



Collective Kitchen Manual

Everything you need to know to
start, run and maintain a collective
kitchen!

Nutrition Services

Population and Public Health



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Overview

Introduction

Kelly loves to cook and has neighbours who talk about how hard it is to cook healthy meals for their families. She wondered if starting a collective kitchen might help her community.

Do you want to ...

- start a collective kitchen?
- run a collective kitchen based on current research and best practices?
- learn how to run a more successful collective kitchen?
- find more information on collective kitchens?



If you answered yes to any of these questions, this manual is for you! It is designed for organizations and individuals wanting to start, run, or maintain a collective kitchen.

As you use this manual, you will learn about Kelly, who started a group called the Happy Cookers collective kitchen. By following her story, you will learn about the group's challenges and successes and what they have done to start and maintain a successful collective kitchen.

Collective kitchens can mean different things to different people. This section will help you understand why people join collective kitchens and the different types of programs that exist.

Kelly has lived in rural Alberta for 15 years and is a member of a community non-government agency called Health4all. Over the years her town has changed; there are younger and more ethnically diverse families moving into town. She's noticed that families are relying more on restaurants because they are having a hard time thinking of quick and healthy meals to prepare. Kelly enjoys cooking and wants to help others in her town. She read about collective kitchens in a magazine and wants to start one. Join Kelly on her journey to start the Happy Cookers collective kitchen!

What is a collective kitchen?

Many terms are used to describe programs where a group of people meet on a regular basis to cook. Some people call them “community kitchens”, “cooking clubs” or “cooking circles”. The term “collective kitchen” is used in this manual to describe programs where a group of people cook food together.

Collective kitchens are much more than just cooking classes! Participants can help decide how their kitchen will run and the program can be adapted to their needs. In some groups, participants will be involved in grocery shopping, planning and decision-making, while in other groups, the leader may take on most of these duties. Most often participants help cover the cost of food. This cost depends on how many people you are cooking for and if your program has funding. This section may help you design or adapt your collective kitchen.

A collective kitchen is a great way to develop skills in preparing healthy, delicious and affordable meals, as well as learn about healthy eating and meal planning!

Why be involved in a collective kitchen?

There are many benefits to being involved in collective kitchens. These include:

- improving skills in making healthy, tasty and affordable meals
- having fun
- meeting new people and working as part of a team
- learning to plan meals using Canada's Food Guide
- building a sense of community
- saving money and time through group buying and cooking together
- getting the most nutrition value for your food dollar
- trying new foods and recipes
- sharing your skills and knowledge with others

Groups can include people with many different backgrounds, or people with the same interests. Some groups are tailored to:

- seniors
- people with limited time to make meals
- new moms
- single parents
- young adults
- teens
- pregnant women
- people with a lower income
- aboriginal people
- immigrants
- refugees
- men
- people with medical conditions
- people wanting to learn cooking or meal planning skills

See the [Working with diverse groups](#) section (page 48) for more information on tailoring your program.

What does a collective kitchen look like?



There are many ways to structure collective kitchens to meet the needs of a group.

- Most collective kitchens involve preparing foods together in larger amounts.
- Usually, participants will have meals to take home and freeze for later when they are needed.

Some groups do not take food home, but choose to enjoy the foods they have made right after cooking. Due to the time saved from preparing fewer recipes and in smaller amounts, the group may add a learning session. This learning session may be about any topic of interest to the group (for example, feeding your baby, Canada's Food Guide, proper knife skills, etc).

Who is involved in a collective kitchen?

Lead agency

Most collective kitchens have linkages with local public health programs or are overseen by a larger community based non-profit agency. The agency may manage aspects of the kitchen such as:

- providing a location
- providing funding
- writing grants
- finding participants
- training and providing support to kitchen leaders
- promoting and marketing
- evaluation
- providing cookbooks, recipes or equipment



Collective kitchen leader

The leader facilitates the collective kitchen. This person's role is to create a friendly, non-judgmental, safe and supportive environment.

A leader may be:

- a volunteer within your agency, or an interested community member
- a paid member of your agency

The time commitment for leaders can vary. On average, a leader can spend between 8 and 15 hours a month leading a collective kitchen. This is based on a group meeting twice a month and the leader being involved in the planning, shopping, and cooking.

See the [How to Lead](#) section (page 46) to learn about what makes a successful kitchen leader.

Collective kitchen coordinator or mentor

New leaders might want to connect with someone who has experience with collective kitchens for mentorship and training. This could be an experienced kitchen leader, someone with knowledge and experience working with groups, a collective kitchen coordinator or a public health dietitian.

Alberta Health Services' public health dietitians can connect you to resources to help you with your collective kitchen. Please contact the public health dietitian at your community health centre to learn about supports available in your area.

Participants

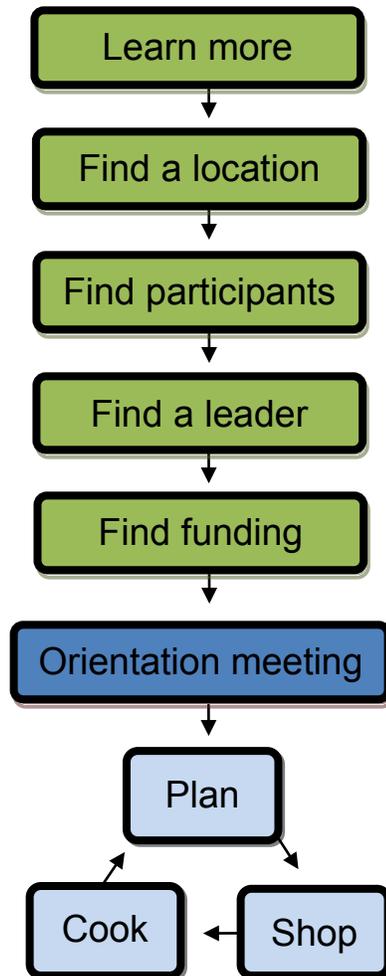
Depending on how a group decides to run their program, participants can have different roles and tasks. One person may be responsible for a certain task every time they meet, or ideally, tasks rotate so participants learn a variety of skills. Group participants are expected to:

- Help others
- Contribute to the cost of food, if applicable
- Have a positive attitude
- Let the group leader know when they are not able to attend a session
- Share ideas, recipes and thoughts
- Follow food safety procedures
- Practice good hygiene
- Be on time
- Respect the collective kitchen leader and other participants
- Have fun!

Getting Started

Your roadmap

Your roadmap displays the steps you might take to start, run, and maintain a collective kitchen. Depending on your group, you may choose to complete these steps in a different order than what is shown in the diagram below. Regardless, every step is important and should be considered. Each step is explained in more detail in the Getting Started section.

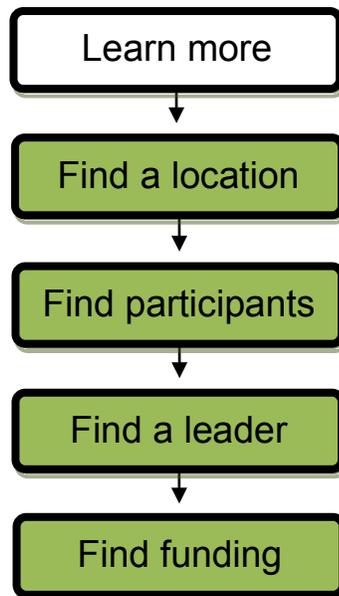


Behind the scenes

Kelly was not sure how to get started. She was getting excited about the idea, but there were many questions to be answered. Where would they cook? How would they decide what to cook? How much was it going to cost?

Kelly spoke with a friend who told her that the local public health centre may have more information about starting a collective kitchen. She was connected to the public health dietitian who provided Kelly with a collective kitchen manual and met with her to answer questions.

There are some things you need to think about before you hold your first cooking session. This section includes some steps to consider before running your collective kitchen. Groups may be at different stages, so use this section to help you decide what still needs to be done. The checklist will help make sure you are ready to start!



Your checklist for starting a collective kitchen

Use this checklist to help you start your collective kitchen. You may choose to check off each step as you go through, or use the list to make sure you have not forgotten important steps before you start cooking.

Learn about setting up a collective kitchen

- Have you contacted your community health centre to find a public health dietitian or other contact to help you get started?
- Have you reviewed the resources available on how to run a collective kitchen?

Find a location

- Do you have a location?
- Is your location accessible to participants?
- Do you have childcare (if needed)?
- Does your location have all the equipment you need?

Find participants

- Do you have an interested group of participants?
- Do you understand your group needs?

Find a leader

- Do you have a leader for the collective kitchen?
- Does the leader understand and respect the group's goals?
- Has the leader had training on running a collective kitchen?
- Does your leader have the skills they need to run a collective kitchen?
- Is the leader familiar with adult learning principles and using consensus to make decisions?

Find funding

- Do you have financial resources in place?
- Do you have sponsors for your collective kitchen?
- Do you have funders for your collective kitchen?
- How much will participants pay?
- When will participants pay?

Hold an orientation meeting

- Have you held an orientation meeting for your collective kitchen?
- Have all participants provided names and contact information?
- Have you had discussions and made collective decisions on:
 - a) Goals of the collective kitchen
 - b) Ground rules
 - c) Collective kitchen schedule
 - d) Participation fees
 - How much will participants pay?
 - When will participants pay?
 - e) Recipe selection

Get supplies

- Have you purchased your basic kitchen supplies?
- If needed, have you purchased additional equipment for your community kitchen?
- Are food staples labelled with the date and stored properly?
- If needed, have you purchased cleaning supplies?
- Are cleaning supplies stored out of the reach of children?

Shop

- Who will do the grocery shopping?
- Where will you grocery shop?
- Where will you store the groceries until cooking day?

Adapted with permission from the Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador

Find a location

Kelly wondered where her group was going to cook. She asked her friend Paul, who is interested in joining the group, if the church he goes to has a kitchen that can be used by the public. Paul agreed to look into this for Kelly.

The success of your collective kitchen can depend on where you decide to have it. Your agency may have a kitchen, or you may need to find a location to hold your group. Facilities can range from something similar to what you might have at home, to a large commercial style food service kitchen. The best location is one that has everything you need and is easy for members to get to. Think about some of these points when choosing a location:

- **Accessibility:** Try to choose a kitchen that is within walking distance or can be reached by bicycle or public transit (if available).
- **Availability of the space:** The space may be used by other groups as well. Make sure the kitchen is available during the time you need it on a regular basis. Discuss with the kitchen manager if you will ever be cancelled at the last minute for higher priority events. For example, some church kitchens may need the space during funerals, and may cancel on you with short notice if a funeral is happening.
- **Size of the kitchen:** The kitchen should have space for all participants to work comfortably and have room for activities. Make sure there is enough counter space and room for the equipment you plan to use while making recipes.
- **Equipment:** Discuss with the kitchen manager what equipment is available and can be used by your group. Here is a list of the equipment that you will need:
 - stove
 - microwave
 - oven
 - fridge and freezer space
 - handwashing sink
 - basic cooking equipment (for example, pots, baking trays and utensils) and furniture (for example, tables and chairs). For a detailed list see Appendix 9, [Sample kitchen equipment list](#) (page 86).
 - two or three compartment sink. A commercial dishwasher or three compartment sink would be nice to have but are not needed for cleaning and sanitization. See the [Food Safety](#) section (page 51) for information on good sanitation practices.
- **Storage:** Locked storage for food staples and supplies belonging to the collective kitchen is helpful.
- **Water supply:** A reliable and constant supply of hot and cold water is essential.

- **Cost:** Partnering with a local agency or community group may be helpful. Some partnerships will allow you to use the facility for free or at a reduced cost. If you do not have a community partner, ask for a reduced rate or donation of the space.
- **Cleanliness:** It is helpful when the kitchen manager enforces cleanliness with all users of the kitchen.
- **Wheelchair accessible:** This allows everyone to participate.
- **Facility or Kitchen Manager:** Support from the facility or kitchen manager is helpful. Someone who appreciates and sees value in collective kitchens is more inclined to help when you have questions or problems.
- **Insurance:** Many locations may already have insurance coverage for use of their facility, which means you won't have to arrange it yourself.

Adapted with permission from Winnipeg Cooks Together: A Handbook for Collective kitchens, Winnipeg Regional Health Authority.

Leader Tip

Looking for a space to run your group? Here are some location ideas:

- community or family resource centers
- community halls
- churches
- stores with kitchen facilities
- neighbourhood houses
- seniors residences
- schools
- university residences
- grocery stores with kitchen facilities

Find participants

How many people should be in a collective kitchen?

Aim to have between 4 and 8 group members. This number allows everyone to help with tasks in the kitchen and feel they have a role. The goal of most collective kitchens is to make meals that participants can take home to their families. Therefore, the number of participants can vary based on the number of portions each person wants to take home. Think about the total number of portions your group will need to cook.

Keep in mind that groups may grow over time. People who are attending and having fun may invite their friends to join, or other groups may form. Sometimes the number of participants is limited by the size of the kitchen. You may need to wait until you have decided on your location before deciding on your number of participants.



Leader Tip

Some programs aim for a total of **12 portions** when they are deciding on the number of members to include in their group. For example, 4 people may need to cook for an extra 2 portions for their family members. This means there would be a total of 12 portions to prepare. Many collective kitchens have found this to be a comfortable number to work with.

Spreading the word

You may decide to advertise for more participants. Some groups have found that brochures, posters and local newspaper, website or radio advertisements help create interest. Depending on who you want to target, these advertisements, brochures and posters can be placed in grocery stores, libraries, schools, churches, or community centres. You may decide to post or pass around a sign-up sheet at your community agency, or other places where your potential participants may gather. Some programs host an information night to tell people about the program.

Find a collective kitchen leader

Kelly reviewed the collective kitchen manual, which gave her lots of good information on how to lead. In addition, the dietitian gave Kelly the phone number of an experienced collective kitchen leader.

Kelly was still concerned because she did not have any experience working with people who have minimal cooking skills. Fortunately, the dietitian also told Kelly about a cooks training workshop offered in partnership with the local food coalition.

What makes a successful leader?

A good collective kitchen leader may be someone who is part of your partner agency or someone else who likes to cook and work with groups. Sometimes leaders are chosen from within the group. Sometimes two people may want to work together as co-leaders.

Leader skills

Some skills leaders should have or be willing to learn are:

- ability to lead a group of diverse people
- knowledge of food, grocery shopping, cooking and food safety
- creativity
- problem solving
- basic budgeting and ability to manage funds
- awareness and sensitivity to those who may struggle to afford food
- managing conflict and maintaining harmony within the group
- being flexible and able to multi-task
- willingness to learn about and promote food safety and basic healthy eating



Being a kitchen leader can be very rewarding. Leaders can develop their facilitation and food preparation skills, help others improve their food skills and feel more connected in their community.

Responsibilities of collective kitchen leaders

The role of a leader may depend on the collective kitchen. Sometimes the leader has more responsibilities when a group is starting out. Once participants learn more about the collective kitchen, they may be able to help the leader with certain tasks. Leaders may be responsible for:

- advertising and promoting the collective kitchen to find participants
- understanding participants' needs and expectations
- finding a place where the group can meet and cook
- helping the group set meeting dates

- managing the budget
- finding childcare (if needed)
- exploring transportation options
- arranging kitchen equipment
- shopping for food and supplies
- keeping an inventory of supplies, equipment and food
- planning and leading the cooking sessions
- making sure the kitchen is clean and that all participants follow safety guidelines
- striving to make sure everyone feels welcome and actively participates
- connecting participants to community resources as needed

Collective kitchen leader training

This manual provides the basic information needed to start up, run, and maintain a collective kitchen. It may be helpful to connect with your local public health dietitian or a collective kitchen mentor to discuss training options. Connecting with an existing collective kitchen to observe a leader can also be very helpful.

Collective kitchen leaders are also recommended to take a Food Safety Course provided by Alberta Health Services. See the [Food Safety](#) section (page 51) for more information.

The [How to Lead](#) section (page 46) has more information on how leaders can run their program.

More considerations

Childcare

Depending on your group, childcare will be an important topic. Some questions to consider:

- Will the collective kitchen offer childcare?
- Is childcare a barrier to participating in planning and cooking sessions?
- Does your location have access to childcare space?
 - ✓ Is it a safe space?
 - ✓ Are there equipment and toys to engage the children?
 - ✓ How many children will be cared for?

Some groups have enough sponsorship to pay for childcare, while others do not. If your group does not have funding for childcare, you may ask parents to find their own childcare.

Sometimes space doesn't allow for children to be cared for on site. Every effort should be made to find suitable and creative solutions. Check the list on the next page, "Who are some possible community partners?" to see if you can find a partner who can provide childcare. Unfortunately, if these efforts fail, cooking clubs may need to conclude they cannot accommodate parents who require childcare.

Visit the Government of Alberta website and search 'childcare' for more information about childcare in Alberta. The Childcare Licensing Act and Child Care Licensing Regulations are available from <http://humanservices.alberta.ca/family-community/child-care-publications.html>.

Transportation

Transportation may be a concern for some participants. Some programs in rural areas have organized car pools. Some programs in urban areas have car pools or plan their location close to transit routes. The agency may be able to help with providing volunteer drivers. Discuss transportation with your group to find solutions for issues that come up.

Finding support in the community

Identify people in your community who share the same vision and goals as your agency and your group. Also, think about what your group needs (for example, childcare, kitchen equipment) and who in the community might be able to help provide these things. Finding support in your community can help you create a strong group.

Who are possible community partners?

Funding or donations for equipment or food staples:

- town councils and local government
- bank or credit unions
- grocery stores or supermarkets
- food banks
- local food producers or farmer's markets
- neighbourhood business

Storage space, transportation, child care, and/or spreading the word about your kitchen:

- community or recreation centres
- Parent Link Centres
- church groups
- non-profit organizations and local clubs (for example, Rotary, Boys and Girls, Lions Club)

Training, information, and connection to resources:

- Alberta Health Services staff or collective kitchen mentors
- food related organizations such as food security coalitions
- other community agencies

Find funding

Paul told Kelly that the Happy Cookers can use the church kitchen. Usually they charge a \$50.00 fee for its use, but decided they would let the Happy Cookers use the space free of charge for the first 3 months. This gives Kelly time to get started and find other funding or donations. Paul's wife often fundraises for the food bank. Paul talked to his wife about whether her group can fundraise to help cover the cost of using the church.



