



Chartered
Institute of
Environmental
Health

EAT CLEVER

Food and Lifestyles Skills Toolkit

Foreword

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President, Chartered Institute of Environmental Health**

The health of the nation's young people is high on the agenda at the moment with widespread concern about poor nutrition, high levels of obesity and lack of exercise.

I am therefore delighted that the Chartered Institute of Environmental Health in collaboration with the Food Standards Agency and Food Link is launching Eat Clever, a food and lifestyles skills kit aimed at encouraging individuals to learn some of the basic skills around food preparation, and hygiene that will help them and their families break their reliance on high fat and high salt foods.

This project is also an excellent example of partnership working, involving, as it can, environmental health departments, dieticians and local catering colleges and training providers.

I commend the Tool Kit to all of the groups and agencies involved but more particularly to the people who can benefit from the skills it provides.

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Chapter 1

Introduction

1. It is well established that poor diet is one of the main causes of ill health and premature death. It is suggested that one third of the deaths from heart disease and one quarter of the deaths from cancer in the UK can be attributed to poor diet. Evidence however suggests that a healthy diet can be a major contributing factor to reducing the risk of major chronic diseases.
2. The health of the population of Wales is poor when compared to the health of citizens of other European countries, and health in Wales is consistently worse than in England. Within Wales there are substantial inequalities in health between different communities, with death rates being highest in those areas experiencing the highest levels of economic and social deprivation.
3. Much work has already been undertaken in Wales to improve the diet of the people of Wales. The Food Standards Agency Wales (FSA Wales) has produced a nutrition strategy to improve the diet of all of the people of Wales, particularly those in disadvantaged groups.ⁱ The strategy is intended to improve nutrition across all of the sectors of the Welsh population, but gives specific consideration to the problems experienced by those on low incomes in accessing a healthy balanced diet.
4. Food poverty is defined as the inability to afford, or have reasonable access to, food which provides a healthy diet. Whilst the link between nutritional status and poor health is well established, food poverty extends beyond economic aspects to include issues such as access, ethnicity and education. Typically, those experiencing food poverty may have limited money to pay for food after paying for other household expenses, live in areas where food choice is limited by availability and transport to larger supermarkets or be lacking in the knowledge, skills or cooking equipment necessary to prepare healthy meals.
5. Food and Well Being – reducing inequalities through a nutrition strategy for Wales identifies two levels of propriety groups for action. Low income and other vulnerable consumers are identified as a Level One Priority Group. The rationale for this group being so identified is that those who suffer social and economic disadvantage are of prime concern. Disadvantaged groups have been shown to have a lower consumption of certain recommended foods, such as fruit and vegetables, which have an important effect on prevention of many disorders such as CHD and some cancers. These groups have a higher incidence of these major diseases. Included here are black and minority ethnic groups who generally experience poorer socio-economic conditions and higher rates of premature death and illness than the white majority. The vulnerable elderly, many of whom suffer from limiting, long standing illness and are on low income also fall within this group. Interventions targeted at this group will have a significant effect on preventing ill health and reducing inequalities.
6. The document also recognises that the most effective interventions include General Population Interventions, taking place in school, workplace, primary care and community settings. These were based on theories on behavioural change, involving personal contact, small groups or family members. The greatest changes were seen in highly motivated individuals taking part in intensive programmes.
7. Wales: A Better Country put improving the health of the population of Wales to the front of the Assembly Governments agenda. This is reflected in Health Challenge Wales, which is designed to provide a national focus for action for better health. Health Challenge Wales recognises that a significant proportion of ill health can be prevented – coronary heart disease, type 2 diabetes, and many cancers. It therefore has tackling obesity as one of its key themes.

8. Through the Needs Assessment process of the Health and Well Being Strategy process local government will be aware of those districts within its area where there are high levels of ill health or inequalities. Such districts will require particular assistance and tailored interventions to address the problems identified.
9. Eat Clever: Food and Lifestyle Skills Toolkit is a small scale, local intervention that raises awareness of food and nutrition, encourages the development of lifestyle skills, particularly cooking and hygiene and addresses the challenge of Health Challenge Wales by raising awareness and changing food habits in one group, young mothers, whose actions can have a significant effect on their own health and that of their families. It is accredited, successful participants gaining a recognised qualification, which can form the basis for further learning. The skills learned are not only of benefit to the participants, but are transferable and can be passed to other family members and particularly to the children of the family as the basis for a healthier lifestyle.
10. The initiative is cross cutting and can only be run as a partnership initiative, by local government, the public and voluntary sector.

