

***Cook It Up!* How-to Manual  
Planning, Implementing, & Evaluating  
a Community-based Cooking Program**

London Community Resource Centre

London, ON



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## Acknowledgements

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Acknowledgement, of course, to our funding agency, Ontario Agri-food Education Inc. The Healthy Eating Program provided us with the financial opportunity to promote nutrition and healthy eating of Ontario products by engaging with youth and non-traditional community partners in a unique, hands-on, and rewarding way. Thank you!

Also, a special thank you to our community partners who supported *Cook It Up!* financially and in-kind: Ontario Bean Producers Marketing Board; Ontario Pork; Healthy Living Partnership Middlesex-London; London Lawyers Feed the Hungry; Brescia University College (BUC); and the Middlesex-London Health Unit.

In addition, Brescia University College provided *Cook It Up!* with students who were eager to gain some valuable community volunteer experience, with research advice and expertise, and with direction for our Steering Committee. Reaching out to our community partners such as BUC ensures we are approaching our community work in a comprehensive and thoughtful way.

Over the past year, *Cook It Up!* was approached on two different occasions by two community agencies who were so impressed by the work of the participants in this initiative that they asked *Cook It Up!* to cater events they were hosting for their communities. The Boys and Girls Club of London and the Medway Community Centre deserve recognition for having the trust, faith, and insight to give the participants in *Cook It Up!* an opportunity to shine while representing their program. This empowerment is graciously acknowledged and appreciated by the Steering Committee and the participants in the program alike.

Our Program Coordinator was instrumental in building the bridges between us and the local chefs and farmers in our community. His dedication to *Cook It Up!* and enthusiasm for Ontario products essentially sold the program to everyone with whom he came in contact. Thanks Andrew Fleet, for your energy and commitment to *Cook It Up!* Finally, a special thank you to Heather Thomas, Public Health Dietitian at the Middlesex-London Health Unit and my community partner whose vision and passion ignited this project and ensured it was on track, well researched, and promoted at many conferences, in the media, and with our colleagues locally and across the province.

This initiative was very rewarding, challenging, and inspiring and could not have been achieved at this level of success without everyone's contribution and commitment. Thanks to each and every person involved in this program!

## Introduction

The purpose of this how-to manual is to share with many communities the lessons we learned from our community-based cooking program for at-risk youth. The intention is to facilitate knowledge transfer to like-minded community agencies interested in enhancing food literacy. Our program met our community's needs and reflected what worked best for us. That is not to say that it won't work in your community; however, the premise is that this manual is a template for you to use what you feel is appropriate for your community and tailor other aspects to meet your community's needs. We see this program effectively being adapted for many groups, for example: single mothers, multicultural communities, older adults, people with disabilities, and any group requiring cooking skill development and food literacy awareness.

Please feel free to contact Linda Davies, Executive Director of the London Community Resource Centre (the lead agency of *Cook It Up!*) if you have any questions about our program and our approach. Also feel free to adapt the information in this manual as you see fit – this manual is just one way to create engaged, food literate communities.

**Food Literacy** is the ability to make healthy food choices by having the skills and knowledge necessary to buy, grow, and cook food.  
- Food Literacy Project

## Background: What is Cook It Up?

*Cook It Up!* was a community-based cooking program for at-risk youth focusing on education and skill building. *Cook It Up!* offered youth education and hands-on food experiences focusing on general nutrition, food safety, food preparation, food selection and cooking skills, and agriculture fieldtrip experiences to a variety of local farms and farmers' markets. Educational topics include: General Healthy Eating and Safe Food Handling, Ontario-grown Spring, Summer, Fall, and Winter food themes, and a Graduation Celebration. The sessions included specific recipes featuring Ontario-grown foods, participation by local chefs, and fieldtrip opportunities to local farms and farmers' markets involving a variety of local food commodities. The facilitators targeted, coordinated, and implemented

the activities within each module relevant to the needs and desires of the youth group. The final Graduation Celebration provided an opportunity for the sharing of learning experiences, networking with sustainable new partnerships (e.g., local farmers, local food commodity marketing associations, local chefs, and local farmers' markets) and media coverage which served to promote the support from and philosophy of Ontario Agri-Food Education Inc. via local print, radio, and television media outlets.

### Purpose and Need for *Cook It Up!*

Poor dietary habits during adolescence may impact on day-to-day wellbeing and performance, achievement and maintenance of healthy weights, growth and development, dental health, among other health indicators (1-5). Research suggests involvement in preparing food for meals is related to more nutrient-rich eating patterns including higher intake of fruits and vegetables, higher intake of key nutrients, and lower intake of fat (6-11). These studies all assume youth have access to food on a regular basis and involve youth living in a family environment. What is less evident in the literature is youth involvement in food-related tasks such as food shopping and preparation (12-14), especially when the target population is at-risk youth in transition from the family home or foster care to independent living. These urban youth are at-risk for homelessness and often experience social, physical, and psychological issues, inclusive of addiction, which may present barriers to healthy lifestyle behaviours (15). The provision of a hands-on, practical life skills program with the purpose of building self-efficacy, knowledge, self-confidence, and self-esteem is perceived as an effective and necessary intervention for at-risk youth in transition. According to Bandura (16), one's perceived ability to perform behaviours, that is, self-efficacy, is enhanced when one has the practical and necessary skills for completion of the task and/or behaviour. *Cook It Up!* provided participants with the skills and experience needed to promote their existing skills and enhance their self-efficacy.

The adolescent age group has been overlooked for effective, skills-based programming offered in the community setting. As youth are transitioning from home, group homes, or foster care to independent living, they have a need for food purchasing, preparation and cooking skills. For the purpose of *Cook It Up!*, the term "at-risk youth" is described as youth at increased risk for a variety of physical and psycho-social issues including poor nutrition which, in turn, can exacerbate physical and psycho-social issues. Addressing at-risk youth by implementing a program with emphasis on healthy eating may be

successful in addressing other social determinants of health with positive results regarding behaviour change. The target population in this pilot initiative was a vulnerable, urban group of youth. Many of these youth lacked an understanding of agriculture and food systems, and none of them had ever visited a rural setting. This project was essential to build an understanding of our local agricultural community through hands-on experiences that served to empower participants. The results from the formative evaluation of the program provided evidence-informed practice and knowledge that can be transferred to broader community agencies and groups, including public health units, local community resource centres, schools, the agricultural community, and other agencies demonstrating interest in the results.

settings and with other target groups (e.g., post-secondary school students, young adults, Ontario Early Years Centres, parents, multicultural groups, older adults)

- offer knowledge transfer to other community groups (e.g., community resource centres, public health units, schools, workplaces, community agencies, agricultural groups, food commodity marketing associations)
- offer public messaging of the importance of local agricultural and food systems via local and extended media outlets (e.g., print, radio, television)

The purpose of the *Cook It Up!* program was to:

- increase education and awareness of agriculture, healthy eating, and food preparation and purchasing skills among this unique target population
- introduce this target group to local agricultural and food systems
- crystallize the appreciation of local food systems, from farm to fork, among this target group
- increase the impact and awareness of the benefits of the Ontario agricultural industry with key stakeholders and participants in the program
- build new and essential life skills
- create sustainable investment through networking with new partnerships (e.g., local farmers, farmers' markets, local food commodity marketing associations, local chefs, community agencies)
- create supportive, positive learning environments
- provide evidence-informed practice, based on research outcomes
- create and distribute a "how-to" manual highlighting all details necessary for implementation of this project in other



## Getting Started

The *Cook It Up!* program was conceived because of the need in our community to provide food-related programming to at-risk youth given the absence of many opportunities for this population in this skill development area. While no formal needs assessment took place, conversations with community partners working specifically with youth agreed that food skills development was an important area of focus for this population.

One of the first steps in getting started on this initiative was to start defining the project in broad strokes to determine how best to approach food skills development. We had to determine in the literature the extent to which food and cooking skills were relevant to the youth population. A literature search confirmed limited evidence with adolescent age groups (ages 13-18) and demonstrated the opportunity to create a pilot project focusing on youth ages 13-18 years. Broad strokes outlining key components of cooking programs from the literature were drafted and discussions with agencies working with youth, focusing on health and social services, and with an education background were polled to determine interest in a community-based cooking program for youth and to glean ideas for program content. The program started taking shape with input from these key stakeholders and eventually the lead agency was able to identify clearly and concisely the program ideas, structure, and funding.

### Specific Steps:

- Literature search
- Decide upon target population and age group
- Decide upon broad program components to include in the project
- Key stakeholder meeting
- Specific ideas for pilot program generated
- Review funding opportunities available

## Funding Proposals

The local food movement currently is very popular and relevant in Ontario. The agri-food industry has been engaging in various promotional campaigns, including media (e.g., Real Food Movement [<http://www.youtube.com/watch?v=dIsEG2SFOvM>], health promotion strategies (e.g., National Nutrition Month 2010), food manufacturers (e.g., [www.eatrealeatlocal.ca](http://www.eatrealeatlocal.ca)), and the explosion of food programming on The Food Network, to name but a few. Additionally, attention to local food and the agri-food industry have garnered support from various funding agencies with focus on healthy eating. The Ontario Agri-food Education (OAFE) Inc., an arm of the Ministry of Agriculture, Food, and Rural Affairs, was the primary funding agency for *Cook It Up!* The main programs and services offered by OAFE include:

- Distribution of agri-food educational resources.
- Development of curriculum-based resources that articulate a clear agri-food message.
- Providing professional development services for educators across the province.
- Support and training of local agri-food volunteers and committees to enhance their efforts.
- Providing consultative support to major agricultural events such as the International Plowing Match and the Royal Agricultural Winter Fair.

In addition to these programs, in 2008 OAFE provided funding through their Healthy Eating Program, in which community agencies worked in partnership to promote nutrition and healthy eating of Ontario products. The purpose of this Healthy Eating Program Request for Proposal (RFP) was to solicit submissions from organizations wishing to undertake innovative projects with non-traditional partners that focus on communicating the public health benefits of Ontario grown products including their vitamin content and nutritional value.

*Cook It Up!* seemed to be a perfect fit for this funding opportunity. As such, the London Community Resource Center (LCRC) investigated the RFP in depth.

Alternative funding agencies were also approached. Below is a list of potential funders for consideration when developing a community-based cooking program:

- Local health unit;
- Food commodity marketing associations;
- Heart and Stroke Foundation – SPARK Together for Healthy Kids Advocacy grant;
- Local chefs’ association;
- Academic institutions (e.g., colleges and universities);
- Ontario Trillium Foundation;
- Healthy Communities Fund (Ministry of Health Promotion and Sport); and
- Local Service clubs.

Once the best funding agency is selected for the project, the funding proposal can be drafted. This process enables the lead agency to determine how best to plan, implement, and evaluate the program. Careful consideration needs to go into the various stages of proposal development so as to not leave any considerations ignored.

In most proposals, there are clear guidelines regarding how to structure the RFP. These guidelines assist in organizing the project and identifying all aspects for consideration, from plans through to budget. Establishing a timeline with planning phases built in at the beginning and evaluation built in at the end ensures the project will be thorough and comprehensive. We allotted three months to finalize all aspects of our program planning prior to its official commencement. In addition, three months were allowed at the program’s conclusion to complete all evaluation tasks and provide a final written report to the funding agency. Allowing time at the beginning and end of the program also provides flexibility in the program delivery and ensures program implementation is well considered prior to launching. Additional time at the beginning also offers opportunities to recruit Steering Committee members, the program coordinator, the participants, and provides the ability to promote the program effectively. Promoting the program helps generate

interest in all active participants as well, from Steering Committee members, to community partners, to participants themselves.

## Steering Committee Recruitment

Having the “correct” people around the table to assist in the program development is key to its success. We considered the RFP and requirements therein, specifically, the need to engage in new or non-traditional community partners with interest in promoting the local agri-food industry and the public health benefits of Ontario grown products. With this requirement in the forefront of our planning, we considered which key stakeholders would be important to include around the table. The following experts were considered for *Cook It Up!* Depending on how other community groups choose to approach their program development, different key stakeholders from these communities may be considered:

- Local chefs (for cooking skills education);
- Local farmers (for field trip opportunities and connection to local agri-food industry);
- Education specialists (active or retired, for enlightenment regarding how best to handle youth, especially at-risk youth);
- Social service agency representatives focusing on the youth population (to assist in participant recruitment and engagement);
- Public health representatives (to assist in proposal writing, research, evaluation, and nutritional aspects of the initiative);
- Food service industry representatives (to provide opportunities for field trips in this area);
- Academic representatives (to assist with research and evaluation);
- Community members with interest and skills in this project and/or target group (to ground the Steering Committee and ensure best interests of the participants and program goals are always being met); and

- Food specialty store owner (to provide business representation and possible program resources).

These unique groups from come from very different backgrounds and share different perspectives on working with the target populations. However, the Steering Committee, at the same time, shares a similar interest and passion for the local agri-food industry. For these reasons, the lead agency felt it was very important to include this diverse yet comprehensive and collaborative group of experts to construct the Steering Committee for *Cook It Up!* The Terms of Reference for the Steering Committee are outlined in Appendix A.

## Program Coordinator Selection and Recruitment

Equally important as the Steering Committee recruitment, is the Program Coordinator selection and recruitment. We had the fortuitous opportunity to meet an individual who worked in the food service industry in our community who shared a passion for local food, education of youth, and cooking. His greatest strength was his connections to local chefs, farms, and farmers' markets. Working in a local restaurant (whose chef/owner was very engaged in local food such that he developed a daily menu based on the products he could source locally), our program coordinator proved invaluable in creating instant connections to chefs in our community. His passion for the program was evident and he easily "sold" the idea of engaging local chefs in teaching cooking skills to youth.

