

OPENHOUSE

LEADER'S GUIDE

Building meaningful relationships through cookery



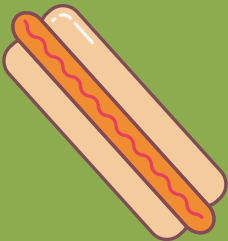
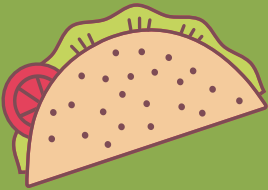
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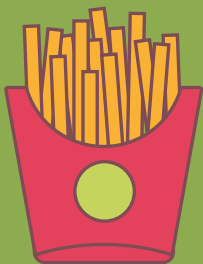
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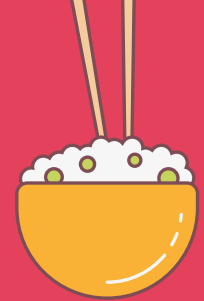
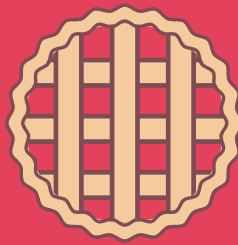
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WELCOME TO OPENHOUSE

Open House is a fun, engaging cookery experience that facilitates meaningful relationships amongst young people. It has been designed to not only teach them how to cook a range of different dishes, encourage them to reflect upon and build healthy friendships, and to promote growth in confidence and social skills, but also gives them the opportunity to use all they have learnt to host a meal for others.

This Leader's Guide tells you everything you need to know to run Open House as an eight-session programme with young people within your setting. You do not need to be a professional chef or cookery expert, as we have also included videos and recipes which aim to help you feel more confident in teaching the young people how to cook the different dishes. As long as you have the willingness and enthusiasm to give it a go, you will be able to run Open House in your context!

Open House has been created by Youthscape, a nationwide Christian

youth work organisation based in Luton. The programme has been run with over 400 young people in different formats over the past four years, and has made a significant impact in many lives. Young people have also been deeply involved in the development of Open House. Ten of those who engaged in the programme, and for whom it has made a large impact, took part in a 2019 research project where their feedback helped shape key elements of this resource.

We hope you enjoy running Open House in your context and that it is hugely

beneficial for those young people who take part. We have loved seeing the impact on those we have worked with in Luton, and we long to see even more young people across the country discovering deeper friendships and relationships as they learn to cook together.

"Open House has helped me to feel like I'm part of something, that I can be somebody, that I'm not just someone in the corner people make fun of."

Naomi, age 13

WHAT'S INCLUDED IN THIS RESOURCE

LEADER'S GUIDE

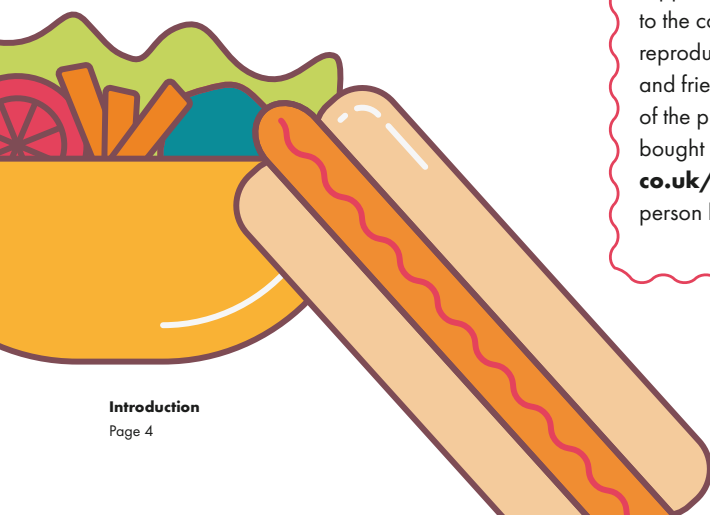
Within this Leader's Guide you will find information about how to set up and structure the Open House programme within your setting, plans which outline how to run each of the eight sessions, and recipes/videos which you can use to teach the cookery element of the programme.