ⁱ Food and Well Being – Reducing inequalities through a nutrition strategy for Wales. FSA Wales February 2003 FSA/0724/1202

Chapter 2

What is Eat Clever, and why should you get involved?

What is Eat Clever?

1. Eat Clever is a unique and innovative project based on the AFAL award winning 'Operation Christmas Turkey' initiative piloted by Anglesey Local Health Alliance aimed at groups of 6 -8 young mothers. It is typically delivered as a series of 5 half day classes, introducing the participants to basic cooking skills, nutrition advice and food hygiene principles. It is accredited to OCN Level One, enabling successful participants to obtain a Basic Nutrition, Hygiene and Food Skill Certificate in recognition of their efforts.
2. The initiative aims to address many of the misconceptions and negative beliefs about nutrition, not least that healthy food is expensive and time consuming to prepare. It examines the need for a balanced diet by explaining the significance of basic nutritional element such as protein, fats and carbohydrates. Participants are also shown how to understand the fat, sugar and salt levels of foods by reading and comparing information on nutrition information labels.
3. Advice on food hygiene focuses primarily on the 4Cs; cleaning, cooking, chilling and cross-contamination and the importance of personal hygiene, particularly hand washing.
4. Practical cooking sessions enable the participants to gain the confidence to practice basic cookery skills at home and stimulate a desire to learn further skills.
5. On the final day of the course the participants put everything that they have learned into practice by preparing a meal for themselves, based around what they have learned. This is the highlight of the course, bringing together all of the theory and the practical skills learned and showing them in a tangible form.
6. This tool kit is titled Eat Clever. Individual events can be named by local partnerships to suit the time of year in which they are being run – for example Operation Christmas Turkey would run in the period before Christmas, and would culminate in a communally cooked traditional Christmas meal. Initiative Easter would be run before Easter with a similarly seasonal final meal. Other events could be run before the start of the new school year and concentrate on health school lunch boxes for children, with children's food and health messages being promoted.

Why should you get involved?

7. Health Challenge Wales challenges government at all levels and organisations and groups in the public, private and voluntary sector to help create the conditions necessary for people to lead healthy lives, and to do as much as they can to assist those who use their services to improve their own health. It recognises that improving health is one of the most important objectives of the Assembly Government's strategic agenda, as laid out in Wales: A Better Country.
8. This intervention addresses a number of key poor health issues; lack of nutritional awareness, lack of lifestyle skills and confidence, lack of transferable skills and inability to make changes to improve the health of the individual and their family. Evaluation of the pilot project (see Appendix 1) shows that the participants felt that they benefited considerably from taking part and that there was an ongoing commitment to continue to practice the skills learned. Some participants had never received any formal qualification before, and there was

a considerable sense of personal achievement and development as the result of their taking part in the project.

9. The intervention is relatively short - 5 weeks of approximately 2 hours per week for each group - and requires only a limited input from a number of participating bodies. The majority of the resource required is in the time of the participating organisations, although some funding is required for the purchase of ingredients for the practical skills element of the course. Bids for funding can be made to Local Health Alliances, and there are considerable opportunities to seek local sponsorship of the project. Supporting bodies and organisations can also provide resources as teaching aids and to provide to participants on the course to supplement their learning and reinforce messages at the close of the course.
10. The pilot project showed that there was considerable media interest in the final day of the course, when the participants cooked a festive meal. Such events raise the self esteem of the successful participants whilst also giving the organising bodies a chance to put across health messages in a receptive environment.

