

# Get Cooking!

## Trainers' Guide



FOOD  
STANDARDS  
AGENCY

WALES

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# Welcome

*Get Cooking!* from FSA Wales aims to bring essential cookery skills and healthier eating messages to the young people you work with. This guide provides information and support to set up a *Get Cooking!* course. The course has been through two separate pilot phases and the recipes and resources have been thoroughly tested to ensure you have every chance of success with running your course. Through the cooking sessions you offer, it is hoped that the young people who attend will:

- enjoy cooking;
- enjoy eating the food they make;
- learn basic food skills;
- apply food hygiene and healthier eating messages.

The aim of *Get Cooking!* is to share with young people basic cooking skills so that they feel a sense of achievement and enjoy the experience. This guide contains recommendations for most aspects of setting up a course. Your own circumstances, facilities and the young people with whom you work will all influence the way in which your course runs.

Learning about basic cooking skills, food safety and healthy eating, enables young people to:

- make informed decisions about the food they eat;
- learn about healthier eating, food safety and budgeting tips in a practical and fun way.

Some of the people you train may be leaving or may have left home, so such a course leads them to greater independence. The main aim of this course is for the young people to enjoy and learn about cooking. Through this they will gain insight into their own health and wellbeing and be inspired and confident in handling food safely.

We hope you enjoy using these FSA Wales *Get Cooking!* resources.



# Getting Started

Depending on your situation, it is assumed that you work with young people and can offer the facilities to run a *Get Cooking!* course. Although no great culinary skill is required, a basic understanding of cooking, basic food hygiene and healthy eating are essential for the success of the course. At the end of the course, the young people should feel more motivated about cooking for themselves and their friends, and understand some basic principles concerning health and hygiene.

## Benefits of *Get Cooking!*

Young people will join your *Get Cooking!* course for a variety of reasons. They may want to learn new skills, try out something they have not done before or simply see it as an opportunity for eating a hot meal. People who are about to leave home for the first time, or have left home, in particular, may want to acquire some skills and knowledge for their new life.

The following benefits could be discussed informally:

- cooking can be fun and enjoyable;
- being able to cook gives you more choice;
- cooking for yourself can be healthier: you can control what you eat, and make it easier to cut down on foods containing fat and sugar;
- cooking your own meals can be easy and quick;
- cooking for yourself can often save money;
- you can be creative, trying out new ideas and recipes;
- cooking and eating with friends can become a social occasion;
- successful cooking builds self-confidence;
- catering careers could be an option.

## Course length

The *Get Cooking!* project has shown that to have significant impact the course should last for at least 6 weeks to cover a range of basic cooking skills. It may be that the sessions develop into a cooking club, providing a regular opportunity for young people to come together to learn additional skills and eat the fruits of their labour. This guide contains plans for a 6 week course (see pages 10-21).

You should allow plenty of time at each session for the young people to prepare, cook, eat and talk about their experiences. The timing depends on your circumstances, or those of the group. On average, a session should last no longer than two hours.

## Attendance

Aim for each cooking session to have around 6-10 people in attendance, although a smaller group is recommended if your facilities are limited. It is important that everyone who attends participates in the cooking activities.

## Venue and equipment

Depending on where you run the course, facilities will vary greatly. Essential facilities and equipment required include:

- washing-up and hand-washing facilities, with hot water;
- a cooker (hob and oven);
- a microwave;
- a fridge;
- a blender;
- work surfaces;
- basic cooking equipment;
- aprons;
- a room nearby with tables and chairs, where the meal can be eaten by the group;
- toilet facilities.

### Costs

Food costs are approximately £20 per session to feed 10 people. That means you will need £120 for the full six weeks. You will need to decide how best to fund the cost of your course, e.g. fund raising, contributions, reserves, PTA funds or local business community donations. Approaches to a local supermarket, shop or farmers market to become involved in your *Get Cooking!* project may also prove useful, perhaps through the donation of ingredients.

### Insurance

Ensure that the premises where the *Get Cooking!* course is to take place are covered by public indemnity insurance. In addition, it is advisable to ensure that cover is provided for cooking activities. This may already be included as part of the insurance cover for the premises – check the insurance policy, or ask somebody who is responsible for these matters. If cover for cooking is not included within the main policy, insurance for ‘specific activities’ can be arranged for specified days over a stated period.

### Basic food skills

This course has been devised to cover a range of the food skills, including boiling, baking, frying and basic ingredient preparation. In addition, the recipes selected enable young people to develop skills in making basic items which can be adapted and modified for use at home at a later date, e.g. learning how to make a basic sauce enables them to make pasta dishes, fish bakes and cauliflower cheese. The equipment needed is basic and should be familiar to everyone.

When teaching young people basic food skills, a common sense, flexible and practical approach is required. For example, you may not have access to weighing scales - so ‘handy’ measures like a graduated plastic jug may be more useful. See page 36 for further details.

The suggested plans for each week incorporate a number of demonstrations, showing the young people skills and techniques which are easier to learn by watching, rather than reading from a book. For example, when cutting and chopping the following advice may be useful:

- hold the vegetable with one hand, your fingers either side making a tunnel. Cut the vegetable in half by putting the knife into the tunnel and pushing down;
- chop and slice items that have first been cut in half to create a flat surface, so that they do not roll around on a chopping board;
- when preparing an onion, cut it in half, remove the skin, leaving the roots intact to hold the onion together.

### Food safety

Although the course is designed to be appealing and enjoyable, aspects of food safety need to be considered. Food safety is of paramount importance when working with food. All the appropriate advice and procedures can be found on page 28. A number of food safety and hygiene issues are suggested for informal discussion each week. It is recommended that one of the adults running the sessions should have basic food hygiene training. Contact your Local Authority Environmental Health Department to register for a Foundation Certificate in Food Hygiene.

### First aid

Check that you have got a first aid kit and a fire blanket.



## Before the session

### Shopping

The food shopping for each week could be completed by members of the group. Value for money, budgeting, quality, freshness, food labelling, nutrition and health issues could be discussed. A shopping list and planning sheet is available on page 39.

### Preparation

Before you start the session, consider the following points:

- Do you have enough copies of the recipe cards?
- Have you set out all the equipment needed?
- Do participants know to bring suitable containers to take food home, if they are not going to eat it at the end of the session?
- Have you set out all the ingredients required? (perishable foods should be kept in the fridge until needed, e.g. meat, fish and cheese.)
- Have you enough extra ingredients to allow for mistakes?
- Have you devised a rota for washing-up to avoid queuing at the sink?

### Activities

To ensure that everyone in the group is occupied, a number of activities have been suggested on pages 30-35.

## After cooking

After each *Get Cooking!* session it is recommended that the group sits down together to share and enjoy the food they have prepared. Getting the young people to eat together can:

- improve social skills;
- boost confidence;
- act as a vehicle to try new foods or dishes;
- encourage the discussion of healthier eating in a relaxed environment.

Towards the end of the six-week course, some guests could be invited to join the group for a meal, this could include friends, youth club workers, teachers, representatives from the local community or sponsors of the course.

## At the end of the course

You may like to give the young people who attended your course copies of the recipes used. In addition, during week 6 you may wish to hold a special awards ceremony, presenting the young people who took part regularly with a *Get Cooking!* certificate as a record of achievement.



# Equipment and Ingredients

## Equipment

The equipment needed is basic and should be familiar to everyone.

Essential cooking equipment includes:

- a selection of baking trays;
- can opener;
- chopping board (for raw and cooked meats);
- colander / sieve;
- frying pan (or Wok) / saucepan (small and large);
- grater;
- knives, e.g. vegetable, cooks and bread knife;
- measuring jug / measuring spoons / weighing scales;
- mixing bowls / small bowls;
- mixing spoons;
- rolling pin;
- scissors;
- spatula;
- tongs;
- vegetable peeler;
- garlic press (optional);
- whisk (or fork);
- oven gloves;
- microwave;
- blender.

You may wish to make sure that you have crockery, cutlery and cups/glasses so that the food cooked during each session can be served and eaten by the group.

If you are purchasing equipment for your course, it is wise to shop around to compare prices for best value. Many retailers sell basic kitchen equipment at competitive prices, including your local shops and supermarkets.

Other useful items include: aprons, anti-bacterial spray, cling wrap, cutlery, dishcloths, dustpan and brush, foil, kitchen roll, oven gloves, polythene bags for storage, serving bowls, tea towels, washing up sponges and washing up liquid.

## Store cupboard ingredients

Depending on the storage facilities you have available, it is useful to create a small handy store-cupboard of commonly used ingredients for use during the cooking sessions. This could include ingredients where only a teaspoon is required, from time-to-time, e.g. curry powder. You do not have to buy all these ingredients at the start, as over time your stock will build up.

