

# TASTE OF TUCKER

Building West Heidelberg Communities' capacity to access nourishing food



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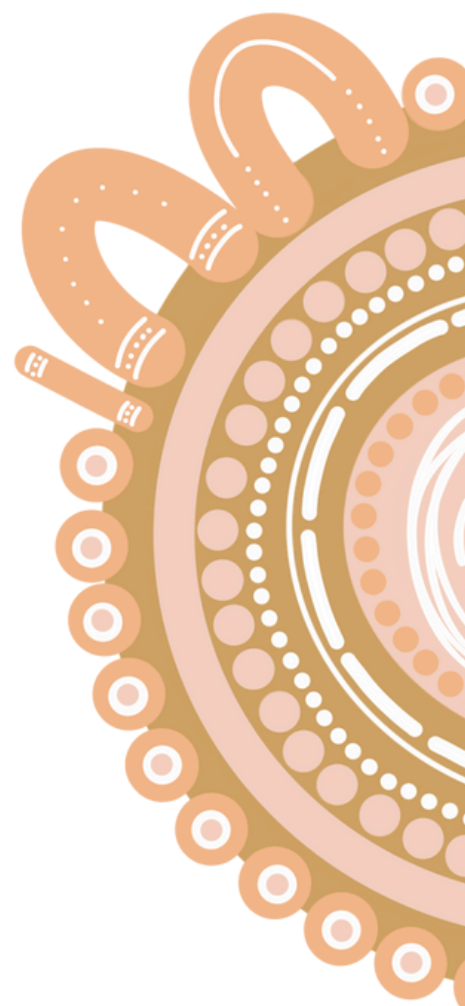
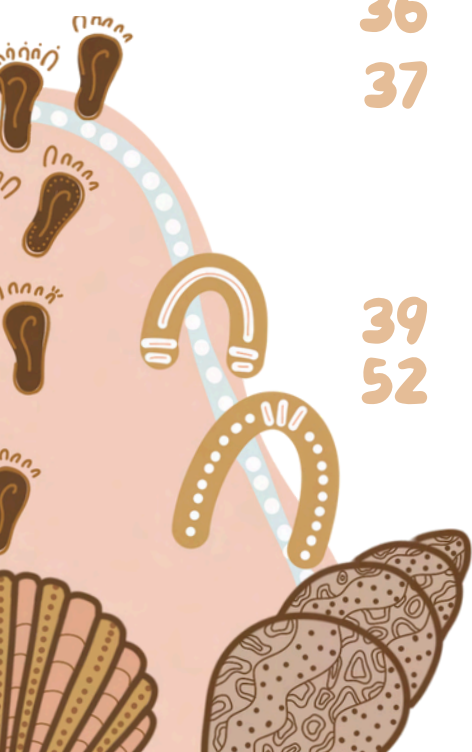
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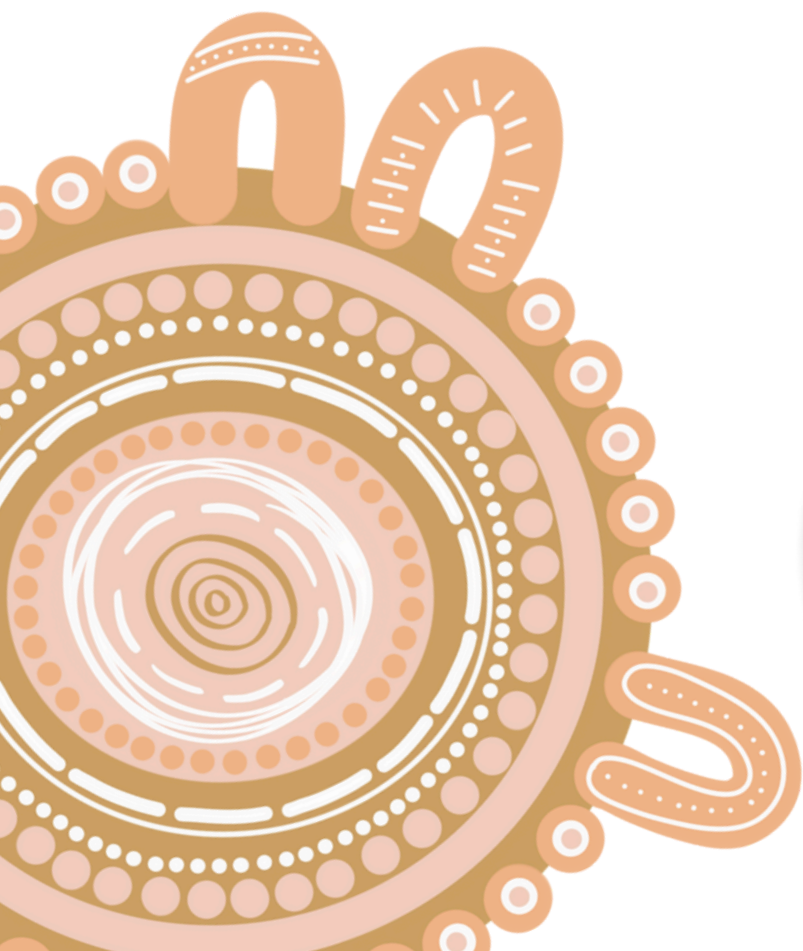




# ACKNOWLEDGEMENT

This program took place on the land of the Wurundjeri Woi Wurrung people of the Kulin Nation. We acknowledge their Elders both past, present and emerging. We acknowledge the sorrow of the Stolen Generations and the impacts of colonisation on Aboriginal and Torres Strait Islander peoples. We also recognise the resilience, strength and pride of the Aboriginal and Torres Strait Islander communities.

We also thank all the Aboriginal and Torres Strait Islander people from many different traditional lands who led, guided and got involved with this program. Thank you for sharing your rich culture and heritage with us and providing us all with a Taste of Tucker.



# INTRODUCTION

Taste of Tucker was a place-based prevention program, based in West Heidelberg. The **objectives** of the program were for Communities living in the area to:

- **build their capacity to grow, access and cook healthy food**
- **build their understanding of the benefits of healthy food**
- **build social connection and understanding through sharing the culture of food**

Between July 2023 and February 2024, we ran over 43 program sessions, 16 co-design meetings, 5 community cuppas and reached over 400 community members. 80% of the participants came from Communities who live with the experience of trauma and disadvantage.

