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Food preparation as a tool for empowering youth in foster care

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Food preparation as a tool for empowering youth in foster care

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This thesis is a project thesis completed in Laurea University of Applied Sciences, Otaniemi. The focus in this thesis project has been to evaluate whether the customers in foster care at Growth Community Aura would participate in and benefit from cooking lessons, as it had become unclear, whether or not the customers could actually cook a dinner for themselves. As the customers are in foster care, they are, according to studies, at higher risk to develop mental health and financial trouble than their peers living at home after turning eighteen. What needs to be addressed, is the fact that these customers are delicate and cannot and should not be forced, but encouraged gently towards activities. The aim has been to develop a tool for the own carers of Growth Community Aura to help them guide the customer towards hands-on experiences of success, in the form of a recipe leaflet and a follow-up sheet.

Before the cooking lessons, the thesis plan was analyzed through a stakeholder SWOT, to foresee any problems and to adjust the plan to minimize the effect of those problems. Preliminary discussions were held with all the customers who had expressed their willingness to participate. The dishes and the schedules for the lessons were agreed upon those discussions, as the customers designed their lessons. Seven lessons were held and all of them resulted in a success. The themes of the lessons were designed to allow the customer to get used to the kitchen and gradually work their way towards more challenging dishes. The themes were familiarizing with the kitchen, independent working, critical and creative thinking and mastery. The customers gained hands-on experiences of success and built their confidence in their skills. The customers were free to stop at any time and most of them used their right.

After implementing the lessons, feedback was asked from the customers. A recipe leaflet was put together; it contains the recipes the participants prepared and a selection of other, easy recipes. Also, to help the own carers, a follow-up sheet has been drafted to account for the cooking lessons the customers have received during their stay at Growth Community Aura. The feedback and the project were analyzed through Process Evaluation- and the Outcome Based Evaluation- methods.

From the feedback the customers gave it became evident the customers were lacking hands-on activities which would empower them through building their confidence in their skills. Therefore the cooking lessons can be highly recommended for all foster care facilities for empowerment purposes and to teach independent living skills. The working life partner Growth Community Aura has benefited from the thesis project in the form of a new tool in their handbook, which in turn will make the work done in the Growth Community more transparent and of a higher quality.

Keywords: empowerment, food preparation, youth, foster care

Marianne Runtti

Ruoanvalmistus voimaannuttavana tekijänä nuorten sijaishuollossa

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Tämän Laurea -ammattikorkeakoulussa toteutetun lopputyön tavoitteena on ollut selvittää, voisivatko Kasvuyhteisö Auran asiakkaat osallistua ja hyötyä ruuanlaittotunneista, sillä oli epäselvää, pystyvätkö asiakkaat valmistamaan itselleen aterian. Sijaishuollossa olevat nuoret ovat tutkimuksien mukaan kotona asuvia ikätovereitaan suuremmassa riskissä mielenterveys-ongelmien sekä taloudellisten ongelmien suhteen tultuaan täysi-ikäisiksi. Tulee huomioida, että nämä nuoret ovat haavoittuvaisempia kuin suurin osa muista nuorista. Heitä ei voi eikä saa pakottaa osallistumaan toimintoihin, vaan motivoinnin täytyy olla hellävaraista. Lopputyön tavoitteena on myös ollut kehittää Kasvuyhteisö Auran omahoitajille työväline, joka auttaisi heitä ohjaamaan asiakkaita kohti konkreettisia onnistumisen kokemuksia.

Ennen tuntien toteutusta lopputyösuunnitelma analysoitiin Stakeholder (asianosaiset) SWOT-menetelmällä, jotta haasteisiin voitaisiin puuttua jo etukäteen. Kaikkien niiden asiakkaiden, jotka olivat ilmoittaneet halukkuutensa osallistua ruuanlaittotunteihin, kanssa pidettiin alustavat keskustelut, joissa päätettiin tehtävät ruokalajit sekä tuntien ajankohdat. Yhteensä seitsemän ruuanlaittotuntia saatiin pidettyä kolmelle asiakkaalle. Osa asiakkaista käytti oikeuttaan lopettaa tunnit kesken. Ruuanlaittotuntien teemat olivat keittiöön tutustuminen, itsenäinen työskentely, kriittinen ja luova ajattelu sekä mestarius/taidokkuus. Tuntien jälkeen asiakkailta kysyttiin palautetta. Reseptivihkonen, jossa asiakkaiden valmistamien ruokien lisäksi on muitakin helppoja ohjeita, laadittiin tuntien pitämisen jälkeen. Myös omahoitajia varten laadittiin seuranta-lomake, jonka tarkoituksena on auttaa omahoitajia dokumentoimaan asiakkaiden saama opetus ruuanlaitossa.

Asiakkaiden palaute sekä koko lopputyöprojekti analysoitiin prosessin arviointi-menetelmällä sekä lopputulos-perusteisella arviointi-menetelmällä. Asiakkaiden antaman palautteen perusteella oli selvää, että he kaipaavat konkreettisia aktiviteetteja, jotka voimaannuttaisivat heitä taitojen karttumisen myötä. Tämän perusteella voidaan ruuanlaittotunteja suositella kaikille sijaishuoltolaitoksille sekä voimaannuttamis-tarkoituksessa että itsenäisen elämäntaitojen harjoitteluun. Analysoinnin perusteella voidaan myös arvioida, että kasvuyhteisö Aura on saanut uuden työvälineen omahoitaja-työhön, jonka avulla kasvuyhteisössä tehtävän työn laatu ja läpinäkyvyys parantuvat.

Asiasanat: voimautuminen, ruuanlaitto, nuoret, sijaishuolto

Table of contents

1	Introduction	7
2	Etelä-Suomen sijaishuoltopalvelut ESSI Oy as a working life partner	8
2.1	General information.....	8
2.2	Core competence	8
2.3	Resources	9
2.4	Rehabilitating care	10
2.4.1	Own carer work	10
2.4.2	Complimentary work to own carer work.....	10
3	Theoretical background	12
3.1	Empowerment	12
3.1.1	General information	12
3.1.2	Contradicting modernist views on power	13
3.1.3	Empowerment process and social services.....	14
3.1.4	Consciousness-raising	15
3.1.5	Empowerment for youth in foster care.....	16
3.1.6	Other studies of empowering youth	17
3.2	Life skills	17
3.2.1	World Health Organisation's definition	17
3.2.2	Coping and governmentality.....	18
3.2.3	Ways of coping	18
3.2.4	Independent living-skills	19
3.3	Food preparation as an independent living skill	20
3.3.1	Food management	21
3.3.2	Recommended daily intake	21
3.3.3	Food plate model 2014.....	22
3.3.4	Informed choices in food preparation	23
3.3.5	Study on food preparation as a tool for empowering youth	24
4	Implementing a project thesis	24
4.1	The purpose of a project thesis	24
4.2	Time tables and progress	25
4.3	Implementing the lessons	27
4.3.1	1 st lesson	27
4.3.2	2 nd lesson.....	28
4.3.3	3 rd lesson	29
4.3.4	4 th lesson	30
4.3.5	5 th lesson	30
4.3.6	6 th lesson	31

4.3.7	7 th lesson	32
4.3.8	- Customer 3.....	33
4.3.9	Themes of the lessons and their connection to the theory base.....	33
5	Evaluation	34
5.1	SWOT-analysis	34
5.2	Process evaluation	35
5.3	Outcome based evaluation.....	36
5.4	My evaluation.....	38
6	Discussion.....	40
6.1	Empowerment	40
6.2	Independent living skills	42
6.3.	Nutrition and healthy choices	45
6.3.1.	Guidelines for healthy choices	45
6.3.2	Why food preparation as a tool?	45
6.4.	Implementing the cooking lessons	46
7	Ethical considerations	48
8	Further research ideas	50
	References	51
	Illustrations	55
	Picture 1. Levels of empowerment and their connections	55
	Picture 2. The Food Plate Model 2014. Copyright The National Nutrition Council of Finland	56
	Tables	57
	Table 1. Stakeholder SWOT. Spolander and Martin (2012)	57
	Table 2. Outcome based evaluation. The connections between individual and organizational outcomes, performance and values. Schalock, 2012.	58
	Appendices	59
	Appendix 1: Maukkaita kokemuksia- recipe leaflet	59
	Appendix 2: Follow-up Sheet	84

1 Introduction

Growth Community Aura offers around the clock special care and rehabilitation for customers in the age range of 12 to 17. The customers are placed either under long term foster care contract, 30 day emergency foster care placement or as open care placements in the Growth Community. Depression, anxiety or neuro-psychiatric disorders are common diagnoses amongst the customers. Growth Community Aura aims to offer customers skills that enable a balanced life after being in foster care. Promoting independent life-skills is a part of regularly scheduled program, but it has been lacking something. The Umbrella -hand book and method, that is well-used in the own carer work in Growth Community Aura, only makes a brief question for the customer about their cooking skills. The other tasks are more related to eating regularly and knowing table manners and such. Choosing cooking lessons as a tool for this thesis project was a natural occurrence, as the thesis writer already works in the Growth Community Aura as a hostess and sees the way the customers function in the kitchen. This has led to ponder whether Aura's customers can actually cook a meal for themselves and if not, what can be done about it.

The possibility to affect the whole of Finnish social work community through these cooking lessons connects the individual cooking lessons to the policy level of empowerment. A “pilot program”, which aims at giving the customers experiences of success and the feeling of capability which in turn empower the customer, needs to take course. This program plan then is analyzed through a stakeholder SWOT-analysis, to combat any foreseeable problems. After some adjustments to the plan, the thesis work can begin. First the customers are asked what kinds of food they would like to learn to make. This is done either orally or in writing through a short questionnaire according to the customers' wishes, so that a better understanding of the customers' ideas and wishes can be obtained.

The second phase is the actual “lessons” in which food is cooked together by the customers and the thesis writer. The plan is to teach three to four lessons for each customer, so that a small variety of dishes can be taught. Third phase is a small booklet/leaflet with the recipes and instructions for the dishes the customers have prepared themselves plus some suggestions and variations for their purposes. Also, a “follow-up” sheet will be drafted for the own carers to use. After completing these three phases, the thesis itself will be written and analyzed through a process evaluation and an outcome based evaluation.

The fourth phase, which will commence after the completion of this thesis work, is to install this new structural component into the guideline book in Growth Community Aura. Whether the promotion of cooking skills is done through/with the hostess or the own carer has to be independently decided on each case (customer). There should be a follow-up sheet in the customers' file so that there is evidence/proof of teaching and promoting independent living-

skills. A better quality of foster care and a better way to open up what is written in the guide book of the services Aura offers, can be the best possible outcome of this thesis.

2 Etelä-Suomen sijaishuoltopalvelut ESSI Oy as a working life partner

2.1 General information

Etelä-Suomen sijaishuoltopalvelut ESSI Oy is a privately owned company founded in 2012 and it is located in Ruukinranta, Espoo. It was originally founded by two experienced professionals who both have prior experience in owning neighboring privately run foster family homes for more than ten years.

ESSI Oy consists of a Youth Growth Community Aura under which there are currently two units, Soihtu and Lumo. The units are located in separate houses on the same lot. Each unit has seven places for customers, totaling 14 places. Soihtu began operating in November 2012 and Lumo in December 2013. There is a bedroom for each customer, a calming down room, two offices, an activity room, a living room and a kitchen plus a sauna and 3 shower rooms in each unit as the aim is to offer as much as possible a home-like environment. The houses were originally built as foster family homes, so there has been little need for renovations during the transition from foster family homes to special care units.

The working life partner, Growth Community Aura, supported the thesis work by allocating time for the thesis worker to conduct the cooking lesson within the working hours. In addition, the actual space in which the lessons were implemented, was also provided by the working life partner as well as the ingredients for the cooking lessons. Also, regular support by the colleagues was received verbally through questions and comments.

2.2 Core competence

ESSI Oy's Growth Community Aura focuses on the around the clock care and rehabilitation of demanding customers in the age range of 12-17, whose health and well-being has become a major concern for the social worker and whose condition is such, that they cannot be placed into regular foster care as they show psychiatric symptoms of ill-being in their behavior. "The core idea is to combine health care and child protection know how through youth psychiatric and psycho-therapeutic professional expertise to complement the care methods of facility care. This aim can be crystallized into three core elements of care: Understanding, care and boundaries." (Essipalvelut) Most commonly the customers show symptoms or are diagnosed with depression, anxiety or neuro-psychiatric disorder.

The customers can be placed into Growth Community Aura as a long term commitment for placement, an emergency placement, a foster care placement or as an open care placement. The customers who have been placed for a long term placement often stay until they turn eighteen and are of legal age. An emergency placement will last for 30 days (Child Protection Law, 385) after which it has to be determined whether the customer may return home, stay in care as an open care customer, stay in care for an additional 30 day emergency placement period or whether the customer would benefit most from being taken into custody. Growth Community Aura can also facilitate enhanced care periods of various lengths. After foster care services are offered through Etelä-Suomen sijaishuoltopalvelut ESSI Oy.

2.3 Resources

"Growth Community Aura is a heavily resourced foster care special unit. The ratio per one customer is 1,43 trained professionals on care and upbringing work." (Essipalvelut). The multi-professional teams in each unit include bachelors of social services, nurses, practical nurses, mental health nurses and community pedagogics working in the Growth Community alongside with the manager, the doctor and the hostess. There are currently eight members in the Lumo team and nine in the Soihtu team. Of those two are head nurses and two sub head nurses. The doctor, the manager and the hostess are shared employees for both teams. Later on the teams will be adjoined by a psychologist.

The personnel is experienced and possesses various skills and trainings of which the Growth Community Aura benefits greatly from. In special unit Soihtu there can be found a riding therapist, community care therapist, several Silta(Bridge)-counselors, a family therapist and a psychotherapist within the multi-professional team. On average the Soihtu team possesses more than seven years of experience of foster care work per professional. In the Lumo team there is a special level family therapist, a psychotherapist and a work counselor within the unit. On average the members of Lumo team possess nine and a half years of experience in the field of foster care work.

The personnel have the opportunity to educate themselves further and ESSI Oy offers training for the whole company. Currently the head counselor/nurse of Lumo is attending SoTe Jet, which is a managerial training program for the social work and health care professionals. There is at least one team member from Soihtu currently taking part in Silta-education process. The whole Growth Community Aura personnel are offered a training day about eating disorders in February 2014.

2.4 Rehabilitating care

2.4.1 Own carer work

As the customers come to Aura for various reasons, each of them is offered personalized care and rehabilitation. A form of rehabilitation work is own carer work. This own carer work is well supported and work counseled and it therefore forms the core of close care (essipalvelut.fi). Each customer is assigned an own carer and a sub own carer. The own carer is the primary person whom with the customer handles all issues. Of course the rest of the personnel work with the customer as well on an everyday basis even though all major decisions and all matters related to economics are dealt with through the own carer system.

In this form of rehabilitational care the most important method to work is the professional dialogue between the customer and the carer. As the aim of the dialogue is the empowerment of the customer, the choice of words within a dialogue plays an important role in the outcome of the dialogue, as the customer can interpret the wordings differently from the own carer. Choosing positive methods for interaction allows the customer to see their own capabilities. "Especially the youth expect actions, which show that their opinions and wishes matter too"(Umbrella-handbook, p.14.) Therefore it is important for a customer in foster care to see words put into action and to see promises being kept.

As the dialogue between the carer and the customer grows deeper, it builds up trust and as trust is established the dialogue can cover more issues and the roots of the problems the customer is facing. The aim is to help the customer confide in the own carer and enable the customer's growth and development into the desired direction. The own carer has to keep a close look at the customer to be able to react promptly and swiftly to the customer's reactions. The own carer also has to keep bringing up new topics of discussion. Often the own carer has to face serious issues and feelings that arise from the dialogue with the customer. This is dealt within the regular team meetings and in the personal work counseling the own carer receives through ESSI Oy. "The depth of the caring component of the own carer work is defined by whether the customer has an on-going or planned psychotherapy. Own carer work is complementary work to psychotherapy." (essipalvelut.fi).

2.4.2 Complimentary work to own carer work

ESSI Oy's Growth Community Aura uses several different interviewing and other methods to enable the own carer to get an overall impression on the customer's situation or a better understanding on a specific issue. Baro-method, EuroAdad-method, starting interview (tulo-haastattelu), NKK (youth's experiences in the past)-interview, Silta-method and the Umbrella-method are the tools most commonly used in ESSI Oy. Of these methods, the Umbrella-method concentrates on the independent life skills and therefore it needs to be unraveled here shortly.