Typical ingredients include:

- canned fish, e.g. tuna, salmon and sardines (good in salads, sandwiches and pasta dishes);
- canned fruit (instant dessert), tomatoes and vegetables;
- cooking oil;
- dried pasta;
- fast action instant yeast;
- flour (plain/self-raising);
- herbs and spices, e.g. curry powder;
- noodles (a good alternative to rice and pasta);
- rice;
- sauces in jars (useful for pasta and pizza dishes);
- seasoning (e.g. pepper);
- stock cubes (check salt levels);
- sugar;
- tomato paste.

For each ingredient, check that you:

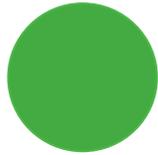
- use it within its date-mark;
- store it as instructed on its packaging, e.g. in the fridge or a cool dry cupboard;
- seal properly after use.

# Recipe Cards

A selection of recipes have been suggested for each week to cover a range of food skills and to be appealing to the young people who will attend your *Get Cooking!* course. These are presented as recipe cards, which are numbered and colour coded into:



Week 1



Week 2



Week 3



Week 4



Week 5



Extra

The front of each recipe card shows:

- the ingredients needed;
- the equipment required;
- how to make the recipe, i.e. method;
- a photograph of the final dish.

The reverse of each recipe card contains:

- nutrition information per recipe, 100g and portion;
- key messages for healthier eating, money and food safety;
- space for young people to make notes, for example about modifying the recipe to make it healthier, e.g. reducing fat content.

**Chocolate Brownies**

**Ingredients**

- 75g (3oz) butter
- 40g (1 1/2oz) cocoa powder
- 225g (8oz) sugar
- 2 large eggs
- 50g (2oz) plain flour
- 25g (1oz) chocolate chips (optional)
- 25g (1oz) nuts (optional)

**Equipment**

Saucepan, mixing spoon, baking tin (greased) and a spatula.

**Method**

1. Preheat the oven to 180°C, gas mark 5.
2. Melt the butter in a saucepan.
3. Stir in the cocoa powder and sugar.
4. Add the eggs, one at a time, and mix.
5. Stir in the flour and optional ingredients.
6. Pour the mixture in a baking tin.
7. Bake in the oven for 30 minutes.

**Note: Microwave method**

1. Melt the butter in a heat proof bowl.
2. Add the remaining ingredients and beat hard with a spoon.
3. Microwave for a further 3-4 minutes (depending on the power of the microwave).

**Chocolate Brownies**

**Ingredients**

- 75g (3oz) butter or margarine
- 40g (1 1/2oz) cocoa powder
- 225g (8oz) sugar
- 2 large eggs
- 50g (2oz) plain flour
- 25g (1oz) chocolate chips (optional)
- 25g (1oz) nuts (optional)

**Equipment**

Saucepan, mixing spoon, baking tin (lined and greased), cooling rack and a spatula.

**Method**

1. Preheat the oven to 180°C, gas mark 5.
2. Melt the butter or margarine in a saucepan.
3. Stir in the cocoa powder and sugar.
4. Remove the pan from the heat.
5. Add the eggs, one at a time, and mix.
6. Stir in the flour and optional ingredients.
7. Pour the mixture in the lined baking tin, using the spatula to remove all the mixture from the pan.
8. Bake in the oven for 30 minutes.

**Note: Microwave method**

1. Melt the butter in a heat proof bowl.
2. Add the remaining ingredients and beat hard with a spoon.
3. Microwave for a further 3-4 minutes (depending on the power of the microwave).

## Changing recipes

You may need to adapt some recipes to suit the needs and size of your group. Some people may have an allergy to a certain food or not eat particular ingredients due to their religion or culture. Each recipe indicates the number it serves. Feel free to change the recipes to suit your group, perhaps incorporating the scheme into a theme evening, e.g. Welsh, Indian or French cuisine. A selection of extra recipes is provided. You will need to decide, with help from the group, which recipes you wish to prepare. This is your choice.

In addition, due to time constraints or different abilities of the young people who take part in *Get Cooking!*, you may decide to use some convenience food items, such as a pizza base or bread mix, gravy granules or stuffing mix. If such items are used, a useful discussion could be held reviewing differences in cost, time and taste.

# Week 1: Welcome

## Setting the scene

This week aims to put the young people at ease and build confidence. Ask the young people to introduce themselves, and discuss their favourite foods. To break the ice, you could have some ready prepared food that everyone could eat, e.g. chocolate brownies (recipe card 3). The atmosphere should be friendly, flexible and fun! In addition, the recipes chosen will encourage them to practice and enhance their food skills and enjoy themselves while cooking. Some of the group may feel apprehensive, reluctant or even shy, about cooking - this may simply be because they have never cooked before, or lack some basic skills. The group should be reminded that this is not an exam or school class, but an opportunity to learn new skills and enjoy their food.

The suggested plan incorporates a number of group demonstrations - these are optional. It may be that you feel that the group can follow the recipes given, with you offering advice and support. The choice is yours.

## Menu

Pizza or Calzone

Recipe  
1

Simple Salad

Recipe  
2

Chocolate Brownies

Recipe  
3

Water, juice or milk

## Tips

- A quick bread mix or ready made pizza base or French stick could be used instead of flour and yeast to help save time.
- Look through the recipe cards for alternative dishes.

## Key Messages

### Food Skills

- Weighing and measuring ingredients.
- Kneading and shaping- while making the bread, pizza or calzone.
- Chopping and slicing - preparing ingredients.
- Baking and oven management - cooking the pizza and brownies.

### Healthier Eating

- Make the base of the pizza thick, providing plenty of starchy carbohydrate - a good source of energy that is released slowly, keeping you going between meals.
- The tomato base on the pizza counts towards your fruit and vegetable intake. Tomatoes provide vitamin C which is essential for maintaining good health. It is recommended that everyone aims to eat at least 5 portions of fruit and vegetables daily, this is known as your 5 A DAY target. The fruit and vegetables can be fresh, frozen, canned, dried, in juice form, or cooked as part of a dish. Variety is the key, the more different types you include in your diet the better.
- Add lots of different vegetables to the pizza. All vegetables are good sources of vitamins and minerals.
- Top the pizza with a reduced fat cheese. Cheese is a good source of calcium needed for healthy bones and teeth.
- Salad vegetables are a good source of fibre, which can help keep the gut healthy.
- Remember that there is room in the diet for foods that contain fat and sugar, so there is no need to avoid foods like Brownies completely. It is the amount you eat that is important, so don't eat too many foods high in fat and sugar too often.

