get cooking, get shopping

A resource pack for developing community based cooking and shopping skills.

Originally developed and run in Scotland by the Co-operative Group, the Scottish Federation of Community Food Initiatives, Greater Glasgow Health Board, the Scottish Community Diet Project and Sustain: the alliance for better food and farming.

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This resource is also available on request in Braille and large print.
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Foreword

WELCOME TO GET COOKING, GET SHOPPING!

At the Co-op, we are committed to educating on and promoting diet and health issues. We hope that you will find this resource useful and informative. We feel that it should be made available to as wide an audience as possible hence its publication on the web.

You are welcome to utilise it as you wish, including downloading, printing and photocopying as necessary.

All we would ask is that you let us know what you think about the resource, how we could improve it further and importantly where, when and with whom you have or plan to use it. We would like this information in order to build up a databank of how the resource is used. Remember, it is your resource and we will incorporate as many ideas as possible.

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Introduction for Organisers and Tutors

Welcome to ‘Get Cooking, Get Shopping’!

Aim
The purpose of G.C.G.S. is to encourage community members to adopt a healthier diet by developing shopping and cooking skills in a fun comfortable environment.

Objectives
• To improve diet
• To increase or regain cooking skills
• To increase consumption of fruit and vegetables
• To increase the variety of foods in the diet
• To reduce the reliance on salt in cooking
• To offer support and guidance, and build confidence.

The Layout of the Pack

Tutor notes are provided for each section. These include some background information about the subject as well as ideas and suggestions to achieve the maximum possible from each session.

The pack is divided up into topics and depending on the type of group you are working with, different topics may be relevant. This can be decided in conjunction with the participants or may be decided beforehand between the organiser and yourself. It is envisaged that different combinations of courses will take place depending on the group and the number of sessions being undertaken.

Suggested recipes are attached for each section and to convey the correct messages. These should be used as far as possible. They have all been nutritionally analysed and these details are shown in each recipe. However, you should feel free to incorporate others depending on the group involved.

Topics included in Participants Notes
• Welcome to ‘Get Cooking, Get Shopping’
• Basic Kitchen Equipment
• ‘Get Cooking, Get Shopping Get Safe’
• Basic Store Cupboard Ingredients
• Herbs and Spices Know How
• Soups
• Miracles with Mince
• Shop and Cook (including planner)
• Using Fruit in Cooking
• Fish
• Chicken/Turkey
• Cooking with Convenience
• Vegetable Main Meals
• Cooking for One
• Food Labelling
• Nutrition Labelling
• The Power of Advertising.
Setting up ‘Get Cooking, Get Shopping’

If you are involved in the setting up of a group it is worth considering the following points:

• Will you have recruited your group from an already established group of people or are they all individuals who don’t know each other?

• Do you have a suitable venue secured with appropriate equipment?

• A co-ordinator/facilitator is required prior and during the course to ensure smooth running so the tutor can concentrate on teaching

• Getting the right tutor is paramount to success

• Where will you recruit tutors from?

• Local tutors are an advantage especially in rural areas

• Tutors must show empathy and understanding

• Do you need to provide childcare as a crèche is vital if parents of young children are involved?

• Transport may be an issue

• Have you planned and agreed the sessions with the group beforehand?

• The course needs to be tailored to each group

• Length of sessions need to be tailored to the needs of each group

• Although this is a structured programme, some flexibility is also required

• A variety of recipes is needed to suit all

• Are enough G.C.G.S. packs provided?

• The sessions must be hands on and participative (not just watching demonstrations by the tutor)

• Recipes need to use minimal equipment to allow repetition at home

• Have you arranged and agreed trips to stores with Store Managers for the Shop and Cook session?

• Course must be relaxed/entertaining

• Skills and experience must be recognised and not underestimated.

• How and from where will the food to be prepared be sourced, delivered and stored?
Where to hold the Course

Here are two options with some possible positives and negatives to consider

**College**

Positives

- Ideal venue
- Full set of equipment
- Experienced tutor
- May lead on to other courses.

Negatives

- No crèche facilities
- Transport
- Tutor needs a brief to emphasise healthy eating aspect of the course
- Intimidating for some
- Can be costly
- May not be near a store
- Needs to fit in with college timetable.

**Community**

Positives

- Local, less intimidating
- Crèche can often be provided
- Can be tied in with food Co-op / fruit and veg stand / community cafes
- Cheaper option
- More flexible with timing.

Negatives

- Small kitchens
- Not as well equipped
- Food needs to get to venue.

Cost of running G.C.G.S. (based on groups already run)

In a college venue: between £500 - 650 for up to 10 people
In a community venue: between £500 - 550 numbers depend on the facility
(tutor rate £15 per hour)
Getting started - the first session

At the first session with a new group it is important to win over their trust and enthusiasm for the course. For many it will be the first time in a kitchen with someone else telling them what to do for many years and we don’t want them to think they are back in school!

