



The Campus Kitchens Project

Nutrition Initiatives Guide

**A step-by-step guide for
student groups on how to
fight hunger and promote
nutrition in the community**

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The Campus Kitchens Project Nutrition Initiatives

Introduction

The initiatives in this guide are based on the work of student volunteers with the Campus Kitchens Project, a student driven organization that takes unused surplus food from college cafeterias and distributes it to homeless shelters, after-school programs for disadvantaged youth and senior meal sites. For more information about The Campus Kitchens Project, check out their website at www.campuskitchens.org.

The idea of creating nutrition initiatives began when students and staff from five Campus Kitchens located at Saint Louis University (St. Louis Missouri), Dillard University (New Orleans, LA), Marquette University (Milwaukee WI), Augsburg College (Minneapolis, MN) and Northwestern University (Evanston, IL) met at the first annual CKP Student Conference in Washington, DC in the spring of 2004. At the conference, students voiced their goals for the 2004-2005 academic year. One of their primary goals was to feel more connected to work that was being done at other Campus Kitchens around the country. Students decided that every year all Campus Kitchens would focus on a special theme, which would be chosen at the annual conference. Volunteers chose to focus on nutrition for the first year and provide their clients with more information on how to prepare nutritious meals, maintain healthy lifestyles and connect with anti-hunger and nutrition resources in their communities.

During the following semester, students at each campus began work on nutrition initiatives, each group focusing on a specific need in their community. The result of their work was the creation of the CKP Nutrition Initiatives Guide, a compilation of five unique nutrition initiatives including, a community garden, nutrition education with elementary school students, a produce delivery program, a new immigrant food box program and nutrition bulletin boards.

Although the kits included in the CKP Nutrition Initiatives Guide are based on the work of students involved with The Campus Kitchens Project, they can be easily adapted to use at other college campuses and with other student groups.

We invite you to use this guide as a starting point for programming at your campus that is unique to your community and seeks to end hunger and promote good nutrition.

Community Garden

Students and clients plan, plant, cultivate and harvest a garden together, and then use that fresh produce for healthy meals.



**Campus Kitchen at Dillard University
New Orleans, LA
2004-2005**

Case Study: Campus Kitchen at Dillard University

Community Needs Assessment: Volunteers of the Campus Kitchen at Dillard University in New Orleans were looking for a way to incorporate more fresh produce into the meals they prepared for clients. Access to fresh and affordable produce is often difficult in low-income areas and the Campus Kitchen only had limited amounts of produce coming in as donations. Students also saw a need for more interaction with their clients at St. John Berchman's Manor, an elderly housing complex that receives Campus Kitchen meals once a week. Traditionally, students dropped off meals but did not spend time with the residents, who often suffer from feelings of isolation and loneliness.

Project: Campus Kitchen volunteers decided to start a community garden in collaboration with St. John Berchman's Manor. A garden had been started at the site before but due to lack of volunteers, the garden was neglected and eventually became overgrown. Campus Kitchen volunteers decided to resurrect the garden to help supply the demand for fresh produce for their clients and join the new trend of urban growing that had started in New Orleans. Because the garden was located at St. John Berchman's Manor, it also gave volunteers more opportunities to interact with their clients. Students helped with planting, watering and harvesting and asked local businesses for donations of benches and picnic tables so that clients could spend time with them outside as they worked. Additionally, volunteers prepared and ate special meals with clients that highlighted produce from their own garden. CKDU wanted to involve the surrounding community as well and collaborated with volunteers from the National Youth Leadership Council and Upward Bound, who helped maintain the garden and spent time with clients. The large number of volunteers involved in this project guaranteed that there would be enough people to get all of the work done and maintain a significant presence at the site.

Benefits: This project serves as a model for resourceful community food production and helps the Campus Kitchen serve more fresh produce to its clients. The garden also provides an opportunity for college students to spend time with residents of St. John Berchman's Manor and provide leadership to younger community volunteers.

How to Develop a Community Garden

1. Determine program feasibility.

Meet with other student volunteers who are interested in this project and discuss whether or not this project would be a good fit for your student group. See Attachment 1 for a suggested list of discussion questions to go through during this meeting.

2. Complete a needs assessment.

Before you begin this project, assess the need in your area to make sure this initiative would be right for your community. This can be done by interviewing clients or talking with social service providers in your area. Remember to keep in mind the following issues:

- Do you have a meal delivery site or other location to start a garden?
- Would your clients want more produce incorporated into their meals?
- Would the community benefit from a garden?
- Do your clients have the ability to cook, use and/or store fresh produce?
- Would enough of your clients be mobile enough to participate in the garden with volunteers?



Unpacking garden produce at the Campus Kitchen.

3. Evaluate your resources.

Make sure you have all the appropriate resources to put together this initiative.

For this project you will need:

- Space to create a new garden or an existing garden that you can take over or build on
- Knowledge of what plants grow in your region and best practices for growing those items
- Gardening tools
- Seed or plant donations
- Volunteers (The number of volunteers you will need will depend on how large of a garden you plant.)
- Clients that can use the fresh produce when it is ready to harvest

4. Decide if this project will work with your student group.

After meeting as a group, completing your community needs assessment and evaluating your resources, decide if this project would be a good fit for your program. If during the community needs assessment you found clients that would appreciate this program and benefit from it and the appropriate resources to make it a success, then you know you should continue with this project.



Butterfly flower section of community garden.

5. Set your goals and objectives.

You can use the goals based on the work at Dillard University as a starting point.

Goal 1: Create a sustainable community garden that can provide fresh produce to clients

Objective A: Find a local organization that would like to partner with the Campus Kitchen to great a community garden

Objective B: Work with community groups and businesses to secure seed and plant donations and use volunteers to maintain garden

Goal 2: Build relationships with community partners and clients through work in the garden

Objective A: Recruit students and community volunteers to work in garden

Objective B: Ask businesses and related organizations to collaborate on special projects

Objective C: Think of creative ways to involve clients in the project

Goal 3: Increase client's access to nutritious food and nutrition information

Objective A: Incorporate fresh produce from the garden into meals for clients

Objective B: Include nutrition and health information with meals

6. Put together a timeline.

To keep your work on track and ensure that all volunteers, clients and partner organizations are on the same page, it will be important to put together a timeline of all your work throughout the semester or year. See Attachment 2 for an example timeline created for the pilot program at Dillard University.



Preparing produce at the Campus Kitchen

7. Create a planting list.

The Campus Kitchen at Dillard University chose the following list of items to plant.

- Irish potatoes
- Carrots
- Tomatoes
- Lettuce
- Mustard Greens
- Cucumbers
- Bell peppers
- Collard Greens
- Rosemary
- Thyme
- Basil
- Mint

When you create your planting list keep in mind the following:

- Make sure that your list of vegetables and flowers will be able to grow in your region.
- Research whether or not you will have enough space for all the plants you have chose (Ex: Watermelons require 7-10 feet in between rows. If you have a small garden, this would not be a good item to plant.)
- Think about whether or not your clients will be interested in eating the produce items you have selected.

There are a variety of online resources to help you start your garden and decide which items to plant. A simple web search will help you find countless resources but the following are a few places to start.

- **www.openlands.org/urbangreening.asp**
This website provides information on transforming a vacant lot into a garden along with tips on how to design your garden, raise money, plant and maintain the garden and do other special projects.
- **www.ehow.com/how_13844_plant-garden-bed.html**
This website lays out simple step-by-step directions on how to plant a garden with links to guides on planting indoors and outdoors, picking out tools and planning winter and summer gardens.
- **www.helpfulgardener.com**
This website provides a variety of general gardening information along with tips on how to plant vegetable and herb gardens.

- **www.communitygarden.org**
This website is maintained by the American Community Gardening Association and provides information on how to start and maintain a community garden.

8. Gather gardening supplies

The supplies you will need will depend on the size and type of garden that you create. The following list contains the basic supplies you will most likely need.

- Small shovels
- Large shovels
- Gardening gloves
- Hose or watering cans
- Bags of potting soil
- Trowels
- Bags or baskets for weeding and hauling debris
- Containers for harvesting produce
- Fertilizer
- Chicken wire or fencing to keep animals out
- Growing post for vine plants such as tomatoes

9. Secure donations.

If you need seeds, plants, tools or items for special events, come up with a strategy for getting donations or fundraising. Students at the pilot site were able to make connections with the local farmers market and a community gardening organization, which donated the items they needed that were not provided by the site. If you decide to send out donation request letters, use Appendix 1: Donations Letter as a template.

10. Create a garden map.

CKDU used 4 beds, each 12 ft X 12 ft. One bed was used for herbs, two for vegetables and one for a butterfly garden. You will have to decide how you want to organize your garden and remember to take into account the distance that each item needs to be planted away from other plants. Use Attachment 3: Garden Map as an example.

11. Plan a “kick-off” event.

If you are starting the garden from scratch or working with an existing plot that will require a significant amount of work at first, consider hosting a “kick-off” event. This day could include special volunteer groups to help with the initial work and special projects to get people excited about the garden. An event that gives your garden area a “before and after” kind of face-lift will be very interesting to press. Make sure you contact your Campus Kitchen Coordinator and the CKP national office to get a press release and media advisory sent out.

12. Discuss additional programming.

The following ideas are based on work at the pilot program and can be used as a starting point for you as you decide what type of additional programming you would like to do at your garden.