The Umbrella-work book method was originally a Leonardo da Vinci-pilot project in EU in 1997-2000. It has been developed by the professionals working in foster care homes to aid them to identify and implement the key elements and core tasks of own carer work. It has been re-evaluated after the change in the child protection law in 2008 and re-printed in 2010. The work book enlists seven different areas in life to promote discussions and enhance dialogue. These areas are:

- A) Me, myself
- B) Social relationships
- C) School, profession, work
- D) Financial issues
- E) Wellbeing
- F) Home
- G) Crime.

Each of these sectors of life is handled in the work book through topics of discussion, ideas for exercises and functional group exercises. These exercises have been planned to be used with customers from the age 12 forwards. The own carer chooses the exercises most suitable for the customer and their needs. The aim is to keep topics of discussion constantly in the air and open, so the customer can re-visit and fill in the possible blanks in their past. The purpose is to create a portfolio of the customer's growth by exploring all of the above mentioned areas and to use imagination as a complementary tool with these explorations. The original exercise sheet in the work book may be black and white, but colour may be added by gluing photos, paper scraps or the whole exercise can be videotaped. The customer's needs and likes shape the form of the portfolio. The portfolio is also a tangible object, which allows both the customer and the own carer to see the growth process alongside the exercises and to evaluate what has been accomplished and what needs to be improved.

The Umbrella-method has been developed to ensure the own carer work to be therapeutic and educational, through making visible and tangible the skills needed in everyday life and making sure the customer possesses such skills to the best of their abilities. The reasons for the customer to have been taken into foster care are to be dealt with too, through different exercises. Handling nutrition, cleaning and washing laundry alongside with paying bills and making doctor's appointments and how to get there are amongst the skills the Umbrella-work book enables the customer to plan and learn together with the own carer. Education and the choices there are available are to be presented and discussed with the customer and through dialogue the customer is taught to make informed choices about their future.

3 Theoretical background

3.1 Empowerment

3.1.1 General information

"Oppressed people, as individuals, have limited choices over most aspects of their lives and are often ruled by forces of which they are not even aware" (Mullaly, 2007). Often power and powerlessness are seen as opposites; if one is powerless, then there simply cannot be any power within them. Postmodernist scholar Mullaly opposes this idea and states that all people have at least some power. He goes onto stating all groups in a society hold some power even though dire differentials in the amount of power a group has, exist. The use of power is also more frequent by the group in the society which has more power to begin with. The dominant group uses power to maintain the status quo. Mullaly cites Gil (1976b) and states that oppression tramples on various beliefs, which are highly valued in the field of social work such as self-determination, personal growth and development, the inherent dignity and worth of persons, social equality and democracy.

Fook (2002) notes that people can belong to powerless and powerful groups at the same time. Men and women form opposing groups in the society and often men are seen as the powerful group. There are situations in which the powerful turn into powerless; for example female politicians possess a lot of power and belong to the less powerful group simultaneously. Fook continues to critique empowerment and argues that without proper thinking through there is real danger of tilting the seesaw of power into the opposite position and thus disadvancing the formerly powerful group, which is not the desired outcome.

Fook cites Bainstow (1994/5) and states that in the process of empowerment there needs to be a clear understanding of who the process is aimed at and how the process is to be implemented. According to Ward and Mullender (1991), who Fook cites, there is a need for social justice point of view in the planning process of the empowerment. Without this perspective, the project and its goal becomes obscure and boundless.

The three levels, on which empowerment functions, are the personal/service user level, the agency level and the social policy level. The levels can also be divided into micro and macro levels. In picture 1 (see page 45), the first level is labeled as "1", which is the personal level. It is the closest to the person as it refers to the very personal and private level of feelings and thoughts. Also, the very proximal surroundings belong to this level. This could mean immediate family and neighborhood. Level "1" is also known as micro level. Level "2" refers to the agency level, which consist of the social work professionals and the social work agency. These are people and agency policies, which aim at improving the life situation of the customer. In

this thesis, this level refers to the professionals in Growth Community Aura and the thesis writer. The third level, labeled “3”, refers to the social policy level, which consists of the laws and policies that govern and guide how a population carries out their lives and how resources are divided into the society. Levels 2 and 3 make up the macro level of empowerment. The arrow with two points refers to the empowerment process's flow, which can be either way. For example this thesis work produces now a new tool to be used in foster care facilities. If this work is a success, these cooking lessons might be included into local foster care practitioners' guide and finally into the national foster care guide book.

3.1.2 Contradicting modernist views on power

Fook (2002) identifies five modernist views of power and empowerment that contradict post-modern and poststructural points of view. *Power as a commodity* entails the idea that power is a tangible object, which is transferable from one person or group to another. Also, if a person empowers another person, the power shifts and the first person is disempowered. Therein lies an assumption that power is a whole and it cannot be divided. Another assumption is that there exists only a certain amount of power. The innuendo is that the social worker must decide who deserves the most to be empowered.

Binary oppositional relations is the second view contradicting Fook's postmodern perspective. Fook states that it is often assumed that powerful and powerless are exclusive of each other when in fact the label "powerless" is appointed usually by the "powerful" group to enhance their power. *Allowance for difference* refers to the way inequality and equality are treated in modernist perspective; empowerment equals sameness, as everyone is treated the same and given the same. Fook argues that the feeling of being just like everyone else may lead to the person feeling like "another brick in the wall" and no matter what the person feels or thinks, they will never be heard. This actually leads to disempowerment in Fook's postmodernist perspective.

Accounting for contradictions is the fourth view Fook identifies. It seems that sometimes members of traditionally oppressed and disempowered groups in a society choose to follow routines and beliefs that have previously disadvantaged them. Fook sees this as an example of top-to-bottom management; the choices are really not for the person to make themselves. The aims and goals are determined by other people, usually in the powerful group, and therefore the people whom the program is aimed at fail to see the connection to their personal lives. Fook goes on to state that sometimes choices are hard to make and thus hinder accomplishing empowerment.

Fook refers to *the disempowering experience of empowerment* when the empowerment theory does not result in practice as empowerment but as disempowerment. Giving people labels,

such as disempowered, will create an idea that the label stands correct and accurate and it will never change. "In the very act of defining disadvantage, in order to empower, we in fact create disadvantage and thus disempower." (2002, 52). Fook states that the real dilemma is how to use power without placing intimidating labels or circumstances upon others.

3.1.3 Empowerment process and social services

Mullaly (2007) cites Simon (1990) and states that empowerment fascinates professionals in the field of social services due to three main reasons. Firstly the customer base is formed by the already marginalized or disadvantaged, secondly the social work professions are largely seen as feminine and thus are staffed by women, who have been an oppressed group in the society. Thirdly the professionals in the field of social services themselves experience oppression and overlooking by other professionals. Mullaly goes on to state that this should provoke the professionals to seek out and form theories and methods to help work with disempowered groups, starting with the professionals themselves. Fook (2002) complies with a notion that social workers feel uncomfortable having power and thus wish to see themselves as rather powerless. Fook analyses this to be due to the social worker having exercised power and not having seen any results or that the social worker felt too powerless to accomplish their goals.

Hasenfeld (1987, in Mullaly 2007) and Thompson (1998 in Mullaly 2007) all agree, that the practice of empowerment should exist on all three levels of empowerment. The first level, which is the personal level, creates discussion amongst scholars. Dalrymple and Burke (1995) concur that before moving onto the next levels, the empowerment should begin at the personal level. Mullaly agrees with Allan (2003b, in Mullaly 2007) that empowerment can occur on all three levels simultaneously, but it is not necessary. He goes onto explain that what social service professionals are meant to do in the empowerment process is to aid and not to empower, as otherwise the service users lose "control of the purpose, pace and direction of the collaborative effort" (p.300).

Secondly, Moreau and Leonard (1989, in Mullaly 2007) underline the importance of the collaborative nature of the empowerment process in which both parties are in a learning situation. Hasenfeld (1987, in Mullaly 2007) points out that the social worker must acknowledge the differentiability in interests and purposes for the two parties or this could lead to disempowerment and disappointment. According to Simon (1990, in Mullaly 2007) this can be avoided by the social worker studying as much as possible about the marginalized groups of people they are working with and according to Moreau and Leonard, by asking the customers themselves to characterize their situations and their challenges and by welcoming all disagreement or reservations that might arise from the actions the social service worker might suggest. Fook (2002) implies that herein lies the danger for the disempowering experience of empowerment.

If the social worker defines boundaries or describes challenges the customer is facing, the power is at the hands of the social worker, not in the customer's hand.

The third aspect underlines the very nature of social work. Pinderhughes (1983, in Mullaly 2007) points that as the customers are of a marginalized and disempowered background, it could be easy to use the nature of the work for the benefit of the worker. Compensating for the feelings of powerlessness the worker may experience should not happen. The empowerment process is seriously harmed if the worker uses the difference of power in their own advantage against the customers.

There have been two major levels of social work in the past. Ife (1997, in Mullaly 2007) states that the workers working on the micro level see work on the macro level unachievable and therefore see the value of social change as zero. Macro level social workers on the other hand see the work on micro level as a way to keep situations the same as before. Kothari (2004, 140) argues that most empowerment work is done on the micro level, which implies that power resides solely on the macro level. Kothari urges to challenge this perspective on power and agrees with Foucault's notion of power circulating instead of being possessed. Adams (2008) states that without the connection of the three levels of empowerment, the work social workers do becomes futile and a mere tokens. The connection between the political and the personal levels is today a part of the empowerment-based structural social work, as it is seen important not only in theory but in practice too. A part of this today is to acknowledge the oppression the dominant cultures place upon subordinate cultures (Mullaly 2002) Consciousness-raising dialogical relationship is the way to achieve this.

3.1.4 Consciousness-raising

"Thus, consciousness-raising involves the politicization of people" (Longres and McLeod, 1980:268 in Mullaly 2007). When people are more aware of their rights and of their oppression, they can become aware of the causes and roots for their oppression in the dominant cultures instead of themselves. This has been a tool for example for the women's movement to eradicate gender-based oppression. Longres and McLeod state that there are two elements in practicing consciousness-raising; reflection and action that are entwined so that what is found upon reflection, needs to be addressed into action and what is acted upon, needs to be reflected upon. Anything that upon reflection is found to belittle humanity, needs to be addressed through action to disable such social structures that enable oppression. Consciousness-raising differs from conventional social work so that it not only promotes people to see their situation and the reasons to their situation but it also promotes people to change the circumstances so that the situation would improve (Midgely 1982, in Mullaly 2007). Mullaly agrees with Mulvey (1994, in Mullaly 2007), who states that increased self-confidence and as-

sertiveness are only that, if the social change factor is not addressed. Therefore Adams (2008) states it is important to link the personal level to the social policy level.

3.1.5 Empowerment for youth in foster care

Perkins and Zimmerman (1995) state that "Empowerment is generally agreed to be a process that facilitates increased influence over one's life circumstances, influence in the community in which one lives, and greater awareness of the demands of one's environment and skills for negotiating these demands." There inlies a challenge for the youth, who are placed into foster care. Arnett (2007) underlines the differentiability foster care youth face compared to non-foster care youth when the length of dependency on family and others for support is measured. Becoming legally an adult at the age of 18 does not equal mental adulthood. Families support their members throughout life, whereas the foster care system hands the customer over to the next agency. Becoming dependent on an agency instead of having family or other close relationships to rely on without all the necessary skills and tools to survive can have disempowering effects. According to Tweddle (2007), this may result in homelessness, drug abuse and problems with mental health.

Krebs and Pitcoff (2004, 2006) announce that the way to empower youth in foster care revolves around responsibility. Testing and evolving their skills empowers the youth to accomplish more even outside the foster care system's boundaries. It is the care giver's duty then to make sure these accomplishments are noticed, nurtured and enabled. Kaplan, Skolnik and Turnbull state in their scientific journal article that "The empowerment of youth in foster care requires the collaboration of multiple ecological forces (e.g., family, community, agency, government, culture, religion) that can support the potential and current capacities of youth in care (2009)". In order to fulfill the gorge of need for care and support that results from being taken away from one's family and becoming dependent on foster care agency, Kaplan, Skolnik and Turnbull request that "youth in and leaving foster care need to be sustained until they can indeed function as empowered, interdependent, contributing members of communities" (2009).

Parpart et al, (2002) suggest that in order for empowerment efforts to work, there needs to exist meaningful participation. There is controversy over what youth empowerment consists of (Altman, Feighery, Haydel, Strausberg, Lonig & Killen, 2004), but there is consensus that a proper youth empowerment program should offer "opportunities to experience leadership, advocacy, and peer education; practice planning, organizational, decision-making, and critical thinking skills; express their creativity; and engage in enjoyable social interaction with others"(Messias, Fore, McLoughlin, and Parra-Medina 2005 p. 334). Moody et al. (2003) and Holden, Messeri, et al.(2004) add to this list improving social skills, which is seen as essential.

Kabeer (1999, 437) discusses first-order choices and second-order choices in the empowerment process. The first-order choices are the major issues in life that may alter a life completely, such as becoming a landed immigrant instead of an asylum seeker. Often these choices can be voiced out, but the ultimate decision lies in the hands of others, most often a member of Fook's (2002) "powerful" group. As this desire then hangs in the air without the person being able to do anything but wait, it is the second-order choices that make empowerment possible. Having a say on the daily routines or deciding what to wear become important life-improving choices.

3.1. 6 Other studies of empowering youth

Laakso (2009) has done a bachelor-level thesis about the empowering effects participating in local theater has had on the youth in the view point of the parents. The thesis found out, that the parents had noticed the increase in socialization, independence and sense of responsibility in their youth after attending the theater group, even if the work was sometimes hard on the youth (27-30). Jäppinen, Kakko and Kuosmanen (2011) have written a thesis about teenager's view on their chances of influencing the youth house's affairs. They state in their thesis work that the youth felt most able to influence the youth house's affairs through taking part in meetings, voicing their opinions and hearing what others have to say and to be heard themselves (26). These two theses touch on different subjects but have a similar theme: activities that empower the youth.

3.2 Life skills

As a teenager turns eighteen, they become legally adults overnight. They are allowed to vote, buy alcohol and tobacco products, rent an apartment and take on a loan amongst other rights. However, there are duties involved in adulthood. This chapter explores what kinds of skills and understanding of the functions of a society is needed for a young person, to be able to lead a successful life.

3.2.1 World Health Organisation's definition

In order to address the fact that life skills have no definite definition, World Health Organisation WHO Department of Mental Health acknowledges five areas of life skills that come across around the globe. These areas are: decision-making and problem-solving, critical thinking and creative thinking, communication and interpersonal skills, self-awareness and empathy and coping with emotions and stress (WHO) There are differences in the reasons as to why life skills are being taught across the world. All of the reasons aim to improve the life of the citizens through learning these important life skills.

The WHO meeting on April, 1998 states that life skills are "essential for the healthy development of children and adolescents, social development, preventing child and adolescent death, disease and disability" (WHO). Life skills are also important factors in "socialization and preparing young people for changing social circumstances" (WHO).

3.2.2. Coping and governmentality

Roos (1987, 65-67) declares that there are two types of coping mechanisms in a person's life. The *inner coping mechanism*, according to Roos, is the personal capability to cope and adapt to changes in life. The *outer coping mechanism* refers to the actions a person takes to control and cope with situations. Roos sees that the outer coping mechanism is working perfectly when a person feels they have accomplished their goals and aspirations in life without being interrupted from an outside source. In simple terms, this means that the person has made a plan and followed it with little alterations and that plan has been agreeable by the society.

Governmentality refers to a term introduced by Foucault between 1977 and 1984. There are several points of view when using the term governmentality. Dean (1999) explains governmentality as 1) the way individuals see governing, which is influenced by opinions and knowledge the individuals possess (17), 2) the way governments express power and discipline over citizens through the educational and upbringing systems, through the judicial system, in social and health care services, and in involuntary mental health care and in matters of (national) security (19-20).

3.2.3 Ways of coping

"The Lewinian formula states that *behaviour* (B) is a *function* (f) of the *person* (P) and the *environment* (E), that is, $B = f(P, E)$ " (Frydenberg 1997, 4). Frydenberg renews earlier scholars Cronbach, Hunt and Lewin's work and extends their formula into $C = f(P + S + pS)$ where C stands for *coping*, S stands for *situational determinant* and pS stands for the *perceived situation* (5). How a person sees and assesses their situation influences the success of coping as much as the person and situation determinants. How a person sees and assesses their situation is influenced by past experiences. Bandura's (1977a, 1982a, 1984, 1991, in Frydenberg 1997) *self-efficacy approach* emphasizes the importance of the belief a person has in their capabilities (5).

