

extratime

Cook-it!

A guide to setting up and running a cookery club



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extratime

Cook-it!

A guide to setting up
and running a cookery club



Acknowledgements

ContinYou acknowledges the generous support of the Food Standards Agency in piloting Cook-it! clubs and developing the this Cook-it! guide.

We are grateful to the Cook-it! clubs that took part in the piloting and to the LEAs which provided case studies for this guidance document.

This guide was written by Dr Jenny Woolfe (FSA) and Shaleen Meelu (ContinYou). It was edited by Carolyn Sugden and designed by Intertype.

We are grateful to the Purple Kitchen Company (www.thepurplekitchencompany.com) for allowing us to use the photograph on the front cover.

Published by ContinYou

Unit C1, Grovelands Court, Grovelands Estate,
Longford Road, Exhall, Coventry CV7 9NE

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First published in 2005

ISBN: 0 947607 791 9

Contents

| | |
|--|-----------|
| Introduction | 4 |
| Who is this guide for? | 4 |
| Why run a Cook-it! club? | 5 |
| The background of the Cook-it! project | 5 |
| The purpose of this guide | 5 |
| | |
| Setting up a club | 6 |
| Who's the club for? | 6 |
| What kind of club? | 7 |
| Staffing the club | 9 |
| What will you need? | 9 |
| Hygiene, and health and safety | 10 |
| Promoting the club | 11 |
| Involving young people, parents and carers | 11 |
| Who else can help? | 12 |
| Raising funds | 13 |
| Overcoming barriers | 13 |
| | |
| What works | 14 |
| Teaching strategies | 14 |
| Planning activities for the club | 15 |
| Practical ideas that work | 19 |
| Recipes | 22 |
| | |
| Running your club | 26 |
| Making links with the school curriculum | 26 |
| Keeping your club going | 27 |
| Healthy schools accreditation | 27 |
| Evaluation | 28 |
| Useful resources | 29 |
| | |
| Appendix | 30 |
| Food-related core competencies | 30 |

Introduction



Who is this guide for?

The guide provides advice on how to set up a Cook-it! style cookery club in a school or in the community. It's aimed at anyone who would like to help young people learn more about food and about how to prepare and cook healthy and appetising meals. You don't have to be a teacher – all kinds of people run Cook-it! clubs: learning mentors, student helpers, classroom assistants, non-teaching assistants, parents, carers, youth leaders and community volunteers.

You can have lots of fun running a Cook-it! club. It's an exciting and rewarding activity that adds variety to your working life – and to your social life. It's an opportunity to make friends and develop supportive relationships with young people while influencing them in a positive way.

It can help you with your career as well. Setting up and running a Cook-it! club gives you the chance to develop and practise a whole range of skills that will be useful in other contexts. These include skills in learning, teaching, writing, communication, observation, organisation and time management, as well as creative skills. The knowledge and understanding that you gain about food, hygiene and health will stand you in good stead if you want to work in the field of health or health education in the future.

You'll probably find that you learn a lot yourself as you plan how to work with young people to make them more aware of the benefits of healthy and economical food – you can then put this into practice in your own shopping and cooking!

Why run a Cook-it! club?

Cook-it! clubs are an enjoyable way of enabling young people and their families to recognise how the food they prepare for themselves can help to make them healthier. Cook-it! clubs are run outside the normal school day, usually after school or during the holidays.

In Cook-it! clubs young people and their families learn to enjoy food through cooking healthy and tasty meals. The clubs help them to understand how to eat the right amount and types of food to maintain a healthy weight and a good energy balance, as well as why it's important:

- not to eat too many foods that contain a lot of fat
- not to have sugary foods and drinks too often
- not to eat too many foods that are high in salt
- to eat plenty of foods that are rich in starch and fibre
- to eat plenty of different fruit and vegetables.

The background of the Cook-it! project

The Cook-it! project aims to help young people to acquire the food skills identified by the Food Standards Agency's *Getting to grips with grub* report as those needed by 14- to 16-year-olds when they become more independent (see the food-related core competencies from *Getting to grips with grub* on page 31).

Two LEAs were recruited to help co-ordinate the Cook-it! pilot scheme: Stockton-on-Tees and North Tyneside. In Stockton three schools and a community centre participated, while North Tyneside recruited six schools, one of which is a special school. Some of these pilot clubs are featured in case studies on page 8.

The Cook-It! project is a step ahead of most cookery clubs, because it recognises **all** the factors that influence the food choices made by young people, including:

- knowing what a healthy diet is
- knowing and understanding food hygiene
- knowing and understanding food safety
- understanding how to read food labels
- awareness of when particular foods are in season
- knowing about the comparative costs of different foods.

The Cook-it! project aims to encourage and inspire 11- to 14-year-olds who want to know more about

food. The skills they learn are related to all aspects of the journey of food 'from farm to fork'.

It provides an approach which is complementary to those tested in the Food in Schools cookery clubs funded by the Department of Health/Department for Education and Skills.

A Cook-it! club will enable its members to:

- plan balanced meals
- budget for food
- shop effectively
- read and understand food labels
- store and prepare food safely
- be creative when cooking food
- consider the environment in which food is being prepared and eaten
- consider healthy eating issues.

'A little basic food education can make a real difference to the quality of people's lives. It empowers them to make choices and provides them with a greater range of options. Not to be educated about food has consequences for the quality of life.'

Principles of secondary food technology,
foodforum.org.uk, 2000

The purpose of this guide

This guide will enable you to set up and run a Cook-it! club that will be fun for everyone. It gives you advice on:

- targeting individuals and groups
- training and supporting staff and volunteers
- promoting the club
- engaging the school, youth groups and the community
- involving people from local businesses and the local community
- getting funding for the club
- developing session plans
- practical things to do.

Setting up a club



Who's the club for?

Start by deciding who you want to attend your club. It's often young people with the highest motivation who join school or leisure activity clubs. Those with the most to gain, though, are likely to be young people who are disaffected or at risk of exclusion. Taking part in out-of-school-hours activities, either in a school or a community setting, may help them to re-engage with learning and to build up their self-esteem.

You might decide that you want to work particularly with:

- young carers
- young people who are at risk of exclusion
- young people with special educational needs
- young people with low self-esteem or motivation, or a history of underachievement
- young people who come from less advantaged backgrounds
- members of minority ethnic groups
- either boys or girls
- young people who have health-related needs
- young people who do not have opportunities to cook at home.