- **Ask for donations of benches and picnic tables.**
This would create a place for less mobile clients to sit and talk with the students as they work. You could also use the picnic table for special projects or serve water/lemonade or a snack for volunteers and clients during garden shifts.
- **Build window boxes**
As a special project, build window boxes that can be used for seedlings for the community garden or as herb gardens. Window boxes would be ideal near clients that are not mobile enough to get to the garden. Get donations of lumber and supplies from local businesses and organizations. See Attachment 4: How to Build Window Boxes for directions.
- **Post information about the garden at client sites.**
If the garden is near one of your client sites, put up a bulletin board about the garden inside the building with photos, information about the garden, produce recipes and a schedule of when students will be working.
- **Involve kids and community members from the area.**
Invite people to come over and learn about the garden and help you with special projects such as local school groups, youth groups or related community groups.
- **Involve clients as much as possible.**
If clients are elderly, encourage them to watch students work or help with special planting projects that can be done at tables. Decorate client agency with flowers from the garden, use vegetables in meal production at that site and ask clients if they have good recipes to use with produce

- **Make signs for the garden.**

Have volunteers, clients or kids make signs for each row of vegetables and flowers and a large sign to identify the site. Also use signs to identify businesses or organizations that gave you donations, if they request publicity. If you have money in your budget, consider purchasing a waterproof sign or banner.

- **Decorate flowerpots.**

An easy activity for kids and senior clients would be to decorate ceramic pots by either painting them or for a more advanced project, decorating them with a mosaic tile design.

13. Maintain the garden.

To keep up with garden maintenance, create a system of scheduling volunteers. The size of your garden will determine the number of volunteers and the number of times throughout the week they will be needed at the garden. Most likely, you will need 4-5 volunteers, 3 days a week, for an hour each time. These shifts will include watering, weeding, harvesting or special projects.

14. Harvest the produce.

You will need to plan your planting and harvesting throughout the year. When and how you harvest will depend on what type of items you plant. Staff at local gardening stores, directions on seed packets and Internet research can all help you navigate this process. Regardless of what you plant, you will need to create a calendar for planting and harvesting. Use Attachment 5: Planting and Harvesting Calendar, as a template.



Preparing meals with fresh produce

15. Reflect on your work.

Once the garden is underway, take some time to reflect as a group about the project and its impact on the community. Use the following discussion questions as a guide.

- What has the process of starting a community garden been like for you?
- What are the benefits of community gardens?
- Could clients use individual or community gardens as a way to increase their access to fresh produce?
- Are community gardens a good use of resources?
- What are the benefits of organic gardening?
- Is it easy to buy or use local produce in your area?
- Are community gardens a good model for solving long-term hunger and poverty?

16. Evaluate your project.

When your project is over, either at the end of the semester or the end of the academic year, have clients and volunteers evaluate the project. Use Appendix 2 and 3 as a guide in that process. Distribute evaluations to volunteers and clients and use the feedback from the evaluations to make your program run more smoothly in the future.

17. Pass on what you have learned to other Campus Kitchens and student groups.

Before you are done with your project, think of ways you can pass on what you have done to other Campus Kitchens and student groups so they can benefit from your experiences. Your Campus Kitchen Coordinator can help you with this. One of the best ways to ensure that your work is not lost is to contact the National Programming Coordinator and let them know what you have done. They can either arrange for your work to be posted on the CKP intranet or have your ideas and/or materials sent to other Campus Kitchens.



Cooking with garden produce

Discussion Questions for Initial Community Garden Meeting

During the first meeting with student volunteers, discuss whether or not this project would be a good fit for your organization. Keep in mind the following questions regarding feasibility and execution:

Feasibility

- Who can be involved in this project? Student groups? Community volunteers? Clients? Businesses?
- How can we promote good nutrition through this project?
- What programming could we do with this project that would benefit the clients and volunteers?
- Do we have all the equipment for this project? If not, where can we get donations?
- Who will maintain the garden on a regular basis? Do we have enough volunteers to keep the garden running year round?
- Do we need any money for this program? If so, does our organization have a way of securing the needed funds?

Execution

- How will we coordinate all the logistics for this project such as; planting and harvesting, scheduling volunteers, securing donations and programming?
- What types of vegetables and/or flowers do we want to grow?
- What can grow in our region?
- Should this garden be organic?
- Should we start the garden from seed or plant?

Timeline

At the beginning of this project you will want to create a timeline to help keep volunteers, clients and partner organizations on schedule. The following timeline is based on the work of volunteers at Dillard University and can be used as a starting place for your work.

September

- Conduct several initial brainstorming meetings with Campus Kitchen volunteers to plan the best way to approach this project
- Complete a community needs assessment and discuss the results
- Evaluate your resources
- Establish your goals and objectives for this project
- Put together a timeline

October

- Research gardening suggestions for vegetables and flowers for your area
- Meet with someone who can give you advice about planting and harvesting and create a planting list
- Take inventory of the tools and resources you have

November

- Map out what the garden will look like (Use Attachment 3 as a template) and make a calendar for planting and harvesting
- Ask for donations if you need more supplies
- Do garden “walk through” to evaluate work that needs to be done
- Set a date to begin community garden

December

- Discuss whether or not you want to have a kick-off event for the garden
- Discuss additional programming that could be done with garden
- Recruit students/community groups that would be interested in helping out at the garden on a regular schedule
- Contact your campus PR office to see if they would like to help publicize your work on campus and in the community

January

- Set up a time to reflect on your project.
- Establish a system of evaluating your work

Garden Map

Main Garden Plots

Butterfly Garden
Black-eyed Susan
Butterfly weed
Marigold
Lavender

12 X 12

Herbs
Rosemary
Thyme
Basil
Mint

12 X 12

Vegetables
Potatoes
Carrots
Tomatoes
Lettuce

12 X 12

Vegetables
Collard Greens
Mustard
Cucumbers
Bell Peppers

12 X 12

Herb Window Boxes

Rosemary

Basil

Thyme

Mint

How to Build Window Boxes

Step One: Start by cutting 1” thick cedar into the required pieces:

- Two pieces the same size for the front and back. These lengths should match the window width.
- Two pieces the same size for the sides. The size of these should reflect the width and depth you choose.
- One piece for the bottom. This piece should be the same length as the front and back, and two inches wider than the sides.

Step Two: Pre-drill guide holes in the front and back pieces at each end. Repeat on the bottom piece but drill an additional one-inch hole in the middle to allow for drainage.

Step Three: Glue the front and back pieces to the sides -- be certain the correct sides are exposed outward. Waterproof wood glue works well. Then, using the pre-drilled holes as guides, screw the front and back pieces to the sides with 1-1/3-inch galvanized screws. These screws will provide ample stability and not react with the natural preservatives within the western red cedar.

Step Four: Glue the bottom piece to the bottom of your window box and screw that into place as well. Then sand, prime and paint the window box if you desire.

Step Five: For windows extended to or near the ground, simply place the window box under the window for a nice touch. For higher windows, begin the mounting process by drilling two 1/2-inch-diameter holes in the back of the cedar window box, approximately a quarter-way in from each end and 1-1/2-inch below the top edge. Holding the cedar window box in position under the window, hammer a 3/8-inch hanger bolt through each hole onto the house siding enough to make an indentation or mark.

Step Six: Remove the window box and drill two 1/2-inch pilot holes at the indentation marks. When installing the hanger bolts, allow two inches of each bolt to protrude from the house. Hang the window box on the hanger bolts and screw a 3/8-inch washer and nut on the end of each bolt.

*Source: “Build a Cedar Window Box in a Weekend” Gardening and Landscaping Magazine
www.jorbins.com/gardening-magazine/articles/cedar-window-box.php Accessed 1/21/05*

Planting and Harvesting Calendar

January

Plant lettuce
Plant flowers
Plant herbs

February

Plant Irish potatoes
Plant carrots
Plant mustard greens

March

Plant tomatoes
Harvest lettuce
Harvest bell peppers
Plant cucumbers

April

Harvest greens

May

Harvest tomatoes
Harvest carrots
Plant tomatoes
Harvest Cucumbers

June

Harvest potatoes
Plant collards
Harvest peppers

July

Plant tomatoes
Harvest tomatoes
Plant peppers
Harvest cucumbers

August

Plant potatoes
Harvest Collards
Plant greens
Plant carrots

September

Harvest tomatoes

October

Harvest greens
Harvest peppers

November

Harvest collards
Harvest carrots

December

Harvest Potatoes

Produce Delivery Program

Volunteers create their own model of a community shared agriculture (CSA) program by getting donations of fresh produce from farmers markets and distributing them to their clients once a month along with nutrition programming developed through a service learning partnership with their university's nutrition department.



**Campus Kitchen at Saint Louis University
St. Louis, Missouri
2004-2005**

Case Study: Campus Kitchen at Saint Louis University

Community Needs Assessment: Volunteers at the Campus Kitchen in Saint Louis wanted to implement a nutrition initiative that would provide more nutrition information to their clients at Council Towers, a low-income housing complex that accommodates approximately one hundred elderly and disabled residents. From working with their clients at Council Towers, volunteers knew residents there had limited access to fresh produce and were not mobile enough to shop at local farmers markets. They also knew that many clients ran out of food towards the end of the month when their food pantry supplies, food stamps or monthly income ran out.