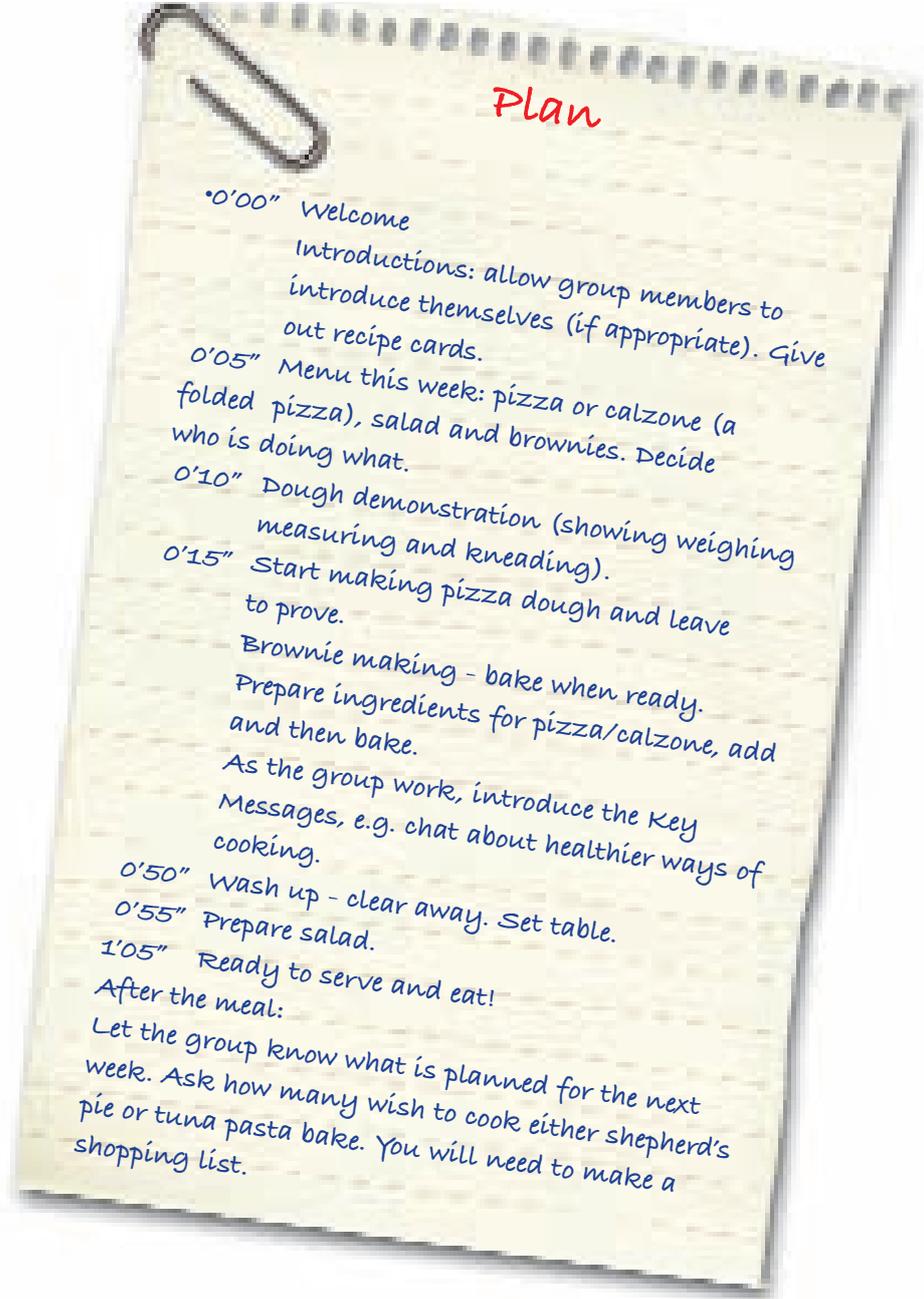
### Food Safety

- Always make sure that hands are washed before cooking, after going to the toilet and after handling raw meat.
- Wear an apron, roll up sleeves, tie back long hair and take off rings.
- Use cooked meat or fish on the pizza, as raw meat or fish may not cook properly in the time.
- Clean as you go.
- If pizza is left over, it can be stored in the fridge for 1 day, or in the freezer for up to 1 month.

- Wash vegetables before use to remove dirt, and peel where necessary.
- Change dishcloths and tea-towels regularly.

### Money

- Use frozen vegetables so you can just use the amount you need, the rest can be kept in the freezer until next time.
- Try economy brands from supermarkets, e.g. mushrooms.
- Use canned tomatoes on top of your pizza, mixed with some herbs.
- Grate cheese to make it go further. Use stronger flavoured cheese – you won't need to use as much in order to get the same taste and also cuts down on fat and salt.
- Use up left over bread as the base of your pizza.
- Make 2 pizzas, freeze one for another night, or take one for lunch;



## Shopping List

3 Pizzas to share:  
1.5kg (3lb) strong white flour, 3x7g packets easy blend yeast, oil, salt, sugar, 1 jar tomato sauce, mixed herbs, 150g (6oz) cheese (e.g. mozzarella), variety of pizza toppings (e.g. mushrooms, onions, peppers, ham, sweetcorn, tomatoes, pepperoni, canned pineapple chunks).

Simple salad:  
½ cucumber, 1 green pepper, 1 onion or 1 bunch spring onions, 1 lettuce, 4 tomatoes.

2 trays of brownies to share:  
150g (6oz) butter, 80g (3oz) cocoa powder, 225g (8oz) sugar, 4 eggs, 100g plain flour, 50g (2oz) chocolate chips and 50g (2oz) nuts.

# Week 2: Building on Success

## Setting the scene

After the previous week, the group should feel a little more confident and competent. As with last week, the session should start with the group discussing the menu and sharing the tasks. You may wish to ask everyone what they thought about the first week, and whether anyone has starting cooking at home.

This week concentrates on recipes that will probably be familiar to the young people, e.g. shepherd's pie or tuna pasta bake, vegetables and fruit salad. If there are vegetarians, soya or quorn can be used as a substitute for meat.

## Menu

Shepherd's Pie or Tuna  
Pasta Bake

Recipe  
4

Recipe  
5

Stir-fry vegetables

Recipe  
6

Fruit Salad

Recipe  
7

Water, juice or milk

## Tips

- A packet or jar of sauce mix could be used for the pasta bake but making your own is just as quick and is often cheaper.
- Baked potatoes could be made, using canned tuna as the filling.
- Try different types of fruit in the salad.
- Look through the recipe cards for alternative dishes.

## Key Messages

### Food Skills

- Boiling and mashing: preparing the potato topping.
- Stir-frying: cooking the vegetables.
- Peeling, chopping and slicing.
- Making a sauce.

## Healthier Eating

- Meat is a good source of Iron. Iron from meat is more easily absorbed than iron from vegetable sources. Choose lean minced beef or lamb, it is slightly more expensive but worth it as economy mince contains more fat. To remove excess fat, allow cooked meat to settle and then skim away any fat from the surface with a spoon.
- Shepherd's pie is topped with mashed potato, which is a good source of starchy carbohydrate. Use semi-skimmed milk and a little low fat soft cheese to make the mashed potato taste just as creamy as it would be using cream and butter.
- Boost your vegetable intake by adding them to the mince in the Shepherd's pie. Try adding diced vegetables, fresh, frozen or canned, such as carrots or broccoli or baked beans. Three heaped dessertspoons will count as one portion of your 5 A DAY.
- Tuna fish is low in fat and high in protein. We should all try to eat at least 2 portions of fish per week, one of which should be oily, e.g. sardines, salmon.
- The sauce in the tuna bake provides a good source of calcium. Make the sauce with skimmed or semi-skimmed milk to reduce fat. Lower fat milk contains more calcium than whole milk.
- Stir-frying vegetables is a good method of cooking because very little oil is used and they cook very quickly, so there is less vitamin loss.
- Fruit salad is low in fat and provides plenty of vitamins. One small bowl counts as one portion towards your 5 A DAY.
- Stir-frying is an excellent method of cooking for people who are not keen on eating vegetables, as herbs, spices and other flavours can easily be added to the vegetables during stir-frying to disguise their usual taste.

## Food Safety

- Always make sure that hands are washed before cooking, after going to the toilet and particularly after handling raw meat.
- Prepare and store raw and cooked food separately.
- Keep raw meat and fish on the bottom shelf of the fridge.
- Make sure that coldest part of the fridge is at 0-5°C.
- Don't eat rare mince - check that there is no pinkness.



# Week 3: Traditional Roast

## Setting the scene

This week encourages the group to prepare a traditional 'roast', which may be familiar to many of them. A vegetarian alternative is given. It is of paramount importance that good food hygiene is followed, ensuring that the raw meat is carefully handled and thoroughly cooked. Ensure that you have enough time to cook the chicken thoroughly.

## Menu

Roast chicken or Nut  
roast



Potatoes, vegetables,  
stuffing and gravy



Fruit crumble



Water, juice or milk

## Tips

- Chicken portions could be used to help save time.
- Gravy granules and/or stuffing mix could be used. Bread sauce could be added.
- Instead of fruit crumble, bananas with low fat custard could be prepared.
- Different fresh fruit, or canned fruit, could be used in the crumble, e.g. plum, rhubarb, blackberries.
- Have a selection of vegetables available and cook as directed.
- Look through the recipe cards for alternative dishes.

## Key Messages

### Food Skills

- Peeling and slicing, e.g. preparing the vegetables.
- Time management - skill in planning and sequencing the dishes.
- Baking, e.g. Fruit Crumble.

### Healthier Eating

- Roast chicken is an excellent source of protein. By removing the skin before eating, you can reduce the fat content by 60%. Set the chicken on a rack in the roasting dish, so excess fat can drain away.
- Potatoes are a good source of starchy carbohydrate. Use a vegetable oil that is high in monounsaturates or polyunsaturates such as olive or sunflower oil. When roasting, ensure the oil is hot before you add the potatoes. Less oil will be absorbed, reducing the fat content of the roast potatoes.
- Serve a colourful variety of vegetables, such as broccoli, red cabbage, carrots and parsnips. Different vegetables contain different vitamins, minerals and other substances that can help to keep us healthy.
- The nuts in Nut roast are a good source of protein and some vitamins and minerals. Use different varieties of nuts and add some vegetables to provide a variety of nutrients.
- Gravy made up of granules and water is lower in fat than gravy made using the juices from roasted meats. However, the salt content is often higher so this should be served in small amounts.
- The fruit crumble is low in fat. We should all try to limit the amount of fat we eat in the diet. The oats in the crumble provide a type of fibre that can help lower levels of cholesterol in the blood.

### Food Safety

- Always make sure that hands are washed before cooking, after going to the toilet and particularly after handling raw meat.
- Keep raw chicken on the bottom shelf of the fridge.
- Ensure that all packaging and giblets are removed from the chicken.
- Check that the chicken is cooked completely by piercing the thickest part of the leg with a clean knife or skewer. The chicken is cooked when the juices run clear.