Remember, targeting particular groups of young people does not mean that you are stopping others from attending. The main aim is to encourage those who would otherwise be unlikely to attend, but who would really benefit from taking part.

The assessment forms supplied by ContinYou (email cook-it@continyou.org.uk) can help you to identify the needs of potential Cook-it! members. In schools you can send out these forms to teachers, learning support assistants, higher level teaching assistants, parents, carers and school support staff (such as school catering staff and catering providers). At community centres, youth workers might complete them.

You may discover that some young people cook at home quite regularly. You could draw on their experience – adapt your session plans to suit their needs or ask them to help you deliver a session.

Some Cook-it! clubs are free, but others have to charge members to attend. If you can, you should try to get funding (or to obtain support in kind from your existing caterers or from another partner in the local community). Then you can make your club free, or charge only a nominal amount – that way you are not excluding anyone. However, if you think you might need to make a charge, you can use the assessment form to find out how much parents would be willing to pay for their children to attend the club. If you do charge, you may need to find a sensitive way of supporting those who can't afford to pay.

Parents and carers may wish to take part, either as members or as support staff. This might encourage you to set up family cooking sessions.

Consider the social and cultural needs of the potential members of your club. This will add to the variety of teaching techniques you will need to use.

You can use the assessment form to find out from support staff, teachers, community youth workers and other partners how much time they are willing to contribute and in what capacity – they might be willing to help with the cooking, shopping or cleaning.

The assessment form will enable you to collect information at the start to find out how much potential club members already know about the key topics listed below:

- healthy diet
- food hygiene
- food safety
- the cost of food
- food labelling
- food seasonality.

Top tip

- To get ideas for setting up and running your club, you could visit other Cook-it! clubs in your area (to find out where they are, email cook-it@continyou.org.uk).

What kind of club?

Having established the need for a club, you will need to decide when to hold it – whether to run it as a weekly club or a yearly 'Cook-it! Academy', or something in between: perhaps a club that runs for just half a term, or that is part of a regular holiday scheme.

Weekly cookery clubs are popular out-of-school-hours activities. Some clubs charge members for the cost of ingredients, while others are able to go into partnership with local businesses to provide a free club. Typically, a weekly club might last about an hour and a half.

Cook-it! Academies are organised one-off events when constraints of time, staffing, funding and potential attendance make it difficult to run a regular club. Academies can be exciting annual events (perhaps a summer school or a food forum day) that incorporate cooking sessions by local chefs, debates about food, visits to supermarkets, food-tasting sessions and health and safety quizzes. They may be themed to promote healthy food or cultural diversity – for example, you could hold an international food day.

To give you some practical ideas about the different ways in which Cook-it! clubs might be organised, here are some case studies from the Cook-it! pilot scheme, describing both full-blown clubs and one-off events.

The Cook-it! club at a school in North Tyneside takes place in a large and well-equipped food technology classroom. Each cookery session incorporates a main course and a dessert. Before the club started, the co-ordinator (a learning mentor), collected data on the ability of participants to read food labels and their knowledge about healthy diets, food hygiene and safety, and the comparative costs of different foods. This information was used to help plan the activities of the cookery club.

Club members are taught how to prepare recipes that are cheap, easy to cook and healthy to eat. Some of the young people who attend are responsible for preparing food for their brothers and sisters.

An unexpected benefit of the club has been the building of friendships between students of different ages. Previously club members, who came from Years 7 to 11, did not mix with those in other age groups.



The Cook-it! club at a special school in Stockton is co-ordinated by an ex-chef. The school already had an existing cookery club based on 'themed evenings' focusing on Spanish, Thai and Indian food.

The Cook-it! club replaced this, with the aim of encouraging young people to spend time together in an informal atmosphere while learning about food and how to prepare it. It was also considered important for students to know how to behave when eating with other people. The food prepared during each session contributed to the evening meal eaten by residential students and teachers.

Students use a variety of resources during sessions, including 'Computer Cuisine' software, which allows access to a database of recipes. Worksheets come from a food technology textbook, *Basic skills for life*.

Club members have learnt about the importance of using separate chopping boards for raw meat and vegetables, to reduce cross-contamination. They are advised always to wash fruit and vegetables, but not poultry, meat or fish, as this increases the chances of cross-contamination in the kitchen. They use temperature probes to make sure that meat is adequately cooked.

Since joining the club, participants have been introduced to lots of different foods that they weren't previously familiar with, including kiwi fruit, mangoes, kidney beans, red and yellow peppers, sweet potatoes, coconut, aubergines and flat bread.

The first Cook-it! Food Forum took place at the University of Sunderland. The event was organised for approximately 100 young people aged 11 to 14 who had been taking part in the project. The programme started with an 'ice-breaker', during which participants discussed their favourite recipes and their most useful cooking tool or gadget. A chef demonstrated how to prepare healthy meals using simple equipment. The day also included a team challenge, a 'health and safety quiz' and a debate on GM food.

A Cook-it! Academy took place over two days in North Tyneside. Participants from local schools and community centres attended this two-day event. The programme included a trip to the supermarket to prepare a packed lunch and a trip to the market to compare prices. Those taking part learnt how to make items out of fruit, decorate cakes, prepare interesting salads and make chicken curry with rice. The event also included a workshop on food presentation skills and a master class on buffet preparation, led by a chef.

Top tips

When we asked Cook-it! club co-ordinators from the pilot scheme what their advice would be to other people, this is what they said:

- 'Make it fun!'
- 'Let the students choose what they would like to cook sometimes.'
- 'Offer a variety of different food options.'
- 'Be prepared for anything to happen – complete a risk analysis before each session.'
- 'Use the internet – you'll find loads of resources.'
- 'Give yourself plenty of time for planning.'
- 'Use games.'

Staffing the club

Anyone running a Cook-it! club will need to be good at:

- helping others to learn
- being sensitive to cultural and social needs
- organising and supervising young people
- putting over messages and demonstrating practical skills in a clear and enthusiastic way
- understanding health and safety issues
- assessing risks involved in running the club, and knowing how to tackle these if necessary.

You don't need to be a qualified Home Economics or Design and Technology teacher to run a Cook-it! club. As long as you are committed to helping young people to think about the role of food in society, and to making sure that they have fun while they are learning, you will be the perfect club co-ordinator.