Project: The Leadership Team decided to create a produce delivery program for the Campus Kitchen clients at Council Towers. It was similar to a Community Shared Agriculture system, which allows community members to buy produce directly from the farmer. Generally, people buy “shares” of the farmer’s crop each month. This allows the farmers to know that there is a market for their crops and provides community members with a box of fresh produce each month. Campus Kitchen students helped their clients have access to this type of program by picking up the produce at discounted prices from the farmer and delivering the boxes of produce to their door. The produce boxes were delivered to 46 clients and distributed with regular Campus Kitchen meal delivery at the end of each month. Produce was distributed at no cost but the Campus Kitchen asked for a suggested donation of \$2 per month. The purpose of the small fee was to make clients feel invested in the program and cover a small cost of the purchased produce. Volunteers also worked with students in the Nutrition department, who used their work with the Campus Kitchen as part of their course practicum. To set this up, the Campus Kitchen Coordinator met with faculty in the Nutrition Department to see how their programs could work together. Students from the Nutrition department created informational flyers that accompanied the meals. The flyers highlighted healthy recipes to use with the produce and general information on how to stay healthy.

Benefits: A Campus Kitchen produce delivery program allowed clients to receive a box of fresh produce every month for a nominal fee. This allowed them to cook more nutritious meals and avoided the previous barriers of high produce costs and limited mobility. This project also created closer ties between the Campus Kitchen, Council Towers clients, and the Nutrition department at St. Louis University.

How to Develop a Produce Delivery Program

1. Determine program feasibility.

Meet with other student volunteers who are interested in this project and discuss whether or not this project would be a good fit for your program. See Attachment 1 for a suggested list of discussion questions to go through during this meeting.

2. Complete a community needs assessment.

Before you begin this project, assess the need in your community to see if this initiative would be right for your community. A needs assessment can be done in the following ways:

- Interview potential clients. (Use Attachment 2: Preliminary Client Survey as an example of what types of questions to ask clients.)
- Meet with a staff member at one of your meal delivery sites or at a local social service agency.

For either of these methods, give a brief explanation of your project and ask if they think there would be interest in your project at your meal delivery sites. See Attachment 3 as an example of some main points to make during this meeting.

3. Evaluate your resources.

Make sure you have the appropriate resources to put together this initiative.

For this project you will need:

- Consistent monthly donations of fresh produce for your clients (The amount you will need, depends on how many clients you want to serve.)
- Boxes or bags to distribute the produce
- Volunteers to get donations, pack and distribute boxes and put together nutrition programming



Soulard farmers market in St. Louis, MO

4. Decide if this project will work with your student group.

After meeting as a group, completing your community needs assessment and evaluating your resources, decide if this project would be a good fit for your program. If during the community needs assessment you found clients that would appreciate this program and benefit from it and the appropriate resources to make it a success, then you know you should continue with this idea.

5. Set your goals and objectives.

You can use the pilot program's goals, listed below, as a starting point.

Goal 1: Increase clients' access to fresh produce each month

Objective A: Collect donations of fresh produce from grocery stores, farmers markets and/or other community resources

Objective B: Distribute fresh produce to clients each month along with their meal from the Campus Kitchen

Goal 2: Increase clients' awareness of nutrition information

Objective A: Create nutritional programming that accompanies produce deliveries and offers recipes that can be prepared easily with the delivered produce

Objective B: Include information about the health, nutrition and food services available to clients in their community

6. Put together a timeline for your project.

To keep your work on track and ensure that all volunteers, clients and partner organizations are on the same page, it will be important to put together a timeline of all your work throughout the semester or year. See Attachment 4: Timeline for an example timeline created for the pilot program at Saint Louis University.

7. Meet with clients

If you have already talked to clients during your community needs assessment, you may want to skip this step. However, if you have not yet talked with your clients, you should do so now. Talk to them about their desire for monthly produce and their willingness to pay a suggested donation. Use Attachment 2: Preliminary Client Survey as a template. Surveying will work best if questions are asked in an informal, conversational way and volunteers document answers. Keep these surveys on file for future reference.

8. Research service learning partnerships.

There may be parts of this project that relate to work that is being done in nutrition courses on campus. If so, this is a great opportunity to introduce students in those classes to your organization and for volunteers and clients to benefit from their expertise.

- Set-up a meeting with faculty from the nutrition department to see if there are any ways that you can collaborate with their course work. (Other departments such as Social Work, Sociology or Exercise Science may be options as well.)
- Ask professors if your program could serve as a site for internships and/or practicum classes. Also, see if it would be possible for students to volunteer as part of their course work or if professors could suggest volunteering with your project to their students.
- If you are approved as a site for nutrition students to complete coursework, make sure that the expectations of the department and your organization are clear. Discuss what type of work students will be doing and how they will be evaluated. Also, be very clear about what your group needs to provide in terms of staff time, resources and opportunities and what deliverables the students will turn in at the end of the semester. Arrange for evaluation and reflection by professors and students.



A member of the Leadership Team
puts together produce bags

9. Find a source of donated produce

The concept of community shared agriculture is based on the idea of supporting local farmers by purchasing shares of their crops in advance so they know they have a market for their product once it is ready to be sold. If you want to stay within this model, it would be best to talk with local growers at farmers markets and ask for donations. If that does not work, consider getting donations from local grocery stores, community gardens or purchasing all or part of the produce needed. No matter what source you approach, be prepared to pitch your idea to the donor and consider doing the following before your meeting:

1. As a group, decide the best way to approach the donor such as writing a letter, making a phone call or setting up a meeting. If you are interested in writing letters to solicit donations, use Appendix 1: Donations Letter as a template.
2. Put together a fact sheet for the donor about your project. It should include: an explanation of the Campus Kitchen, information about the clients you serve and the benefits they would receive from more fresh produce and your group's contact information. Use Attachment 3: Produce Delivery Program Overview as an example of main points to bring up while contacting donors.
3. Schedule a 15-20 minute meeting with the donor.
4. Practice what you will say before you go to your meeting. If you are going as a small group, make sure that every person has an opportunity to speak.

10. Recruit volunteers for pick-ups and deliveries.

You will need several volunteers to make this process go smoothly. The pilot program at SLU used around 8 volunteers to do the entire process including picking up the food, packing it in boxes and delivering the boxes. Volunteers used carts to carry all of the boxes and meal containers. They distributed the food and explained to clients that the produce was raw and unwashed and needed to be washed before eaten.

11. Pick up the donated produce.

Attempt to get as much variety in produce as possible. The following is an example of what a typical pick-up from the farmers market in St. Louis would include:

- 1.5 cases of lettuce (about 45 heads)
- 1.5 cases of cabbage
- 80+ green peppers
- 60 tangerines
- 75 apples
- 250 new potatoes
- 100 tomatoes



Donation of peppers and tomatoes

12. Pack produce delivery boxes

Once you have gathered all the donated produce, you will want to pack it into individual boxes that can be distributed to clients. You will probably be able to get donations of boxes from your cafeteria or local businesses. Try to put as much variety of produce in the box as possible and make sure that the size and weight of the box will be easy for volunteers to distribute. A typical box from the pilot program included the following:

- 3 apples
- 3-5 new potatoes
- 2 tomatoes
- 2 tangerine
- 1 head of lettuce
- 2 green peppers

13. Organize nutrition programming to accompany the delivery

Whether you are working with nutrition students or completing the project with Campus Kitchen volunteers, organize nutrition information to be distributed to clients with their produce. The pilot program in St. Louis initially used nutrition information sheets produced by the St. Louis Agency on Aging and later asked nutrition practicum students to create their own. Consider the following ideas when thinking about what to include in your nutrition information:

- Simple-to-prepare recipes that can be made with the produce you provide
- Information about the vitamins and nutrients associated with each item
- Information about nutrition and health services and food assistance programs in the area
- General tips and ideas for staying healthy
- Fruits and vegetables that help immunity during the winter months

14. Provide information to clients about the suggested donation.

The Campus Kitchen is a non-profit organization and all food donated to the program is redistributed at no cost. It is very important that all volunteers and clients have a clear understanding of how the produce program is different from normal Campus Kitchen operations and how the money will be used. Before your first produce delivery contact the social service coordinator for the site and explain your project to them and review the following points with the delivery team.

- The Campus Kitchen is a 501C3 non-profit organization.
- All food that is distributed through the program is given out at no cost to individual clients or client organizations.
- The produce program is a separate initiative from normal operations.
- Money that is collected through this project is not collected in exchange for produce, and is not required. It is only a suggested donation, and no profit is being made off of the donated produce.
- The money that is collected is put back in the Campus Kitchen budget and used to purchase produce for the following month.

15. Deliver produce boxes and collect donations.

For clients who make a donation, be sure to record amount, name, contact information, and date of donation. Keep all of this in a designated envelope. Volunteers should turn in all donations to the Campus Kitchen Coordinator immediately after the delivery shift, with records of all donations made. Additionally, record in your statistics, the number of pounds of produce that were donated and the pounds of purchase that went out, including information on how many families and how many times.

16. Reflect on your work.

Once the initiative is underway, take some time to reflect as a group about the project and the experiences you have encountered. Use the following discussion questions as a guide

- How does the Campus Kitchen produce delivery program compare to other produce or CSA programs in the area?
- How have clients reacted to this program? Do they like it? Is it helping them prepare healthier meals?
- What are the benefits of the produce delivery program? Are there any drawbacks?
- What are the benefits of locally grown produce? Organically grown produce?
- What are other ways more fresh produce could be brought to these clients or the community overall for a low-cost?
- Is this type of program, and CSA programs in general, help solve long-term hunger and poverty?