In his scientific article in *Psychosomatic Medicine* (1993), Lazarus refers to his previous work (Folkman and Lazarus 1988) and describes several different ways of coping. *Confrontive coping* refers to the aggressive way a person copes with a challenge, *distancing* refers to making room between self and the problem by pretending the problem does not exist at all. The *self-controlling* way of coping explains the person's behaviour through controlling their expressions and actions. *Seeking social support* underlines the social aspect of problem solving as the per-

son refers to other people for their advice and experiences. When a person is *accepting responsibility*, they are facing the situation straight on, even blaming themselves for the problem. When a person uses *escaping- avoidance* to cope, they are hoping for a miracle that would make the problem go away. This borders on the distancing way of coping. *Planful problem-solving* refers to the person's assessment and action-taking and following through with the plan to change or improve a situation. *Positive reappraisal* describes a coping way that changes a person through an experience that the person feels as improvement (237).

Frydenberg agrees with Lazarus and Folkman (1987) and states that coping is fluid and shifts shape according to the situation faced (38). Furthermore Frydenberg cites Compas (1992) and describes two types of coping. *Functional coping* refers to a coping type, in which the person actively searches for a solution after identifying the problem and acts upon their findings. *Dysfunctional coping* instead, refers to either expressing feelings and emotions that do not lead to a solution or to a situation, in which outside barriers hinder taking action in a situation (52).

3.2.4 Independent living-skills

The Washington State Department of Social & Health Services gives fifteen categories of independent living skills, which are assessed for each teenager in custody of the Department of Social & Health Services at the age of 15-16. These categories are listed in the Independent Living Skills Assessment Tool as follows:

- 1) money management/ consumer awareness
- 2) food management
- 3) personal appearance and hygiene
- 4) health
- 5) housekeeping
- 6) housing
- 7) transportation
- 8) educational planning
- 9) job seeking skills
- 10) job maintenance skills
- 11) emergency and safety skills
- 12) knowledge of community resources
- 13) interpersonal skills
- 14) legal skills
- 15) pregnancy prevention / parenting and child care

These skills are then assessed by the social worker and the customer with the cooperation of foster care personnel and anyone with information about the customer's skill level in any of the given categories. As the skills are assessed, it can be expected there to be variations in the skill level estimations between the carers and the youth. This can be seen as a way to gain access to information about where the customer themselves feel they still need help with or what skills they already possess (Nollan et al.2000). The customer's skills are ranked into basic, intermediate, advanced and exceptional levels. In order for the customer to advance to next level, they must fulfill the basic requirements in the previous level. Therefore, to allow the customer enough time to practice the independent living skills, it is necessary to plan the process well in time. This is something the foster care personnel and the social workers need to take into account when designing care for the youth (Nollan et al.2000).

In relation to this particular thesis, the second category "food management" deserves a closer look. This will be done in chapter 3.3.

In her master's thesis Lehtinen (2011) explores the transition of teenagers from dependency to independency via supported housing. Lehtinen quotes Myllyniemi (2009a, 138-139) and states that turning 18 does not equal adulthood in the youth's perspective. The youth place value on taking responsibility and being independent in regard to being an adult (6). This supports Krebs and Pitcoff's (2004, 2006) thoughts on empowering youth through responsibility. Lehtinen cites Siltamäki (2009, 65-71) and makes a note on the importance of emotional support for the youth in the process of becoming independent. If the family cannot be the emotional supporter, then the friends and other adults have a greater role in that department(6-7). The society expects the population to fill their role as a functioning member and tax payer. Lehtinen explains how the ministry of labor encourages and urges the youth to enter the work force and how education is emphasized. There are dire consequences for not applying for school or not accepting an employment offer (16).

In her study Lehtinen found out that half of the interviewed youth in or already out of supported housing had trouble with their daily rhythm (41). This can be a problem, as the society has been designed to best serve people who work from 8 a.m. to 4p.m., even if the stores are open longer than in the 1980's and services are available on internet too. It is one of the life-skills to adjust to the society and the way it functions. Lehtinen also found out, that through supported living the youth have improved their financial planning skills and are now more able to manage their finances (44).

3.3 Food preparation as an independent living skill

There are plenty of advice, hints and suggestions about cooking, dietary alternatives and nutrition in general to be found on the internet and other sources of information. This chapter

opens up the general recommendations offered by the official departments in charge of different aspects around the globe. It is important for the youth to know how to make healthier choices in cooking and how to store food properly. Not only is this important on a personal level to avoid diseases and malnutrition but on a national level too. A healthier population leads to smaller expenses in health care and longer input by the population to the tax system through longer working careers.

3.3.1 Food management

The Washington State Department of Social & Health Care declares food management as one of the independent living skills which are essential for successful living after foster care. The Independent Living Skills Assessment Tool used in The Washington State describes four levels of skills. The basic level criteria enlists questions of basic hygiene and basic food ordering skills. In order for the customer to advance to the intermediate skill level, they must be able to master at least three out of the four questions on the basic level. On the intermediate level the questions deal with fixing a meal for one person and appropriate use of kitchen tools. The customer must be able to master five out of eight tasks to advance to the next level.

The advanced level questions handle proper storing of food items, signs of spoilage in food items and the ability to carry out a grocery shopping trip. Five out of seven points must be obtained before the customer can advance to the exceptional level, on which three out of five tasks must be completed to obtain that exceptional level status in food management. The tasks on the highest level deal with being able to follow a recipe from a book and the ability to modify the recipe according to number of persons eating or the knowledge of use by- and best before- dates and their proper use. The scoring on the Assessment Tool is based on the lowest level of completion. A person might have skills on various levels, but for a completed level the previous levels must be completed with a satisfactory amount of tasks (State of Washington).

Knowing where to properly store grocery items and how to properly use them is a skill to be used to eliminate chances of food poisoning. Using spoiled food is a hazard to health and knowledge of signs of spoilage can prohibit food poisoning. Mold can produce toxins in food. Therefore, if food shows signs of mold, it is inedible and should be discarded. It is also important to cool down food as quickly as possible and to store it in the refrigerator and when re-heating the food, it is essential to properly heat the portion (Koski-Lahti, 2009).

3.3.2 Recommended daily intake

When planning a meal, it is recommended by the National Nutrition Council of Finland to consider the triangle of nutrition. The guidelines, which are visually presented in the form of tri-

angle or a pyramid, do not differ much from the World Health Organisation's recommendations and they are based on the Nordic recommendations. What is recommended is the decrease in the intake of carbohydrates and substituting those carbohydrates to be of fiber denser source. The intake recommendation for salt differs from other Nordic countries; in Finland the recommended rate is 5 grams of salt per day and in other Nordic countries the rate is 6 grams per day. The ratio of saturated and unsaturated fat tends to lean on the unsaturated side. The intake recommendation of vitamin D has increased. The decrease in the usage of red meats and meat products is recommended by the National Nutrition Council of Finland (2014,17-18).

A person's recommended daily intake of berries, fruits, roots, vegetables and legumes is around 500g, which equals 5-6 portions a day. One portion is about one medium sized fruit, 1,5 dl of salads or 1 dl of berries. If using beans and other legumes, which provide also protein to the meal, the suggested serving size is 1 dl (21).

Grain products refer to different types of cereal, pasta, rice and bread. It is recommended to prefer fiber richer products and whole grain products too. One portion of grain products is calculated to be 1 dl of cooked pasta or 1 slice of bread. The portion allowance for women is 6 and for men 9 per day. The use of potatoes is recommended to stay on the current level (21).

The recommendations on dairy products suggest the use of either non-fat or maximum 1% fat dairy products. The recommendation is to use maximum 17% fat-cheeses. To meet the body's need for calcium, it is suggested to use 5-6dl of dairy products a day plus 2-3 slices of cheese. Fish is suggested to be used variably twice a week, the use of red meats and meat products should be limited to 500g of cooked/grilled meat a week. All meat is recommended to purchase as lean as possible and without any added sodium. The recommended amount of eggs is 2-3 per week (22).

On the bread it is suggested to spread vegetable oil based margarine, with the fat content of at least 60%, as the vegetable based oils have a greater ratio of unsaturated fats than saturated fats. It is recommended to use vegetable oil based salad dressings and to use vegetable based oils when cooking. It is noteworthy to mention, that the vegetable based coconut oil is almost completely made of saturated fats and therefore not a good choice for cooking (22, 23).

3.3.3 Food plate model 2014

The National Nutrition Council of Finland describes in their Food Plate Model the recommended compilation of food on a plate to accommodate healthy and nutritional meals. First, half

of the plate is to be filled with vegetables and salads. Then, of the remaining half, half is filled with a grain or potato portion and the other half with poultry, red meat, eggs or meat products. In percentages it can be expressed in an equation 1 plate = 50% greens + 25% grains + 25% meats. The meal is to be supplemented with a glass of non-fat dairy product and a slice of bread, which has been brushed with vegetable based margarine. As a dessert, berries and fruits are recommended (Valtion ravitsemusneuvottelukunta).

3.3.4 Informed choices in food preparation

According to the National Nutrition Council of Finland, the first rule for healthy living is to eat on a regular basis. This means eating 3-4 hours apart 4-6 times a day. This allows for the metabolic system to function properly and helps keep portion sizes moderate and thus prevents weight and health problems. Secondly, making informed choices of the foods one consumes enhances good health. Several portions of berries, fruits and vegetables each a day is recommended. The use of wholegrain bread and grain products boosts bowel movement through fiber. Opting for vegetable based oil and margarine is also highly recommended. Watching out for salt in foods and eating fish at least twice a week are regarded as wise choices. Non-fat dairy product intake is expected daily, but water is the number one choice for thirst. Thirdly, daily exercise should add up at least thirty minutes.

On top of these, it is good to measure one's waist line. If the waist line exceeds 90cm for a woman or 100cm for a man, action should be taken to reduce the waist line (National Nutrition Council of Finland). This will improve health and hinder ailments that are associated with obesity and poor nutrition.

There are signs and labels on food products to help the consumer decide whether a product is good for them. Hyvää Suomesta (Good from Finland)-sign has a swan in it to indicate the customer of the product's content is 100% Finnish or if all ingredients are calculated, the content is at least 75% Finnish. The KeyFlag-sign tells the customer the product is made in Finland. The EU Organic-sign has a picture of a green leaf in it. This sign is mandatory in all readily packed organic products in EU. The sun-sign refers to the fact that the organic product is controlled by Finnish authorities, even if the product itself can be produced outside of Finland. The LadyBug-sign tells that the product is organic and produced in Finland. The green oval sign with the word KRAV inside originates from Sweden and indicates the product is organic, but can be from anywhere in the world. The Heart (sydän)-sign describes the nutritional content of the product; the product is compared to other products in the same category and as a result of comparison, is deemed to be better choice in regards to heart health due to lower saline levels and better saturated/unsaturated fat-ratio. The Fair-Trade -sign signals that the product is produced according to the criteria of the International Fair Trade association. The

Nordic Environment-sign has a swan in it too. These products have been tested to be the most environmentally sustainable (kuluttajaliitto)

In the kitchen there are choices to be made too. It is recommended by Lahti-Koski (2009) to prefer cooking methods that use less fat. There are several methods that fit the criteria. Boiling, grilling, stewing, steaming, microwaving, stir-frying and pressure cooking all use significantly less fat or no fat at all in cooking a meal (Singapore Ministry of Education). However, Lahti-Koski warns of the temperatures used to cook fish and meat. In high heat (over 200C or 400F) and in barbequing and smoking, there can develop chemical compounds on top of the meat, which may or may not increase the risk of colon cancer. Therefore it is important to use low heat (2009).

3.3.5 Study on food preparation as a tool for empowering youth

Jantunen and Kunnari (2012) describe in their thesis work a cooking club implemented in the city of Helsinki's Meripiha Family Support Center's Reception and Assessment department Kaisla. The customers of the reception and assessment department are in the age range of 10-17. The program was based on the idea of participation, in which the customer can take part in the actual cooking and decision making about the dishes. This program aimed at providing the participants experiences of success and thus each customer was designed to have age appropriate activities during the sessions (23). Participatory group activities include also the presence of a counselor and appraisal by the counselor (9). Jantunen and Kunnari state that when customers are a part of the planning process, they express information about their skill and experience level. The customers together with the authors decided the dishes for the cooking club in a preliminary meeting. Each lesson was appointed a specific observation theme by the authors (23). Jantunen and Kunnari emphasize the meaning of self confidence and trust in the empowerment process. They built the customers' confidence by giving the customers multiple opportunities to practice for example cracking an egg (35-36). The authors conclude that the participatory effect was well present in all of the different components of each session and the customers expressed clear enthusiasm about the sessions (37).

4 Implementing a project thesis

4.1 The purpose of a project thesis

The purpose of a project thesis is to produce a quality hand book, a guide or information or the thesis may be planned activity in an event (Vilkka & Airaksinen, 2003,9). In this thesis, the

ultimate goal is to introduce a new addition to the Growth Community Aura's guide book in the form of a follow up- sheet. In addition, the aim is to also prepare a leaflet of recipes which can be handed out to the customers. The recipe leaflet serves a double purpose; firstly it is a guide book for the customers and secondly it can be used as a reference by the own carers when conducting or planning cooking lessons with the customers. These actions will improve the quality of care and upbringing ESSI Oy offers.

Upon reading the Umbrella-handbook used in Growth Community Aura as a base for own carer work and teaching independent living skills, it became clear that one skill has been lacking from the repertoire. Preparing food needed to be addressed in the own carer work, too. The cooking lessons were designed to evaluate whether the customers of Growth Community Aura would participate in and benefit from the lessons. The recipe leaflet will be constructed around the recipes, which the customers have prepared in the cooking lessons.

4.2 Time tables and progress

The thesis work began in December 2013, with initial ideas processing. After discussing ideas with the working life partner, it took some time to narrow the thesis topic down to a specific idea. An agreement was reached about the thesis topic and about the methods used to complete the thesis work. With approval from the working life partner, the next phase was to sign a thesis contract. The thesis contract was signed on February 7th, 2014. After this, it was time to design the thesis work and the implementation in more detail.

The first step was to design a base for interviewing the customers, which would help determine together with the customers what kinds of dishes they would like to try in the cooking lessons. This interviewing was planned to be executed orally or in written form, depending on each customer's wishes. The written copy of the questions was handed out to all of the customers and explained that they would not have to answer in writing but they would have the opportunity to sit down and discuss together with the thesis worker the same issues. This was done in February, 2014. Some of the customers said they would rather discuss and some preferred to write. Either way, the point was to be able to come to an agreement about the cooking lessons. Some customers were enthusiastic about the possibility to cook, others were more nonchalant. Some needed encouragement to partake in the lessons, others expressed their freedom of opinion and stated they would most definitely not take part in such activities, mainly due to the fact that "Who doesn't know how to cook?". Respecting all of the customers is a key element in the Growth Community Aura and participating in this thesis project is completely voluntary, so nobody was forced to take part in something they were not willing to do.

According to the thesis plan, each of the customer participating in the cooking lessons will complete different types of dishes in their lessons and according to their wishes, some will even make dessert. As the customers have known the thesis worker as long as they have stayed at the Growth Community Aura, the thesis worker has some prior knowledge of customers' skills. As the purpose is to build a tool for the own carers of ESSI Oy, they would have information and knowledge of their customer's skills too. Therefore the prior knowledge will not influence the usefulness of this thesis' product. Some of the customers have expressed their experience level in relation to cooking, some have not.

A stakeholder SWOT-analysis was performed on the thesis plan to adjust the plan according to the foreseeable challenges. Some of the problems could not be avoided, but their effect could be minimized; for instance the customer' mental health status is something that was unavoidable. The key was to adjust the expectations of attendance to a realistic level and to also work in a calming and reassuring way with the customers.

The intention was to have prologue sessions before the actual lesson series with all customers, who had expressed their willingness to participate. In those sessions it would be determined what the dishes would be, what ingredients were needed and how long it would take to complete the dish. Also the date and time of the lesson would be agreed upon. This way both the customer and the thesis worker would be able to adjust their schedules accordingly. This was accomplished with all participating customers.