You will need to consider what help you need in running the club. The appropriate ratio of staff to children depends on the age of club members. You should consult your LEA's health and safety guidance on this matter. Depending on how the club is set up, you may be able to pay staff, or you may need to find volunteers. So that everyone is clear what their role is, you could issue contracts to paid staff and produce an agreement for volunteers. For advice on this, visit www.volunteering.org.uk or approach your local voluntary service council (VSC).

Your local supermarket may be able to help if you are looking for volunteers. Some of the major companies

(such as Marks and Spencer, Asda, Sainsbury's and Waitrose) are encouraging their employees to volunteer to take part in local community initiatives.

You will need to obtain a Criminal Records Bureau disclosure for all staff and volunteers. To find out more, visit www.disclosure.gov.uk or phone 0870 90 90 811.

Top tips

- Make good use of people who are prepared to volunteer to help you.
- To help younger students with the transition to secondary school, you could ask older students to act as mentors.

Training

All staff in Cook-it! clubs should receive adequate training. For example, they should be familiar with the basic rules of food hygiene. It's also important to support both staff and volunteers through giving them professional development opportunities. They may benefit from going on health and safety training courses, taking the basic food hygiene certificate, or doing the NCFE certificate in nutrition and health, which may be available at your local college – ask your LEA for information about this. You could also ask your partners (such as school caterers or local supermarkets) whether they are able to help with training for staff, especially volunteers with non-teaching backgrounds.

Catering staff will already have qualifications relating to health and safety and handling food hygienically, but they might need other kinds of training or support – for example, in working with children and young people.

What will you need?

A Cook-it! club doesn't need to be based in a sophisticated, state-of-the-art kitchen. It's possible to run a successful club from any room that's big enough to hold all the tables and chairs that you need for your members, or that has worktop space.

If you don't have access to cooking facilities, that needn't stop you from setting up a club – you'd just have to limit members to preparing no-cook recipes, such as sandwiches, fruit dishes and salads. Remember that you only need hot water to prepare some ingredients,

such as couscous and noodles. You can use household measures, such as 'a cup of' or 'a tablespoon of' instead of weighing things out on scales.

The only items you really need access to are running water, cleaning products, waste disposal facilities and a first-aid box. You could ask your members to bring in equipment from home, such as plastic boxes, aprons or non-sharp cutlery. If they can take food home with them at the end of the session to share with their families and friends, this may induce them to contribute to the club's equipment.

You will find the following items useful for your Cook-it! club:

- cooking facilities (including a kettle, a fridge, cutlery, crockery, hot and cold running water, cleaning products and waste disposal facilities)
- cooking equipment (cooking hobs and an oven, a whisk/blender, utensils, mixing bowls, heat-proof dishes, measuring spoons, weighing scales, baking trays, serving dishes, aprons, recipe books, oven gloves)
- tried and tested recipes (email cook-it@continyou.org.uk)
- Cook-it! worksheets and session plans – these are available from ContinYou (email cook-it@continyou.org.uk).

Examples of session plans are given on pages 16 and 17. The web links and resources listed on page 29 may be a useful source of information.

Hygiene, and health and safety

The staff of Cook-it! clubs should receive training in health and safety – training for the basic food hygiene certificate or the equivalent. This is available through further and adult education programmes. Your Local Environmental Health Department may be able to advise you about this. Find out more on www.teachernet.gov.uk/wholeschool/healthandsafety/

Below is a list of some of the health and safety precautions that staff will need to take. They must:

- make sure that the kitchen, and all equipment and utensils, are clean, and that surfaces are disinfected
- check that the fridge is working properly – the coldest part of the fridge should be between 0°C and 5°C
- wear clean clothes and wear aprons over their clothing
- wash their hands before starting to handle food, and after handling raw meat, fish or eggs
- keep all perishable foods chilled
- avoid laying out perishable foods at room temperature too far in advance
- make sure that all spills on the floor are wiped up immediately
- make sure that saucepan handles are not sticking out over the edge of cookers
- provide enough oven gloves so that everyone has access to a pair when needed.



The following publications, available from Food Standards Agency Publications (Tel: 0845 606 0667, Fax: 020 8867 3225, Email: foodstandards@eclogistics.co.uk), will help you prepare for your club:

- *Guide to food hygiene* (FSA/0462/0202)
- *Preventing food poisoning: good hygiene at home* (FSA/0401/0302)
- *Germs love to travel* (FSA/0902/0504).

Cook-it! clubs should have health and accident insurance or verify that participants' parents and staff members carry this insurance. The school's PTA or local authority may have a policy that can be extended to the school or community club setting. For further information, contact the National Confederation of Parent Teacher Associations (www.ncpta.org.uk/).

Top tip

- **Make sure you complete a risk analysis. A risk assessment form will include details of any significant hazards and of groups of people who are at risk from the hazards you have identified. A health and safety guide will provide advice on how to control risk and on the likelihood of the risk occurring. You can find more information about this at www.risk-analysis-center.com**

Promoting the club

As soon as you have decided to start a Cook-it! club, you will need to start thinking of different ways of promoting it. This will help attract new members, as well as raising the profile of the club.

Make sure that you involve club members in spreading the word. In your promotional material, describe the range of activities you are offering, as well as the benefits of attending.

Top tip

- **Make sure that the young people all know about the club's activities – make some posters and ask youth leaders, or teachers and catering staff, to put them up. For schools you could get them displayed outside the school as well – ask governors and local supermarkets.**

There are all kinds of ways you can tell people about your club, both inside the school or community venue and outside it. You could:

- print formal invitations for parents, community members and pupils, inviting them to join – make sure you include a reply slip
- put up posters around the club area and in nearby rooms or buildings, such as the school staffroom, canteen or corridors, or the local community centre
- speak personally to young people in the groups you have targeted, to encourage them to attend
- give a presentation in school assembly, in the community group or setting you are targeting or at a group session taking place nearby
- organise an exciting session in 'Ready, Steady, Cook' style
- plan an inaugural food-tasting session with your local supermarket
- give out flyers promoting Cook-it! clubs and their health benefits
- invite parents and carers to promotional events, such as a Big Breakfast
- produce Cook-it! badges, caps or t-shirts
- contribute articles to newsletters within the LEA, such as those for governors.