The opportunity to create new relationships with non-traditional partners was an important one for the lead agency. Recognizing the need to enhance existing food-related programming, LCRC was eager to find a way to build rapport with local chefs, farmers, and farmers' markets. It is, therefore, important to stress to your program coordinator to stretch beyond his/her comfort level and engage chefs, farms, markets, and other field trip opportunities that one may not immediately know on a personal level so as to ensure broad and diverse opportunities for cooking and field trip development are sought. A job description of the program coordinator and relevant job activities is found in Appendix B.

We were fortunate to have a prior connection with the individual we hired to be our program coordinator for *Cook It Up!* Alternatively, we would have first

connected with our community partners to see if any of them would have an individual in mind to recruit for this position. Given limited funding to do an extensive recruitment in newspapers and other typical methods of position recruitment, we would have considered placing a notice on a local volunteer association website (Charity Village [www.charityvillage.com](http://www.charityvillage.com)) which also offers a job posting recruitment function.

## Chef and Volunteer Recruitment

Our program coordinator had existing connections to local chefs. However, we did approach a community contact who was involved in the local chefs' association as well to promote the need for chef recruitment. Equipped with information about the program, this contact not only assisted in recruiting a chef for the Steering Committee, but he also provided the chefs in this association with an overview of the initiative and engaged them in becoming involved in some capacity, whether through providing a cooking demonstration and skill session with the youth or getting the Steering Committee in touch with potential field trip opportunities.

In addition to this method of chef recruitment and selection, the Program Coordinator also reviewed the proposed "menu" of cooking skills and seasonal availability of local produce and paired local chefs with particular interest and/or skill in certain cooking methods and recipes. The Steering Committee insisted that any skills being taught be continuously built upon from session to session in order to enhance the participants' cooking skills ability from start to finish. This was relayed to chefs recruited to participate in the cooking skills development such that skills explained and demonstrated by the chefs were replicated by the youth on several different occasions throughout the duration of the program so as to build their confidence and ability to apply the skills in a variety of different settings and in different recipes. The literature demonstrated the effectiveness of providing hands-on learning opportunities for participants with the option of building skills throughout the program as a successful implementation technique.

We were fortunate to have a strong connection to the University of Western Ontario and one of its affiliated colleges, Brescia University College (BUC). The Food and Nutritional Sciences program (undergraduate and Masters level) is offered at BUC. One of our Steering Committee members is also a professor at BUC and offered to promote the opportunity to

volunteer in the *Cook It Up!* program with her students. Additionally, she taught a community nutrition course in which there is a community placement component. She recruited four students from that course to volunteer with *Cook It Up!*, not only to provide them with a community nutrition placement but also to ensure there was a good group of dedicated nutrition undergraduate students available to assist with volunteer duties.

In addition to the undergraduate students, we were also able to involve graduate nutrition students who were also completing their dietetic internship to assist in the program. The Public Health Dietitian from the Middlesex-London Health Unit supervised three dietetic interns who participated as volunteers at the cooking and field trip sessions and also contributed to proposal writing, research, and program content development. Details about program content development will be presented in another section of this how-to manual.

Because our program targeted at-risk youth, the Steering Committee thought it would be important to have some volunteers available to assist who had specific background working with this population. We were fortunate to recruit a Steering Committee member who also was a retired teacher who specialized in working with special needs children. Her background, patience, problem-solving strategies, and general demeanor with the participants in *Cook It Up!* was the perfect combination when working with youth that were easily distracted, demonstrated behavioural issues, and generally were at times difficult to connect with. In addition to this retired teacher, we also had an active teacher with expertise in family studies and food and nutrition curriculum at the high school level who volunteered her time to assist with the cooking and field trips as well.

We placed two participants with one volunteer for each session. The volunteers' roles and responsibilities were:

- To help keep the participants on track in terms of completing tasks generated by the chefs;
- To help participants navigate through the field trip components when independently completing assigned tasks (e.g., collecting produce from the field, apple picking, grocery shopping);

- To review with the participants and record the components necessary for their "journals," specifically what they liked and did not like about the cooking or field trip session; what they learned about the session; what they prepared; whether or not they would independently prepare this dish at home; and what they learned from being involved in the program.;
- To monitor safety issues in the kitchen and remind participants of the need to be safe, clean, and organized.;
- To ensure cooking and field trip sessions run smoothly.; and
- To assist the Program Coordinator or chefs in any way required.

The volunteers recruited were very positive about the program; however, some of them had never worked with at-risk youth in the past. For this reason, it was necessary to implement some sensitivity training. We worked closely with one of our community partners, Youth Opportunities Unlimited (YOU), which specializes in facilitating education and awareness groups with at-risk youth.

Since 1982 Youth Opportunities Unlimited has helped lead youth in London and Middlesex County toward success. This agency believes that investing in youth and strong communities are connected. Many youth need guidance and support to reach their true potential and YOU works with business, community and government partners to address youths' most pressing needs. YOU provides youth with the training, skills development, support and referrals they need to develop their potential and lead positive lives. It is clear from YOU's mandate that the fit with *Cook It Up!* is a good one.

The sensitivity training was conducted by one of the youth outreach workers from YOU. She informed our volunteers of language issues, how to be mindful of treating at-risk youth with respect and kindness, and to remind them that the volunteers' involvement will eventually be ending when the program concludes. At-risk youth often have adults and others they look up to come in and out of their lives without warning and this may lead to the disruption of their routine, trust, and understanding of others within their social and family circles. Reminding the at-risk youth that the volunteers are not abandoning them but rather moving on to other opportunities is important so the at-risk youth do not feel deserted or discarded by yet

another adult or young adult they have connected with in their lives.

If a future community-based cooking program is developed, it may also be useful to include at-risk youth in the development of the initiative so as to continuously tailor the needs of the group from week to week. Youth engagement is an important approach that we implemented through the weekly journal entries and connections with the Program Coordinator and volunteers. Youth engagement served to ensure we were on the right path with the program.

**Youth engagement** is the meaningful participation and sustained involvement of a young person in an activity, with a focus outside of him or herself. The kind of activity in which the youth is engaged can be almost anything - sports, the arts, music, volunteer work, politics, social activism - and it can occur in almost any kind of setting.  
- Centers of Excellence for Children's Well-Being, 2009

## Research and Evaluation Considerations

Because *Cook It Up!* was a unique program in our community, the Steering Committee felt it would be important to conduct an evaluation of the initiative. With expertise in research and evaluation around our Steering Committee, the local Public Health unit, University of Western Ontario (UWO) and BUC worked together to develop an ethics proposal for consideration prior to starting any research project. Ethical approval for all research projects in *Cook It Up!* was approved by the Office of Research Ethics at the University of Western Ontario.

The research team decided to conduct two qualitative studies and one quantitative study from *Cook It Up!* First, a formative evaluation of the program was developed. This research focused on conducting in-depth interviews with all participants in the program: Steering Committee members, chefs, farmers, field trip operators, volunteers, and participants. The lead investigators were interested in determining what worked well in the program, what did not, and how the program could be adapted to other groups in different communities, and overall, how to improve *Cook It Up!* Secondly, a photovoice study was implemented to determine how the *Cook It Up!* program had served to enhance the participants' cooking skills. Along similar lines as the photovoice research, a pre- and post-test cooking skills assessment was conducted to determine any changes in cooking skills among the participants at the beginning of the program compared to at the

completion of the program. At the time of the publication of this manual, a fourth qualitative study focusing on perspectives of parents/guardians was under review by the Office of Research Ethics at the University of Western Ontario and therefore is not included here.

Full data analysis of these research projects was underway at the printing of this how-to manual and can be shared with interested parties once interpreted and written up. Please contact Heather Thomas if you are interested in finding out the results from this research ([hclarke4@uwo.ca](mailto:hclarke4@uwo.ca)).

Documents related to the research aspect of *Cook It Up!* are available in Appendices C through P (Letter of Information for community partners and Participants; Semi-structured interview guide for community partners and participants; Demographic Survey and Pre- and Post-test Questionnaires; Camera Orientation Session; Consent Form for Photovoice; Consent Form; Ethical Issues in Photovoice; Letter of Information for Photovoice; Rights and Responsibilities of Photovoice; Semi-structured Discussion Group Guide; SHOWED Document). Table 1 outlines research and evaluation plan and activities.

## Policies and Procedures

The Steering Committee spent considerable time thinking about which policies and procedures needed to be implemented to keep the participants, volunteers, and all other community partners safe when participating in *Cook It Up!* When working with kitchen appliances and utensils, the opportunity for injuring oneself might present itself from time to time. The policies and procedures related to preventing and treating injuries were some of the first ones to be developed. In addition, cooking with certain ingredients also provided potential challenges due to food allergies or intolerances. We needed to establish proper health information records to identify potential food allergens and other relevant health history that would facilitate our understanding of how to treat certain circumstances. All staff and volunteers involved in the cooking and field trip sessions, especially the Program Coordinator, reviewed these documents thoroughly should an emergency arise. To gather the correct information for these forms, the Steering Committee consulted existing health forms and included relevant information and sections from those forms in the development of the ones for this program. The Middlesex-London Health unit was an important partner in the development of medical/health forms given the focus of this agency.

The other documents that generated much discussion from the Steering Committee were the forms related to Code of Conduct and managing behaviour. These forms were put into place given the at-risk population with whom we were engaging. These documents were adapted from similar ones utilized at a program facilitated by one of our Steering Committee members who also worked with at-risk youth in his agency. The Steering Committee discussed at length the purpose of *Cook It Up!* in reaching at-risk youth and how we wanted to give the participants sufficient “chances” before taking drastic measures with respect to their involvement in the program. That said, we also did not want the behaviour of one or two participants to impact on the learning and skill development of others. There were circumstances in which one of our participants acted out on occasion and was inappropriate. It was decided at the Steering Committee level that our volunteer who had experience working with special needs children would work one-on-one with this particular participant to assist in curbing her behaviour. The volunteer and participant pairing in this situation proved to be very positive and the participant who was problematic improved her behaviour significantly such that she did not need to be removed from the program. At all stages in the discussion about this particular participant, parental/guardian involvement was included and encouraged. The situation was resolved and this participant remained in the program for its duration.

Appendices Q through V highlight some of the key policies and documents we used in *Cook It Up!*

## Participant Recruitment Strategy and Program Promotion

Because the program was targeting at-risk youth and also involved significant time and participation commitment, we wanted to ensure the participants involved in this pilot project were fully committed to the program, from start to finish. To this end, we had an online application form available for potential participants to complete and submit (Appendix W). Paper copies were also available to those without internet access. In addition to the application form, the potential participants met with a few members of the Steering Committee who conducted informal interviews with the youth to determine whether or not they were the right fit for the program and if they understood the time commitment as well. At this interview, youth were informed about the research projects and asked to consider if they might have interest in participating in those as well, at a later

date. Even though participants were not obligated to become involved in the research component of *Cook It Up!* we felt it was only fair to inform them of this potential so that they could make a full decision about their possible involvement in the program, should they be selected.

The Steering Committee deliberated about the need to interview potential participants and decided that given the pilot nature of this initiative and the desire to share our findings broadly, we wanted to ensure some level of success in the process and as such, decided to interview participants to determine fit, interest, enthusiasm, and commitment to the program. This proved to be an effective way to retain participants as well. We had only one participant withdraw from the initiative due to unforeseen personal difficulties.

In terms of program promotion, we utilized our local media outlets to introduce the program to our local community. We were interviewed in local newspapers and on television. We promoted the initiative on websites (LCRC, Middlesex-London Health Unit, and [www.healthylivinginfo.ca](http://www.healthylivinginfo.ca)) and on Facebook and Youtube. In all media outlets, we directed interested parties to the LCRC website to complete the application form and learn more about the program. Two website articles to date were published on the Middlesex-London Health Unit, Healthy Living Partnership Middlesex-London, and London Community Resource Centre websites (Appendix X).

Promotion of *Cook It Up!* also occurred via word of mouth. With a strategically selected Steering Committee with working background in diverse sectors within our community, we were able to promote the program through our networking groups, community partners, colleagues, and professional associations. This informal sharing of the program served us well in that we were able to describe the program in good detail with others who were in contact with groups focusing on at-risk youth. Steering Committee members working in the social service industry were able to identify potential youth participants directly and those youth, once learning more about the initiative could apply should they choose to do so. We originally recruited nearly 30 youth but through self-selection out of the program (due to a variety of different reasons, e.g., time commitment, program components, conflicts with other activities) the final number of participants was nine. There was attrition of one participant due to personal issues. The remaining eight participants remained with the program from start to finish.

While it may seem that eight participants is a small number of youth, our Program Coordinator reassured

the Steering Committee on a regular basis that this number was a very comfortable one to work with. At-risk youth can be very easily distracted and having more than eight participants may have created a difficult learning environment and frustration among volunteers, chefs, and others in the program. It is necessary to keep in mind that for each session, there were eight participants, a minimum of four volunteers, the Program Coordinator, Steering Committee chef, and guest chef. A maximum of about 15 people is desirable. If larger numbers of participants are considered, cooking space becomes a very important consideration. Careful consideration of the target group selected and their unique needs will determine the number and expertise of volunteers at each session.

## Program Development

The original development of the program commenced with the proposal writing. Using the proposal as a template, we focused on incorporating seasonal local foods into cooking sessions and field trips to farms and farmers' markets. The Program Coordinator also considered which specific professional chefs to recruit given the season, their expertise, and their availability. Table 2 outlines the module topics and brief description / themes for each cooking and field trip session. This information is based on opportunities to highlight local seasonal produce on field trips and to demonstrate how to use this produce in the cooking sessions.

The original program concepts were developed by dietetic interns supervised by the Public Health Dietitian on our Steering Committee. From this point, the Steering Committee put the Program Coordinator in charge of fine-tuning each session. Recipes selected for each cooking session were decided upon by the Program Coordinator and professional chef on our Steering Committee. Ingredient lists, equipment required, and other cooking considerations were also discussed by these two professionals prior to each cooking session. Additionally, potential field trip opportunities were considered and connections to the appropriate farmers were made accordingly.