The cooking lessons were implemented from February 11th until March 24th, 2014. Altogether the cooking lessons involved four customers in Growth Community Aura. Seven lessons were held; customer 1 had four, customer 2 had two and customer 4 had one lesson. Customer 3 had agreed to have a series of lessons, but she declined to have them after all. Once, the thesis worker could not hold a lesson due to illness. The themes for the cooking lesson were in their respective order as follows: getting acquainted with the kitchen and working with the thesis worker, independent work, using creative and critical thinking problem solving skills and finally gaining a hands-on experience of success in the kitchen.

The recipe leaflet (see appendix 1) was written in March and April 2014 after completing the cooking lessons. The booklet contains the recipes for the dishes the customers had chosen and an additional few to balance the quantities in each section. At first, the intention was to make separate leaflets for vegetarian customers, but then it was realized that some of the non-vegetarians might still want to try a dish without meat or they might have a friend coming over, who is vegetarian. Therefore there are different sections in the leaflet for different types of dishes. The thesis worker has tried to open the recipes to the customers as clearly as possible for easy understanding without being condescending. The working life partner is cur-

rently pondering whether to have the recipe leaflet printed out professionally. Also, the follow-up sheet (see appendix 2) for the Growth Community Aura handbook was also drafted in May 2014.

4.3 Implementing the lessons

In the two kitchens there are decent selections of spices, pots and pans, cutlery, tools, mixing bowls, different types of flour and other dried goods, ovens, fridges and freezers and dishwashers and dishes. Some of the customers have restrictions on how they are allowed to move outside the special care units. Therefore it was up to the thesis worker to collect the ingredients. All of the ingredients are paid for by the working life partner.

A preliminary discussion was held with all the participating customers. They were asked the following questions: do you have any allergies, diets or major no-no's in regard to food, what are your strengths and improvement needs in the kitchen, what would you like to learn, what is your favourite food and what are your own thoughts about improving your cooking skills? The answers to these questions then formed the base, on which each customer's unique cooking lesson plan were founded on. The cooking lessons were implemented from February 11th until March 24th, 2014. Altogether the cooking lessons involved four customers in Growth Community Aura. Seven lessons were held; customer 1 had four, customer 2 had two and customer 4 had one lesson. Customer 3 had agreed to have a series of lessons, but she declined to have them after all. Once, the thesis worker could not hold a lesson due to illness. The themes for the cooking lesson were in their respective order as follows: getting acquainted with the kitchen and working with the thesis worker, independent work, using creative and critical thinking problem solving skills and finally, gaining a hands-on experience of success in the kitchen.

4.3.1 1st lesson

The first session in the lesson series for customer 1 was held on February 11th, 2014. She had wished to make chicken curry with rice and as dessert, blueberry-quark. She had requested for chicken strips, fresh yellow peppers, cocoa milk, yellow curry paste, onions, frozen blueberries, quark, whipping cream, syrup and oatmeal. As this dish was to be served later on that day as supper, the quantity of finished product had to suffice for at least ten people. This means that the customer had to modify the recipe to a larger group of eaters than the original recipe was written for.

Customer 1 is quite experienced in the kitchen but she has some mental health issues, which require the personnel to watch over her handling sharp objects. Also she is a perfectionist, so chopping onions and peppers took her a long time, as she wanted all the pieces to be of equal

size. Before the customer started chopping the vegetables, she took all the ingredients out of the fridge and cupboards, making sure she had everything she needed. She also printed out the recipe so she would be able to follow it carefully.

The customer followed the recipe carefully and prepared a curry chicken sauce for rice very nicely. The thesis worker's duty was to keep an eye on her knife handling and to reassure her of her progress and hand over spices and such. After completing the main dish, it was covered and after some cooling down, put to the refrigerator. The customer and the thesis worker together cleared the kitchen before starting with the dessert. The thesis worker made sure all the sharp objects were safely locked away but did not make a number out of it. The dessert was rather simple to make; the customer whipped the cream, added the quark and blueberries along with some sugar, syrup and oatmeal. Then the dessert was covered by cling foil and put to the refrigerator to rest until later. Again the kitchen was cleared. It was then time to thank the customer for her work and congratulate on her success at completing the supper for that night.

The aim of that first lesson was to get acquainted with the customer's skills and habits in the kitchen and to allow the customer to become familiar to working together with the thesis worker. This was accomplished very nicely. It was also noticed, that customer 1 is very capable to use her critical and creative thinking, which are core elements to be used in an effort to empower the youth. This could be seen in the way customer 1 was able to modify the quantities of the ingredients from a recipe, so that all customers and personnel attending dinner that night would have a meal prepared for them.

4.3.2 2nd lesson

Customer 2 wanted her first lesson on 25th of February, 2014 to involve tuna sauce and pasta. Before this lesson, the thesis worker and the customer had discussed together about the kinds of dishes she would like to master. It became evident that she is really fond of seafood and would therefore like to link all her lessons to fish somehow. Her recipe called out for several cans of tuna flakes, cocoa milk, onions, pasta and tins of crushed tomato. Customer 2 had to modify her recipe too to fit the number of people coming to dinner, whereas the original recipe was written for two people.

Customer 2 has also mental health issues, which make her change her mind according to her frequent mood swings. Therefore this lesson was planned but with a question mark to allow room for changes in the customer's mood. She also needs careful watching over when handling sharp objects. The mood swings are also something to watch out for when conversing or working with her.

In contrast to customer 1, customer 2 is more of a laissez-faire -type of a person. When cutting onions, she was not too concerned about the size of the onion pieces. When emptying a tuna can, she was not careful to get all of the tuna out. She fried the onions, added the tuna, the crushed tomatoes and some spices and salt. She mistakenly had taken out of the cupboards a can of kidney beans instead of cocoa milk and opened it before reading the label. She showed creative thinking when she decided she likes the taste of beans and felt they would suit this recipe and therefore added the beans to the sauce. When the sauce came to a boil, she then added the cocoa milk and let the sauce simmer for a while. After completing the sauce, customer 2 felt she had had enough for that day and left the kitchen. It was up to the thesis worker then to clear the kitchen.

The aim of this lesson was to familiarize customer 2 with the kitchen and the thesis worker and working together. It was also important to note the way customer 2 works in the kitchen and to see her use her creative and critical thinking skills very well.

4.3.3 3rd lesson

As customer 2 had left the kitchen, there was still the dessert to be done for that day. Customer 1 stepped up and expressed her interest in making a dessert that would not involve her sinking her hands to a dough, as she has some unhealed scars in her forehands. Together the customer and the thesis worker looked at the available ingredients in the kitchen and brainstormed an easy to make yet delicious dessert: apple crumble. Quickly the customer collected all the necessary ingredients and bowls and measuring tools to the work station while the thesis worker searched the internet for an easy recipe. The thesis worker then handed her the peeling knife and another knife to cut the apples with.

The customer put the oven on and started to peel the apples. She then proceeded to cutting the apples into thin slices. She took her time as she wanted the slices to be equally thin. When she was done with the knives, the thesis worker washed them and put them behind locks again. After that, the customer placed half of the slices on the greased oven bowl, so that all of the bottom would be covered and sprinkled some sugar and cinnamon on the slices. She placed the rest of the slices in the bowl too and added syrup on top of them. Then she combined melted butter, oatmeal, sugar and cinnamon into a crumble and placed that on top of the apple slices. She made sure the crumble layer was even and no apples were poking out. Then the bowl was placed into the oven for thirty minutes. During that time, the kitchen was cleaned and the thesis worker thanked the customer for her courage to step up when another person was unavailable and for the delicious dessert she had accomplished. Other personnel had smelled the cinnamon and apples baking in the oven and out of curiosity came to see what is cooking. It was a pleasure to inform them that customer 1 had made them dessert that day.

This lesson was not planned before. The aim for this lesson was independent working and this was indeed accomplished. It was duly noted that customer 1 showed initiative skills. That skill is one of the components of a good empowerment project and it is good to see someone react upon a chance.

4.3.4 4th lesson

On Thursday, March 6th 2014 the third lesson for customer 1 was held. The customer had made a wish to take part in preparation of the day's dinner. The menu stated it was spinach-pancake day, so instead of buying them from the store, it was the plan to make them from scratch. A basic recipe from the internet was found and then the thesis worker proceeded to purchase the ingredients from the grocery store. Together the customer and the thesis worker beat eggs, milk, flour, spinach and some salt and white pepper together. The batter was allowed to rest for thirty minutes before customer 1 started to cook the pancakes. There were some other customers in the kitchen area, who were watching customer 1 work. They commented on customer 1's whirling and twirling around the kitchen, but in an appreciative manner. Customer 1 was joking and discussing with the thesis worker as the work progressed and sharing ideas on the perfect dessert. Customer 1 recalled the apple crumble she had made on her previous lesson and described it's success among the other customers and the personnel. As the final pancakes were cooked, it was a thrill to see about a hundred small pancakes stacked on a plate.

As time was running out (quiet hour was starting), the thesis worker thanked customer 1 for her participation and asked if she felt like she had learned something in that lesson. She replied that she had learned to make spinach pancakes and that made her very happy. On a final note her last lesson was agreed upon for the following week. In this lesson, the aim was to let the customer try something she's never done before and thus gain hands on experience of successful task completion. Also, it was important to allow the customer to do the baking/cooking on her own, so that the thesis worker only encouraged and assisted along the way. This way the customer would gain confidence in her own mastery in the kitchen.

4.3.5 5th lesson

Customer 1 had their final lesson on Tuesday 11th of March, 2014. The plan was to prepare smoked salmon salad and fruit salad for dinner. All of the ingredients were picked up beforehand by the thesis worker. The customer checked the recipe sheet and gathered all the necessary tools and ingredients on the counter top, to ease the actual making of the salads. Again, the customer modified the amounts in the original recipe to yield enough food for twelve people instead of four. Then the customer proceeded to cut the vegetables, cook the eggs and rice and clean the smoked salmon. The customer was very precise and thorough in

their work. She then combined all of the vegetables with the cooked rice in a large salad bowl, added the salmon and tossed the salad around. The customer then mixed together all the ingredients for the salad dressing and poured the dressing onto the salad and tossed it around. She finally placed some egg quarters on top of the salad and added some chopped dill. After clearing all the dirty dishes away, customer 1 proceeded to make the dessert, which she had chosen to be fruit salad. She combined fresh fruit with a fruit cocktail mix and added some vanilla sugar to deepen the taste.

This time the customer worked on her own, which was the objective of this last session. Only the knives and jar opener were handed over by the thesis worker. The task had demanded the customer to use their critical and creative thinking skills and by using her skills, the customer gained another hands-on experience of success. As it was customer 1's last lesson, the thesis worker also asked for some feedback of the cooking lessons. The questions were asked and answered orally and they are dealt with in the evaluation chapter.

4.3.6 6th lesson

Customer 2 had her second lesson on Thursday, 13th of March, 2014. The customer had chosen salmon soup as her choice for dinner that night. All of the ingredients were purchased beforehand and a basic recipe was laid on the counter top, as the customer had requested. Customer 2 took her time finding all of the necessary tools and ingredients, but the thesis worker never rushed her, since this customer was very delicate in her mood swings. Only the sharp objects (knives) were handed over by the thesis worker, otherwise the customer was allowed to organize her actions in the way she had planned. She asked the thesis worker for advice a few times, but she made all the decisions about the order in which ingredients were handled and how much of each ingredient was to be used, as she had recalculated the amounts to suit the actual number of people coming to dinner. She peeled and diced the potatoes, cut the salmon filé into smaller mouth size pieces and chopped the dill. After the potatoes had cooked for about 30 minutes with the fish stock cubes, she added the frozen soup vegetable mix and let that boil for about 5 minutes. She then added the salmon pieces and waited for them to turn light pink as a sign of their readiness. After this, she added the cream cheese and let that melt in the hot soup. As a final touch, she added the chopped dill to the soup. As the customer was finished with the process, she pointed out "There, now I have proven I can cook and I don't have to do this again" and left the kitchen in a hurry.

The aim for this lesson was to give the customer a chance to experience success in the kitchen. The thesis worker felt that during this lesson, the customer was showing signs of distress and to relieve the stress, the customer asked for advice. As she received advice and reassurance, the distress signs melted away. After the soup was complete, the distress signals lit up again and the customer left the kitchen. The thesis worker discussed with customer 2 a little

later and gave her positive feedback about her skills and mastery in the kitchen. The customer explained her behaviour and stated that she felt like she was taking an exam and she never liked exams. The thesis worker asked if she should have assisted the customer more, but the customer replied that she would not have liked that either. The thesis worker reassured the customer that she had done an excellent job in the kitchen and that she was in no way being tested about her skills. During this discussion it was decided customer 2 would not attend her final lesson as the point of these cooking lessons was not to add pressure to the customers, who already have enough to deal with. The thesis worker thanked the customer for her attendance. The thesis worker also asked for some feedback about the lessons as it was evident this was customer 2's last session.

4.3.7 7th lesson

Customer 4 had his postponed first lesson on Monday, 24th of March, 2014. The customer had chosen to make bacon pasta for lunch that day. All of the ingredients were purchased beforehand and the recipe printed by the thesis worker. The customer had explained in a previous conversation, that he has very little experience in the kitchen and he would like to make something simple and easy to eat. The customer needed assistance in finding all the necessary tools and ingredients, but there was no rush. The thesis worker asked the customer to read the recipe twice, to make sure the customer had an overall impression of the stages needed in this particular lesson. The customer first put the pot on the stove to boil the water for the pasta. He then proceeded to cut the bacon strips into smaller pieces and to fry them. Meanwhile the customer added pasta to the boiling water. After all the bacon was fried and on the pan, the customer added cooking cream, salt and pepper to the bacon and let the sauce boil for a few minutes. He then drained the pasta and combined the sauce to the pasta and put a lid on the pot to prevent heat escaping from the pot. The thesis worker encouraged the customer to make some salad to accompany the pasta; the customer proceeded to wash and dice some vegetables the thesis worker had laid out for the customer to use. After the salad and the pasta were ready, the thesis worker thanked the customer for his effort and made sure the customer's success was noted.

The aim of this lesson was to familiarize the customer to the kitchen and to working with the thesis worker. As the customer had expressed earlier, it was evident that he had a limited amount of experience in the kitchen. Therefore it was of uttermost importance to allow the customer to gain mastery at his own speed in the kitchen. This was accomplished nicely.

Later on the same day, the thesis worker had a discussion with the customer. The customer expressed his astonishment about his success and he was obviously rather proud of his cooking. However, the customer also expressed his wish not to continue the lessons, as he felt he was otherwise engaged already with other issues in his life. The thesis worker made him an

offer to continue the lessons after some time, but the customer refused. His decision was final and that had to be respected. The thesis writer then asked for some feedback and reminded the customer that he had accomplished to cook lunch for five people successfully.

4.3.8 - Customer 3

On the previous week it was agreed with customer 3 to implement her first lesson on Monday, 10th of March, 2014. On a preliminary basis the customer and the thesis worker had discussed about making vegetable-feta cheese patties for her dinner. At breakfast table customer 3 was asked if she felt up to cooking, as agreed previously after grocery shopping trip. Customer 3 replied that she most definitely had no interest in cooking that day. Even when asked politely again an hour later, she was still opposing the idea and thus it was decided with her, that the lesson would be postponed to either Wednesday on the same week or Monday next week.

The aim for the first lesson with customer 3 would have been similar as with the two previous customers; familiarizing the customer to the kitchen and to working with the thesis worker. Unfortunately these goals were not met, as the customer used their right to not participate. This could easily be seen as failure. The thesis worker rather sees this as an example of empowerment; the customer raised their voice and held their ground.

Customer 3 was scheduled to have her postponed first lesson on Wednesday 12th of March, 2014. The customer was not available that day, so the lesson was canceled. When the thesis worker later met with customer 3, the customer made it clear that she would not attend any lessons now or later. This had to be respected and therefore customer 3, who had previously agreed to attend some lessons, never actually had a lesson.

4.3.9 Themes of the lessons and their connection to the theory base

The primary aim was to actually have the lessons and to see how they could be implemented in Growth Community Aura. As the thesis writer was prepared to hold three to four sessions for each customer, the general themes for the lessons have been divided into acquaintance, independent work, critical thinking and creativity and mastery. Independent work encourages the customer to trust in their own decisions and skills, even if they might require a bit of assistance. Creative thinking is required in the kitchen when dealing with for example missing ingredients or a recipe. When planning the cooking sessions, the thesis writer asked the customer to think about their strong points and improvement needs in regard to cooking. The customer needed to use their critical thinking skill in order to offer accurate information about their experience level. Independent work and mastery are also important factors in implementing a project, that aims at empowering the customer. Messias, Fore, McLoughlin and Parra- Modena (2004) see these as key factors to a successful empowerment project for youth. Allowing the customer to design their own cooking lessons falls into the empowerment

theory and shows the customer, that the aim is not designed and appointed by the worker, but the customer really has a say in their own lessons. The meaningful participation that Parpart (2005) discusses is also present in the design of these lessons. The customers have something personal to gain from these lessons, as they have an opportunity to make their favourite dishes or try something completely new.