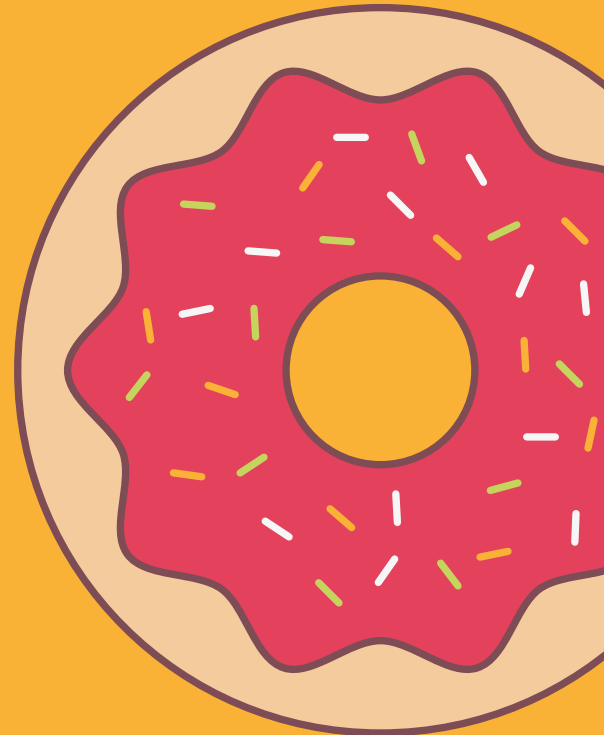
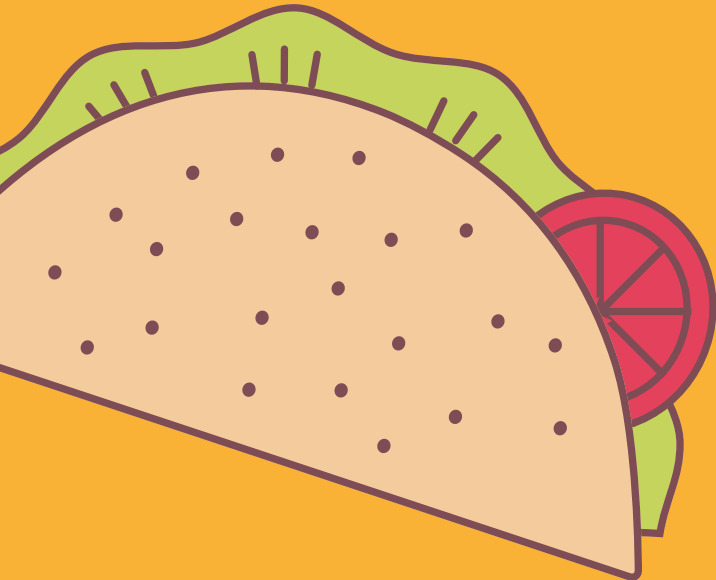
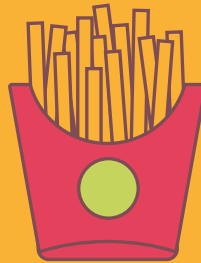
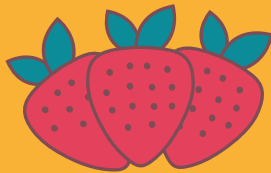
PARTICIPANT'S GUIDE

The Participant's Guide has been designed to accompany each of the young people throughout the programme, and provides them with space to make notes, activities to complete within the Open House sessions, tasks to try at home which supplement their learning, and a link to the cookery videos so they can reproduce dishes for their families and friends beyond the completion of the programme. Extras can be bought at www.youthscape.co.uk/store so that each young person has their own copy.

COOKERY VIDEOS

We want to ensure that teaching the cookery element of the programme is as easy as possible, and so have included eight short cookery videos which can be played on a laptop, phone, TV or tablet at the beginning of each session to demonstrate to the group how to cook that specific dish. To access these you can use either the QR code or website link at the beginning of the recipe section of the guide.