Grant funding

Often collective kitchens will look at grants for monetary support. Groups seeking grant funding often need to submit an application. This application is a proposal for funding. The proposal can include a description of your program, the people it will target, financial breakdown of the program and evaluation plan. If funding is approved, the collective kitchen will need to keep accurate financial and activity records. Usually the collective kitchen will need to write a final report on how the money was used at the end of the funding period. See Appendix 2, [Tips for writing grant proposals](#) (page 77) for grant writing tips.

Sponsorship

Finding sponsors for your group may be helpful. Some collective kitchens have asked sponsors to match the amount of money paid by participants. For example, one collective kitchen decided to charge \$4.00 for each participant and for each family member a participant prepares food for. A participant cooking for their family of four would pay \$16 at each cooking session. A sponsor would then match this contribution of \$16.00, thereby doubling the collective kitchen budget to \$32.00. Sponsors do not necessarily need to donate money. They may be able to provide items needed to start the kitchen (for example, cooking equipment, food items, etc.).

Leader Tip

Here are some places to look for sponsorships and/or funding:

- federal, provincial or municipal governments
- professional agencies
- community organizations
- non-profit organizations and local clubs
- grocery stores or supermarkets
- neighbourhood businesses
- provincial food bank association
- corporations
- private foundations
- church groups
- food banks
- banks or credit unions
- food commodity groups

Budget: step-by-step

The goal of a budget is to make sure the amount of money and resources coming in (income) matches the amount being used (expenses). Having an overview of the budget can help you make decisions about how to decrease expenses or increase the income of the collective kitchen. Many agencies providing grants will also ask for a budget to ensure that funds are being used properly.

Use this checklist to help you create a budget for your collective kitchen. A description of each step can be found in the budget section of the manual. You may choose to check off each step as you go through, or use the list as a final check point.

Budget Checklist

1. Lay out a general budget

- Use Appendix 1, [Budget worksheet](#) (page 76) as a guideline
- Start by recording all your sources of income/resources.
- Record the expenses you will have (start up costs and recurring costs).

2. Use this general budget to see if you need more resources

- Are your expenses covered by your income?
- If not, look for ways to either reduce expenses or increase income.

3. Determine the cost per portion per recipe

- Estimate how much you will need to charge to cover the costs of recipe ingredients.
- Estimate how much participants are willing to pay. You may want to ask participants this question when you hold an orientation meeting.

4. Manage your money and keep records

- Record all expenses as you continue running the kitchen. Use these records to review the budget and make changes as needed.

Making your budget

General budget

Appendix 1, [Budget worksheet](#) (page 76) provides a budget sheet template for recording your budget. The first step in creating a budget is to record all of your income (money/items coming in). This can include grants/sponsorships, in-kind donations and participant fees. The next step is to record all the costs you will have. An easy way to organize these costs is to first record start up costs, such as food staples, kitchen equipment and cleaning supplies. Next, record recurring costs, such as recipe ingredients for each cooking session. Sometimes the exact cost is hard to determine. If so, write down a budgeted cost and then record the actual cost once you make a payment.

For example, you may find, through grants and donated items, that you are able to cover all the start up costs to begin the collective kitchen. However, you may need to cover the reoccurring cost of recipe ingredients for each cooking session. This may be accomplished by looking for more grants/sponsorships. More commonly, the collective kitchen program will charge participants a fee to pay to cover costs. When asking members to cover costs, you must take a few extra steps to calculate how much money you need from each participant.

For the first three months the church has donated the kitchen space. Therefore, the group will have \$48.00 to spend on food and supplies for their first three cooking sessions. Kelly is looking into grants and other community or local business support for more money to spend on food once the church starts charging them for the kitchen rental.

The Happy Cookers community kitchen filled out their budget worksheet and everyone paid their fees.

Example – Budget worksheet

Income/ Resources (Money/ items coming in)	Actual Amount	Comments
Cash Income		
<i>Cash donations</i>	\$0.00	
<i>Grants</i>	\$400.00	<i>From partner agency</i>
<i>Sponsors</i>	\$0.00	
<i>Participant fees</i>	\$48.00	<i>2 recipes @ \$2/portion, for a total of 12 portions</i>
In-kind Donations/ Resources		
<i>Facility rental*</i>	\$150.00	<i>Donated by church</i>
<i>Insurance</i>	\$0.00	<i>Included in facility rental</i>
<i>Kitchen equipment*</i>	\$30.00	<i>Donated by local thrift store</i>
Total Income/ Resources (Cash + Donations)	\$628.00	

Expenses (Costs)	Budgeted Amount	Actual Amount	
Start Up Costs			
<i>Kitchen equipment*</i>	\$30.00	\$30.00	<i>Donated by local thrift store</i>
<i>Food staples</i>	\$50.00	\$60.00	
<i>Cleaning supplies</i>	\$20.00	\$15.00	
<i>Printing/Photocopying/Advertising</i>	\$20.00	\$30.00	
Recurring Costs			
<i>Facility rental*</i>	\$150.00	\$150.00	<i>Donated by church</i>
<i>Ingredients for recipes</i>	\$48.00	\$34.20	<i>Total for first session</i>
Total Expenses (Start Up + Recurring)	\$318.00	\$319.20	

NET (Income – Costs)	\$308.80	<i>Put in bank account to help pay for recurring costs</i>
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* If donated items are put under Cash Income, they must also be put under Expenses to cancel out.
 Note: This list is not a complete list of revenues/expenses associated with running a collective kitchen.
 Adjust to meet your unique needs.

Cost per portion

Start by setting a cost per portion. This is the amount of money each person will pay for each recipe you make. This will help you choose recipes. Many groups start with a cost of \$2 or \$3 per portion per recipe. The cost to participants will depend on your collective kitchen, location, and supports. Recent food costing in Alberta has shown rural and northern Alberta communities have higher food costs¹. Therefore, the cost per portion may be higher in these areas. This cost per portion per recipe may be less if you have a sponsor that helps with the cost of food. Deciding on the cost per portion per recipe may be difficult to do by yourself. Depending on your participants, you may want to determine the cost as a group. This could be done during the orientation meeting you will be having with participants.

Number of recipes

When deciding on the number of recipes to make in a session, think about:

- kitchen space
- difficulty and number of steps in the recipe
- participants' skills and experience in the group and with cooking
- how much time you have in the kitchen
- equipment and appliances needed to make each recipe

Many groups have been successful in making three recipes per cooking session. A group may start with 1 or 2 recipes and then make more as they gain more skills and experience working as a group. Some well established groups choose to make 4 or 5 recipes to maximize their efforts in the kitchen.

With a budget, estimated cost per portion and the number of recipes that will be made in mind, you are ready to meet with interested community members to determine exact costs for the cooking sessions. Information on how to do this is located in the [Plan, Shop, Cook](#) section (page 27).

Leader Tip

It is important to keep records on money being collected and spent. Some groups may choose 1 person for this role. In many groups, the leader takes on this task.

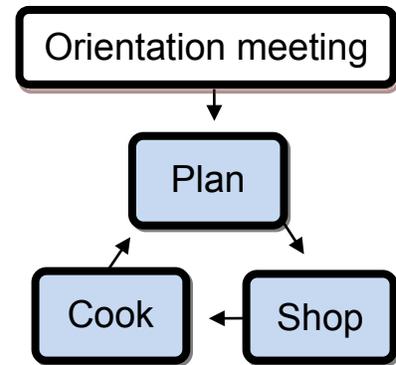
For some groups, this involves collecting money from participants, paying for groceries, and keeping track of money left over. This task becomes more complex if money is coming in from sponsors. Use Appendix 1, [Budget worksheet](#), (page 76) to help.

Content in this section of the manual was adapted with permission from Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador.

Plan, Shop, Cook

In this section, you will learn about the steps to running your kitchen: Plan, Shop, Cook. The steps in this section are for the kitchen leader.

Hold an orientation meeting



Kelly now has enough people interested in joining a collective kitchen. Paul wants to join and also recruited Rita, a church member. Others learned about the program from a flyer posted at the local community centre. A total of four people joined the Happy Cookers: Paul, Rita, Amy and Monica. Kelly planned an orientation at the church to talk about how the program will run.

An orientation meeting for interested participants may be helpful. At this meeting, talk about how the cooking program will run. It might be beneficial to invite community partners to attend. It is important that everyone's voice is heard at this meeting. Therefore, the collective kitchen leader or [lead agency](#) can facilitate the conversation and help the group make decisions together. This is called **consensus decision making**. For more information on consensus decision making see the [How to Lead](#) section (pg. 46).

Topics to discuss at the orientation meeting include:

- introductions and goals
- ground rules
- schedule
- choosing recipes
- cost
- shopping

Leader Tip

Cooking programs work best when participants are involved in the decision making process! Start this process at the orientation meeting.

Introduction and goals

Find out if everyone in your group is comfortable with the English language. Some groups are very diverse and you may need to talk to your community partner about getting help for people whose first language is not English. The [How to Lead](#) (page 46) section provides more detail on working with diverse groups.

Have everyone introduce themselves and share why they want to be part of a collective kitchen.

Participants join collective kitchens for different reasons. Share and discuss these reasons at the first meeting so that the group can work well together. Other collective kitchens have found it helpful if participants spend a few minutes writing down their goals or reasons for joining. The leader can collect these goal sheets and lead a discussion on how the collective kitchen can meet each person's goals. See Appendix 3, [Participant goal setting activity](#) (page 78).

Set ground rules

Groups work better when everyone has common understanding. Ground rules can help your collective kitchen run more smoothly. See Appendix 4, [Sample ground rules](#) (page 80).

Leader Tip

Two ideas on how to create ground rules with your collective kitchen:

1. Compile a list of ground rules you think are important in a visual place at your location (for example, flip chart, whiteboard, etc). Ask the group if they agree with these rules and if they have any other rules to add. Discuss each ground rule and what will be done if ground rules are not followed.
2. Divide participants into small groups. Have each group list things that could have a negative impact on their collective kitchen. Have the group find solutions on how to turn these into positive ground rules.

Your group schedule

Kelly asked when the group would meet. Everyone had different schedules. After some discussion, the group decided to hold their cooking sessions on the first Saturday of the month.

Kelly then led a discussion on when the group should plan their meals and grocery shop. They decided for the first session they will have an extra planning session on Thursday. For future cooking sessions, they will do the planning after they finish cooking on Saturday. Since Monica could not come to the first meeting on Thursday, Kelly offered to call her after the meeting to keep her updated. Shopping will happen on Fridays for anyone who is available.

Finding a time that works for everyone can be hard. A leader will need to find a time when the location is available and a time that works for everyone in the group. Some groups are only able to meet once a month while other groups will meet for a planning meeting before they meet to cook. The [Plan](#) section (page 32) describes this process in more detail.

Things may change as you go along. You may start out meeting twice per month and find that this is too much or not enough for participants. Aim to make these decisions as a group and re-evaluate as the group continues.

Choosing recipes



Rita said she tries to cook healthier meals because her husband has heart disease but he only likes foods that are high in fat and salt. Paul says his kids are really fussy and do not like vegetables. Amy is allergic to nuts so they would have to be careful not to use ingredients with nuts. Kelly suggested they start with easy recipes to get used to cooking together as a group. The group members planned to bring recipe books, recipe ideas, and grocery store flyers to the planning session to help decide which recipes to make. The group agreed they will start by making one meal and a snack at the first cooking session.

Participants can decide as a group at the orientation meeting what type of recipes they want to make. The leader can guide discussion and decision making. Choose simple recipes for the first few sessions. The [Recipes and Cooking Tips](#) section (page 65) can help the leader guide their group, and learn how to change and use recipes. As the group builds skills, they can try new things and more complex recipes. Refer to Appendix 16, [Making recipes healthier](#) (page 113) for information about making healthy changes to recipes.

Ask your group the following questions, with the budget in mind:

- What types of food would you like to make?
- What do you want to learn about cooking? (for example, how to cook Canadian foods, how to adapt ethnic recipes, how to cook on a budget)
- Are there any food allergies or special diets to keep in mind when choosing recipes? If your group thinks allergies and special diets are important, brainstorm ways to meet these needs.
- How many recipes would you like to make at each session?

Cost

The group decided they will pay \$2 for each portion of food they take home. The money will be collected after each planning session. They will use any leftover money from cooking sessions to pay for staples.

At your orientation session it is important to discuss how the group will pay for the cost of food. Some considerations and questions for the group are:

- How many portions of each recipe does each person want to take home?
- When will the money be collected?
- How will you deal with extra portions if a participant cannot attend the session or does not want the food? Will you charge them and deliver the food or will you re-adjust the number of portions needed for the session?
- What will be done with the leftover money?

For more information on calculating the total recipe cost, see the [Plan](#) section (page 32).

Shopping

The group decided that the leader, Kelly, will do the shopping. There are three local grocery stores. They will buy their ingredients and food staples at the grocery store that offers the best sales and discounts.

Refer to the [Shop](#) section (page 39) for more information on shopping.

Some questions to ask:

- Who will do the shopping? Creating a rotating schedule may be helpful.
- Where will shopping be done?
- What basic food staples should be purchased? See Appendix 11, [Sample food staple list](#) (page 89) for ideas.
- Who will check supplies to see if food staples are needed?
- What transportation and delivery resources are required and available?
- Where will groceries be stored until cooking day?
- Do participants want to learn about label reading or making healthier choices at the grocery store?

Leader Tip

Connect with your local public health dietitian to see if there are classes available on healthy grocery shopping or label reading. Some grocery stores sponsor grocery store tours led by a dietitian.



Planning for your first cooking day

If your group decides not to meet for a separate planning day, you may decide to wrap up your orientation meeting by planning for your first cooking session. See [Planning with participants](#) (page 33) for more information.

Next steps

Congratulations! Now that you have completed the orientation session, you are ready to move into the Plan section of Plan, Shop, and Cook! Remember to use [Your checklist for starting a collective kitchen](#) (page 13) to help make sure you are ready.

Content in this section of the manual was adapted with permission from Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador.

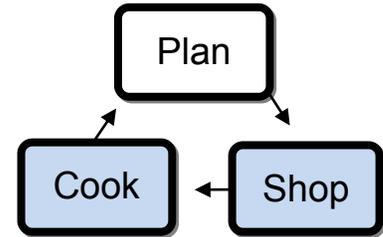
Plan

The Happy Cookers collective kitchen met on Thursday night to plan their first cooking session.

Monica suggested chili as their first recipe. Everyone agreed. Paul was excited as he has wanted to try making chili. Kelly saw bananas on sale and suggested making banana muffins.

Together the group decided that at their first cooking session they would make chili and banana muffins.

Now they had to make a grocery list and budget for their recipes.



A planning session needs to take place before a cooking session. Most collective kitchens have a set date and time for planning. Some groups may want to do their planning for the next cooking session at the end of each session. For your first cooking session, you will have to plan at least a day or two ahead to allow time for shopping.



When planning the session, you will:

- Confirm that the cooking location is available for the upcoming cooking day
- Phone participants to remind them of the planning and cooking session and to bring recipes they would like to try and the money for shopping (if indicated by the budget).
- Review the [Food Safety](#) section (page 51) of this manual.

You will need:

- recipes/recipe books (see the [Recipes and Cooking Tips](#) section (page 65))
- grocery store flyers
- calculators
- pencils/pens
- Appendix 5, [Payment tracker](#) (page 81)
- Appendix 6, [Summary of costs for cooking day](#) (page 82)
- Appendix 7, [Recipe costing worksheet](#) (page 83)
- Appendix 8, [Shopping list](#) (page 84)
- Collective Kitchen Manual

Planning with participants

Use this section to guide your group sessions after your orientation meeting is complete.

1. Number of portions

- Confirm how many portions each participant needs, and that they are willing to pay the cost per portion decided on at your orientation meeting.

2. Review your last cooking session, talking about

- What worked well and what did not?
- How did you and your families like the recipes?
- Were the tasks divided well between participants?
- Was the right amount of food prepared?
- Did you go over or under budget?

3. Decide on the number of recipes to make

- The leader may decide on the number of recipes to make, but he or she may want to ask for feedback from the group – as this will also depend on their level of cooking experience. Don't forget to consider:
 - How many recipes are you comfortable making in one cooking session?
 - Do you have enough equipment and time to make this number of recipes?

4. Choose your recipes

- The [Recipes and Cooking Tips](#) section (page 65) includes tips on how to choose recipes. See Appendix 14, [Recipe sources](#) (page 93) and Appendix 15, [Sample recipes](#) (page 94), for recipe ideas. Remember the library can also be a great place to find recipe books.
- Everyone should take part in looking at recipes. Some groups use consensus when choosing recipes, while others let each member choose one recipe. Many groups strive to have a variety of recipes by choosing at least one meat dish, one meatless dish, along with a soup, dessert or side dish on each cooking day.
- Keep food allergies and intolerances of group participants in mind when choosing recipes.
- Think about the equipment, stovetop and oven space needed to cook each recipe.
- Use grocery store advertised specials or sales to help lower the recipe cost.
- Aim to make healthier recipes. Use Appendix 21, [Links for learning about healthy eating](#) (page 120) as a guide to choose healthy recipes in your planning meetings. See Appendix 16, [Making recipes healthier](#) (page 113), and Appendix 17, [Healthy substitutions](#) (page 116) for more information.
- Review recipes and decide what order they should be made.





5. Collect money from participants

- Based on the group's consensus from the orientation meeting, you may be collecting participants' money on the planning day, or you may have set another deadline for payment. In either case, make sure you collect participants' money before your shopping day.
- Use Appendix 5, [Payment tracker](#) (page 81) to keep track of participants' payments.

Leader Tip

It is important to collect money from all participants before buying the food. If someone does not pay at the planning meeting or before the shopping day, they may not be able to take part in that session. It is very important to talk about this issue and find a solution that works best for the group.

Avoid a situation where participants owe money after the food is bought and prepared.