As a key independent living-skill, cooking a meal for oneself should be mastered by the time one leaves either home or foster care to pursue an independent life. Being able to work independently in the kitchen does not mean one has to remember all of the recipes by heart. What is meant by independent work is the fact that, with or without a recipe, the person knows what boiling water looks like and how long something takes to cook in the oven. These are skills that can only be learned through repetition. Through practice, expertise can be achieved in the kitchen. Critical and creative thinking are also present in this category, as food management requires one to identify signs of spoilage (State of Washington, Department of Social and Health Services).

5 Evaluation

5.1 SWOT-analysis

The SWOT analysis was used to evaluate this project before starting the implementing stage of the project. The S stands for strengths, W for weaknesses, O for opportunities and T for threats. The SWOT-analysis is often used for analyzing projects. It can be used to identify internal and external challenges and possibilities of a project. The opportunities and threats refer to external factors in regard to the project and strengths and weaknesses to the internal factors associated to the project. Often SWOT is visually represented in a form of a chart for easy accessibility. Spolander and Martin (2012) introduce a Stakeholder SWOT-analysis, which gives a broader view on the project compared to traditional SWOT-analysis. As can be seen in figure 1, four immediate, different stakeholders were identified for this project; the professionals at Growth Community Aura, the management at Aura, the customers at Aura and the thesis worker. It could be argued, that the cities which place the youth Growth Community Aura, are stakeholders too, as well as the whole Finnish social work sector. For the sake of clarity, only immediate stakeholders are defined.

Each stakeholder group has a theme under which all of the components of SWOT-analysis can be categorized. First, the foreseeable strengths, weaknesses, opportunities and threats were identified. Secondly the original thesis plan was looked upon to see how these factors would affect the outcome of the thesis work. Some of the weaknesses, such as the customers' mental health status, were the kinds of problems that could not be avoided. Others, such as the thesis worker allocating time poorly, could be prevented or minimized by proper planning.

The SWOT-analysis makes visible the opportunities and strengths a project possesses. It is important for the project worker to see the positive side of the project too. It became clear after identifying the SWOT-analysis components, that this thesis project had a lot of potential, even if there were unavoidable obstacles on the way.

5.2 Process evaluation

"Process evaluation seeks to identify what seem to be the most important elements in the conduct of any given programme, and to discover the ways these relate to each other within the programme." (Sheppard 2004, 198). According to Sheppard, customers in the field of social services hold in high regard the processes they evaluate (199). Thus it can be assumed that if given a chance to evaluate, the customers will appreciate the implemented thesis work and the produced recipe leaflet more than they would without evaluation. It is also important to seek out and evaluate a process through issues that matter to the people associated with the research, such as the service users/customers or practitioners. Issues that come from agencies or policies fail to engage customers and therefore fail as research (Sheppard, 201). In this thesis work, it is important to look at the process through the eyes of the customers and the personnel and to question what are the reasons why this thesis work has either been effective or not. In addition, it is important to seek answers as to why they feel that way about cooking lessons or the recipe leaflet. Finding out the core elements that trigger specific outlook of the thesis work in the customers is a fundamental element of process evaluation. This is why there will be customer based evaluation adhered to this thesis work.

The customers have voiced their feedback of the sessions. The customers have been happy to attend, even if they have left half-way through their lesson series. What the customers express to have gained through the lessons is confidence in their skills. The customers have also brought up the fact they wish for more hands-on experiences, not just conversations in their weekly activities. One customer pointed out that sometimes it is easier to discuss difficult issues when you are physically doing something else and therefore any activity would be welcome. The customers felt the thesis worker was a safe person, with whom they felt at ease with. All of the customers felt they had had enough guidance and support during the lessons. One of the customers mentioned that they would like to have more of these lessons. Scheduling the lessons was also mentioned as a positive feature. When the lessons were written down and agreed upon beforehand, it gave the customers something to look forward to. There was some ambivalence towards the lessons too; at the same time participating was fine and all the time the customer just wanted have the lesson over and done with. The customers appre-

ciated having a say in the content of the lessons and the possibility to affect the dates and times of the lessons.

The professionals of Growth Community Aura have also commented on the recipe leaflet. Their comments have been positive: “This is really useful” “This is easy to read” “This leaflet eases the work for the own carers”. The management of Growth Community Aura have approved the recipe leaflet and the follow-up sheet to be taken into use in both of the special units.

5.3 Outcome based evaluation

Outcome based evaluation is defined by Schalock (2002) as:

“a type of evaluation that uses person- and organization-referenced outcomes to determine current and desired person- and organization-referenced outcomes and their use (program evaluation), the extent to which the program meets its goals and objectives (effectiveness evaluation), whether a program made difference compared to no program or an alternative program (impact evaluation), or the equity, efficiency or effectiveness of policy outcomes (policy evaluation)(6).”

Sheppard (2004) adds that outcome evaluation concentrates on the possible changes and their composition that implementing a program might induce (199).

Outcome based evaluation is a tool for performance assessment used in the field of social services. Schalock accounts this to be due to the growing interest in improving accountability by the policy makers and politicians(20). Outcome based evaluation responds to enhancing both the public and internal accountability. The OBE (Outcome Based Evaluation) is a way to gain and distribute information to stakeholders, who in return can make informed choices for long term goals and objectives and appoint resources effectively (21-22). In this thesis work this relates to the working life partner gaining information of the customers' needs and aspirations and making decisions about the provision of resources, such as access to location, tools and ingredients as well as time in the form of personnel. As there is a policy of transparency in effect in Growth Community Aura, OBE enhances the transparency towards the municipalities, who make the contract and financially enable for the customers' stay in Aura. The recipe leaflet and follow-up sheet are designed to improve the quality of the work and to make the work in Growth Community Aura more visible and transparent to the municipalities.

Schalock (2002) introduces the Program Evaluation Model (19) which explains in a visual way

the connection between outcomes and performance and between outcomes and values (see figure 2). Schalock places in cell A, which is the top left quarter, the connection between performance and organizational outcomes. As organisational performance outcomes he places service coordination, financial stability, health & safety, program data and staff turnover. Evaluating the performance of an organization gives insight to the effectiveness of a program. In connection to this thesis, the staff turnover has not been a part of the thesis work, but it can be noted that the staff is quite content and turnover rate is small. There are established connections between Aura Growth Community and other service providers in connection of the well-being of the customers, such as local schools and the Research and Acute Work Clinic (TAK-poli) in Matinkylä. All data is stored according to regulations in safe locations and behind locks. For this particular thesis project, the service coordination outcome can be assumed to be affected by the thesis work. As the service selection within the company increases as the cooking lessons are added to the curriculum, it can be seen as an additional value for the customers, the company and the municipalities funding the service.

To cell B, which is the top right quarter, Schalock places the connection between value and organizational outcomes. This category consist of access to services, customer satisfaction, staff competencies, family/customer support and community support. The educational level of the staff in an organization and the access customers and staff have to services they need are key elements in evaluating organizational values of a program. In Growth Community Aura there are 1,43 educated members of staff per customer. Many of the staff members have additional education and training, which can be utilized in the work. The customers are offered access and sometimes even transportation to services which they require. The customers are encouraged to pursue hobbies. When the cooking lessons are added to the curriculum, it can be seen as an increase in the social values the company, Etelä-Suomen sijaishuoltopalvelut ESSI Oy, values. Preparing the customers for independent living is investing in the future of the customers. It could be assumed, that the customer satisfaction rate would increase.

In bottom left cell C Schalock places the connection of performance and individual outcomes. Here the factors are physical well-being, under which there are two subcategories health status and wellness indicators and material well-being, under which there are also two subcategories, employment & living status and education status. In the implementation of this thesis work, it has been evident how the mental well-being affects the functioning of a customer. The stability of the mental health is a major concern when implementing the cooking lessons, as the customers can without a hint try to hurt themselves in the kitchen with the sharp tools. To minimize this hazard, all sharp objects are stored behind locks.

In the bottom right cell D, Schalock places the individual value outcomes; emotional well-

being, personal development, self-determination, interpersonal relations and social inclusion rights. In regard to this thesis, the purpose of the cooking lessons has been to promote all of the criteria Schallock adheres to this type of outcome. The personal development of the customers can be seen in their progress in the cooking lessons. Emotional wellbeing can be seen in the way the customers light up when given positive attention. The customers have expressed their right for self-determination as some of them have refused to take part in cooking lessons and others have chosen their dishes for the lessons. Social inclusion for the customers can be achieved through taking part in the lessons themselves or by staying in the kitchen area when another customer has their lesson. The customers' empowerment process is an inner process and proof or signs is hard to see. Therefore facial expressions, the comments customers make and their answers to questions give some insight to the effects these cooking lessons have had.

Impact evaluation of this thesis project means comparing the actual outcome of the thesis work to not implementing cooking lessons. The impact cannot be fully measured until the final, fourth phase of this project has commenced. It is only after making these cooking lessons a part of the own carer work and using the recipe leaflet at Growth Community Aura that the true impact of this work can be seen. However, what can be evaluated are the individual performance and value outcomes in relation to this thesis. It can be stated that the customers' rights and feelings have been respected during this project and their wellbeing has been monitored. The cooking lessons were planned so that as many as possible customers could take part. The thesis worker has had a chance to complete the thesis work and has thus gotten more experienced and valuable as an employee. Also, if the impact of the thesis work is compared to no cooking lessons, as an organisational outcome it can be argued, that the performance of the working life partner would greatly benefit through the cooking lessons. It is safe to say, that the cooking lessons can and should be added to the curriculum at Growth Community Aura.

5.4 My evaluation

It has been very interesting to complete this thesis work. I have realized, that the aim of this thesis is actually universal. All humans need encouragement at some point and some more than others. If a person never has any experiences of success or completing a task, how are they to ever become enthusiastic or driven about anything?

The people who need these types of experiences the most, are often the ones who shy away from encountering this type of experiences. They can even mask their non-confidence into arrogance or hostility, because that is how they have learned to cope. It has been an important lesson for me personally to realize this very fact and to see behind and through the customer's behavior.

Everything did not go as planned in this thesis work. Yet, I cannot see it as a failure, if customers do not wish to complete their lessons. I have presented them with an opportunity to plan and implement their very own lessons, but I cannot force them to attend. I discussed this matter with the management of Growth Community Aura and we came to a conclusion, that it is in the nature of the customers' diagnoses to make them avoid any experiences that have a possibility of not turning out perfect and therefore it can be expected that the customers are very hesitant to attend these lessons. Fear of humiliation is strongly imbedded in the customers. Also, depression makes a customer withdraw from interaction. I tried to encourage the customers to take part in a soft and polite manner, but it did not help. Thinking back I might suggest to the own carers to try to persuade the customer to cook something on a weekend night, when there are less customers present. The situation is calmer and the pressure is considerably lower.

On the other hand, the implemented lessons were successful. A customer, who attended these lessons, completed their plans and were enthusiastic about future lessons. Maybe this was the case due to the fact that this customer also had previous experience in the kitchen and they were more comfortable with the situation. Many of the Aura's customers enjoy baking and do so in the evenings and weekends in Growth Community Aura. This type of customer is a delight to work with, but they were not the primary target group for empowerment, at least not through cooking lessons.

One customer, who had no previous experience in the kitchen, was also able to complete his lesson. When I asked him about his feelings, he said he was surprised of his success. However, he did not wish to continue with more lessons. I realized that this type of person is the kind that would benefit highly from hands - on experiences of success and I tried to encourage him to have more lessons on the dates that we had agreed upon previously. We had a lengthy conversation about his current life situation and about his skills and hopes in regard of cooking lessons. In the end he decided he would not continue now, but later on, as he felt he had enough on his platter already. This conversation left me with a hopeful feeling, as I felt I could encourage this customer later on.

Reliability is a key factor in life skills and in becoming an independent, contributing member of a society. Not only did I expect the customers to attend their agreed upon lessons, but also the customers expected me to come to work as scheduled. Unfortunately I fell ill and could not hold one of the lessons as scheduled. This lesson was re-scheduled for a more convenient time.

Schalock's individual value outcome for me as the thesis worker was the opportunity to grow

as a carer and a group leader. This thesis work has been an independent effort and by completing this, my professional self-esteem has grown and I am certain of my skills as a leader and a carer. Even though this has been an independent effort, I still see myself as a group worker foremost. This is why I would rather be part of a team than work alone. Then again, working independently has made it possible to arrange this thesis work just the way I have wanted, which has been intriguing. I hope I have shown my capabilities to my employer as well.

I believe this project has shown the own carers of Aura, that cooking with the customers is important, as the customers need to be able to take care of themselves as they leave the Growth Community Aura at 18 at the latest. Not only will the customers meet their nutritional needs but they can also build self-confidence and mastery and thus have a better chance of a life worth living after being in foster care. Also, the follow-up -sheet alongside the recipe leaflet are to be used as a reference by the own carers, if contemplating what to do. For the management of Aura the cooking lessons and the recipe leaflet equal a more transparent, higher quality of service to the customers and to the municipalities, who pay for the services.

6 Discussion

6.1 Empowerment

Mullaly (2007) sees that, oppression places people in different corners on the power bar. Children can be seen as oppressed in this view, especially children who have been placed into foster care. Children are not aware of all the processes that encircle them when they are placed into foster care. It is the social work professionals duty to, taking into consideration the child's age, make the child aware of his rights and of the processes that are taking place in his life, for example taking the child into the social work agency's custody. When the child knows how these processes move and what the outcome choices are and how they affect the child's life, he then can feel he has a say in his own life within some boundaries and thus his empowerment process has started.

Fook (2002) discusses allowance for difference in her work; the same building block will not fit into every situation but every situation still needs to be addressed. Who needs the most should in Fook's opinion be given most and those who need less, are given less. This way everyone will be able to reach their potential to the fullest. This is why sometimes children need to be placed into foster care as they need more care than they are receiving from their families. Open care is often enough and foster care is always the last resort. There is a difference between placement through open care and placement through custodial process. The social services agency uses the "principle of proportionality" when starting a process and often chil-

dren are first placed into foster care on a 30-day emergency placement. During this placement it is investigated whether further placement is necessary or if it is in the child's best interest to return home and start or continue open care work. Fook's opinion about allowance for difference also touches this thesis as the customers of ESSI Oy and their families are often those who need the most. As a part of the empowerment process, the cooking classes and the recipe leaflet are designed to improve the customers' faith in their skills and to allow room for personal growth through trying new, possibly more challenging recipes.

In order for empowerment to work, the worker has to be empowered first, according to Mul-laly (2007). Education gives the professionals in the field of social work tools for empowerment and education empowers in itself. In ESSI Oy, all of the employees have completed either bachelor-level or college-level education. Many of the employees have obtained additional education and become for example Silta-counselors (Bridge-counselors), which aims at building a bridge between a child and their family in order to improve communication within the family and to empower the family for a change compared to their past behaviour. When a worker feels empowered and possesses knowledge, he then is able to assist a customer in their empowerment process. In regard to this thesis work, the thesis writer has had to have education about empowerment and through education gained knowledge and know-how.

As Adams (2008) states that empowerment has to be applied on all levels so that it can actually accomplish the goals and aims, there needs to be a clear vision on the grand scheme of things when planning an activity for customers. Both macro- and micro levels need to be connected; the effects of the activities need to be seen on both levels, even if the initial action takes place on the micro level. What today is a small cooking lesson on the personal level of empowerment, might grow into a social work agency level guide and even a part of mandatory requirements in the child protection law. There is a strong drive for improving the quality of foster care in ESSI Oy.

Extra care needs to be appointed to the fact that the worker must never assume what the goals and aims of a project should be (Fook, 2002). If the aims are appointed by the worker, the customer may see them as not suited for the customer's individual needs. Labeling a customer as underskilled or as a mental health patient may hinder their attempts to participate and to become empowered. This could lead to disempowerment. Therefore the cooking lessons are not aimed at "the nonskilled, self slashing, nut cases", but to all customers regardless of their issues. Each customer is designed, according to their hopes and goals, a personalized program. This is done in co-operation with the worker and the customer.