17. Evaluate your project.

When your project is over, either at the end of the semester or the end of the academic year, put together 2 evaluations for the end examination of this project. Use Appendix 2 and 3 as templates for your evaluations. Distribute evaluations to Campus Kitchen volunteers and clients. Use feedback from these evaluations to make the program run more smoothly in the future.

18. Pass on what you have learned to other Campus Kitchens.

Before you are done with your project, think of ways you can pass on what you have done to other campus kitchens so they can benefit from your experiences. Your Campus Kitchen Coordinator can help you with this. One of the best ways to ensure that your work is not lost is to contact the National Programming Coordinator and let them know what you have done. They can either arrange for your work to be posted on the CKP intranet or have your ideas and/or materials sent to other Campus Kitchens.



CK volunteer and client after delivering produce

Discussion Questions for Initial Produce Delivery Meeting

During the first meeting with volunteers, discuss whether or not this project would be a good fit for your student organization. Keep in mind the following questions regarding feasibility and execution:

Feasibility

- Which clients at our meal delivery sites would be interested in this program?
- Which clients would benefit most from more access to fresh produce?
- What food resources in our community are available for this project? (e.g. local farmers, farmers markets, community gardens, grocery stores)
- Do we need any money for this program? If so, does our group have a way of securing the needed funds?
- Is there a department on campus or other partner with nutrition expertise to aid us in developing nutrition education programming?

Execution

- Do we have a way to transport the produce?
- Should we ask clients for a suggested donation or should the program be free?
- How will we coordinate all the logistics of this project such as, getting donations, packaging boxes, delivering and putting together nutrition programming?
- How will we divide the work of this project among the volunteers and leadership team?

Preliminary Client Survey

Name: _____

Address: _____

1. Would you be interested in receiving a box of fresh produce each month from the Campus Kitchen?

2. What type of produce would you be interested in receiving?

3. Would you be willing to give a suggested donation each month?

*** If they can't afford to pay at all ask if they would be interested in receiving a box of produce each month if it were free

Overview: Campus Kitchen Produce Delivery Program

What is the Campus Kitchen?

The Campus Kitchens Project is student driven non-profit organization. At the Campus Kitchen, student volunteers take unused, surplus food from the college cafeteria and prepare and deliver it to homeless shelters, after-school programs for disadvantaged kids and individual families in need.

What is the Produce Delivery Program?

As Campus Kitchen volunteers, we would like to offer fresh produce to their clients. To do this, we would like to start a produce delivery program, which would involve getting donations from the community and then packaging and distributing that produce to our clients each month.

Why is this needed?

Many of our clients lack the money or mobility to access fresh produce. Additionally, many clients run out of food towards the end of the month when their food pantry supplies, food stamps or monthly income run out. Our project could provide another healthy food source for them and would allow them to cook more nutritious meals.

How can you help?

To help the Campus Kitchen with this project you could make a tax-deductible donation of fresh produce each month.

Contact Info:

For more information, contact CKP Coordinator at CK__ at 555-5555 or XXX@campuskitchens.org

Timeline

At the beginning of this project you will want to create a timeline to help keep volunteers, clients and partner organizations on schedule. The following timeline was created by volunteers at Saint Louis University and can be used as a starting place for your work.

September:

- Conduct several initial brainstorming sessions to create a plan to assess community need and come up with project ideas
- Put together a detailed timeline for your project

October:

- Complete a community needs assessment
- Select a client list
- Meet with clients

November:

- Recruit volunteers for the project
- Research service learning partnerships
- Find a source of donated produce
- Organize nutrition programming to accompany the produce delivery

December:

- Provide delivery schedules to your clients and partner organizations
- Schedule monthly produce drives

January:

- Begin monthly produce drives and deliveries
- Schedule times to reflect on your project as a group
- Set up a time and system to evaluate your work
- Decide how you will share your project with other Campus Kitchens

Nutrition Education with Elementary School Students

Volunteers lead nutrition education classes and cooking lessons with elementary school students at an after-school program.



**Campus Kitchen at Northwestern University
Evanston, Illinois
2004-2005**

Case Study: Campus Kitchen at Northwestern University

Community Needs Assessment: Students at the Campus Kitchen at Northwestern University in Evanston, Illinois were interested in doing nutrition work with kids at one of their after-school delivery sites. Volunteers had noticed that students were in need of healthy food and information on how to make good nutritional choices throughout the day. The volunteers knew that one problem students face today is childhood obesity, often because of a lack of understanding about the importance of good nutrition and an active lifestyle. They were also aware of the seemingly paradoxical coexistence of hunger and obesity for individuals and families, often due to limited resources.

Project: The Campus Kitchen Nutrition Intern and a group of seven volunteers decided to combine their weekly meal delivery to an after-school program at the Salvation Army with nutrition education for elementary school students. They created lesson plans for each week, focusing on different nutrition issues such as the food guide pyramid, the importance of eating a healthy breakfast and the benefits of physical activity. Every Thursday afternoon the team of volunteers visited the Salvation Army program and spent time with students presenting high-energy lessons and activities and assisting students with cooking projects.

Benefits: Campus Kitchen volunteers started nutrition education with elementary school students in an effort to help kids make healthy decisions with the food choices they had available. This initiative helped create a strong connection between Northwestern students and the elementary school students at the Salvation Army. The kids enjoyed going through the lessons and cooking with the volunteers, who were able to serve as positive role models and teach the students valuable information. Several parents told volunteers that their children were talking about the nutrition lessons at home and were excited for the lessons each week.



Students enjoy eating their healthy snack.

How to Develop a Nutrition Education Program

1. Determine program feasibility.

Meet with other student volunteers who are interested in this project and discuss whether or not this project would be a good fit for your program. See Attachment 1 for a suggested list of discussion questions to go through during this meeting.

2. Complete a needs assessment.

Before you start with this project, complete a needs assessment of your area to see if this initiative would be right for your community. This can be done in the following ways:

- Interview staff at your meal delivery sites that serve children and teens to see if they would be interested in having nutrition programming each week.
- Talk to social service agencies in the area to see if they know of any after-school program that would be interested in nutrition lessons taught by college students.
- Survey parents and kids to see if they would be interested in participating in nutrition lessons and cooking projects.

3. Evaluate your resources.

Make sure that you have all the appropriate resources to put this initiative together.

For this project you will need:

- A group of volunteers to work with the kids each week throughout the year (A ratio of 1 volunteer to 5 kids would be ideal)
- A facility that has space for lessons and activities, and a small kitchen for cooking. A full industrial kitchen is not necessary, but it should be clean, and have access to counter space, range, and cold and dry storage.
- Age-appropriate nutrition curriculum
- Resources such as kitchen supplies and basic arts and crafts supplies

4. Decide if this project will work with your student group.

After meeting as a group, completing your community needs assessment and evaluating your resources, decide if this project would be a good fit for your program. If during the community needs assessment you found clients that would appreciate this program and benefit from it and the appropriate resources to make it a success, then you know you should continue with this idea.

5. Set your goals and objectives.

You can use the pilot program's goals, listed below, as a starting point.

Goal 1: Teach kids about the importance of good nutrition and a healthy lifestyle.

Objective A: Organize and compile fun, interesting and age- appropriate nutrition lessons for elementary school students once a week.

Objective B: Provide an opportunity for kids to spend time with college students who can serve as positive role models and set a good example by showing an interesting in nutrition and good health.

Goal 2: Teach students basic healthy cooking skills.

Objective A: Introduce kids to cooking projects and teach them skills such as measuring and following recipe instructions.

Objective B: Demonstrate how cooking can produce healthy meals that are easy to prepare and often cheaper than prepackaged food items.

6. Put together a timeline.

To keep your work on track and ensure that all volunteers, kids, parents and partner organizations are on the same page, it will be important to put together a timeline of all your work throughout the semester or year. See Attachment 2 for an example timeline created for the pilot program at Northwestern.



Kids and volunteers enjoy doing nutrition work together.

7. Decide what nutrition curriculum you will use.

There are several different nutrition curriculum options you can choose from. The following is a list of places to start.

- **Use The Campus Kitchens Project National Nutrition Curriculum.**
This curriculum was developed for elementary school students and was specifically written for Campus Kitchen volunteers. The curriculum can serve as your sole guide to nutrition education or you can use individual lessons as an outline for each session and make changes to them based on the age, group size and general interest of your students.
- **Create your own curriculum.**
There are several ways you can facilitate the creation of your own lesson plans. You may want to have one person in the group create the lesson each week or put them together as a group. The CKP intranet nutrition page also includes links to lesson plans and recipes that Campus Kitchen volunteers have used in the past. Talk to your Campus Kitchen Coordinator about accessing the site and/or posting your own lessons on the intranet.
- **Use nutrition lessons from your local food bank or online sources.**
Several food banks offer different types of nutrition curriculum online. Contact your local food bank to see if they have something you could use or check out other food banks online. Your Campus Kitchen Nutrition Curriculum lists several websites to check out for additional lessons and activities to do with kids.

Regardless of what curriculum you use, consider adding extra components such as asking guest chefs to visit your program and lead cooking lessons, or taking a field trip to the Campus Kitchen, a farmers market or a community garden.