# Week 4: Quick and Easy

## Setting the scene

The group should now feel confident cooking many familiar dishes that they enjoy. In this session, they will prepare either a simple omelette or curry, served with savoury rice or potato wedges (oven chips) and a side salad.

## Key Messages

### Food Skills

- Baking, e.g. potato wedges, banana bread.
- Cutting, e.g. preparation of potato wedges, onion.
- Frying, e.g. omelette.
- Cooking with eggs, e.g. omelette.

### Healthier Eating

- Eggs provide protein and are also a good source of iron, vitamin A, vitamin D and B vitamins. Adding a selection of vegetables to the omelette increases the amount of other vitamins and minerals.
- When cooking the omelette choose oil that is either high in polyunsaturates (such as sunflower oil) or monounsaturates (such as olive oil).
- Rice is another good source of starchy carbohydrate. Along with fruit and vegetables, we should try to make starchy carbohydrates form the bulk of our diets.
- Potato wedges can make a healthier alternative to chips because they are lower in fat. The fat content of chips and potatoes cooked in oil varies and is lowest when potatoes are cut large to reduce their surface area.
- Tomatoes provide vitamin C, which is necessary for maintaining good health.
- The more ripe the bananas (the blacker) the sweeter they taste, which means you can add less sugar to the banana bread.

### Food Safety

- Always make sure that hands are washed before cooking, after going to the toilet and particularly after handling raw meat.
- Keep eggs in the fridge, away from strong odours and use them by the 'best before' date - don't use eggs with damaged or dirty shells.
- Make sure the omelette is completely cooked, raw egg should not be eaten.
- Eat cooked egg dishes as soon as possible after cooking. If storing in the fridge, consume within 2 days.
- Keep the frying pan handle away from the edge of the hob.
- Wash and scrub the potatoes before use to remove soil.

## Menu

Simple omelette

Recipe

12

Potato wedges or savoury rice

Recipe

13

Recipe

14

Tomato salad

Recipe

15

Banana Bread

Recipe

16

Water, juice or milk

## Tips

- Instead of an omelette, the group could make scrambled eggs in the microwave, served with cheese and/or vegetables. Alternatively, they could make a chicken or vegetable curry.
- Look through the recipe cards for alternative dishes.



# Week 5: The Italian Job

## Setting the scene

This week will increase the group's basic food skills by introducing two sauces (which in turn can be used in a wide variety of recipes). The lasagne could be modified, allowing the young people to make pasta with a meat, tomato or cheese sauce.

## Menu

Lasagne

Recipe

17

Salad

Recipe

2

Garlic bread

Recipe

18

Knickerbockerglory

Recipe

19

Water, juice or milk

## Tips

- The dessert could comprise ice cream/frozen yogurt and fruit, allowing the group to be creative, e.g. banana boats.
- Look through the recipe cards for alternative dishes.

## Key Messages

### Food Skills

- Sauce making, e.g. tomato and cheese sauces
- Baking, e.g. lasagne
- Cutting, slicing and decorating, e.g. salad preparation and garlic bread
- Whisking, e.g. cream

## Healthier Eating

- Remove excess fat from the meat by allowing the mixture to settle and then skimming away any fat from the surface with a spoon.
- Lean minced beef is high in protein and is a good source of iron, zinc and B vitamins. Zinc is needed for growth and B vitamins help the body turn food into energy.
- The cheese sauce in the lasagne is a good source of calcium as it is made with both milk and cheese. Reduce the fat content by using semi-skimmed milk and a reduced fat cheese, or a strongly flavoured cheese that you can use less of.
- The tomato base sauce counts as one portion towards the recommended 5 A DAY.
- Healthier versions of garlic bread can be made by using a reduced fat spread instead of butter. Make sure you use a spread that is suitable for cooking.
- Include lots of green leaf vegetables in the salad such as lettuce, spinach, watercress, as they provide iron. Iron is needed to keep the blood healthy. Mix in some spring onions, radishes, and raw peppers to provide vitamin C, as this will help the absorption of the iron.
- Use frozen yogurt or sorbet instead of ice cream in your knickerbockerglory.

## Food Safety

- Always make sure that hands are washed before cooking, after going to the toilet and particularly after handling raw meat.
- Prepare and store raw and cooked food separately, e.g. keep raw meat on the bottom shelf of the fridge.
- Don't eat rare minced meat - check there is no pinkness.
- Ensure that fresh vegetables and salad are thoroughly washed.

## Money

- Use lean mince, it goes further than economy mince. Some meat can be substituted with soya or Quorn to make it go further.
- Label and freeze left over meat or vegetable sauce, for up to one month, and have on jacket potatoes (when reheating make sure it is defrosted throughout and thoroughly re-heated).
- Pasta is fairly cheap, so go for large portions.
- Use left-over bread to make garlic bread.

- Use economy canned tomatoes.
- Make 2 lasagnes and freeze one for another meal.
- Avoid buying bags of pre-made salad, buy individual salad items - they will go a lot further and are a lot cheaper.
- Dessert doesn't have to be a big deal or be expensive, reach for an apple or orange instead.
- Some foods are reduced in price late in the day or at weekends - keep your eyes peeled.
- Pasta and a cheese sauce makes a cheap 'macaroni cheese' meal.

**Plan**

0'00" Welcome back. Ask whether anyone has been food shopping during the week, and what they bought.

0'05" Go through menu. Decide who is doing what. Check that everyone can understand and follow the recipes. Preheat oven.

0'10" Prepare lasagne:  
meat/vegetable sauce  
cheese sauce  
Demonstrations may be needed to show knife skills, e.g. onion chopping, or sauce making, e.g. cheese sauce.  
Assemble.  
As the group work, introduce the Key Messages.

0'25" Bake lasagne and tidy-up.  
Prepare salad and chill.  
Prepare and bake garlic bread.  
Wash up. Lay table.

1'00" Serve.

After the meal:  
Make the knickerbockerglories.  
Discuss with the group what they intend to cook next week. Are they going to have a theme?  
Allow the young people to look through the recipe cards and decide what they would like to cook. Ask them to write a shopping list. Decide whether you will supply the ingredients for them, or whether they will bring them. You may also want to chat about other people who could be invited to sample their cooking next week.



### Shopping List

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# Week 6: On Your Own

## Setting the scene

This is the final week and the group should be confident by now in being creative and tackling new recipes. As mentioned last week, the group will have selected their own recipes and will be preparing them. You may like to ask them to invite some guests to join the group for a meal, this could include friends, youth club workers, teachers or representatives from the local community. You may like to hold a short food quiz for the young people attending - testing their knowledge from the past 6 weeks, perhaps with a few small prizes to act as an incentive. In addition, the final session could finish on a high note with group members who have attended at least 5 sessions being awarded a certificate for their hard work.

The group should gather the ingredients they need and have their recipes ready. They should decide who does what. To create a more formal occasion, the table could be laid, and perhaps decorated.

## Celebrate Success

Allow the group to plan this session in advance. They may wish to give it a theme, e.g. Welsh, Chinese or Mexican. It is an opportunity for the group to work together and demonstrate what they have learnt and achieved by attending the *Get Cooking!* course.

You could let a local newspaper know that a special activity is planned, even inviting some local VIPs to attend. The main focus is on celebrating the success of all the young people who have attended your sessions. Enjoy their success!

## Menu

### Free Choice

Look through the recipe cards for ideas.

## Final Key Messages

### Healthier Eating

- Enjoy your food.
- Eat a variety of different foods.
- Eat the right amount to be a healthy weight.
- Eat plenty of foods rich in starch and fibre, such as potatoes and cereals.
- Eat plenty of fruit and vegetables.
- Don't eat too many foods that contain a lot of fat.
- Don't have sugary foods and drinks too often.
- If you drink alcohol, drink sensibly.

### Food Safety

- After shopping, take chilled and frozen home quickly - don't hang around with your friends!
- Prepare and store raw and cooked food separately - keep raw meat and fish on the bottom shelf of the fridge.
- Make sure the coldest part of your fridge is between 0-5°C.
- Check the date mark on food - don't eat it if the date has past.
- Always make sure that hands are washed before cooking, after going to the toilet and particularly after handling raw meat.
- Keep your kitchen clean.
- Don't eat foods containing raw egg - keep eggs in the fridge, and throw away ones with damaged shells.
- Cook food thoroughly - follow the instructions on the pack or in the recipe.
- If you reheat food, make sure it is heated thoroughly.
- Don't buy food in packets or cans that are damaged or opened.

### Money

- Try to cook from scratch, it will save you money.
- Buy 'economy' brands, e.g. canned tomatoes.
- Plan your shopping before you go, and try to stick to it. Avoid shopping on an empty stomach - you'll buy more!
- Use coupons or money off vouchers for foods that you regularly purchase.
- Fruit and vegetables in season, or from a market stall, is often cheaper.