What if the customer has no interest in cooking at all? Parpart et al (200) emphasize the role of meaningful participation in the success of an empowerment process. If the customer sees

cooking as woman's work, he might not see it as an attractive activity. It is the own carer's duty to introduce the activity as a tool for successful independent living and as something the opposite sex might value as a skill. Also allowing the customer to design his/her own program will give the customer control and through control empower the customer.

Messias, Fore, McLoughlin, and Parra-Medina (2005) call after activities, that involve planning, organizing, creativity and social interaction. These make it an enjoyable experience for the customer. In their opinion, these are key elements when building an empowerment program for youth. In the cooking lessons, each customer has a chance to influence each segment of the program. The customer is able to plan and organize the lessons using their creativity. Social interaction can be with the own carer or with the peers, who in some cases will be enjoying the ready product of the lesson together with the customer.

Giving the customer an opportunity to show reliability and responsibility empowers the customer in foster care, state Krebs and Pitcoff (2004, 2006). Responsibility can be demonstrated through the choices of dishes, planning and abiding to a budget, proper use of kitchen tools, reading instructions and cleaning up afterwards. Attending all lessons which have been agreed upon, displays responsibility. Furthermore, it is noteworthy to remind that the worker is also responsible in this equation. What is expected from the customer should be expected from the worker, too. Children and youth in foster care yearn to see promises being kept, as they often have past experiences of the opposite. It is the social services professionals who then have to set an example.

6.2 Independent living skills

Critical and creative thinking are among the skills the World Health Organization places on the list of worldwide identifiable skills that are needed to ensure a prosperous independent life after becoming of age. Critical thinking includes the skill to differentiate between a bargain and a rip off when purchasing furniture, insurance, groceries or renting an apartment. Also, handling personal finances requires critical thinking in making a budget and abiding to it. This is taught in Growth Community Aura to youth by giving them a monthly allowance, which is proportional to their age. This allowance is designed to cover all make up, candy and other fun costs and teach the youth the importance of budgeting. Critical thinking is also required in the cooking lessons as the customers need to assess their cooking skills when planning the dishes they wish to complete in the lessons.

Creative thinking is also important in leading a sustainable independent life. Substituting a missing ingredient in a recipe requires creativity as well as some prior knowledge of how for example milk can be substituted. Creativity allows the youth to modify and reinvent the basic recipes in the recipe leaflet. Also, if specific tool is missing, creative thinking will help find

ways to complement the missing tool. Creative thinking will also help the youth to solve challenges they experience with peers or with financial difficulties.

Coping refers to the methods and actions which allow the customer to adapt their behaviour to the situation they face. Different ways of coping, which Lazarus (1993) describes, either hinder or promote personal development as the degree of personal responsibility acceptance and the level of active problem solving varies in different coping ways. Through active dialogue with the customer, the own carer tries to promote growth in the customer into accepting responsibility over their actions. Frydenberg agrees with Compas (1992) who describes functional coping as an active pro-solution option and dysfunctional coping as non-productive expression of feelings. For example, when the customer feels anxiety over a situation, a non-productive way to cope could be self-slashing or smashing objects to the walls. These lead to no good in long term, even if they might ease the anxiety for a while. As the cause of anxiety is not focused on or dealt with, the anxiety will return and often multiply in intensity. If the customer is not taught other ways to deal with anxiety such as sharing their worries with personnel, they can develop even more hazardous ways to cope. On the other hand, if the customer learns to assess the situation and adjust their behaviour accordingly, the chances are they will be able to lead a prosperous independent life after foster care.

Dean (1999) sees people as governed in the society. Governments place restrictions and punishments through the legal system on the population and generally exercise power over the population. The values a government regards highly are then placed into the society. If the government values education, the population is offered many ways to complete education. For example, university education is (still) free in Finland. In order for the population to know the expectations of society/working life, they are put through at least 9 years of basic schooling plus one year of pre-school. This way the people will become hard working, productive components in the society. If the youth are at risk of failing elementary school due to their behaviour, as an extreme measure, they can be placed into school-homes run by the government under the Health and Well-being Institution. There it is made sure the youth complete their education and other kind of help is offered to them too. Governmentality refers also to the way people maintain carrying out their routines without realizing they are also agents of oppression. (Young 1990, in Mullaly 2007). Without active efforts on eradicating oppression, issues will remain untouched and a society with lesser social problems is not achieved.

Dean makes governmentality sound like a bad thing altogether. The government is responsible of the economical side of how things are run here, too. It is the government's duty to offer services and to provide funding for those services. Sanctions for not following commonly agreed upon ways of conduct are usually mentioned in the laws or rules and they are no secret. If there are no consequences for actions, the society as we know it, would collapse. On

the other hand, too much governmentality will lead to totalitarian societies, such as North-Korea today. The key to a society, which will sustain and prosper, is thus moderation of governmentality.

In the list of independent living skills The State of Washington Department of Social & Health Care carries out a holistic perception on the skills needed to acquire a fulfilling life. Money management refers to not only managing the budget but to also finding out where to apply housing and student subsidies from. Also paying bills, making electricity and rent contracts and making ethically sound choices with purchases play a part in this category. Personal appearance and hygiene along with taking care of health include tasks like making doctor's appointments and scheduling time at the hair dressers. Washing laundry and dressing in appropriate clothing are also part of the category. All of these are trained in foster care with the aid of the own carer. Going to the bank together to get internet banking codes, visiting KELA (National Institute of Social Insurance) for subsidy applications are tasks that the youth in Growth Community Aura practice together with the own carer. Housekeeping is learned through keeping their own rooms tidy and cleaning it on a regular basis, as is stated in the weekly plan for each customer at Growth Community Aura. Using proper cleaning devices and products is mastered through practice. All of the other skills mentioned in the Independent Living Skills Assessment Tool are touched too, with varying emphasis depending on the customer's skill level and needs. The Umbrella-handbook has some really nice exercises, which will also make visible the progress the youth is making in various categories. The only skill that the Umbrella-handbook does not cover properly, is food management. Therefore there was a need for this thesis work, as the aim of the Growth Community Aura is to offer high quality foster care that makes a difference.

There are many reasons as to why a child is placed into foster care. Even though foster care organizations are required to nourish connections to the families, sometimes children refuse to stay in touch. As they then reach legal adulthood, they might not have any family members to help them along. This is when social services agencies offer after care. The service has been developed to ensure a youth learns the independent living skills in a safe way; their rent is paid for them and help is offered for them to deal with school, KELA and social services agency, to name a few. In many ways, the purpose of this service is to replace the missing family, even though all aspects of a family cannot be replaced. Kaplan, Skolnik and Turnbull (2009) conclude that if not helped, youth after foster care is at a high risk to become homeless and to have mental health issues. If the youth have not learned independent living skills before leaving foster care, the chances are they will have a lot of trouble maintaining an apartment or their finances. Therefore it is of high importance to teach independent living skills in foster care. One of these independent living-skills is cooking. The cooking lessons

alongside the recipe leaflet introduced in this thesis are designed to aid the youth to maintain their nutrition after foster care.

6.3. Nutrition and healthy choices

6.3.1. Guidelines for healthy choices

The National Nutrition Council of Finland sets guidelines around which diets are supposed to be planned. These guidelines are a reflection of the time in which they are written. When Finland was more agriculture and manual labour based in terms of employment, naturally the guidelines were different, as more energy was needed from food than today. The Food plate model, in which half the plate is filled with salad and vegetables, is an ideal which to aim for. Youth in foster care may not have role models in their family in terms of eating habits. Therefore it is the social work professionals duty to act as role model and fill their plate according to the food plate model. Also, when seated around the table, the professional is expected to remind the youth to add salad to their plates. There is a minimum requirement of at least one big spoonful of salad on everyone's plate in Growth Community Aura. There are regular schedules for breakfast, lunch, snack, dinner and evening snack. Snacking is not permitted in between due to it leading to the customers not eating at scheduled times and also it is economically unsustainable to feed people through snacks.

At snack time, it is recommended in Growth Community Aura to opt for a fruit instead of puddings or sweets. There is (almost) always a variety of fruits available for the customers on the kitchen counter. The customers have a choice in the morning and in the evening to have porridge, muesli or cereals along with yogurt, rye bread, multigrain bread, cheese, cold cuts and a selection of fruit juices. Lunch and dinner are made by the hostess on weekdays and by the staff in the weekends. There is at least one vegetarian dish a week for everyone to eat and at least once a week some kind of soup. Vegetarians of course have vegetarian food every day. The purpose is to offer a variable selection of dishes to the customers as a learning experience. Restrictions in diets are always taken into consideration as well as favourite dishes. Customers in Growth Community Aura have a chance to celebrate their birthdays with home-made birthday cakes and they also have a say in the weekly menus as there are the wish-days in each unit.

6.3.2 Why food preparation as a tool?

According to Winter (2004) mere facts about nutrition will not trigger healthy choices now or in the future by the youth. What is needed is experiences of hands on success in the kitchen that influence how the customers see themselves coping in the kitchen. In an experimental program funded by Cornell Cooperative Extension (CCE) and its Expanded Food and Nutrition Education Program (EFNEP), the New York State 4-H Foundation, a Cornell Faculty Fellows in

Service grant, and a Human Ecology Undergraduate Summer Research Stipend, curriculum designer Thoney integrated the knowledge of nutrition and how to use science to waken interest in youth with knowledge of youth development. Formerly nutrition was taught top-down by the adults and mainly about the food triangle. Now the instructors are trained in both nutrition and youth development. The resulting program “Cooking Up Fun” was a success and it has spread through a large portion of the state of New York.

Instructors in the program take young people as partners in planning the sessions. The instructor also discusses the youth’s prior knowledge with the youth by asking open-ended questions which trigger thinking and in turn facilitate more in depth learning. The instructor is also required to be open for unexpected choices and wishes the youth propose (2). Cooking Up Fun classes touch on youth developmental issues, which are mastery, independence, belonging, and generosity. Independence, which means the power and the skill to do things on your own, can be achieved through mastery accompanied by the feeling of success (3). When the youth are given opportunities to excel and to develop their skills further through cooking lessons, chances are they will try the recipes at home too and thus further develop their skills. Repetition helps to become at ease with using tools and with a familiar recipe, it is easier to improvise and reinvent. This program has inspired this thesis very much in the way of supporting the thesis writer’s ideas of a successful program. Having found a successful program with a similar ideology as this thesis means that this thesis work can be a success too.

Krebs and Pitcoff (2004) emphasize the power of responsibility in empowering youth. In the cooking lessons the customers have a chance to experience being responsible alongside with using their creative and critical thinking. Messias et al (2005) regard social interaction as an integral part of the empowerment process. In the cooking lessons, the customers have a chance to interact firstly with the hostess as they are preparing dinner together and secondly with their peers and other carers after they have consumed that dinner. Food preparation is also one important life skill to be learned. Therefore it was easy to choose cooking lessons as a tool for empowerment for youth in foster care.

6.4. Implementing the cooking lessons

The empowerment theories have heavily influenced the way the thesis project was planned. By allowing the customers to design their lessons on their own, the goals and aims of each session were set by the customer, not the thesis worker (Fook, 2002). This enables the customer to connect personally to the lessons and be empowered. Parpart et al. (2002) suggest that this could lead to meaningful participation by the customer.

Implementing the cooking lessons required the thesis worker to be open for all suggestions by the customers. The themes for the lessons were designed by the thesis writer. The themes

were the underlying reason why the lessons were held in a certain order; the first lessons were meant to be the easiest, so that the customer would be able to adjust to the kitchen and working with the thesis worker. From there the demands would build up until the final lesson. This was possible due to the fact that as the customer and the thesis worker designed the lessons, the thesis worker discussed with the customer and suggested a certain order for the dishes.

Customers 1 and 2 seemed to have accomplished more than the basic level of themes in each lesson. The customers showed their skills in independent work, creative and critical thinking and mastery, often in one lesson. These are all components of a well-functioning empowerment project. It could be argued, that higher expectations in regard of the actual cooking should have been enforced. Due to the unknown level of all of the customers' skills, the thesis worker decided to remain with the appointed themes and dishes. Besides, the point was not to do anything fancy, but regular, tasty home-made food. For customer 4, his only lesson accomplished the acquaintance level and gave him a hands-on experience of success, which has been proven in studies (Winter, 2012, Lehtinen, 2011) to lead to empowerment.

As an instructor, the thesis worker adhered to the code of ethics described in the Canadian Association of Social Workers' ethics guide. Also the rule of conduct in place at Growth Community Aura was followed. During and after each lesson, the thesis worker assessed the customer's wellbeing and was prepared to react to any signs of major distress. Polite and kind manner of speech was used by the thesis writer to ease the customers' nervousness.

The customers pointed out in their feedback the factors that played a key role in the process. Sheppard (2004) argues within his description of process evaluation, that customers place more value on the processes they have an opportunity to evaluate in comparison to processes they do not evaluate. This could be seen as meaningful participation, which Parpart (2002) suggests to lead to empowerment. Therefore it made sense to ask the customers for feedback about the sessions. This way the customers would place more value on their own accomplishments, which is also a part of empowerment.

The outcome of the thesis project has been successful. The main aims, which are the follow-up sheet and the recipe leaflet, have been accomplished. In the process, seven cooking lessons were held, which were also very successful. The working life partner can improve the quality and transparency of the services they provide through making the cooking lessons a part of the own carer work. This serves as a desired organisational performance outcome in the Program Evaluation Model by Schalock. In the individual value outcome department, the personal growth of the customers and the thesis worker, can be seen as outcomes.

7 Ethical considerations

The Canadian Association of Social Workers (CASW) recommends their Code of Ethics(2005) for reference to be used by professionals in the field of social services or by legislators, who want to work in an ethically sound manner. In Finland, Talentia Union of Professional Social Workers(2012) states that ethical guidelines and guides help the professionals place value on themselves and others to place value on them, as there is clarity on the basis of the work the social work professionals do. Talentia also notes the paradox that lies in the best of intentions not always resulting in the desired outcomes. Therefore Talentia urges social workers to always aim for neutrality and correctness, even at the risk of not being liked or being misunderstood(5).

The CASW Code of Ethics is not an instruction manual on how to behave in all possible situations for the social workers. Neither does the Code of Ethics place preference on one value over another. CASW identifies a plurality of values for a social worker to adhere to. *Respect for inherent dignity and worth of persons (8)* refers to upholding all members of a society to have value and also respecting the customer's informed choices. Therefore all customers living in the Growth Community Aura were offered a chance to attend cooking lessons. Whether the customer actually attended the lessons was completely up to the customer and it was well understood if someone did not wish to either start or commence with their lessons. Also, all customers were addressed to in a polite manner and their personal shortcomings or problems were never addressed within the lessons. *Pursuit of social justice (9)* promotes equal access to services for all members of a society and the equal distribution of resources. This could mean advocating for wheel chair ramps or, through legislation, free public transportation for retired members of the society. In regard to this thesis, the pursuit of social justice could be seen in the fact that all of the customers are offered a chance to improve their cooking skills and independent living skills through the cooking lessons and all of the customers will receive a recipe leaflet when they leave Growth Community Aura. The pursuit is to offer the customers skills that enable a sustainable life after foster care.

Service to humanity (9) implies that the social worker, when working, places other people's best interest over their personal interests and use their power to promote growth and social justice. The connection to this thesis project can be seen in the fact that the thesis worker has had to step outside their comfort zone and to be prepared to cook together with the customers whatever the customers have wished for. Also, by allowing the customers to design their lessons, the best interest of the customer determines the lesson plan. *Integrity of professional practice (10)* refers to remaining neutral and cooperating with other professions and professionals without allowing personal feelings to affect the work. The relevance to this thesis is the fact that professional conduct is expected from all members of the staff, including

the thesis worker, at Growth Community Aura. There is a large variety of network partners, with whom the professionals in Growth Community Aura come in contact on a daily basis. Also disregarding personal views about the customers and their behaviour when working with them, is expected from all professionals. When implementing the cooking lessons, the thesis worker has made sure not to make a number about the fact that the sharp objects have to be kept behind locks in the kitchen to help minimize the risk of self slashing by the customers.