8. Coordinate your volunteer group.

1. Choose one person to be the volunteer team leader. This person will be responsible for maintaining a relationship with partner organizations and leading the volunteer group.
2. As a group, decide how many volunteers should go to the site each week and set up a schedule.
3. Learn about the background of the kids at the site so that you can plan appropriate activities.
4. Discuss how you want to run each nutrition lesson and what individual volunteers will be in charge of at the site.

9. Secure food donations for cooking lessons.

Decide what types of cooking projects you want to do with the kids, and what products you will need. If you need to get products donated, consider asking local grocery stores or farmers markets for donations. See Appendix 1 for an example of a donations letter. The pilot program at Northwestern was able to get donations from a supporting organization, which then bought them a gift certificate to a local grocery store. Talk with your Campus Kitchen Coordinator to ensure that food donations are being secured and used in the proper way.

10. Create a Nutrition Education Resource Box.

To ensure that you always have the supplies you need when working with kids, it is a good idea to put together a CKP Nutrition Education Resource Box that can be transported with you to the site. The following are some suggestions of items to include, based on the materials needed for nutrition lessons and cooking activities during the pilot program.

Activity Supplies:

- Markers
- Pens and pencils
- White paper
- Construction paper
- Scissors
- Glue
- Tape
- Empty food boxes or cans
- Picture of the Food Guide Pyramid

Cooking Supplies:

- Measuring cups and spoons
- Basic pots and pans
- Large spoon, spatula, whisk
- Cutting board and knives
- Potholders
- Can opener
- Plastic wrap
- Mixing bowls



Volunteers do nutrition lessons and cooking projects with kids at the Salvation Army.

11. Tips to keep in mind while working with kids:

Nutrition may very well not be a child's favorite topic to learn about right away. To help keep the children actively learning and excited about nutrition, here are some tips for teaching from the Nutrition Intern at Northwestern:

- **Emphasize personal interaction**
Start each lesson with a high-energy, interactive activity. Throughout the lesson, ask questions and ask for volunteers. By getting and keeping them involved, the kids' attention level will stay high throughout the lesson.
- **Stay energized**
High energy, constant eye contact, and changing speakers will keep the kids focused on the nutrition material.
- **Ask questions**
What vitamin did I just talk about? Can you name some foods in this food group? Keep asking and the kids will keep learning.
- **Be creative**
You don't have to follow verbatim the lessons outlined in your curriculum. If you think of an interesting tidbit of information, want to ask an insightful question, or think of a fun activity or project, do it!
- **Short and sweet**
Kids generally have short attention spans so keep each activity in the lesson between 10-20 minutes long.



Students work on fun nutrition activities and word find game

12. Lessons learned from the pilot program:

- **Maintain a good volunteer to kid ratio.**

A large number of volunteers will help facilitate all of the activities. This is especially important during cooking projects. Not only will more volunteers help produce better food in the end but it will also ensure that everyone stays safe in the kitchen during the cooking process.

- **Vary the activities.**

Every child's interest and abilities will be different so incorporate varying types of activities at different skill levels.

- **Be prepared.**

Students are usually full of energy after school and there is the potential for your time with them to get out of control unless you are well organized and prepared to lead right from the start. As a group, plan ahead so that you know who will be doing what and be ready to begin as soon as you arrive.

13. Reflect on your work.

Once the nutrition education program is underway, take some time to reflect as a group about the program and the experiences you have had with the students. Use the following discussion questions as a guide:

- What has your experience with the kids been like thus far?
- What benefits of nutrition education have you observed with the kids?
- What are some of the causes of childhood obesity and malnutrition? Do you see real life examples in the eating habits that the kids have?
- Do you think nutrition education can prevent childhood obesity? If not, what do you think is the long-term solution?
- What do you think the kids have learned about nutrition through the lessons?
- Has your view of hunger in this community changed with this initiative?
- Do you think nutrition education can make an impact on hunger and poverty in your area?

14. Evaluate your project.

When your nutrition education program is over, put together two evaluations for the end examination of this project. Use Appendix 2 and 3 as templates for your evaluations. Distribute evaluations to Campus Kitchen volunteers and clients. Use feedback from these evaluations to make the program run more smoothly in the future, and to assess your impact.

15. Pass on what you have learned to other Campus Kitchens.

Before you are done with your project, think of ways you can pass on what you have done to other campus kitchens so they can benefit from your experiences. Your Campus Kitchen Coordinator can help you with this. One of the best ways to ensure that your work is not lost is to contact the National Programming Coordinator and let them know what you have done. They can either arrange for your work to be posted on the CKP intranet or have your ideas and/or materials sent to other Campus Kitchens.



Volunteers and kids work on cooking projects and activities

Discussion Questions for Initial Nutrition Education Meeting

During the first meeting with volunteers, discuss whether or not this project would be a good fit for your student organization. Keep in mind the following questions regarding the feasibility and execution of your project:

Feasibility

- Are there any organizations or programs in the community we could partner with?
- What programs serving children and teens would benefit from weekly nutrition lessons and cooking projects?
- Do we have enough volunteers for this project?
- Do we need any money for this program? If so, can our organization secure the needed funds?

Execution

- How will we coordinate all the logistics for this project such as putting together lesson plans, getting food donations, presenting lessons and doing cooking projects once a week?
- How will we divide the work of this project among the volunteers and Leadership Team?
- Who can give us advice and feedback as this program is running?
- How will we follow up after the program to see if our work had an impact?

Timeline

At the beginning of this project you will want to create a timeline to help keep volunteers, kids, partners and partner organizations on schedule. The following timeline was created by volunteers at Northwestern University and can be used as a starting place for your work.

September:

- Meet with Campus Kitchen volunteers to discuss the project and decide if it is the right fit for your Campus Kitchen.
- Create a plan of assessing the need in your community.
- Inform CK Coordinator of the results of your needs assessment.
- Set your goals and objectives for the project.
- Put together a timeline for the semester.
- Delegate the initial work involved with starting this initiative.

October:

- Choose a partner organization to work with in the community.
- Meet with your partner organization to go over logistics for the program such as; setting up a schedule, the size of the student group, any staff involvement and what resources the site will provide.
- Evaluate the resource needs of your project and be sure that plans are in place to have all supplies needed donated or purchased.
- Choose the nutrition curriculum you will use with the students.

November:

- Secure food donations for cooking lessons.
- Recruit volunteers for the project.
- Meet with Campus Kitchens volunteers to discuss how you will facilitate the program while at the site.

December:

- Create a schedule of nutrition lessons and distribute it to partner organization, parents and volunteers.
- Put together a Nutrition Education Resource Box with all the supplies you will need for each lesson.

January:

- Begin nutrition lessons with student group.
- Schedule times to meet with volunteers to reflect on your work.
- Set-up a system of evaluating the nutrition education program.

New Immigrant Food Box Program

Volunteers meet new residents in their neighborhood and welcome them to the area with a box of nutritious and culturally appropriate food along with information about community resources available to them.



**Campus Kitchen at Augsburg College
Minneapolis, MN
2004-2005**

Case Study: Campus Kitchen at Augsburg College

Community Needs Assessment: Minneapolis, MN has become home to many new immigrants and refugees in recent years. The city now has the largest Somali population in the world outside of Somalia and an increasing amount of Latino, Vietnamese, Hispanic and Hmong residents are settling in the area as well. Augsburg College is located in the Riverside neighborhood of Minneapolis where many immigrants and refugees often live when they first arrive in the city. Many of the new residents in the area qualify for food assistance programs but may not know how or where to apply for them. For all new residents, getting settled and navigating a new city can be difficult and finding community resources such as grocery stores, specialty food stores, farmers markets, free clinics or community centers can be a daunting process.

Project: Initially, Campus Kitchen volunteers were interested in welcoming new residents to the area with a box of nutritious and culturally appropriate food. They were also interested creating a packet of information that would include directions to stores, clinics and other community resources and highlight assistance programs that the new residents may be interested in. This project idea changed slightly after talking with one of the directors at a nearby community center who suggested that the volunteers help distribute boxes that the center already put together each month. This was a good option for Campus Kitchen volunteers because they could collaborate with a community partner, however their original idea would be ideal for neighborhoods that do not have an organization operating such a program. Campus Kitchen volunteers also partnered with another community group for deliveries to help the cultural and linguistic gap between themselves and the clients they were making deliveries to. They asked area high-school students participating in the FAN program, a community service group, to join them on their monthly delivery trips. This collaboration linked college and high school student groups together and made a much more effective delivery system.

Benefits: By distributing food to new residents in the area, Campus Kitchen volunteers were able to welcome them to the neighborhood and help link them with community resources and provide them with food during their initial first weeks. This project also helps to establish a connection between CKAC volunteers, newcomers to the community, and students from the FAN program.

How To Develop a New Immigrant Food Box Program

1. Determine program feasibility.

Meet with other student volunteers interested in this project and discuss whether or not it would be a good fit with your student organization. This project could be done in a similar way to the pilot program at Augsburg College, by partnering with a local agency, or by putting together your own welcome boxes. Use Attachment 1: Initial Project Discussion Questions as a resource during your first meeting as a volunteer group.

