven space, chat.	Oven
12.20	LUNCH With discussion about health, cost and sustainability of various ingredients.	Eat. Share. Explain and ask about sourcing ingredients.	Eat. Share. Listen and chat about sourcing ingredients.	Cutlery Chili sauce Garlic sauce John's lists
1pm	Washing up in turns.	Assist.	Wash up own plate and cutlery.	Sinks
1.30	People fill in evaluation forms and then go home.	Sharpen pencils.	Fill in evaluation forms. Buy Marta's cook-book.	Forms and pencils
2pm	We tidy	Tidy and pack up.	Go home.	Bikes and boxes

<b>Homework:</b> None. But all participants will forever be making delicious and HEALTHY pizza.	<b>Session review:</b> We had a great time! Many happy people ate great pizza and we all learned about sustainable sourcing.	<b>Evaluation:</b> No problems. Costs covered plus small profit. Venue ideal. Booked for next three sessions.
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# Risk Assessment

<b>Event name:</b>	<b>Date of event:</b>	<b>Location:</b>	<b>Organisation:</b>
<b>Name of person completing risk assessment:</b>		<b>Signature of person completing risk assessment:</b>	

<b>Activity</b> Activity you are providing	<b>Hazards identified</b> What can cause harm?	<b>What are the risks?</b> What harm might be caused?	<b>Who is at risk?</b>	<b>Risk factor</b> How likely is the hazard to cause harm? High, medium or low.	<b>Actions to be taken to minimise each risk</b> What action can you take to lower the level of risk?	<b>Action done</b>



# Final Planning Checklist

	Done!	Notes
<b>Confirm with your community partner:</b>		
• Session date and time are final	<input type="checkbox"/>	
• The session space will be cleared and made ready in advance	<input type="checkbox"/>	
• The session space will have electricity and/or an oven (if applicable)	<input type="checkbox"/>	
<b>Confirm for yourself:</b>		
• All materials and foods needed for the session are gathered or purchased	<input type="checkbox"/>	
• If possible, a site visit to the demo location has been conducted to familiarise yourself with:		
○ Emergency exits	<input type="checkbox"/>	
○ Toilets	<input type="checkbox"/>	
○ Bins, food waste and recycling bins	<input type="checkbox"/>	
○ Water source	<input type="checkbox"/>	
○ Electrical outlets	<input type="checkbox"/>	
○ Materials available on-site	<input type="checkbox"/>	
○ Key contacts	<input type="checkbox"/>	
• Advanced prep work for food is complete (e.g. if you are short of time, fruits and veggies are washed, canned veggies are rinsed)	<input type="checkbox"/>	
• Photocopies of any handouts, recipes, disclaimers, initial assessments, evaluations, info sheets, flyers, or other forms being used at the session have been made for the expected number of attendees (environmental check – do you need to print? Perhaps these could be emailed and/or completed online?)	<input type="checkbox"/>	
• Healthy / affordable / sustainable messages have been reviewed	<input type="checkbox"/>	
• Cooking messages have been reviewed	<input type="checkbox"/>	
• A session plan has been completed and reviewed	<input type="checkbox"/>	
• Materials and flyers have been gathered to bring along	<input type="checkbox"/>	
<b>Confirm with all session leaders or helpers:</b>		
• They know the date and time of the session	<input type="checkbox"/>	
• They have directions to the space and know about transport, parking etc.	<input type="checkbox"/>	
• They know which tasks they are responsible for (e.g. which foods to prep)	<input type="checkbox"/>	
• They know which sections of the session they will be leading (if applicable)	<input type="checkbox"/>	

# Tools and Equipment Checklist

On Order	Checked	Packed	Which equipment and supplies do you need for your session? Add to this list or cross off items. Be sure you have collected what you need well in advance of the session.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aprons or other protective clothing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extension leads (for sessions requiring electricity)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can opener
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oven gloves
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Soap and washing up liquid
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sanitising wipes or gel
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Paper towels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scrubbing pads or sponges, cleaning cloths and tea towels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tablecloths
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cling film
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kitchen timer(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large baking sheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Storage containers, takeaway containers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cups, plates, cutlery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Napkins
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional ingredients for display
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	First aid kit and accident book
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Elastic bands and hair ties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Flyers for future events and other leaflets*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\* Don't forget to bring leaflets to promote appropriate local or national initiatives e.g. Sugar Smart, healthy weight management programmes, guidelines on healthy packed lunches, fussy eating etc. You can get these from the Health Promotion Unit in Littlemore, see <https://hpu.oxfordhealth.nhs.uk>



# Welcome to this cooking session

So we can make sure everyone is safe and well-provided for, please can you complete these details which will be kept confidential.

Please ask if you need any help.