Chapter 3

Running Eat Clever

Selling the event

1. At 1.6 it was noted that the most effective interventions take place, inter alia, in community settings and that the greatest changes are seen in highly motivated individuals taking part in intensive programmes. Eat Clever is designed to be run in a community setting, with small groups of individuals.
2. In most cases the target group selected will be made up of individuals who have few, if any, formal qualifications, and may have difficulty in acquiring and dealing with information. They are also likely to have few lifestyle skills, and therefore be unable to pass such skills to children or share them with friends. They may therefore suffer from low self esteem and be intimidated by a course that appears to be highly educational or demand that candidates possess certain skills to be admitted onto it. It is well evidenced that learning and skill acquisition breeds enthusiasm for further learning and skill acquisition, and participation in the proposed event may become a stepping stone to further learning and self motivated skill development.
3. The course pre-publicity for the course therefore must ensure that those who are motivated to learn and could benefit from attending are not discouraged from doing so. It can be publicised and 'sold' on the basis that :
 - It is a short, but not academically intense, course,
 - It does not require a particular level of ability to take part,
 - It is practical, using friendly and experienced tutors,
 - It will teach useful skills that can be repeated in the home environment,
 - It is not expensive, all materials being provided,
 - It allows participants to meet with others and socialise whilst learning,
 - That there is a food based social event at the end of the course, and candidates will be given a hamper or goody bag containing useful information, materials and equipment to take away with them,
 - It will give successful candidates a recognised qualification at completion,
 - It can be used as a stepping stone to further learning and skill development.
4. It is important at the end of the event that the participants go away feeling that they have learned something of value by their attendance. Some will value the attaining of a qualification, others will value the skills learned, some will have appreciated the social interaction and the benefits in kind – the recipe sheets and the hamper or goody bag provided at the end.

Selecting the target group

5. Selection of the target group will depend on local need. Guidance should be taken from the Priority Groups for Action identified in the FSA Food and Well Being – reducing inequalities through a nutrition strategy for Wales document¹ and from the Needs Assessment and Action Plan allied to the local Health and Well Being Strategy.
6. When the target group has been selected the local areas from which the candidates are to be drawn should be selected. Funding bids may require that candidates are drawn from wards ranking highly for deprivation, since these will be the areas of highest local need. The advice of local Communities First Groups or other groups with intimate involvement at local level can be sought when identifying likely participants.

7. It is important that the candidates selected should be committed to the course. As high levels of participant-tutor attention will be required groups will necessarily be small, and high drop out rates will reduce the impact of the intervention considerably. Candidates will not be required to pay to take part, consequently there is no personal commitment other than time in attending, therefore high levels of motivation are required from each individual taking part. High drop out rates may mean that partner organisations are not willing to engage in the project again, and may also result in the project being seen as not credible by individuals who may have participated in future courses.

Pre-considerations

8. Before running this project there are a number of issues to be considered. These are identified in Appendix 6 which highlights some of the likely issues, although there may be others depending on where the event is being run, and the nature of the target group. Officers running the event should make sure as many as possible of the issues are resolved before the start of the project to ensure its smooth running.

Running the course

9. Although the course is designed to be run over 5 weeks (see Appendix 2), on a one morning or afternoon session a week basis, this can be varied to suit local needs and circumstances. In some cases there may be a wish to run a more condensed course, in one week, with a session each day, alternatively there may be merit in running two courses simultaneously, on different days or one running in the mornings and one in the afternoons, so that participants have the opportunity to 'catch up' on any sessions that they miss. This will be a matter to be determined by local need, funding availability and resource constraints.
10. The syllabus used in the 'Eat Clever' (see Appendix 3) programme is based on a Level 1 unit developed and approved by OCN Wales in association with nutrition experts and CIEH. If accreditation is required for learners following the 'Eat Clever' programme, the organisers must contact and agree terms with one of the OCN registered organisations listed in Appendix 9 BEFORE the delivery of the unit begins. The OCN registered organisation will then add the unit – Basic Nutrition, Hygiene and Food Skills to their existing provision. The OCN registered organisation must then take responsibility for the quality assurance and arrangements for accreditation of learners. Course organisers should be aware that evidence of achievement for all the assessment criteria (see Appendix 4) must be provided if OCN accreditation is to be awarded. This could include: tutor observation records, completion of worksheets, menu plans, shopping lists etc. If individual students have problems with basic skills assessment methods can be adapted to meet their own needs (please discuss this further with the OCN organisation)

Celebrating success

11. It is important to make the final meal prepared on the last week of the course a celebration of what has been achieved. Many, if not all, of the participants will have learned a great deal and may have exceed their own expectations in the development of their practical skills. The pilot project showed that there was very considerable media interest in the project, the final meal being covered for local television and in the press, as well as in the local authority's own newsletter. It is important not to underestimate the positive effect of this coverage, both for the individual successful participants and for the prestige and credibility of the course.
12. Where possible the organisers of the course should try to arrange for a 'guest' or 'guests' to attend for the final meal, for example the Leader of the Council, the Portfolio Holder or a local celebrity, particularly where the celebrity is associated with food or a healthy life style. Such support is valuable to the participants and also encourages greater media interest.