2. Complete a needs assessment.

Before you begin this project, assess the need in your community to see if this initiative would be right for your community. Are there new residents coming into your area each month that would appreciate a box of food and information about the area? Do you have the resources to put together such a project? The pilot program at Augsburg College worked mainly with Somali, Vietnamese and Latino immigrants. This project could be replicated working with a similar population in your area or an entirely different group that could benefit from this program. A needs assessment can be done in the following ways:

- Meet with staff at local social service agencies such as Catholic Charities or Lutheran Social Services that work with new immigrant populations.
- Meet with staff at other community organizations to see if they see a need for this program and ask them how they think it could be run the successfully.

3. Evaluate your resources.

Make sure you have the appropriate resources to put this initiative together.

For this project you will need:

- A list of new residents to deliver food boxes to each month
- A supply of nutritious and culturally appropriate food from local grocers, farmers markets or specialty stores that you can distribute each month
- Volunteers to solicit food donations, pack boxes and make deliveries each month
- Volunteers to research and put together information about community resources
- Nutrition information from resources in the community such as a nearby medical center, nutrition/health programs or the nutrition department at your college

4. Decide if this program will work with your Campus Kitchen.

After meeting as a group, completing your community needs assessment and evaluating your resources, decide if this project would be a good fit for your program. If during the community needs assessment you found clients that would appreciate this program and benefit from it and the appropriate resources to make it a success, then you know you should continue with this idea.

5. Set your goals and objectives.

You can use the following goals and objectives based on the work at Augsburg College as a starting point.

Goal 1: Make new immigrants feel more welcome to the neighborhood when they first arrive.

Objective A: Deliver food and community information to new residents.

Objective B: Give immigrants a positive impression of people in their new community by greeting them and showing them that they are welcome in the area.

Goal 2: Provide clients with information about community resources.

Objective A: Research the food assistance programs available in the area that many new immigrants may qualify for.

Objective B: Put together general information about the surrounding community that would be helpful to people moving into the area.

Objective C: Include nutrition information with food box such as healthy recipes and local nutrition and health services.

Goal 3: Learn more about the new immigrant population in your area.

Objective A: Research information about new residents such as the countries they are moving from, conditions in their home country and the food they would enjoy receiving from your organization.

Objective B: Look into what type of culturally appropriate food is available for them in the area and what other community groups and services may be of particular interest to them.

6. Create a timeline.

To keep your work on track and ensure that all volunteers are on the same page, it will be important to put together a timeline of all your work throughout the semester or year. See Attachment 2 for an example timeline created for the pilot program at Augsburg College.

7. Research the background of your new clients

During your community needs assessment you should have learned what type of immigrant populations you will be serving. Take time now to do your own research to find out more about your new clients. Try to learn more about:

- The country they are from
- Current events occurring in that country now
- Traditional dishes and ingredients frequently used in meals
- Likely religious or cultural food restrictions

This research will help you ensure that the food you provide is culturally appropriate and give you a better foundation to build a relationship with clients. The following are some places to start with your research:

- Web research
- Meet with a reference desk librarian to help you find related library materials such as books, magazines and videos
- Meet with a staff member at a social service provider who works closely with population you will be serving
- If your university has a related department such as a Latin American Studies if you will be serving a Latino population, discuss your project with a faculty member

8. Partner with campus and community groups.

CKAC partnered with a community youth group, the FAN program, to help bridge cultural and linguistic gap. You may want to consider finding a similar type of group if you think it will be hard to connect with your new clients. Some places to start looking would be language classes or clubs on campus or related community groups in your area.



FAN students help deliver food boxes with Campus Kitchen volunteers

9. Schedule volunteers for food pick-ups, packaging and deliveries each month.

Recruit volunteers to be in charge of picking up food from donors, packaging and delivering boxes to clients each month. The number of volunteers you need will depend on how many clients you decide to serve with this project. The pilot program at Augsburg College started delivering boxes to 5 individuals each month and increased their distribution as time went on. They used 7 volunteers to package and deliver the boxes each month. In addition to recruiting volunteers for picking up and delivering food, consider finding additional volunteers that can help you with the following:

Nutrition students: They can help you put together your nutrition programming that goes along with the food boxes.

Language students: If you are delivering to Latino individuals or families, see if students from your Spanish department would be interested in helping you with their project. They would have the chance to use their language skills and they could help build a relationship between clients and Campus Kitchen volunteers. There may be other language departments on campus that can help you as well.

Graphic Design students: They could help you assemble your community information packet.

10. Organize community resource packet.

Information about resources in the community will benefit the new residents after the food you deliver is gone. Look into some of the following resources for information on where to start.

- Immigrant and refugee relocation agencies such as Catholic Charities or Lutheran Social Services (They may already provide their clients with something similar that you could help distribute or use as a basis for your own packet)
- Find community centers or social service organizations that may have a list of related groups and agencies in the area.
- Use Internet research to see what types of stores and organizations you have in your area that might be useful to new immigrants.
- Use related departments on your campus such as social work, nursing and nutrition and dietetics to find more information.
- Make visits to local grocery stores and specialty stores to see what types of products they have available so you know which ones to recommend.
- Research public transportation options in your area so you know how easy it will be for people without cars to get to the places you suggest.

11. Find a consistent source of food donations.

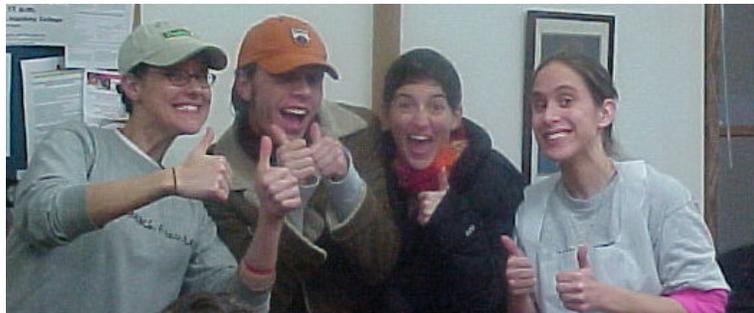
This project will work best if you find a consistent source of food donations instead of approaching new donors or figuring out a different fundraising event each month. Keep in mind the following when finding food donors.

- Decide who will be able to donate food for your project. Possible donors may be local grocery stores, specialty food stores or farmers markets.
- Meet as a volunteer group to decide how you want to approach potential food donors. If you want to send out donation request letters, use Appendix 1: Donation Letter as a template.
- Practice what you will say to potential donors and have a brief description of your program ready.
- Explain that their donation will be tax-deductible.

Grocery stores often have lots of sturdy, empty boxes after their food shipments are delivered in the morning. Explain your program to employees at the store and ask them if it would be possible for them to consistently save boxes for you. Nearby stores or your campus cafeteria might be another good source of boxes.

12. Assemble welcome boxes

Once you have secured food and boxes, you need to pack the boxes with your donations. Try to pack each box with food from all of the five food groups. Use the information you collected during your community needs assessment and meetings with clients to make sure that the food is culturally appropriate. Make sure the boxes are a size and weight that volunteers will be able to carry and distribute.



Volunteers get ready to make deliveries.

13. Reflect on your work.

Once the initiative is underway, take some time to reflect as a group about the program and experiences you have had meeting new residents in your neighborhood. Use the following questions and the reflection activity included in Attachment 3 as a guide.

- What types of food have you been able to distribute to people?
- How has the food you have been delivering differ from what clients would get from a normal food pantry box?
- Has it been easy to find food that will be familiar to your clients?
- After researching resources for immigrants, do you think your community is welcoming of new residents? Are there many resources available to them?
- Are there any special nutritional needs you have noticed?
- Do you think hunger is a problem for newcomers to the area?
- What are some ways that the community could help new residents?

14. At the end of the semester or year, conduct an evaluation of the project

When your project is over, either at the end of the semester or the end of the academic year, put together 2 evaluations for the end examination of this project. Use Appendix 3 as templates for your evaluations. Distribute evaluations to volunteers. Use feedback from these evaluations to make the program run more smoothly in the future.

15. Pass on what you have learned to other Campus Kitchens.

Before you are done with your project, think of ways you can pass on what you have done to other campus kitchens so they can benefit from your experiences. Your Campus Kitchen Coordinator can help you with this. One of the best ways to ensure that your work is not lost is to contact the National Programming Coordinator and let them know what you have done. They can either arrange for your work to be posted on the CKP intranet or have your ideas and/or materials sent to other Campus Kitchens.

Discussion Questions for Initial Food Box Delivery Meeting

During the first meeting with volunteers, discuss whether or not this project would be a good fit for your student organization. Keep in mind the following questions regarding feasibility and execution:

Feasibility

- Are there new immigrants coming into our community each month that would benefit from a welcome box with food and community information?
- How will we get a list of clients each month? Is there an organization we could partner with in the area?
- What resources could we utilize to get food donations and other helpful things to include in the boxes?
- Do we have enough volunteers for this project each month? (The number of volunteers you need will be determined by the number of clients you include in this project.)
- Do we need any money for this program? If so, does our group have sufficient funds?
- Can we provide materials in several languages?
- Can we find a partner to help us navigate the different cultural traditions, beliefs and values that we should be familiar with before approaching clients?
- How will volunteers be educated about the culturally specific food that will be included in each box?

Execution

- Where can we get nutritious and culturally appropriate food each month?
- How will we divide the work of this project among the volunteers?
- Who can we get advice and feedback from as this program is running?
- How will volunteers interact with clients if they don't speak English?
- Can we provide culturally specific foods that these clients will know, eat and enjoy?