Confidentiality in professional practice (11) means that the social worker will not disclose any information without consent unless it is required by the law or the Code of Ethics. In Growth Community Aura, the customers can suffer from various mental health problems. When a customer is a threat to themselves, it is the duty of the social services professional to act accordingly. This can be anything from running after an escaped customer or calling 112 for immediate medical assistance. This has been true for the thesis work, too. The thesis worker originally thought about taking pictures about the commencement of the cooking lessons. Then it became evident that the pictures could not be taken or used, as there might be some identifiable marks or signs in the clothes or hands of the customers in the pictures. Therefore the idea of pictures had to be discarded from the thesis work. *Competence in professional practice (12)* refers to the lifelong learning process in which social workers seek ways to improve the quality of the services they provide through education and evaluation as they recognize the customer's right for competent practitioners. In Growth Community Aura the personnel continuously educate themselves further and the functions of the work place are constantly reassessed in order to improve the quality of the services provided. Implementing the thesis work is seen as an assessment of the services the Growth Community Aura offers and the resulting products (the recipe leaflet and the follow-up sheet) raise the competence level of the company.

If a similar project would be held at the same location, would the results be the same? The results would probably not be identical, but very similar. Poor attendance rate can be a result of the customers' mental and physical ill being, the customer feeling like the project had nothing to do with them and the thesis worker not being able to connect the customer to the project or a combination of these and some other factors. As the customers have several types of problems, their day to day functioning ability varies heavily. This time the cocktail of customers produced this particular project. By the time these sentences are written, the customer base has already changed considerably compared to the time these lessons were held. The basic profile of a customer has not changed for the two special units, but there is bound to be some variation in the interests, skills and functional attributes within the customer base.

8 Further research ideas

After this thesis work it would be interesting to see if the customers, who have attended the cooking classes and have received the recipe leaflet and have moved out of Aura Growth Community, use the recipes they have learned and if they feel empowered through learning some basic cooking skills. Or it might be interesting to compare customers who have attended cooking classes to customers who have not attended cooking classes and compare their views on their capabilities in the kitchen. Furthermore, after some time, it could be worth the work to see if the own carers in Etelä-Suomen sijaishuolto-yhtiöt ESSI OY feel they have benefited from the ultimate product of this thesis, which is the “complete and check mark”-sheet which will be added to the Aura Guide Book.

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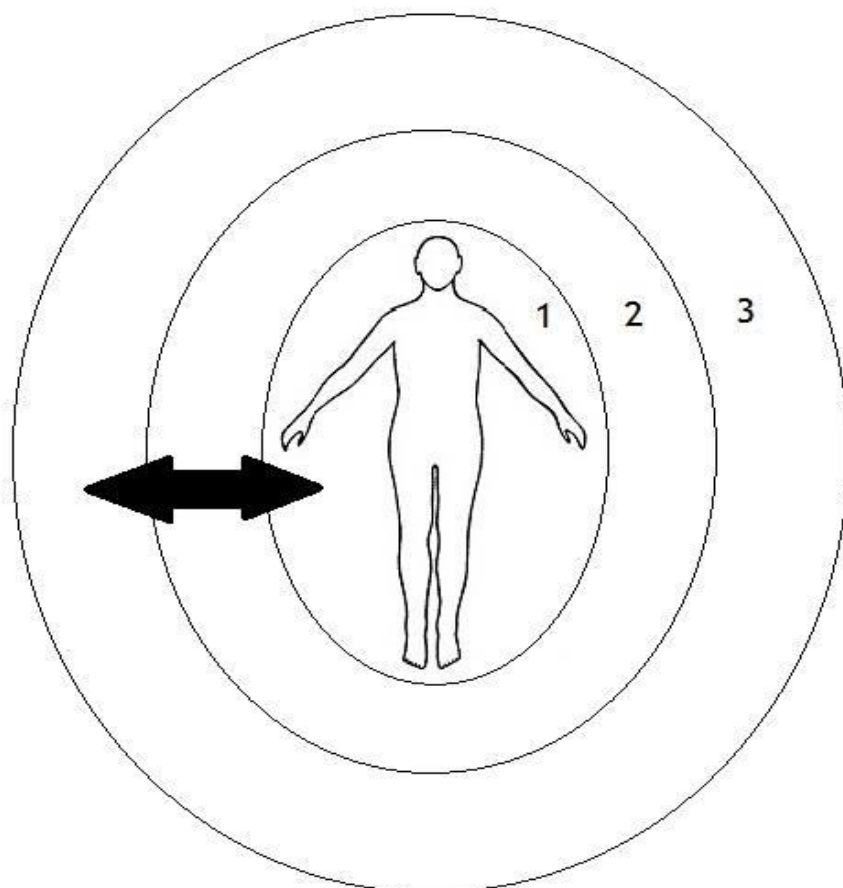
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Illustrations

Picture 1. Levels of empowerment and their connections



Picture 2. The Food Plate Model 2014. Copyright The National Nutrition Council of Finland



Tables

Table 1. Stakeholder SWOT. Spolander and Martin (2012)

Stakeholders	Strengths	Weaknesses	Opportunities	Threats	Themes
<i>Professionals at Aura</i>	New tool for use Empowerment and confidence through new tool	What is the own worker is not a good cook? How to make sure all customers go through the training?	Developing new tool for the company	No interest in using tool	Using a new tool
<i>Management of Aura</i>	Highlights excellent practises Improves quality of work in comp	Lack of time to concentrate on process	Further appreciation of proffs	Tool not taken to use after thesis completion	Quality improvement and transparency
<i>Customers</i>	Lessons designed to improve skills Self determination - customer chooses the dishes	Lack of interest Mental health status affects participation and skills	Participating in improving services and evaluating it	Scheduling lessons around other appointments can be hard	Hands on experience
<i>Thesis worker</i>	Good interpersonal skills, further development of those Empowerment through degree completion	Allocating time poorly Thesis work on top of regular duties	Degree completion -> permanent work Proof of skills for self	Lack of attendance by customers	Professional experience and graduation

Table 2. Outcome based evaluation. The connections between individual and organizational outcomes, performance and values. Schalock, 2012.

		<u>STANDARD</u>			
		PERFORMANCE	VALUE		
<i>Organisational outcomes</i>	F O	x established connections to the functions	x customer satisfaction is monitored through surveys after leaving Aura		
		x the services of psychiatrist are available to customers	x 1,43 trained professionals per each customer		
		x occupational health services at Mehiläinen	x personnel is multiprofessional		
		x all information stored according to regulations and behind locks	x family work for customer's families is arranged		
		x staff turnover rate is low	x customers have access to all the services they require		
<i>Individual outcomes</i>	C U S	x customers' physical and mental health is monitored regularly and acted upon	x customers's emotions are respected		
		x customers' wellness indicators are followed regularly	x customers' personal development is promoted and followed		
		x customers supported in their education	x customers are free to express their will and have a say in participatory activities		
		x customers receive financial aid for pursuing hobbies	x activities are planned so that as many as possible can take part		
		x thesis worker: receives an opportunity to complete thesis and graduate	x thesis worker: personal development as a carer and as a group leader		

Appendices

Appendix 1: Maukkaita kokemuksia- recipe leaflet



MAUKKAITA KOKEMUKSIA!

Reseptivihkonen jokaiselle Auran nuorelle

Pitelet nyt käsissäsi vihkosta, jonka ohjeista Auran nuoret ovat suurimman osan toteuttaneet kevään 2014 aikana. Olen lisännyt mukaan joitakin muita ohjeita, jotta jokaiseen osioon olisi saman verran ohjeita. Ohjeet ovat helppoja, jotta kaikki voisivat niitä kokeilla. Ohjeissa on liha-, kala-, kana- ja kasvisruokia.

Sivuilla on tilaa myös sinun omille resepteillesi tai merkinnöillesi.

Ei muuta kuin rohkeasti kokeilemaan!

Espoossa keväällä 2014,

Marianne

1. Kasvisruokia
 - Helpot kasvispihvit
 - Kasvissosekeitto
 - Pinaattiletut
 - Makaronilaatikko soijarouheesta

2. Kalaruokia
 - Lohikeitto
 - Uuniseiti
 - Savulohisalaatti
 - Silakkapihvit

3. Kanaruokia
 - Broilerisuikaleita currykastikkeessa
 - Kanapasta
 - Kana-nuudelisoppa
 - Riisi-kanavuoka uunissa

4. Liharuokia
 - Pekonipasta
 - Makaronilaatikko
 - Jauhelihakeitto
 - Lihapullat

5. Lisukkeita
 - Keitetyt perunat
 - Keitetty riisi
 - Keitetty pasta
 - Perunamuussi

6. Jälkiruoat
 - Pannukakku
 - Omenahyve
 - Marjarahka
 - Hedelmäsalaatti

1. Kasvisruoat

Helpot kasvispihvit

Ainekset 2 hengen annokseen:

1 iso, raaka peruna

1 iso tai 2 pientä porkkanaa

tai

½ kesäkurpitsa

1 kananmuna

2-3 rkl jauhoja

2-3 rkl kaurahiutaleita

50-100g juustoraastetta

1 tl suolaa

Yrttimausteita: timjamia, basilikaa, rakuunaa kutakin maun mukaan, n.1 tl.

Lisäksi tarvitetset paistamiseen hiukan öljyä.

1. Kuori ja raasta raastimen karkealla terällä peruna ja porkkanat. Jos käytät kesäkurpitsaa, pese se hyvin ja raasta, sitä ei tarvitse kuoria.

2. Sekoita peruna-kasvisraasteen joukkoon haarukalla loput aineet ja anna seoksen olla hetken aikaa.

3. Laita noin ruokalusikallinen seosta kuumennetulle, öljytylle pannulle ja tasoita tasaiseksi. Pikkulettu-pannulla on helppo tehdä sopivan kokoisia pihvejä, jotka on helppo kääntää.

4. Paista pihviä noin 2-4 minuuttia kummaltakin puolelta. Pannu ei saa olla liian kuuma, tai pihvit palavat. Asteikolla 1-9 käytä lämpöasetusta 6 ja asteikolla 1-6 asetusta 4.

5. Pannulle mahtuu monta pihviä samaan aikaan. Kun ensimmäiset pihvit ovat valmiit, lisää hiukan öljyä pannulle ja paista seuraava pannullinen.

6. Tarjoile vaikka keitettyjen perunoiden kanssa.

Supernoepa kasvissosekeitto

2'lle hengelle

500g peruna-sipuliseosta (pakkasaltaasta)

1 pss keittojuureksia (pakkasaltaasta)

1 kasvisliemikuutio

¼ paketillista Koskenlaskija-sulatejuustoa

Tai

0,5 dl ruokakermaa

1. Laita kattilaan pieni loraus vettä, noin 2-3 dl ja anna sen kiehua.
2. Lisää kattilaan peruna-sipuliseos sekä keittojuurekset ja liemikuutio.
3. Anna kiehua noin 10 minuuttia. Jos neste uhkaa kiehua kokonaan pois, lisää hiukan vettä astiaan.
4. Nosta pois liedeltä ja tarkista nesteen määrä. Mitä kiinteämpää soppaa haluat, sen vähemmän kannattaa jättää nestettä keittoon. Soseuta sauvasekoittimella.
5. Lisää sulatejuusto tai ruokakerma ja aseta uudelleen liedelle ja anna kiehahtaa, jotta juusto sulaa.
6. Nauti raejuuston ja ruisleivän kera.

Pinaattiletut

2'lle hengelle

75g pakastepinaattia (eli ½ pussillista)

2,5 dl maitoa

1,25 dl jauhoja

0,5 tl suolaa

1 kananmuna

Tarvitset myös paistamiseen rasvaa

1. Sulata pinaatti ja tiristä siitä ylimääräistä nestettä pois.
2. Riko kananmuna muovikulhoon ja riko sen rakenne haarukalla tai vispilällä.
3. Lisää muut aineet eli pinaatti, maito, jauhot ja suola ja vatkaa vispilällä, kunnes ainekset ovat sekoittuneet hyvin. Anna taikinan turvota vähintään puoli tuntia.
4. Paista rasvatulla paistinpannulla haluamasi kokoisia lettuja.
5. Tarjoile puolukkahillon ja keitettyjen perunoiden kanssa.

Makaronilaatikko soijarouheesta

2'lle hengelle

1 dl tummaa soijarouhetta

2 dl vettä

1 kasvisliemikuutio

200 g makaroneja (½ pussillista)

4-5 dl maitoa

2 kananmunaa

0,5 tl suolaa

0,25 tl paprikajauhetta

0,25 tl valkopippuria

Korppujauhoja

(juustoraastetta laatikon pinnalle, 50-100g)

Rasvaa uunivuoaan voitelemiseen

1. Laita kattilaan 1 litra vettä, kiehauta ja lisää makaronit. Keitä makaroneja melkein kypsiksi, eli noin 6-7 minuuttia. Ota pois liedeltä ja valuta vedet pois.
2. Toisessa kattilassa kiehauta 2dl vettä, soijarouhetta ja kasvisliemikuutiota noin 5-10 minuuttia, kunnes soijarouhe on imenyt veden ja näyttää muhevalta. Ota pois liedeltä.
3. Riko kananmunat muovikulhoon ja vispaa niiden joukkoon maito ja mausteet.
4. Voitele uunivuoka. Sekoita makaronit ja soijarouhe keskenään ja kippaa uunivuokaan. Kaada niiden päälle muna-maitoseos. Seoksen pitäisi peittää kokonaan makaronit. Jos ei, tee lisää muna-maitoa yhden munan ja 2,5dl maitoa verran.
5. Kuorruta koko komeus korppujauhoilla (ja juustoraasteella, jos haluat).
6. Paista 200asteessa noin 30-45 minuuttia.

2. Kalaruokia

Lohikeitto

2'lle hengelle

400g perunoita

400 g lohifilettä tai lohikuutioita pakasteesta

2 pss keittojuureksia

2 kalaliemikuutiota

½ paketillista Koskenlaskija-sulatejuustoa tai

1 dl ruoka- tai kuohukermaa

1 tl tilliä

1. Kuori ja pilko perunat. Laita ne keittymään väljään veteen liemikuutioiden kera.
2. Jos käytät pakastekalaa, lisää kalakuutiot, kun perunat ovat kiehuneet noin 20 minuuttia. Samaan aikaan voit laittaa myös keittojuurekset mukaan.
3. Jos käytät tuoretta kalaa, leikkaa fileestä ohuehkoja poikittaissuikaleita nahkaa myöten. Pilko palaset hiukan pienemmiksi suupaloiksi.
4. Tuoreen kalan kanssa lisää keittojuurekset 20 minuutin kohdalla. Lisää kalapalat, kun perunat ovat kiehuneet noin 25 minuuttia.
5. Kun keitto on kiehunut noin 30 minuuttia, lisää pilkottu sulatejuusto tai kerma keittoon ja anna keiton kiehua vielä noin 5-10 minuuttia. Lisää tilli keiton pinnalle.
6. Tarjoile tuoreen ruisleivän kera.

Uuniseiti

2'lle isohko annos

1 pkt pakasteseitiä annospaloina tai kuutioina (300-400g)

1 sitruuna / sitruunan mehu / limetinmehu

1 tl Suolaa

0,5 tl sitruunapippuria

2 dl ruokakermaa

75g juustoraastetta

1. Sulata sei jääkaapissa. Siihen menee kauan, ota siis vaikka edellisenä iltana jo sulamaan.
2. Asettele seiti uunivuokaan ja ripottele päälle suola ja pippuri sekä sitrusmehu.
3. Kuorruta kalapalat juustolla ja kaada ruokakerma uunivuokaan.
4. Paista 175 asteessa noin 30 minuuttia, kunnes kala on kypsää.
5. Tarjoile perunoiden kanssa.

Vaihtelua saat kuorruttamalla kalan pestolla tai maustetulla ranskankermalla, kokeilemalla löydät omat suosikkisi.

Savulohisalaatti

2'lle

200 g savulohta

100 g keittämätöntä riisiä

1 rasia kirsikkatomaatteja

200 g pakasteparsakaalia

1 tl sitruunan mehua

hiukan tuoretta tilliä

1 prk kermaviiliä

1 tl suolaa

0,5 tl sokeria

2 kpl keitettyjä kananmunia

1. Keitä riisi paketin ohjeiden mukaan. Jäähdytä.
2. Paloittele savulohi sopivan kokoisiksi palasiksi. Nypi ruodot.
3. Puolita kirsikkatomaatit ja sulata parsakaalit mikrossa.
4. Yhdistä kermaviiliin silputtua tilliä, suola, sokeri sekä sitruunanmehua. Anna maustua jääkaapissa hetken aikaa.
5. Yhdistä riisi, kala, tomaatit ja parsat. Sekoita joukkoon kermaviilikastike.
6. Kuori kananmunat, leikkaa lohkoiksi ja asettele salaatin päälle tillin kera.