Planning for the leader

Kelly used the recipe costing sheet in the group cooking manual to cost their recipes. The group looked at store flyers to estimate the cost of ingredients. After costing out all the recipes, the group found they had money left over. They decided to also make coleslaw during their cooking day. When they looked at the [coleslaw recipe](#), they found that it made 10 portions. Since they needed 12 portions, the group decided to double the recipe. They filled out the recipe costing worksheet (see below) to be sure that they had enough money to make 20 portions of coleslaw.

Now that the recipes and number of portions have been determined by the participants, the leader must plan the upcoming session's total costs.

1. Calculate how much money you'll have for cooking day

- Add up the money you have collected from participants, and include any donations or funding you will be using for cooking day. Appendix 6, [Summary of costs for cooking day](#) (page 82) may be used to help with this. You'll finish this worksheet once you cost out your recipes (see below).
- This is the total amount you have for cooking day. Your recipe choices need to fit your budget.
- Record this amount under "Cash Income" on your budget worksheet (See [Appendix 1](#), page 76).

2. Calculate the cost of each recipe

- Adjust the recipes to get the number of portions needed.
- Price the ingredients and add them up to find the total cost for the recipe.
- You may use Appendix 7, [Recipe costing worksheet](#) (page 83) to calculate the cost of each recipe. The estimated cost for the recipes can be recorded as a "budgeted" cost on your budget worksheet.
- Note that most household recipes will need to be doubled or tripled to make enough portions.
- Collective kitchens have used grocery store flyers to get an idea of food costs. As well, some groups keep a running record of actual grocery item prices as they shop and over time they have a list of local food prices for a number of their basic items.

Example – Recipe costing worksheet

Recipe: Coleslaw

The recipe makes 10 portions

Our kitchen needs 20 portions

Ingredients	Ingredient amounts	Amount needed to make <u>20</u> portions	Price of food item
Cabbage	1 small	2 small or 1 large	\$1.50
Carrots, grated	2 cups	4 cups	\$1.00
Onion	1 large	2 large	\$1.20
Vegetable oil	¼ cup	½ cup	From staple foods
Vinegar	¼ cup	½ cup	From staple foods
Pepper	To taste	To taste	From staple foods
Salt	To taste	To taste	From staple foods
Total:			\$3.70

3. See if your recipe fits your budget

- Add all of the recipe costs together and compare it to the amount of money you have. You may return to your worksheet from Appendix 6, [Summary of costs for cooking day](#) (page 82) to help you calculate this.
- Aim to be slightly under budget – you want to make sure you have enough money to cover the cost of groceries.
- Is the cost of the recipes about the same as the cost charged to participants? If not, how can you lower recipe costs to make the most of your funds?

Once you know the cost of your recipes, you can check if you are over or under budget. If you estimate that you will be over or under budget, you may need to adapt your recipes. Some parts of these budget and recipe sheets will be filled out before and after shopping. Once you have finished shopping for recipe ingredients you can record this as the “Actual” recipe cost in the general budget.

Example – Summary of costs for cooking day

Money coming in:		
Money collected from participants		\$48.00
Money from funding/donations		None
	Total:	\$48.00
Estimated costs:		
	Recipe	Cost
	<i>Coleslaw</i>	\$3.70
	<i>Chili</i>	\$21.00
	<i>Banana muffins</i>	\$9.50
	Total:	\$34.20
Under or over budget?	Money coming in – Estimated costs=	\$13.80

If you are over budget:

- Identify higher cost ingredients. Decide whether they can be replaced with lower cost items.
- Remember the goal of most groups is to build skills among participants, not to make gourmet meals.
- The final decisions regarding lowering recipe cost should be made by the leader.

Try these tips to lower the cost of your recipe:

- Reduce or leave out part of the cheese if the recipe has meat in it.
- Replace higher cost vegetables with vegetables that cost less.
- If appropriate, reduce the amount of meat called for in a recipe. Use a lower cost cut of meat when possible.
- Use beans or lentils to replace part or all of the meat in a recipe. This works well in recipes using ground beef, like chili, tacos or pasta sauce.
- Buy vegetables and fruits that are in season or use frozen or canned vegetables and fruit. See the [Alberta Seasonal Fresh Food Guide](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/explore13591/$FILE/DineAlbertaSeasonalFreshFoodGuide.pdf) for a list of Alberta seasonal foods: [www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/explore13591/\\$FILE/DineAlbertaSeasonalFreshFoodGuide.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/explore13591/$FILE/DineAlbertaSeasonalFreshFoodGuide.pdf)
- Try to choose recipes that have similar ingredients, so you can buy foods in larger quantities and use them in multiple recipes. For example, make two recipes using potatoes so you can buy a large bag and save money.

If your recipes are slightly under budget, good job! Small amounts of leftover money can be carried over to the next cooking session. If your recipes are well under budget, consider some of these questions:

- Are there any other ingredients you would like to add to your recipe?
- Could you replace some lower cost items with more costly items?
- Are there any staples you need to buy?
- Will you save the money to use at the next cooking session?
- Could you use the money to pay childcare workers or other volunteers?
- Will you provide a refund to participants? Please note – this has worked for some groups, but has caused challenges for others. Consider the other points above as a place to start.

4. Write the shopping list

- Use the Appendix 8, [Shopping list](#) (page 84) worksheet to write out your shopping list.
- Double check that all ingredients are on your list.
- Check the inventory of food staples needed for the recipes and add to the shopping list if needed.

Example – Shopping list

Name of Recipe(s):

Coleslaw, Chili, Banana muffins

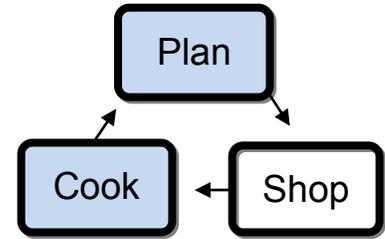
Food Group of Canada's Food Guide	Ingredient	Amount to buy
Vegetables and Fruit (Fresh/Frozen)	<i>Cabbage</i>	<i>2 small or 1 large</i>
	<i>Carrots (6 for the coleslaw + 1 for the chili)</i>	<i>7 large</i>
	<i>Onions (2 for the coleslaw + 1 for the chili)</i>	<i>3 large</i>

Total estimated cost:	\$34.20
Actual cost:	
Difference:	

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Shop

Kelly went shopping after their planning meeting. She went to the grocery store with the best prices for ingredients. She chose the store brand cans of beans and tomatoes for the chili because they cost less than the name brands.



Most often, the leader will do the shopping on behalf of the group. However, other participants may help with the shopping. Shop the day before or on the day of cooking to ensure the food is fresh. Always follow the shopping list. Often larger grocery stores have better prices than smaller stores. Use weekly flyers to help you find the best prices in town. Your group may decide it is important to them to shop locally when possible. Grocery stores may sometimes give a discount to collective kitchens. As mentioned in the [Getting Started](#) section (page 11), grocery stores or food banks can become community partners or provide sponsorship.

When groups decide to go grocery shopping together, participants can learn skills in grocery shopping and label reading. A group grocery shopping day may be a good activity if members have the time.

See Appendix 21, [Links for learning about healthy eating](#) (page 120) for healthy grocery shopping tips.



Buying supplies

In addition to buying ingredients, the leader may also need to buy supplies like equipment, cleaning supplies and food staples for the cooking session.

Supplies are important. Unless the supplies are provided through donation or funding, the leader will need to plan for these costs in the budget.

Equipment

The equipment at your location and the types of recipes you choose to make will determine what extra kitchen equipment you will need. See Appendix 9, [Sample kitchen equipment list](#) (page 86), for a sample list. If you do not have funds to buy equipment, you may need to have participants bring items from home. Discuss this at the orientation meeting if possible.

Leader Tip

Check with your local thrift store for low cost second-hand equipment. You may be able to leave a list at the store of things you need, and ask them to call you if they receive those items. Also check “dollar” discount stores.

Cleaning supplies

Depending on the location you choose, cleaning supplies may be provided. If not, please see Appendix 10, [Sample cleaning supplies list](#) (page 88), for a list of suggested cleaning supplies. Be sure that cleaning supplies are kept sealed, stored out of children’s reach, and away from food.

Food staples

Some collective kitchens have been successful with getting discounts or donations from local grocery stores or community partners. Grocery stores may be willing to donate food staples. Food staples have a long shelf life and include baking ingredients, seasonings, and cooking oils. For a list of food staples see Appendix 11, [Sample food staple list](#) (page 89). The other ingredients you buy for cooking sessions will depend on the recipes you make. Some of these items include vegetables, fruits, dairy, fish, and meats. Be sure to mark all your food staples clearly and store them properly. Review the [Food Safety](#) section (page 51) for guidelines on safely storing your food.

Some groups have partnered with community food banks. Food banks may donate part or all of the food staples. As well, some food banks may agree to provide fresh vegetables or fruits, or other items if they have extra.



The leader may decide on how staples will be purchased. There are different ways of organizing how to buy supplies. Consider:

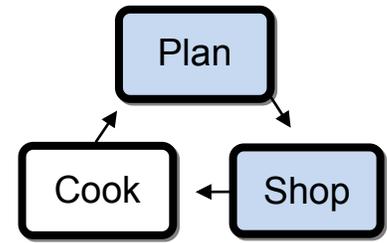
- At first, costs for staples will be high, but costs will be spread out later, as you will only need to buy more as they are used up.
- Donations of money or supplies from community organizations (such as food banks) or grocery stores may be targeted to buy start-up food staples.
- Each participant may need to contribute money to buy staples. This could be in proportion to the number of people they are cooking for.

Make sure you note the costs of your staples in your general budget.

Kelly already knew where she was going to get equipment, cleaning and food staples because the local grocery store agreed to give her a discount to get her collective kitchen started. She checked the church kitchen to see what equipment and cleaning supplies they had and compared it to the list from the Collective Kitchen Manual. They could use the church's cleaning supplies for now but would have to replace what they used in the future. The church had all of the basic equipment needed.

Cook

The day before their first cooking session, Kelly called each group member to make sure they were still coming. She reminded the members to bring a clean apron and some containers to pack their food in to take home.



Checklist for cooking day:

Participants bring:

- hair covering or hair elastic for long hair
- clean apron
- containers for taking food home

Leader brings:

- food
- receipts from groceries
- special cooking equipment needed
- paper/pencils
- calculator
- copies of recipes for each participant
- planning worksheets and cookbooks (if planning occurs at end of cooking session)



1. Prepare to cook

Before the cooking session, it is helpful to:

- Phone everyone to confirm that they will be there (group members can also take turns doing this task) and remind them to bring containers and kitchen equipment if needed.
- Make sure you have all the ingredients and equipment you will need.

2. Start with food safety

- Everyone should tie up or cover their hair and put on an apron.
- Counters and cutting boards should be sanitized.
- Everyone should wash their hands before handling any food.

3. Cook

Everyone should help make the recipes. The leader may need to review the cooking plan to make sure everyone understands the timing and coordination of shared equipment, space, ovens, stove tops, etc. If one person's tasks are done, encourage them to help others. Throughout the cooking session, the leader should encourage everyone to learn from one another and share ideas.

Use “teachable moments” during recipe preparation and cooking. A teachable moment is an opportunity to learn new information or skills. For example, you might suggest that participants drain the fat from ground beef in order to lower the amount of fat in a recipe.

4. Divide the cooked dishes

Each member brings their own containers to take food home. The food is divided up and portioned out based on the number of portions needed. The leader may need to help decide what represents 1 portion.

Example: If a ladle of stew is 1 portion and a participant has paid and cooked for 2 people, they get 2 ladles; the person that cooked and paid for 3 people, gets 3 ladles, and so on. If there is extra, divide up the extra amongst the participants based on how many portions they need for their family.

5. Share thoughts about the cooking day

Some groups may plan to cook extra portions so that they can sit down and taste their recipe while reflecting on their session. This may be a good time to talk about what worked well and what didn't work well.

Here are some general questions you can use to help guide a discussion with your group:

- What did you like most about the cooking session?
- What did you not like about the cooking session?
- Was there enough time to prepare all the recipes?
- Did you learn anything new in today's cooking session?
- Did you like the recipes that we used? Why or why not?
- Is there anything you would like to learn in future cooking sessions?



You could also talk about how your recipes fall within the food groups on Canada's Food Guide and share ideas about how to include other foods with your meal to make it balanced.

Examples: Serve rice or noodles with chicken stir-fry or serve a glass of milk and whole grain bread with a bowl of chili.

Another good topic to discuss is food safety. You may want to talk about the best ways to store and reheat leftovers from the cooking session. Remind participants to put containers in the fridge or freezer as soon as they arrive at home. Frozen food should be thawed in the fridge or defrosted in the microwave. The thawed food should be reheated to at least 74°C (165°F) when serving. Any food leftover after being reheated must be thrown away (do not reheat foods more than once). See the [Food Safety](#) section (page 51), for more information.

Some groups plan for their next session after they are finished cooking, rather than holding a separate planning meeting. If your group decides to do this, you might wrap up your session by covering the steps in [Planning with participants](#) outlined earlier in this section (page 33).

Overall, the group's first session went pretty well. Only one thing did not go as planned. The church kitchen had muffin tins when Kelly did the kitchen inventory, but someone must have borrowed them. They were gone on cooking day. The group found cake pans, so they ended up with banana cake instead of muffins. Everyone was satisfied and wanted to continue with the group.

How to Lead

Collective kitchens need leadership. You may decide to lead your group, or you may find another staff member or volunteer to lead your group. Collective kitchens work best when a **learner-centered approach** is used. This includes the following principles:

- All participants and leaders agree and commit to working together, and treating each other with respect.
- All group participants:
 - Have a vote in decisions to ensure the group is operating with consensus.
 - Contribute to the best of their abilities and in keeping with the group structure.
 - Take on roles and responsibilities that help the group function smoothly.
 - Follow food safety guidelines to ensure foods are prepared and stored safely.
 - Fulfill commitments made to the group or tell the leader if they are unable to do so.
 - Help to make sure the location used is left in good, clean condition.



Leadership styles

One of the goals of collective kitchens is to create an environment where learning can take place. Learning through collective kitchens can happen in many ways. This can depend on the leadership style. Often learning happens informally, through working as a group and learning from others. In some groups, learning can happen with more formal instruction from the leaders.

Using a learner-centred approach

This is the most common and most successful approach to collective kitchens. Participants learn from each other to build skills and confidence in the kitchen. Using consensus in decision-making gives participants a sense of ownership to the group. Often the leader is a participant who has more responsibilities apart from the cooking session. The leader is a facilitator who strives to use a **learner-centered approach**.

This means the discussions, issues, recipes and ways the group operates are decided by participants. The leader facilitates the group in a friendly, safe, non-judgmental way. Everyone is involved in discussions and decisions made in the kitchen.



This approach is based on the following adult learning principles:

- Adults have lots of experience and have learned much from life. They learn most from their peers. The leader can help them share their stories and create a situation where they are encouraged to talk to each other.
- Adults are interested and learn quickly about things that are relevant to their lives. The leader can create a situation in which they can share in the planning, choose the topics and talk about what is going well and what is not going well in their group.
- Adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at in front of others.

Adapted with permission from the Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador.

Using a skill-building approach

In this style, the leader takes on more responsibilities and is likely not a participant. The leader provides more guidance and acts more as a ‘teacher’. The leader may hold a paid position in an organization.

In these groups, the partner agency may provide funding toward the group and may be quite involved in coordinating and finding members. Participants may or may not contribute to the cost of food.

This type of leadership can become more learner-centered over time depending on the type of group. A skill-building approach may be appropriate for group sessions that are designed to build specific food shopping and cooking skills, or for drop-in groups at community agencies. This type of leadership also works well in groups where the participants are living with mental illness and learning disabilities.

Leader Tip

Community kitchens generally use **consensus** to make decisions. Consensus requires that all group members participate equally in reaching a decision. **An example of how consensus works in a group:**

1. Either the leader or a participant presents an issue that needs a decision.
2. Those connected with the issue explain it and begin discussion.
3. Agreement may be reached at this point and a decision made. If there are differing viewpoints, consensus may not be reached. At this point, a round may be started.
4. In a round, each participant comments on the issue. Each member says their choice without others commenting on it. Questions are asked only for clarification. Each member receives equal time to comment.
5. When the round ends, the leader summarizes what was said and clarifies the current status of the issue. If all group members agree, the decision is recorded. If not, another round is needed.

Working with diverse groups

Some groups will have participants who are new to Canada. In larger communities, it may be possible to form groups that consist of all new immigrants. In these groups, the focus may be more on sharing the immigration experience and the Canadian food culture. Collective kitchens are a great way for new immigrants to build a sense of community. Participants often choose to prepare recipes from their culture and share these foods and food knowledge with others in their group. With time, there may be an opportunity to learn about Canada's Food Guide and how to classify ethnic foods into the food groups.

Different ethnic groups have different food practices and may avoid certain types of foods. For example, people of the Jewish faith avoid pork and all foods made with pork products. Consider these practices when choosing recipes and have a group discussion on how this will be managed. It may or may not be possible to accommodate all requests if your group is varied in ethnicity.

If language barriers exist, try:

- Using pictures, drawings or diagrams to explain steps or processes.
- Explaining in simple, plain language and speaking more slowly.
- Having a collective kitchen helper who has skills in both languages. This person can help translate information and interpret dialogue.

First Nations communities can have diverse needs. For example, some may be interested in including traditional foods from their community. It is important to be sensitive to the cultural needs of your group.

Leaders Tip

[Canada's Food Guide](#) is translated into many different languages. It has also been adapted for First Nations, Inuit and Metis.

Print or order them for free from:

www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php.

Maintaining your group

After each collective kitchen session, Kelly asked the group what they liked or would change next time. After the second cooking session, the group felt overwhelmed by cooking three recipes, so they decided to make two recipes at the next session.

After a few months, Rita told the group that she was going on vacation for the summer to visit her children in Ontario. She wanted to continue with the group in September when she came back. Amy knew someone at work who was new to Canada and the community, who could replace Rita for the summer.

Participants may have stress in their lives, and the issues that they face outside of the collective kitchen can sometimes get in the way of attending or arriving on time for each session. The size of your group may change from month to month. People may come for a while, may take time off and return, or stop coming entirely.