Involving young people, parents and carers

As the club is for young people, it's important to find out what they hope to achieve by taking part. Their responses may include: 'to have fun', 'to meet new people' or 'to learn how to cook a three-course meal'. Whatever their answers are, make sure that the activities you offer reflect their wishes.

You can do this by inviting prospective members to a planning session. During the session, present them with a selection of ideas that you think they will enjoy and that will help to meet learning objectives for food competency. For example, show them some healthy recipes and ask them to choose which ones they'd like to prepare. You could also suggest which local supermarkets, shops or markets club members might like to visit. Discuss the different types of people, such as butchers, chefs, farmers, school catering staff or nutritionists, that you could invite to talk about food. Provide participants with a letter template and encourage

them to work in groups to issue invitations to special guests. Once you and the club members have decided what to do, make a timetable to hand out, so that members know what's coming up – then they can look forward to sessions and get ready for them.

Where possible, encourage whole families to join in. Cook-it! clubs focus on the preparation of healthy, cost-effective meals that club members and their families can look forward to. Putting on special events with foods that recognise and celebrate the cultural and ethnic backgrounds of children's families can help to promote parental involvement.

Make sure that you find some way of recognising the contributions of everyone taking part. Cook-it! certificates are one way of celebrating pupils' achievements (email cook-it@continyou.org.uk).

Top tip

- Involve students in all aspects of the club, including planning the club, choosing what they would like to cook, and preparing the food.



Who else can help?

Building partnerships with others can be of enormous benefit to the club. Those you could work with include: the school meal service providers, local supermarkets, GPs, dieticians, health workers, faith groups, community centres and local FE colleges. The government's Healthy Schools Programme (see page 27) encourages practices that support Cook-it! clubs.

Making links

Here are some ways in which you could ask different partners to support the club:

- The school should make a whole-school commitment to healthy food provision, which should be reflected throughout the curriculum.
- The school canteen could promote healthy options.
- Supermarkets, the school meal service and local producers could provide funds or ingredients.
- The manager of your local supermarket might be willing to help with staffing or funding, or by donating food or organising shopping field trips.
- You could ask local businesses to set up volunteering schemes.

- You could ask breakfast club staff to share ideas with you.
- You could set up a club together with other local schools, to ensure high attendance.
- You could ask local GPs, dieticians and health workers to provide advice on health and nutrition issues.
- Faith groups could help you identify your group's social and cultural needs.
- Local community centres could provide space for the club.
- Students on catering courses at local universities and FE colleges might like to volunteer to help in the club.

Raising funds

The cost of setting up and running a club depends upon the availability of the things you need. It may even be free, if members bring in their own equipment and ingredients and an organisation is able to donate space (for example, a classroom, youth centre or community hall) and facilities (such as paper, a photocopier and a kitchen).

You may, however, want to hire space, and to buy a range of equipment and additional resources. In this case, you are likely to need outside funding.

When you make an application, tell the funders what your main aims and objectives are. Identify what the cost of running your club will be and prepare a budget summarising details for each session you have planned, including room/space hire, and the cost of travel, food, equipment, promotion and any trips you intend to make. You may find that some funders are willing to contribute towards a specific part of the budget, while others are prepared to support the scheme as a whole. Stress that the club is intended to be practical and to impart lifelong skills that will improve the health of participants. Even when you have secured some initial funding, keep on applying for further funding, to make sure that your club can carry on in the future.

Here are some possible sources of funding:

- **Awards for All** funding covers the whole of the UK. It gives grants of up to £5,000. You can request an application form by ringing 0845 6002040 or visiting the website www.awardsforall.org.uk
- **Children's Fund Local Networks** operate in England only. Grants of between £250 and £7,000 are available to locally managed voluntary, community or self-help groups (including PTAs) to run activities for children or young people from disadvantaged backgrounds. The Children's Fund is available throughout England. Telephone: 0845 113 0161 Website: www.cypu.gov.uk
- The **Community Foundation Network** is responsible for administering £70m of the Children's Fund (see above). In addition, community foundations administer a wide range of region-specific charitable funds across the UK. Many of these funds will support out-of-school-hours learning activities. Website: www.communityfoundations.org.uk
- **Co-operative Dividend Scheme** – to find out more, go to the Co-op's website at www.co-op.co.uk and type 'community dividend' into the search field.

- **Council for Voluntary Service (CVS)** – can offer funding information. Website: www.nacvs.org.uk/cvsdir/
- **Neighbourhood Renewal Fund** – website: www.neighbourhood.gov.uk
- **The Scottish Community Diet Project** (www.dietproject.org.uk/) publishes a useful guide called *Source* and also has a small grant fund for Scottish initiatives.

ContinYou has produced a series of funding guides covering different parts of the UK. For more information, contact ContinYou (email cook-it@continyou.org.uk). The funding guide for Northern Ireland is available on ContinYou's website at www.continyou.org.uk/uploads/documents/doc_25.pdf

Overcoming barriers

It's likely that the problems you experience in getting your club going will fall into one of the following categories:

- funding/resources
- staffing
- attracting club members.

Here are some ideas to help you overcome difficulties such as these.

You could join forces with other schools or community groups in your area to help bring down the costs of running your club, and to increase the number of pupils attending. This allows you to share resources and staff, and could encourage links between secondary schools and their feeder primary schools, thus aiding transition.

Rather than putting all the responsibility for running the club on one or two club staff, you could set up a register of people – parents, carers, community volunteers and teachers – who would take it in turns to support the club's activities. They could help with different tasks – buying food, accompanying club members on trips to the supermarket – or support the practical work during club sessions. This will allow you, the main co-ordinator, to focus on making the club an enjoyable and useful experience.

It's helpful to remind local supermarkets and businesses about the Cook-it! initiative at regular intervals. They may be willing to sponsor you from time to time by providing training, free food or funding.

What works



When you're planning what to do in your club, you don't have to start from scratch! To get you off to a flying start, we've brought together lots of practical ideas from the clubs that took part in the pilot. Because they've already been tried out, we know that they work. You can pick out ideas that you think will suit your club, and then adapt them and take them forward in your own way.

Teaching strategies

Wherever your club takes place – whether it's in a kitchen, supermarket or classroom – make the most of what you have around you. For example, if it's in a kitchen, this will give students the chance to learn and practise cooking particular dishes to add to the ones they already know.