Community members' day-to-day experiences around food include:

- **food insecurity and the shame attached to this**
- **not knowing how to cook simple nutritious meals, due to their own disrupted childhoods**
- **chronic disease either first-hand or within their family**
- **being disconnected from culture and the culture of food due to colonisation**
- **and/ or having strong personal culture and knowledge around growing and cooking food but a lack of capacity to do this, either because of being in a new country or because of the wicked pressures of life**

We implemented a hub and spoke model, centralizing our efforts around three key hubs: Banyule Community Health, Barbunnin Beek Aboriginal Gathering Space, and Buna Reserve Community Garden, strategically located within a 5 -15 minute walking distance from each other in West Heidelberg. From these hubs, we orchestrated tailored projects with distinct communities, crafted through collaborative consultation and co-design processes to ensure relevance and engagement. Embracing a strengths-based approach, each project capitalized on the existing skills, interests, and knowledge within each community.

In April, all communities converged for a vibrant, culminating event. Against the backdrop of a beautiful sunny afternoon, amid an atmosphere filled with laughter, and shared experiences, they mingled, exchanged stories, and celebrated their journey together, marked by an abundance of food, fun and social connection.



# WHAT WE DID

## Barrbunin Beek Aboriginal Gathering Space

- 4 co-design meetings with community
- 5 community made recipe videos made and shared on YouTube
- 4 eating for good health sessions with 7 Elders
- 2 intergenerational cooking programs reaching an average of 29 participants per session
- 1 Intergenerational Trip to local Community Farm/ Indigenous Garden with 25 participants

## Banyule Community Health

- 5 key project leaders/ volunteers completed food handling course
- 2 co-design meetings with community
- 8 community members inducted as volunteer leaders
- 1000 community made recipe cards distributed to local primary schools' families, community members and organisations
- 4 family cooking programs, co-facilitated with parents, reaching 27 families
- 4 sessions with 15 grade 2-3's from St. Pius Primary School to be healthy eating champions
- 1 whole of school activity with St Pius Primary School on healthy eating and active living, reaching 72 students
- 2 cooking sessions with 24 participants at Djilak-Djirri-Wilam Playgroup

## Buna Reserve Community Garden

- 10 community check in and planning sessions
- 5 community members inducted as volunteer leaders
- 13 gardening sessions reaching 91 young people from 6 secondary schools
- 6 gardening sessions reaching 105 primary school children from Olympic Village Primary School
- 2 gardening sessions reaching 21 Somali Women
- 2 open garden celebrations reaching 115 community members
- 66 pop in community cuppas and gardening sessions for local community members (with additional funding)
- 66 deliveries of food to Barrbunin Beek Aboriginal Gathering Space (with additional funding)

# OVERALL IMPACTS

13

program activities

43

sessions

10

new project activities or changes occurred outside of this program (ripple effect)

424

people reached

96

youth involved

223

primary school children involved

13

preschool children involved

 **Out of those surveyed about the impact of the project:**

100%

said that their confidence had grown

70%

said they had strengthened community connection

95%

said they had learnt something new to do with food





# PART 1

# THE COOKING SESSIONS

## Background to the Program: Why did we do it?

Taste of Tucker was designed in direct response to challenges our communities face concerning nutritious food. Parents, grandparents, and caregivers have voiced numerous obstacles in ensuring their families receive wholesome meals.

### Time constraints:

Many individuals find themselves constantly pressed for time, juggling the demands of daily life. This struggle is particularly acute for those navigating trauma, aging or coping with chronic health conditions.

### Lack of culinary confidence and knowledge:

Especially among younger parents, there's a notable struggle with cooking skills and a pervasive uncertainty about how to prepare nutritious meals.

### Coping with picky eaters:

Meeting the dietary preferences of selective eaters adds an additional layer of complexity to meal planning and preparation.





## Financial constraints and reliance on food assistance programs:

Families often express concerns about affording nutritious food, grappling with insufficient funds, lack of access to essential ingredients, or uncertainty about how to cook what's provided from a food-share box. These challenges can significantly curtail meal variety and nutritional quality.

## Managing large family dynamics:

Household dynamics with numerous mouths to feed compound the logistical challenges of meal provision.

## Stress associated with cooking:

For some individuals, the act of cooking itself becomes a significant source of stress, further complicating meal preparation.

## Fast food:

In response to these challenges, fast food emerges as a convenient and affordable alternative, albeit at the expense of nutrition.



Additionally, food insecurity often triggers feelings of shame within many families, leading some to avoid accessing food share programs altogether. Many families are hesitant to openly discuss their struggles.

The First Nations Communities we collaborated with have all grappled with the enduring legacies of colonisation and the trauma of being part of the Stolen Generation. Within these communities, there exists a spectrum of connection to Culture, which profoundly influences individuals' confidence and knowledge around traditional foods.

Lastly, among our diverse families, there are those proficient in preparing nutritious meals but as newcomers to Australia, they are eager to acquaint themselves with and incorporate "Australian foods" into their meals for the first time.

### Our process involved:

- Community co-designed six recipe cards and videos featuring their favourite recipes. These were then presented in real-time cooking sessions for the wider community.
- Cooking sessions introducing a new recipe led by the community member, either live or through video.
- Participants took home the recipe cards and videos for future use.
- Sessions were designed to be accessible, easy, and enjoyable.
- Kids received cooking equipment to encourage home cooking.
- Projects were held at safe and accessible venues.
- Local lived experience workers were engaged as paid staff or volunteers.
- We fostered a non-judgmental and respectful environment for conversations about food.







***'We took the hard out of cooking'***

*'I brought in the wrong ingredients, to show how you can adapt recipes.. and showed them how they could replace the vegetables with frozen vegetables or how you could use packet rice, if cooking rice from scratch was too hard.'*

*-Djilak-Djirri-Wilam Play Group Leader*

# THE COOKING SESSIONS

What happened as a result of the cooking sessions?

## Capacity Building:

- The projects provided families with practical, affordable, and healthy recipe ideas, expanding their weekly menus and fostering a culture of shared meals.
- 12 Parents and carers reported that they, and their children, had gained confidence in cooking, and gained new skills which they were using at home.