A leader can try:

- Calling participants between sessions to see if they plan to be at the next session.
- Encouraging participants who are shy or who have been away for a while.
- Advertising and developing connections in the community to attract new members.
- Keeping a record of attendance to track who attended which sessions.
- Asking participants after every session what went well and what they would change. Use this information to work towards meeting the needs of the group.

Evaluating your kitchen

After you have run a few cooking sessions, you may have questions like:

- Is the program meeting the needs of the participants?
- What is the impact of the program?
- How can we make this program better?

Doing an evaluation can help get participants' feedback on these questions. There are many ways of getting feedback. You can do a survey, have a group discussion or have a conversation with each participant. See Appendix 12, [Sample evaluation form](#) (page 91), for an example of a participant survey.

Food Safety

Before their first cooking session, Kelly read the food safety section of the Collective Kitchen Manual. Kelly also called the public health dietitian who directed Kelly's question to the Public Health Inspectors. They are specialists in food safety and suggested Kelly take a free food safety course or participate in the online food safety training. The Public Health Inspector provided Kelly with some resources on food safety and answered her questions. Kelly felt more comfortable after talking about this with different experts!

In this section, you will learn:

- What food safety is and why we can get sick from food
- How to practice good personal hygiene
- How to prepare and store food safely
- How to clean and sanitize your cooking equipment



What is foodborne illness?

At the first planning session, Kelly updated the group with the main recommendations from the Public Health Inspectors. The Happy Cookers collective kitchen agreed with Kelly that following food safety advice was very important. Kelly was going to take the food safety course, and she also told the group about a free online food safety training they could do if they wanted.

Some harmful germs in food can make you sick, causing **foodborne illness**, (sometimes called food poisoning). You can't see, smell, or taste these harmful germs, but anyone can get sick from them. Every year about 1 in 8 Canadians (about 4.25 million people) get sick from foodborne illness, usually suffering from nausea, vomiting, stomach cramps, and diarrhea.

It is very important to prepare and serve food safely to ensure no one gets sick with foodborne illness. **Everyone** in a collective kitchen is responsible for following the rules of food safety. It is important for group leaders to make sure all participants know how to practice good food safety.

Leader Tip

It is recommended that collective kitchen leaders take an Alberta Health Services Food Safety Course. This course covers the food safety information you will need to know for running a collective kitchen. This free course is offered in person or online. For more details see: www.albertahealthservices.ca/3151.asp

What causes foodborne illness?

Most foodborne illness is caused by harmful germs that are sometimes in food. You cannot see, smell, or taste these germs, so you cannot tell if they are in your food. Symptoms of foodborne illness include diarrhea, fever, vomiting, or jaundice (yellow colouring of the skin or eyes).

The **temperature** of foods is very important for food safety. Keeping hot foods hot and cold foods cold helps prevent harmful germs from growing. See www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-danger-temperature-poster.pdf for important temperatures for food safety.

Germs, including bacteria and viruses, can get into food **directly** from the source or **indirectly** when contaminated equipment or hands touch food. Here are some examples:

Directly

- Someone coughs or sneezes on the food.
- An infected cut or burn on the skin touches the food.
- Contamination from raw chicken or meat gets into the food.
- Pests, such as mice and flies, contaminate food.

Indirectly

- Someone does not wash their hands well after going to the bathroom and then handles food.
- The same knife or cutting board is used to cut chicken and is used again for vegetables before properly cleaning and sanitizing the knife and cutting board.
- The same plate is used to bring uncooked ground beef hamburger patties to the BBQ and then used to bring cooked hamburgers back.
- Dirty hands are wiped on your apron, towel or cloth.

Leader Tip

Participants who are sick with a **foodborne illness** are highly contagious because they pass on large numbers of harmful germs. Participants with **diarrhea, vomiting, fever or jaundice** cannot participate in collective kitchens because of their high chance of passing harmful germs to food or fellow participants.

Those who are sick with symptoms of **respiratory or sinus infection (coughing, sneezing, runny nose, etc)** may be allowed to take part in a collective kitchen session according to the group ground rules. They can be given tasks that do not involve handling food, food equipment or utensils. You might ask them to wear a mask.

At your first planning session, decide on your group's procedure for sick days. You may decide to deliver the sick participant's meals to them, or divide their portion up among the people who are there.

Practising food safety

The Happy Cookers collective kitchen came up with a list of food safety practices they would follow in the kitchen. Before each cooking session, they reviewed this information.

Good food safety must be practised at all times during a cooking session. Participants are encouraged to practise food safety at home as well.

Personal hygiene

All the kitchen members washed their hands. Rita had a small cut on her finger. She washed her hands thoroughly, put a band-aid over the cut, and then wore a pair of gloves.

Kelly bought aprons when she was buying staples and washed them before the first session. The group decided they would use these aprons instead of ones from home. Kelly agreed to take the aprons home to wash after every cooking session.

- Wash your hands properly before touching any food or surfaces in the kitchen.
- Wash hands several times while preparing and cooking food. Hands must be washed anytime they may become contaminated.
- If you have a cut or sore on your hand, use a pair of gloves. Wash your hands before putting the gloves on and after taking the gloves off. Gloves must be replaced as often as you would be washing your hands.
- Keep fingernails clean and well-trimmed.
- Wear an apron while in the kitchen.
- Take your apron off if going outside, into the washroom or taking a break.
- Keep long hair tied back and controlled by wearing a hat or hairnet.
- Take off rings, bracelets and long necklaces. Jewellery can be difficult to clean, can catch on equipment and can fall into food.



Leader Tip

Hand sanitizers do not replace handwashing. They can be applied as an extra step after hands have been properly washed. Hand sanitizers do not work if hands are visibly dirty, as some germs are protected by the dirt on our hands. They do not kill all harmful germs.

Wash hands...

Before:	After:
<ul style="list-style-type: none">• touching foods• putting clean dishes away• touching forks, spoons and knives that you plan to eat with• eating	<ul style="list-style-type: none">• using the toilet• diapering a child• handling raw meats and eggs• taking out the garbage• touching hair or face• sneezing, coughing into hands• smoking• taking a break• eating

Leader Tip

Gloves must be used properly to prevent contamination of foods and foodborne illness. The risk of contamination by a gloved hand is the same as a bare hand.

- Gloves do not replace hand washing!
- Always wear gloves when wearing a band-aid or bandage.
- Change gloves between different tasks and at the same times you would wash your hands.
- Wash hands properly before putting on gloves and every time a glove is changed. Wearing gloves encourages bacteria to grow on your hands because your skin is warm and moist.
- Do not reuse disposable gloves.

Leader Tip

Handwashing is the most effective way to prevent the spread of harmful germs from people to food.

Steps to handwashing:

1. Wet your hands with warm running water.
2. Add soap and rub your hands together to make a soapy lather. Scrub palms, back of hands, fingers, and under fingernails. Continue washing for at least 20 seconds. 20 seconds is as long as it takes to sing “Twinkle, Twinkle Little Star” or the “ABCs.”
3. Rinse your hands well under warm running water.
4. Dry your hands thoroughly with a clean paper towel and turn the taps off with the towel.

Preparation

Kelly prepared a sanitizing solution to use at the cooking session. The group used one cleaning cloth to clean the countertops with hot soapy water. Then they put another cleaning cloth in sanitizing solution and wiped down all the countertops again.

The chili recipe called for carrots. Amy found a scrub brush that looked clean from the church that she wanted to use to clean the carrots. Kelly was not sure what this brush was used for – it could have been used as a vegetable brush, or contaminated by use in the washroom, with strong, toxic cleaners or pesticides. Instead, they used a clean scrub brush that was new.

- Always wash your hands with soap and water before preparing food.
- Before starting your food preparation, clean countertops and any work surfaces with hot soapy water, and then sanitize using a separate sanitizing solution. Find a [list of sanitizing solutions](#) on page 59.
- Use a separate cloth for cleaning and sanitizing surfaces. Change cloths often.
- Do not use the same knife or cutting board for raw products and then cooked products unless you clean and sanitize the knife and cutting board between uses.
- Wash all fruits and vegetables with clean, running water before any cooking or preparation. Use a vegetable brush to scrub foods that have rough surfaces, such as cantaloupes, potatoes, carrots, and oranges.



Thawing

The church let the collective kitchen store groceries in a designated section of the fridge and freezer. The group had bought ground beef for the chili, which was frozen. Monica thawed the beef in small sections in the microwave.

- Do not thaw foods at room temperature. Depending on the size and shape of the food, parts of the food can thaw more quickly than others, putting this area at higher risk for harmful germs to grow.
- Thaw food in the fridge, under cold running water in the sink, or by using the microwave. Be sure to cook defrosted foods right away. Food can also be cooked from frozen. If the food will be cooked in the microwave after defrosting, it is important that it is completely defrosted to avoid uneven cooking.

Cooking

The group identified there was a food safety risk with cooking the chili. They decided to use a thermometer to make sure the chili was heated to at least 71°C (160°F). Amy stirred the pot and tested the temperature with a sanitized thermometer. They continued cooking and stirring, using a sanitized thermometer to re-check the temperature. The chili reached 75°C (167°F), so it was ready!

- Always wash your hands with soap and water before cooking.
- Always use clean utensils and dishes in the kitchen.
- Eat foods soon after they are made, while still hot. If not eating foods right away, see cooling tips below.
- Proper cooking will kill most harmful germs as long as food has reached a safe internal temperature. See the [Safe Internal Cooking Temperatures Chart](http://www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/cook-temperatures-cuisson-tbl-eng.php) (www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/cook-temperatures-cuisson-tbl-eng.php) for a list of internal temperatures for different foods.
- Use a kitchen thermometer to ensure food has reached a safe temperature. Be sure to clean and sanitize the kitchen thermometer between uses. Take a look at the [dishwashing](#) section on page 60 for information on sanitizing.
- When cooking foods in pots, stir the pot before testing the temperature. If there are any chunks present in the food, check these to make sure a safe internal temperature has been reached.



Cooling

After the chili was cooked, the group split it into shallow pans to cool more quickly. They used a spoon to stir the mixture to help cool the chili faster.

Cool food to fridge temperature (below 4°C (40°F)) as quickly as possible. Do not leave food cooling on counters at room temperature for a long time. Some ways to do this are:

- Use ice baths to lower the temperature quickly. Fill the sink with ice and water and place the warm pot inside. Stir often until cooled.
- Portion large batches of food into smaller amounts. This will help cool food more quickly before storing in the fridge. Put food in the fridge within 30 minutes of finishing cooking.
- Stir foods often when they are cooling. Food cools faster when it is stirred.
- Avoid covering containers completely when the food inside needs to be cooled. The lid traps heat and prevents cooling.

Freezing

Rita already had leftovers in her fridge at home, so when Rita got home she froze her chili to use later.

- Freezing does not kill harmful germs. However they do not grow or multiply in frozen foods.
- Do not defrost food until it is needed.
- Keep frozen foods at -18°C (0°F) or lower.

Reheating

The group had learned how important it was to cook food to 74°C (165°F) to prevent illness. Some group members purchased a food thermometer and reheat, while stirring the chili occasionally, to 74°C (165°F).

- Reheat foods quickly to at least 74°C (165°F) when it is served again.
- Any food leftover after being reheated must be thrown away (do not reheat foods more than once).

Storage

- When bringing foods home from cooking sessions, write the name of the recipe and the date it was made on a piece of masking tape and attach it to the storage container.
- Eat foods that have been stored longer first – this prevents waste. See the [Fridge and Freezer Storage Chart](http://www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/storage-entreposage-eng.php#a5) (www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/storage-entreposage-eng.php#a5) for a handy chart on how long you can store foods.
- Bring foods home quickly from the grocery store. Label your bulk food containers with the date they were opened.
- Keep cold foods cold by keeping them in the refrigerator at or below 4°C (40°F) until they are ready to be used. These include meat, poultry, eggs, fish and dairy products.
- Store any raw meat, poultry and fish products on the lowest shelf of the fridge. Store cooked and ready-to-eat products, including fruits and vegetables on higher shelves.
- Store all canned or dry products in a cool and dry storage area. Do not use canned goods that are bulging or dented.
- Keep flour and grains in food grade containers with tight fitting lids. Store them off the floor. Food grade containers are those that are specifically meant for food. Storing whole grains in the freezer will extend their storage life.



- 
- If your group has purchased staple foods, practice “FIFO” – first in, first out. Put the newest products on the back of your storage shelves and push the older products forward to be used first. Check labels and best before and/or expiry dates. If your storage space does not let you practice stock rotation, use the oldest products first.
 - Keep all cleaners and sanitizers in a separate area away from food items. As much as possible, keep them in their original containers. Always label containers you use for chemicals. Do not use the same container to store cleaning or sanitizing materials as used for food.

Cleaning and Sanitizing



Cleaning removes grease, dirt, and food particles from a surface. Cleaning will remove many germs, but it does not kill them. Cleaning is done using hot water and detergent.

Sanitizing is done after cleaning. Sanitizers or disinfectants will destroy most of the germs on the surface.

Chemicals approved for sanitizing in Alberta are listed in the table below. Bleach must be unscented and not have fabric softeners added.

Sanitizing solutions

Sanitizer	How to Mix	Solution Strength
Chlorine solution	<ul style="list-style-type: none"> Mix ½ tsp (2 mL) bleach into 4 cups (1 L) water. This works well for sanitizing surfaces. Mix 1 Tbsp (½ ounce or 15 mL) bleach into 1 gallon (4 L) water. This works well when immersion is needed. Replace your chlorine sanitizer at least daily. 	100 ppm chlorine
Quaternary ammonia solution (QUATS)	Follow manufacturer's instructions.	200 ppm QUATS
Iodine solution	Follow manufacturer's instructions.	Between 12.5 ppm–25 ppm Iodine

Dishwashing



The church kitchen has a handwashing sink, a larger two compartment sink, and a small commercial dishwasher, which rinses and sanitizes. When Kelly arrived, she discovered the dishwasher was broken. Kelly quickly reviewed the Collective Kitchen Manual on dishwashing with two sinks. She noted the group would need to use the first sink as a wash sink and rinse the dishes under running water into the same sink. The second sink would have the sanitizing solution in it.

Mechanical washing (using a dishwasher)

If your facility has a **commercial dishwasher**, it can be used to clean all your dishes and cookware. Commercial dishwashers wash, rinse, and sanitize dishes. Ensure that the sanitizer of your dishwasher is either 100 ppm chlorine or has a rinse cycle which reaches 82°C (180°F).

Mechanical washing tips

- Have the kitchen operator provide training to the collective kitchen group on how to properly use their commercial dishwasher.
- Dishes must still be scraped, pre-rinsed, and air dried when using commercial dishwashers.
- Soak cutlery and small utensils for 10–15 minutes in a pan of hot soapy water.
- Sort and rack items of the same size and shape together so they are washed with the same amount of soap, rinse and sanitizer.
- Most **household dishwashers** do not adequately sanitize the dishes and are best avoided. Use the two or three sink dishwashing method instead.

Manual washing (washing by hand)

If your facility does not have a dishwasher, follow the steps below for washing dishes **by hand**.

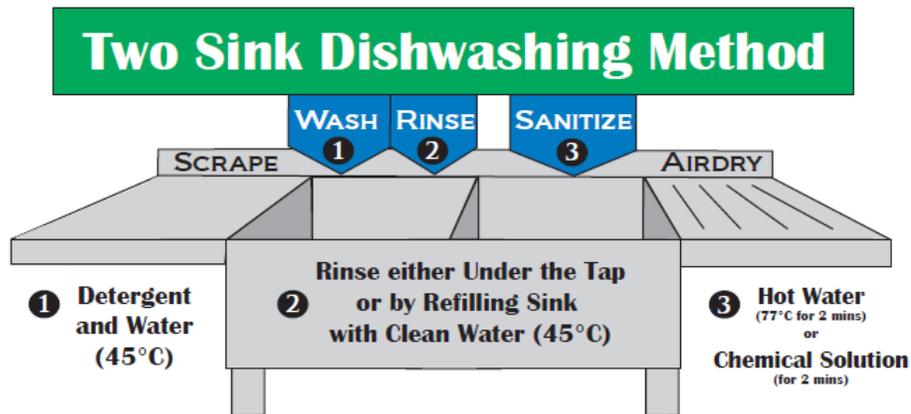
1. **Scrape and pre-rinse:** Scrape off food residues and pre-rinse or soak items.
2. **Wash:** With soap and warm water at least 45°C (113°F).
3. **Rinse:** With clean water at least 45°C (113°F).
4. **Sanitize:** Let items soak for a minimum of 2 minutes in the sanitizing solution or in hot water at 77°C (170°F). A hot water element is needed for water to reach a temperature of 77°C (170°F) and is usually not available in most collective kitchen facilities. See the table on the previous page to learn how to make your own sanitizing solution.
5. **Air dry:** Do not use drying cloths. There is a higher chance of spreading harmful germs when using drying cloths.

Manual washing tips

- Wash and sanitize all utensils and dishes after every use.
- If the water gets too cool or when suds disappear in the wash water, refill the sink.
- When suds appear in the rinse water, refill the sink.
- Make a new sanitizing solution for every cooking session.

Two Sink and Three Sink Dishwashing Methods

Two Sink Dishwashing Method: Dishes are washed in the first sink. Rinse with the tap into the first sink, and then use the second sink for sanitizing.