If you hold club sessions in a local supermarket, this will give pupils the chance to examine familiar products and find out about their nutritional content from learning how to read and understand food labels. This will also allow them to become familiar with the listing of ingredients, storage and cooking instructions, 'Best before' and 'Use by' dates and so on.

As the club members become familiar with different ingredients and how they can be used, it's a good idea to ask them to come up with their own ideas about what food they would like to make. The club can then help them to put their ideas into practice.

The Food Standards Agency's 'Getting to Grips with Grub' project found that teenagers (aged 14 to 16 years) understand that the food choices they make have an effect on their health, but that they still do not make healthier choices of foods. Also, they may have few cooking skills because much of the food they eat at home is oven-ready or heated up in the microwave. So it is important to consider how to make Cook-it! clubs relevant to the participants. For more information, look at the website www.food.gov.uk/multimedia/pdfs/competencyevaluation.pdf

Planning activities for the club

Cook-it! club activities aim to help members make healthy food choices **easily**. This can be a challenge – especially for those from lower income groups. Participants learn to prepare simple meals from basic ingredients rather than using processed foods and snacks. Club activities encourage members to choose foods that are lower in fat, sugar and salt. For this, an understanding of food labelling is required. This is an activity that may be discussed in a supermarket setting. Discussing topics such as ‘food advertising to children’ with your group may engage those who already make healthy food choices and may have a positive effect on participants who are less likely to do so. On the website www.food.gov.uk/healthiereating/promotion/ you will find a whole section about the debate on advertising food.



Top tips

- Run activities that develop teamwork and co-operation.
- Avoid complicated recipes and those that use expensive ingredients.
- Alternate cooking sessions with visits to the supermarket or class-based discussions.
- Invite local chefs and catering students to run demonstrations.
- Be prepared to spend time buying the ingredients.

Use some of the suggestions in ‘Practical ideas that work’ (pages 19-22) to help you plan what to do in your sessions (for example, making shopping lists, calculating the costs of meals, and making tables of ingredients and of food labels.)

When you are planning what food to cook, or to discuss, make sure that you take account of the social and cultural backgrounds of club members. Include foods that are familiar to them and their families, and draw on this when you are preparing and talking about these dishes – they are the experts and will know more than you do, unless you also come from the same background.

Suggested session plans

Session title: Personal hygiene

Session aim: To explore good practice in food handling and hygiene

Session objective: To become aware of important aspects of food hygiene

| Time | Content | Teaching method/resource |
|--|---------------------------------|--|
| 5 minutes | Introduction to food hygiene | Discussion |
| 10 minutes | How to prevent food poisoning | Concept maps/brain-storming sessions |
| 10 minutes | When and how to wash your hands | Small group work to complete worksheets or discuss this and prepare guidelines |
| 10 minutes | Handling food | Small group work to identify the best ways of handling food |
| 30 minutes | Practical preparation of pizza | Individual work <i>Ingredients, recipes and equipment</i> |
| 15 minutes | Cost pizza | Individual work <i>Receipts, calculators</i> |
| 10 minutes | Clear up | Co-ordinator to hand out recipes for next session |
| Session outcome: To be able to prepare and cost a pizza, following food hygiene principles | | |

Session title: Food storage and reheating

Session aim: To explore good practice in storing and reheating food

Session objective: To discuss the correct way of storing food correctly in a fridge and of reheating food

| Time | Content | Teaching method/resource |
|--|-------------------------------------|--|
| 45 minutes | Practical preparation of lasagne | Individual practical <i>Ingredients, recipes, equipment</i> |
| 15 minutes | Food storage | Group discussion around fridge |
| 10 minutes | Cost meal | Individual work <i>Calculator</i> |
| 10 minutes | Freezing and reheating foods safely | Group discussion |
| 10 minutes | Plan cooking for next week | Co-ordinator to hand out recipes for next session |
| Session outcome: To be able to prepare and cost lasagne and to understand how to store and reheat it correctly | | |

Session title: Saving money when shopping and cooking

Session aim: To explore methods of saving money when shopping and cooking

Session objective: To list ways of saving money when shopping and cooking and to discuss how to eat healthily on a budget

| Time | Content | Teaching method/resource |
|-------------|--|--|
| 45 minutes | Practical preparation of chicken curry | Individual work <i>Ingredients, equipment, recipes</i> |
| 15 minutes | How to budget | Group discussion on 'Is healthy eating more expensive?' <i>Flip charts, pens, crib sheet – 'tips to save money'</i> |
| 10 minutes | Cost meal | Individual work <i>Calculators</i> |
| 10 minutes | Compare the cost to that of similar ready-made meals | Group work <i>Worksheet with examples of ready-made meals and their prices</i> |
| 10 minutes | Plan cooking for next week | Co-ordinator to hand out recipes for next session |

Session outcome: To be able to prepare a chicken curry and to compare its cost to that of a similar ready-made meal

Session title: Balance of good health

Session aim: To explore balanced meals within a budget, using the FSA's 'Balance of Good Health' materials (www.food.gov.uk/healthiereating/eatsmartplaysmart/eatsmartlessonplans/eatsmartlesson2)

Session objective: To describe a balanced meal and to write a shopping list for a balanced meal

| Time | Content | Teaching method/resource |
|-------------|---|--|
| 10 minutes | Balanced meals | Group discussion about a healthy, balanced diet, using the 'Balance of Good Health' materials <i>Game and worksheet: What meals can you make from...?</i> |
| 15 minutes | Plan a balanced meal and shopping list for the next session | Small group work <i>Paper, pens, recipe options, prices of ingredients</i> |
| 15 minutes | Plan a shopping trip | Co-ordinator to discuss details of shopping trip with group <i>Instructions/consent forms for visit</i> |
| 60 minutes | Practical Preparation of stir-fry | Individual work <i>Ingredients, equipment, recipes</i> |
| 10 minutes | Cost ingredients | Individual work <i>Receipts, calculators</i> |

Session outcome: To be able to prepare and cost a chicken (or vegetarian) stir-fry, and to describe what a healthy, balanced diet consists of

Ask club members to compare the supermarket's own brand of a product to a well-known brand. The information they collect can be summarised as follows

| | Brand 1 | Brand 2 |
|---------------------|---------|---------|
| Cost of ingredients | | |
| Budget for meal | | |
| Balance | | |

Practical ideas that work

Here are some ideas for activities that you could incorporate into your Cook-it! sessions. The starting point for each of these is a healthy recipe, and it then goes on to show how you can extend this into discussion and other work on healthy eating.