Silakkapihvit

2'lle

200 g silakkapihvejä

5 rkl jauhoja

2 tl suolaa

0,5 tl pippuria

Rasvaa paistamiseen

1. Laita jauhot matalalle lautaselle ja sekoita niiden joukkoon suola ja pippuri.
2. Kääntelee kaikki silakkapihvit yksitellen jauhoissa ja paista voissa molemmin puolin. Jos jauhoseos loppuu kesken, tee sitä lisää.
3. Pannu ei saa olla liian kuuma, etteivät silakat pala. 6 (1-9) tai 4 (1-6) ovat sopivia lämpötila-asetuksia
4. Nauti perunamuussin kanssa.

3. Kanaruokia

Broilerinsuikaleita currykastikkeessa

2'lle isohko annos

300 g broilerin filesuikaleita

1 pieni sipuli

1 punainen paprika

200 g parsakaalia (pakkasesta tai tuoretta)

400 ml kookosmaitoa

1 rkl currytahnaa

Ripsaus suolaa

Öljyä paistamiseen

1. Pilko sipuli, paprika ja parsakaali.

2. Laita loraus öljyä pannulle ja paista broilerinsuikaleet kypsiksi, kunnes ovat saaneet hiukan ruskeaa väriä kylkiinsä. Kääntelee palasia paistamisen aikana. Tähän menee noin 5-10 minuuttia.

3. Lisää pannulle kasvikset ja anna kypsyä broilerin kanssa noin 5 minuuttia.

4. Lisää currytahna pannulle ja anna kiehahtaa. Lisää kookosmaito.

5. Anna kiehua vielä 5-10 minuuttia. Maista ja lisää suolaa, jos tarpeen.

6. Tarjoile keitetyn riisin kanssa.

Kanapasta

2'lle

4 dl keittämätöntä penne-pastaa

300g broilerin filesuikaleita

2 tl broilerimaustetta

1 punainen tai keltainen paprika

2 dl ruokakermaa

(100g mozzarella-juustoraastetta)

1. Keitä pasta suolatussa, väljässä vedessä kypsäksi ohjeen mukaan.
2. Paista öljyssä filesuikaleet kypsiksi, 5-10 minuuttia. Mausta suikaleet broilerimausteella.
3. Sillä välin kun suikaleet kypsyvät, pilko paprika pieneksi.
4. Lisää paprika suikaleiden sekaan pannulle ja kaada joukkoon ruokakerma. Anna kiehahtaa.
5. Kaada keitinvesi pois pastakattilasta ja lisää pastan joukkoon filesuikale-paprika-kerma-seos. Sekoita.
6. Halutessasi, lisää joukkoon mozzarella-juustoraastetta. Anna raasteen sulaa joukkoon ja kääntele pastaseosta, jotta juusto levittyy joka puolelle ruokaa.

Tämä ruoka on hyvää kylmänä ja kuumana.

Kana-nuudelisoppa

2'lle

2 pss kananmakuisia nuudeleita

300 g broilerin filesuikaleita

2 pss keittojuureksia

2 kanaliemikuutiota

1 dl ruokakermaa

1. Paista öljytyllä pannulle filesuikaleet kypsiksi.

2. Pilko nuudelit kattilaan ja lisää noin 6 - 7 dl vettä sekä kanaliemikuutiot ja nuudeliensa mausteet. Nuudelit saavat olla aika pieninä paloina, niin soppaa on helpompi syödä.

3. Anna nuudeleiden kiehua noin 5 - 10 minuuttia ja lisää joukkoon keittojuurekset. Anna kiehua uudelleen noin 5 minuuttia.

4. Lisää soppaan myös kanat, anna taas kiehua 5 minuuttia.

5. Lopuksi lisää ruokakermaa ja anna kiehahtaa.

Nuudelit imevät itseensä nestettä myös jäähtyttyään, joten seuraavana päivänä sopan liemi voi olla vähissä. Ei se makua vähennä, joten syömäkelpoista soppa silloinkin on.

Riisi-kanavuoka uunissa

2'lle

3 dl keittämätöntä riisiä

2 kanan rintafiletä

400 ml kookos- tai ruokakermaa

2 tl broilerimaustetta

1 pss herne-maissi-paprika-seosta

2 dl vettä

1. Voitele matala uunivuoka.

2. Asettele kanafileet keskelle astiaa. Ripottele 1 tl broilerimaustetta niiden päälle.

3. Kaada kanojen ympärille riisit ja vihannekset. Ripottele viimeinen teelusikallinen broilerimaustetta riisien päälle.

4. Kaada astiaan kookosmaito. Jos riisit eivät ui väljässä nesteessä, lisää jopa 2 dl vettä, jotta riiseillä on tarpeeksi nestettä.

5. Paista 200 asteisessa uunissa noin 45 minuuttia.

4. Liharuokia

Pekonipasta

2'lle

4 dl kuviopastaa, esim. gnocchi tai penne

5 viipaletta pekonia (n. ½ paketillista)

(100g tuoreita herkkusieniä)

2 dl ruokakermaa

0,5 tl mustapippuria

0,5 tl suolaa

1. Laita pasta kiehumaan suolattuun, väljään veteen. Keitä ohjeen mukaan. Kaada keitinvesi pois.

2. Silppua pekoni pienehköiksi siivuiksi.

(3. Pese ja viipaloi herkkusienet.)

4. Paista pekoni rapeiksi pannulla.

(5. Lisää herkkusienet ja anna niidenkin paistua pekoninrasvassa.)

6. Lisää ruokakerma ja anna kiehahtaa.

7. Mausta suolalla ja pippurilla.

8. Voit joko yhdistää kastikkeen ja pastan samaan kattilaan tai kauhoa kastiketta pastan päälle lautasella.

Makaronilaatikko

2'lle

250g jauhelihaa (naudan tai sika-nautaa)

1 pieni sipuli

1 tl paprikajauhetta

0,5 tl valkopippurijauhetta

1 tl suolaa

200 g keittämätöntä makaronia (½ pussillista)

5 dl maitoa

2 kananmunaa

0,5 tl suolaa

0,5 tl paprikajauhetta

0,5 tl valkopippurijauhetta

3 rkl korppujauhoja

(50-100g juustoraastetta)

Rasvaa uunivuolan voitelemiseen ja lihan paistamiseen.

1. Keitä makaronit melkein kypsiksi, noin 6-7 minuuttia. Kaada keitinvesi pois. Laita uuni kuumenemaan 200 asteeseen.

2. Kuori ja kuutioi sipuli. Kuullota sipuli pannulla rasvassa, kunnes se on läpikuultavaa. Lisää jauhelihapannulle. Paista liha kokonaan ruskeaksi. Lisää mausteet kypsään lihaan, myös suola.

3. Voitele uunivuoka ja kaada pastat ja jauheliha siihen. Sekoita niitä, jotta jauhelihaa on jokapuolella.

4. Riko kananmunat muoviasiaan ja sekoita ne haarukalla rikki. Lisää maito ja mausteet ja sekoita haarukalla tasaiseksi. Kaada seos pastan päälle uunivuokaan. Seoksen pitäisi peittää kaikki makaronit. Jos ei, niin tee seosta lisää. (1 kananmuna, 2,5dl maitoa)

5. Ripottele koko komeuden päälle korppujauhoja ja halutessasi myös juustoraastetta. Paista 200 asteessa noin 30 - 45 minuuttia.

Jauhelihakeitto

2'lle

250 g jauhelihaa

400 g perunaa

2 pss keittojuureksia

1 tl suolaa

3 kokonaista maustepippuria

0,5 tl paprikajauhetta

0,5 tl valkopippurijauhetta

1. Kuori ja pilko perunat pieniksi suupaloiksi. Laita kattilaan noin 8 - 10dl vettä ja laita perunat siihen kiehumään. Lisää myös maustepippurit. Keitä noin 20 minuuttia, tai kunnes perunat haarukalla tunnusteltaessa antavat haarukan terien upota helposti perunaan.
2. Pilko sipuli pieneksi ja kuullota pannulla rasvassa. Lisää jauheliha pannulle, pienennä paisistolastalla, liikuttele lihaa paiston aikana ja paista kypsäksi. Lisää mausteet kypsään lihaan. Ota pannu pois hellalta.
3. Lisää perunoiden joukkoon keittojuurekset ja anna kiehua noin 5 minuuttia.
4. Lisää kypsä jauheliha kattilaan ja anna kiehua joitakin minuutteja.

Lihapullat

2'lle

250g jauhelihaa

1 pieni sipuli

1 tl suolaa

2 tl pizzamaustetta

0,5 dl korppujauhoja

1 dl ruokakermaa TAI ½ prk kermaviiliä

(1 kananmuna)

1. Kuori ja pilko sipuli. Laita uuni kuumentamaan 200 asteeseen.
2. Laita muovikulhoon korppujauhot ja sekoita haarukalla siihen neste tai kermaviili sekä sipuli ja mausteet. Anna olla noin 5-10 minuuttia, jotta korppujauhot imevät nesteen itseensä.
3. Lisää kulhoon jauheliha. Voit käyttää joko haarukkaa tai omaa kättäsi saadaksesi korppujauhot ja lihan sekoitettua tasaiseksi massaksi. (Jos haluat, voit lisätä raa'an kananmunan seokseen.)
4. Pyörittele mielesi mukaan sopivan kokoisia lihapullia kämmenissäsi. Asettele ne leivinpaperoidulle uunipellille.
5. Kun koko taikina on käytetty, laita uunipelti uunin keskitasolle ja paista lihapullia noin 15-25 minuuttia, riippuen niiden koosta. Isommat vievät tietenkin pidemmän ajan.
6. Näiden seuraksi sopii vaikka perunamuussi.

5. Lisukkeet

Keitetyt perunat

2'lle

4-6 perunaa, riippuen koosta

1. (Halutessasi, kuori perunat ja) laita kattilaan siten, että perunat juuri ja juuri peittyvät veden alle. Laita levy täysille, kunnes vesi kiehuu, jolloin voit pienentää lämpöä. Pidä kansi kattilan päällä, hiukan raollaan. Keitä perunoita noin 20-35 minuuttia, kunnes haarukan terä uppoaa vaivatta perunaan. Kaada keitinvesi pois ja nauti.

Keitetty riisi

2'lle

2 dl riisiä

3 - 4 dl vettä

1. Kiehauta vesi.

2. Lisää riisi ja anna kiehua hiljalleen (eli matalalla lämmöllä) noin 12-20 minuuttia, riippuen riisityypistä. Sekoita välillä. Riisi on valmista, kun vesi on imeytynyt.

Keitetty pasta

2'lle

4 dl pastaa

1 l vettä

2 tl suolaa

1. Kiehauta vesi ja lisää suola ja pasta. Anna kiehua pakkauksen ohjeen mukaan, pastasta riippuen noin 8 -15 minuuttia. Kaada keitinvesi pois.

Perunamuussi

2'lle

400g jauhoisia perunoita (punainen pussi, punainen merkintä irtolaarissa)

2-3 dl maitoa tai keitinnettä

2 rkl voita tai margariinia

0,5 tl suolaa

1. Kuori ja keitä perunat kypsiksi siten että ne juuri ja juuri peittyvät veden alle, noin 20-30 minuuttia. Säästä keitinnettä johonkin astiaan 2-3 dl, mikäli aiot käyttää sitä muussin tekemiseen. Kaada muutoin kaikki keitinvesi pois.
2. Survo perunasurvimella perunat muussiksi. Lisää varovasti nestettä (maitoa tai keitinnettä) ensin yksi desilitra ja sekoita muussia haarukalla tai sähkövatkaimella. Lisää nestettä, kunnes muussi on melkein toivomasi paksuista.
3. Lisää rasvaa ja suola ja sekoita muussia. Huomioi, että rasva sulaa muussiin ja on siis nestettä, joka tekee muussista ”laihempaa”. Siksi kannattaa lisätä nestettä hiukan liian vähän muussiin ennen rasvan lisäystä. Nestettä voi senkin jälkeen tarvittaessa lisätä.

Perunamuussi on herkullista vaikka kasvispihvien tai lihapullien kanssa.

6. Jälkiruokia

Pannukakku

4 - 8'lle, koko pellillinen

1 l maitoa

6 dl jauhoja

4 kananmunaa

4 rkl sokeria

1 tl suolaa

75 g margariinia

1. Mittaa jauhot muovikulhoon. Vatkaa joukkoon maito. Anna jauhojen turvota nesteessä ainakin 30 minuuttia.
2. Laita uuni kuumenemaan 225 asteeseen.
3. Riko kananmunat syvälle lautaselle ja sekoita haarukalla niiden rakenne rikki. Lisää sokeri ja sekoita haarukalla hyvin. Lisää seos maito-jauho-seokseen. Lisää suola.
4. Laita syvälle uunipellille reilunkokoinen leivinpaperi, joka siis nousee joka puolelta yli reunojen.
5. Sulata margariini ja lisää se taikinaan.
6. Kaada taikina pellille ja laita uunin keskitasolle paistumaan.
7. Paista noin 45 minuuttia, kunnes kauniin ruskea ja hyytynyt myös keskeltä.
8. Maistele hillon tai sokerin ja kermavaahdon kanssa.

Omenahyve

2 - 4'lle

4 isoa omenaa

100 g margariinia

1 dl sokeria

2 dl kaurahiutaleita

2 tl kanelia

(1 tl vaniljasokeria)

(vaniljakastiketta tai vaniljajäätelöä)

1. Kuori omenat ja lohko ohuiksi siivuiksi. Laita uuni kuumenemaan 200 asteeseen.
2. Sulata margariini (mikrossa kahvimukissa tai pikkukattilassa hellalla) ja kun se on hiukan jäähtynyt, kaada se muovikulhoon.
3. Lisää rasvaan kaurahiutaleet, sokeri ja kaneli (ja vaniljasokeri).
4. Lado omenalohkot voideltuun uunivuokaan tasaiseksi kerrokseksi.
5. Kauho kauraseos omenien päälle. Ei haittaa, jos seos jää epätasaiseksi, kunhan kaikki omenat ovat peittyneet.
6. Paista hyvettä 200 asteessa noin 30 minuuttia uunin keskitasolla.
7. Tarjoile hiukan jäähtynyt omenahyve jäätelön tai vaniljakastikkeen kanssa.

Marjarahka

4'lle

1 prk maitorahkaa

1 prk kuohukermaa

2 dl pakastemarjoja (tai 1 prk ananasmurskaa tai 1 pieni purkki mandariinilohkoja tai 2 banaania tai 1 pieni purkki persikkaa)

2 tl sokeria, jos marjat/hedelmät sokeroimattomia

1. Vaahdota kerma sähkövatkaimella ja vatkaa sen jälkeen siihen mukaan maitorahka.
 2. Lisää hiukan sulatetut pakastemarjat ja sokeri sekoittaen varovasti.
 3. Jos käytät säilöttyjä hedelmiä, kaada niistä sokeriliemet pois, pilko jos tarpeen ja vatkaa kerma-rahkaseoksen joukkoon.
-

Hedelmäsalaatti

2 - 4'lle

1 pieni hedelmäcocktail-purkki

1 banaani

1 omena

(hiukan viinirypäleitä)

(riipaus vaniljasokeria)

1. Kaada hedelmäcocktail tarjoilukulhoon nesteineen päivineen.
2. Kuori ja pilko omena pieniksi suupaloiksi.
3. Kuori ja pilko banaani pieniksi lohkoiksi.
4. Pese ja halkaise viinirypäleet.
5. Lisää tuoreet hedelmät hedelmäcocktailiin ja halutessasi ripaus vaniljasokeria. Sekoita ja annostele lautaselle.

Appendix 2: Follow-up Sheet

Etelä-Suomen sijaishuoltopalvelut ESSI Oy
Kasvuyhteisö Aura
Erityisyksikkö Soihtu / Lumo

Asiakas: _____

Omaohjaaja: _____

Tämän lomakkeen tarkoitus on tallentaa muistiin asiakkaan harjoittelemat ruokalajit ja -tyypit asiakkaan kansioon. Näin sekä asiakas että omaohjaaja pystyvät hahmottamaan asiakkaan taidot ja harjoituskenttarpeet. Asiakkaan siirtyessä itsenäiseen asumiseen, on hyvä varmistaa taitojen olemassa olo. Tarkoitus on, että asiakas hallitsisi ainakin salaatin, keiton, laatikon ja kastikkeen sekä lisukkeiden teon itsenäistyessään. Tukena harjoitukseen voi käyttää ”Maukkaita hetkiä!”-vihkosen helppoja ohjeita.

	Päivämäärä	ruokalaji	asiakkaan kommentti
1.			
2.			
3.			
4.			
5.			
6.			