APPROVED CHEMICAL SOLUTIONS

Chlorine Solution = 100 ppm

Dilution of 5% Bleach (Chlorine):

- 1/2 tsp per liter of water
- 1 tbsp per gallon of water

Quats Solution = 200 ppm*

Dilution of Quats: Follow manufacturer's instructions

* Concentration may vary depending on manufacturer's instructions

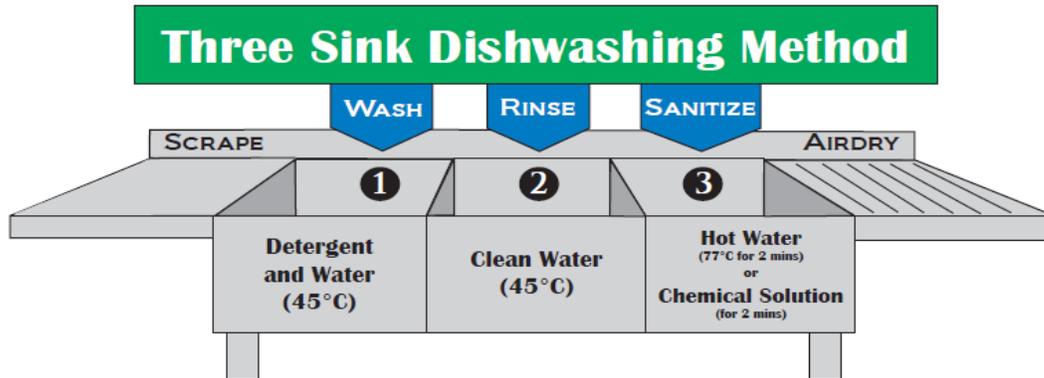
Iodine Solution = 12.5 - 25 ppm

Dilution of Iodine: Follow manufacturer's instructions

2EPHF-11-009

Developed by Alberta Health Services, Environmental Public Health. Poster available from:
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-color-2-sink-dishwashing.pdf

Three Sink Dishwashing Method: Dishes are washed in the first sink, rinsed in the second sink, and the third sink is used for sanitizing.



APPROVED CHEMICAL SOLUTIONS

Chlorine Solution = 100 ppm
Dilution of 5% Bleach (Chlorine):
• 1/2 tsp per liter of water
• 1 tbsp per gallon of water

Quats Solution = 200 ppm*
Dilution of Quats: Follow manufacturer's instructions
* Concentration may vary depending on manufacturer's Instructions

Iodine Solution = 25 ppm
Dilution of Iodine: Follow manufacturer's instructions

FPHF-11-007

Developed by Alberta Health Services, Environmental Public Health. Poster available from: www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-color-3-sink-dishwashing.pdf

Storing clean dishes and equipment

- Clean and sanitize dish and utensil storage areas, shelving units, carts, containers and racks on a regular basis. Do not line shelving with cloth or paper towels.
- Wash hands before handling clean dishes.
- Hold utensils by handles only.
- Store glasses, cups and bowls upside down.
- Throw away any damaged or cracked dishes, utensils and equipment.
- Do not reuse items meant for single-use, like disposable cutlery or plates.

What is the cleanest way to use cloths?

- Use cloths to clean and sanitize all food contact surfaces before and after use.
- Use single use, disposable cleaning cloths with a sanitizer spray bottle or a reusable cloth that has soaked in sanitizer solution when sanitizing surfaces.
- Use one cloth for food surfaces, and a different cloth for the floor or other contaminated surfaces.
- Change cloths regularly.
- Use the hot water and hot dryer cycle on laundry machines to clean cloths. The amount of time at this hot temperature will be enough to kill germs.

This chapter was adapted from the Food Safety Course for Provincial Food Handler Certification, Version EPHF-11-009, revised Oct-11, Alberta Health Services, Environmental Public Health and reviewed by Environmental Public Health, Alberta Health Services.

Recipes and Cooking Tips

This section is all about how to choose and adapt recipes. In the appendix, there are information sheets to share with your group. You'll find:

- Appendix 14, [Recipe sources](#) (page 93)
- Appendix 15, [Sample recipes](#) (page 94)
- Appendix 16, [Making recipes healthier](#) (page 113)
- Appendix 17, [Healthy substitutions](#) (page 116)
- Appendix 18, [Measurement conversions](#) (page 117) to change from imperial to metric measurements
- Appendix 19, [Ingredient equivalents](#) (page 118) to find out how much your raw ingredients will turn into when they've been cooked or chopped
- Appendix 20, [On-hand substitution list](#) (page 119) in case you are missing an ingredient

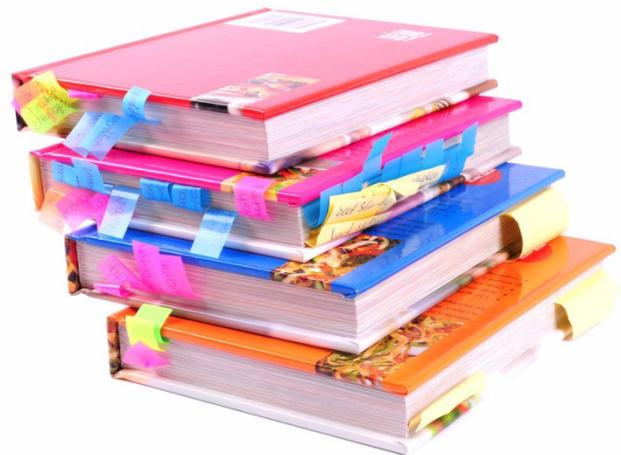
Finding recipes

The Happy Cookers are ready for their second Plan, Shop, and Cook session! Kelly's Collective Kitchen Manual had a list of suggested recipe books. She went to the public library to see which of these recipes books they had. She was able to find two recipe books from the list. Kelly brought these recipe books to the planning session.

Recipes can be found in many places, such as recipe books, friends or family, and the internet.

When choosing **recipes**, consider if they:

- will freeze and store well
- include mostly low cost ingredients
- use simple cooking techniques
- use healthy ingredients
- fit within your budget
- can be made healthier and less costly



When choosing a **recipe book**, consider these tips:

- Review the recipes to make sure they include flavours and ingredients your group will enjoy.
- Review the recipes to make sure your group has the skills, tools and equipment needed to make them.
- Keep taste and healthy eating in mind.
- Look for recipe books written or edited by Registered Dietitians. Registered Dietitians are your most trusted source of nutrition information.
- Canadian cookbooks usually have ingredients that are familiar, available, and usually have metric measures.

- 
- Is there nutrition information for each portion of the recipe? This is helpful when choosing healthier recipes.

When choosing recipes from the **internet**:

- Try recipes from health organization websites, such as Alberta Health's [Healthy U \(www.healthyalberta.com\)](http://www.healthyalberta.com) and [Dietitians of Canada \(www.dietitians.ca\)](http://www.dietitians.ca).
- Choose recipes that have been tested by others and have good feedback. Many websites have recipes loaded by public users, and are not always reliable.
- Read the recipe comments section to see if other users have made comments or modifications.

See Appendix 14, [Recipe sources](#) (page 93) for more ideas.

Leader Tip

Not all recipes or recipe books will have nutrition information. Dietitians of Canada have a free on-line nutrition analysis program, called [eaTracker Recipe Analyzer \(www.eatracker.ca/recipe_analyzer.aspx\)](http://www.eatracker.ca/recipe_analyzer.aspx). You can input your own recipes, get a nutrient information, compare recipes and change ingredients.

Choosing recipes



The group first talked about the chili they made last month; everyone liked it, even Paul's kids! They wanted to make 2 recipes this month. From the recipe books, they chose 3 possible recipes: chicken with pineapple, stir-fry pork with peppers, and minestrone soup. Kelly led a discussion on the types of meat, equipment, skills, preparation and cooking time needed to cook and adapt the recipes, as recommended by the dietitian. Each member provided input.

The chicken with pineapple recipe was picked first, since it was new to everyone. A store flyer was skimmed and pork was on sale! Since the stir-fry pork was a new recipe and pork was on sale, it was chosen. Coleslaw salad was picked, as well, as it could be made while the other recipes cooked.

Recipe decisions are based on many different things. Bring sample recipes or recipe books to the planning session. Invite participants to bring recipes as well. Some people may have different opinions than others on what to make. Consensus decision making can be used to make sure everyone is involved in choosing recipes. See the [How to Lead](#) section on page 46.

When choosing recipes with your group at the planning session, consider and discuss these topics:

- foods their family members like and do not like
- different types of meat, fish and poultry
- equipment needed
- preparation and cooking time needed
- skills needed to cook
- how recipes can be adapted to make them healthier and cost less

Leader Tip

Soup is a great choice for collective kitchens. Start a large batch at the beginning of the session, and enjoy it during the session wrap up. Leftovers can be taken home for supper. See page 102 for a sample [Minestrone Soup](#) recipe.

Making recipes healthier

The group talked about making the recipes healthier and less expensive. They looked at all the ingredients. Kelly recalled the staples purchased, which could be used to lower the cost, using powdered seasonings instead of fresh. As well, fresh ingredients could be replaced with canned, for example, the pineapple in the chicken recipe. The peppers needed in one recipe could be expensive, so they decided to use carrots, broccoli, cauliflower, and celery instead.

To make the chicken with pineapple recipe healthier, they would take the skin off the chicken. For the stir-fry pork recipe, they would add extra carrots. The group wanted to try these recipes with brown rice too.

Participants may choose to adapt the recipes to make them healthier and less expensive. Recipes can be made healthier without losing taste. Discuss at your planning session what changes are possible to make the recipe healthier and include these changes as the group finds appropriate. When your group is ready to explore these ideas, use the [Learning about Healthy Eating](#) section (page 72) as a guide for information on healthy eating.

Leader Tip

Providing tips on making recipes more healthy and affordable may be helpful so participants can try them at home. Share these tips with participants when you feel they are ready for the information.

Modifying Recipes

A recipe can be modified to be made healthier by reducing the fat, sugar, or sodium (salt), using a healthier fat, or increasing the fibre content. There are 2 ways to do this:

1. Change the cooking method and/or
2. Change one or more of the ingredients

More information is provided in Appendix 16, [Making recipes healthier](#) (page 113).

Measurement conversions



The chicken recipe had chicken in pounds (lbs). Kelly used a conversion sheet from the dietitian to determine how many kilograms of chicken were needed for the tripled recipe.

Recipes books may use different measurement systems if they were written in different countries. Some will use imperial (for example, cups, ounces, teaspoons, etc) or metric (for example, grams, kilograms, milliliters, etc) measurements, or a combination of both. See Appendix 18, [Measurement conversions](#) (page 117) for the most common conversions you will need for your community kitchen.

Ingredient equivalents

The group decided they wanted to make brown rice but this was not in either of the recipes. Kelly suggested ½ cup to 1 cup of cooked rice per person and the group thought this was reasonable. So 6–12 cups of rice were needed. Kelly read that ⅓ cup uncooked rice gave 1 cup cooked. Therefore the group would need 2–4 cups uncooked rice. This was already a staple item.

When reading through recipes, it can sometimes be difficult to know how much food you need to buy or cook to get the amount you need. See Appendix 19, [Ingredient equivalents](#) (page 118) for a list of common foods and how much you will need to buy to get the amount you need while cooking.

Leader Tip

Make copies of Appendix 18, [Measurement conversions](#) (page 117) and Appendix 19, [Ingredient equivalents](#) (page 118) to share with your group participants as another great reference.

Ingredient substitutions

The group replaced garlic cloves with powder. Kelly had an ingredient substitution sheet from the Collective Kitchen Manual which had garlic as an example. Kelly noted they would need ¼ tsp of garlic powder for 1 clove of garlic. Since the stir-fry recipe was tripled, they needed 3 cloves of garlic or ¾ tsp garlic powder.

Oops I forgot... Everyone has these moments. If you missed an ingredient on your shopping list or are missing an ingredient in your kitchen, you may have something else on hand that you can use instead! See Appendix 20, [On-hand substitution list](#) (page 119). Refer to this list whenever you have one of those “oops” moments, or if you want to use the ingredients you have on hand.



Learning about Healthy Eating

Everyone can benefit from healthy eating. The primary focus in collective kitchens is meal planning and making healthy, affordable, great tasting meals. Collective kitchens can also be a great place to learn about healthy eating.

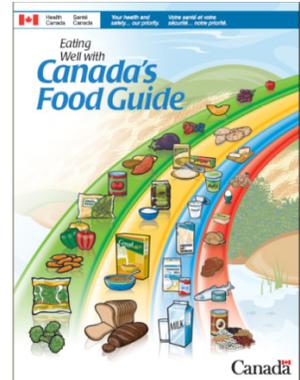
This section provides information to help you to encourage healthy eating practices within your kitchen program. This background does not mean that kitchen leaders should provide nutrition education or counselling to group participants.

Eating Well with Canada's Food Guide

[Canada's Food Guide](#) provides information on the amount and type of foods to eat to promote good health. The front page shows a rainbow with four arcs. Each arc is one of the four Food Groups:

- [Vegetables and Fruit](#)
- [Grain Products](#)
- [Milk and Alternatives](#)
- [Meat and Alternatives](#)

Following Canada's Food Guide means eating a variety of foods from the four Food Groups every day in the right amounts.



The Food Guide recommends eating a certain number of Food Guide servings from each Food Group depending on your age and if you are male or female.

Leader Tip

Canada's Food Guide is available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/eating_well_bien_manger-eng.php. This website contains information on the four Food Groups, counting Food Guide Servings, translated versions of the guide and much more. Your public health dietitian can help direct you to more nutrition resources.

Healthy Eating Starts Here

Healthy eating can help prevent chronic diseases such as diabetes, heart disease, obesity and others. Healthy Eating Starts Here: Steps to a Healthier You explain what it means to eat healthy and how to get started with making changes to your eating habits.

[The Healthy Eating Starts Here: Steps to a Healthier You](#) messages are:

- [Set goals for healthier eating](#)
- [Choose and prepare healthy food](#)
- [Eat more vegetables and fruit](#)
- [Choose whole grains](#)
- [Know your portions](#)
- [Choose healthy drinks](#)

Appendix 21, [Links for learning about healthy eating](#) (page 120) includes nutrition handouts with practical information and tips related to each step.

If you would like more information, please visit the [Healthy Eating Starts Here](#) website at www.healthyeatingstartshere.ca



Conclusion



Kelly and the group read the healthy eating section of the Collective Kitchen Manual. Kelly ordered copies of Canada's Food Guide using the website from the manual to share with her group. They learned about healthy eating and how to use Canada's Food Guide to plan balanced meals that were healthy and delicious.

The Happy Cookers collective kitchen continued to cook together. Each member enjoyed themselves and benefited from the experience. They learned how to cook many healthy dishes for their families that even the children enjoyed! An important lesson for everyone was preparing and cooking foods using proper food safety methods. All of the members discovered new foods that they had never cooked with before, as well as how recipe ingredients can be substituted into a recipe.

The collective kitchen created a sense of community for the members, forming friendships across ethnic groups. Kelly was delighted with the success of the Happy Cookers and looks forward to continuing to cook with this group and others in the future via the NGO Health4all.

Appendix 1: Budget worksheet

Income/ Resources (Money/ items coming in)	Actual Amount	Comments
Cash Income		
In-kind Donations*/ Resources		
Total Income/ Resources (Cash + Donations)		

Expenses (Costs)	Budgeted Amount	Actual Amount	Comments
Start Up Costs			
Recurring Costs			
Total Expenses (Start Up + Recurring)			

Net (Income – Costs)	\$	
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* If donated items are put under Cash Income, they must also be put under Expenses to cancel out.
 Note: This list is not a complete list of revenues/expenses associated with running a collective kitchen.
 Adjust to meet your unique needs.

Appendix 2: Tips for writing grant proposals

Outside funding through sponsorship or grants should not take the place of participants paying towards the cost of food prepared in the cooking club. Rather, grants and sponsorship can be sought to provide matching dollars for your food costs, and/or assist with childcare expenses, equipment costs, etc.

Look for organizations that fund programs similar to your community kitchen's goals. Some organizations, such as service clubs, may only need a letter outlining your request, while others may require full proposals.

Writing a grant proposal can take a lot of time and energy. It is a good idea to understand the interests and funding requirements of an organization before going ahead with your grant request. Often the public health dietitians and/or health promotion staff with Alberta Health Services will be able to assist you with this process.

Grant writing tips:

- Check foundation or sponsor websites for information on grant guidelines and application forms.
- Research programs the grant funder has given funds to before. This will help you get a sense if your program has a good chance of being funded.
- Call funders in advance to see if they would consider your application. Ask them what their funding priorities are.
- Get input from group members and community partners to develop a clear idea of what you are asking for.
- Follow the grant's specific guidelines.
- Be realistic in your objectives, plans, and budgets.
- Partnerships with other agencies are sometimes needed for grant funding. Be sure to include partners in the planning process, particularly if they are being identified as providing any specific supports for the program.
- Get letters of support from partners if requested on the application.
- If your project will last beyond the time of the grant funding, talk about steps that will be taken to maintain your project over time. This may involve a longer term funding plan or a strategy for combining the program with another agency with in-kind support. Long-term goals can also be achieved through skill-building tools used in the project. For example, if the project itself is not going to continue, the training that was provided to members during the project will help to ensure the work continues regardless.
- Make sure you include an evaluation plan and a financial plan showing how much it will cost. Usually it is important to identify other contributions, such as volunteer hours or donated space to strengthen your proposal.
- Make your proposal neat, tidy, and professional looking.
- Ask others to review the proposal.
- Hand in your proposal on time.

Appendix 3: Participant goal setting activity

Basic Information

Name: _____ Email (if applicable): _____

Address: _____

Telephone Number(s): _____

Family Details

Number of adults in your household: _____

Number of children in your household and their age(s): _____

Number of people you wish to cook for: _____

Would you like to see childcare provided at the collective kitchen? Yes _____ No _____

If yes, how many children would you need childcare for? _____

Are there any allergies, food intolerances or dietary restrictions in your family?

Yes _____ No _____ If yes, what are they? _____

Would you like food allergies, food intolerances and dietary restrictions considered when choosing recipes? Yes _____ No _____

Community Kitchen Questions

Why are you interested in joining a collective kitchen? _____

What are your goals for participating in a collective kitchen? _____

Would you like to be involved in choosing recipes? Yes _____ No _____

What kind of meals would you like to make in this collective kitchen? _____

Would you like to be involved in grocery shopping? Yes _____ No _____

When are you available to meet for the collective kitchen?

- Monday to Friday during the day Saturday
 Monday to Friday in the evening Sunday

What type of cooking schedule will work for you?

- Meet once a week Meet once a month
 Meet twice a week for one week of the month Meeting every other month
 Meet twice a month Other: _____

Other comments: _____

Thank you for your interest in the collective kitchen program. Some of these items will be discussed as a group with your leader. Please note – your leader will try to incorporate as many of your preferences as possible into the collective kitchen program.