The Program Coordinator contacted local chefs to see if they had interest in volunteering their time to instruct the participants on a variety of cooking techniques while showcasing local, seasonal produce. There was never any difficulty recruiting chefs to lend their skills, expertise, and enthusiasm to the program and its participants. In fact, some chefs enjoyed the experience and their involvement so much that they asked to return to the program on an ongoing basis. This commitment from some of the chefs

demonstrated to the participants that *Cook It Up!* was an important initiative and one valued by the local chefs participating in the program. Even though there was great interest in the program by some returning chefs, it is very important to continue to recruit additional chefs to the initiative to avoid potential volunteer burnout and to diversify community capacity. Table 3 highlights key Program Coordinator activities.

## Budget

The budget for *Cook It Up!* included details about the following components:

- Project management;
- Program Coordinator;
- Cooking Sessions;
- Fieldtrips;
- Transportation; and
- Graduation Ceremony.

Cash and in-kind contributions from community partners for all of the above components were also identified in the proposal. Additionally, time and in-kind allotments for many operational costs were considered. Some of these in-kind expenses included:

- estimated wages for Steering Committee members attending meetings;
- meeting space;
- office space, supplies, and equipment;
- financial management of all funding;
- human resource management and supervision;
- promotion of program;
- reporting responsibilities to funding agencies;

- kitchen space;
- transportation;
- community consultation and advisory roles; and
- orientation of volunteers, interns, Program Coordinator, Steering Committee members.

Depending on the capacity of your community to contribute in different ways to a community-based cooking program, you may or may not need to include all components that we did in our proposal. We would recommend reaching out to your community partners to determine how they can assist in the implementation phase of your initiative.

For specific budget information related to *Cook It Up!*, please contact Linda Davies, Executive Director at London Community Resource Centre ([linda@lcrc.on.ca](mailto:linda@lcrc.on.ca)).

## Sustainability Plan

The overarching principle of the sustainability plan originates with building community capacity and strong community partnerships. Having your community behind your effort facilitates the sustainability even during times of limited financial resources. Your community partners champion your program and serves to connect the correct partners at the beginning of the program. Having these enthusiastic key stakeholders around the table ensures that the initiative is fostered well and grows effectively. Greater community involvement creates less demand on one agency or group to pull the project together independently. Many funding opportunities now mandate collaborative community efforts as they recognize that many parts make a strong entity. It is very important to strategize which key stakeholders need to be approached to become involved in your project.

We have some positive examples that generated wonderful opportunities for the *Cook It Up!* program. For example, one of our Steering Committee members was a business owner of a specialty food shop. She was able to approach some of her suppliers for donations of kitchen utensils to supply our kitchen as well as provide gifts for the participants at the end of the program. On more than one occasion, the farms we visited on the field trips allowed us to have produce from their fields to use in the next cooking

session. This helped to reduce our budget for food costs. Administratively, community partners and Steering Committee members provided access to administrative support, mail outs, office supplies, and meeting space. It is important to ask community partners and Steering Committee members how and what they can contribute to the program beyond attendance at meetings.

## Unexpected Opportunities

On two separate occasions, the *Cook It Up!* program was approached to cater community events. The first event was the launch of a newly renovated community arena and meeting space. The group was asked to prepare a vegetarian chili and whole wheat rolls for a group of approximately 170. For this event, the chef on our Steering Committee worked with the youth to discuss how to develop a catering menu including shopping lists, equipment required, kitchen and service area layout, and other details relevant to the event. The day before the event, the participants travelled to the event location and completed the food preparation so they would be prepared to cook it the next day. The participants decided who would be “back of house,” preparing the food and getting it ready for service and who would be “front of house,” delivering the food and mixing with the people attending the event.

For this event, the Steering Committee members decided to purchase professional chefs’ jackets for the participants, one of the many “perks” for their involvement in the program. The participants were not told about the special jackets until the day of the event. On the day of this catered event, the jackets were presented to the youth and as they put them on, they seemed to stand up taller and recognized the importance of the jacket – they were professionals and represented *Cook It Up!* in the community. The sense of pride and respect for each other was palpable. We were very pleased we invested some funding to purchase these special jackets.

At this event, The Honourable Chris Bentley, Attorney General for the Province of Ontario, was present and met with the participants to congratulate them for their involvement in the *Cook It Up!* program. It was a great opportunity for the participants to meet Mr. Bentley and for him to see community youth engagement in action.

The second catering event occurred during National Youth Week. It was fitting that the participants in *Cook It Up!* were asked to prepare and serve meals for 40 members at the local Boys and Girls Club. The



youth prepared homemade lasagna and Caesar salad. They performed all duties associated with the catering once again and performed these tasks with confidence and excitement.

In addition to these events directly involving the participants of *Cook It Up!*, Linda Davies and Heather Thomas had the opportunity to promote the program at a number of conferences and workshops across the province. They presented to delegates the purpose of the program; recruitment strategies for Steering Committee members, chef volunteers, and participants; key learnings to date; and some of the early results from the research program. Delegates were very interested in the program and eagerly awaited the release of this manual! Some of the workshops and conferences attended included:

- University of Western Ontario, Health and Rehabilitation Sciences Annual Research Day (London, February 2010);
- FoodNet Ontario conference “Bring Food Home” (Kitchener, March 2010);
- Ontario Society of Nutrition Professionals in Public Health Annual Nutrition Exchange (Niagara-on-the-Lake, May 2010);
- FoodNet Ontario “Making Connections” workshop (London, November 2010); and
- Provincial Consortium on Youth In Recreation “MBA 10 Symposium” (Barrie 2010).

## Troubleshooting

Although the program was very well received and exciting to contribute to, there have been some challenges along the way. However, we viewed these difficulties as lessons learned and hope that other community groups can learn from our challenges to strengthen their proposed initiatives.

One of the greatest challenges we faced was the **cooking location**. We needed to be adaptable on a number of occasions until we found a suitable, health unit approved location that was centrally located and large enough to accommodate our group. We have created a link with a local faith-based organization who have opened their doors to our program. They were interested in engaging with youth and felt that

*Cook It Up!* was an excellent program in which skill development of at-risk was being met.

Many faith-based organizations have superb kitchens that are not being utilized during the week nights. Careful consideration must be given when approaching these organizations because many of them have programming requiring the use of their kitchens throughout the week (e.g., for community dinners). As such, you may need to be flexible in terms of changing your day and/or time of conducting your program.

The Steering Committee was very dedicated to ensure the project **stayed on track** from start to finish. Given the popularity of *Cook It Up!*, there were a number of potential initiatives and opportunities the youth could have been involved in but these opportunities did not necessarily align with the original purpose and goals of the program. The Steering Committee ensured the Program Coordinator remained true to the original concept. That said, we were flexible to embrace opportunities that enhanced that concept, for example, in the two catering events that presented themselves to our group.

We found it important to ensure that we had the **expertise** to deal with situations that arise that are unique to the population with whom we were working. Our Steering Committee was the first point where this philosophy was applied. Ensuring diversity among Steering Committee members’ backgrounds while meeting specific needs of our population ensured we were well prepared to handle any challenges encountered.

As with any project, **managing the budget** effectively is key to project success. We were very fortunate to have a very diligent Executive Director of the host agency for *Cook It Up!* to stay on top of our spending and to ensure that reports and other tasks associated with the administration of the program were also in line. If the Project Coordinator does not have these specialized skills, it is very important to find someone else involved in the project to ensure budget is adhered to strictly.

From time to time, front line staff and volunteers involved in the project are unable to attend due to illness or other family emergencies. In these cases, it is essential to have a **back up plan** so that the program still runs on time and on schedule. Unforeseen circumstances create the opportunity to teach program participants that life sometimes just “happens” and they need to be flexible and adaptable so that they can cope with changes to their regular schedule. For the volunteers and Program

Coordinator, we established a **“buddy system”** so we could still facilitate the program with the same number of affiliated staff and/or volunteers.

While all these contingency plans are important, we also need to stress the importance of being flexible to deal with the unexpected events that may occur. Instead of cancelling the program from time to time due to absence of the Program Coordinator or volunteers, we ensured that “the show must go on” and put in place plans to continue running the program as smoothly as possible. We felt that this approach would demonstrate to the at-risk youth that we were as committed to *Cook It Up!* as they were. It was important for them to see that we would not let them down and that we valued their attendance.



## Closing Thoughts

This how-to manual outlines how we approached the development of a community-based cooking program for at-risk youth. It provides a possible template for your consideration and for you to adapt or modify to meet your community’s identified needs. As we approached the project right from the very beginning, we had the development of this how-to manual in the back of our minds. We took notes about what needed to be included in the manual, as well as what could be excluded. We wanted this resource to be comprehensive and instructive but never too arduous to use in your own community.

Communities need to advocate for food literacy programming. Delivering supportive learning environments where children, youth, adults, and seniors can engage in all aspects of food, from how it is grown and harvested to making it taste delicious on your plate ensures that all populations have the necessary food literacy skills for a healthy life. Developing a sound food literacy policy that provides these required elements for such a program is key to its success.

**Table 1: Evaluation Plan and Success Indicators**

The Evaluation Plan and Success Indicators provide some direction for program planning, implementation, and evaluation.

| Measures of Success   | Indicators  |
|---|---|
| <p><i>Planning and Implementation:</i><br/>                     Generation of interest from potential community partners</p> <ul style="list-style-type: none"> <li>• Local, high profile chefs</li> <li>• Sponsoring agencies</li> <li>• Pilot Site Agency</li> <li>• Project Coordinator</li> <li>• Steering Committee</li> <li>• Community volunteers</li> <li>• Local farmers</li> <li>• Local farmers’ markets</li> <li>• Media awareness and attention</li> </ul> | <ul style="list-style-type: none"> <li>• Local chefs’ involvement and ongoing commitment to the project</li> <li>• Successful youth recruitment and participation in Cook It Up!</li> <li>• Community partners provision of financial contributions to Cook It Up!</li> <li>• Corporate donations received to sponsor Cook It Up!</li> <li>• Regular review of the implementation process to ensure progress towards indicators of success and make adjustments as necessary to reach objectives</li> <li>• Generated interest within the local community (urban and rural) regarding the project</li> <li>• Repeated participation by youth in multiple modules</li> <li>• Repeated participation by farmers visited on fieldtrips (this indicator demonstrates that the fieldtrip experience was rewarding)</li> <li>• Feedback from youth to facilitator(s) after each session</li> <li>• Number of media interviews (paper, radio, television)</li> </ul> |
| <p><i>Formative Evaluation:</i></p> <ul style="list-style-type: none"> <li>• Completed “How-to” manual incorporating all suggestions for improvements</li> <li>• Qualitative research</li> <li>• Knowledge transfer of research results at provincial/national conferences and relevant professional meetings</li> </ul>  | <ul style="list-style-type: none"> <li>• Rapport generated with youth participants encourages honest participation in formal and informal evaluations</li> <li>• Agencies request “how-to” manual for implementation of similar programs in their communities</li> <li>• Demand for the “How-to” manual generated by community groups</li> <li>• Successful recruitment for in-depth interviews with participants and stakeholders</li> <li>• Rich, contextual data generated from participants in formative evaluation</li> <li>• Acceptance of abstract from this project at provincial and national academic and professional conferences</li> <li>• Completion and presentation of evaluation results at Board of Directors’ meetings; Board of Health meeting; annual public health conference; other relevant conferences</li> <li>• Sharing of experiences with peers and colleagues, personally and professionally</li> </ul>                         |

**Table 2: Program Activities**

| Module Topics  | Brief Description / Themes   |
|--|--|
| <p>(1) Spring</p> <ul style="list-style-type: none"> <li>• General Healthy Eating relevant to Ontario-grown Spring food products</li> <li>• Safe Food Handling</li> <li>• Recipes selection</li> <li>• Fieldtrip choices</li> <li>• Evaluation – feedback from group to coordinator/facilitator</li> </ul>   | <p>Planning and planting crops; agriculture overview; “farm to fork” discussion; Promote the use of locally grown foods; 2 cooking sessions during each month of this season (i.e. 6 cooking sessions in total); 1 fieldtrip per module</p> <p>FOOD DEMONSTRATION: Choose seasonal recipes incorporating foods from each of the four food groups</p> <p>EARLY SPRING FIELDTRIP IDEA: Sugar Bush, asparagus farm, local farmer’s market</p> |
| <p>(2) Summer</p> <ul style="list-style-type: none"> <li>• General Healthy Eating relevant to Ontario-grown Summer food products</li> <li>• Safe Food Handling</li> <li>• Recipes selection</li> <li>• Fieldtrip choices to local Ontario farms</li> <li>• Evaluation – feedback from group to coordinator/facilitator</li> </ul>  | <p>Get Fresh...Eat Local farm map; what’s in season; why buy local; indigenous knowledge; Promote the use of locally grown foods; 2 cooking sessions during each month of this season (i.e. 6 cooking sessions in total); 1 fieldtrip per module</p> <p>FOOD DEMONSTRATION: Entire Meal on the Barbecue incorporating foods from each of the four food groups</p> <p>SUMMER FIELDTRIP IDEA: Pick Your Own farm</p>                         |
| <p>(3) Fall</p> <ul style="list-style-type: none"> <li>• General Healthy Eating relevant to Ontario-grown Fall food products</li> <li>• Safe Food Handling</li> <li>• Recipes selection</li> <li>• Fieldtrip choices to local Ontario farms</li> <li>• Evaluation – feedback from group to coordinator/facilitator</li> </ul>  | <p>Fall harvest; food preservation; Global food system; Promote the use of locally grown foods; 2 cooking sessions during each month of this season (i.e. 6 cooking sessions in total); 1 fieldtrip per module</p> <p>FOOD DEMONSTRATION: using root vegetables in soups and stews and incorporating foods from each of the four food groups</p> <p>FALL FIELDTRIP IDEA: Farmers Market</p>  |
| <p>(4) Winter</p> <ul style="list-style-type: none"> <li>• General Healthy Eating relevant to Ontario-grown Winter food products</li> <li>• Safe Food Handling</li> <li>• Recipes selection</li> <li>• Fieldtrip choices to local Ontario farms</li> <li>• Evaluation – feedback from group to coordinator/facilitator</li> </ul>  | <p>Promote the use of locally grown foods; 2 cooking sessions during each month of this season (i.e. 6 cooking sessions in total); 1 fieldtrip per module</p> <p>FOOD DEMONSTRATION: Using meat alternatives and other vegetarian dishes and incorporating foods from each of the four food groups</p> <p>TRIP IDEA: Local produce farm (choose from 1 of 30+ local farm map contacts)</p>   |
| <p>(5) Graduation Celebration</p> <ul style="list-style-type: none"> <li>• Sit-down dinner celebration for participants and all community partners</li> <li>• Media release promoting success of OAFE sponsored program</li> <li>• Invitations to all local chefs who participated or could be potential future partners, local farmers visited, YOU Board of Directors, Steering Committee, etc.</li> <li>• Certificates of Achievement and Cookbooks provided to all participants</li> </ul> | <p>Media release to all local print, radio, television outlets to:</p> <ul style="list-style-type: none"> <li>• promote the success of the project</li> <li>• promote OAFE initiatives and support for this specific initiative</li> <li>• recognize the participation of youth</li> <li>• recognize the support of key stakeholders</li> <li>• promote preliminary research results</li> </ul>  |