Measuring success

13. The success or otherwise of this intervention is hard to measure, since it will rely in the first instance on the subjective view of each participant as to their cooking ability and level of knowledge, and then their subjective view on how much they have benefited from their participation. The ultimate aim of the project is that those attending will use the skills and knowledge they have learned and will also pass them on to family members, improving their family's dietary health and therefore their well being, however there can be no guarantee that this will be the case.
14. Measurement will therefore be qualitative. Candidates should be asked to complete a pre-course questionnaire (see Appendix 7) before commencing the course to determine what level of skill they claim to have and their attitudes to healthy food, the use of pre-prepared and takeaway food and their level of understanding of nutrition. At the end of the course they will be asked to complete a post-course questionnaire (see Appendix 8), revisiting the same issues, so that the change in their self- perceived level of skills and confidence can be measured, as can changes in their attitude to food.
15. Some participants may wish to develop their skills and knowledge further, by taking further training courses or evening classes. Such higher levels of involvement and engagement can also be used as measures of success.

Appendix 1

Evaluation of the pilot project

Lead organisation	Environmental Health Section, Anglesey County Council
Partner organisations	Local Health Board – nutrition and practical cookery skills Anglesey CC Environmental Health Department - food hygiene training Morawelon-London Road Communities First Partnership Coleg Menai Chartered Institute of Environmental Health National Public Health Service
Funding	Bid to Local Health Alliance Chartered Institute of Environmental Health – support materials Food Standards Agency – support materials Food Link – Support materials
Target Group	Women of child bearing age from Morawelon ward, Holyhead. Average age 28 years. Most deprived ward in Anglesey, 40 th most deprived in Wales, based on index of multi-deprivation.
Take up	8 candidates commenced the course, 5 completed it.
Course structure	Course run in November and early December, 5 sessions of 2 hours per week.
Theme	Course called 'Operation Christmas Turkey', themed meal was traditional Christmas lunch. Particular attention to poultry related hygiene and cooking issues.
Course evaluation Pre course questionnaire	4 of the 5 participants who completed the course rated their cooking skills as between 'Not good at all' to 'OK' Most cooked only a few meals a week, reasons cited as 'Take away meals taste nicer than meals they had cooked' lack of resources to purchase cooking equipment or ingredients, prepared meals are cheaper to buy.
Course evaluation Post course questionnaire	All participants considered that their cooking ability had increased significantly. All now considered that prepared food was more expensive to buy than home cooked food, and that take away food did not taste nicer than home cooked food. All considered the course to have been a positive experience.
Media interest	Press release by local authority. Covered by ITV, S4C, The Daily Post, The Anglesey Chronicle, the Holyhead and Anglesey Mail, 'Y Cymro' and Golwg. Also covered in the local authority newsletter.
Contacts	Huw Thomas, Principal Environmental Health Officer hatpp@anglesey.gov.uk telephone 01248 752823 Luned Gwyn Parry, Health Promotion Officer LGPPP@anglesey.gov.uk telephone 01248 752837

Appendix 2

PROJECT PLAN

Week 1

Introduction to Programme

Informal meeting of all parties to introduce what each session will involve.
Evaluation of current cooking skills and what is required – pre-course evaluation questionnaire.

Week 2

Environmental Health Officer.

Food Hygiene, how to prepare and cook family meals safely, information on how food poisoning occurs and safe kitchen practices that can be used to prevent this.

Assessment criteria 1.1, 1.2 and 1.3

Week 3

Dietician (LHB/NPHS).

Information on the Balance of Good Health, what is healthy eating?
What is a typical week's menu?
A balanced healthy diet for you and your children, including a taster session.
Some healthier alternatives, cooking methods.

Assessment criteria 2.1, 2.2, 2.3

Week 4

Dietician and Local Catering College or Training Providers etc.

Planning and budgeting for nutritious meals. Simple recipe ideas using fresh produce.
Planning in advance, making lists.
Which order to cook food items when making a meal.
Understanding about what to look for on food labels. Visit to supermarket.

Assessment Criteria 3.1, 3.2

Week 5

Local Catering College or Training Provider

Prepare and cook festive or event related meal, demonstrating practical use of the skills learned.

Assessment Criteria 3.3

Close of event publicity – Leader of Council or Portfolio Holder invited .Media invited

Candidates receive hamper/goody bag.