*'My son is such a fussy eater, he would live off two-minute noodles, it's really difficult to decide what to cook and to cook different meals. It's limited .. but now I can make the quesadillas, the baked potatoes – its added more regular meals to our menu which we could sit and eat together.'*

*-Local Mum and Carer*

- Parents/ carers perceptions of their children as picky eaters shifted as they witnessed them trying new foods.

*'They'd say "they won't try that" but put a load of kids together and they do try new things.'*

*'After the session, I found all the kids sitting on a log eating celery sticks .. they weren't using them as swords – (laughing) they were eating giant celery sticks with leaves still on them.'*

*-Barrbunin Beek Gathering Place Coordinator and Project Lead*



- The majority of child participants were boys, challenging traditional gender roles and empowering future male cooks.
- A fun and inclusive atmosphere facilitated learning and change.

*'I got to swap ideas with different parents – eg about hiding veggies tips and trying different culture foods and different tastes'.*

*-Local Mum and Carer*



## **Food as we get older**

Our Aboriginal Elders, all knew how to cook and chose not to partake in cooking sessions. They expressed that they've been cooking for others their whole lives and, instead, they wanted the space to be looked after. In response to this, at each session we cooked them a nutritious meal and used it as a forum to yarn with a specialist around a different health topic. The sessions focused on the themes of heart, mind, body and soul. Through this, Elders built knowledge around health, food and disease management/prevention in a comfortable and accessible setting.

*'With the Elders, we had conversations about food and the impact on health, we linked with allied health talking to the dietitian and the nurse about food and mood, and diet and diabetes. We talked about what food looked like for them now they were older.'*

*-Banyule Community Health Promotion Officer*



## Growth of Community Leaders in the Cooking Program



*'It's good to be a leader for new families.'*

*-Community Volunteer and local Mum*

**3**

local adults secured additional employment opportunities within various program projects.

**8**

local volunteers were engaged in meaningful roles within the program.

**6**

lived experience workers were employed on the program.

**5**

community members have since become involved with or utilised their local community garden.



The program emerged from grassroots leadership, with initial ideas stemming from community members and lived experience workers. A recent recruitment drive by our Health Promotion Team underscored a significant demand for entry-level positions, particularly among local mothers with limited formal qualifications and newly arrived women from overseas. Consequently, a central focus of the program was to create volunteer and paid positions for community members.

By selecting and presenting recipes in short videos and serving as volunteer leaders in face-to-face sessions, both children and adults assumed leadership roles in their local community. This not only bolstered pride and confidence but also empowered individuals to actively shape session designs. The ripple effects were evident as children became cooking experts, sharing their newfound skills at school.





*'It was very nerve racking, and I got a bit shy when I got on video but it's good for someone who has anxiety – pushes you to do it – I realise it's not so bad.'*

*'Everyone knows my son as the cheese boy now – he was shy .. but he feels a little bit famous now and he enjoyed it.'*

*-Community Volunteer and local Mum*

*'C will share the video he made with his class and take the ingredients in to cook it with them. It's been integrated into the curriculum in the school.'*


*'A lot of the kids involved in the videos, they have stuff going on and it was confidence building for them.'*

*'Auntie Robyn - what amazing confidence .. to stand up and present to multiple groups. She has now been engaged by Olympic Adult Education to cook damper for a Harmony Event. I can see a pathway for her to work in schools and kinders.'*

*-Barrbunin Beek Gathering Place Coordinator and Project Lead*







*'It increased openness  
to talk about food, fussy eating, food  
security. It gave people a platform to feel  
safe to talk about these things and created  
a platform for kids to be part of this  
conversation about the food they put in  
their bodies .. and gave them a voice – and  
quite often kids as young as two or three.'*

*- Djilak-Djirri-Wilam Play Group Leader*

The Gardening Sessions (referenced below) also provided leadership opportunities. Over the program, our volunteer base grew by 25%, and as a result of their involvement at Buna Garden, young secondary students blossomed as leaders. Three young individuals proactively launched their own community garden project, tailored to provide sustenance for their local community in a neighbouring suburb."





## Intergenerational Learning

Workers and participants commented on the importance of the intergenerational learning approach. We observed children and toddlers taking the lead on choosing healthy food to eat and challenging their parents/carers' perceptions of what they would eat. Their 'pester power' also meant that parents/carers turned up to the programs and cooked with them at home once the program had finished. Having Elders lead sessions meant that knowledge was passed down and each generation brought their own ideas and learnings to the sessions.

*'One time, I was having a hard time and I didn't want to go and the kids wanted to go and I pushed through. That's how much they loved it.'*

*- Local mum, carer, and project participant*



*'It was very child focused. There was an opportunity to teach parents too and get the parents' stories about food.'*




*- BCH Health Promotion Officer*



## Talking about Food Insecurity

We established safe spaces where participants felt connected and able to talk about the challenges of providing nutritious food.

As a result of this:

-  The subject of food insecurity was normalised and the stigma was reduced.
-  Families were able to share information about where to access food cheaply in a non-threatening way.
-  Families started to swap tips on how to utilise cheap food which could feed a large family in nutritious ways.

*'There is an element of shame around food relief but being able to talk about what we used and how to use food boxes, normalized it.'*

*-Barrbunin Beek Gathering Place Coordinator and Project Lead*


*'We found out about Buna Garden – I didn't know there were community gardens – now I know there are three (locally) where I can pick healthy food.'*

*'I didn't know how easy it was to cook a baked potato – I thought it was hard – and you can customise it - and feed lots of people with it.'*

*-Local mum, carer, and project participant*



## Social Connection and Connection to Supports



*'It was fun not just worthy – it wasn't just about nutrition and that's why the sessions worked.'*

*-Barrbunin Beek Gathering Place Coordinator and Project Lead*

We established safe spaces where participants felt connected and able to talk about the challenges of providing nutritious food.

### As a result of this:

**25**

individuals established new social connections.

**25**

participants expressed interest in attending future events.

**14**

individuals accessed other programs as a result.

**8**

instances where individuals could share part of their own culture and where others could build understanding, knowledge and respect of others' cultures.