HOW TO USE THIS RESOURCE

Open House is an eight-session cookery programme designed to be run over eight consecutive weeks. It can be run with two distinct groups of young people depending upon what your organisation would like to achieve:

1. WITH YOUNG PEOPLE FROM YOUR YOUTH GROUP

You may be a youth worker for a church, a Christian organisation, your local Council, or some other kind of group, and you want a tool to help build greater connection, relationship, community and unity amongst the young people that you already work with. If this is the case, then you can either incorporate Open House into one of your existing youth group sessions, or if you do not want to disrupt your current programmes, you may choose to run it at a separate time during the week. If the young people who are taking part are those with whom you already have relationship, you will not need to put so much emphasis on introductions and facilitating initial connections at the beginning of the programme.

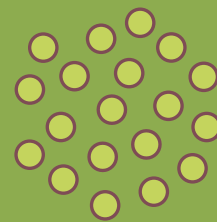
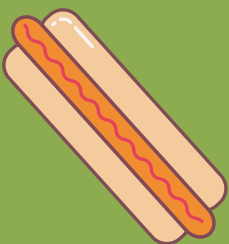
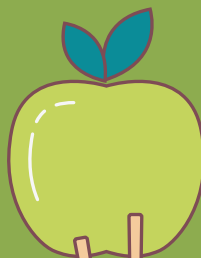
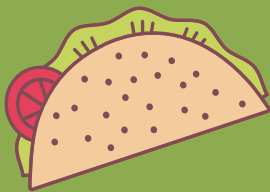
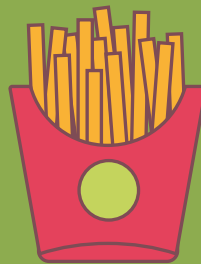
2. WITH YOUNG PEOPLE FROM YOUR LOCAL COMMUNITY

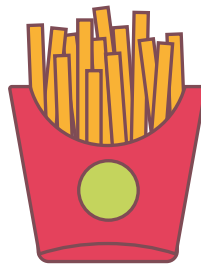
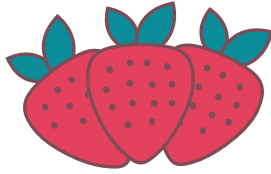
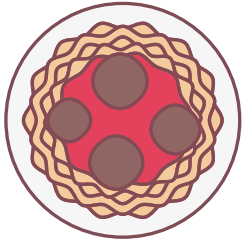
Open House is also a tool which can be used to reach out and provide support to young people in your local community. Whether you are a church who would like to set up a youth group but have no idea where to start, a Christian organisation who wants to support your local secondary schools better, or a youth worker who wants to connect with more young people, Open House can work for you. If you would like to run Open House with young people who you do not yet know, you will need to do more work to engage them with the programme and to facilitate relationship building amongst the group. For further information on how to begin running Open House with young people from your local community see our FAQs on pages 7-8.

As Youthscape is a Christian youth work organisation, Open House has also been designed with the option to include a faith element if it is being run in a faith-based setting. If you would like further information on the theological foundations of Open House and how to incorporate faith into an Open House session, please visit www.youthscape.co.uk/openhouse-theology.



SESSION PLANS





OVERVIEW

Session #	Relationship Ingredient	Cookery Dish	Programme Outcomes These will be developed over the programme as a whole
1	Communication	Spaghetti & Meatballs	<ul style="list-style-type: none"> • Young people will have increased self-esteem
2	Authenticity	Spring Rolls & Coconut Tart	<ul style="list-style-type: none"> • Young people will have improved social skills
3	Trust	Jollof Rice	<ul style="list-style-type: none"> • Young people will have reduced feelings of loneliness
4	Forgiveness	Halloumi Salad & Eton Mess	<ul style="list-style-type: none"> • Young people will have an increased understanding of how to build meaningful relationships
5	Empathy	Chicken Teriyaki Stir Fry	<ul style="list-style-type: none"> • Young people will have improved cookery skills
6	Generosity	Red Red & Plantain	
7	Celebration (Community Dinner)	Group's Choice	
8	Self-Awareness	N/A	



SESSION TWO: AUTHENTICITY (TWO HOURS)

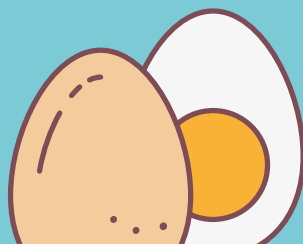
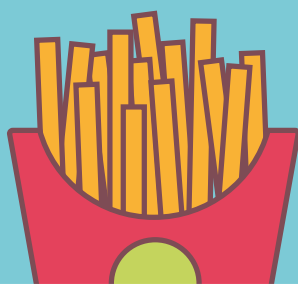
WHAT DO WE MEAN BY AUTHENTICITY?