Please note that the ingredients, both in this section and in the recipes on pages 23-25 include ready-prepared items such as sauces and pizza bases. When you are buying these, make sure that you check the label carefully for the salt, sugar and fat content. Point out the importance of this to club members.

Healthy snack – pizza

Ingredients

- 1 pizza base
- 2 tbsp 'Ragu' type sauce or tomato ketchup
- Mixed herbs
- 25g cheese, grated
- Decorate your pizza with any of these toppings:
 - tomatoes
 - mushrooms
 - sweet corn
 - cooked ham
 - pineapple
 - tuna
 - sardines
 - peppers
 - cooked chicken
 - baked beans.

Method

- Pre-heat the oven to 190°C, 375°F, gas mark 5.
- Spread the pizza base with tomato sauce and sprinkle it with herbs.
- Add toppings chosen from list of suggested ingredients, ending with grated cheese.
- Place in the oven until the cheese is bubbling (about 15 minutes).
- Serve the pizza.

Helpful hints

Visit local ethnic supermarkets for cheap ingredients.

Ask young people to fill in worksheets about special ingredients such as herbs.

Talk about fats, such as olive oil and fish oils, that are good for your health.



Healthy lunch – balanced lunchbox

Ingredients

A range of breads such as bagels, pitta bread, wholemeal rolls, seeded white bread

Salad (tomatoes, a cucumber, lettuce, spinach leaves)

Fruit, such as:

- bananas
- apples
- oranges

Chicken slices

Tuna

Tofu pieces

Sweet corn

Cheese

Semi-skimmed milk

Yoghurt

Method

Here are some examples of sandwiches you could make.

Low-fat cheese with cucumber

- Cut a slice of bread or cut the roll in half.
- Using a table knife, spread the low-fat cheese on the bread, making sure that you take it right up to the edges.
- Using a sharp knife, slice the cucumber thinly.
- Arrange the cucumber on the bread.

Egg and tomato

- Boil the eggs for 5 minutes.
- Cut a slice of bread or cut the roll in half.
- Remove the shells from the eggs carefully and place them in a bowl.
- Chop and mash the eggs.
- Add salt and pepper to season.
- Spoon the mixture generously on to the bread, covering it right to the edges.
- Slice the tomatoes and put the slices on top of the egg.

Helpful hints

Avoid foods that encourage tooth decay, such as jam or chocolate spread.

Avoid fatty snack foods, such as biscuits.

Avoid foods that need to be kept very cold.

Provide young people with examples of salads from different countries.

Ask young people to prepare their lunchboxes using ingredients from the above list, ensuring that the lunch contains:

- two to three portions of their 'five a day' quota of fruit and vegetables
- a high-fibre source
- a source of protein (which also provides some iron)
- a source of vitamin C
- a source of calcium
- a no-cook dessert.

Healthy treats – fun with fruit

Ingredients

Fruit, such as:

- bananas
- strawberries
- apples
- pears
- various kinds of tropical fruit

Low-fat yoghurt

Melted chocolate

Crushed nuts

Semi-skimmed milk

Kebab skewers

Method

- Peel the banana, dip half of it in yoghurt or chocolate and cover it with nuts.
- Chop the strawberries in half.
- Chop the apples and pears (remove core and seeds) in quarters and eighths.
- Assemble the fruit on a skewer.
- Dip them in chocolate or low-fat yoghurt before eating.
- Cover them in crushed nuts.
- Assemble the selection of tropical fruit along a skewer and dip it in chocolate or yoghurt. Cover it in nuts.
- To make a sunshine smoothie, blend a banana with half a cup of orange juice, half a cup of milk and five chopped strawberries.

Helpful hints

Use 'no cook' recipes.

Ask young people to think about the principle of 'five portions a day' and what constitutes one portion of fruit or vegetables. See www.eatwell.gov.uk/healthydiet/nutritionessentials/fruitandveg/

Introduce young people to tropical fruits that they may not be familiar with. Explain the importance of vitamins and ask young people to fill in worksheets identifying vitamin sources in fruits.



Talking points

You could use the questions below to start off discussions with your Cook-it! group:

- **Health and hygiene**

What do 'health' and 'hygiene' mean? Are you healthy? How do you know?

- **'Five portions a day'**

How could you have a portion of fruit or vegetables without knowing it? (that is, look at less obvious ways of achieving five portions a day, such as by drinking fruit juice or putting raisins on cereal)

Use 'Healthy treats' (see page 21) to demonstrate a practical and enjoyable way of eating lots of fruit. Ask young people to complete worksheets that help them understand the vitamin content of fruits and vegetables as well as the role of vitamins in the body.

- **Budgeting**

How can you work out how much a portion of a particular food costs?

Club members could write down the prices of different kinds of food in a file along with the recipes.

You could save the receipts from all the food bought for the club and use these to work out together the cost of the dishes that you cook. When you are going out to buy food, plan a balanced meal and set a budget before you make your shopping list. On shopping trips, ask club members to compare the cost of supermarket brands with that of well-known brands (see the suggested session plans on pages 16-17).



'Being able to choose who you want to work with'

Recipes

On pages 23-25 you will find some of the favourite recipes of Cook-it! club members at Monkseaton High School. You could use them in your club to give members the chance to try cooking food from different countries and cultures.

Below are some instructions to be used in conjunction with both 'Chopstick Challenge' and 'Spicy Sensations'.

Cooking chicken

When you are cooking chicken, it's important to make sure that the meat is properly cooked through. If it's not, there's a danger that it might contain campylobacter or salmonella bacteria, which cause food poisoning.

To avoid this, make sure that you:

- always defrost frozen chicken thoroughly
- cook chicken until the juices run clear
- cut meat at the widest part to check that it is cooked right through and that no pinkness remains in the meat.

You can check the internal temperature of chicken to confirm that it is cooked properly. Insert the thermometer or temperature probe into the thickest part of the meat and take the reading when the needle stops moving (after about 15 seconds) or when the meter reading stops fluctuating. Fully cooked chicken should have a minimum temperature of 145°F/62°C.