*'It was good I turned up  
(when I was having a hard time).. I was probably a bit  
grumpy but people were really understanding – they let  
the kids be themselves – people were supportive.'*

*-Local mum, carer, and project participant*



*'At Barrbunin Beek,  
we got 5 new families who had never attended  
before. They are now coming to other programs and  
other community events so it was a foot in the door  
with connecting with community. It demonstrated  
that a thirst for food and cooking is out there.'*

*-Barrbunin Beek Gathering Place  
Coordinator and Project Lead*



Both the cooking and gardening sessions (detailed below) facilitated mutual understanding and trust among diverse groups. Food and gardening served as conduits for connection and relationship-building, as community members delighted in sampling diverse cultural cuisines and young people interacted with individuals from different demographic backgrounds. For the young secondary students who came from more privileged backgrounds, this fostered an awareness of the complex challenges faced by many in the community. Additionally, the program fostered newfound connections between the Somali and Aboriginal communities, sparking a desire for increased collaboration in the future.

*'Food connects people and cultures, and helps spread a sense of belonging.'*

*-Garden Volunteer*



*'Working alongside local community and hearing their stories was great.'*

*-Exodus School Youth Coordinator*

# THE GARDENING SESSIONS

## Background to the Program: Why did we do it?

Since the inception of our Community Garden, 20 years ago, young people from local secondary schools have taken a lead in working the garden and finding ways to give to community. In 2022, they expressed a wish for a greater role in leading the direction of the garden, especially around programs which would share fresh food with local community.

We also wanted to increase access to the garden which is situated in the middle of a local public housing estate, as we knew that many Somali -Australians live in the surrounding public housing yet very few were accessing the garden. We wanted to find ways of communicating with the locals, that they were welcome to use the garden, and that it was theirs to utilise and get involved in.





# THE GARDENING SESSIONS

## Our Process Involved

Running a series of 'Community Cuppas', Gardening Sessions and Events over the year which encouraged new community to the garden. Different activities were designed with and for different target communities. These included:

- 1** shared meal and gardening session with Somali young women
- 1** shared meal and gardening session with Somali female Elders
- 2** drop in garden events with music and meal for local community
- 13** gardening sessions with secondary school aged young people
- 6** garden workshops with local primary schools
- 66** Community Cuppa drop in garden sessions (with additional funding)
- 66** deliveries of food to Barrbunin Beek Aboriginal Gathering Space (with additional funding)
- 320** community members engaged

# THE GARDENING SESSIONS:

What happened as a result of the gardening sessions?

## *The Connection Between Gardening, Food, Culture and Memory*

Repeatedly, the program revealed how food serves as a bridge to heritage, culture, memory, and community. Our Djilak-Djirri-Wilam Playgroup Play Group Worker emphasised the integral role of food in Aboriginal culture, stating,

***'There's no way we would run a program without food for the Aboriginal community. Sharing food is the important tie-in.'***

Similarly, gardening proved to be a powerful means of connecting to land, culture, and memory. Our Somali Women's Worker noted how gardening sparked conversations and connections among the Elders, many who had farmed before the war, evoking memories and fostering a sense of shared history. This provided an opportunity to pass down stories and cultural traditions.



*'there was connection to the land and that brought back memories...It encouraged positive stories about home.. There was some kind of connectedness, that they shared the same history. I'd love to hear their stories of the land - it's made an opportunity to pass down history and culture.'*



Additionally, bush tucker activities enabled Aboriginal families to rediscover and celebrate their heritage. They discussed the medicinal properties of Indigenous plants, reflecting on centuries-old knowledge now gaining recognition, thus reinforcing their cultural identity.





## **Building an awareness of local community gardens**

Importantly, we raised awareness of the local community garden, and others in the area. None of the Somali Elders who attended the Community Cuppas had known there was a local garden there which they could access, even though it was on their doorstep. All of them expressed a desire to become engaged in the garden as a result of the project, and to learn about how to grow vegetables in Australia.



*'Now they know they are able to access it. They see potential of learning new skills there.'*

*-CALD Women's Health Worker*

Similarly students, realized:

*'We can do this. This isn't hard.' They realized it was something they could take back to their communities and involve others in – some said they wanted to find a community garden near them – they didn't know they could do that before and some don't have the space to grow themselves.'*

*-Exodus School Youth Coordinator*





## Learning

The Exodus School Youth Coordinator reflected on the profound impact of the experience:

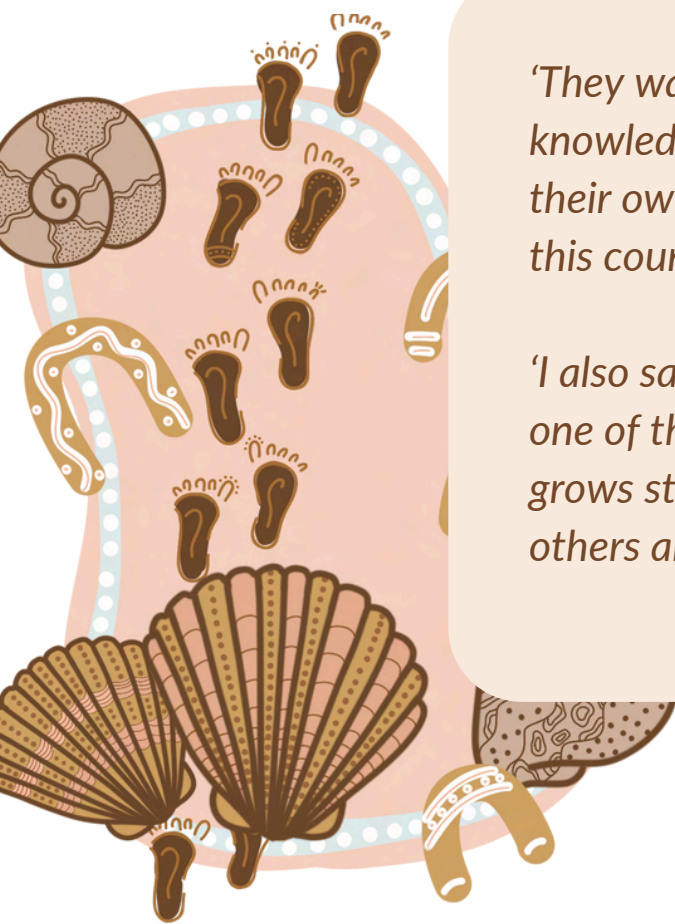
*'The learning was huge... The students were blown away by the garden .. They weeded, they tidied, they mulched, they dug in the compost, some tasted the produce, sorted and propagated and collected seeds.'*

*'They're students who often don't get dirty and they enjoyed getting dirty and connecting with the environment.'*

Additionally, our Somali Worker noted the eagerness of Elders to expand their skills:

*'They want to increase their skills and knowledge so they can try and grow things on their own. They want to know how to do it in this country.'*

*'I also saw encouragement of each other - one of the aunts has a nice backyard and grows stone fruits and she was encouraging others and teaching others to do things.'*



## **Homegrown Food: Taste and Value**

During our program, we discovered the deep appreciation the Somali Community holds for organic, homegrown produce—a luxury often out of reach due to budget constraints.