**Table 3: Program Coordinator Activities**

Program implementation through promotion of Ontario agri-food industry and community stakeholders.

| <b>Activity</b>                             | <b>Brief Description</b>  |
|---|---|
| Media Launch of Project                     | Media release to all local print, radio, television outlets to: <ul style="list-style-type: none"> <li>• promote the project</li> <li>• promote OAFE initiatives and support for this specific initiative</li> <li>• solicit the participation of youth</li> <li>• recognize the support of key stakeholders involved in the projects</li> </ul>      |
| Development and coordination of modules     | See Table 2 for details.  |
| Participant recruitment and selection       | Work with Host Agency to identify other community agencies targeting similar population and recruit and select participants for program   |
| Assist in the “how-to” manual development   | Document activities of the program, summarize, and edit manual for implementation with other community groups and target populations  |
| Assist in resource gathering                | Identify and contact key stakeholders to accumulate recipes, fact sheets, farm maps, food commodities information etc. for use in the program   |
| Coordinate fieldtrip/farmers’ market visits | Coordination of transportation arrangements, site selection   |
| Recruit local chefs for program involvement | Identify and contact local chefs for involvement  |
| Participate in evaluation                   | Work with Research and Evaluation Committee to discuss program evaluation; overview of research component with Research and Evaluation Committee; Solicitation of feedback from participants and Pilot Site Agency after each module completion; Revising the subsequent modules as necessary and as identified by participants and Pilot Site Agency |

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## Appendix A: Terms of Reference for Steering Committee

## **Cook It Up! Community-based cooking program for at-risk youth Steering Committee Terms of Reference**

**Date of Approval: April 30, 2009**

Chair: Linda Davies, Executive Director, London Community Resource Centre (LCRC)

Recorder: Heather Thomas, Middlesex-London Health Unit (MLHU)

**Purpose:** The role of the Steering Committee is:

To oversee the management of the project grant funds for the development of the Cook It Up! project;

To provide advice and guidance on the design and implementation of the project;

To provide and guidance on the research and evaluation of the project; and,

To share information, tools, and resources with project staff and community partners.

**Frequency of Meetings:** Meetings will be held monthly in the first three months of the project (April, May, June, 2009) and the bi-monthly for the next 12 months. At the end of the end of the 12 month period (June 2010), the meetings will be held monthly again for the last three months of the project (July, August, September 2010). Meeting dates for the entire duration of the project will be decided upon in the first Steering Committee meeting. Meetings will be scheduled for 1.5 to 2 hours. Additional meetings outside the scheduled times allotted for meetings will be called by the Chair.

**Location of Meetings:** The meetings will be held primarily at the LCRC. It is centrally located and there is free parking available.

**Agendas and Minutes:** The agenda and minutes will be kept electronically by the Chair and the Recorder. A hard copy of the minutes will be kept in a binder at LCRC. The recorder takes minutes at each meeting and prepares the minutes for the Chair. The Chair reviews the minutes and circulates them to the Steering Committee by email for corrections. Any corrections will be discussed at the next meeting, the minutes amended to reflect the changes.

**Areas of Responsibility: Chair**

The Chair will set and circulate the agenda to the Steering Committee at least one week prior to the meeting.

On the day of the meeting, the Chair will bring copies of the most current agenda for each Steering Committee member.

The Chair facilitates the meetings and collects email votes if there is no quorum.

The Chair will be responsible for tabulating email votes.

The Chair stores the documents and distributes agendas and minutes via email.

The Chair assumes responsibility of adding agenda items to the agenda as deemed necessary.

**Areas of Responsibility: Steering Committee**

Maintain an overall view of the project's progress, direction and impact.

Make decisions relating to finance, policy and strategic directions, within the administrative requirements of OHCC and the funder.

Be a resource to the project in terms of helping to identify key issues, resource people and organizations to be contacted.

Provide guidelines to the project regarding priorities, timelines, data collection and capacity-building.

Provide feedback on the design and evaluation of the project.

**Composition:** The Steering Committee will be comprised of at least one representative of each of the collaborating organizations:

London Community Resource Centre

Middlesex-London Health Unit

Youth

Farmer

Restaurant Owner / Chef

Social Service personnel working with at-risk youth

Teacher (active or retired)

Police Officer (active or retired)

**Decision Making Protocol:** Decisions regarding policy and strategic directions will be made by the Committee using a consensus decision-making process. Consensus of the Committee will be sought for decisions regarding project activities, financial matters, human resources and evaluation procedures. Consensus decision-making requires that all Committee members participate in reaching decisions, and that all committee members are in support of the decisions made.

Ideas and recommendations are brought to the table by Steering Committee members and an open discussion occurs. Decision is made by a vote and majority rules. Every attempt will be made for consensus. When consensus cannot be reached, the following options may be pursued: 1) the person or persons with dissenting opinions may step aside, thereby voicing their opposition to the decision while allowing it to be made; 2) the decision can be postponed to allow time for cooling off or further study; or 3) the issue may be discussed further in various ways including "go-arounds".

Quorum must be present to confirm a decision. Quorum is 2/3 of membership. Email may be used for committee members unable to attend for an external vote to make quorum. The minutes will be attached to the email for context related to the vote. The Chair will be responsible for collecting the votes and tabulating the results. In the

event dissenting opinion remains after the vote, the position will be reflected in the minutes. Failing consensus, LCRC, as the lead organization, may call a vote or take other steps to ensure the project is implemented in a timely and effective manner and that it conforms to the terms of the funding agreement.

In instances where the Terms of Reference and the Collaborative Agreement from the funding agency do not agree, the Collaborative Agreement shall be used to guide decisions.



## **Appendix B: Program Coordinator Job Description**

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### **Project Manager – Cook It Up! Job Description**

Revised June 5, 2009

Position Title: Project Manager – Cook It Up! program

Number of Positions: 1

Position Commences: May 4, 2009 (contract position)

Salary: \$20.00/hour

Hours of Work Per Week: 20

Position Concludes: October, 2010

Driver's License Required: yes

Automobile Required: yes

Basic Education: post secondary education in areas of business administration and/or secretarial sciences or social sciences.

Skills and Experience Required: highly organized; experience and skills in foodservice and business; have the ability to be self-directed; work cooperatively with staff, volunteers, community groups, community partners, youth, and granters; excellent oral and written communication skills; ability to relate well with youth aged 13-18 years; excellent cooking skills; a minimum of 5 years experience in the foodservice industry, preferably as a chef or cook; ability to multi-task efficiently and effectively; be a productive and congenial team member

Working Conditions: office environment, kitchens, local farmers' markets and farms

Physical Demands: minimal (cooking, shopping, touring of local farms)

Responsible to: Executive Director, London Community Resource Centre; Steering Committee for Cook It Up!

Purpose of Position: The project manager will support the development of Cook It Up! a community-based cooking program for at-risk youth focusing on education and skill building. This initiative will include a pilot project implemented for groups of at-risk youth (aged 13-18) as well as the development of a "how-to" manual to be utilized by provincial organizations wishing to implement a similar project in their communities. Youth participants for the project will be selected from various local groups offering programs and services to this age group.

Details of Job Description:

1. Develop effective working relationships with staff, volunteers and community members, and youth.

2. Organize, facilitate and report back on community and volunteer committee meetings.
3. Participate as a member of the Steering Committee, taking part in all related meetings.
4. Meet with Executive Director or designate regularly to report progress.
5. Submit monthly activity reports to the Executive Director.
6. Report any problems or concerns promptly to the Executive Director.
7. Carry out additional tasks pertinent to Cook It Up! as required.
8. Participate in relevant youth training and identify additional learning goals specific to Cook It Up! program development.
9. Document all experiences, work plans, and training sessions.
10. Abide by the Personnel Policies and Guidelines of LCRC.
11. Create education sessions to youth participants including: general nutrition, food safety; food preparation; food selection; cooking skills; and agriculture fieldtrip experiences to a variety of local farms and farmers' markets.
12. Topics in modules to be developed and offered include: General Healthy Eating and Safe Food Handling; Ontario-grown Spring, Summer, Fall, and Winter food themes; and a Graduation Celebration. The modules will include specific recipes featuring Ontario-grown foods, participation by local chefs, and fieldtrip opportunities to local farms and farmers' markets involving a variety of local food commodities.
13. Plan and coordinate the final Graduation Celebration to showcase youths' learning experiences, networking with sustainable new partnerships (e.g., local farmers, local food commodity marketing associations, local chefs, and local farmers' markets) including provision of media coverage in conjunction with the promotion and administrative assistant at LCRC.

## Appendix C: Letter of Information: Community Partners

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### *Cook It Up!* program for Youth

#### Investigators:

Heather Thomas, MSc, RD, PhD Candidate, Middlesex-London Health Unit

Dr. Jennifer Irwin, PhD, Faculty of Health Sciences, University of Western Ontario

Dr. Trish Tucker, PhD, Middlesex-London Health Unit & Faculty of Health Sciences, University of Western Ontario

Dr. Danielle Battram, PhD, Foods and Nutritional Sciences Division, Brescia University College, UWO

**Background:** Cook It Up! is a community-based, education and skill-building program for at-risk youth (13-18 years). It is a fun and practical program offering nutrition information, food safety, food preparation and selection and cooking skills, taught by some of London's best local chefs. Through agricultural field trip experiences to a variety of local farms and farmers' markets, participants will be able to explore future employment potential in a variety of agricultural and food service environments, as well as to gain an understanding of where our food comes from, and how it gets from farm to plate. Investigators at the Middlesex-London Health Unit and the University of Western Ontario are conducting research on the *Cook It Up!* program for youth in which you were involved. The purpose of this study is to assess Community Agencies' and Partners' experiences with the program in service of improving all aspects of the program. If you have participated in *Cook It Up!* in this capacity, the research team would like to hear your ideas.

**What will happen in this study:** If you agree, you will be invited to participate in an in-depth interview at a location convenient to you. This will be a one-on-one interview and it will last about 1 hour. We will be audio-recording the discussion so we don't miss anything. The audio-recording will be transcribed and a computer program called NVivo will be used to help find the themes from the information provided in the interviews. Also, we will be collecting information from you before the Cook It Up! program starts and after it ends to compare the information you provide us before and after the program. We will also be collecting information about you in a demographic survey which will give us a bit more information about who was interested in participating in the Cook It Up! program

**Alternatives and your right to withdraw from the study:** Your participation in this study is voluntary. You may refuse to participate, refuse to answer any questions, and ask to stop the recording at any time during the interview, or withdraw from the study at any time. Your decision will not influence your participation as a community partner in other projects now or in the future.

**Possible benefits and risks to you for participating in the study:** There are no known risks to you associated with your participation in this study. Possible benefits for you include having the opportunity to contribute to developing the "how-to" community resource manual that will be promoted and made available for local and provincial distribution. You do not waive any of the legal rights you would otherwise have as a participant in a research study.

**Confidentiality:** We will keep your identity and comments, as well as all audio-tapes and written records, confidential and secure. No names will appear on any transcripts generated during the course of this study. Representatives from the University of Western Ontario Health Sciences Research Ethics Board may contact you or require access to your study-related records to monitor the conduct of the research. We will keep your identity and comments, as well as all audio-tapes and written records, confidential and secure. No names will appear on any transcripts generated during the course of this study. We will keep all data in a secured place for five years after the study results have

been published. Data will be destroyed at the end of this time period. All computer data will be erased and all written/paper data will be shredded.

**Costs and compensation:** There is no cost to you for participating in the study. To acknowledge your contribution to the study, you will receive a small token of appreciation.

**Publication of the results:** When the results of the study are published, your name will not be used. If you would like to receive a copy of the overall results of the study, please put your name and address on a blank piece of paper and give it to the researcher present at the in-depth interview.

**Contact persons (should you have any further questions about the study):**

Heather Thomas, MSc, RD  
519-663-5317 ext. 2222  
heather.thomas@mlhu.on.ca

Dr. Jennifer D. Irwin, PhD  
519-661-2111 ext. 88367  
jenirwin@uwo.ca

Dr. Trish Tucker, PhD  
519-663-5317 ext. 2483  
trish.tucker@mlhu.on.ca

Dr. Danielle Battram, PhD  
519-432-8353 ext. 28228  
dbattra@uwo.ca

\* If you have any questions about your rights as a research participant or the conduct of the study you may contact the Office of Research Ethics at (519) 661-3036 or by email at [ethics@uwo.ca](mailto:ethics@uwo.ca).

This letter is for you to keep.  
You will also be given a copy of the consent form once it has been signed.