1. Your name:

2. Your postcode:

3. Your contact details (phone and / or email):

4. Your dietary needs e.g. vegetarian, vegan:

5. Relevant allergies or medical information:

6. Name of your emergency contact person:

7. Phone number of your emergency contact person:

8. Please tick to select your age group:

- under 16     16-24     25-49  
 50-65     65 & over

9. Do you consider yourself to have a disability?

- Yes    No

10. Is there any specific support you would like?

**NB: PLEASE LET US KNOW IMMEDIATELY if you have been ill (diarrhoea / vomiting) in the last 48 hours, or if you or anyone in your household had COVID-19 symptoms in the last 14 days.**

11. Gender – please tick the appropriate box:

- Female    Male    Other

12. How would you describe your ethnic origin?

13. Are you currently...

- Student     Unemployed  
 Homemaker    Retired  
 Employed     Self-employed  
 Other:

14. Have you or anyone in your household participated in any of the following programmes in the last year?

(Tick all that apply.)

- In receipt of any state benefits  
 Healthy Start Vouchers  
 Community or free meals e.g. lunch club  
 Free or subsidised school breakfast  
 Free or subsidised school lunch  
 Formal food bank (voucher or referral)  
 Informal food bank (open access)  
 Free weight management programme  
 None of the above

15. Would you like any information about any of the above? Please mark an 'X' after which one(s).

16. Is there anything else you would like us to know:

---

## For facilitator use

Session name:

Location:

Session number:

Session led by:

Date:

Assisted by:

## Disclaimer

Please read, and if you agree to the statements, please tick the boxes, sign and date at the bottom of the page.

I am 18 years old, or over.

Participation

I want to participate in this cooking session, and I recognise that it could present potential cooking hazards including cuts, burns, slips, falls, allergic reactions, and other injuries as a result of activities, food and equipment used.

Date:

Name (please print):

Signature:

---

Media Release

I allow any use and reproduction of any photographs or videos taken of me and my child(ren) during my participation in this session. I understand that the organiser will own the photographs and videos and the right to use or reproduce them in any media, as well as the right to edit them or prepare derivative works, for the purposes of promotion, advertising, and public relations. I hereby consent to the use of my name, image, or voice, and I agree that such use will not result in any liability for payment to any person or organisation.

## Disclaimer

Please read, and if you agree to the statements, please tick the boxes, sign and date at the bottom of the page.

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# Initial Assessment

Thank you so much for taking part in this cooking session. So you can get what you would like from the course, please answer these questions. The answers will be kept confidential. Please ask if you need any help.

Your initials:

Date:

Course name:

Location:

1. How did you hear about this course?

- I saw a poster / leaflet
- I saw it on the internet / by email
- I saw it on Facebook
- A friend or family member told me
- I was referred by my GP/ Practice Nurse/ Health Visitor (Please circle which)
- Other (please state):

2. What would you like to get out of this course? Please tick all that apply.

- To learn cooking skills
- To learn about healthy eating
- To learn about cooking on a budget
- To learn about reducing food waste
- To learn about more sustainable food
- To lose weight
- To control or improve a personal or family member's illness (e.g. diabetes or heart disease)
- Other reason (please state):

3a. How often do you prepare and cook meals for yourself or your family from scratch (not including ready meals)?

- 7 days a week
- 5-6 days a week
- 3-4 days a week
- 1-2 days a week
- Not at all

3b. If you don't cook from scratch, or only 1-2 times a week, is this because...

Tick all that apply.

- I think the ingredients are too expensive.
- I don't know recipes.
- I don't have the cooking skills.
- I don't feel confident to cook.
- I don't have enough time.
- Other (please state):

4. Thinking about last week, how many days did you cook vegetables or prepare salads or fruit, using either fresh, frozen or canned ingredients? (Not including potatoes.)

- 7 days a week
- 5-6 days a week
- 3-4 days a week
- 1-2 days a week
- Not at all

5. On an average day, how many portions of fruits & vegetables do you eat?

A portion = the amount that fits into your palm

- 6 or more portions
- 5 portions
- 3-4 portions
- 1-2 portions
- None at all

6. In an average week, how many days do you have a 'takeaway' meal? (For example fish & chips, KFC, pizza, kebab, curry.)

- 7 days a week
- 5-6 days a week
- 3-4 days a week
- 1-2 days a week
- Not at all

7. In an average week, how many days do you have a ready prepared, just heat and serve meal?

- 7 days a week
- 5-6 days a week
- 3-4 days a week
- 1-2 days a week
- Not at all

8. In the last week, how many sugar-sweetened drinks did you have? (For example, cola, lemonade etc.)

9. How confident do you feel about the cooking techniques listed below?

Tick the right box below:

 Very confident	Quite confident	Fairly confident	Not very confident	 Not at all confident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Where to find recipes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to buy the right ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to follow a recipe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to weigh ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to peel fruit / vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to cut, chop or slice food
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to mix or combine ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to bake (e.g. cakes, crumbles)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to simmer, braise or boil
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to stir fry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to cook meat or fish
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to roast (e.g. vegetables)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How long to cook food for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to store left-overs safely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to keep a kitchen clean & safe

10. Is there anything specific that you would like to learn by the end of this course?

Please write in your own words.