*‘Going back to basics. There’s a perception that its more healthy, more organic and better for the body.’*

One of the women emphasised the fundamental connection to the land—utilising what's necessary, embracing the cycle of life, including the use of natural fertilisers. Similarly, our young students came to realise the stark contrast in taste between supermarket produce and fresh, homegrown alternatives.





# FINAL IMPACTS

Communities strengthened their **capacity** to grow, cook and access food.

Communities emerged as **leaders**, designing and leading programs, and articulating what was important to them in open forums.

Communities gained confidence in **talking about some of the challenges** we all experience around food at this current time. This allowed them to share experiences and tips for low cost healthy meals and created a sense of community and connected over this shared challenge.

Communities connected with each other through **having fun and sharing their memories and culture around food**.

# KEY LEARNINGS

- Children can empower the family to eat differently.
- Cooking as a family was an extremely important part of the process, with children often leading the parents to participate.
- Fun activities, focused on social connection will draw people in and keep them attending so they can build their capacity and confidence over time.
- Group activities such as this support children and parents/ carers capacity to cook and expand their current diets.



- Cultural connections to food and community build resilience and community pride.
- Safe, inclusive environments provide unparalleled opportunities for cross-cultural connections to be made, leading to a more cohesive social fabric of the local area.
- A Strengths based versus a deficit approach is the way forward.
- There is an appetite amongst the community to grow, cook and share their knowledge.
- The ripple effect of these programs leads to other community led activity that is volunteer run and embedded into the local community.
- This was a relatively inexpensive program which made a lot of difference.



# PROGRAM LEGACY

As a result of Taste of Tucker we can see there is an appetite for food growing and cooking programs. Evaluation data shows there was desire for double the number of sessions.

We have also identified a need to join up the local community gardens, ensuring that the flow of food to plate is more efficient and culturally responsive.

The program has built staff capacity. Our Aboriginal Play Group Worker now runs Monthly Sessions around cooking and food with her playgroup, and is involving the dietician, and novel ways of encouraging healthy eating:

*'Now we have a magic green bowl of items to try new foods - and we use (Aboriginal) Language to get kids to guess what the food is and then if they try it they get a sticker.'*

In her role as coordinator at Barbunin Beek Gathering Space, she is also now running a regular cooking session and monthly Community Feeds, run by herself and volunteers:

*'This funding enabled us to create a kit - we have built our capacity as a team to run it and we have used the kit again and again and we can share cooking practice with multiple iterations.'*

With our Somali Elders, we are setting up a monthly session, where they will access our Community Garden, and learn how to use our polytunnel to grow tropical foods. We are also nurturing an idea for an art project where we capture their stories of working the land back in Somalia.

Our Somali and Aboriginal and Torres Strait Islander Communities have expressed a wish for opportunities to connect and work together in the future.

Auntie Robyn is becoming renowned as the 'Damper Queen' and being approached by other groups and agencies to make damper for events.

We have more volunteers and community members accessing the garden. We have built a food share box on the garden site so community can access fresh food out of hours and we are working with the Council to develop a meeting space so we can host more cooking and growing programs on-site and have it open more often.



Finally in the words of our Djilak Djirri Wilam Playgroup Worker:

*'Taste of Tucker was capacity building at a personal level, and a community level and an organizational level. It has given us opportunity to work across programs and involved so many people.'*





# PART 2

# CHANGES TO THE PROGRAM

In response to the local changing context, the program remained flexible and adaptable to the available resources and desires within our community. This ensured success and sustainability of the program, as we worked with the community using co-design processes to understand where they were at and how they would like to contribute to the project planning and delivery.

Overall, we exceeded our target reach, though with some groups, we did slightly less and others, we did more.

Initially the program was going to be youth-led. However, since receiving the grant, there were changes in our partner school's staff, and with that, less of an appetite to involve the students on a weekly basis at a co-design level. On discussion with both the staff and students, we identified that the young people would feel more confident as co-contributors and co-creators of the program, and so that is how they focused their energies. In response to this change, we widened the cohort of schools we were working with, to ensure we had enough young people to regularly work on, reflect on and shape the program. We ensured that toddlers, children and youth were also involved in each stage (from design to evaluation) and through this some unplanned leadership emerged from all three age groups.





The original plan of an Aboriginal Cultural Walk led by a local Wurundjeri Elder also posed challenges due to the diverse age groups involved, ranging from infants to Elders. Some of our Elders faced physical limitations, and concerns arose regarding the safety of such a wide age range outdoors, especially along the river. Responding to these considerations, the families collectively opted for an alternative: a day trip to a local children's farm featuring an Indigenous Garden Tour, and educational activities, providing an opportunity to learn about Bush Tucker.

This alternative event emerged as a resounding success, offering a platform where every age group could participate and engage with activities tailored to their level. It fostered inclusive participation and enriched understanding, aligning seamlessly with the program's objectives. It also aligned with self-determination principles where we as an organisation listened to the needs of the Aboriginal community and pivoted the project to ensure that it met their needs and desires.





# OUR EVALUATION PROCESS

The Evaluation process was led by the Banyule Community Health Promotion Team, with expert guidance, training, and support from Dr Liz Meggetto, from Meggetto Consulting.

Recognising the low literacy levels among the communities we serve, alongside some aversion to written surveys and formal evaluation processes, we employed developmental evaluation techniques. These methods focused on accessible and non-threatening reflective practices, aligning closely with the needs of our community members.

Throughout the process, we incorporated engaging activities after each session, designed to gauge participant enjoyment and gather feedback. Additionally, our team diligently recorded observations, allowing us to continually assess and enhance our sessions in real-time. Continuous improvements were made to the program through, pivoting as needed to respond to the emerging evaluative data and participant needs. This approach was critical to the program's success as it ensured enjoyment and relevance of the sessions was sustained, which led to people continuing to attend sessions and participation growth over time.