## **Appendix D: Letter of Information: Participants**

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### ***Cook It Up!* program for Youth**

#### **Investigators:**

Heather Thomas, MSc, RD, PhD Student, Middlesex-London Health Unit

Dr. Jennifer Irwin, PhD, Faculty of Health Sciences, University of Western Ontario

Dr. Trish Tucker, PhD, Middlesex-London Health Unit & Faculty of Health Sciences, University of Western Ontario

Dr. Danielle Battram, PhD, Foods and Nutritional Sciences Division, Brescia University College, UWO

#### **Background:**

Cook It Up! is a community-based, education and skill-building program for youth (13-18 years). It is a fun and practical program offering nutrition information, food safety, food preparation and selection and cooking skills, taught by some of London's best local chefs. Through agricultural field trip experiences to a variety of local farms and farmers' markets, participants will be able to explore future employment potential in a variety of agricultural and food service environments, as well as to gain an understanding of where our food comes from, and how it gets from farm to plate. Researchers at the Middlesex-London Health Unit and the University of Western Ontario are looking at the *Cook It Up!* program you recently participated in. We want to find out what you liked and didn't like about the program so we can improve it. Your help will give us lots of information improve this community-based cooking program. If you have participated in *Cook It Up!*, the research team would like to hear your ideas.

#### **What will happen in this study:**

If you agree, you will be invited to participate in an in-depth interview at a location convenient to you. This will be a one-on-one interview and it will last about 1 hour. We will be audio-recording the discussion so we don't miss anything. The audio-recording will be transcribed and a computer program called NVivo will be used to help find the themes from the information provided in the interviews. Also, we will be collecting information from you before the Cook It Up! program starts and after it ends to compare the information you provide us before and after the program. We will also be collecting information about you in a demographic survey which will give us a bit more information about who was interested in participating in the Cook It Up! program.

#### **Alternatives and your right to withdraw from the study:**

Your participation in this study is voluntary. You may refuse to participate, refuse to answer any questions, and ask to stop the recording at any time during the interview, or withdraw from the study at any time. Your decision will not influence your access to community programs or services you may be currently receiving, or may choose to partake in the future.

#### **Possible benefits and risks to you for participating in the study:**

There are no known risks to you associated with your participation in this study. Possible benefits for you include having the opportunity to contribute to developing the "how-to" community resource manual that will be promoted and made available for local and provincial distribution. You do not waive any of the legal rights you would otherwise have as a participant in a research study.

#### **Confidentiality:**

We will keep your identity and comments, as well as all audio-tapes and written records, confidential and secure. No names will appear on any transcripts generated during the course of this study. Representatives from the University of Western Ontario Health Sciences Research Ethics Board may contact you or required access to your study-related records to monitor the conduct of the research. We will keep your identity and comments, as well as all audio-tapes

and written records, confidential and secure. No names will appear on any transcripts generated during the course of this study. We will keep all data in a secured place for five years after the study results have been published. Data will be destroyed at the end of this time period. All computer data will be erased and all written/paper data will be shredded.

**Costs and compensation:**

There is no cost to you for participating in the study. To acknowledge your contribution to the study, you will receive a small token of appreciation.

**Publication of the results:**

When the results of the study are published, your name will not be used. If you would like to receive a copy of the overall results of the study, please put your name and address on a blank piece of paper and give it to the researcher present at the interview.

**Contact persons (should you have any further questions about the study):**

Heather Thomas, MSc, RD  
519-663-5317 ext. 2222  
heather.thomas@mlhu.on.ca

Dr. Jennifer D. Irwin, PhD  
519-661-2111 ext. 88367  
jenirwin@uwo.ca

Dr. Trish Tucker, PhD  
519-663-5317 ext. 2483  
trish.tucker@mlhu.on.ca

Dr. Danielle Battram, PhD  
519-432-8353 ext. 28228  
dbattra@uwo.ca

\* If you have any questions about your rights as a research participant or the conduct of the study you may contact the Office of Research Ethics at (519) 661-3036 or by email at [ethics@uwo.ca](mailto:ethics@uwo.ca).

This letter is for you to keep.  
You will also be given a copy of the consent form once it has been signed.

## Appendix E: Semi-Structured Interview Guide – Community Partners

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### Semi-Structured Interview Guide – Community Partners

The purpose of this interview is to gain an understanding of your experience with the *Cook It Up!* program so the program can be modified to ensure it is as useful as possible for all participants and community partners.

**For Community Agencies and Community Partners participating in Cook It Up!:** I'd like to ask you about the logistics of booking the fieldtrip:

1. How did the process of booking the fieldtrip work for you?

Probes:

- Deciding on the destination
- Arranging and confirming transportation
- Effectiveness of the fieldtrip re: introducing youth to local agricultural industry
- Other issues related to booking the fieldtrip
- What worked well with the Cook it Up! program?
- What did not work well?

2. Why did you become involved in the *Cook It Up!* program?

3. What barriers or challenges, if any, restricted your involvement or may have limited your involvement in any way?

4. How did being involved in the program benefit your agency?

5. How effective was the Steering Committee in meeting its objectives for this project? Please say more?

6. How did you find the Steering Committee meetings? How would you have changed them?

7. What recommendations would you make to improve this program?

8. How could this program be adapted to other target groups in other communities?

9. If you could change anything about this program, what would it be?

10. Please tell me anything else about the cooking program that you'd like to share with me? Is there anything we missed?

## Appendix F: Semi-Structured Interview Guide – Participants

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### Semi-Structured Interview Guide – Youth Participants

The purpose of this interview is to gain an understanding of your experience with the *Cook It Up!* program so the program can be modified to ensure it is as useful as possible for all participants and community partners.

For youth participants: We are asking you questions about Cook It Up! to try to make it better.

1. What did you like best or value most about the cooking program? Why?

Prompts:

- Cooking sessions with local chefs
- Field trips to local farms
- Field trips to farmers' markets
- Planning what food we would be preparing
- Shopping for food
- Eating the food we prepared
- Other aspects of the program
- Making new friends
- Learning about healthy eating
- Learning about food preparation
- Trying new foods
- Improving cooking skills

2. What did you like least or value least about the cooking program? Why?

3. How was Cook It Up! beneficial to you? Why was it good to be a part of Cook it Up!

- How did it impact your life?
- How did it improve your cooking skills?
- What did you get out of the program?

4. In what ways could the cooking program be improved? If you could change anything about the program, what would it be?

5. How did your group use the curriculum components (modules) developed for the program?

- Lesson plans
- Recipes
- Activities
- Fieldtrip information

6. What is different for you since being in the *Cook It Up!* program? What, if anything, is different about how you're eating? What, if anything, is different about where you're purchasing?

7. What did you get out of the program?

8. In what ways did being a part of this program impact on your feelings about yourself? Please say more?

9. What recommendations would you make to improve this program so it could be adapted to other target groups in other communities?

10. Is there anything else you'd like to tell us about your involvement in the Cook It Up! program?



## Appendix G: Demographic Survey and Pre-test Cooking Skills Assessment (Participants) adapted from Region of Waterloo Public Health

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1. Are you attending school?      Yes      No  
If yes, what is the name of your school? \_\_\_\_\_  
What grade are you in? \_\_\_\_\_
  
2. What is your family situation? (please check)  
Single-parent  
Double-parent  
Guardian-led  
I live by myself  
I live with a roommate(s), but not with my parent(s)/guardian(s)  
I live in a group home  
Other (please specify): \_\_\_\_\_
  
3. To which ethnic or cultural group do you belong? (please check)  
White      Southeast Asian (e.g., Cambodian, Indonesian, Laotian,  
Arab      Vietnamese, etc)  
Chinese      Korean  
Japanese      Black  
West Asian      Filipino  
South Asian (e.g., East Indian, Pakistani, Sri  
Lankan, etc.)      Latin American  
Aboriginal Canadian      Other (please specify): \_\_\_\_\_
  
4. What is your postal code? \_\_\_\_\_
  
5. Are you working?      Yes      No
  
6. If yes, do you work      Part time      Full time
  
7. What kind of job do you have? \_\_\_\_\_

*The next questions ask about food preparation and eating habits.*

8. How many days in the last week did you eat fully ready-to-eat meals, prepared by the manufacturer, may need to be warmed up (examples – roasted chicken, cold deli salads, freshly-made cabbage rolls, granola bars, cookies, crackers, cake, pie, bread)  
0      4  
1      5  
2      6  
3      7 or more

9. How many times in the last week did you eat foods that require the addition of water or milk and/or some cooking time, but have been mostly prepared by the manufacturer (examples – canned soups, instant oatmeal, mixes for pancakes/cake/pudding, frozen lasagna, fish sticks, frozen pizza, cold cereal, garlic bread, macaroni dinner)
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
10. How many times in the last week did you eat foods that are basic foods/ food ingredients, may be fresh, frozen or canned, but are minimally processed; often combined to make something “from scratch” or cooked and served plain (examples – raw, frozen or canned vegetables, fruit, meat or fish, dry or canned kidney beans, plain rice or pasta, flour, rolled oats, cheese, yogurt, milk, eggs)
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
11. How many days in the last week did you eat breakfast?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
12. How many times in the last week did you eat fruits and vegetables?
- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>Fruits:</b>                       | <b>Vegetables:</b>                   |
| <input type="checkbox"/> less than 1 | <input type="checkbox"/> less than 1 |
| <input type="checkbox"/> 1           | <input type="checkbox"/> 1           |
| <input type="checkbox"/> 2           | <input type="checkbox"/> 2           |
| <input type="checkbox"/> 3           | <input type="checkbox"/> 3           |
| <input type="checkbox"/> 4           | <input type="checkbox"/> 4           |
| <input type="checkbox"/> 5 or more   | <input type="checkbox"/> 5 or more   |
13. How many times in the last week did you eat fast-foods (e.g., McDonalds, KFC, Pizza Hut)?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
14. How many times in the past week did you eat meals away from home?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |

15. How many times in the past week did you buy food from a convenience store?

- 0                       4  
 1                       5  
 2                       6  
 3                       7 or more

16. How would you rate your skills in the following areas?

| My food skill rating  | Very good skill | Good skill | Basic level skill | Very limited or no skill |
|---|-----------------|------------|-------------------|--------------------------|
| Using a kitchen knife safely  |                 |            |                   |                          |
| Peeling, chopping or slicing vegetables or fruit  |                 |            |                   |                          |
| Cooking a piece of raw or frozen meat/chicken/fish, (not processed or partially-prepared)   |                 |            |                   |                          |
| Cooking a soup, stew or casserole using a pre-packaged mix (like macaroni dinner, rice mix)   |                 |            |                   |                          |
| Cooking a soup, stew or casserole "from scratch"  |                 |            |                   |                          |
| Choosing a spice or herb that goes well with the food I am cooking  |                 |            |                   |                          |
| Adjusting a recipe to make it healthier (for example, decrease the amount of fat, sugar or salt)  |                 |            |                   |                          |
| Baking muffins or cake using a pre-packaged mix   |                 |            |                   |                          |
| Baking muffins or cake "from scratch" with a recipe   |                 |            |                   |                          |
| Coordinating the preparation and cooking of a few food dishes at the same time so I can serve them all together for a meal                                |                 |            |                   |                          |
| Planning a quick, healthy meal using only foods already in my home, and then preparing these foods so I can serve them all together within 1 hour or less |                 |            |                   |                          |
| Freezing vegetables or fruit, from raw to bagged in my home freezer   |                 |            |                   |                          |
| Canning fruit or salsa etc, from raw ingredients to finished products in sealed glass jars  |                 |            |                   |                          |

17. On average, how long does it take to prepare the "main" meal eaten in your home? The "main" meal would take the most time to prepare of any meal in a given day. Choose the answer that best represents the average time range.

- 0-19 minutes                       40-49 minutes  
 20-29 minutes                       50-59 minutes  
 30-39 minutes                       more than 60 minutes

18. Are you the person responsible for preparing the “main” meal? Choose the answer that best describes you.
- Yes, I am always/ almost always solely responsible for preparing the main meal
  - Yes, I am responsible most of the time for preparing the main meal
  - Yes, I am responsible some of the time for preparing the main meal
  - Yes, but I often prepare the main meal together with someone else
  - No, I seldom or never prepare the main meal
19. How many times in the last week did you prepare or cook any meal at least partly “from scratch” – that is, using basic food items, with a recipe as needed?
- 0 times in the past week
  - 1-2 times
  - 3-4 times
  - 5-9 times
  - 10-14 times
  - 15 or more times
20. How sure are you that you can prepare foods at home at least partly “from scratch” – that is, using basic food items, with a recipe as needed?
- I know I can
  - I think I can
  - I’m not sure I can
  - I know I can’t
  - I don’t know
21. How would you rate the food skills you had developed before being involved in *Cook It Up!*? By food skills, we mean things like shopping for food, growing food, preparing & cooking food.
- very good skills
  - good skills
  - basic skills
  - very limited skills
  - no skills
22. Prior to the *Cook It Up!* program, have you or anyone in your household, grow and eat any food that you grew in your yard, on your balcony or in a community garden? By food, we mean vegetables, fruit, berries, nuts.
- Yes
  - No
  - Unsure
23. How sure are you that you know what “local food” means?
- I know what it means
  - I think I know what it means
  - I’m not sure what it means
  - I don’t know what it means



9. How many times in the last week did you eat foods that require the addition of water or milk and/or some cooking time, but have been mostly prepared by the manufacturer (examples – canned soups, instant oatmeal, mixes for pancakes/cake/pudding, frozen lasagna, fish sticks, frozen pizza, cold cereal, garlic bread, macaroni dinner)
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
10. How many times in the last week did you eat foods that are basic foods/ food ingredients, may be fresh, frozen or canned, but are minimally processed; often combined to make something “from scratch” or cooked and served plain (examples – raw, frozen or canned vegetables, fruit, meat or fish, dry or canned kidney beans, plain rice or pasta, flour, rolled oats, cheese, yogurt, milk, eggs)
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
11. How many days in the last week did you eat breakfast?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
12. How many times in the last week did you eat fruits and vegetables?
- | Fruits:                              | Vegetables:                          |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> less than 1 | <input type="checkbox"/> less than 1 |
| <input type="checkbox"/> 1           | <input type="checkbox"/> 1           |
| <input type="checkbox"/> 2           | <input type="checkbox"/> 2           |
| <input type="checkbox"/> 3           | <input type="checkbox"/> 3           |
| <input type="checkbox"/> 4           | <input type="checkbox"/> 4           |
| <input type="checkbox"/> 5 or more   | <input type="checkbox"/> 5 or more   |
13. How many times in the last week did you eat fast-foods (e.g., McDonalds, KFC, Pizza Hut)?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |
14. How many times in the past week did you purchase food from a convenience store?
- |                            |                                    |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4         |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5         |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6         |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |

15. How many times in the past week did you eat meals away from home?

- 0                       4  
 1                       5  
 2                       6  
 3                       7 or more

16. How would you rate your skills in the following areas?

| → My food skill rating  | Very good skill | Good skill | Basic level skill | Very limited or no skill |
|---|-----------------|------------|-------------------|--------------------------|
| Using a kitchen knife safely  |                 |            |                   |                          |
| Peeling, chopping or slicing vegetables or fruit  |                 |            |                   |                          |
| Cooking a piece of raw or frozen meat/chicken/fish, (not processed or partially-prepared)   |                 |            |                   |                          |
| Cooking a soup, stew or casserole using a pre-packaged mix (like macaroni dinner, rice mix)   |                 |            |                   |                          |
| Cooking a soup, stew or casserole "from scratch"  |                 |            |                   |                          |
| Choosing a spice or herb that goes well with the food I am cooking  |                 |            |                   |                          |
| Adjusting a recipe to make it healthier (for example, decrease the amount of fat, sugar or salt)  |                 |            |                   |                          |
| Baking muffins or cake using a pre-packaged mix   |                 |            |                   |                          |
| Baking muffins or cake "from scratch" with a recipe   |                 |            |                   |                          |
| Coordinating the preparation and cooking of a few food dishes at the same time so I can serve them all together for a meal                                |                 |            |                   |                          |
| Planning a quick, healthy meal using only foods already in my home, and then preparing these foods so I can serve them all together within 1 hour or less |                 |            |                   |                          |
| Freezing vegetables or fruit, from raw to bagged in my home freezer   |                 |            |                   |                          |
| Canning fruit or salsa etc, from raw ingredients to finished products in sealed glass jars  |                 |            |                   |                          |

17. Overall, how would you rate the food skills you had developed after being involved in *Cook It Up!*? By food skills, we mean things like shopping for food, growing food, preparing & cooking food.

- very good skills  
 good skills  
 basic skills  
 very limited skills  
 no skills

18. On average, how long does it take to prepare the “main” meal eaten in your home? The “main” meal would take the most time to prepare of any meal in a given day. Choose the answer that best represents the average time range.
- 0-19 minutes                       40-49 minutes  
 20-29 minutes                     50-59 minutes  
 30-39 minutes                     more than 60 minutes
19. Are you the person responsible for preparing the “main” meal? Choose the answer that best describes you.
- Yes, I am always/ almost always solely responsible for preparing the main meal  
 Yes, I am responsible most of the time for preparing the main meal  
 Yes, I am responsible some of the time for preparing the main meal  
 Yes, but I often prepare the main meal together with someone else  
 No, I seldom or never prepare the main meal
20. How sure are you that you can prepare foods at home at least partly “from scratch” – that is, using basic food items, with a recipe as needed?
- I know I can  
 I think I can  
 I’m not sure I can  
 I know I can’t  
 I don’t know
21. How many times in the last week did you prepare or cook any meal at least partly “from scratch” – that is, using basic food items, with a recipe as needed?
- 0 times in the past week             5-9 times  
 1-2 times                                 10-14 times  
 3-4 times                                  15 or more times
22. How likely are you to use any food skills you learned during *Cook It Up!* to make food “from scratch”– that is, using basic food items, with a recipe as needed, in your own home?
- Very likely  
 Likely  
 Unsure  
 Not likely  
 Definitely will not use any food skills
23. During the *Cook It Up!* program, did you or anyone in your household, grow and eat any food that was grown in your yard, on your balcony or in a community garden? By food, we mean vegetables, fruit, berries, nuts.
- Yes                       No                       Unsure
24. After the *Cook It Up!* program, did you or anyone in your household, grow and eat any food that was grown in your yard, on your balcony or in a community garden? By food, we mean vegetables, fruit, berries, nuts.
- Yes                       No                       Unsure



25. Since participating in *Cook It Up!*, how sure are you that you can purchase foods from a local farmers' market?
- I know I can
  - I think I can
  - I'm not sure I can
  - I know I can't
  - I don't know
26. Since participating in *Cook It Up!*, how likely are you to purchase foods from a local farmers' market?
- very likely
  - likely
  - unsure
  - not likely
  - definitely will not purchase foods from a local farmers' market
27. Since participating in the *Cook It Up!* program, how sure are you that you know what "local food" means?
- I know what it means
  - I think I know what it means
  - I'm not sure what it means
  - I don't know what it means

## **Appendix I: Camera Orientation Session for Photovoice**

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Participants will be informed that consent must be obtained from individuals prior to photographing them, and that they must only take pictures to which these individuals agree. Pictures will not be taken of individuals who can be identified without their knowledge and consent. Participants will also be informed that the anonymity of individuals in pictures should be maintained, unless the individual provides consent that allows for identification (see consent form). Whether the person can or cannot be identified in the photographs, participants will be oriented to the respectful and responsible taking of photographic images. As the camera can be a source for invasion of privacy, participants will be oriented to the ethical use of the camera and their photography in such a way as to prevent intrusion into a person's private space, to avoid disclosure of embarrassing facts, to avoid twisting the trust, and to not publish any photographs as a way to make money (Moffitt & Vollman, 2004).

Topics that will be discussed at the Orientation Session are based on the recommendations of the creator of the photovoice method (Wang, 1999).

1. Introduction to the photovoice concept and method.
2. Discussion of the responsibility and authority conferred to the photographer wielding the camera.
3. Ways to minimize potential challenges.
4. Presentation of an ethic of giving photographs back to the community as a way to express appreciation, respect, and camaraderie.
5. Discussion questions will include the following:
  - How can a person take pictures of barriers to healthy cooking skills?
  - How can a person take pictures of facilitators of healthy cooking skills?
  - What is an acceptable way to approach someone to take his or her picture?
  - Should someone take pictures of another person without their knowledge?
  - To whom might you wish to give photographs, and what might be the implications?
  - When would you not want to have your picture taken?
6. Discussion of time lines and expectations.

Adapted from Photovoice Hamilton Ontario, 2007.

References:

- Moffitt P, Vollman AR. Photovoice: picturing the health of aboriginal women in a remote northern community. *CJNR* 2004;36(4):189-201.
- Wang C. Photovoice: a participatory action research strategy applied to women's health. *J Womens Health* 1999;8(2):185-192.

## **Appendix J: Consent for Human Subject in Photovoice**

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You are invited to have your picture taken by one of the photographers involved with *Cook It Up!* Photovoice Research Project. *Cook It Up!* is funded by the Ontario Agri-Food Education Inc.

Photovoice has four goals:

1. It helps people record and think about their community's strengths and problems.
2. It identifies important issues through group discussion and photographs.
3. It gets the attention of politicians and other decision-makers in our community.
4. It works toward positive change in our community.

Pictures taken in Photovoice will be shown to others in order to create awareness about the things that make it easy as well as more difficult for the youth in *Cook It Up!* to develop healthy cooking skills outside of their involvement in the *Cook It Up!* program. The pictures taken may be shown in gallery displays, presentations to local decision-makers, and/or published on our website: [www.lcrc.on.ca](http://www.lcrc.on.ca). Others viewing the pictures may recognize you, but there are no names or contact information included with the photos. Photographs will not be used to make money.

Please sign this form if you agree to have your photograph taken by a participant in the *Cook It Up!* Photovoice Research Project.

If you would like a copy of the photograph taken of you, please write your address below as well.

---

Subject Name

Name of Photographer

---

Signature of Subject

---

Date

## Appendix K: Consent Form for Participation in Photovoice Research

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### *Cook It Up!* program for Youth

I have had the nature of the *Cook It Up!* **Photovoice research project** explained to me and I agree to participate. All questions have been answered to my satisfaction.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's name (please print)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Name (please print)

\_\_\_\_\_  
Parent/Guardian's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person responsible for obtaining informed consent (please print)

\_\_\_\_\_  
Signature

## Appendix L: Ethical Issues in Photovoice

---

There are possible ethical issues that may arise when using Photovoice as a research method. The following recommendations are based on the work of Caroline Wang, the originator of Photovoice. The purpose of discussing ethical issues is to reduce the risks to the photographer as well as to their subjects.

### **Invasion of Privacy:**

Taking someone's photograph without his/her permission is a violation of privacy. Even if the person does not mind that you took his/her picture, when you do not ask permission, you may cause that individual to become upset and you could be put into a difficult situation as a result.

If the photographer believes there may be a loss of naturalness or spontaneity if permission is asked, the photographer must learn to be patient. Many professional photographers spend most of their time behind a camera just waiting for the perfect shot. After obtaining permission from the human subject you wish to photograph, wait until he/she has forgotten you are there, until they slip back into what they were doing. You will be able to get the photograph you want, but you need to first get permission to take that picture and then you must wait for it the perfect moment to snap the photograph.

Asking for someone's permission to photograph him/her is a way to build his/her trust. It will also give you, as the photographer, the opportunity to discuss what you are doing and explain the *Cook It Up!* Photovoice research project with your human subject again.

As a general rule, the photographer is not required to receive a signature when taking a picture of a group of people where individual faces are not recognizable or if the photographer is taking a photo of something and a person just happens to walk into the shot at the last moment.

Some people may not want their photograph taken, and will have their own reasons for this. People sometimes feel protective of their communities and as such, may not want their photograph taken in their community.

### **Representing communities and their members:**

Taking a photo of someone doing something risky or incriminating would go against the values and goals of Photovoice.

Photographers will also be asked to write a story to display along with each photo. You can use the "SHOWED" form to help you write down the reasons why you decided to take different pictures. You will be provided with several copies of the "SHOWED" form before you start taking pictures.

It is important that photographers ask themselves if the subject would agree with the photo taken and with the text written to accompany the photo. You are making a photographic suggestion as the photographer. Any human subject in your photos must agree with this suggestion. Remember that the subjects are vulnerable to the image, even if they give permission to be photographed.

Using a camera gives the photographer a lot of power to create a message that is visually loaded with meaning. Within the image is the photographer's values and message as well as the values and messages the viewers of the

photographs will take away with them. Therefore, it is important to represent the image and the subjects within the image in an accurate and respectful way.

Photovoice is an exciting way to share with others how you feel about what makes it easier or more difficult to develop cooking skills. You have the opportunity to get really creative, but in a respectful and ethical way.

## Appendix M: Letter of Information for Photovoice

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### *Cook It Up!* program for Youth

#### Investigators:

Heather Thomas, MSc, RD, PhD Candidate

Dr. Jennifer Irwin, PhD, Faculty of Health Sciences, University of Western Ontario

Dr. Trish Tucker, PhD, Faculty of Health Sciences; Middlesex-London Health Unit

#### Background:

*Cook It Up!* is a community-based, education and skill-building program for at-risk youth (13-18 years). It is a fun and practical program offering nutrition information, food safety, food preparation and selection and cooking skills, taught by some of London's best local chefs. Through agricultural field trip experiences to a variety of local farms and farmers' markets, participants will be able to explore future employment potential in a variety of agricultural and food service environments, as well as to gain an understanding of where our food comes from, and how it gets from farm to plate. Researchers at the University of Western Ontario are looking at the *Cook It Up!* program you recently participated in and want to know what you feel are the things that make it easier and more difficult to have healthy cooking skills, outside of your involvement in the *Cook It Up!* program. Through a research method called "Photovoice," you will take photos of pictures that you think explain the things that make it easier or more difficult to have healthy cooking skills. Your help will give us lots of information to learn about how to help youth like you improve their cooking skills. This information may lead to program and policy development that would acknowledge and help to address these barriers and facilitators. If you have participated in *Cook It Up!*, the research team would like to hear your ideas.

#### What will happen in this study:

If you agree to participate in this study, you will be contacted by one of the researchers with dates, times, and locations for a camera orientation session, which will take about ½ -1 hour, as well as a discussion group which will take 1-1.5 hours. A comprehensive 'training' session will be held where you will get the camera and learn how to take pictures using this camera for participation in the study. The camera orientation session and discussion group will both be located within your community. Prior to participating in this study, you will be asked to sign a consent form for your participation. You will also be asked if you are willing to have your pictures used within the focus group setting, and within any publication about the results of the study. This is completely voluntary, and not required.

At the camera orientation session, you will be oriented to the purpose of the study and be loaned a camera, as well as a logbook. You will be asked to take pictures of barriers and facilitators to developing healthy cooking skills outside of your involvement in the *Cook It Up!* program and keep a log of the thoughts that you have about the photos you take. You will be provided with the logbook that you will need for this. Prior to taking photos of people, you will need to provide written information to those people, and ask for their signed consent to allow for their pictures to be taken. If you are thinking about taking a photograph of a child or someone who is unable to consent for him/herself, it is VERY important that you receive permission from the child's or individual's parent or guardian BEFORE taking the photograph. This is very important so you don't offend or upset the child's or person's parent or guardian. If the child's or person's parent or guardian is not available to give you permission and signed consent to take the child's picture, you may NOT take that photograph. You will be provided with the information and consent forms that you will need for this. If you are unable to write down your thoughts in the log book, an audio recorder will be loaned to you for this purpose.