Appendix 4: Sample ground rules

- **Confidentiality** – Anything discussed at the group stays within the group. Consider rules around putting group information on social media.
- **Meeting times** – Sessions should start and end on time. Everyone stays to the end to help with clean up and the kitchen will be left clean.
- **Respect for others** – During planning and cooking sessions, everyone’s voice is valued and should be heard.
- **Smoking** – No smoking inside the building.
- **Children** – Children are not allowed in the food preparation area.
- **Participant fee** – Everyone pays their fees at the agreed upon time.
- **Planning and Shopping** – Everyone is responsible for helping with planning and shopping.
- **Guests** – There will be no uninvited guests, unless discussed with the group or kitchen leader before hand.
- **Participation** – Everyone should participate in all areas of the kitchen from planning, shopping, cooking, to clean up.
- **Kitchen safety** – Each participant will wear a hair net and apron at all times. Participants will wash their hands following the hand washing protocol and follow all food safety guidelines.
- **Allergies** – Recipes will avoid any food allergies participants may have.
- **Illness** – Participants who are sick should let the community kitchen leader know and should not attend the cooking session.
- **Problems or conflicts** – Any issues should be brought to the attention of the community kitchen leader.

Adapted with permission from the Community Kitchens Best Practices Toolkit: A Guide for Community Kitchens in Newfoundland and Labrador and the Sharing Our Future Community Kitchen Program, Burnaby Association for the Mentally Handicapped

Appendix 5: Payment tracker

This sheet may be used to track the cash flow of money due and collected from participants. It is important to set payment dates before recipe ingredients are purchased.

Payment Day (Date): _____

Cooking Day (Date): _____

Recipes: _____

Participant Names	Phone Numbers	Number of Portions	Amount Due	Amount Paid	Initial
Total Amount Due:					
Total Amount Collected:					

How to calculate money owed by each member:

1) Identify goal cost per portion per recipe

\$_____ per portion per recipe (For example, \$2.00)

2) Calculate how much money should be collected from each member

[Goal cost per portion per recipe] x [# of recipes] x [# of portions required] = amount owed

For example:

\$2.00 per portion per recipe x 3 recipes x 4 portions = \$24.00

Appendix 6: Summary of costs for cooking day

Money coming in:	
Money collected from participants	
Money from funding/donations	
Total:	
Estimated costs:	
Recipe	Cost
Total	
Under or over budget?	Money coming in – Estimated costs =

If your recipe costs are higher than the money coming in, see page 37 for tips to lower the cost of your recipe.

Appendix 8: Shopping list

Name of Recipe(s):

Food Group of Canada's Food Guide	Ingredient	Amount to buy
Vegetables and Fruit (Fresh/Frozen)		
Vegetables and Fruit (Canned)		
Grain Products		



Shopping list (continued)

Food Group of Canada's Food Guide	Ingredient	Amount to buy
Milk and Alternatives		
Meat and Alternatives (meat, fish, poultry, peas, beans, lentils, nuts and seeds)		
Other Ingredients		

Total estimated cost:	
Actual cost:	
Difference:	

Appendix 9: Sample kitchen equipment list

This is a suggested list of equipment for your collective kitchen. Your location may already have some of this equipment for you to use. Depending on the types of recipes you make, you may not need all of the items listed here. Buy equipment as needed or get participants to bring items from home. If you have more than 4 or 5 participants, you may need extra pots, pans and baking dishes.

Number	Item	Available	Need To Buy
1	Large stock or soup pot		
1–2	Large frying pans		
1–3	Heavy pots with lids (large or medium)		
1	Roasting pan (large)		
2	Large casseroles (4 quarts/ 4 litres)		
2	Large pans 9 x 13 x 2 inches (23 x 33 x 5 cm)		
4	Loaf pans 9 x 5 x 3 inches (23 x 13 x 8 cm)		
2	Square baking pans 9 x 9 x 2 inches (23 x 23 x 5 cm)		
2	Cookie sheets		
2	Wire cooling racks		
2–3	Plastic cutting boards (medium or large)		
2	Sets of metal mixing bowls		
1	Colander		
2	Sets dry measuring cups: ¼ cup (60 mL), ⅓ cup (75 mL), ½ cup (125 mL), 1 cup (250 mL)		
1	Liquid measures: 500 mL (2 cup), 1 litre (4 cup)		
2	Sets measuring spoons		
6	Large stirring spoons (1 metal, 1 slotted metal, 2 plastic, 2 wooden)		
2	Spatulas (1 wide, 1 narrow)		
2	Large ladles		
2	Steel whisks (1 large, 1 small)		
2	Lifters or pancake turners (1 steel, 1 plastic)		
1	Potato masher		
2	Egg flippers		
5	Knives (1 large serrated, 1 French chopping, 3 paring)		
1	Kitchen scissors		
1	Set of kitchen tongs		

Sample kitchen equipment list (continued)

Number	Item	Available	Need To Buy
1	Grater		
2	Vegetable peelers		
1	Can opener		
1	Rolling pin		
4	Serving spoons		
1	Timer		
1	Meat thermometer		
1	Salad spinner		
1	Blender		
1	Food processor		
1	Hand mixer		
1	Kettle		
1	Funnel		
2	Muffin tins (12 slots)		
	Serving bowls		
	Serving plates		
	Serving platters		
	Plates		
	Cutlery		
	Glasses		
	Mugs		
	Large plastic/metal storage containers to hold flour, sugar, oats, etc, and equipment.		
	Black marker		
	Vegetable scrub brush		
	Oven mitts		
	Containers to bring food home (or participants can supply their own)		
	Aprons (or brought from home)		
1	Kitchen thermometer		
1	First aid kit		

Adapted with permission from Winnipeg Cooks Together: A Handbook for Community Kitchens, and Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador

Appendix 10: Sample cleaning supplies list

Use this list as a guide. Some locations may provide some cleaning supplies. Check with your location to see what they will offer before buying any cleaning supplies.

Item	Available	Purchased
Liquid hand soap		
Dish detergent		
Bleach		
Pot scrubbers		
Tea towels		
Dish cloths		
Rubber gloves		
Garbage bags		
Recycling bags		
Dish drying rack with drain board		
Paper towels		
Broom		
Floor mop		
Bucket		
Large tubs for washing dishes (if 3 sinks are not available)		

Adapted with permission from Winnipeg Cooks Together: A Handbook for Community Kitchens.

Appendix 11: Sample food staple list

Use this list as a general guide for what food staples to buy – only buy the staples your kitchen needs. Not all staples need to be purchased at once; note the date you purchased a staple on this sheet. Remember to store all food properly and label clearly with ‘best before’ dates.

Item	Purchased	Item	Purchased
Vegetables and Fruit			
Canned tomato sauce (low sodium)		Diced tomatoes, canned (low sodium)	
Crushed canned tomatoes (low sodium)		Tomato paste, canned (low sodium)	
Grain Products			
Barley		White flour	
Brown rice		White rice	
Rolled oats		Whole grain pasta	
Soda crackers		Whole wheat flour	
Milk and Alternatives			
Canned milk			
Skim milk powder			
Meat and Alternatives			
Canned or dried beans		Canned or dried peas	
Canned or dried lentils			
Baking ingredients			
Baking powder		Cornstarch	
Baking soda		Vanilla	
Brown sugar		White sugar	

Sample food staple list (continued)

Item	Purchased	Item	Purchased
Seasonings			
Dry mustard		Salt	
Garlic powder		Soy sauce (reduced sodium)	
Ketchup		Pepper	
Lemon juice		Vinegar	
Low sodium bouillon cubes or broth (chicken, beef and vegetable)		Worcestershire sauce	
Fats and oils			
Cooking spray		Vegetable oil	
Soft margarine			
Herbs and spices			
Allspice		Dill	
Basil		Ginger	
Bay leaves		Nutmeg	
Cayenne		Oregano	
Chili powder		Paprika	
Cinnamon		Sage	
Cloves		Thyme	
Curry powder			
Other			
Aluminum foil		Plastic wrap	
Elastic hair ties and/or hair nets		Twist ties	
Garbage Bags		Wax paper	
Latex or non-latex gloves		Zip top sandwich bags	

Adapted with permission from Winnipeg Cooks Together: A Handbook for Community Kitchen and the Community Kitchen Best Practices Toolkit: A Guide for Community Organizations in Newfoundland and Labrador.

Appendix 12: Sample evaluation form

1. How did you hear about this program?

2. Why did you join this program?

3. Please put a (X) in a box to show your answer.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I learned new cooking skills from the program.				
This program helped me learn how to choose healthy foods.				
I am introducing new foods or recipes to my family.				
This program helps me feel more connected to my community.				

4. What do you like the most about this program?

5. Do you have any suggestions on how we can make the program better?

Thank you!

Appendix 13: Food safety links

AHS Environmental Public Health Links

AHS Environmental Health Website
www.albertahealthservices.ca/eph.asp

3 Sink Dishwashing Method
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-color-3-sink-dishwashing.pdf

2 Sink Dishwashing Method
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-color-2-sink-dishwashing.pdf

Danger Temperatures Poster
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-danger-temperature-poster.pdf

Guidelines for Proper Glove Use
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-guidelines-proper-glove-use.pdf

Guidelines for the Use of Wiping Cloths
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-guidelines-wiping-cloths.pdf

How to Mix an Approved Sanitizing Solution
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-how-mix-an-approved-sanitizing-solution.pdf

Food Safety Tips
www.albertahealthservices.ca/EnvironmentalHealth/wf-eh-food-safety-tips-poster.pdf

Health Canada Food Safety Links

Food Safety – Healthy Canadians
www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/index-eng.php

Safe Internal Cooking Temperature Charts
www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/cook-temperatures-cuisson-tbl-eng.php

Fridge and Freezer Storage Chart
www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/storage-entreposage-eng.php#a5

Appendix 14: Recipe sources

Alberta Health

Visit www.healthyalberta.com and click on *Recipes*.

Heart and Stroke Foundation

Visit www.heartandstroke.com and click on *Health Information* and then *Recipes*.

Canadian Diabetes Association

Visit www.diabetes.ca/ and click on *Diabetes and You* and then *Recipes*.

Canadian Public Health Association

Basic Shelf Cookbook (2011)

Author: Canadian Public Health Association

<http://publications.cpha.ca/products/3-1bk04220>

Fresh Choice Kitchens

Community Kitchen Program of the Greater Vancouver Food Bank Society

www.freshchoicekitchens.ca/community-kitchen-resources/recipes

Other Recipe Books:

The Big Cook 2 Cookbook (2012)

Authors: Lorelei Thomas and Deanna Siemens

Don't Panic – More Dinner's in the Freezer: A Second Helping of Tasty Meals You Can Make Ahead (2009)

Authors: Susie Martinez, Vanda Howell, Bonnie Garcia

The Looneyspoons Collection : Janet & Greta's Greatest Recipe Hits And A Whole Lot More! (2011)

Authors: Janet and Greta Podleski

Once-A-Month Cooking Family Favorites: More Great Recipes That Save You Time and Money from the Inventors of the Ultimate Do-Ahead Dinnertime Method (2009)

Authors: Mary Beth Lagerborg, Mimi Wilson

Anyone Can Cook Dinner: Cooking For The Rushed (2012)

Eating Forward: The New Way to Create Amazing & Easy Family Dinners (2010)

The Healthy Family: Start Eating Forward (2010)

Dinner Survival: The Most Uncomplicated, Approachable Way to Get Dinner to Fit Your Life (2010)

Author: Sandi Richards

Recipe Books for Parents:

Better Food for Kids: Your Essential Guide to Nutrition for All Children from Age 2 to 10 (2010)

Authors: Joanne Saab, RD and Daina Kalnins, RD

The Everything Kids Cookbook, second edition (2008)

Author: Sandra K. Nissenberg, MS, RD

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Appendix 15: Sample recipes

In this appendix, you will find sample recipes that other collective kitchens have found successful in their programs. These recipes are rated based on their nutrition content, using the Alberta Nutrition Guidelines. The healthiest recipes, made with foods from Canada’s Food Guide are listed as ‘Choose Most Often’ (CMO). Recipes that are made with healthy foods, but are higher in fat, sugar, or salt are listed as ‘Choose Sometimes’ (CS).

CMO = Choose Most Often CS = Choose Sometimes

Name	Type	Category	Page
Banana Muffins	Bread	CS	Page 95
Breakfast Burritos	Breakfast	CS	Page 96
Cabbage Rolls	Entrée	CS	Page 97
Chicken Stew	Entrée	CMO	Page 99
Coleslaw	Salad	CS	Page 100
Creamy Chicken Curry	Entrée	CS	Page 101
Minestrone Soup	Soup	CMO	Page 102
Pizza Dough	Entrée	CS	Page 103
Quick and Easy Lasagna	Entrée	CS	Page 104
Salsa	Dips and Spreads	CMO	Page 105
Shepherd’s Pie	Entrée	CMO	Page 106
Singapore Noodles	Entrée	CS	Page 108
Spinach Salad with Strawberries	Salad	CS	Page 109
Stove-Top Barbecued Chicken	Entrée	CS	Page 110
Three Bean Chili	Entrée	CMO	Page 111
Tuna Rice Casserole	Entrée	CS	Page 112

Banana Muffins

Ingredients:

½ cup	All purpose flour	125 mL
½ cup	Whole wheat flour	125 mL
2½ tsp	Baking powder	12 mL
¼ tsp	Baking soda	1 mL
¾ cup	Rolled oats	175 mL
½ cup	Sugar	125 mL
¼ cup	Brown sugar, lightly packed	60 mL
½ cup	Raisins (optional)	125 mL
2 medium	Ripe bananas	2 medium
1 large	Egg	1 large
½ cup	Milk*	125 mL
3 Tbsp	Soft margarine, melted	45 mL

*Use fluid milk or make enough milk from skim milk powder

Directions:

1. Put the all purpose flour, whole wheat flour, baking powder, and baking soda in a large bowl. Stir in oats, sugar, brown sugar, and raisins (if desired). Set aside.
2. Mash bananas in a medium bowl. Add egg, milk, and melted margarine. Mix well.
3. Stir banana mixture into the dry ingredients until just blended. Do not over mix.
4. Turn on oven to 375°F (190°C). Lightly spray 12 large muffin cups in a muffin tin with nonstick cooking spray. Put the muffin batter into the muffin cups, about ¾ full.
5. Bake in oven until tops are firm when light touched with your finger, about 18–20 minutes.
6. Remove muffins from the muffin tin and cool.

Makes 12 servings (1 muffin / 60 g)

Source: Reprinted [Adapted] with permission from *The Basic Shelf Cookbook*, published by the Canadian Public Health Association, 2011. www.cpha.ca

Per Serving (including raisins): 180 calories, 4 g total fat (1 g saturated fat), 140 mg sodium, 34 g carbohydrate, 2 g fibre, 3 g protein.

This is a Choose Sometimes recipe (Grain Products) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	0
Grain Products	1
Milk and Alternatives	0
Meat and Alternatives	0

Breakfast Burritos

Ingredients:

6 medium	Eggs	6 medium
2 Tbsp	Water	30 mL
½ tsp	Pepper	2 mL
1 Tbsp	Vegetable oil	15 mL
4	Flour tortillas (10 inch)	4
2 medium	Tomatoes, diced	2 medium
1 cup	Green onion, chopped	250 mL
½ cup	Reduced fat cheddar cheese, 21% M.F. or less, shredded	125 mL

Directions:

1. Preheat oven to 350°F (177°C).
2. In a medium bowl, mix eggs with water and pepper. Whisk with a fork until smooth.
3. In a heavy skillet, heat oil. Add egg mixture and stir gently until eggs are completely dry and scrambled. Remove eggs from the skillet.
4. Wrap flour tortillas in aluminum foil and heat in a 350°F (177°C) oven until warm and easy to fold.
5. Fill warmed tortillas with scrambled eggs and top with tomatoes, green onions and cheese.
6. Wrap into a burrito.

Tip: Try using whole grain tortillas or top with other vegetables such as red or green peppers.

Makes 4 servings (1 burrito / 228 g)

Per serving: 400 calories, 16 total fat (4 g saturated fat), 510 mg sodium, 43 g carbohydrate, 3 g fibre, 18 g protein.

This is a Choose Sometimes recipe (Mixed Dish–Vegetarian) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	½
Grain Products	2
Milk and Alternatives	¼
Meat and Alternatives	¾

Cabbage Rolls

Ingredients:

12	Cabbage leaves	12
1 Tbsp	Vegetable oil	15 mL
1 lb	Lean ground beef	454 g
¼ cup	Onion, diced small	60 mL
½ tsp	Salt	2 mL
½ tsp	Pepper	2 mL
½ cup	Uncooked rice	125 mL
1 cup	Water	250 mL
2 medium	Eggs	2 medium
2–26 ounce cans	Low sodium tomato sauce	2–750 mL cans
2 cups	Water	500 mL

Directions:

1. Preheat oven to 375°F (190°C).
2. To separate cabbage leaves, pour boiling water over cabbage head and let stand to soften and remove leaves.
3. In a heavy skillet (with lid), heat oil, add ground beef and cook until browned. Drain all fat.
4. Add onion, salt, and pepper to skillet with beef, and cook until onion is soft (about 3 minutes).
5. Add rice and one cup of water. Cover, lower heat to medium and cook until all water is absorbed (10–15 minutes).
6. Pour ground beef filling into a large bowl and let cool.
7. Drain cabbage leaves. Remove heavy center vein from leaves.
8. Add eggs to beef filling; mix well.
9. Place 2–3 tablespoons of beef filling on each leaf; fold in sides and roll ends over meat.
10. Place rolls into a large baking dish.
11. In a large bowl, mix tomato sauce with water.
12. Pour sauce over cabbage rolls, cover with foil.
13. Bake in 375°F (190°C) oven for 30 minutes.
14. Remove foil, baste rolls with sauce. Cook for another 15 minutes or until cabbage is soft.
Add more water if too dry.

Tip: To separate cabbage leaves more easily, freeze whole cabbage head for at least 2 days, let it thaw completely then gently pull leaves off one at a time.