Evaluation of completed course, changes in knowledge and skills – post course questionnaire

Appendix 3

SYLLABUS

Unit Library (www.units.org.uk)

Unit title: Basic Nutrition, Hygiene and Food Skills

Unit recognition status: LU

Level: One

OCN Credit Value: 3 [Learning Hours 30]

Unit Code: NH21WE002

LEARNING OUTCOMES

The learner should be able to:

1. Show an awareness of the importance of good hygiene
2. Demonstrate a basic knowledge of nutrition.
3. Plan and cook balanced meals.

ASSESSMENT CRITERIA

The learner has achieved this outcome because s/he can:

- 1.1 Identify the importance of good personal hygiene
- 1.2 Recognise the links between personal health and safe food hygiene practice.
- 1.3 Practice essential kitchen hygiene and explain the reason for doing this.
- 2.1 List the 5 main groups of nutrients
- 2.2 Explain why these nutrients are important to the body
- 2.3 Identify which common foods relate to the nutrient groups using the Balance of Good Health (FSA)
- 3.1 Select a variety of ingredients taking account of nutrients, colour, shape, texture and cost of the complete meal.
- 3.2 Identify required ingredients, developing the use of store cupboard items as well as fresh.
- 3.3 Prepare and cook planned menus following the good food hygiene principles.

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Appendix 4

Syllabus Model Answers

Unit NH21WE002: Basic Nutrition, Hygiene and Food Skills

Model answers for Tutor/Assessor use only

Unit NH21WE002

Model answers

1.0 Learning outcome 1

Assessment Criteria

1.1 Identify the importance of good personal hygiene

Each year millions of people in the UK suffer from food poisoning. Food poisoning causes unpleasant symptoms such as nausea, vomiting, abdominal pain and diarrhoea. In severe cases it can cause serious illness or even death. People are a source of food poisoning bacteria and a way they can be spread. Most people carry food poisoning organisms at one time or another, either in their noses, mouth, intestine or on hands, especially when they have boils, septic cuts, spots or diarrhoea. These can be spread to food by coughing, sneezing or touching high risk foods. Hands are the main route for transferring food poisoning organisms to high risk food.

Teaching method: *talk, handouts, presentation, hand washing demonstration-
hand inspection cabinet*

Assessment method: *discussion*

Evidence: *quiz, photos*

1.2 Recognise the links between personal health and safe food hygiene practice.

Most cases of food poisoning are caused when food is eaten that has been contaminated with harmful germs (bacteria and viruses) or toxins (poisonous substances). Bacteria can contaminate food and then grow to high levels due to poor hygiene practices. You cannot tell if food contains food poisoning bacteria by how it looks, smells or tastes. The best way to ensure food is safe to eat is to:

-stop bacteria getting on to food

-stop bacteria from multiplying on food

- kill bacteria

Teaching method: *talk, presentation, handouts*

Assessment method: *discussion*

Evidence: *quiz*

1.3 Practice essential kitchen hygiene and explain the reason for doing this.

Remember the 4 Cs

1. Cleaning - The spread of harmful bacteria can be prevented by keeping your hands, the kitchen and utensils clean.
2. Cooking - Proper cooking kills the harmful bacteria that can cause food poisoning. It is important to cook food, especially meat, thoroughly. Make sure food is cooked right through and that it is piping hot in the middle.
3. Chilling - By keeping food at the right temperature harmful bacteria can be prevented from growing and toxins will not form. Check the food label to see if food should be kept in the fridge. Food that has been cooked and is intended to be eaten cold must be cooled quickly and then placed in the fridge.
4. Cross-contamination - Cross- contamination is when bacteria spread from one food to another. Raw foods especially meat can contain bacteria. If raw foods touch or drip onto ready to eat foods or the same utensil or surface is used for both, these harmful bacteria can spread onto ready to eat items. This can be prevented by storing foods correctly, thoroughly cleaning and disinfecting work surfaces and utensils between use on raw and cooked food, and correct hand washing.

Turkey tips - extra points to remember when cooking the Christmas dinner e.g. thawing frozen poultry, cook stuffing separately, use of left overs.

Teaching method: *talk, presentation, handouts, leaflets, Video- Bad Food Live, group discussion*

Assessment method: *discussion, observation in practical session week 5*

Evidence: *quiz, photos week 5*

2.0 Learning outcome 2 Assessment Criteria

2.1 List the 5 main groups of nutrients (To a Dietitian there are 3 main food groups)

The 3 main groups of nutrients are Protein, Fats and Carbohydrates
In foods from these 3 main groups we will also get minerals and vitamins. We also need Fluid

Teaching method: *talk, presentation and handouts*

Assessment method: *discussion,*

Evidence: *quiz sheet, Balance of Good Health*

2.2 Explain why these nutrients are important to the body

Protein is important for building, repair and function of muscle, blood and cell structure. Protein is found in foods such as Meat, fish, dairy products, eggs, nuts and pulses and beans.