At the end of each session of *Cook It Up!*, you will return your camera, and attend a discussion group within your community where you will discuss 2-4 of your pictures with the others in the group. Ideally, each group will consist of

6-7 people. The discussion group sessions will be audio tape recorded and transcribed to ensure that all your comments are captured. We will be audio-recording the discussion so we don't miss anything. The audio-recording will be transcribed and a computer program called NVivo will be used to help find the themes from the information provided in the interviews. You will not be identified by your full name in the transcribing, in order to keep your identity confidential. We will also be collecting information about you in a demographic survey which will give us a bit more information about who participated in the Photovoice research of the *Cook It Up!* program. The questionnaire will take about 5-10 minutes to complete. If you agree to participate, your commitment to coming to both sessions is very important. We will be contacting you to arrange the discussion group date, time and location.

**Alternatives and your right to withdraw from the study:**

Your participation in this study is voluntary. You may refuse to participate, refuse to answer any questions, and ask to stop the recording at any time during the discussion group, or withdraw from the study at any time. Your decision will not influence your access to community programs or services you may be currently receiving, or may choose to register in at some time in the future.

**Possible benefits and risks to you for participating in the study:**

There are no known risks to you associated with your participation in this study. Possible benefits for you include feeling empowered, having the feeling of being involved with your community by being given a voice to speak about your healthy cooking skills development, connecting with others in their community, and advocating for change in service of improving other youths' development of healthy cooking skills through community-based programs. Additionally, you will learn basic marketable skills including photographic technique, working with digital images, and the process of creating an art show or product. You do not waive any of the legal rights you would otherwise have as a participant in a research study.

**Confidentiality:**

We will keep your identity and comments, as well as all audio-tapes and written records, confidential and secure. No names will appear on any transcripts generated during the course of this study. Representatives from the University of Western Ontario Health Sciences Research Ethics Board may contact you or require access to your study-related records to monitor the conduct of the research. We will keep all data in a secured place for five years after the study results have been published. Data will be destroyed at the end of this time period. All computer data will be erased and all written/paper data will be shredded.

**Costs and compensation:**

There is no cost to you for participating in the study. To acknowledge your contribution to the study, you will receive a small token of appreciation.

**Publication of the results:**

When the results of the study are published, your name will not be used. If you would like to receive a copy of the overall results of the study, please put your name and address on a blank piece of paper and give it to the researcher present at the discussion group.

**Contact persons (should you have any further questions about the study):**

|                           |                            |                         |
|---------------------------|----------------------------|-------------------------|
| Heather Thomas, MSc, RD   | Dr. Jennifer D. Irwin, PhD | Dr. Trish Tucker, PhD   |
| 519-663-5317 ext. 2222    | 519-661-2111 ext. 88367    | 519-663-5317 ext. 2483  |
| heather.thomas@mlhu.on.ca | jenirwin@uwo.ca            | trish.tucker@mlhu.on.ca |



\* If you have any questions about your rights as a research participant or the conduct of the study you may contact the Office of Research Ethics at (519) 661-3036 or by email at [ethics@uwo.ca](mailto:ethics@uwo.ca).

This letter is for you to keep. You will also be given a copy of the consent form once it has been signed

## **Appendix N: Rights and Responsibilities in Photovoice**

---

As a participant in the *Cook It Up!* Photovoice Research Project, you have the following rights and responsibilities:

### **Rights:**

- You have the right to express your views and experiences during the discussion group sessions.
- You have the right to be supported by the Photovoice group members and facilitators of the discussion group sessions.
- You have the right to choose the photographs you would like to display in public.
- You have the right to change your mind about displaying any of your photographs.

### **Responsibilities:**

- We will do our best to start the sessions on time, so we can finish on time. Please do your best to arrive on time.
- Please contact the discussion group facilitator (Heather Thomas) or assistant moderator if you cannot make it to a session.
- Be positive to your peers. Please avoid putdowns or criticism.
- Since everyone has something important to say, only one person speaks at a time.
- You have the responsibility to ask human subjects if they will consent to be in a photograph before taking the photo.
- You have the responsibility to ask the owner of personal property (e.g., someone's house) permission before taking a photo of someone's personal property.
- You have the responsibility to be respectful when working with human subjects.
- You have the responsibility to use a buddy system, especially when taking photos in places you are not familiar with.
- You have the responsibility to NOT do something you usually would not do.
- You have the responsibility to NOT go somewhere you usually would not go.
- You have the responsibility to be aware of your surroundings.

## **Appendix O: Semi-Structured Discussion Group Guide for Photovoice**

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Study Title: Using Photovoice to Explore Barriers and Facilitators to Healthy Cooking Skills Development

Introduction: Thank you for coming today to share with us your perceptions about the barriers and facilitators to developing healthy cooking skills outside of your involvement in the *Cook It Up!* program. In this interview, we will ask you for your opinions about using the camera and taking photographs, the meaning of the pictures that you have chosen, and your thoughts about being in this session. Each person will have a chance to talk. Your input is very valuable in helping us better understand the appropriateness of this type of research method, as well as to answer the research question: What are the barriers and facilitators to the development of healthy cooking skills for youth outside of their involvement in the *Cook It Up!* community-based cooking program? Please help yourself to refreshments at any time. Does anyone have any questions before we get started?

### **A. Icebreaker introductions**

**B. We would like to know your opinions about using the camera and taking photographs and how this was helpful or not helpful for you in expressing your opinions and thoughts about the barriers and facilitators that you face in the process of developing cooking skills.**

- a. How did taking the photos help/not help you illustrate your opinions about the barriers you face to developing healthy cooking skills?
- b. How did taking the photos help/not help you to illustrate your opinions about the facilitators that help you healthy develop cooking skills?

Please tell us how you found using the camera and taking pictures in terms of the following:

- a. How did you find the process of taking the photos? (e.g., time consuming, or did it fit in with your activities of daily living?)
- b. How did you feel about the effort required to take the photos? (e.g., were you tired or energized by this process?)
- c. How did you find using the camera and taking pictures?
- d. How did this affect your interest about the development of healthy cooking skills for youth, and what affected these habits?
- e. How did this process affect your ability to identify and/or discuss barriers and facilitators to your development of healthy cooking skills?
- f. What other comments do you have about the process of taking pictures or the use of the camera?
- g. What recommendations do you have for the researchers about how to enhance the use of cameras and picture taking in future research?

**C. Now please select from your pictures the picture YOU think best represents a barrier to developing healthy cooking skills and a facilitator to developing healthy cooking skills. We will complete this section with additional photos if time permits, or if more pictures are needed to encourage conversation.**

(We will ask the following of each participant)

- a. Please tell us about the two pictures (one barrier and one facilitator) that you have chosen for this session.

- b. What message do you want your pictures to convey about the barriers that you face, or facilitators that you encounter, in the development of healthy cooking skills outside your involvement with *Cook It Up*?
- c. What made you select these two pictures over the other pictures?
- d. To the group: Can anybody else relate to this picture or what (person's name) is describing?
- e. Was there anything else that you would have liked to have taken a picture of, but could not? What prevented you from taking the picture and/or what would have helped you to be able to take the picture?

From the discussion, do you have other thoughts that you wish to share about the barriers that you face or facilitators that you encounter for developing healthy cooking skills?

Do you have any final comments about the barriers that youth face or facilitators that they encounter in the development of healthy cooking skills?

**D. We would also like your opinions or thoughts on your experience in being part of this group interview.**

- a. How did participating in this discussion group help you to communicate your opinions or thoughts about the barriers that youth face when developing cooking skills?
- b. How did participating in this discussion group help you to communicate your opinions about the facilitators that youth encounter when developing cooking skills?
- c. How easy or difficult was it to voice your opinion or thoughts in front of the group?
- d. What other comments do you have about the process of participating in this group interview?
- e. What recommendations do you have for the researchers about the group interview for future research?

**To Member check:**

The Co-Investigator will provide an oral summary of the interview themes and then ask: Is this an adequate summary of what we discussed today? Once participants have given their feedback on this, move to closing.

**Closing:**

Thank you so much for your participation today. Before you leave, we have a brief demographic questionnaire that we would like you to complete. Also, as a token of our appreciation for your time and participation in the study, we have a \$10 gift card for your local grocery store. We will also give you copies of your photographs to take home with you.

## Appendix P: SHOWED Document for Photovoice

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Photographers can use this form to help them complete their thoughts about the specific photo they have just taken.

Name of Photographer: \_\_\_\_\_  
 Title of Picture: \_\_\_\_\_  
 Date Picture Taken: \_\_\_\_\_

|          |   |
|----------|---|
| <b>S</b> | What is <b>S</b> een here? (Describe what the eye sees)                 |
|          |   |
| <b>H</b> | What is really <b>H</b> appening? (The unseen "story" behind the image) |
|          |   |
| <b>O</b> | How does this relate to <b>O</b> ur lives? (or MY life personally)      |
|          |   |
| <b>W</b> | <b>W</b> hy are things this way?  |
|          |   |
| <b>E</b> | How could this image <b>E</b> ducate people?                            |
|          |   |
| <b>D</b> | What can I <b>D</b> o about it? (What WILL I or WE do about it?)        |
|          |   |

Adapted from Photovoice Hamilton Ontario, 2007.

## **Appendix Q: Code of Conduct**

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The Cook It Up! program is supported by the London Community Resource Centre and a number of community agencies and associations (see attached). All supporters of the Cook It Up! program promote positive learning experiences for everyone. To that end, the following code of conduct applies to everyone (participants, chefs, fieldtrip operators, community agency representatives, Steering Committee members):

### **Appropriate Actions**

- I will act as a responsible person
- I will acknowledge and appreciate efforts made by all participants
- I will be respectful of chefs, volunteers, farmers, participants, and others involved in the Cook It Up! program
- I will respect the rules
- I will encourage others to enjoy the program
- I will respect the facility

### **Inappropriate Actions**

- I will not make any verbal comments or physical gestures about or toward anyone that could be considered offensive, derogatory, or abusive
- I will not engage in any action that might be considered to be verbally or physically abusive

### **Consequences**

- For first time inappropriate actions, offenders will be ejected from the program
- Repeat offenders will be banned from the program and will not be able to participate in any aspect of the program (cooking AND fieldtrips) for the remainder of the program

### **Enforcement**

- Chefs, volunteers, and Steering Committee members are responsible for enforcing the Code of Conduct
- The London Community Resource Centre will support chefs, volunteers, and Steering Committee members in upholding this Code of Conduct

## MANAGING BEHAVIOUR AND CODE OF CONDUCT

### Problem Solving:

When working to guide participant behaviour, staff will first employ problem solving techniques to help participants' understand the consequences of their behaviour. If problem solving shows insufficient results for maintaining a safe, constructive environment for all, staff will implement the following procedures.

| Infraction   | Behaviour  | Discipline  |  |
|--|--|---|--|
|  |  | Minor Infraction  | Moderate Infraction  |
| Minor  | <input type="checkbox"/> Continued disobedience of a program rule<br><input type="checkbox"/> Continued disobedience of a verbal instruction from staff<br><input type="checkbox"/> Other: _____<br>_____  | Initial Offence:<br>The participant will be required to sit out for a period of five minutes.<br><br>Second Offence:<br>The participant will sit out again and parents/legal guardian will be notified that a third infraction will result in a suspension<br><br>Third Offence:<br>The participant will be suspended from the program. | Initial Offence:<br>The participant will be removed from the program for a period of time and parents/legal guardians will be notified immediately that a second infraction will result in removal from the program. |
| Moderate   | <input type="checkbox"/> Reckless disregard for safety of other participants, staff or self<br><input type="checkbox"/> Fighting<br><input type="checkbox"/> Swearing<br><input type="checkbox"/> Defiance of staff authority<br><input type="checkbox"/> Vandalism<br><input type="checkbox"/> Bullying<br><input type="checkbox"/> Other: _____<br>_____ |   |  |
| <b>Disciplinary actions are progressive irrespective of the infraction with the exception of Zero Tolerance incidents.</b> |  |   |  |
| <b>Zero Tolerance</b>  | <input type="checkbox"/> Possession of or use of any weapons<br><input type="checkbox"/> Physical abuse of other participants of staff<br><input type="checkbox"/> Uttering physical threats<br><input type="checkbox"/> Smoking or use of illegal drugs<br><input type="checkbox"/> Theft   | <b>Parents/legal guardian notified of the infraction and the participant is suspended for the duration of the season.</b><br><br>Police are notified if appropriate.  |  |

The effectiveness of this procedure is dependent on the co-operation and communication between staff, parents/guardians and child.

Today, \_\_\_\_\_ was involved in \_\_\_\_\_

We ask that you have a talk with your child explaining that this behaviour is not appropriate. This is the \_\_\_\_\_ 1<sup>st</sup>, the \_\_\_\_\_ 2<sup>nd</sup>, the \_\_\_\_\_ 3<sup>rd</sup> warning (discipline is progressive). After the requisite number of warnings as outlined above, we will have to ask that \_\_\_\_\_ leave our program. Should your child be suspended, staff will make every effort to contact you prior to your arrival. We hope that this issue is resolved and will not re-occur. Your co-operation is greatly appreciated.

Sincerely,

\_\_\_\_\_  
Signature Project Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature (please sign and return this letter with your child.)

\_\_\_\_\_  
Date

Comments:

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## Appendix R: Injury Report Form

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Staff or volunteer with the Cook It Up! program MUST complete this document if a participant is injured during the cooking session and/or fieldtrip. Once completed by all parties, please give to Linda Davies, Executive Director at London Community Resource Centre for final signature and copies.

### Injury Report

|  |
|--|
| Name of participant:   |
| Birth date of participant:   |
| Date of injury:  |
| Description of injury:   |
|  |
|  |
|  |
| Treatment:   |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Parent/guardian notified (date, time):   |
|  |
| Was there a piece of equipment involved in the incident?   |
|  |
| What alterations have been made to improve the teaching opportunity regarding this equipment to avoid future injury? |
|  |
|  |
| Name of Cook It Up! staff/volunteer involved:  |
| Signature of Cook It Up! staff/volunteer involved:   |
|  |
| Signature of Executive Director, London Community Resource Centre:   |
|  |
| Parent/guardian response:  |
|  |
|  |
|  |
|  |
|  |

## **Appendix S: Procedure for Injury or Emergency**

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- In the event of serious injury, or allergic reaction:
- Call 911 immediately. Stay with participant until medical help arrives.
- Call participant's emergency contact. Inform them about the situation and arrange for them to meet participant at hospital.
- Have volunteer accompany participant to hospital and stay with them until emergency contact arrives.
- Fill out Cook It Up! Injury Report Form and submit to Cook It Up! staff.
  
