

CHECKLIST FOR RUNNING A COOKING CLASS



There are lots of things to consider when you are thinking of running a cooking class. Take a look at this checklist to make sure you can offer safe, efficient and effective cooking sessions. Thorough preparation and good classroom management will ensure enjoyment for both the pupils and cooking leaders.

To think about:

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| How many pupils are likely to be cooking at any one time? Is there enough space to work comfortably and for everyone to have his/her own work area? | |
| Does the venue offer access for all? | |
| Carry out a Risk Assessment – see the FFL Sample Risk Assessment document. | |
| What is the fire procedure? Is there emergency phone cover? Will there be another member of staff around in case of emergencies? | |
| Where is the first aid kit? Check it is fully equipped and includes blue plasters for cooking activities. | |
| Does anyone have a qualification in emergency first aid? | |
| Make an inventory of all the equipment, check everything works and note the condition. Do the electrical and gas appliances have up to date safety certificates? | |
| Are washing up facilities suitable? Hot water? Draining area? Somewhere to stack dirty dishes? Enough sinks for the group size? | |
| Is there a separate hand wash area with soap, antibacterial spray / gel and paper towels? | |
| What is the system for cleaning aprons and tea towels? | |
| What is the budget for ingredients? Where does it come from? | |
| What are the learning outcomes of the lesson? How does the lesson link into the Cooking and Nutrition curriculum? | |
| Will participants have special or dietary needs that might affect recipe choice, the number of places in the session or extra equipment you | |

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| might need? | |
| Is there somewhere you can keep a basic store cupboard of dry goods (lockable) or do you need to bring everything with you for each session? | |
| Is there somewhere to set a table and sit down to eat at the end of the session? | |
| Will you provide suitable containers and bags for participants to take their food home in? How will you communicate safe re-heating / storage instructions? | |
| How will you organise the cooking sessions? Think about establishing working systems that everyone understands – e.g. personal hygiene routine, how the ingredients are set out for cooking, how washing up is tackled, fridge organisation and safe-working practices. | |
| How are recipes presented? In a booklet, as separate sheets or digitally? Do participants follow the recipe in the session or learn by watching demonstrations? Do recipe sheets go home with the children to encourage family cooking? | |
| How will you evaluate and learn from the sessions? | |
| Who takes responsibility for checking the room is left clean and tidy at the end of the session? | |