# Healthier Eating

The healthier eating messages in this guide are based on the Balance of Good Health model (shown below). It shows the relative amounts of different foods from each group that should be consumed to achieve a healthy diet.

The five food groups are:

- Bread, other cereals and potatoes;
- Fruit and vegetables;
- Milk and dairy foods;
- Meat, fish and alternatives;
- Foods containing fat and foods containing sugar.

The key message from the Balance of Good Health is that having a balance and variety of foods in the diet is important for health. Aiming to achieve this balance every day is a sensible and practical approach, although it is not necessary to achieve it at every meal.

It is based on the Government's 8 guidelines for a healthy diet:

- enjoy your food.
- eat a variety of different foods.
- eat the right amount to be a healthy weight.
- eat plenty of foods rich in starch and fibre.
- eat plenty of fruit and vegetables.
- don't eat too many foods that contain a lot of fat.
- don't have sugary foods and drinks too often.
- if you drink alcohol, drink sensibly.



### Fruit and vegetables

This group includes all vegetables and fruits (except potatoes listed in the starchy group: bread, other cereals and potatoes). **All fresh, frozen, dried and canned fruits and vegetables are included within this food group.** In addition pure fruit and vegetable juices also belong within this group, although fruit juice counts as only one portion however much you drink in a day. Beans and pulses can also be included in this group but again count as only one portion however much you eat.

### Examples of the foods in this group:

Apples, bananas, broccoli, cabbage, carrots, cucumber, fruit salad, grapes, leeks, mango, mushy peas, nectarines, plums, satsumas, star fruit, strawberries, tomatoes and many more!

Fruit and vegetables should constitute about one third of the total volume of food we eat every day. **Aim for variety and a minimum of five portions/servings per day!**

### How much is a serving?

- A dessert bowl of salad
- A piece of medium sized fresh fruit, e.g. apple
- 2 small fruits, e.g. plums
- Half/slice of large sized fresh fruit, e.g. half a grapefruit
- A small glass of fruit or vegetable juice
- 3 heaped tablespoons of raw, cooked, frozen or canned vegetables
- 3 heaped tablespoons of canned, fresh, frozen or cooked fruit
- 1 heaped tablespoon of dried fruit

### Bread, other cereals and potatoes

This food group is sometimes referred to as the starchy or carbohydrate food group.

### Examples of the foods in this group:

Bread, breakfast cereals, crackers, maize, noodles, oats, pasta, pitta bread, rice, spaghetti, sweet potatoes, yams and many more!

As we mentioned in the fruit and vegetables section, at first glance it may seem surprising that potatoes belong here. This is for a reason, since nutritionally they are high in carbohydrates, and therefore belong with other starchy carbohydrate foods like bread and cereals.

The foods in this group tend to be cheap, convenient and a valuable source of nutrients as discussed below. They are also low in fat, and provide us with relatively few calories. Therefore, despite recent bad press, they should form a third of every meal.

### Milk and dairy foods

These foods are dairy based, but it should be noted, that eggs, cream, butter and margarine do not belong in this food group. You'll see these discussed in the next two sections.

### Examples of the foods in this group:

Milk, cheese, soft cheese, yogurt, fromage frais, calcium fortified soya milk and yogurts and many more!

About one sixth of the total volume of food we eat every day should be from foods belonging to this group, so that's about 3 servings every day. For example, some milk on your breakfast cereal, and then in your drinks throughout the day, perhaps a slice of cheese with your sandwich and then some yogurt after your evening meal.



### Meat, fish and alternatives

This is a wide-ranging and varied food group!

#### Examples of the foods in this group:

Meat, meat products (such as beef burgers, salami, sausages, and pate), poultry, poultry products, offal, fish and fish products (such as tinned fish, fish fingers and fish cakes), shellfish, eggs, soya, and soya products, quorn, nuts, beans (such as kidney beans and canned baked beans) and pulses such as lentils and many more!

The quantity of these foods does not have to be huge to maintain a healthy diet. These foods should consist about a 1/6th of all food eaten in a day (i.e. a moderate amount), which is about two – three portions per day.



### Foods containing fat and foods containing sugar

Foods in this group include butter, margarine, cream, and oils and fats used for cooking. Also foods with a high proportion of sugar and fat such as cakes, biscuits, chocolate, sweets, crisps, ice cream, pies, pastries and puddings.

These foods are fine in small amounts as indicated on the 'Balance of Good Health Plate'. These foods should ideally comprise no more than about 1/12th of total food intake! Be careful not to rely too much on these foods, as they tend to fill people up, and they may then miss out on the more nutrient rich foods!

### Salt

The amount of salt we eat is important. Too high a salt intake has been linked to high blood pressure which can lead to illnesses such as heart disease and stroke. Salt is made up of sodium and chloride. It is recommended that adults eat no more than 6g of salt a day – that's about a teaspoonful. Most of the salt we eat comes from processed foods, so when you are choosing products, compare similar ones to find those which have lower amounts of salt/sodium (a sodium to salt conversion can be found on page 38). What we add during cooking and at the table also contributes. Remember to taste your food before adding salt.

# Healthier Cooking Practices

You can be healthier by changing how you cook and present your food. For example, rather than battering, deep-frying or roasting foods, use the following cooking methods to reduce fat intake:

- grilling, e.g. grilled rather than fried fish;
- boiling, e.g. boiled rather than roast potatoes;
- poaching, e.g. poached rather than fried egg;
- steaming, e.g. steam vegetables to prevent over cooking and excess nutrient loss;
- bake, e.g. rather than deep fat frying.

## Healthier meat

- Choose lean cuts of meat and trim away visible fat.
- Do not eat the skin of chicken as this is high in fat. Remove before cooking.
- Grill meat rather than fry.
- Skim off fat that rises to the surface when cooking mince or stews.
- Add extra vegetables and pulses to stews, sauces and casseroles.
- Do not eat foods such as sausages, salami, pâtés and beef burgers too often as they can be high in fat and salt.

## Healthier fruit and vegetables

- Do not overcook. You could use a steamer or a microwave.
- Use as little water as possible when you cook fruit and vegetables. Use the cooking water for sauce, gravy or soup.
- Cook prepared vegetables as soon as possible to retain nutrients.
- Avoid adding fat or rich sauces to vegetables (such as carrots glazed with butter) or adding sugar or syrupy dressings to fruit (such as stewed apple).
- Add extra vegetables to dishes, e.g. on pizza.
- Use mayonnaise or other dressings high in fat sparingly on salads. Go for lower-fat options.

## Healthier starchy foods

- Serve pasta with a tomato or vegetable based sauce, rather than one made with cream or cheese.
- Eat a variety of different breads, including seeded, wholemeal, granary and wholegrain varieties where possible.
- Have baked potatoes with baked beans, cottage cheese or ratatouille, but no butter.

## Healthier fish

- Eat poached, baked or grilled rather than fried fish.
- You can have an occasional portion of fish and chips. To make fish and chips a healthier choice:
  - have some baked beans or peas;
  - make thicker chips, try potato wedges;
  - sprinkle pepper, rather than salt on chips.

## Healthier milk and dairy

- Choose lower fat versions. This means having semi-skimmed or skimmed milk, low fat (0.1% fat) yogurts or fromage frais. Lower-fat cheeses include Edam, cottage cheese and reduced-fat hard cheeses.
- Use cream and butter sparingly as they are high in fat. Low fat natural yogurt and fromage frais are alternatives to cream, soured cream or crème fraîche in recipes.
- Grate cheese to reduce the amount you use.
- Use smaller amounts of strongly flavoured cheese.

## Reducing Salt Content

- Season with herbs.
- Try using alternatives such as garlic, ginger, chilli and lime in stir-fries.
- Squeeze lemon on fish or seafood.
- Use black pepper on pasta or scrambled eggs.

## Healthier Desserts

- Eat fruit for desserts - it will count towards your 5 A DAY.
- Make a fruit pie with just one crust - either a top or a pastry base.
- Have low-fat yogurt, fromage frais or creme fraiche on desserts.
- Add fruit to desserts.

# Understanding Food and Nutrition Labels

Food labels are there to give us information so that we can choose between foods. Food labelling is strictly governed by law.

## Nutrition information

This information tells you how much energy and nutrients are provided by the product.

Information is given per 100g or per 100ml. Sometimes they are given per portion or serving, e.g. a slice or half a can.

## Ingredients

Ingredients are listed in descending order of weight, with the main ingredient first.

The lists help you to know what ingredients have been used. This is helpful if you do not eat a particular food, e.g. you might be a vegetarian or have an allergy.