This first session will also give you the opportunity to access the skills and knowledge of your new group. They may differ greatly and it is up to you to recognise these skills and pull on them to help the group develop.

Topics to be covered first of all are:

• Welcome to G.C.G.S
• Basic Kitchen Equipment
• ‘Get Cooking, Get Shopping, Get Safe’
• Basic Store Cupboard Ingredients
• Herbs and Spices know-how

These sheets should be revisited throughout the course to reinforce the messages.

It is essential to establish some kitchen rules such as:

• Wash hands on entering the kitchen
• Hair must be tied back
• An apron must be worn
• No smoking in the kitchen
• Leave all bags and coats outside kitchen
• Clean up spills immediately
• Wash hands after visiting toilet, touching pets, handling raw meat or vegetables.

A poster copy of this is included on the next page for display on the kitchen door or some other prominent place.

It is also vital to go through and emphasise the necessity for good food hygiene. Again this may be new to some of your group and it is important that it is communicated in a friendly efficient manner. Use the sheet provided which goes through food safety in a general manner and then practical issues can be raised on a week to week basis depending on what activities are taking place.
KITCHEN RULES

Before entering kitchen
- Tie long hair back
- Leave bags & any outdoor clothing outside.

On entering kitchen
- Wash hands using soap & water
- Put on an apron
- Cover up cuts/grazes with waterproof plaster.

While in the kitchen
- Do not touch mouth or nose
- Wash hands after going to the toilet
- Do not run in kitchen
- Wipe up any spillage immediately
- Use separate chopping boards for raw & cooked foods.

When leaving the kitchen
- Wipe clean all surfaces
- Brush the floor.
**Soup - Tutor Notes**

Some participants in your group may not have made soup before so this is probably a good opportunity to go step by step through a recipe. This will allow you to assess who has some cooking knowledge and who hasn’t. Doing this will also allow those who have not done it before to build up their confidence and not feel any different from the rest of the group.

Three different soup recipes have been provided and it is up to you to choose which one you feel is suitable for the group. You may have had a previous meeting with them and have decided then. However, if it is your first meeting with the group, Minestrone is probably the best one to go for as it’s a popular favourite and slightly different from just everyday vegetable.

For comparison, try and have a packet and a tin of Minestrone soup to compare with the home-made. Serve a bowl of each out and get the group to talk about it, the colour, and appearance and then taste them all and discuss taste, texture and flavour all in relation to the home made one. If possible have an idea of how much it cost to make the home-made version and compare this to the tinned and packet options.

The soup day is usually very popular and people are amazed at how good home-made Minestrone Soup tastes.

**Miracles with Mince – Tutor Notes**

This section is all about teaching participants about the versatility of mince. People tend to have very stereotyped views of mince and rarely try anything different. It is also essential to talk about the different types of mince as well as fat content and the importance of meat in the diet.

**Different Types of Mince**

To many people, mince means beef, but over recent years, different types of mince have become available as people look for lower fat options and alternatives to beef. As many mince dishes involve adding other ingredients, the actual taste of the mince is often lost, so if a lower fat variety is available at a reasonable cost it may be an option for people to try.

Try to get different pairs to use different types of mince and see if the others can notice any difference.

**Cooking with Mince**

People are sometimes unsure of how they should cook mince and drain off fat. Giving a practical demonstration of this can often be a starting point for someone. Overall in this session you want to emphasise the ease of cooking with mince, how you can make one big pot of savoury mince and convert it into a variety of things.
Ideally in this lesson, everyone will make the same basic mince and then each group make it into something different (Italian meatballs being the exception).

In all of the mince dishes we want to add as many vegetables as possible so try and encourage people to add carrots, onions, turnip, parsnips, mushrooms, courgettes etc. Make sure there is a good variety available. Also show them how to add lentils and also for children, baked beans.

Again if participants are willing, ask them to put a little onto a plate and let everyone else taste. Try and also include some accompaniments with the mince dishes, such as lower fat garlic bread and salad.

The importance of meat in the diet

In the UK, meat consumption has decreased over the last decade due to a variety of reasons. However meat is still an important source of nutrients for many people. Meat is a source of high-quality protein, iron and zinc and many B vitamins. Vegetarians have to be careful to ensure they obtain these nutrients when they remove meat from their diet.

‘Shop and Cook’ – Tutor Notes

The ‘Shop and Cook’ activity draws together a lot of different skills as well as being a fun activity.

Depending on the group you are working with, it is usually best to wait until the third week of the course to do this activity, as by that time participants have got to know each other and feel a bit more comfortable with the whole situation.

Organisation is the key to this activity and it’s worth spending half an hour making these arrangements to ensure it all goes smoothly.