*Upon the conclusion of the program, we conducted 'yarns', individual conversations and informal discussions, with both community members and workers. This approach allowed us to capture nuanced reflections on the program's impact and effectiveness.*

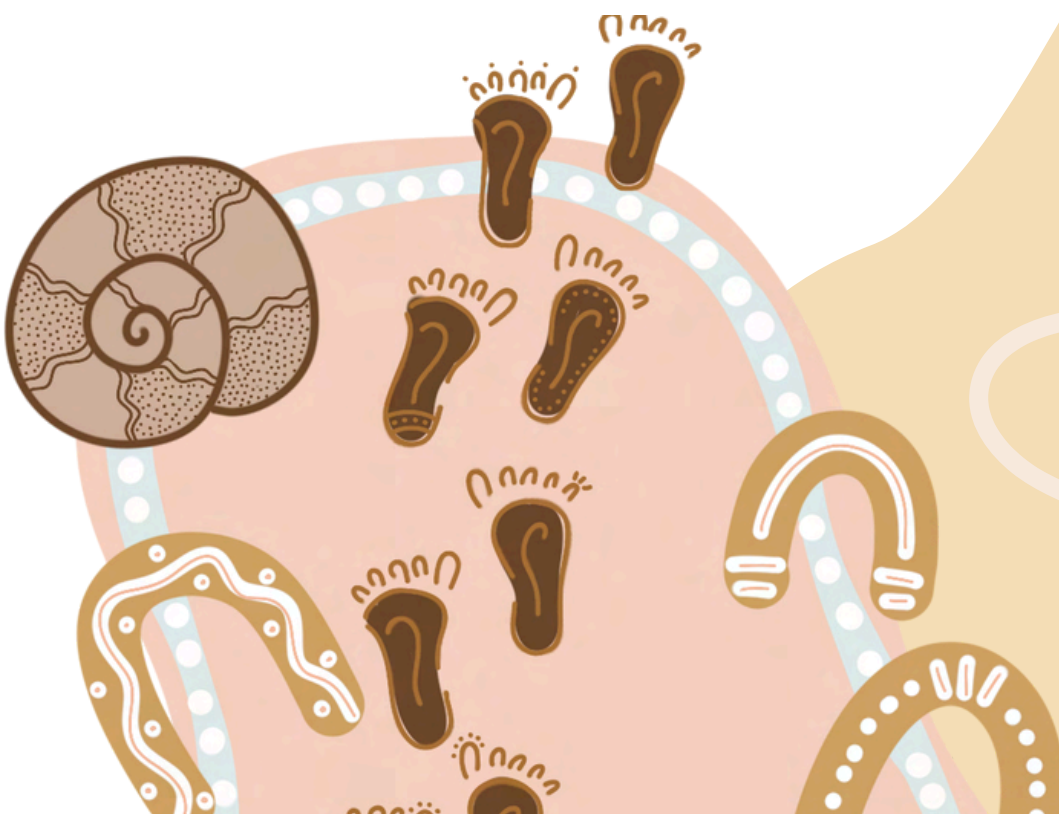


# THINGS WHICH DIDN'T WORK SO WELL

The videos were costly to make and whilst there was a lot of community confidence and pride in their creation we need to develop a media plan to share them more widely. At present, we have had only 3 to 32 likes and shares per video.

Apart from the Barrbunin Beek Gathering Space, which is for First Nations Communities only, the other local venue available to run cooking programs was not great – with poor equipment, and situated on the outskirts of the area we worked. Schools also reflected that they'd like a space to run cooking programs. With this evidence, we are currently lobbying Council to establish better local spaces where cooking and social connection can occur.

The younger Somali women involved in the Garden sessions fed back that they had had a lovely afternoon making planter boxes but were not that interested in continuing with a gardening or cooking project – their lives are busy enough. Future initiatives should look at ways to engage with them to support their busy lives whilst fostering opportunities for social connection and discussion around relevant health and life topics.





# BARRIERS AND ENABLERS

## BARRIERS

This kind of work is always unknown – meetings take time to establish and then get cancelled, people don't always turn up. This is because the lives of those we work with are sometimes chaotic and stressful. We therefore always run projects which develop slowly and are open to change. Sometimes participants turn up and they are experiencing stress and trauma. Again, this means projects take a different direction and we have to be ready to support and counsel. We are also working in a geographical area which doesn't have enough suitable cooking and meeting spaces so sometimes we had to make the best of challenging, ill-equipped venues. Finally, as mentioned above, our school partners changed and with that, the nature and concept of the program changed too.

## ENABLERS

The lived experience workers and community volunteers were key to this work. It was their ideas and vision which built such a rich, varied and relevant program. Also, the Community Health Promotion Workers on the ground brought passion, creativity, commitment and long hours to make this program happen. Finally, the local community and their wish to connect through food and gardening, told us what they wanted and what they were getting out of each project, enabling us to develop the project with them, harnessing their interest, energy and good will.





# PART 3



# APPENDIX



## TASTE OF TUCKER

**Banyule Community Health** would like to thank our local First Nations Peoples, who took part in the Taste of Tucker program, and for sharing your food culture and indigenous ingredients with the broader community. All recipes have **vegetables** as the **hero ingredient** and have involved multicultural families across the West Heidelberg and the local Banyule community.

**Together we can build a healthier and more connected community.**



# APPENDIX

## TASTE OF TUCKER Fried Scones

Aunty Robyn is known for her deadly damper making. We call her the Damper Queen. Here's her fried scones, great for scooping up your soup, or with jam.

**Prep Time:** 5 mins

**Cook Time:** 5 mins

**Makes:** As many as  
you want

### Equipment:

Bowl, bench space, fry pan and baking paper

### Ingredients:

Self-raising flour, water, salt and vegetable oil



### How to make:

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for  
video



1. Place 1 cup of self-raising flour in a bowl, add a pinch of salt, and mix.
2. Sprinkle flour on a clean bench.
3. Place pan on a medium heat add about 1cm deep vegetable oil.
4. You can also **add veggies or herbs** to make it more like a fritter.
5. Add the water, or milk, and mix the dough with a knife or spatula until dough leaves side of the bowl.
6. Place on lightly floured surface, flatten to 1cm depth. Cut into circles.
7. Place in a warm to hot fry pan. Fry until golden. Place on a paper towel.