Makes 6 servings (2 rolls / 702 g)

Per Serving: 380 calories, 15 g total fat (5 g saturated fat), 300 mg sodium, 35 g carbohydrate, 3 g fibre, 22 g protein.

This is a Choose Sometimes recipe (Mixed Dish–Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	3
Grain Products	½
Milk and Alternatives	0
Meat and Alternatives	1

Chicken Stew

Ingredients:

8 pieces	Chicken pieces (legs or thighs)	8 pieces
2 Tbsp	Vegetable oil	30 mL
1 medium	Onion, chopped	1 medium
¼ cup	Flour	60 mL
4 stalks	Celery, chopped	4 stalks
4 large	Carrots, sliced	4 large
3 medium	Potato, peeled and cut into chunks	3 medium
2 cups	Fresh or frozen green beans, cut into ½-inch pieces	500 mL
8 cups	Water	2 L
1 tsp	Salt	5 mL
1 tsp	Pepper	5 mL
½ tsp	Dried thyme	2 mL
3 Tbsp	Fresh parsley, minced	45 mL

Directions:

1. Preheat the oven to 375°F (190°C).
2. Wash chicken pieces; remove skin and pat dry with a paper towel.
3. In a heavy pot, heat the oil and add chicken pieces. Stir gently until all pieces are browned; remove from pot.
4. In the same pot, add the onion and sauté for 1 minute.
5. Add the flour and stir until it starts to brown.
6. Add water gradually and stir to make a light sauce.
7. Add the browned chicken, carrot, celery, green beans and potatoes.
8. Bring to a boil. Add salt, pepper, thyme and parsley.
9. Transfer stew into a large baking dish. Bake at 375°F (190°C) for 30 minutes or until chicken pieces are golden brown with an internal temperature of 165°F (74°C).
10. Serve stew warm with cooked rice or crusty bread.

Makes 8 servings (375 mL/ 1½ cups / 457 g)

Per Serving: 210 calories, 7 g total fat (1 g saturated fat), 390 mg sodium, 24 g carbohydrate, 3 g fibre, 14 g protein.

This is a Choose Most Often recipe (Mixed Dish – Soup, meal-style) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	2¼
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	1

Coleslaw

Ingredients:

1 small	Cabbage, shredded	1 small
2 cups	Carrots, grated	500 mL
1 large	Onion, finely chopped	1 large
¼ cup	Canola oil	60 mL
¼ cup	Vinegar	60 mL
	Salt and pepper	

Directions:

1. Combine cabbage, carrots, and onion in a large bowl. Set aside.
2. Mix oil and vinegar in a small bowl. Add salt and pepper to taste.
3. Pour oil and vinegar over cabbage mixture. Mix well.
4. Cover and refrigerate.
5. Just before serving, stir gently.

Makes 10 servings (1 cup / 250 mL / 143 g)

Source: Reprinted [Adapted] with permission from *The Basic Shelf Cookbook*, published by the Canadian Public Health Association, 2011. www.cpha.ca

Per Serving: 90 calories, 6 g total fat (0 g saturated fat), 35 mg sodium, 9 g carbohydrate, 2 g fibre, 2 g protein.
*Nutrient analysis done without salt and pepper.

This is a Choose Sometimes recipe (Vegetables and Fruit) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	2
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	0

Creamy Chicken Curry

Ingredients:

¼ cup	Vegetable oil	60 mL
2 sticks	Cinnamon sticks	2 sticks
1 leaf	Bay leaf	1 leaf
6 seeds	Cardamom seeds	6 seeds
6 cloves	Cloves	6 cloves
1 cup	Onion, chopped	250 mL
1 tsp	Ground turmeric	5 mL
1 tsp	Paprika or chili powder	5 mL
2 tsp	Ginger, peeled and grated	10 mL
2 tsp	Garlic, peeled and minced	10 mL
6 Tbsp	Cashew paste or peanut butter	90 mL
2 Tbsp	Mild curry paste	30 mL
2 lbs	Skinless chicken pieces	908 g
1–2 cups	Water	250–500 mL
1 cup	Plain 1% M.F. yogurt	250 mL
½ cup	Evaporated skim milk	125 mL
½ cup	Fresh cilantro, chopped	125 mL
6 cups	Cooked wild rice	1500 mL

Directions:

1. In a heavy pan, heat oil and add cinnamon, bay leaf, cardamom, and cloves. Cook on medium heat until they begin to crackle.
2. Add the onion, turmeric, and paprika and cook until onion is soft.
3. Add ginger, garlic, cashew paste, and curry paste, and cook for 1 minute.
4. Add chicken pieces, cook for another 10 minutes.
5. Add 1–2 cups of water. Cover and simmer until chicken is fully cooked (165°F / 74°C).
6. Add yogurt and evaporated milk; continue to cook for 2–3 minutes.
7. Remove chicken from heat, garnish with cilantro.
8. Serve hot with cooked wild rice (¾ cup per serving).

Makes 8 servings (438 mL / 1¾ cup / 318 g)

Per Serving: 420 calories, 16 g total fat (3 g saturated fat), 270 mg sodium, 37 g carbohydrate, 4 g fibre, 34 g protein.

This is a Choose Sometimes recipe (Mixed Dish–Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	0
Grain Products	1½
Milk and Alternatives	¼
Meat and Alternatives	1

Minestrone Soup

Ingredients:

6 cups	Homemade chicken stock*	1.5 L
4 cups	Cabbage, chopped	1 L
3 cups	Carrots, diced	750 mL
2 cups	Cooked navy beans (or 1–19 ounce (540 mL) can white kidney beans, drained and rinsed)	500 mL
1–28 ounce can	Tomatoes	1–796 mL can
½ tsp	Garlic powder	2 mL
To taste	Salt and pepper	To taste

* Or use low sodium or no salt added chicken broth

Directions:

1. Turn on stove to high heat. Put chicken stock in a large pot and heat to boiling.
2. Turn heat to low. Add chopped cabbage and diced carrots. Cover and simmer until vegetables are tender, about 20 minutes.
3. Stir in beans, tomatoes, and garlic powder. Add salt and pepper to taste. Cover and cook 5 minutes longer.
4. Serve in bowls.

Tip: Try sprinkling with grated parmesan cheese just before serving.

Makes 9 servings (1 cup / 250 mL / 268 g)

Source: Reprinted [Adapted] with permission from *The Basic Shelf Cookbook*, published by the Canadian Public Health Association, 2011. www.cpha.ca

Per Serving: 100 calories, 2 g total fat (0 g saturated fat), 180 mg sodium, 18 g carbohydrate, 4 g fibre, 5 g protein. *Nutrient analysis done without salt, pepper and parmesan cheese.

This is a Choose Most Often recipe (Mixed Dish, Soup–Broth Based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	2
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	½

Pizza Dough

Ingredients:

2 cups	All purpose flour	500 mL
1 cup	Whole wheat flour	250 mL
2 tsp	Quick rising dry yeast	10 mL
1 tsp	Salt	5 mL
2 tsp	Canola oil	10 mL
1½ cup	Warm water	375 mL

Directions:

1. In a large bowl, combine flours, yeast, salt, and oil. Gradually stir in water. Mix by hand until dough forms; add a few drops of water if needed.
2. Turn out dough onto lightly floured surface. Knead for about 1 minute or until smooth and elastic.
3. Lightly spray a bowl with non-stick cooking spray. Place dough in bowl and turn dough to coat all over.
4. Cover bowl with plastic wrap and place in warm, draft-free area. Let dough rise until doubled in size (about 1 hour).
5. Turn out dough onto lightly floured surface. Divide into 3 equal pieces and shape each piece into a disc.
6. Roll out each disc into a 12 inch (30 cm) circle.
7. Lightly spray a baking sheet or pizza pan with non-stick cooking spray. Press one piece of dough on pan to make a thin pizza base.
8. Add toppings of your choice (do not add more than 3 or pizza will not rise well).
9. Bake at 450°F (230°C) in oven for 10–15 minutes or until crust is golden brown.
10. Repeat with the rest of the dough or store unused dough in fridge for up to 3 days. Dough can also be frozen for up to 3 months.

Makes 3 pizza crusts (7 slices per crust) or 21 servings (35 g)

Per Serving: 70 calories, 0.5 g fat (0 g saturated fat), 110 mg sodium, 13 g carbohydrate, 1 g fibre, 2 g protein.

This is a Choose Sometimes recipe (Grain Products) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	0
Grain Products	1
Milk and Alternatives	0
Meat and Alternatives	0

Quick and Easy Lasagna

Ingredients:

2 Tbsp	Canola oil	30 mL
1 lb	Lean ground beef	454 g
½ cup	Onion, diced	125 mL
4 stalks	Celery, diced	4 stalks
4 medium	Carrots, shredded	4 medium
1 medium	Zucchini, shredded	1 medium
2 cloves	Garlic minced or 1 tsp (5 mL) garlic powder	2 cloves
2–26 ounce cans	Low sodium tomato sauce	2–750 mL cans
2 cups	Water	500 mL
4 cups	Part skim mozzarella cheese, 20% M.F. or less, shredded	1 L
1 box	Lasagna noodles (oven-ready)	375 g
2 tsp	Italian herb seasoning	10 mL
1 tsp	Pepper	5 mL

Directions:

1. In a medium pan, heat oil. Add beef and cook until well browned. Drain fat from beef.
2. Add onion, celery, carrot, zucchini and garlic and cook for 5 minutes.
3. Add tomato sauce and water to the beef mixture. Simmer on medium heat until hot.
4. Line a 13 x 9 x 2 inch (33 x 23 x 5 cm) ovenproof dish with a thin layer of the meat sauce.
5. Add 4 lasagna noodles. Then cover noodles with 2 cups (500 mL) of meat sauce and ½ cup (125 mL) of cheese.
6. Continue to alternate layers of noodles, meat sauce, and cheese 2 more times.
7. Add the last 4 sheets of noodles and top with the remaining meat sauce and cheese.
8. Cover lasagna loosely with aluminum foil and bake in a 350°F (176°C) oven for 30 minutes. Remove foil and bake for another 10–15 minutes.
9. Allow cooked lasagna to rest for 10–15 minutes before cutting.

Makes 8 servings (500 mL / 2 cups / 507 g)

Per Serving: 570 calories, 21 g fat (9 g saturated fat), 380 mg sodium, 57 g carbohydrate, 5 g fibre, 35 g protein.

This is a Choose Sometimes recipe (Mixed Dish – Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	3
Grain Products	2
Milk and Alternatives	1
Meat and Alternatives	1

Salsa

Ingredients:

1 medium	Tomato, minced	1 medium
$\frac{1}{6}$	Green pepper, minced	$\frac{1}{6}$
1 Tbsp	Onion, minced	15 mL
1 tsp	Garlic, minced	5 mL
1 tsp	Tomato paste	5 mL
Pinch	Dried jalapeno pepper flakes (optional)	Pinch

Directions:

1. Combine tomato, green pepper, onion, and garlic in a bowl.
2. Add tomato paste and dried jalapeno pepper flakes (optional).
3. Mix together.
4. Use whole grain French bread or crackers to scoop up the salsa!

Makes 1 serving (250 mL / 1 cup / 184 g)

Per Serving: 40 calories, 0 g total fat (0 g saturated fat), 15 mg sodium, 9 g carbohydrate, 2 g fibre, 2 g protein. *Nutrient analysis done without jalapeno pepper flakes.

This is a Choose Most Often recipe (Vegetables and Fruit) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	1½
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	0

Shepherd's Pie

Ingredients:

8 medium	Potatoes, peeled and halved	8 medium
1 Tbsp	Soft margarine	15 mL
½ cup	1 % milk, warmed	125 mL
½ tsp	Salt	2 mL
½ tsp	Pepper	2 mL
2 tsp	Canola oil	10 mL
1 medium	Onion, minced	1 medium
1 cup	Celery, diced	250 mL
1 lb	Lean ground beef	454 g
4 Tbsp	All purpose flour	60 mL
2 Tbsp	Tomato paste	30 mL
½ tsp	Thyme	2 mL
1 tsp	Garlic powder	5 mL
½ cup	Fresh parsley, chopped	125 mL
1 tsp	Worcestershire sauce	5 mL
2 cups	Mixed frozen vegetables	500 mL
1 tsp	Paprika	5 mL

Directions:

1. Preheat oven to 375°F (190°C).
2. In a large pot, bring 2 L of water to a boil, add potatoes and cook until soft (20 to 25 minutes); drain potatoes.
3. Add margarine, milk, salt and pepper to potatoes. Mash until smooth; set aside.
4. In a heavy pan, heat oil. Add onion and celery and cook on medium heat until soft. Add ground beef and cook until browned.
5. Add flour, stir for 1 minute, and add tomato paste, thyme, garlic powder, parsley, Worcestershire sauce, and mixed vegetables. Stir well.
6. Add enough water to cover the vegetables (about 2 cups/500 mL). Cook on medium heat until vegetables are soft and sauce is thickened.
7. Pour vegetable and meat mixture into a medium casserole pan.
8. Spoon mashed potatoes evenly over the meat and vegetable mixture; top with paprika.
9. Bake in 375°F (190°C) oven for 30 minutes or until potato topping is golden.
10. Allow to cool for at least 15 minutes before cutting into squares.

Makes 10 servings (250 mL / 1 cup / 234 g)

Per Serving: 240 calories, 7 g total fat (2 g saturated fat), 260 mg sodium, 34 g carbohydrate, 4 g fibre, 13 g protein.

This is a Choose Most Often recipe (Mixed Dish – Meat based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	2
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	½

Singapore Noodles

Ingredients:

1 lb	Rice noodles	454 g
1½ lbs	Chicken, cut into thin strips	700 g
3½ Tbsp	Reduced sodium soy sauce	52 mL
¼ cup	Canola oil	60 mL
1 small	Onion, cut into thin strips	1 small
1 Tbsp	Garlic, minced	15 mL
2 tsp	Ginger, minced	10 mL
1 small	Bell pepper, cut into thin strips	1 small
2 medium	Carrots, thinly sliced	2 medium
1 ½ Tbsp	Fish sauce	22 mL
2 Tbsp	Curry paste	30 mL
1 tsp	Sugar	5 mL
2 cups	Broccoli florets	500 mL
½ cup	Green onion, chopped	125 mL

Directions:

1. Soak rice noodles in cold water for at least 1 hour.
2. While the noodles are soaking, marinate chicken in soy sauce in the fridge.
3. Heat oil in a large skillet or a wok. Add chicken, and cook on high heat until browned and cooked through.
4. Add onion, garlic, and ginger. Cook and stir until onion is soft.
5. Add peppers, carrots, fish sauce, curry paste, and sugar.
6. Drain the rice noodles and add to the skillet. Stir until noodles are well coated with sauce.
7. Add broccoli and green onions. Turn heat to low. Cover and allow to steam for 2-3 minutes.
8. Serve warm or cold.

Tip: Try this recipe using beef or pork in place of the chicken.

Makes 8 servings (375 mL / 1½ cup / 224 g)

Per Serving: 490 calories, 10 g total fat (1 g saturated fat), 840 mg sodium, 54 g carbohydrate, 3 g fibre, 43 g protein.

This is a Choose Sometimes recipe (Mixed Dishes – Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	1
Grain Products	1
Milk and Alternatives	0
Meat and Alternatives	1

Spinach Salad with Strawberries

Ingredients:

For the Salad:

1–8 oz pkg	Washed baby spinach	225 g
1 small	Red, yellow or orange pepper seeded and thinly sliced	1 small
1 cup	Strawberries, hulled and sliced	250 mL
¼ cup	Purple onion, thinly sliced	60 mL
¼ cup	Goat cheese or feta, crumbled (optional)	60 mL
¼ cup	Toasted walnuts, chopped (optional)	60 mL

For the Vinaigrette:

2 Tbsp	Olive oil	30 mL
2 Tbsp	Flax oil	30 mL
2 Tbsp	Raspberry or red wine vinegar	30 mL
2 tsp	Grainy mustard	10 mL
1 tsp	Honey	5 mL

Directions:

1. Place the baby spinach in a wide bowl, and top with bell pepper strips, strawberries, purple onion, and cheese and walnuts, if using.
2. In a small bowl or jar, whisk or shake together the olive oil, flax oil, vinegar, mustard and honey; drizzle over the salad and toss until lightly coated, or serve alongside the salad at the table for guests to dress on their own.

Makes 6 servings (375 mL / 1½ cups / 97 g)

Source: developed by Julie van Rosendaal for Apple, Alberta Health Services' health and wellness magazine.

Per Serving: 110 calories, 9 g total fat (1 g saturated fat), 55 mg sodium, 6 g carbohydrate, 2 fibre, 2 g protein. The optional nuts and cheese would add 4 grams of fat and 2 grams of protein per serving.

This is a Choose Sometimes recipe (Vegetables and Fruit) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	1¾
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	0

Stove-Top Barbecued Chicken

Ingredients:

1 tsp	Canola oil	5 mL
½ cup	Onion, chopped	125 mL
½ cup	Ketchup	125 mL
½ cup	Water	125 mL
2 Tbsp	Vinegar	30 mL
2 Tbsp	Brown sugar	30 mL
1½ tsp	Worcestershire sauce	7 mL
1 tsp	Dried parsley	5 mL
½–1 tsp	Chili powder	2–5 mL
4 pieces	Chicken legs, skin removed and fat trimmed off	4 pieces
1 Tbsp	Cornstarch	15 mL
1 Tbsp	Cold water	15 mL

Directions:

1. Turn on stove to medium-high heat. Heat oil in a large frying pan. Add onion and cook until soft, about 5 minutes.
2. Stir in ketchup, water, vinegar, brown sugar, Worcestershire sauce, parsley, and chili powder. Heat sauce until it boils.
3. Add chicken. Spoon sauce over chicken. Turn heat to low, cover and simmer 30 minutes. Turn chicken over and cook another 15 minutes. Remove chicken and put on a clean plate. Leave sauce in the frying pan.
4. Turn up heat to medium. Combine cornstarch and water in a small bowl. Stir into sauce. Cook and stir until mixture boils and thickens. To serve, spoon sauce over chicken.

