

Grundtvig Course Title: Cookery and IT		
Agency: Southside Food Coop		
Phone: (UK)01225 787910	Address: Envolve, Green Park Station, Bath, BA1 1JB, UK	Email: katea@envolve.co.uk

Number of sessions of course:

12 weeks (beginning mid September 03). Including 2 one-off sessions designed to encourage people to come and try the course, then a 6 week cookery course, followed by 3 sessions using IT to produce recipe cards and a final session for all with a seasonal feast.

Total number of hours of course: 31 hours

Number of participants that each course is designed for:

8 including 1 participant acting as tutor assistant (total of 12 different participants attended parts of the course)

Number of tutors needed for running the course:

For cookery sessions 1 tutor (plus tutor assistant), for IT/recipe book sessions 2 tutors

Number of tutor hours needed for preparation/follow-up/evaluation:

Cookery: Tutor preparation (planning recipes, gathering leaflets and buying ingredients and setting up time) 2.5 hours per session (total = ??). Attending review meeting (1 hour) and writing reference for tutor assistant (1 hour).

IT sessions: 2.5 hours preparation per session (for briefing, developing template, sorting photos taken from cookery sessions and to set-up laptops) and total of 21 hours (3 days) to finish off the recipe cards using the work the class had done.

Evaluation needed additional 7 hours to do individual evaluation with participants and analyse them, and to meet with tutors for joint review.

Outline of purpose/content of course:

To develop a cookery and IT course based at the Southside Food Coop, an established community organisation in South-West Bath to help participants learn about food, cookery and gain IT skills by producing a series of healthy recipe cards.

The first 6 session of the course were focused on different foods and preparing a range of healthy meals. The health and environmental impact of different foods were discussed during the sessions. Week 3 included an introduction to a digital camera. In subsequent sessions participants practiced using the camera to photograph the recipes they made. Three IT sessions

were run to make the recipe cards, and participants worked with tutors to type in and edit recipes using Word, edit photos using PhotoEditor in Word, and plan designs with the designer.

Summary of benefits/value of course

- To encourage and empower course participants in Twerton and Whiteways to prepare fresh food for themselves and their families and thus improve health
- To develop participants' understanding of the environmental and health impacts of buying local and unprocessed foods (eg food miles, landfill of packaging, vitamin/sugar contents)
- To develop participants' confidence with ICT in particular digital cameras and basic design
- Production of recipe cards, photographs and display material demonstrating learning from the class to be used to raise awareness in the wider community
- To increase participants' confidence and self esteem

Target group for course:

Adults in the Twerton & Whiteways area of Bath, with priority places given to parents of children under five. This area is an economically and socially disadvantaged area and a recent study carried out by the area Health Visitor demonstrated that there were high levels of diet-related health problems (such as obesity, diabetes and heart disease), high levels of deprivation, and many young families resident. The course could easily be adapted to use with any group.

Transversal issues:

The course targeted disadvantaged people and was designed to be an accessible course which included:

- childcare support
- an assistant tutor to help people with support needs (including disabled people) to participate
- 'easy English' publicity (using large font sizes and simple English)
- flexible and participative course design to enable people with varying skills and confidence (including previously dis-engaged learners) to participate in the learning (eg one-off sessions to try it out)

Outline of publicity/recruitment methods (incl. Materials eg Example of poster)

Posters publicising the course were distributed to professionals and organizations in the area. Leaflets were also put in public places (eg Post Office, Church Hall). Participants (or professionals making referrals) were invited to contact the course coordinator, who then checked they were eligible to attend.

Outline of each session – materials needed, information for tutors

Sessions 1 and 2:

“Ready, Steady Cook” this format is based on a popular British TV series, where chefs are given a number of ingredients and encouraged to create a meal from them. The Tutor brought a range of seasonal fresh ingredients (eg pumpkins, leeks) and gave participants a choice of different recipes to try out.

Sessions 3-8:

Demonstrations:

Included: How to make pastry, how to make an easy soup, how to make a stir fry, how to make a healthy fruit crumble, preparing Indian food, cottage pie

Discussion points:

Where does our food come from – food miles and local food sourcing, animal cruelty issues

What is added to our food – fertilizers, pesticides, preservatives, additives etc

What can you do with food waste, or packaging waste (compost, recycling, waste minimization)

What do we need to eat to be healthy – nutrition issues and preparing balanced meals with fruit and vegetables

Sessions 9-11

Selecting recipes, and learning to turn on computers, open and save files, use Word to type in and edit recipes, and using tool bars to add in presentation features. Introduction to photo editing (PhotoEditor in Word).

Session 12:

Celebratory session where participants planned together a meal, and each made something to share. Included people’s favourite recipes from the course. Session also included:

- ◆ evaluation discussion
- ◆ time to fill in questionnaires
- ◆ handing out leaflets and information about other courses
- ◆ talking about who wanted to be the tutor’s assistant for the next course
- ◆ handing out certificates of attendance.

Evaluation:

The effectiveness of the course was measured against the achievement of the course goals. They were assessed through the following methods:

- review of individual learning goals set with each participant at the beginning of the course and monitored at the end
- verbal feedback gathered throughout the course through discussion with participants and inclusion of a formal evaluation questionnaire at the end of the course (Excel sheet summarising feedback available)
- an evaluation session with the course tutors and coordinator to assess the course (including how far it reached its target group, and met the goals) and also to ensure participant feedback is incorporated into the design of future courses (summary available in Excel sheet)

We concluded that the course was a useful tool for building participants understanding about food and cooking, and was a positive learning experience. From the 12 participants, 11 questionnaires were returned and 10 out of 11 stated that the tutor was good at teaching, they had learned

something new and had gained more confidence from the course. 11 out of 11 said they would recommend the course to someone else.

Comments included:

“Helped my confidence. I really enjoyed the course. I met new people, who were friendly, helpful and fun,”

“This course has been very important to me”

“I enjoy cooking more now - it made me look at cooking in a different way.”

Developing & passing on the learning

The course was set up to encourage opportunities for developing and passing on the learning. For example, the course was run with a tutor assistant, who had previously attended a class. The same happened after this session, one participant was ready to be the assistant for another cookery course, while another wanted to do a second series before becoming an assistant in the future. The tutor assistant gained valuable experience from her role and said it boosted her confidence. She went on to take on some voluntary work and further training. The tutor also covered signposting people towards options for progression, including information about other courses in the area.

The recipe cards which the group produced are another way for the participants to use and pass on their learning within the family (they are easy to use with children too) and to friends. The cards are also being distributed by the Food Coop to their members to encourage them to try out new healthy and easy recipes.

Conclusion:

The course was popular amongst participants, and the tutors felt it had an impact on the participants understanding about food and confidence in food preparation. The

Recommendations about how the course could be used or adapted:

This format could easily be adapted to different settings or groups. The recipes we used included traditional British cookery as well as being sourced from diverse cultures (eg a dal and a stir-fry). The recipes would need to be adapted to the group, with an emphasis on using recipes which use locally sourced fresh fruit and vegetables. The structure of this course needs a lot of space and cookery equipment. An alternative version, with just a small space and less equipment could be made with the tutor doing demonstrations instead. The course could be done just as cookery, without the IT section, though this was a good way of introducing people to computers, and of producing something participants could go away with.