What did the fried scone say to Aunty Robyn after doing her a favour?

It's the yeast I can do for you!



# APPENDIX

## TASTE OF TUCKER

### Corn Fritters (Pakora)

It's fun to explore recipes from around the world. Here's one from India shared by Pavithra and Kashvika. It's super easy, using simple ingredients found in the cupboard or fridge. Enjoy light, fluffy and tasty corn fritters.

**Prep Time:** 15 mins

**Cook Time:** 15 mins

**Makes:** 12 large size  
or 24 mini bite size

#### Equipment:

Bowl, bench space, baking paper towel & frying pan

The corn, carrot and  
cucumber fell into the  
ocean.

Now they are all  
'C' foods



#### Ingredients:

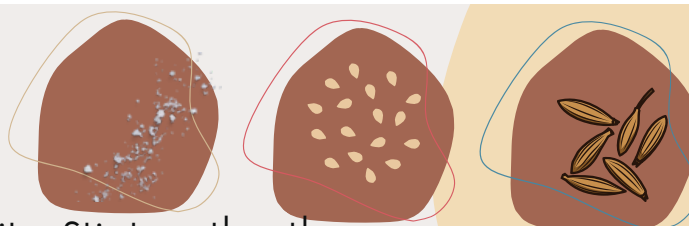
- 120g chickpea flour
- ½ teaspoon baking powder
- 2 teaspoons ground cumin
- 2 teaspoons ground coriander
- ½ teaspoon ground turmeric
- (A shake of cayenne pepper)
- 1/2 teaspoon of Murray salt
- 200g sweet corn kernels
- 3 spring onions, finely chopped,  
handful of fresh parsley, chopped
- 160mls milk or water
- Olive oil for frying

#### Mint Raita ingredients:

250g thick, plain (full fat) natural  
yoghurt small bunch of fresh mint, salt,  
pepper, and a squeeze of lemon

# APPENDIX

## How to make:



1. First make the raita. Stir together the yoghurt and chopped mint. Season with salt, pepper and lemon to taste.
2. For the fritter batter, sift together all the dry ingredients into a bowl.
3. Mix in the corn kernels, spring onions and parsley.
4. Slowly add milk or water and mix together until everything is well combined and there are no floury lumps.
5. Heat about 1cm depth of oil in a heavy frying pan over medium high heat.
6. When the oil is hot, drop a spoonful of batter into the oil. (Use a heaped teaspoon to make mini sized fritters).
7. Cook for about 2-3 minutes on each side. Don't overcrowd the pan - the fritters shouldn't touch.
8. Remove and drain on a paper towel. Keep the fritters warm while you cook the rest.
9. Serve with **Mint Raita**. Delicious!



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for  
video





# APPENDIX

## TASTE OF TUCKER

### Minestrone Soup

Leeanne loves to cook up a hearty minestrone soup for her family and the Women Elders' group at Barrbunin Beek Gathering Place. It's a great winter warmer, or summer dish. Perfect for the next day and is a fantastic way to get your daily intake of **five veggies**.

**Prep Time:** 15 mins

**Cook Time:** Approx. 30mins

**Makes:** 8 - 10 bowls

**Equipment:**

Large pot, chopping board, cutting knife & wooden spoon

Did you hear that the cook  
and the onion had a fight?  
It got a little dicey and tears  
were shed.

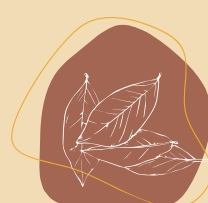
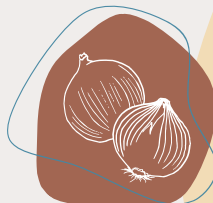


**Ingredients:**

- 1 medium brown onion, chopped
- 1 clove of garlic, crushed or ½ teaspoon of garlic paste
- 1 x 400g tin of crushed tomatoes
- 1 x 400g tin of 4 beans mix
- 2 carrots, diced, 2 sticks of celery, sliced, 1 large zucchini, diced, brussel sprouts, finely sliced
- 1 bay leaf
- 1 litre reduced salt beef stock
- Olive oil
- ½ cup wholemeal pasta

# APPENDIX

## How to make:



1. Place some olive oil to line a large pot and heat on medium.
2. Cook onion and garlic in the pot until onion is translucent.
3. Add pre-sliced carrot, celery, brussel sprouts and zucchini. Cook for a further 5 minutes or until vegetables are soft. Don't have one of the vegetables? You can add your preferred chopped veggies, such as zucchini or potato.
4. Add four beans mix. Continually stir with a wooden spoon.
5. Add bay leaf, beef stock (or use vegetable stock if you would like to make it vegetarian), and crushed tomatoes.
6. Bring to boil, add pasta and simmer for 12 mins or until soft and tender.
7. Garnish with parmesan and some shredded spinach.
8. Serve by itself or with a small wholemeal bread roll or one of Aunty Robyn's fried scones (see the recipe).



There are many more inspiring recipes and healthy eating information that can be found at [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

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video





# APPENDIX

## TASTE OF TUCKER

### Tabouli

Samar and Issa's tabouli recipe is easy to make at home with a few basic fresh ingredients. Issa loves to scoop up his tabouli in a crunchy lettuce leaf or with pita chips. Try it!

**Prep Time:** 15 mins

**Serves:** 10 +

**Equipment:**

Chopping board, utility knife, bowl, work bench and serving cutlery.



**Ingredients:**

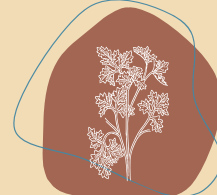
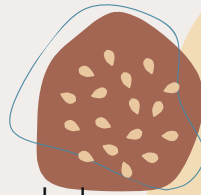
Samar and Issa made great use of fresh produce at Buna Community Garden, adding snow peas, spring onions and cucumbers.

- 2 large tomatoes, finely chopped
- ¼ cup lemon juice
- 4 cups chopped fresh flat-leaf parsley leaves
- 1 cup chopped fresh mint leaves
- 4 spring onions, thinly sliced
- ¼ cup olive oil

What did the plate say  
to the tabouli?  
Dinner is on me!

Tip: Tabouli is best made as close  
to serving time as possible.