When we talk about authenticity as an important 'ingredient' of a meaningful relationship, we are talking about the way we act around others. Are we being our true selves, or are we putting on a fake front because we are trying to either fit in, impress people, or get them to like us, and we don't think that who we really are is good enough?

Being authentic in our friendships and relationships can be really difficult, and it first requires us to accept the way we are wired and what we look like. Once we learn to do that (which can be a lifelong journey, so don't stress if you're not there yet!) we can begin to become more comfortable with revealing this to others and allowing them to get to know the true 'us'. If we can't do this then we will struggle to have genuine connections with others in our friendships and relationships, as the person others will be engaging with will not exist.

SESSION AIMS

- Young people to understand what authenticity is.
- Young people to understand why authenticity is important for building meaningful relationships.
- Young people to understand how they can practice authenticity in their relationships.



Session Plan

STARTER (15 MINS)

Would You Rather?

- Read out the 'Would You Rather?' questions and ask the young people to indicate which option they would rather do by either putting their hand up or standing up for one option, and leaving their hand down or remaining sitting down for the other.

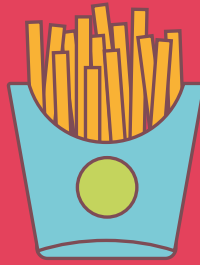
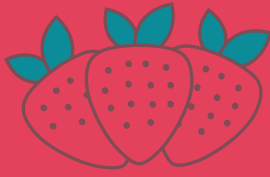
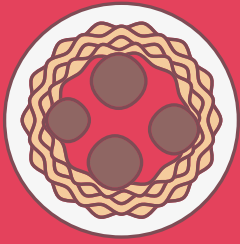
Introduce 'Relationship Ingredient'

- Read out "What do we mean by Authenticity?"
- Tell the young people that they will be exploring this further throughout the session.

Leader's Guidance

- If the young people are really engaged in this do feel free to add extra questions, or to change some of them to work better for your context.

Session Plan	Leader's Guidance
<p>COOKERY (45 MINS)</p> <p>Spring Rolls & Coconut Tart</p> <ul style="list-style-type: none"> • Play the Cookery Videos on a laptop, phone, or another screen of some kind to demonstrate to the group how to cook the dish. • If required, play the videos again whilst the young people are cooking and pause it after each step whilst everyone completes it. • Ensure you and any other leaders fully supervise and support the young people to complete each step, and adhere to the Risk Assessment on pages 9-11. • We suggest that you begin with the Coconut Tart, and whilst the filling is in the fridge you then play the video for the Spring Rolls and begin assembling those. The young people can then cook the Spring Rolls whilst the Coconut Tart is in the oven. 	<ul style="list-style-type: none"> • If you have a large enough kitchen, try and have the entire group cooking at once (you can, however, split the group if you do not have the space or facilities — see FAQs on pages 7-8 for further information). • If you do not have enough kitchen equipment to give each young person their own utensils, have them cook in pairs and take it in turns to complete each step.
<p>EAT & DISCUSS (30 MINS)</p> <p>All sit around a table together to eat what has been cooked and discuss the following questions.</p> <ul style="list-style-type: none"> • Encourage the young people to help set out cutlery, glasses, drinks etc before sitting down to eat. • Start by going through the Authenticity Statements. • Discuss the young people's views on each statement. • How would you define authenticity? • What are some other words for authenticity? • How can you tell whether someone is being their authentic, true self? • Do you think it is easy to be your authentic self? Where or with who is it easy/difficult? • What different things make it difficult to be authentic? • Who are some people, either in the public eye or who you know personally, who you would say are authentic? What is it about them that makes you view them in this way? • Why do you think authenticity is important in our friendships and relationships? • If we are not authentic, how do you think this can impact our friendships and relationships? 	<ul style="list-style-type: none"> • Leaders can choose which questions to use based upon the age, understanding, and engagement levels of those within the group, and do not have to use all of them. If you are having a deep conversation around one question, do not feel that you need to cut it short to ask all the others. • If you have a large group, or feel that it would work better with the young people that you have, split the young people into twos or threes around the table, each with a leader, and have small group discussions. • Other words for authenticity: genuine, legitimate, real, original, true. • Do add your own questions if you would like to.
<p>ACTIVITY (20 MINS)</p> <p>Values and Motivations</p> <ul style="list-style-type: none"> • Remind the young people that a value is something that is important to us and shapes the way we live our lives. • Ask the young people to use their Activity sheet to determine their top 10 values. • Go around the room and ask the young people to share their top three values with the rest of the group. • Where do our values come from? • How might it affect us if we make decisions or act in ways that do not align with our values? • What happens when we are surrounded by others who don't align with our values? • Does the way we live our lives align with our values? 	<ul style="list-style-type: none"> • Encourage the young people to work on their Activity sheet alone to determine their values and reflect upon the final question. • Leaders to be on hand to prompt, discuss and provide support where needed. • Depending upon the age of the young people in the group, do feel free to adjust the activity to determine a smaller number of values, or focus more on a discussion around what possessions are valuable to them and why.
<p>FINISH (10 MINS)</p> <ul style="list-style-type: none"> • Go around the group and ask each person to share their highlight of the session and something they have learnt. • Ask the young people to feed back on the 'Takeaways' they have tried at home during the week. • Which challenge(s) did they do? • How did they find them? • What did they learn? 	<ul style="list-style-type: none"> • If there are young people who have not completed any of the 'Takeaways' do encourage them that having a go will have a positive impact on their friendships and relationships.