Added ingredients:  
Strawberries (6%), Bananas (4%), raw cane sugar, modified maize starch

! Allergy advice  
May contain nut traces

Nutrition Information	
Typical values per 100g	
Energy	245Kj/38Kcal
Protein	4.6g
Carbohydrate	6.5g
of which sugars	1.2g
Fat	1.2g
of which saturates	0.2g
Fibre	0.2g
Sodium	0.1g

Use by: see date on lid

**KEEP REFRIGERATED**  
Once opened consume within 3 days

## Country Foods

Low fat live yogurt  
Strawberry & Banana



Country Foods' low fat yogurt is made with biocultures Lactobacillus acidophilus and Bifidobacterium lactis

## Date marks

Date marks tell you by when the food should be eaten. Depending on the food, they are provided in two different ways:

**Use-by date:** You will see use-by dates on foods that go off quickly, such as meat, fish, milk and cheese. Don't use any food or drink past its use-by date, even if it looks and smells fine. Using food after this date could put your health at risk.

**Best before date:** The best before date appears on a wide range of frozen, dried, canned and other foods. The best before date is more about quality (e.g. flavour) than food safety.

## Instructions for use

Storage information and instructions for use will usually be provided if appropriate.

### Legal requirements for food labels

Food labels are there to give us information to help us make informed choices when we are out shopping. Food labelling is strictly governed by law.

By law labels should include;

- the name of the product;
- list of ingredients;
- a 'best before' or 'use by' date;
- special storage or preparation instructions;
- name and address of either manufacturer or seller.

### Nutrition information on labels

A food label must by law provide nutrition information if it makes a nutritional claim such as 'low fat'.

In this instance the minimum information that should be provided is energy, protein, carbohydrate and fat content. These are known as the **Big 4**.

Some manufacturers also provide information such as sugar, saturates, fibre and sodium. These are known as the **Little 4**. All the information must be given per 100g or 100ml.

It is illegal for food labels to make false or misleading claims - this includes the pictures as well as the words. So a yoghurt pot can't include a picture of strawberries unless the flavour comes completely or mostly from strawberries.

Although by law nutrition claims should not be misleading, there are currently no legal definitions for nutrition claims such as 'low', 'reduced' or 'high'. These claims should therefore be treated with care. You can check some claims by referring to the nutrition information on the label.

The table below gives guidance of what is considered a lot or a little of the key nutrients in food:

This is A LOT  
(per 100g food)

20g fat or more  
5g saturates or more  
0.5g sodium or more  
10g sugars or more

This is A LITTLE  
(per 100g food)

3g fat or less  
1g saturates or less  
0.1g sodium or less  
2g sugars or less

### Salt

To work out the **salt** content per 100g multiply the sodium content by 2.5. For example 0.5g sodium per 100g = 1.25g salt per 100g. A sodium - salt conversion chart is on page 38.

It is recommended that adults eat no more than 6g of salt per day.

# Keeping Food Safe

To help avoid food poisoning it is important to make sure the food you prepare is safe to eat. It is important to keep food safe from harmful bacteria – including preparing and cooking food, keeping your kitchen clean, catering for large numbers at parties and events, and shopping for food.

## Shopping safely

- Do not buy any packets or cans that have been damaged or opened, e.g. dented.
- Do not buy food from counters where cooked and raw meat is not separated.
- Report any unhygienic practices to the shop management or to your local environmental health department.
- Get all chilled and frozen purchases home and into the correct storage as soon as possible.

## Storage

- Store foods as directed on their packaging.
- Cool leftovers as quickly as possible (ideally within one to two hours) and then store them in the fridge. Eat any leftovers within two days.
- Always cover raw meat and store it on the bottom shelf of the fridge where it can not touch or drip onto other foods.

## Cleaning / Hygiene

- Always wash hands thoroughly before starting to prepare food, after touching raw meat (including poultry, fish or vegetables), after going to the toilet, after touching the bin, blowing your nose or smoking.
- Always wash worktops, chopping boards, knives and other utensils before you start preparing food.
- Always wash worktops and utensils thoroughly after they have been touched by raw meat, including poultry, or raw eggs.
- Have separate chopping boards for raw meat and for ready-to-eat food.
- Wipe up any spilt food straight away.
- It is also very important to wash kitchen cloths, sponges and tea towels regularly.
- Avoid wearing jewellery when preparing food.
- Keep long hair tied back.
- Never smoke or chew gum where food is being prepared or cooked.

## Preparing food

- Use foods within their date mark.
- Always wash fresh fruit and vegetables before you eat or use them to cook. This removes dirt and other particles.
- Separate raw meat and ready-to-eat food.

## Cooking food

- Never leave cooking unattended.
- Keep panhandles from hanging over the edge of the cooker and away from other burners on the stove.
- Never touch hot surfaces.
- Always use oven gloves when removing items from the oven.
- Check that food has been properly cooked, i.e. it is thoroughly hot all the way through.
- When reheating, make sure the food is defrosted throughout and thoroughly reheated.



# Money Matters

## Plan your budget

Work out how much you are going to spend on food each week and stick to it. Otherwise, you could be eating like a King or Queen at the start of the week and recycling teabags by the end! Plan your shopping before you go.

## Get back to basics

Buy items that have a long shelf-life in bulk, e.g. pasta, rice, noodles and couscous. Processed food can be an expensive option because you are paying for the processing. It is much cheaper to buy basic ingredients and make your own meals.

## Compare prices

Shop around. For example, find out whether your local greengrocer or market stall is better value than the supermarket. You will save by buying a supermarket's own products and economy ranges, rather than the big brands.

## Shop seasonally

It stands to reason that in the middle of winter you will pay more for summer produce flown in from a distant corner of the world. It is cheaper to buy fruit and vegetables when in season from the UK.

## Special offers

Getting 20p off, three for the price of two or 15% extra is great if it is something useful. But do not fill the cupboards with foods you are unlikely to use just because it is on special offer! Some foods are reduced in price late in the day or at weekends – keep your eyes peeled.

## Cook batches

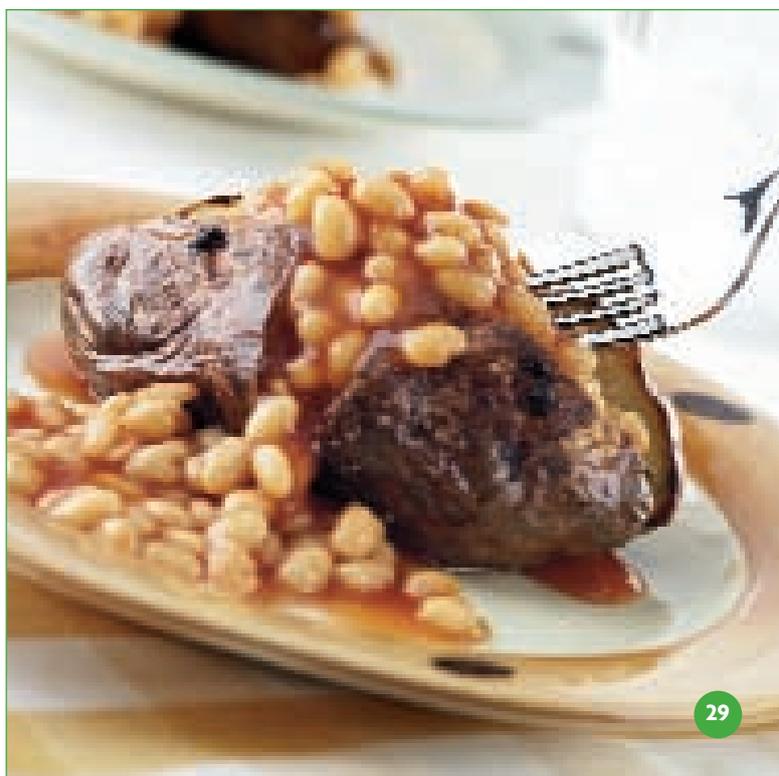
It can be expensive buying a different set of ingredients for every meal, so it is a good idea to cook up batches of dishes such as chilli, curry or stew, and freeze them in handy portion sizes. After cooking, cool the food quickly (within one to two hours but without placing the food in the fridge as the hot food will raise the temperature inside the fridge), then freeze in serving-sized portions. When reheating, make sure the food is firstly defrosted throughout and then thoroughly reheated.

## Watch your waste

When you buy food that goes off quickly, plan your meals so it all gets eaten or frozen for future use. Use frozen vegetables, as you can use what you want and store the rest. Grate cheese to make it go further.

## Cheaper and still healthier

You can make meat go further by cooking it in casseroles or stir-fries with cheaper ingredients such as beans, pulses or seasonal vegetables. Basing your meals on starchy foods such as rice, pasta or bread is not only a good idea for a healthy balanced diet, but these foods are also good value and can make a meal go further.