Vegetarian alternatives

Instead of meat, you can use Quorn pieces, tofu, soya chunks or beans. You will need to check the packaging to find out how long to cook them.

Chopstick Challenge

Ingredients

- 1 chicken breast (or vegetarian alternative)
- 1 pack of noodles
- 2 or 3 mushrooms
- A handful of bean sprouts
- Half a pepper
- 1 clove garlic
- Ginger
- 1 tablespoon dark soy sauce
- Half an onion
- Black pepper
- Vegetable oil (rapeseed or canola)
- Any stir-fry sauce (if required)

Equipment

- Wok, a large frying pan, or other large pan

Method

- Slice the chicken into thin strips.
- Chop the mushrooms, onion, pepper and other vegetables.
- Peel a small amount of ginger and chop it finely.
- Crush or chop the garlic.
- Heat the oil in a wok or other large pan
- Add the garlic to the oil, and then the ginger.
- Add the chicken and fry it on a high heat for about 3 minutes, turning it occasionally until it is browned.
- Add the mushrooms and peppers.
- Sprinkle the black pepper into the pan.
- Add the bean sprouts, and then the soy sauce and/or stir-fry sauce.
- Cook for about 3 minutes.
- Stir in the cooked noodles (check the package for instructions).
- Cook for about 2 minutes.
- Check that the chicken is thoroughly cooked.
- Serve and eat immediately.



'Inviting your friends for a meal'

Irresistible Italian

Ingredients

- 700g lean minced steak
- 500g jar of ready prepared low-fat pasta sauce
- 500g jar of ready prepared low-fat cheese sauce
- 1 onion
- 2 cloves of garlic
- 700g mushrooms
- Salt and pepper
- 2 tbsp of vegetable oil (rapeseed or canola)
- Pasta sheets

Method

- Heat the oven to 200°C/400°F/gas mark 6.
- Chop the onion, garlic and mushrooms.
- Brown the mince in a pan.
- Add the onion and garlic.
- Add salt and pepper.
- Add the ready prepared pasta sauce.
- Simmer until the mince is almost cooked.
- Add the mushrooms.
- Continue cooking until the mince is cooked.
- When it is cooked, put half of the mince in a layer in the bottom of the casserole dish.
- Add the pasta sheets.
- Pour some of ready prepared cheese sauce over the pasta.
- Add the rest of the mince in another layer.
- Add more pasta sheets.
- Add the rest of the cheese sauce, making sure that all the pasta sheets are covered.
- Put the casserole dish in the oven for 20 minutes or until browned.
- Remove the dish from the oven. Sprinkle over some grated cheese on the top and return it to the oven for another 5 minutes, until the cheese melts and goes brown.

'Learning more skills'



Spicy Sensations

Ingredients

1 chicken breast
(or vegetarian alternative)
1 teaspoon chilli powder
1 teaspoon cumin powder
2 teaspoons curry powder
1 onion, chopped
2 cloves garlic, finely chopped
Ginger, chopped
Tomato purée
1 tomato, chopped
Half a cup of water
Salt (a pinch)
Vegetable oil
(rapeseed or canola)
Poppadoms
Naan bread
Rice

Method

- In a small bowl, mix the garlic, cumin, ginger, salt and curry powder with a spoon.
- Add the tomato purée and mix together.
- Chop the chicken breast into chunks.
- Pour some oil into a large saucepan and heat it slowly.
- Add the chicken and cook it until browned.
- Add the onions and tomato and cook for a few minutes until softened.
- Add the spice mix from the bowl and stir, making sure that all the chicken is coated.
- Add a little water.
- Simmer for about 20 minutes.
- While the curry is simmering, prepare the rice, poppadums and naan bread.

'Making different dishes'



Running your club



Cook-it! clubs will have a greater impact if there is a commitment throughout your school or organisation to healthier eating and living. Those taking part in Club activities will therefore receive consistent messages that will help to instil a positive attitude towards healthy food.

Cook-it! clubs can also support schools with their work in various areas of the curriculum.

Making links with the school curriculum

Key skills and food competencies are taught up to the age of 14 as part of the compulsory national and school curriculum right across the UK. Cook-it! clubs can really help students to understand everything they need to know, and will give them the chance to have fun while they are learning!

Each of the four countries in the UK has developed its own method of integrating these important lessons into its timetable. As a general rule of thumb, the majority of concepts relating to food and health are taught through practical design and technology (D&T) sessions, in home economics, and more theoretically through science and physical education.

For more information on how to link your Cook-it! club to the curriculum in your area, visit www.foodforum.org.uk or www.nc.uk.net (England and Northern Ireland), www.accac.org.uk (Wales) or www.dietproject.org.uk (Scotland). For general UK-wide information on linking cookery clubs to the curriculum, there are a large number of other resources available on the internet. For a complete list, contact ContinYou (email cook-it@continyou.org.uk.)

Keeping your club going

If you want to make sure that your club lasts, it's important to keep your club members interested and to include plenty of activities that will attract new members. There are lots of things you can do to make your club fun and to give it a high profile. Some ideas for this are given below. You could:

- hold free 'taster' days that also give you the chance to talk to pupils and find out what they want
- set up a reward scheme linked to regular attendance – for example, if a pupil attends for three weeks, they would get one week free
- encourage pupils to bring a new member to Cook-it! sessions
- provide ingredients free of charge on some special days
- organise 'bring a parent/grandparent' days
- give an award for the Cook-it! club member of the week, month, term or year
- send invitations to children who join the school in the middle of the year
- hold family days
- cook special food on some days – 'Food fit for ... sports personalities, pop stars or film stars', for example
- show off the skills of Cook-it! club members by providing food for any celebrations or special events, such as cultural festivals, sports days, parties, or staff development days
- hold competitions and 'Ready, Steady, Cook' days
- put on events where you offer 'a meal for three for £5.00'.

Involve everyone in these promotional activities as much as you can – young people, parents, teachers and catering staff.

Healthy schools accreditation

The National Healthy Schools Programme, in England only, is jointly funded by the Department for Education and Skills (DfES) and the Department of Health (DH). It is part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards.

There are also local healthy schools programmes (visit www.lhsp.org) that provide contacts for local healthy school schemes as well as information on regional and local websites relating to healthy schools in England.

