



Up for Cooking

Food literacy in disguise

SHE Academy November 6th 2020
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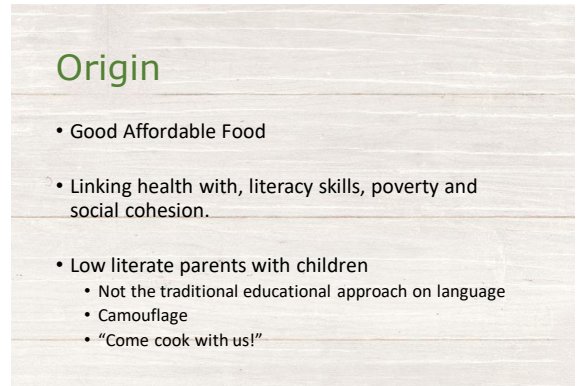


Content

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Up for Cooking



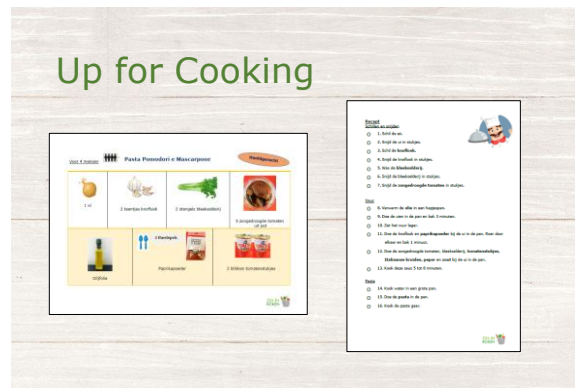
Origin

- Good Affordable Food
- Linking health with, literacy skills, poverty and social cohesion.
- Low literate parents with children
 - Not the traditional educational approach on language
 - Camouflage
 - "Come cook with us!"

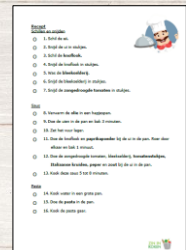
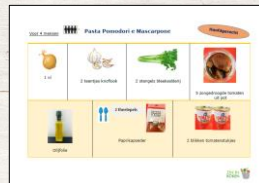


Origin

- In co creation with local partners
 - Language ambassadors
 - Library
 - Municipality
 - Municipal Health Service
 - Our cook: Hanneke



Up for Cooking



Up for Cooking

ZIN IN KOKEN

Tailor-made

Food literacy

Food literacy

FOOD LITERACY

- 1. Plan and Manage**
 - 1.1 Prioritize money and time for food
 - 1.2 Plan realistic, flexible and achievable so that food can be acquired and consumed through various circumstances or environments
 - 1.3 Make healthy-food decisions when faced with choices (e.g. nutrition, taste, budget vs. available resources like time, money, skills, experience)
- 2. Select**
 - 2.1 Access food through multiple sources and know the advantages and disadvantages of these
 - 2.2 Determine what to eat in a food product when it comes from, how it is stored and used
 - 2.3 Judge the quality of food
- 3. Prepare**
 - 3.1 Make a good quality meal that includes food as medicine. This includes being able to prepare, organize and deliver personal kitchen equipment and having a sufficient repertoire of skills to adapt recipes (combine and substitute ingredients)
 - 3.2 Apply basic principles of safe food hygiene and handling
- 4. Eat**
 - 4.1 Understand food as an integral component of wellbeing
 - 4.2 Demonstrate self-awareness of the quality, quantity, optimal food intake for good health. Foods are needed for good health, and appropriate portion size and frequency
 - 4.3 To eat in and with a social and

Fig. 3. The 4 main components of food literacy derived from the Expert and Young People's Studies.

Vidgen, H. A., & Gallagos, D. (2014). Defining food literacy and its components. *Appetite*, 76, 50-59.

Food literacy

ZIN IN KOKEN

- 1) Plan:** Participants learn how to plan food intake. Grocery shopping. Week menu.
- 2) Select:** Participants learn how to compare products, how to make a healthier choice or how to work with a lower budget during meal planning.
- 3) Prepare (Make):** Participants learn how to make a tasty and healthy meal for their families.
- 4) Eat:** Participants experience the social aspect of eating a meal together.

Intervention development

- Basic structure of a cooking workshop:
 - Opening
 - Explanation of today's snack → *Select, Make and Eat!*
 - Introduction to cooking → *Plan, Select and Make!*
 - Preparing a meal as a group
 - Dinner, talk and clean up
 - *Flexible assignment
 - Home assignment, wrap-up

Intervention development

	Core elements						Recipe
	Opening	Today's Snack	Intro to cooking	Measure	Cooking skills	Dinner	Wrap up
Food literacy		S, M, E	M	P, S, M	S, M	E	
Session 1							
How?							
Session 2							
How?							
Session 3							
How?							
Session 4							
How?							

There is no one-size-fits-all!

Intervention development

- Flexible assignments:
 - Quizzes
 - Making a shopping list
 - “Saving products is saving money”
 - Package temptations
 - Word search
 - “Wise prices”



Intervention development

- Tailor-made approach
- Food literacy in disguise
- Fun!

	Quiz food	Quiz children	Grocery list	Saving money	Package temptations	Word search	Wise prices	
Food literacy			P, S	P, S, €	S,		S, €	
Session 1								
Adaptations made:	Again: no one-size-fits-all!							

Learned so far

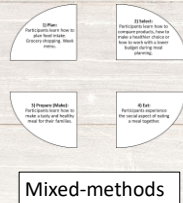
- Be flexible
 - What are the needs of your participants?
- No one-size-fits-all, context matters
 - Who is your group of participants? Adults only? Adult-child couples? What is their experience?
- Guidance for implementers
 - Food literacy is no common knowledge, difficult to grasp.



That's nice, does it work?

Evaluation measures

- Effect evaluations
 - Did the workshop learn you
 - ... how to plan your meals?
 - ... how to use food packages?
 - ... new (healthy) recipes?
 - Do you apply this at home?
- Process evaluations
 - How were intervention components implemented? Not if!



Up for Cooking Online

Work in progress: online

- Parents and children attend sessions from home via Zoom
- Aim is to prepare a meal together with their child



Work in progress: online

- Requires even more flexibility
 - Session time is limited
 - Focus on meal preparation
 - Group dynamics are different
- Has advantages too
 - Families are in their own daily life situation
 - Switch to online has been a recent trend due to COVID

Work in progress: online

- Food literacy in (small) assignments:

- Booklet
- Videos
- Challenges
- Input from the group
- Implement at home



To be continued

Contact



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Website Up for Cooking (in Dutch):

<https://www.zininkoken.nl/>