WOULD YOU RATHER?

Read out each of the following statements and ask the young people to vote on which option they would rather do, then to explain their answer.

WOULD YOU RATHER:

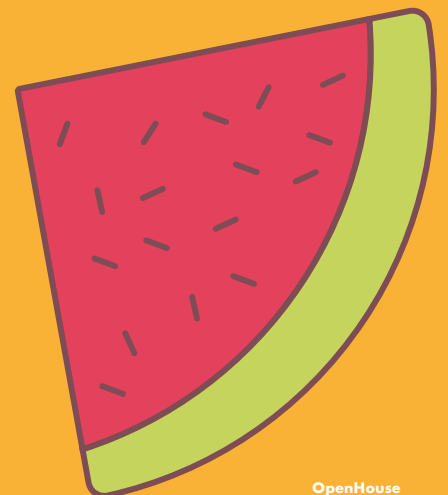
1. Be permanently hot or permanently cold?
2. Have a never-ending supply of the newest technology or a never-ending supply of your favourite food?
3. Have true love or ten million pounds?
4. Go on holiday in a five-star hotel in London or a tent in the Caribbean?
5. Help thousands of people and never get famous or become famous for doing absolutely nothing?
6. Have hands for feet or feet for hands?
7. Eat poo that tastes like chocolate or chocolate that tastes like poo?
8. Give up your phone or give up your pet?
9. Be the most popular person you know or the smartest person you know?
10. Never be able to use social media again or only be able to post unfiltered photos?
11. Never eat ketchup again or put it on everything you eat?
12. Only be able to whisper or only be able to shout?
13. Have everyone know everything about you or no-one know anything about you?
14. Cheat in a competition and win or play fair and come second?
15. Only be able to lie or only be able to tell the truth?



AUTHENTICITY STATEMENTS

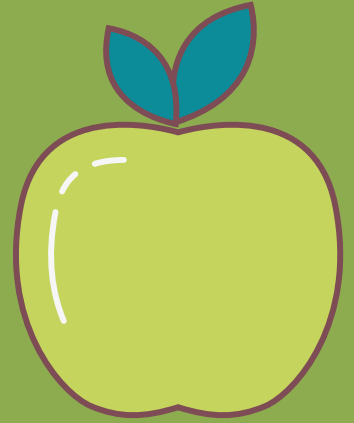
Read out the following statements and ask the young people to vote whether they think acting in this way is being authentic or not, and why. Stress that there is no right or wrong answer and this exercise is about discussing the complexities around being authentic in today's society.