Timeline

At the beginning of this project you will want to create a timeline to help keep volunteers involved in the project on the same schedule. The following timeline is based on the work of volunteers at Augsburg College and can be used as a starting place for your work.

September:

- Conduct several initial meetings with student volunteers to discuss the project
- Evaluate resources
- Assess community need
- Set goals and objectives
- Set up timeline for project

October:

- Meet with local organizations to see if there are ways you can collaborate with them or if they have resources you can use
- Research background of new clients
- Develop a partnership with a provider of a culturally specific food products for the population you will be working with

November:

- Recruit volunteers for the project.
- Put together community resource packets and have them translated into several different languages if necessary

December:

- Work out final project details

January

- Start making monthly deliveries
- Schedule times to reflect on your work
- Set up a time and system to evaluate your project at the end of the semester or year

Reflection Activity- The Food Box Challenge

Overview: This activity can be used to spark conversation among students about what it would be like to rely on a food pantry program or any food assistance program where clients are not able to choose what types of food they receive.

Materials Needed:

- Boxes or brown paper bags
- Enough food items to create “typical” food pantry boxes. Make enough boxes so that each group of 3-4 students gets their own box.

Activity:

1. Put together boxes of food similar to what is distributed to clients through food pantry services for an entire month. For this simulation to be most meaningful, food should accurately portray what a typical food box would look like from your local food pantry. Typical items often include dry milk, canned fruit and vegetables and protein items such as peanut butter. Make calls to or visit nearby food pantries to see what type of food is being distributed in your area.

2. Have students form small groups with each group receiving their own “food pantry box”. Ask students to imagine they are food pantry clients and are receiving this box with only minimal additional money for food. Ask students to come up with as many nutritious, balanced meals as they can from their box of food. Also, based on the amount of servings in each container, ask them to calculate how many meals they could make. Ask them to think of ways to make the food stretch the longest while still cooking healthy meals. For an added challenge, fill the simulated food boxes with unrecognizable food items, such as ethnic foods they may not have been exposed to, and see how volunteers feel about the food and how they would go about preparing it.

3. After students have finished the activity, ask them to reflect on the simulation. Some possible discussion questions:

- How many meals did your group estimate you could make from each box?
- Was it food you would like to eat? Was the food in the box kid friendly?
- Was the food nutritious and from all 5 major food groups?
- What other food items did you need to be able to use the food in the box? (Ex’s: baking supplies, spices etc)
- If the box was filled with food you did not recognize, did you feel frustrated or confused about how you should prepare it? Did you think you would eat it?
- Is this type of food assistance helpful for families? Is it a good use of community resources?
- What type of items do you normally donate during food drives?
- Is this program a good use of community resources?
- What are some ways that food pantries could provide more nutritious and culturally appropriate food to its clients?

Nutrition Education Bulletin Boards and Programming

Volunteers create and post monthly nutrition education bulletin boards at each meal delivery site and interact with clients by doing activities related to the bulletin boards throughout the year.



**Campus Kitchen at Marquette
Milwaukee, WI
2004-2005**

Case Study: Campus Kitchen at Marquette

Community Needs Assessment: Campus Kitchen at Marquette volunteers planned an initiative that would help their clients learn more about nutrition and provide additional opportunities for students to interact with clients. After getting to know the clients at each site, volunteers realized that many of their clients did not suffer from a lack of resources as much as a lack of knowledge as to how to use those resources to make good health decisions. Campus Kitchen volunteers wanted to help them learn more about nutrition by presenting applicable information in an easy to understand format and linking it to special projects that volunteers and clients could do together.

Project: Campus Kitchen volunteers created nutrition bulletin boards at each meal delivery site. Volunteers asked area businesses for donations of bulletin boards and organized a group of students to plan all of the themes for the boards throughout the year. Each month, they posted new information about a nutrition issue or health service such as the food guide pyramid, the importance of exercise and free blood pressure checks available at a nearby clinic. To make the information more helpful and to engage the clients, volunteers did at least one project at each site during the semester with the clients that related back to a nutrition theme posted on the bulletin boards. For example, at HeartLove Place, an after-school delivery site for young children, volunteers posted information about the importance of eating breakfast before school and another on how to prepare healthy snacks and then spent time with the students showing them how to create those meals and snacks. At Gwen T. Jackson Apartment, a housing complex for seniors, volunteers took a historical approach and presented information on how produce from victory gardens helped families during World War II. Volunteers spent time with residents, planting their own small produce plants for their apartment and talking about ways to incorporate more fresh produce into their diets.

Benefits: This project created stronger ties between Campus Kitchen volunteers, clients at each of the five delivery sites and new groups on campus such as nutrition students and the campus health center, which had not previously been involved with the Campus Kitchen. This project helped volunteers have a better understanding of health and nutrition issues and empowered them to share that information with others.

How to Develop Nutrition Education Bulletin Boards and Programming

1. Determine project feasibility.

Meet with other student volunteers who are interested in this project and discuss whether or not this project would be a good fit for your Campus Kitchen. See Attachment 1 for a suggested list of discussion questions to go through during this meeting.

2. Complete a needs assessment.

Before you start this project, complete a needs assessment of your area to see if this initiative would be right for your community. This process is important because it can highlight the current needs of your clients and help you figure out an effective way to meet those needs. For instance, if clients at some of your meal sites consume prepared meals every day and never cook for themselves, putting up bulletin boards about healthy cooking would not be appropriate, however, it might be a great idea for one of your other sites. A needs assessment can be done in the following ways:

- Interview clients at your meal delivery sites to find out what type of nutrition information they would like to learn more about (Use Attachment 2: Preliminary Client Survey as a template)
- Meet with staff members at each of the meal delivery sites to see what type of information or activities they recommend (Attachment 2 could also be used in this situation as a foundation for discussion.)

3. Evaluate your resources.

It is important to figure out if you have all the resources that will be necessary for this initiative before you begin.

For this project you will need:

- A list of client sites where you will post bulletin boards
- Donated or already existing bulletin boards that you can use (If you need items donated, use Appendix 1: Donation Letter as a template for donation requests.)
- A list of nutrition resources such as a Nutrition department on campus or organizations in your area that focus on nutrition issues, such as the American Heart Association or the American Dietetics Association
- Art supply materials to create the bulletin boards
- Volunteers to create and post bulletin boards during meal delivery and do interactive activities with clients throughout the semester
- Possibly special skills volunteers such as translators for other languages or nutrition students

4. Decide if this project will work with your student group.

After meeting as a group, completing your community needs assessment and evaluating your resources, decide if this project would be a good fit for your program. If during the community needs assessment you found clients that would appreciate this program and benefit from it and the appropriate resources to make it a success, then you know you should continue with this idea.

5. Agree on your goals and objectives.

You can use the goals and objectives based on the work at Marquette University as a starting point.

Goal 1: Increase clients' access to nutrition information

Objective A: Research and post information about nutrition information that would be applicable and interesting to clients

Objective B: Change nutrition information at each of the five sites on a monthly basis

Goal 2: Increase interaction with clients, while focusing on nutrition themes

Objective A: Plan at least one monthly activity at each site that would be of interest to volunteers and clients and that pertains to the nutritional themes posted on bulletin boards

Objective B: Engage clients in the activities and use it as a time for all participants to learn more about nutrition and healthy lifestyles

Objective C: Ensure that all activities are sensitive to the circumstances of clients

6. Put together a timeline.

To keep your work on track and ensure that all volunteers and clients are on the same page, it will be important to put together a timeline of all your work throughout the semester or year. See Attachment 3 for an example timeline created for the pilot program at Marquette University.

7. Recruit volunteers.

Decide which volunteers should be in charge of the different bulletin boards throughout the semester. Consider all the students on campus that could get involved. This is a project that could involve many different volunteers or student groups.

Consider looking for volunteers in the following areas:

- Campus Kitchen volunteers: They know clients at each site and have an understanding of what issues clients would find interesting and important.
- Art students: They can help make the boards creative and eye catching.
- Nutrition students: They can help decide on themes and would know where to find nutrition and health information and resources.
- Nursing, Exercise Science or Social Work students: They are knowledgeable about related fields and could help you find relevant events and services in the community.
- Foreign Language students: They can translate materials if needed.



CKP intern, Pat Kennelly, creates bulletin board

8. Choose bulletin board themes.

This project will be most meaningful if the bulletin boards are interesting and useful to the clients at each site. Use the information you collected in your needs assessment, and your general observations while delivering meals to determine topics. Use the list of themes below, from the pilot program at Marquette University, as a starting point.