# Activity Outlines

## Building independence

Think about the backgrounds of the people on the course. Some of them may be leaving or have left home, so the course will be an opportunity to develop independence skills. Set the group the task of repeating the dish they cooked at the session at home and feedback to the group what they learnt from doing it in their own kitchen. Remember the main aim of any course is for the young people to enjoy and learn about cooking. In turn their confidence will build.

## Celebrating each week

Celebrating good results is important, as it boosts confidence and improves social skills. Try to include a short time each week to talk about what cooking successes people experienced from the week before. This may be a good topic of conversation over eating the food you prepare in the club, or as an ice-breaker at the start of the session. It may be that sharing also encourages them to try out new recipes in their own time too.

## Hit the shops

Shopping for the ingredients needed each week could be a great opportunity for members of the group to learn more about food. Why not take the group on a shopping trip to a nearby supermarket or local food market? This can be an ideal opportunity for some of the young people to get hands on experience of budgeting, looking at the quality of ingredients and looking at food labelling as well as nutrition and health issues. If it is not possible to take the whole group, try to talk about your experiences in buying the food for the session and the reasons for the choices made.

## Suggested activities

1. Ask the group to list as many foods as they can beginning with the first letter of their names, for example:

Carol: cheese, crackers, crisps

Philip: potatoes, parsnips

Ask them to discuss and allocate the foods to food groups. End on a discussion on why particular foods fit into particular groups, i.e. why potatoes fit into the carbohydrate group and not the vegetable group using the Balance of Good Health plate as an aid.

2. Multiple choice quiz (see page 31)
3. True or false quiz (see page 32)
4. Get Cooking! Crossword (see page 33)
5. Ask the group to plan a menu for the final week consisting of a main meal and dessert. The meal could be given a theme and friends and family (facilities permitting) could be invited to sample the food. Encourage the group to be imaginative by adapting the recipes perhaps making them healthier or cheaper.
6. Encourage the group to bring in empty packets of shop bought meals relating to the week's recipe. Alternatively, you could bring them in. Compare and discuss nutrient content, cooking time and price to that of the recipe made.



# Multiple Choice Quiz

1. Cheese is a good source of which nutrient?

- a. Calcium      b. Vitamin C      c. Iron      d. Fibre

2. How many portions of fruit and vegetables should we all eat every day?

- a. 0      b. 2      c. 3      d. 5 or more

3. What 'K' do you do when making pizza or bread dough?

- a. Knuckle      b. Knead      c. Kneel      d. Knaw

4. What is a calzone?

- a. A type of pasta      b. A drink      c. A folded pizza      d. An oven

5. Red meat is a good source of which nutrient?

- a. Vitamin C      b. Folate      c. Carbohydrate      d. Iron

6. At least how many portions of fish should we aim to eat every week?

- a. 2      b. 5      c. 7      d. 10

7. The main food poisoning bacteria Salmonella is sometimes present in:

- a. Grapes      b. Raw chicken      c. Butter      d. Cheese

8. What is the correct temperature range for a fridge?

- a. -20°C      b. -4°C      c. 0-5°C      d. 5-10°C

9. Why are potato wedges a healthier choice compared to thin chips?

- a. They contain more fat      b. They contain less salt      c. The taste better      d. They contain less fat

10. Which vitamin is provided by raw peppers, radishes and oranges?

- a. Vitamin C      b. Vitamin E      c. Vitamin A      d. Vitamin B

# True or False Quiz

1. Savoury things are less fattening than sweet.

True / False

2. Vegetarian diets are better for you than those containing meat.

True / False

3. A healthy diet is expensive.

True / False

4. I should cut out dairy products to lose weight as they contain a lot of fat.

True / False

5. I can substitute my five portions of fruit and veg with five glasses of fruit juice.

True / False

6. Sea salt is better for me than common table salt.

True / False

7. Honey is healthier than sugar.

True / False

8. I should aim to cut all fat from my diet.

True / False

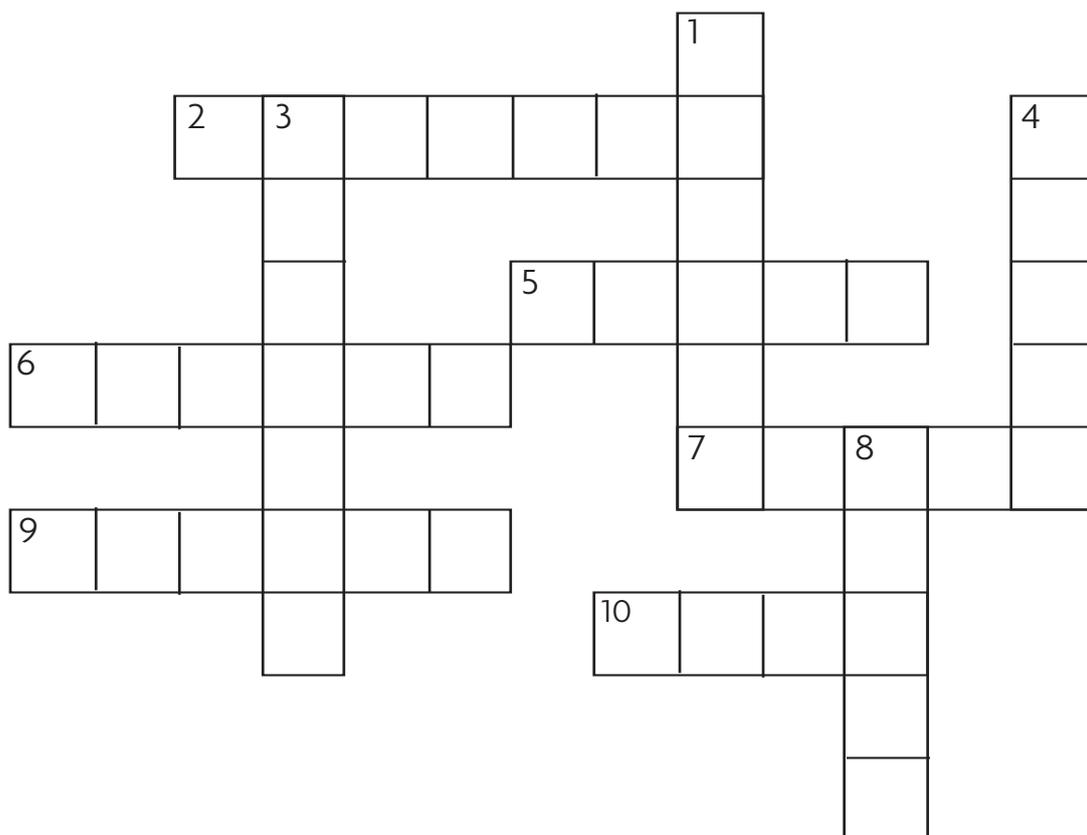
9. You don't need to wash vegetables before you eat them.

True / False

10. Eggs have a best-before mark printed on their shell.

True / False

# Get Cooking! Crossword



## ACROSS

2. A common make of cheese (7)
3. An Italian dish (5)
6. A fresh water fish (6)
7. A citrus fruit (5)
9. A good source of calcium (6)
10. A mineral provided by red meat (4)

## DOWN

1. A nut and a country (6)
3. A dish made from chickpeas (7)
4. A vegetable beginning with 'o' (5)
8. An orange coloured fruit (5)

# Answers and Solutions

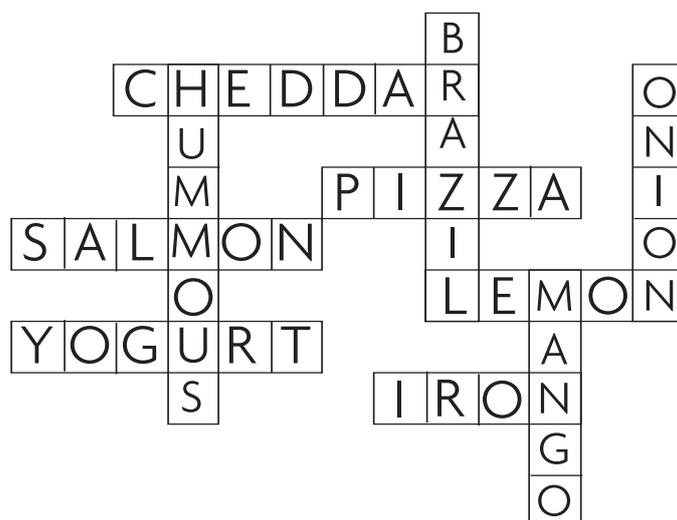
## Multiple Choice Quiz

1. **Calcium**, which is needed for healthy bones and teeth
2. **5 or more portions**. It is recommended that everyone aim to eat at least 5 portions of fruit and vegetables daily. All fresh, frozen, dried and canned fruits and vegetables are included within this food group. In addition pure fruit and vegetable juices are included. The more different types of fruit and vegetables you include in your diet the better!
3. **Knead**
4. **A folded pizza**
5. **Iron** is a pigment of red blood cells which carry oxygen around the body.
6. **At least 2 portions a week**, these can be fresh, frozen or canned. One of these portions should be an oily fish such as salmon, mackerel or fresh tuna (canned tuna doesn't count as an oily fish because the canning process reduces the levels of beneficial oils).
7. **Raw chicken**. Salmonella is the second most-common cause of food poisoning after campylobacter. It has been found in unpasteurised milk, eggs and raw egg products, meat and poultry. It can survive if food is not cooked properly.
8. **0-5°C**. Keep a fridge thermometer in the coldest part of the fridge and check the temperature regularly.
9. **They contain less fat**. The thicker the chips the better, as they absorb less fat.
10. **Vitamin C**, which helps protect cells and keeps them healthy and helps the body absorb iron.