Fat is required in small quantities for various body functions including nerve messages, brain function.

Saturated fats (hard animal fats) are the fats which can raise cholesterol, healthier fats are the monounsaturated oils such as olive oil and rapeseed oil. Also polyunsaturated fats such as sunflower oil and corn oil.

Carbohydrate is needed for energy, muscle movements etc.
Carbohydrate is found in starchy foods such as Bread, pasta, rice, potatoes and cereals

Many foods tend to be a mixture of all three food groups, e.g. Milk contains protein, fat and carbohydrate, so does bread.

Fruits and vegetables contain a good mixture of carbohydrate, natural sugars, fibre, some protein and minerals and vitamins

When people eat any of the above items they also get minerals and vitamins as well.

There are foods with very little benefits and too much can cause harm. Examples of these are high fat, high sugar snacks e.g.: crisps, biscuits and chocolates and foods such as sugar which are described as “Empty Calories” as they contain no nutrients, just calories.

Teaching method: *talk, presentation and handouts*
Assessment method: *discussion*
Evidence: *quiz sheet*

2.3 Identify which common foods relate to the nutrient groups using the Balance of Good Health (FSA)



Proteins are mainly found in meat, fish and alternatives such as beans and pulses. Also Milk and Dairy Foods

Fats are contained in many foods but are also in butter, cooking fats and spreads. We need to keep the total fat low and most people eat too much fat.

Carbohydrates are found in bread, other cereals, rice, pasta and potatoes. There are also carbohydrates as natural sugars in milk, fruit etc.

Teaching method: *talk, presentation and handouts*
Assessment method: *discussion*
Evidence: *quiz sheet*

3.0 Learning outcome 3

Assessment Criteria

3.1 Select a variety of ingredients taking account of nutrients, colour, shape, texture and cost of the complete meal.

Each day you should aim to provide items from the “Balance of good health” in roughly the same proportions as the “Daily Plate” Illustrated above. To be a well balanced meal, you should include carbohydrate from the “Starchy” foods group, fruit and vegetables (5 a day), a moderate amount of protein and a small amount of fat.

An appealing meal will also be colourful, for example a meal of white poached fish served with boiled potatoes, cauliflower and white sauce would not look (or be) as appetising as grilled fish, served with baked potato wedges, or boiled potatoes with green herbs chopped over them and a colourful selection of vegetables such as grilled tomatoes or carrots, broccoli, or a mixed colourful salad served with a good dressing.

The cost of a meal should be worked out from the weekly budget.

Take the total income for the week, deduct all basic expenses such as rent or mortgage, electricity, water, council tax and some allowance for longer term items such as clothes and find out how much you have left to spend on food. Say this is £42 a week, there are 7 days in a week divide 7 into £42 and you get £6 to spend on food each day. It is more economical to do your shopping weekly so you are back to the £42 a week.

Before you go to the supermarket you can plan your weeks food and go armed with a shopping list.

Meal	Monday	Tuesday	Wed	Thursday	Friday	Sat	Sun	Cost
Break-fast	porridge	Shredded wheat	Weetabix	porridge	Shredded wheat	Scrambled egg on toast	Poached egg on toast	
	Orange juice	Orange juice	Orange juice	Orange juice	Orange juice	Grilled tomato	Orange juice	0.35
mid am	Apple	Apple	2 biscuits	Orange	Banana	Orange	Apple	
Lunch	2 slices bread	2 slices bread	2 slices bread	2 slices bread	2 slices bread		Roast potatoes	
	Spread						vegetable	
	Meat from Sunday	Egg	Cheese	Tuna	Ham	Corned beef	Roast meat	
	cucumber	Apple	tomato	Banana	Orange	Baked Apple	Fruit pudding	
	Yogurt		Yogurt					
mid pm								
Evening meal	Curry made from Sunday's roast	Tuna Pasta bake	Shepherds pie	Roast chicken	Grilled Sausages	Lasagne	Beans on toast or Cheese on toast	
	Rice	Pasta	Mashed potatoes	Roast potatoes	Mashed potatoes	Pasta	toast	
	Mixed salad	Peas or sweetcorn	Carrots	Broccoli	Onion gravy and beetroot	Salad	tomatoes	
	Fruit salad	Fruit yogurt	Fruit salad	Winter compote	Fruit salad	Cheese and biscuits	Ice cream	

Teaching method: talk, presentation and handouts
Assessment method: discussion
Evidence: menu plan

3.2 Identify required ingredients, developing the use of store cupboard items as well as fresh.

Having planned a menu, write down all the ingredients needed and make a shopping list.