The National Healthy Schools Programme Guidance (see www.wiredforhealth.gov.uk) provides standards for local education and health partnerships to guide the development of local healthy schools programmes.



The development of health-promoting schools is encouraged in Wales by the Welsh Network of Healthy School Schemes. The WNHSS encourages the development of local healthy school schemes within a common national framework. These, in turn, encourage the development of health-promoting schools in their area. For more information, look at www.hpw.wales.gov.uk/English/topics/healthpromotingschools/ or healthschool.org.uk

By promoting healthy eating, Cook-it! clubs can make a significant contribution to a school's efforts to become accredited as a healthy school. Involving pupils in preparing healthy food that is tasty and enjoyable is an effective way of encouraging them to adopt healthier eating habits.

Evaluation

To make sure that you can keep your club running on a long-term basis, it's essential that you monitor and evaluate what you are doing.

Here are ten good reasons to monitor what's going on:

- You can tell whether you are making progress towards achieving your aims.
- You can tell whether you are reaching your target group.
- You can make sure that you are meeting the needs of the target group.
- You can find out whether you need to make changes to the way you run your club, such as where and when it takes place.
- You can tell whether you are meeting the expectations of club members.
- You can find out whether the club members enjoy what they do there.
- You can identify individual members' achievements and celebrate them.
- You can celebrate the success of your club within the school and within the community.
- It is usually a funding requirement.
- You will have evidence to support future funding applications.

There are different ways of evaluating the success of your club – both quantitative (using numbers as the gauge of success) and qualitative (finding out what people think). Here are some of the methods you might use:

- keeping records of attendance
- doing surveys of children/parents/staff (the results of these can be very encouraging – see below for some quotes from students taking part in the Cook-it! pilot scheme)
- recording contributions that the club has made to school or community life – for example, by providing food for events
- recording improvements in the achievements and behaviour of children who attend the club
- monitoring your success in involving pupils in the target groups that you specified in your original aims.

'Being able to get on with your teacher'



Useful resources

Adopt a School Trust will put you in touch with chefs who are willing to run workshop sessions for young people aged 7 to 11.

www.academyofculinaryarts.org.uk

Craft Guild of Chefs has a network of 1,500 chefs, many of whom are willing to work with schools.

www.craft-guild.org

Curriculum links – for information on how to link your Cook-it! club to the curriculum in your area, visit www.foodforum.org.uk or www.nc.uk.net (England and Northern Ireland), www.accac.org.uk (Wales) or www.dietproject.org.uk (Scotland).

Food in Schools cooking clubs will provide additional ideas to support your Cook-it! club.

www.foodinschools.org

Food Standards Agency – its websites provide lots of information on diet and nutrition: www.food.gov.uk and www.eatwell.gov.uk. Specific items you will find here include: a section on the debate over the advertising of food to children – www.food.gov.uk/healthiereating/promotion/; lists of food competencies – www.food.gov.uk/multimedia/pdfs/competencyevaluation.pdf

Food Standards Agency Cooking Bus tours the country with two teachers providing on-board cooking workshops for schools. Up to 16 young people may take part in a session. Priority is given to schools in low-income areas. Schools wishing to register for a visit can do so by completing a form available on www.food.gov.uk/healthiereating/bus/catchbus. Applicants will also be eligible for a visit from a second bus run by Focus on Food.

Guild of Q Butchers – members of this include 200 of Britain's finest independent meat retailers. They will put you in touch with butchers who will demonstrate the preparation of various products, such as burgers and sausages, as well as providing cookery and tasting sessions.

www.guildofqbutchers.co.uk

National Confederation of Parent Teacher Associations (www.ncpta.org.uk/) has information about insurance.

Risk Analysis Center can offer helpful information and advice – www.risk-analysis-center.com

Teachernet website – www.teachernet.gov.uk/wholeschool/healthandsafety/ – has information about health and safety.

Welsh Network of Healthy School Schemes (WNHSS) encourages the development of local healthy school schemes within a common national framework. For more information, look at www.hpw.wales.gov.uk/English/topics/healthpromotingschools/ or healthschool.org.uk

Appendix

Food-related core competencies

The core food and nutrition competencies identified in the Food Standard Agency's *Getting to grips with grub – food-related core competencies for 14-16 year olds* (www.food.gov.uk/multimedia/pdfs/grubgrips.pdf) are divided into four main areas:

- **diet and health**
- **consumer awareness**
- **food preparation and handling skills**
- **food hygiene and safety.**

A Cook-it! session is likely to encompass elements from each of these sections. A list of these competencies is given opposite.

Diet and health

- Understanding the relationship between food, good health, growth and energy balance throughout life
- Knowledge about the components of, and proportions in, a healthy diet
- Knowledge about what constitutes a healthy weight and how it relates to diet, general health and physical activity

Consumer awareness

- The capacity to make informed choices about food in relation to a healthy diet
- The need to achieve a balanced and varied diet through a wise choice of foods
- Awareness of seasonality of, for example, fruit and vegetables, and implications for food miles
- Knowledge about the comparative cost of different foods/preparation and cooking methods
- Understanding of the food labelling information provided by manufacturers
- Awareness of the influence of food advertising and promotion

Food preparation and handling skills

- Skills to plan a varied and healthy diet
- Practical capability to be able to prepare and cook a variety of dishes/meals to achieve a healthy diet
- Knowledge of how cooking methods can affect the nutritional and sensory qualities of food ingredients
- Application of food hygiene principles to food preparation, cooking and storage

Food hygiene and safety

- Knowledge and understanding of the principles of food safety
- Awareness of hygienic procedures to follow when preparing, cooking and storing food.



Cook-it!

Cookery clubs are an enjoyable way of enabling young people and their families to recognise how the food they prepare for themselves can help to make them healthier. This guide offers guidance and support to those wishing to set up out-of-school-hours cookery clubs.

Cook-it! clubs aim to help young people acquire the food skills identified by the Food Standards Agency's Getting to grips with grub report. A Cook-it! club will enable its members to:

- plan balanced meals
- budget for food
- shop effectively
- read and understand food labels
- store and prepare food safely
- be creative when cooking
- consider the environment in which food is being prepared and eaten.

Cook-it! clubs are run by volunteers committed to helping young people become more aware of the role of food in society. They give young people the chance to have fun while learning about food, nutrition and health.

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This Cook-it! guide was produced with the support of the Food Standards Agency.



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