Things to do

- Inform people on the first day (as part of running through the programme) when this activity will take place
- At the lesson before this activity, remind them and spend about 15 minutes just running over the basics- what they have to do, amount of money, times etc.
- Depending on how the course is being funded arrange for £5 Co-op gift vouchers for each pair or alternatively cash
- Arrange transport to your local Co-op store - ensuring there are enough seats for everyone, where the pick-up points are, and at what times
- Talk to the Store Manager and explain what you want to do, when and for how many people and ensure that it does not coincide with any other events in-store
• Remember if the store is small you may need to think about using another one or splitting the group in two

• If childcare is being provided, ensure those responsible know where you are going, how long for and contact numbers. Ideally someone should carry a mobile phone or pager so members of the group can be contacted in an emergency

• Ideally as well as transport for the group, if possible take a car in case someone needs to go somewhere quickly

• Ensure participants know how long they have in the store (20 minutes) and the time for transport back.

Some of your group may need more help than others with this activity and some may have already put quite a bit of thought into it. Try to get people to try different things and not just make something they make at home. The planning sheet should help participants to focus on what they actually need to buy and also help them to shop quickly. Encourage participants to club together to buy goods if it will work out cheaper. Also point out things like a bag of pasta double the size is only 15p dearer and they could use it again. Ensure participants are aware they only have one hour to cook and keep this in mind when choosing. Encourage participants to use recipes from other sources especially from women’s magazines as these tend to be quick and simple.

Suggested recipes already found in this pack may include:

• Turkey risotto
• Fruit salad
• Pear crumble
• Fisherman’s Pie
• Carrot Soup
• Lentil Soup.

Once everyone has prepared their food it is good if you can get each group to discuss with the rest of the group what they cooked. Ask each group to explain what they cooked, what they bought, how much they spent, how easy it was to do in the time and then if they are happy, let everyone taste what they have cooked. This can be a huge morale booster for anyone who does not have much cooking experience.
Using Fruit in Cooking - Tutor Notes

The aim of this session is to look at increasing participants fruit intake. Many people see fruit as apples, oranges and bananas and have often not tried a variety of fruit.

As a centre piece to this session, making a large fresh fruit salad using as many different fruits as possible is a good idea. This gives people the opportunity to try things they may have seen in the shops as well as learning to prepare different fruit. Try and get as many of the following as possible:

- Melon (honeydew, galia, cantaloupe etc.)
- Pineapple
- Mango
- Paw Paw
- Passion fruit
- Peaches
- Berries- strawberries, blackberries, raspberries etc.
- Grapes - green and black
- Kiwi

Start the fruit salad using some fresh orange or apple juice. As well as incorporating the fruit into the salad let people taste it beforehand.

The main thing to point out here is that ‘yes’ some of these fruits are expensive, but at different times they come on special offer or are reduced and it’s good to buy them if you know what to do with them.

Fish – Tutor Notes

This session may require some persuasion from yourself to encourage people to take part in and try different things. However once people realise what they can do, they are usually delighted with the outcome.

For this session, ideally you would try and have the group cook two dishes and you demonstrate a couple more. Fish Pie is usually quite good as it is quick and can then go in the oven while the group cook something else.

During this session, try and remind people about using tinned fish such as tuna and salmon for sandwiches and baked potatoes – especially for children.
Chicken and Turkey – Tutor Notes

This section on chicken and turkey will probably prove to be fairly popular as people are now eating more chicken and turkey than ever.

However what is of utmost importance is that the safety aspect of cooking with chicken and turkey is emphasised. Go through in detail how poultry should be stored both in a fridge and a freezer as well as the importance of avoiding cross contamination.

Encourage participants to make some of the recipes involving turkey rather than chicken as it is often cheaper. Also discuss the various cuts of turkey and possible suggestions for use.

• Turkey breast steaks: these can be used in any recipe that uses chicken breast
• Turkey drumsticks: usually very cheap and quite meaty, use in curry or with pasta
• Turkey breast joint - again big and cheap in comparison to buying a whole chicken and no wastage from bones etc.

Encourage the group to try and make a variety of recipes using both cooked and raw chicken and turkey.

Cooking with Convenience – Tutor Notes

Many of the participants in the course will be used to shopping and cooking with convenience products. For many this will be a way of life and they may not know anything different. Rather than irritate people by saying healthy eating must be made from fresh we need to look at convenience products and see which are the best.

The main problems with them usually are:

• Price, as they tend to be expensive for what they are
• Added fat, sugar and salt - salt especially can be a problem
• Quality of ingredients
• Additives, flavours, preservative and colours
• Cooking method required (e.g. frying)
• Lack of fruit and vegetables

However, some convenience products can be incorporated into a healthier lifestyle, if people can learn to differentiate between the good and the not so good. Reference to convenience products can be made all through the course depending on the groups involved, as some may be more reliant on this type of food than others. It is also worth addressing this issue within the ‘shop and cook’ activity. Before undertaking this session it is worth visiting your local supermarket and having a look at a variety of products and seeing what they have got in them.