Make a list of all the store cupboard items, which you would normally have

Basics: Flour, Pasta, Rice, vegetable oil, sugar, salt, basic sauces, e.g. tomato

Perishable basics: Potatoes, onions, carrots, apples, oranges, bananas

Useful items to keep in: Tins of soup, tuna, corned beef, tinned tomatoes, frozen vegetables, dried fruit

Make a list of all the store cupboard items you would need for the meal

Teaching method: talk, presentation and handouts
Assessment method: discussion
Evidence: lists

3.3 Prepare and cook planned menus following the good food hygiene principles.

Practical session, preparing meal based on the theme of the course, e.g.
For Operation Christmas Turkey a Christmas dinner of:-

Prawn Cocktail and melon

Roast Turkey

Bread Sauce

Cranberry Sauce

Stuffing

Broccoli

Sprouts with pine nuts

Glazed Carrots

Roast Parsnips

Roast Potatoes

Christmas pudding with white brandy sauce and fresh fruit salad

Cheese and biscuits

Coffee

Teaching method:

cooking teaching, learners cooking with handouts

Assessment method:

eating the meal!

Evidence:

photographs

Appendix 5

Resources

Association for the Study of Obesity	www.aso.org.uk
Big Fat Problem	www.bbc.co.uk/bigfatproblem
British Dietetic Association	www.bda.uk.com
British Heart Foundation	www.bhf.org.uk
British Nutrition Foundation	www.nutrition.org.uk
Faculty of Public Health Medicine	www.fphm.org.uk
Food and Drink Federation	www.fdf.org.uk
Foodfitness	www.foodfitness.org.uk
Foodlink	www.foodlink.org.uk
Food Poverty Projects Database	www.foodpovertyprojects.org.uk
Food Standards Agency	www.food.gov.uk
Health Challenge Wales	www.cmo.wales.gov.uk/health-challenge
Health Development Agency	www.hda.nhs.uk
International Obesity Task Force	www.ietf.org
National Health Service "5 a day"	www.5aday.nhs.uk
National Heart Forum	www.heartforum.org.uk
Nutritional advice	www.eatwell.gov.uk
Salt pages Food Standards Agency	www.salt.gov.uk
Soil Association	www.soilassociation.org
Sustain	www.sustainweb.org
Weight Wise	www.bdaweightwise.com

Appendix 6

Pre-considerations

Issue	Primary considerations	Other considerations
Target group		
Young / single mothers	Educational ability of candidates Needs of disabled candidates Event timing – within school nursery hours	Possible need for crèche /childcare facilities Incorporation of tailored additional health advice
Ethnic minority groups	Educational ability of candidates Needs of disabled candidates Language of event delivery Religious practise with respect to certain foods	Need to tailor recipes to take account of religious practices Incorporation of tailored additional health advice
Vulnerable elderly	Educational ability of candidates Needs of disabled candidates Travel to locations	Incorporation of other tailored health advice
Roles and functions		
Lead and Co-ordination Function	Co-ordinate time table and communicate to students and lecturers Source sponsorship of project Ensure suitability and availability of locations Arrange accreditation of event Arrange publicity for final event Collate final hamper/goody bag	Should be budget holder for the project Issue press releases etc Suggestions – Local authority EHP, Local Health Alliance Co-ordinator
Food Hygiene input	Must have acknowledged expertise and communication skills	Suggestions – EHPs or Accredited Food Hygiene Trainer
Nutrition input	Must have acknowledged expertise and communication skills	Suggestions – NPHS or LHB Dietician
Cookery Skills input	Must have acknowledged expertise and communication skills	Suggestions – local college of Further Education, Women's Institute or Merched y Wawr
Funding		
Cost of event	Cost of ingredients for cookery demonstrations Cost of ingredients for final event Cost of support materials Possible hire of locations Cost of elements in final hamper/goody bag	Funding bid to Local Health Alliance, or similar Possibility of sponsorship for event from local food businesses
Locations		
Nature of course element	Taught element - 'classroom' environment Practical cookery and demonstrations – requirement for cookery facilities Visit to supermarket	Availability to teaching aids as necessary Check location public liability insurance May need consent
Premises	Disabled access	