- In the event of minor injury (e.g. minor cuts or burns):
- Treat wound with program first aid kit.
- Call participant's emergency contact. Inform them about the situation and arrange for them to pick up participant or meet participant at hospital.
- Inform project coordinator or staff member in attendance of details and complete "injury report" form. Submit form to Cook It Up! staff.
- If participant's emergency contact is to meet participant at hospital, have volunteer accompany participant to hospital and stay with them until emergency contact arrives.
- Cook It Up! has set up an account with Aboutown (519-432-2222) to be used for transportation to and from hospital or participant's home in the event of injury.

## Appendix T: Participant Information and Health History Form

### Participant Information and Health History Form

**Instructions:** Complete this form **BEFORE PARTICIPANT ARRIVES AT PROGRAM**. (A physician's signature is **NOT** required on this form; however, we strongly encourage the participant to have a yearly physical check-up by your family doctor. One annual physical check-up is covered by OHIP). This information will be used for the Cook It Up! program planning and evaluation and will be kept confidential. For more information, contact The London Community Resource Centre at 519-432-1801.

| Participant Information:   |              | PLEASE PRINT WHEN COMPLETING THIS FORM                     |  |
|--|--------------|--|--|
| Surname:   | First Name:  | Sex: <input type="checkbox"/> M <input type="checkbox"/> F |  |
| Date of Birth: ___/___/___ (Day/Month/Year)  |              | Age:   |  |
| Address:   |              | Home Phone:  |  |
| Apt. # Street # Street Name  |              | City:  |  |
| Postal Code:   |              |  |  |
| Health Card Number:  |              | Version Code:  |  |
| Other Health Insurance:  |              |  |  |
| Parent/Guardian Surname:   |              | First Name:  |  |
| Address: (if different from above)   |              |  |  |
| Apt. # Street # Street Name  |              |  |  |
| City:  | Postal Code: |  |  |
| Home Phone:  | Work Phone:  | Cell Phone:  |  |
| <b>Emergency Contact:</b> This individual will be contacted if the parent/guardian cannot be reached in an emergency.  |              |  |  |
| Contact Name:  |              | Relationship:  |  |
| Address:   |              |  |  |
| Apt. # Street # Street Name  |              | Postal Code:   |  |
| Home Phone:  | Work Phone:  | Cell Phone:  |  |
| Family Physician:  |              | Phone #:   |  |
| I give permission for the participant to be photographed for promotional purposes (e.g. London Community Resource Centre website and written communications) |              | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |

### Health History

|   |  |
|---|--|
| <b>Allergies:</b>   |  |
| Drugs:  |  |
| Food:   |  |
| Insect Stings or Bites:   |  |
| Seasonal Allergies (e.g., hay fever)  |  |
| Other:  |  |
| Reactions:  |  |
| <b>Recent Illness, Operations, or Injuries:</b>   |  |
| Is participant under any form of treatment/medication for any illness, condition, or injury? <input type="checkbox"/> Yes <input type="checkbox"/> No |  |
| If yes, please explain:   |  |
| Will this condition limit or affect his/her participation in activities? <input type="checkbox"/> Yes <input type="checkbox"/> No                     |  |
| If yes, please explain:   |  |
| <b>Immunization: Please indicate if Immunizations/Boosters are up to date</b>   |  |
| TdP (tetanus, diphtheria, polio)  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| MMR (measles, mumps, rubella)   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Chicken Pox   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Hepatitis B   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| HIB   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Meningitis  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Past History of Communicable Diseases and Approximate Dates:  |  |
| Chicken Pox ___/___/___(day/month/year)   | Hepatitis ___/___/___(day/month/year)                    |
| Whooping Cough ___/___/___(day/month/year)  | Other:   |
| <b>Other Health Issues: Please check any applicable health issues</b>   |  |
| <input type="checkbox"/> Asthma   | <input type="checkbox"/> Eating Disorders                |
| <input type="checkbox"/> Behavioural Concerns   | <input type="checkbox"/> Emotional Limitations           |
| <input type="checkbox"/> Clotting Disorders   | <input type="checkbox"/> Physical Limitations            |
| <input type="checkbox"/> Seizure Disorders  | <input type="checkbox"/> Headaches                       |

|   |   |
|---|---|
| <input type="checkbox"/> Diabetes                 | <input type="checkbox"/> Hearing Aids                       |
| <input type="checkbox"/> Hearing Difficulties     | <input type="checkbox"/> Skin Conditions                    |
| <input type="checkbox"/> Heart Disease/Defect     | <input type="checkbox"/> Hypertension (high blood pressure) |
| <input type="checkbox"/> Urinary Tract Infections | <input type="checkbox"/> Use of prosthetics/aids            |

**Medications beings sent and to be taken by Participant. If you require more space, please continue at the bottom of this form.**

| Medication Name | Dosage | Administration Time | Reason for Taking |
|-----------------|--------|---------------------|-------------------|
| 1.              |        |                     |                   |
| 2.              |        |                     |                   |
| 3.              |        |                     |                   |
| 4.              |        |                     |                   |
| 5.              |        |                     |                   |
| 6.              |        |                     |                   |
| 7.              |        |                     |                   |
| 8.              |        |                     |                   |

To the best of my knowledge, this participant does not have a communicable disease, has not been in contact with anyone who has a communicable disease within 3 weeks of the program start date, and is physically able to participate in all program activities except as indicated in this form. All medical problems, or conditions requiring ongoing medical supervision or care, have been fully noted. I give permission for this health information to be shared with the appropriate staff and outside medical personnel as necessary. If the parent/guardian cannot be reached, permission is, hereby, given to the staff to take whatever steps deemed necessary to ensure the safety and health of the participant. This also allows permission for the staff to contact the participant's family physician/specialist. I will inform our family physician/specialist that I have given this authorization.

I, hereby, certify that all information completed in this form is accurate and up to date. I will contact the staff, in writing, if any changes occur in the participant's health status between now and arrival at the program as well as during the program.

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Parent/Guardian Name (please print)

---

Parent/Guardian Signature

---

Date

## Appendix U: Permission Form for Field Trips

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### Parent/Guardian Permission Form for *Cook It Up!* Fieldtrips to local Farmers' Markets, Markets, and Farms

On-going field trips are defined as community activities which are part of the *Cook It Up!* program and will occur frequently (up to 20 fieldtrips over the course of one year) as part of the program. Monthly, participants will be involved in activities such as cooking, trips to local farms, farmers' markets, or grocery stores. For all on-going fieldtrips, the Program Manager will send home with the *Cook It Up!* program participant a complete itinerary/schedule showing the times, locations, dates, transportation and other arrangements.

*Cook It Up!* is a community-based, education and skill-building program for at-risk youth (13-18 years). It is a fun and practical program offering nutrition information, food safety, food preparation and selection and cooking skills, taught by some of London's best local chefs. Through agricultural field trip experiences to a variety of local farms and farmers' markets, participants will be able to explore future employment potential in a variety of agricultural and food service environments, as well as to gain an understanding of where our food comes from, and how it gets from farm to plate.

*Cook It Up!* provides an opportunity to be part of the creation of a program that will become a model for community groups, schools and focus groups across the province and country, helping youth to better understand their local food systems and to shop and cook for themselves in a practical, cost effective way. Participants will be given the tools to apply this knowledge in their daily lives. Through *Cook It Up!*, participants will experience being a part of a program that will help to bring together youth and our local food industry professionals to work towards making our community stronger.

Project Manager in charge: \_\_\_\_\_

Locations and Dates: \_\_\_\_\_

**Note: Elements of Risk:** The risk of injury exists in every field trip activity. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. The safety and well being of students is a prime concern and attempts are made to manage as effectively as possible, the foreseeable risks inherent in field trip activity.

\_\_\_\_\_  
(PARTICIPATING YOUTH'S NAME)

\_\_\_\_\_  
(PARENT/GUARDIAN SIGNATURE)

has my permission to participate in the ongoing  
Cook It Up! fieldtrips as described by the Project  
Manager for the duration of the program.

\_\_\_\_\_  
(PRINTED NAME OF PARENT/GUARDIAN)

\_\_\_\_\_  
(DATE)

## Appendix V: Volunteer Responsibilities

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### Cook It Up!

As a volunteer or placement student of the Cook It Up Program, I agree that I will immediately advise the Cook It Up Program Coordinator if:

- I become physically, mentally or emotionally unable to fulfill my duties as a volunteer or placement,
- I become subject of any criminal investigation (conviction) that will negatively impact the organization or my ability to perform my responsibilities.

Please check the appropriate box below:

As of Orientation date on \_\_\_\_\_(date):

- As of my attendance at the volunteer orientation. I am unaware of any incidents or events that would inhibit a successful background check with police.

After police check received on \_\_\_\_\_(date):

- There are no occurrences, as described above, since my police check was submitted.
- All reportable matters as described in the attached information were discussed with my supervisor at the time of the occurrence.

I hereby attest that my response to the proceeding statement is true, complete and accurate to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Volunteer/Placement Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Volunteer Coordinator/Full time staff

\_\_\_\_\_  
Date

Note: This form will be reviewed and signed by all volunteers/ placement students of the London Community Resource Centre within three months of initial start date and on an annual basis (see below).

| Date | Volunteer Signature | Date | Volunteer Signature |
|------|---------------------|------|---------------------|
|      |                     |      |                     |
|      |                     |      |                     |
|      |                     |      |                     |
|      |                     |      |                     |

## **Appendix W: Participant Website Application Form**

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1. Tell us about your interest in food and cooking.
2. Why do you think cooking from scratch (using basic ingredients to make meals and snacks) is an important skill that youth should be learning?
3. Describe what you are hoping to learn from the Cook It Up! program.
4. Are you interested in working in the culinary industry in the future? If so, what area?
5. Describe your thoughts on the opportunity to work with local professional chefs and local farmers?
6. Where did you hear about the Cook It Up! program?
7. Other information:

Name:

Address:

Age:

City / Town:

Province:

Postal Code:

Email address:

Phone Number:

Today's Date:



## Appendix X: Sample Website Articles

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### Youth get a chance to Cook-It Up!

The London Community Resource Centre is excited to launch a collaborative, new community-based program for youth ages 13 to 18.

Cook It Up! provides education and skill building for the youth participants facilitated by local chefs. The participants will learn about food safety, food selection and preparation skills, cooking skills, and will offer agricultural fieldtrips to a variety of local farms and farmers' markets.

Applications for Cook It Up! are currently being accepted. Interested youth can apply by visiting [www.lcrc.on.ca](http://www.lcrc.on.ca) and completing the application form. Cook It Up! will start in August 2009 and will be offered for one year, focusing on the four seasons in which we enjoy Ontario-grown food. Participants in Cook It Up! will be introduced to local agriculture and food systems with the idea of promoting a rural experience to the urban youth we hope to recruit to the program.

At the conclusion of the program the youth will be able to participate in a graduation celebration, giving them a sense of accomplishment and allowing them to share their learning experiences while networking with local farmers, food commodity marketing associations, local chefs and local farmers' markets.

Throughout the entire Cook It Up! program, the program leaders will be evaluating the process to learn how best to improve the program. A "how-to" manual will be created and distributed, highlighting details for implementing this project in settings for similar or different target groups (post-secondary students, young adults, Ontario Early Years Centres, parents, multicultural groups and older adults).

Cook It Up! is made possible with the generous funding of the Ontario Agri-Food Education Inc. Healthy Eating Fund, the Healthy Living Partnership Middlesex-London, the Middlesex-London Health Unit, Ontario Pork, and the White Bean Producers Marketing Board.

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Things are heating up in the **Cook It Up!** kitchen

The **London Community Resource Centre's new, collaborative, community-based program** held its first session August 17, 2009, and under the tutelage of one of **London's premier chefs Paul Harding, of the Only on King**, the first class was an undeniable and resounding success.

The program, which is geared to **youth ages 13 to 18**, is gearing up for its next cooking session, sure to tantalize the taste buds and culinary curiosity of youth with an outdoor barbecue under the guidance of **chef Chris Meloche, owner of Flavour in Time Catering**, August 31, 2009.

In addition, the program's first fieldtrip is set for September 14, 2009, to **Dolway Organic Gardens**, where youth will get an up-close and detailed look at the operations of a seasonal producer of fresh, local produce.

For any youth still interested in applying for the program, do not despair. **There is still limited space available for additional participants:** [Applications for Cook It Up!](#)

**Cook It Up!** provides education and skill building for the youth participants facilitated by local chefs. The participants will learn about food safety, food selection and preparation skills, cooking skills, and will offer agricultural fieldtrips to a variety of local farms and farmers' markets.

The program will be **offered for one year**, focusing on the four seasons in which we enjoy Ontario-grown food. Participants in **Cook It Up!** will be introduced to local agriculture and food systems with the idea of promoting a rural experience to the urban youth.

**At the conclusion** of the program the **youth** will be **able to participate in a graduation celebration**, allowing them to share their learning experiences while networking with local farmers, food commodity marketing associations, and local chefs.

There will be **ongoing evaluation** throughout the **Cook It Up!** Program. This information will then be used to **create a "how-to"** manual which will be distributed, highlighting details for implementing this project in settings for similar or different target groups (**post-secondary students, young adults, Ontario Early Years Centres, parents, multicultural groups and older adults**).

**Cook It Up!** has been made possible through the **generous funding** of:

- Ontario Agri-Food Education Inc. Healthy Eating Fund
- Healthy Living Partnership Middlesex-London
- Middlesex-London Health Unit
- Ontario Pork
- Ontario White Bean Producers

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