1. My behaviour is different when I am with my parents, my teachers and my friends.
2. I only ever post photos on social media that have been edited or use filters.
3. I only talk about my feelings and emotions with my closest friends.
4. I will do anything to protect my reputation at school.
5. I only post positive things about my life on social media.
6. I do not talk to people I don't like at school.
7. If I'm feeling down I find fun things to do to distract myself.
8. I always share my opinions and don't care what others might think of me.
9. I copy the style of those I admire online.
10. I make my decisions based on whether they will please others.



VALUES AND MOTIVATIONS

What five of your possessions do you value the most (e.g. phone, Playstation, bed, bike, makeup, trainers, books, TV, headphones, football, clothes etc)? List them below. In the next column, write next to each one why that thing is important to you (e.g. my phone keeps me in touch with my friends, my makeup makes me feel more confident in the way I look, my headphones help me shut out the world around me, my football gives me the opportunity to run around etc).

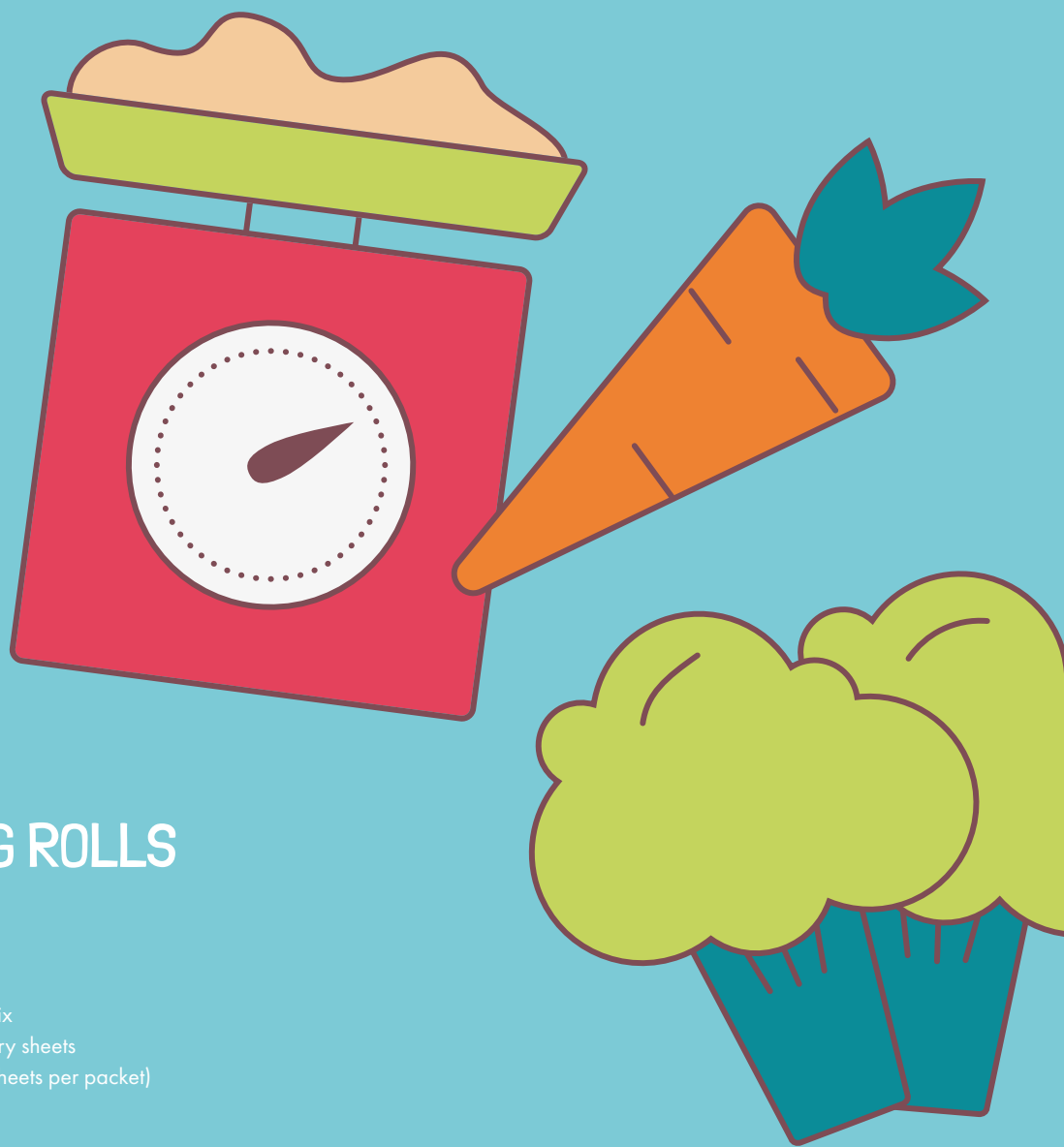


	POSSESSION OF VALUE TO ME	WHY IT IS OF VALUE TO ME
1		
2		
3		
4		
5		

Look at the different values below and, with the reasons why each of your top five possessions are valuable to you in mind, colour in what you think your top five values are in one colour (e.g. if your phone is important to you because it keeps you in touch with your friends then 'friendship' is likely to be one of your values, or if your football is important to you because it gives you the opportunity to run around then 'fitness' is likely to be one of your values, etc). Once you have done this, look at the other values and colour in up to five more that are also important to you in a different colour.

Fun	Honesty	Nature	Beauty	Health	Love
Fitness	Religion	Friendship	Resilience	Peace	Loyalty
Knowledge	Adventure	Happiness	Wisdom	Creativity	Security
Confidence	Freedom	Money	Trust	Independence	Justice
Belonging	Kindness	Family	Courage	Integrity	Humility
Success	Reputation				

Knowing our values helps us to recognise whether we are living our life authentically. For example, if we say that one of our values is friendship and we never spend time with any of our friends, then we are not living authentically. Do you feel like the way you live your life reflects your values?



VEGGIE SPRING ROLLS