Timing		
Seasonal event	Time lag where event timed to coincide with Christmas or Easter or other religious or cultural festival – need to commence project at least 5 weeks before festival – have regard to Project plan – Appendix 2	Availability of facilities or partners where event close to holiday period.
General	May need to be held within school hours where participants have children Other partners and facilities may not be available after business hours if running evening events	Consider practicality of crèche/ childcare arrangements Consider split timing – some day time and some evening classes
Timetabling	Availability of partner organisations during period of project	Amend project timetable to provide best fit
Final event	Consider best timing for press and media coverage, and availability of local members, dignitaries etc	
Adding value		
Promoting further training and skill acquisition	Promote other related course – CIEH Basic Food Hygiene Course, other basic cookery skills courses etc	Tie into the Health Challenge Wales and Health, Social Care and Well Being agendas
Additional public health messages	Promote related and other public health messages tailored to suit the profile of the group through leaflet provision, hamper/ goody bag content	Information should be targeted to suit the group – e.g. information on osteoporosis, children's' nutrition etc,
Consumer / Home Safety advice messages	Promote related consumer advice or home safety messages through leaflet provision, hamper/goody bag content	Regard must be had to risk of message overload

Appendix 7

PRE – COURSE QUESTIONNAIRE

1. How old are you?

2. Do you have children? If so how many and how old are they?

3. How much do you spend monthly on food shopping?

4. How would you rate your cooking ability?

- Very good
- Fairly good
- OK
- Not very good
- Not good at all
- No cooking ability

5. How confident are you at cooking?

- Extremely confident
- Very confident
- Fairly confident
- Not very confident
- Not at all confident

6. How much do you enjoy cooking?

- I really enjoy it
- I quite enjoy it
- I don't enjoy it very much
- I don't enjoy it at all

7. How often do you normally cook a meal from scratch?

- Every day
- Most days
- Once or twice a week
- Once a fortnight
- Once a month
- Less often
- Never

8. Below are some things other people have said about cooking. Please tick the box that best describes how much you agree or disagree with each of these statements. There is no right or wrong answer; we're just interested in your views

	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly
It's cheaper to buy meals ready prepared than to cook it yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy food doesn't taste very nice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I haven't got the right equipment to cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's OK to use some food beyond its use-by date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take-aways always taste nicer than food I could make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't afford the ingredients to make a meal myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It takes too long to prepare a meal from scratch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What do you hope to get out of the **INSERT NAME OF COURSE** course?

- I wanted to learn how to cook
- I thought it would be fun
- To meet new people/socialise
- I wanted to learn new skills
- To eat the food afterwards
- To learn new recipes
- I enjoy cooking
- Don't know yet

Thank you for taking the time to complete the questionnaire

Appendix 8

POST – COURSE QUESTIONNAIRE

1. How old are you?

2. How often do you think you will cook a meal from scratch after the course is over?

- Every day
- Most days
- Once or twice a week
- Once a fortnight
- Once a month
- Less often
- Never

3. How would you rate your cooking at the start of the course?

- Very good
- Fairly good
- OK
- Not very good
- Not good at all
- No cooking ability

4. How do you rate your cooking ability now?

- Very good
- Fairly good
- OK
- Not very good
- Not good at all
- No cooking ability

5. How much do you enjoy cooking?

- I really enjoy it
- I quite enjoy it
- I don't enjoy it very much
- I don't enjoy it at all

6. Below are some things other people have said about cooking. Please tick the box that best describes how much you agree or disagree with each of these statements. There is no right or wrong answer, we're just interested in your views

	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly
It's cheaper to buy meals ready prepared than to cook it yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy food doesn't taste very nice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I haven't got the right equipment to cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's OK to use some food beyond its use-by date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take-aways always taste nicer than food I could make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't afford the ingredients to make a meal myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It takes too long to prepare a meal from scratch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall, how much have you enjoyed the Operation Christmas Turkey course?

- I really enjoyed it
- I quite enjoyed it
- I didn't enjoy it much
- I didn't enjoy it at all

8. Which part of the course did you enjoy the most?

9. Which part of the course did you enjoy the least?

10. Do you have any suggestions on how you think the course could be improved?

Thank you for taking the time to complete the questionnaire.

Appendix 9

Training Providers

Organisation	Contact Name		Email Address
	First	Last	
South West Wales			
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