This section is aimed at making people realise they can make small changes to their eating habits and still have a beneficial effect.
Vegetable Main Meals – Tutor Notes

The main aim of this session is to encourage an overall increase in vegetable consumption through increasing the use of vegetables as main meals. Many people perceive a meal as having to contain meat of one kind or another and vegetables as the poor relations.

Within this session we want to demonstrate how versatile vegetables are, not only as accompaniments, but also as the main ingredient of a meal.

Depending on the time of year that the group is meeting, different vegetables will be in season. Where possible it is worthwhile to keep this in mind when choosing the recipes. Also try to encourage the use of tinned and frozen vegetables throughout the course in all dishes as well as during the ‘shop and cook’ activity.

Many people have preconceived ideas about vegetables and will often be adamant that they don’t like them. In many instances this is due to a bad experience during childhood (soggy cabbage springs to mind!) or because they have never had the opportunity to try them.

Try to show as many different ways of preparing and cooking vegetables as possible, carrots are an ideal example. Many people will be used to them chopped up and served with meat and potatoes. Demonstrate cutting them into long thin strips and using in a stir fry, dicing them and adding to spaghetti bolognese, raw with dips and oven roasted with other veg.

Try to have as wide a selection of vegetables as possible for this section to allow people to chop and change if there are some they don’t like.

Encourage participants to try different vegetables such as celery, squash, peppers, spring onions, cabbage (cooked properly), broccoli, leeks.

Cooking for One – Tutor Notes

In this session you may find yourself working with a group of people who find it hard to motivate themselves to cook. Many will have got into the habit of not bothering to cook, and buy ready meals instead. This may be the first section you choose for a group of older men or woman or for a group of homeless young people moving into their first supported accommodation. Whatever is going on within your group, motivation is going to be the key to success.

With that in mind, choose recipes carefully for the first day. It’s going to have to make an impact to maintain their interest. Different recipes will appeal to different groups. Older people, for example, may prefer a shepherds pie or a fish pie, whereas a younger group may prefer a stir fry or a chilli dish. However, don’t stereotype and in later weeks move on to other recipes. The quantities in all of the recipes can be cut down to serve one.

You may also want to look at meals involving some convenience food, (see Cooking for Convenience) to bridge the gap between ready meals and getting participants cooking.
Also keep in mind, especially if this is a group of young people going into supported accommodation, that participants may have only basic equipment so don’t use anything too unusual. Also, with older people remember they may not have as much flexibility of hand movements so that chopping, opening tins etc. could present problems. Using tinned, frozen or dried fruit and vegetables may be an option.

Overall, try and make this group appreciate that cooking for one can be fun – you can have what you want, cooked how you want without having to worry about anyone else’s likes and dislikes.

Food and Nutrition Labelling – Tutor Notes

This section on labelling has to be fun or it can become very boring. Those who tend to be most interested are parents of young children and people with particular conditions such as heart disease or diabetes.

Try and leave this section to nearer the end of the course when participants will have got to know each other and feel more free to discuss what they buy and eat. Over the weeks you may have found that participants have started to ask questions as they have thought more about what they are eating.

Start the session by letting people have a quick look through the notes on food and nutrition labelling.

Try and go through and highlight particular relevant points such as dates, ingredients etc.
‘Power of Advertising’ – Tutor Notes

Many of the group you are working with will not be aware of the extent and role advertising, marketing and brand names have on their life and that of their families.

People have many prejudices about certain brands or own brands and will often only buy one type of each food.

Make sure you have this part of the course well organised before the group arrives to achieve maximum benefit.

The products needed are:

- Branded baked beans
- Co-op own brand baked beans
- Co-op everyday value baked beans
- Branded corn flakes
- Co-op cornflakes
- Co-op everyday value cornflakes
- Branded pure orange juice (from chiller cabinet)
- Co-op pure orange juice
- Co-op everyday value pure orange juice
- Branded white bread (medium sliced)
- Co-op white bread (medium sliced)
- Co-op everyday value white bread (medium sliced)
- Also some reduced fat spread for on the bread.

Set it up one product at a time, ensuring that you know which is which (labels on the bottom of plates or bowl is usually the best way). Get the group to go through each product and give it a score for appearance, colour, taste and texture and then add up the points for each one. Once everyone has completed that, tell the group the three prices and ask them to say which is which. Repeat for the other three foods.

Try and raise some of the following issues:

- Manufacturers recommend some products are placed in a chiller cabinet. Why? Is it just food safety?
- Why don’t participants buy cheaper value label products? (a stores economy range)
- Do they think their children would actually notice a difference in some of these products if they didn’t see the packaging?