Serves 6*

INGREDIENTS:

- 500g packet vegetable stir fry mix
- 1 x packet frozen spring roll pastry sheets – defrosted (usually around 30 sheets per packet)
- 2 tbsp oyster sauce
- 1 tsp soy sauce
- 1 tsp cornflour
- Vegetable oil for frying
- Small bowl of water for sealing the spring rolls
- Sweet chill sauce for serving

METHOD:

1. Add a splash of olive oil to a frying pan over a high heat and add the vegetable stir fry mix. Fry for about 3 minutes until the vegetables begin to soften and brown.
2. Whilst this is frying, mix your cornflour in a bowl with a splash of water to make a thick paste.
3. Add the cornflour, soy sauce and oyster sauce to the vegetables and cook for a further 1 minute until the liquid has been absorbed. The vegetable mix should be slightly sticky, not watery. Put in a bowl to use in a moment.
4. To assemble the rolls, carefully peel off one spring roll pastry sheet from the pack whilst keeping the others covered under a damp tea towel. Place the pastry sheet in a diamond position on the countertop in front of you, and place a dessert spoon of vegetable mixture filling in the bottom section. Roll the pastry sheet away from you from the bottom up to half way, fold the sides in, then finish rolling. Use a little bit of water to seal the spring roll.
5. Repeat until you have no more wrappers, or until you have made as many spring rolls as you would like to.
6. If you would like to fry the spring rolls, pour enough oil into a wok or saucepan so that it is double the height of the spring rolls. Heat on medium temperature until hot (stick in the handle of a wooden spoon, and if rapid bubbles appear then it is hot enough!) Carefully place the spring rolls into the oil (about 4-5 at a time depending upon the size of the pan) and cook, turning occasionally with tongs, until they are a deep golden colour (about 1-2 minutes). Transfer to paper towels to drain (do be aware that working with hot oil is dangerous and great care should be taken when doing so).
7. If you would like to cook the spring rolls in the oven, place them on an oven rack and the rack on a tray. Spray very generously with oil. Bake at 220° for 20-25 minutes until golden and crispy. There is no need to turn them.
8. Serve whilst hot with sweet chilli sauce.

*This recipe will use all the Spring Roll pastry sheets in a packet, so you can either fry fewer vegetables and use fewer pastry sheets or use all of them and freeze any extra Spring Rolls for a later date.