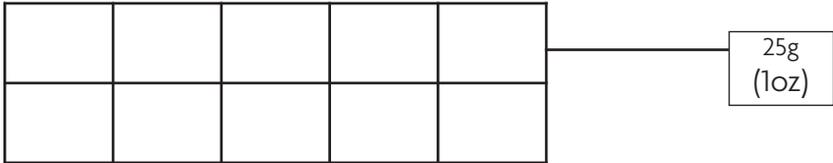
## True or False Quiz Answers

1. **False** Both sweet and savoury snacks can be high in fat, check the labels to find out.
2. **False** Not always, it depends on the overall balance of your diet.
3. **False** It is often lack of knowledge that contributes to the common misconception that healthy eating is expensive. A healthy diet can be made cheaper if food is prepared from scratch, rather than buying ready made processed foods.
4. **False** Dairy products are an excellent source of calcium and there are lots of low fat alternatives available such as virtually fat free milk, low fat yoghurts and reduced fat cheeses. Include low fat dairy products in the diet every day.
5. **False** You need a variety of fruit and vegetables everyday to keep healthy. Fruit juice counts only as one portion however much you drink.
6. **False** They are exactly the same thing but come from different places. All salt contains sodium and it is the sodium that can raise blood pressure.
7. **False** There is no nutritional difference between honey and sugar. They have a different taste so choose the one you like and use in moderation.
8. **False** Some fat is needed in the diet to provide essential fatty acids and vitamins. We should all try to cut down on saturates, i.e. those found in meat pies, sausages, butter, cheese and cakes, as it can lead to heart disease.
9. **False** It is advised that you always wash and peel as appropriate.
10. **True** Always check they are still in date before using.

## Crossword Solution



# Handy Measures

Bacon	1 rasher = 25g (1oz)
Carrots	1 medium = 75g (3oz)    1 large = 100g (4oz)
Cheese	See margarine
Courgette	1 large = 100g (4oz)
Dried fruit	1 level 15ml spoon (tablespoon) = 25g (1oz) 2 level 10ml spoons (dessert spoon) = 25g (1oz)
Flour	2 rounded 15ml spoons (tablespoon) = 25g (1oz) 3 rounded 10ml spoons (dessert spoon) = 25g (1oz) 1 mug = 125g (5oz)
Lentils (dry)	2 level 15ml spoons (tablespoon) = 25g (1oz) 3 level 10ml spoons (dessert spoon) = 25g (1oz)
Margarine 250g tub	
Milk	1 mug = 250ml (1/2 pint) approximately
Mushrooms	2 medium = 25g (1oz)
Onion	1 medium = 75g (3oz)
Pasta shells (dry)	2 rounded 15ml spoons (tablespoon) = 25g (1oz) 3 rounded 10ml spoons (dessert spoon) = 25g (1oz) 1 mug = 75g (3oz)
Pearl barley	1 level 15ml spoons (tablespoon) = 25g (1oz) 2 level 10ml spoons (dessert spoon) = 25g (1oz)
Peas (frozen or canned)	1 level 15ml spoons (tablespoon) = 25g (1oz) 2 level 10ml spoons (dessert spoon) = 25g (1oz)
Porridge oats (dry)	2 rounded 15ml spoons (tablespoon) = 25g (1oz) 3 rounded 10ml spoons (dessert spoon) = 25g (1oz) 1 mug = 100g (4oz)
Potato	1 large baking = 300g (12oz) 1 'egg' sized = 50g (2oz)
Rice	1 level 15ml spoons (tablespoon) = 25g (1oz) 2 level 10ml spoons (dessert spoon) = 25g (1oz)
Sugar	1 level 15ml spoons (tablespoon) = 25g (1oz) 2 level 10ml spoons (dessert spoon) = 25g (1oz) 1 mug = 200g (8oz)

# Oven Temperatures

	<b>Gas Mark</b>	<b>Celsius (°C)</b>	<b>Fahrenheit (°F)</b>
Low / Slow	1	140°C	275°F
	2	150°C	300°F
Moderate	3	160°C	325°F
	4	180°C	350°F
Fairly Hot	5	190°C	375°F
	6	200°C	400°F
High / Hot	7	220°C	425°F
	8	230°C	450°F
Very Hot	9	240°C	475°F
	10	260°C	500°F

**Note**

For fan assisted ovens, please refer to the manufacturers instructions as cooking times may vary. A general rule is to reduce the oven by 20°C (40°F).

# Conversion Charts

## Salt

Sodium (g)	Salt (g)
0.5	1.25
1	2.5
1.5	3.75
2	5
2.5	6.25

(Calculated by multiplying sodium by 2.5)

## Spoons

Imperial	Metric
1 teaspoon	1 x 5ml spoon
1 dessert spoon	1 x 10ml spoon
1 Tablespoon	1 x 15ml spoon

## Weighing

Ounces (oz)	Grammes (g)
1oz	25g
2oz	50g
3oz	75g
4oz	100g
8oz	225g
1lb	500g

## Measuring Liquids

Litres	Pints	Fluid Ounces
25ml	-	1 fl oz
75ml	$\frac{1}{8}$ pint	3 fl oz
150ml	$\frac{1}{4}$ pint	6 fl oz
300ml	$\frac{1}{2}$ pint	10 fl oz
600ml	1 pint	20 fl oz

# Shopping List and Planning Sheet

Date of next cooking session:

Menu

Shopping List

Equipment needed for session

Other items needed, e.g. glasses, table cloth, cutlery

# Sources of Further Information

The following web-links may be useful to gather information relating to nutrition, food safety, food issues and recipes.

Food Standards Agency	<a href="http://www.food.gov.uk">www.food.gov.uk</a> <a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a>
5 A DAY	<a href="http://www.5aday.nhs.uk">www.5aday.nhs.uk</a>
British Nutrition Foundation	<a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>
BBC Food	<a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a>
British Cheese	<a href="http://www.cheeseboard.co.uk">www.cheeseboard.co.uk</a>
British Chicken	<a href="http://www.britishchicken.com">www.britishchicken.com</a>
British Egg	<a href="http://www.britegg.co.uk">www.britegg.co.uk</a>
British Potato Council	<a href="http://www.britishpotatoes.co.uk">www.britishpotatoes.co.uk</a>
British Sandwich Association	<a href="http://www.sandwich.org.uk">www.sandwich.org.uk</a>
British Turkey	<a href="http://www.britishturkey.co.uk">www.britishturkey.co.uk</a>
Canned Food	<a href="http://www.cannedfood.co.uk">www.cannedfood.co.uk</a>
The Dairy Council	<a href="http://www.milk.co.uk">www.milk.co.uk</a>
Flour Advisory Bureau	<a href="http://www.fabflour.co.uk">www.fabflour.co.uk</a>
Food from Wales	<a href="http://www.foodwales.com">www.foodwales.com</a>
Food Hygiene	<a href="http://www.foodlink.org.uk">www.foodlink.org.uk</a>
Hybu Cig Cymru	<a href="http://www.hybucigcymru.org.uk">www.hybucigcymru.org.uk</a>
Meat and Livestock Commission	<a href="http://www.meatmatters.com">www.meatmatters.com</a>
Recipeweb	<a href="http://www.recipeweb.co.uk">www.recipeweb.co.uk</a>
Salt	<a href="http://www.salt.gov.uk">www.salt.gov.uk</a>
Seafish	<a href="http://www.seafish.co.uk">www.seafish.co.uk</a>
Think Vegetables	<a href="http://www.thinkvegetables.co.uk">www.thinkvegetables.co.uk</a>
Vegetarian Society	<a href="http://www.vegsoc.org">www.vegsoc.org</a>
Welsh Assembly Government	<a href="http://www.health.e.school.org.uk">www.health.e.school.org.uk</a>

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