Makes 4 servings (1 chicken leg / 230 g)

Source: Reprinted [Adapted] with permission from *The Basic Shelf Cookbook*, published by the Canadian Public Health Association, 2011. www.cpha.ca

Per Serving: 240 calories, 6 g total fat (1.5 g saturated fat), 470 mg sodium, 19 g carbohydrate, 1 g fibre, 27 g protein.

This is a Choose Sometimes recipe (Meat and Alternatives – Meat/Fish/Poultry) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	0
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	1½

Three Bean Chili

Ingredients:

1 lb	Lean ground beef	454 g
2 Tbsp	Canola oil	30 mL
1 cup	Onion, chopped	250 mL
2 cloves	Garlic, minced	2 cloves
	or ½ tsp (2 mL) garlic powder	
½ cup	Carrot, grated	125 mL
1 tsp	Chili powder	5 mL
½ tsp	Cumin	2 mL
1 tsp	Salt	5 mL
1 tsp	Pepper	5 mL
1–28 ounce can	Tomatoes, crushed	1–796 mL can
1–14 ounce can	Tomatoes, diced	1–398 mL can
1–19 ounce can	Black beans, drained and rinsed	1–540 mL can
1–19 ounce can	White beans, drained and rinsed	1–540 mL can
2–19 ounce cans	Red kidney beans, drained and rinsed	2–540 mL cans
1 cup	Zucchini, shredded	250 mL
1 Tbsp	Parsley flakes	15 mL

Directions:

1. In a large skillet, cook ground beef until browned.
2. Drain all fat and return beef to the skillet.
3. Add oil, onion, and garlic; sauté for one minute then add carrot. Cook until carrot is soft.
4. Add chili powder, cumin, salt, pepper, and tomatoes.
5. Cover and bring to a boil. Reduce heat to medium and cook for 10–15 minutes. Add ½ cup of water if mixture is too thick
6. Add beans, zucchini, and parsley; mix gently and simmer, covered, for another 10 minutes or until chili is well blended and thick.

Makes 10 servings (1½ cups / 375 mL / 360 g)

Per Serving: 360 calories, 8 g total fat (2 g saturated fat), 470 mg sodium, 50 g carbohydrate, 14 g fibre, 25 g protein.

This is a Choose Most Often recipe (Mixed Dish – Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide servings per recipe serving
Vegetables and Fruit	1¼
Grain Products	0
Milk and Alternatives	0
Meat and Alternatives	1¾

Tuna Rice Casserole

Ingredients:

2 cups	Water	500 mL
1 cup	Rice, uncooked	250 mL
2 Tbsp	Soft margarine	30 mL
½ cup	Onion, chopped	125 mL
3 Tbsp	Flour	45 mL
1½ cup	Milk*	375 mL
1 tsp	Worcestershire sauce	5 mL
1–6 ounce can	Light tuna, drained and flaked	1–170 g can
1–12 ounce can	Whole kernel corn niblets, drained and rinsed	1–341 mL can
½ cup	Cheddar cheese, grated	125 mL

* Use fluid milk or make enough milk from skim milk powder.

Directions:

1. Turn on stove to high heat. Put water and rice in a medium saucepan. Heat to boiling. Turn heat to low, cover and simmer until rice is tender. This will take about 20 minutes and all the water will be absorbed.
2. Turn on oven to 375°F (190°C).
3. While rice is cooking, turn on another burner to medium heat. Melt margarine in a large saucepan. Add onion and cook until soft, about 3–5 minutes. Stir in flour. Pour milk in slowly, stirring all the time. Add Worcestershire sauce. Cook and stir until mixture boils and thickens.
4. Add cooked rice, tuna, and corn to sauce. Mix well.
5. Lightly spray an 8 x 8 x 2-inch (2 L) baking pan with nonstick cooking spray. Spread mixture into pan. Sprinkle with cheese.
6. Bake in oven for 20–25 minutes or until hot.

Source: Reprinted [Adapted] with permission from *The Basic Shelf Cookbook*, published by the Canadian Public Health Association, 2011. www.cpha.ca

Makes 4 servings (1½ cups / 375 mL/ 321 g)

Per Serving: 440 calories, 13 g total fat (4.5 g saturated fat), 490 mg sodium, 60 g carbohydrate, 2 g fibre, 23 g protein.

This is a Choose Sometimes recipe (Mixed Dish – Meat-based) according to the Alberta Nutrition Guidelines.

Food Group	Food Guide Servings per recipe serving
Vegetable and Fruit	1
Grain Products	2
Milk and Alternatives	½
Meat and Alternatives	½

Appendix 16: Making recipes healthier

Use these tips to make recipes healthier while keeping their great taste! There are 2 ways to modify a recipe:

1. Change the cooking method; and/or
2. Change one or more of the ingredients

Cooking with less fat

Consider these tips to reduce the fat in your recipes:

- Use cooking methods with little or no extra fat:
 - baking
 - steaming
 - barbequing
 - boiling
 - sautéing or stir-frying with broth or juice instead of oil
 - grilling
 - microwaving
 - poaching
 - slow cooking in a crock pot
 - roasting on a grill so fat can drip off
- Choose lean meats and poultry. Some lean choices include: skinless chicken or turkey, ground chicken or turkey, lean and extra lean ground beef, wild game, inside round roast, outside round roast, eye of round steak or roast, strip loin steak, sirloin steak, and rump roast.
- Tenderize lean and tough cuts of meat such as round roasts, chuck steaks and brisket by marinating or mechanical methods (for example, pounding, slicing thinly, etc).
- If the cut of meat is not lean, trim fat and/or remove skin. Drain fat that collects during cooking. Drain browned ground beef in a strainer and rinse with hot water.
- Cool homemade soups, soup stocks, stews and gravies until the fat hardens on the surface. Remove as much of this fat as possible using a metal spoon.
- Reduce the amount of meat in stews, sauces, chili and casseroles. Replace it with extra vegetables or meat alternatives (for example, beans, lentils, or legumes).
- Make marinades with little or no oil.
- Use $\frac{1}{3}$ to $\frac{1}{2}$ less cheese in recipes. Keep the flavour of the recipe by choosing stronger flavoured cheeses (such as old cheddar, parmesan, etc.).
- Replace sour cream with low fat plain yogurt in sauces and dips. Low fat plain yogurt has a better texture than low fat sour cream when heated.
- Make cream soups less often. Use low fat evaporated milk instead of cream.
- Try flavouring foods with spices, herbs, lemon, vinegar, wine or sherry instead of serving with high fat sauces or butter.

Baking with less fat

In baked goods like muffins, quick breads and cookies, you can reduce or replace some of the oil, margarine or butter. You may need to test the recipe a few times to see how much can be removed without affecting the quality of the product.

- Use pureed fruit, pureed lentils, or yogurt instead of fat in recipes. Start by replacing half the fat. For example, instead of ½ cup (125 mL) margarine, use ¼ cup (60 mL) fruit puree and ¼ cup (60 mL) non-hydrogenated margarine.
- Reduce the amount of oil in a recipe. For example, instead of 1 cup (250 mL) of oil, use ⅔ or ¾ cup (150 or 175 mL).
- Replace whole milk (3.25%) or cream with low fat buttermilk, plain yogurt, low fat evaporated milk, skim or 1% milk, low fat soy beverage, or fat-free or low fat sour cream.
- Don't use light or calorie-reduced margarine in baking. These have more water, which changes the final product.
- Watch baking time closely. Over-cooked low fat baked goods will be dry. Low fat baked goods have moist, shiny tops and might look underdone.

Using healthier fat

When you use fat or oil, choose healthier fats such as canola oil, olive oil, or non-hydrogenated margarine in small amounts.

Baking with less sugar

Fruit puree used to lower the fat in recipes will also help to sweeten your baked good.

- Try cutting down on the sugar, syrup or molasses in your recipe. For example, instead of 1 cup (250 mL), use ⅔ or ¾ cup (150 or 175 mL).
- Add extra vanilla extract, almond extract, or spices to increase the flavour of lower sugar cookies, puddings and custards.
- Reduce the sugar by half in muffin, loaf or cookie recipes.
- Baked goods with less sugar may not brown as much. For a deeper golden-brown colour, lightly spray the batter or dough with cooking spray just before placing in the oven.

Cooking with less salt

Food can still taste good with less salt. You can use other ingredients to reduce or replace salt. Consider these tips to reduce the sodium or salt in your recipes:

- Use fresh, frozen, or canned vegetables with no added salt.
- Reduce or avoid using salt in recipes or when cooking vegetables and pasta in water.
- Use herbs and spices in place of other ingredients that are high in salt.
- Try garlic, celery and onion powder instead of garlic salt, celery salt and onion salt.
- Try no added salt seasoning mixes.
- Start with ¼ tsp (1 mL) of dried herb or spice, or ¾ tsp (4 mL) of fresh herb or spice for each pound of meat, or for 2 cups (500 mL) of sauce or soup.
- Add 3 times more fresh herbs than dry herbs in a recipe.



Increasing the fibre

Fibre helps lower blood cholesterol and triglycerides levels, improve blood sugar control and can help us stay at a healthy weight. Fibre can also keep our digestive system healthy and can lower our risk of colon cancer and heart disease. Use these tips to increase the fibre in your recipes:

- Add fresh or dried fruit to baked goods.
- Use extra vegetables in casseroles, on pizza, or in soups and salads.
- Choose whole grain products such as whole grain pasta, whole wheat couscous, quinoa, barley, bulgur and brown rice.
- Add bran or wheat germ to hamburger patties, casseroles, soups, smoothies and baking.
- Try to replace some of the flour in baking with whole grain wheat, oat or barley flour.
- Add kidney beans, chickpeas, and lentils to soups, casseroles, salads, and spaghetti sauce.

Appendix 17: Healthy substitutions

Ingredient	Suggested Substitution
Whole milk (3.25%)	Low fat buttermilk, skim, 1% or 2% milk
Heavy cream	Evaporated skim milk
Sour cream	Low fat or fat-free sour cream, or plain yogurt
Mayonnaise	1 part light mayonnaise mixed with 1 part plain low fat yogurt
Cheese (more than 20% M.F.)	Reduced fat cheese (20% M.F. or less), or use smaller amount of a strong flavoured cheese like old cheddar or Parmesan
Butter, lard or hard margarine	Pureed fruit, low fat buttermilk, yogurt or oil
Cream cheese	Light or fat-free cream cheese
Whipped cream	Low fat (2% M.F. or less) plain yogurt with vanilla or almond extract
Full fat yogurt	Low fat yogurt (2% M.F. or less)
Chocolate	1 oz (30 g) baking chocolate can be substituted with 3 Tbsp (45 mL) cocoa and 1½ tsp (8 mL) oil
Soy sauce	Reduced sodium soya sauce
Vegetable, chicken or beef broth	Low sodium or no salt added broth
White bread or pasta	Whole grain bread or pasta
All purpose flour	Replace half of the flour with whole grain wheat, barley or oat flour
Ground beef	Lean or extra lean ground beef, ground turkey or ground chicken
White rice	Brown rice, wild rice, bulgur or barley

Appendix 18: Measurement conversions

Abbreviation key:

Abbreviation	Unit
L	litre
mL	millilitre
kg	kilogram
g	gram
lb	pound
oz	ounce
Tbsp or T	tablespoon
tsp or t	teaspoon
F	Fahrenheit
C	Celsius

Oven temperatures:

Imperial	Description	Metric
200°F	warming oven	100°C
250°F	very low	120°C
300°F	low	150 C
350°F	moderate	180°C
400°F	hot	200°C
450°F	very hot	230°C
500°F	extremely hot	260°C

Weights:

Imperial	Metric
1 lb	500 g
$\frac{3}{4}$ lb	375 g
$\frac{1}{2}$ lb	250 g
$\frac{1}{4}$ lb	125 g
1 oz	30 g

Liquids:

Imperial	Metric
$\frac{1}{8}$ tsp	$\frac{1}{2}$ mL
$\frac{1}{4}$ tsp	1 mL
$\frac{1}{2}$ tsp	2 mL
1 tsp	5 mL
1 Tbsp = 3 tsp	15 mL
1 coffee measure	25 mL
2 Tbsp	30 mL
$\frac{1}{4}$ cup	60 mL
$\frac{1}{3}$ cup	75 mL
$\frac{1}{2}$ cup	125 mL
$\frac{2}{3}$ cup	150 mL
$\frac{3}{4}$ cup	175 mL
1 cup = 8 fl oz	250 mL
2 cups = 16 fl oz = 1 pint	500 mL
4 cups = 32 fl oz = 1 quart	1 L or 1000 mL

Appendix 19: Ingredient equivalents

Food	Amount	Yield
Vegetables and Fruit*		
Onion	1 medium	½ cup (125 mL) chopped
Tomatoes	2 large or 4 small	2 cups (500 mL) diced
Carrots	2 medium	1 cup (250 mL) chopped
Bananas	2–3 medium	1 cup (250 mL) mashed bananas
Grain Products		
Rice	⅓ cup (75 mL) uncooked	1 cup (250 mL) cooked rice
Pasta	½ cup (125 mL) uncooked	1 cup (250 mL) cooked pasta
Pasta	1 lb (454 g) dry	4–6 cups (1–1.5 L) cooked pasta
Milk and Alternatives		
Block cheese	¼ lb (113 g)	1 cup (250 mL) shredded cheese
Meat and Alternatives		
Nuts	¼ lb (113 g)	1 cup (250 mL) finely chopped
Raw ground beef	1 lb (454 g)	2 cups (500 mL) cooked
Dried beans	1 cup (250 mL)	2 –2½ cups (500–625 mL) cooked beans
Fats and Oils		
Margarine	1 lb (454 g)	2 cups (500 mL) margarine
Other		
Skim milk powder	1¼ cups (300 mL) dry	4 cups (1 L) skim milk fluid

*A “medium” vegetable or fruit is about the size of a tennis ball.

Adapted with permission from Winnipeg Cooks Together: A Handbook for Community Kitchen

Appendix 20: On-hand substitution list

If you do not have...	Try...
Self-rising flour, sifted, 1 cup (250 mL)	1 cup (250 mL) all-purpose flour plus 1½ tsp (7 mL) baking powder and ½ tsp (2 mL) salt
Brown sugar, packed, 1 cup (250 mL)	1 cup (250 mL) white sugar
Cornstarch, 1 Tbsp (15 mL)	2 Tbsp (30 mL) all-purpose flour
Baking powder, 1 tsp (5 mL)	¼ tsp (1 mL) baking soda plus ¾ tsp (4 mL) cream of tartar
Liquid honey, 1 cup (250 mL)	1¼ cup (300 mL) sugar plus ½ cup (125 mL) water
Buttermilk or sour milk, 1 cup (250 mL)	1 cup (250 mL) plain yogurt or 1 cup (250 mL) fresh milk with 1 Tbsp (15 mL) of vinegar added
Milk, 1 cup (250 mL)	½ cup (125 mL) evaporated milk plus ½ cup (125 mL) water or ⅓ cup (75 mL) skim milk powder plus 1 cup (250 mL) water
Cream, 1 cup (250 mL)	¾ cup (175 mL) milk plus ¼ cup (60 mL) margarine
Chocolate, 1 oz (1 square, 30 g)	3 Tbsp (45 mL) cocoa plus 1 Tbsp (15 mL) butter/shortening
Meat stock, 1 cup (250 mL)	1 cup (250 mL) consommé, or 1 bouillon cube dissolved in 1 cup (250 mL) hot water
Tomato juice, 1 cup (250 mL)	½ cup (125 mL) tomato sauce plus ½ cup (125 mL) water
Tomato sauce, 1 cup (250 mL)	½ cup (125 mL) tomato paste plus ½ cup (125 mL) water
Tomato ketchup, 1 cup (250 mL)	1 cup (250 mL) tomato sauce, plus ½ cup (125 mL) sugar, plus 2 Tbsp (30 mL) vinegar
Garlic, 1 clove	¼ tsp (1 mL) garlic powder
Dry mustard, 1 tsp (5 mL)	1 Tbsp (15 mL) prepared mustard
Onion, 1 small	1 Tbsp (15 mL) dehydrated, minced onion
Fresh herbs, 1 Tbsp (15 mL)	1 tsp (5 mL) dried herbs
Juice of 1 lemon	3–4 Tbsp (45–60 mL) bottled lemon juice

Adapted with permission from Winnipeg Cooks Together: A Handbook for Community Kitchens

Appendix 21: Links for learning about healthy eating

General healthy eating links:

- Eating Well with Canada's Food Guide
www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php
- AHS Healthy Eating Starts Here Website
www.healthyeatingstartshere.ca
- Healthy U
www.healthyalberta.ca

Set Goals for Healthier Eating

- Setting Smart Goals
www.albertahealthservices.ca/facilities/images/Mazankowksi/maz-pv-setting-smart-goals.pdf

Choose and Prepare Healthy Food

- Best Buys in the Four Food Groups
www.albertahealthservices.ca/PatientsFamilies/if-pf-nfs-best-buys-in-the-four-food-groups.pdf
- Grocery Shopping the Healthy Way
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-grocery-shopping.pdf
- Label Reading the Healthy Way
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-label-reading.pdf
- Making Foods with Less Fat and Sugar
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-making-foods.pdf
- Health Canada Food Labeling
www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php
- Healthy Snacking
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-healthy-snacking.pdf
- What's for Lunch?
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-whats-for-lunch.pdf
- Quick and Easy Meals
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-quick-and-easy-meals.pdf
- Hold the Salt
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-hold-the-salt.pdf

Eat More Vegetables and Fruit

- Eat More Vegetables and Fruit
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-boost-your-vegetable.pdf



Choose Whole Grains

- Choose Whole Grains
www.albertahealthservices.ca/PatientsFamilies/if-pf-nfs-hesh-st-choose-whole-grains.pdf

Know Your Portions

- Choose Healthy Food Portions
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-what-is-a-healthy-portion-size.pdf

Choose Healthy Drinks

- Choose healthy drinks
www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-choose-healthy-drinks.pdf

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Acknowledgements

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5. Alberta Health Services, Environmental Public Health. Food Safety Course for Provincial Food Handler Certification. Version EPHF-11-009, revised Oct 2011.