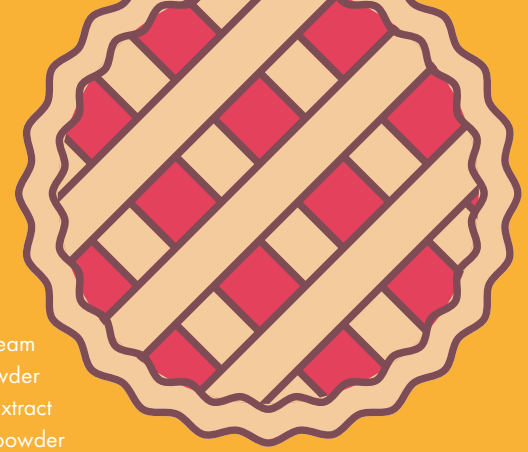
COCONUT TART

Serves 6*

INGREDIENTS:

- 1 x sheet or block shortcrust pastry – rolled out
- 60ml milk (semi-skimmed or whole milk will work)
- 75g icing sugar
- Pinch of salt
- 30g butter
- 80g desiccated coconut
- 2 x large eggs – beaten

- 3 tbsp double cream
- 2 tsp custard powder
- 2/3 tsp vanilla extract
- 1/2 tsp baking powder
- Extra butter for greasing tart tin
- 2/3 tsp vanilla extract
- 1/2 tsp baking powder
- Extra butter for greasing tart tin



METHOD:

1. Start by making the tart filling. Heat a medium-sized pot on a low heat and add the milk, icing sugar, a pinch of salt and the butter. Let it all melt, stirring occasionally. Once all the ingredients have melted, add the coconut and mix in.

2. Take the pan off the heat, spoon into a bowl and place in the fridge to chill for 15-20 minutes. Whilst the mixture is in the fridge, preheat your oven to 190°C.

3. Once the mixture has cooled down, take it out of the fridge and mix in the 2 beaten eggs. Then add the double cream, custard powder, vanilla extract and baking powder, and also mix in.

4. Grease your tart tin (a standard sized tin of about 9 inches will be fine, or you can use individual tart tins for each person). Roll out the pastry to fit the tin, and then mould it to fit inside the shape of the tin. Using a fork, lightly poke some holes into the base.

5. Pour into the tart tin until the base is filled, and spread with a knife so that it is even. If you have any extra beaten egg in a bowl, brush the pie crust with this.

6. Bake for 20 minutes or until golden. To check it is ready, poke a skewer into the filling. If the skewer comes out clean it is ready.

7. Take the tart out of the oven and let it cool completely before removing from the tin and serving.

*This recipe will make a large tart that you can cut into as many slices as you like (you will be able to get at least 6 out of it though!) or at least 6 individual tarts.

JOLLOF RICE

Serves 6

INGREDIENTS:

- 500g long grain rice
- 2 x 400g chopped tomatoes
- 70g tomato puree
- 2 x large onions

- 3 x cloves of garlic
- 2 tsp ginger puree
- 1 x stock cube (chicken or beef stock cube if making a meat dish, vegetable stock cube if making a vegetarian dish)

- 1 x scotch bonnet chilli (if you like it spicy!)
- 500g bag frozen mixed vegetables
- 2 tbsp salt
- 2 tbsp curry powder
- Olive oil for frying
- 360ml water

METHOD:

1. Put a large non-stick cooking pot on medium to high heat, add the oil and heat until sizzling. Chop the onions finely, add to the pot and fry until golden brown.

2. Crush the garlic and then add to the pot and fry lightly. Crumble the stock cube and also add to the pan. Mix together and fry for 2-3 minutes.

3. Add the chopped tomatoes and scotch bonnet chilli (if you are using it) to a blender and blend until a smooth paste.

4. Add the sauce from the blender to the mixture, along with the ginger puree, tomato puree and curry powder, and leave to simmer for 5 minutes.

5. Wash the rice until it runs clear.

6. Turn down the heat to low, then add the rice and water to the sauce. Add the mixed vegetables (as much as you would like) and stir in. Taste the sauce, and add some salt if required. Bring to a boil then reduce the heat to low and cover the pot with foil and a lid.

7. Simmer for 20-30 minutes until the rice is cooked through and the liquid has been absorbed. It should be orange in colour once it has cooked.

8. Spoon onto plates to serve.