# APPENDIX



## How to make:

1. First, rinse, dry and dice the tomatoes and place them in a colander. Sprinkle with salt and allow to drain into a small bowl.
2. Prepare the bulgur wheat by soaking it in a separate bowl of boiling water for 15–20 mins. Use a colander to drain. Allow to cool.
3. Then add the bulgur wheat to the tomatoes.  
You can find bulgur wheat in the health section of the supermarket. (You can use quinoa or a tin of lentils instead).
4. Add salt and pepper. Set it aside for a few minutes to allow the bulgur to absorb the liquid.
5. To prepare the salad and dressing: Wash, dry, and chop the herbs. Thinly slice the spring onion. Roughly chop the parsley and mint. Then transfer everything to a large serving dish. Add olive oil and lemon juice. Toss to combine.  
Tabouli goes well with falafels and turkish bread.  
Why not also make your own hummus dip (click on the video) and pita chips to go with it!

**Store:** Once prepared, the leftover tabouli salad will last in the fridge for 2-3 days in an airtight container. It will taste even better on day two. Remove it from the fridge 20-30 mins before serving for the best texture

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# APPENDIX

## TASTE OF TUCKER

### Cheese Scrolls

Sarah Jayne and Jaxon have lots of fun making cheese scrolls for school lunches. Remember, what kids eat at school plays a crucial role in their learning and development. When we eat well, we grow well, and stay well.

**Prep Time:** 15 mins

**Cook Time:** 15 mins

**Makes:** 8 - 10

#### Equipment:

Bowl, bench space, cooking oil, baking paper & rolling pin

What did the queen say when the man threw cheese at her?

How dairy!



#### Ingredients:

- 2 cups of whole meal self raising flour (or use 1/2 white, 1/2 whole meal) + 1/2 cup in reserve
- 50g of grated mozzarella or tasty cheese
- 1 cup of Greek yoghurt
- 1 tablespoon of tomato paste
- 10g of thinly sliced lean ham
- Dried basil or oregano

**Note:** You can add olives, pineapple, pesto, and chopped veggies - spring onions, capsicum, diced tomato.

# APPENDIX

## How to make:

1. Preheat oven to 190C and line an oven tray with baking paper.
2. Use a spoon to add yoghurt to a bowl and mix.
3. Add self raising flour and mix until you have made a doughy smooth ball. It will be a little sticky.
4. Add extra flour slowly as you knead the dough until it is smooth to touch and doesn't stick. This takes about 5 minutes, so be patient.
5. Sprinkle some flour onto the rolling pin, roll out the dough until 1.5cms thick. Lightly spread tomato paste onto the dough, then sprinkle cheese and lean ham evenly. You can also add your preferred chopped veggies.
6. Roll the dough up from the short side of the rectangle. Sprinkle with dried (indigenous) herbs. Cut into eight even scrolls. It's best to work quickly.
7. Lightly spray cooking oil on baking paper so the dough doesn't stick. Place dough pieces on an oven tray.
8. Cook in medium preheated oven approx. 135C for around 15 mins. Cook until golden. Remember to make some extra ones, as they smell so delicious you will need to eat one as soon as cooled down.



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video





# APPENDIX

## TASTE OF TUCKER

### Spinach & Ricotta Sausage Rolls

This quick, easy and versatile recipe is a favourite of Kristen and Cooper. They love adding indigenous ingredients such as warrigal greens and bush salt to make it extra yummy.

Served with a healthy salad with dressing made in jar.

**Prep Time:** 15-20 mins

**Cook Time:** 25 mins

**Makes:** 12

#### Equipment:

Bench space, wooden spoon, bowl, cutting board, knife &

oven

Where does spinach eat its dinner?  
At the vege-table.



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#### Ingredients:



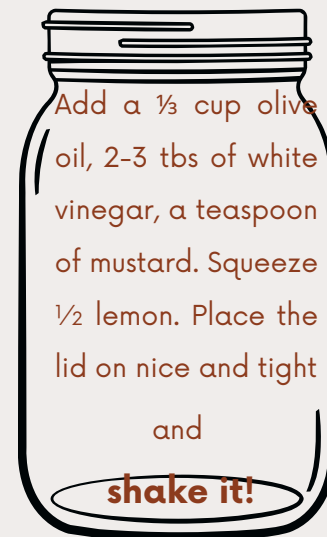
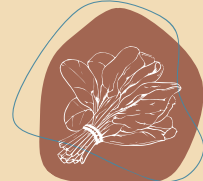
- 1 tablespoon olive oil
- 200 grams baby spinach leaves (add some warrigal greens)
- 450 grams ricotta. Use a tub of regular, full fat ricotta
- 2 eggs
- ½ cup parmesan cheese grated
- Packet of lite puff pastry
- (Optional) ¼ cup Greek feta crumbled. Salt and pepper
- Salad: Spinach leaves, cucumber & tomato. Add your fave veggies.

**Double your ingredients & freeze.**

# APPENDIX

## How to make:

1. Preheat oven at 180C/350F.
2. Cut up spinach/ warrigal greens, spring onions and add into a large bowl, along with the ricotta.
3. Add some pepper and a pinch of salt.
4. Crack an egg in a small bowl so that there is no egg shell. Add it to a large bowl with cheese and mix with a wooden spoon.
5. Cut the puff pastry sheet in half with a knife.
6. Using a spoon, divide the mixture equally between the rectangles, along the middle on the long side.
7. Crack an egg in a small bowl and mix. Brush the long edge with the egg and then roll up, finishing with the seam-side down. Don't roll them too tightly or have them too full, as it will spill during baking. Cut evenly into four. (Tip: Refrigerate for 20 mins before cutting, so they don't tear).
8. Place baking paper on tray, add rolls so that they are not touching. Pop them in the oven to 180C/350F for 25 mins or until puffed, flaky and golden brown. **So yum!**
9. Allow the rolls to cool slightly for about 10 mins. Serve with your favourite sauce and make a salad and dressing.



You can refrigerate and use leftover dressing again.



# APPENDIX

## The Recipe Videos

1. [Minestrone Soup and Fried Scones](#)
2. [Corn Fritters](#)
3. [Tabouli](#)
4. [Cheese Scrolls](#)
5. [Spinach and Ricotta Sausage Rolls](#)



# THANKS TO

- Assumption College
- The Buna Community Garden Volunteers
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