Kids' Sites:

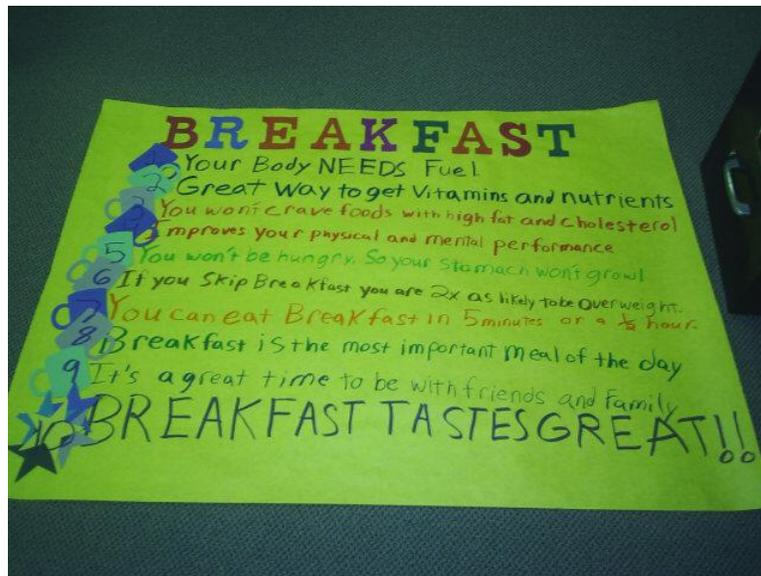
- National Snack Food Month- How to make healthy snacks
- National School Breakfast Week- Start each new day on the right foot
- Have a Healthy Halloween- Have fun and be healthy too!
- Eating Well at School- How to make good food choices while at school

Senior Sites:

- Fruits and Vegetables- The importance of their vitamins and nutrients and a historic look at how victory gardens helped families during WW2
- The Importance of Exercise- All the ways you can stay healthy and fit
- Recipe Sharing- Post your favorite healthy recipes

Family Sites:

- Have a Healthy Thanksgiving- Recipes that taste good and are good for you
- Healthy Food Choices on the Run- How to eat well with little time
- The Food Guide Pyramid- How it works and why it's important
- Healthy Shopping and Cooking on a Budget- Easy tips for great meals



Breakfast bulletin board waiting to be posted

9. Make the bulletin boards interactive.

To draw people's attention to bulletin boards even more, consider posting take away pamphlets, nutrition crossword puzzles or word finds for kids or anything else you think would promote the theme of your work. Use your CKP National Nutrition Education Curriculum as a resource during this process.

10. Plan activities.

The nutrition bulletin boards will be a nice addition to all of your client sites but meaningful programming will increase their impact in a big way. Plan on doing at least one nutrition activity at each of your sites during the semester. The activities you do will depend on the interests of your clients and the type of information you have been posting. The pilot program at Marquette University worked on some of the following activities:

- Planting vegetable seeds in small containers for clients to take home with them
- Cooking healthy snacks together
- Creating recipe books from people's favorite recipes and distributing them to everyone at the site
- Teaching kids how to read food labels
- Making Valentine's Day cards and having a heart-healthy Valentine's Day dinner

11. Reflect on the project.

Once the initiative is underway, take some time to reflect as a group about the project and new experiences you may have encountered. Use the following discussion questions as a guide

- During your community needs assessment what type of information did you find clients were lacking?
- What topics were they interested in learning more about? Were they the issues you had expected?
- What other issues seem to be influencing the way clients eat? (Ex's: Does the high cost of prescription drugs prevent seniors from purchasing healthy food? Does a lack of time keep working parents from packing more nutritious lunches for their children? Does a limited income keep individuals to buy cheap food that lack proper vitamins and nutrients?)
- Do you think your work with the Campus Kitchen has helped to solve any of these problems?
- What could the community as a whole do to help?
- Are the nutritional programs and food assistance programs that are currently in place helping clients?
- What surprised you about what clients did or did not know? What about what you did or did not know?

12. Evaluate your work.

After the program has been running for a couple months, put together two evaluations for the end examination of this project. Use Appendix 2 and 3 as templates for your evaluations. Distribute evaluations to Campus Kitchen volunteers and clients. Feedback from these evaluations will be used to make the program run more smoothly in the future.

13. Pass on what you have learned to other Campus Kitchens and student groups.

Before you are done with your project, think of ways you can pass on what you have done to other Campus Kitchens and student groups so they can benefit from your experiences. Your Campus Kitchen Coordinator can help you with this. One of the best ways to ensure that your work is not lost is to contact the National Programming Coordinator and let them know what you have done. They can either arrange for your work to be posted on the CKP intranet or have your ideas and/or materials sent to other Campus Kitchens.

Discussion Questions for Initial Nutrition Bulletin Boards Meeting

During the first meeting with volunteers, discuss whether or not this project would be a good fit for your student organization. Keep in mind the following questions regarding the feasibility and execution of the project:

Feasibility

- What meal sites would benefit from nutrition bulletin boards? What type of information would be useful to clients? (Ex: recommending that clients eat only organic food products to have healthier lifestyles may be true but they might not have the financial ability to make that change)
- How will we assess what clients really want, need and/or can use the information posted?
- What is the literacy level of clients at the various sites? Do any clients speak another language? If so, how can we get our materials translated?
- Who will be the lead coordinator for this initiative?
- Could we get the bulletin boards and materials donated?
- Which sites have a steady population where the bulletin boards could have the greatest impact?

Execution

- What resources can we utilize? Are there student groups or resources we could use on campus for nutrition information or to help plan culturally appropriate activities?
- How will we coordinate all the logistics for this project such as: donations, creating the boards, planning interactive activities with clients, etc? How will we divide the work of this project among the volunteers and leadership team?
- What type of programming opportunities could go along with the bulletin boards?
- Who can we get advice and feedback from as this program is running?
- How do we follow up? How do we know if we have had an impact on the clients?

Preliminary Client Survey

Name: _____

Meal delivery site: _____

1. Are there any topics you would like to learn more about? (Eating healthy, cooking, exercise, specific diseases, etc)

2. What are some of your favorite foods or meals to cook?

3. Do you have any healthy recipes that you would like to share with our group of clients and volunteers?

4. Would you be interested in doing special projects with volunteers from the Campus Kitchen?

5. What language should the bulletin boards be in? (At what reading level?)

6. Do you have anything you would like to teach us or the other clients/residents here?

Timeline

At the beginning of this project you will want to create a timeline to help keep volunteers, on schedule. The following timeline was created by volunteers at Marquette University and can be used as a starting place for your work.

September:

- Conduct several initial brainstorming sessions with Campus Kitchen volunteers to discuss project ideas
- Complete a community needs assessment and tell you Campus Kitchen Coordinator about the results
- Evaluate your resources
- Agree on your goals and objectives for the project
- Put together a timeline

October:

- Select a list of sites where bulletin boards will be posted
- Purchase or get donation of bulletin boards and needed supplies

November:

- Recruit volunteers for the project
- Hold several meetings to research and choose bulletin board themes and create them

December:

- Put together a schedule of when bulletin board themes will be changed and who will be in charge of each month, and plan interactive client activities

January:

- Post bulletin boards and start activities with clients
- Schedule time to reflect on the project as a group
- Set-up a system of evaluating the project throughout the semester or year

Appendix 1: Donations Letter

The Campus Kitchen at _____
Address-----
Address-----

Recipient's Name
Address-----
Address-----

Date-----

Dear Store Owner/Manager,

I am a student at _____ College/University and a volunteer with The Campus Kitchens Project, a student driven non-profit organization. At the Campus Kitchen, student volunteers take surplus food from our college cafeteria and prepare and deliver it to homeless shelters, after-school programs for disadvantaged kids and individual families in need.

This semester we would like to focus on increasing our clients' awareness of nutrition. To do this, we would like to post bulletin boards at all of our meal delivery sites that will contain nutrition facts, and healthy recipes, and highlight community health and nutrition services. The information posted will be changed on a monthly basis and we plan to do interactive activities with our clients each month such as putting together recipe books, doing special cooking projects and presenting nutrition education lessons to kids. We believe this project will benefit our clients greatly.

Food is delivered to five sites: _____, _____, _____, _____, and _____ . We would like to post a bulletin board at each location.

We would like to invite you to join us in our efforts to help our clients, by making a tax-deductible donation of bulletin boards to our program. If you would be interested in donation bulletin boards or supplies for this project, please contact us by phone 000-000-0000 or email, XXXX@campusaccount.edu. We look forward to working with you.

Sincerely,

Your Name

Your Signature
(Campus Kitchen Volunteer)

Appendix 2: Nutrition Initiative- Client Survey

Client Name: _____

Address: _____

Agency (if applicable): _____

1. How often do you participate in nutrition activities with the Campus Kitchen?

2. How often do you prepare your own food? What other people (i.e. family members, friends) do you cook for?

3. What kinds of nutrition lessons or activities have you done with Campus Kitchen volunteers? (i.e. nutrition lessons, cooking projects, community garden work)?

4. How have the Campus Kitchen's nutrition education and activities impacted you?

5. What could volunteers do to improve the Campus Kitchen nutrition initiatives?

6. What has your favorite nutrition activity with volunteers been so far?

Appendix 3-Nutrition Initiative- Volunteer Survey

Volunteer Name: _____
Email: _____ Phone: _____
School/college: _____ Graduation yr (if applicable): _____
Service learning class (if applicable) _____

1. How many times have you done nutrition education or activities with the Campus Kitchen?

2. At which agencies do you do nutrition education/activities? What age group or demographic of clients do you work with?

3. What do you see as the impact of your work? (How are the clients affected? What impact has the work had on you? Does it benefit the community?)

4. What went well with the nutrition work at the Campus Kitchen this semester/year?

5. What do you think could be improved?

6. Overall, how beneficial do you think the nutrition initiatives have been to clients?

Photo Credits:

Most photos were taken by students and staff at The Campus Kitchens Project including Shaina Elias at Northwestern University, Alisa Herbert at Saint Louis University, Abby Floutemesch at Augsburg College, Erin Yudchitz at Marquette University. Community garden photos courtesy of www.thegardenhelper.com.