**Thank you for your contributions!**



# End of Course Assessment

Thank you so much for taking part in this cooking session. So that we can make the course as useful as possible in the future, please answer these questions. The answers will be kept confidential. Please ask if you need any help.

Your initials:

Date:

Course name:

Location:

1. Did you find the venue easy to get to?

- Yes     No

If no, why was this?

2. Did attending the course help you to achieve any of the following? Please tick all that apply.

- To learn cooking skills  
 To learn about healthy eating  
 To learn about cooking on a budget  
 To learn about reducing food waste  
 To learn about more sustainable food  
 To lose weight  
 To control or improve a personal or family member's illness (e.g. diabetes or heart disease)  
 Other reason (please state):

3a. Since starting this course, do you intend to regularly prepare and cook meals for yourself or your family using either fresh, frozen or canned ingredients? (That is, cooking from 'scratch' and not including ready meals.)

- Yes, 7 days a week  
 Yes, 5-6 days a week  
 Yes, 3-4 days a week  
 Yes, 1-2 days a week  
 No

3b. If you don't cook from scratch, or only 1-2 times a week, is this because...

Tick all that apply.

- I think the ingredients are too expensive.  
 I don't know recipes.  
 I don't have the cooking skills.  
 I don't feel confident to cook.  
 I don't have enough time.  
 Other (please state):

4. Thinking about next week, how many times do you intend to cook vegetables or prepare salads or fruit, using either fresh, frozen or canned ingredients? (Not including potatoes.)

- 7 days a week  
 5-6 days a week  
 3-4 days a week  
 1-2 days a week  
 Not at all

5. On an average day, how many portions of fruits & vegetables do you eat?

A portion = the amount that fits into your palm

- 6 or more portions  
 5 portions  
 3-4 portions  
 1-2 portions  
 None at all

6. In an average week, how many days do you have a 'takeaway' meal? (For example fish & chips, KFC, pizza, kebab, curry.)

- 7 days a week  
 5-6 days a week  
 3-4 days a week  
 1-2 days a week  
 Not at all

7. In an average week, how many days do you have a ready prepared, just heat and serve meal?

- 7 days a week  
 5-6 days a week  
 3-4 days a week  
 1-2 days a week  
 Not at all

8. In the last week, how many sugar-sweetened drinks did you have? (For example, cola, lemonade etc.)

9. How confident do you feel about the cooking techniques listed below?

Tick the right box below:

 Very confident	Quite confident	Fairly confident	Not very confident	 Not at all confident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Where to find recipes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to buy the right ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to follow a recipe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to weigh ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to peel fruit / vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to cut, chop or slice food
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to mix or combine ingredients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to bake (e.g. cakes, crumbles)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to simmer, braise or boil
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to stir fry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to cook meat or fish
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to roast (e.g. vegetables)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How long to cook food for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to store left-overs safely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to keep a kitchen clean & safe

10. Is there anything specific that you have got from this course?

Please write in your own words.

Thank you for your contributions!



# Useful Links and Service Providers

## Health Promotion, Food Hygiene and Safety

### Public Health Promotion Resource Unit

<https://hpu.oxfordhealth.nhs.uk>

Based in Littlemore, lots of free resources available to borrow for collection. All resources listed online.

### Oxfordshire County Council Live Well resources

<https://livewell.oxfordshire.gov.uk/>

### Food Hygiene Level 1, 2 and 3

[https://www.oxford.gov.uk/info/20055/food\\_safety/447/food\\_safety\\_training\\_programme](https://www.oxford.gov.uk/info/20055/food_safety/447/food_safety_training_programme)

### More information on health & safety in the South East

<http://www.hse.gov.uk/contact/maps/eastsotheast.htm>

### Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

These can only be carried out by umbrella organisations – you can find Oxfordshire ones online: <https://www.gov.uk/find-dbs-umbrella-body>

## Food Assistance

### School Breakfast Clubs and Holiday Meal Programmes

Information on schools with Breakfast Clubs: <https://www.oxfordshire.gov.uk/cms/content/out-school-clubsand-holiday-playschemes>

### Free School Lunches

Information on which children are eligible for free school meals: <https://www.oxfordshire.gov.uk/cms/content/school-meals>

### Healthy Start Vouchers

Information on the Healthy Start Voucher scheme which offers vouchers for fruit, vegetables and milk to some parents:

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

Useful guidance on how to use Healthy Start Vouchers, including recipes:

[http://www.firststepsnutrition.org/newpages/HealthyStart/healthystart\\_resource.html](http://www.firststepsnutrition.org/newpages/HealthyStart/healthystart_resource.html)

### Food Banks, Lunch Clubs and other Sources of Food Assistance

Map and database with information on more than 80 charities and community groups around Oxfordshire offering free and subsidized food and meals:

<https://www.goodfoodoxford.org/foodmap>

### Advice Centres

**Citizens Advice Oxfordshire** list of local services:

<https://www.caox.org.uk/local-services>

**Advice Oxford** is an information service about all Advice Centres in Oxford:

<http://adviceoxford.org.uk>

## Useful National Resources

### NHS Choices:

<http://www.nhs.uk/pages/home.aspx>

One You: <https://www.nhs.uk/oneyou/eating>

### British Heart Foundation:

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

### Department of Health:

<https://www.gov.uk/government/organisations/department-of-health>

### NHS Behind the Headlines:

<http://www.nhsinform.co.uk/behind-the-headlines>

**Change for Life:** <https://change4life.co.uk>

### SUGAR SMART:

<https://www.sugarsmartuk.org>

<https://sugarsmartoxon.org>

### Love Food Hate Waste:

<https://www.lovefoodhatewaste.com>

### Love Food Hate Waste Save More:

<http://www.wrap.org.uk/savemore>

### The Award in Education and Training

(Revised Edition), Ann Gravells (2014). A useful publication to deepen understanding of adult education.

**Veg Cities:** <https://vegcities.org/local/oxford>

## General Health

### Here for Health

Patient drop in service for information and advice on obtaining a healthier lifestyle.

Tel: 01865 221429

<http://www.ouh.nhs.uk/patient-guide/here-forhealth/default.aspx>



## Healthy Eating

### Achieve Oxfordshire

Free healthy weight management support for anyone with a BMI of 30+, if they are referred by their GP. Anyone from an Asian background with a BMI of 23+, or anyone with other health complaints with a BMI of 27.5+, can also be referred. This includes free access to Weight Watchers, Slimming World, or Man vs. Fat Football.

<https://achieveoxfordshire.org.uk>

### Cotswold House

Cotswold House is an award winning specialist adult eating disorders service.

Tel: 01865 902607

<http://www.cotswoldhouse.nhs.uk/our-services>

### NHS Weight Loss Plan

Develop healthier eating habits and get more active with their 12-week diet and exercise plan.

[www.nhs.uk/LiveWell/healthy-eating/Pages/Healthyeating.aspx](http://www.nhs.uk/LiveWell/healthy-eating/Pages/Healthyeating.aspx)

## Oral Health

### CDS (Community Dental Services)

They care for some of the most vulnerable in society and their highly experienced team pride themselves on being able to deal with almost any dental emergency or condition which comes through their doors.

Tel: 01865 297802

<http://communitydentalservices.co.uk>

## Alcohol: Local Services

### Aspire

Aspire is creating more and more work opportunities for people facing barriers to employment.

Tel: 01865 204450

[info@aspireoxford.co.uk](mailto:info@aspireoxford.co.uk)

<http://www.aspireoxford.co.uk>

### CAN

We aim to provide information, education, advice and treatment to young people in relation to drug and alcohol use.

Tel: 01604 824777

<http://can.org.uk>

### Turning Point: Roads to Recovery

For advice and information on drug and alcohol services for adults aged 18 and over.

Tel: 0300 0134 776 Rectory Centre, Rectory Road, Oxford. OX4 1BU

[oxfordshire@turningpoint.co.uk](mailto:oxfordshire@turningpoint.co.uk)

[www.turning-point.co.uk](http://www.turning-point.co.uk)

### SMART Howard House

Residential treatment with SMART provides a safe, caring and therapeutic environment for those needing a bit of extra support.

Tel: 0300 0134 776

<http://www.smartcjs.org.uk/contact-us/shh>

## Alcohol: National Services

### Alcoholics Anonymous

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism.

Tel: 0800 9177 650

[help@alcoholicsanonymous.org.uk](mailto:help@alcoholicsanonymous.org.uk)

<http://www.alcoholics-anonymous.org.uk>

### Addaction

A UK-wide treatment agency that helps individuals, families and communities to manage the effects of drug and alcohol misuse.

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

### Adfam

A national charity working with families affected by drugs and alcohol. Adfam operates an online message board and database of local support groups.

Tel: 020 7553 7640

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

### Al-Anon Family Groups

Offer support and understanding to the families and friends of problem drinkers, whether they're still drinking or not.

Tel: 020 7403 0888

<http://www.al-anonuk.org.uk>

### The National Association for Children of Alcoholics (Nacoa)

It provides a free, confidential telephone and email helpline for children of alcohol-dependent parents and others concerned with their welfare.

Tel: 0800 358 3456

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