

Teaching Kitchens

Cooking on Campus

Why do you want one?

Teaching kitchens can be utilized to teach students about preparing healthy, affordable, and sustainable foods. The workshop will cover practical steps for acquiring campus teaching kitchens and curriculum planning and evaluation.

Why Teach Cooking?

Food-secure students report higher confidence in planning, preparing, and cooking meals compared to food insecure students.*

Food insecurity models suggest lack of skills as a possible contributor/risk for food insecurity.*

Research shows teaching cooking increases**

Fruit and vegetable consumption

Trying new foods and preparing them in new ways

*Food Insecurity and Hunger in the U.S., October 2014; Gaines, 2014

A variety of ways of teaching about cooking

A mobile “cart type” may be the most affordable

- Can be acquired for less than \$7,000

- A good way of getting started

A single station operation

- Limits events to demonstrations; or groups of 25-60

- Importance of cameras or mirrors for one station

A multiple station option

- Allows for reinforcement of the content

Acquiring a demonstration kitchen

RESOURCES

Local restaurant surplus supply stores

Ventilation/ gas source / smoke detector and heat sensors

Electric vs gas ovens; cost and reliability

ADA compliance, specifically dishwashers; increases price of equipment

Importance of keeping a running inventory of supplies and equipment

UCSB: Mobile demo kitchen

Connects students to resources and information to empower them with the skills they need to make healthful and informed choices. Part of the Food, Nutrition, and Basic Skills program.

Coordinating with Risk Management early on to understand how to manage risk.

Total acquisition cost was \$6,500



UC Berkeley: Multiple Station Teaching Kitchen



The kitchen is used for:

- food science/ food service management courses in the Dietetics program
- campus clubs (Nutrition Club, Food Chemistry)
- student led courses (food and culture, food chemistry, community nutrition),
- faculty wellness series
- students with food insecurity on campus

Allows for multi-week course

Limited to 18-20 people

UC Irvine: Single Station Kitchen



Currently being used as a demonstration kitchen for groups up to a 100, as well as a hands on cooking classroom for groups up to 60.

The facility is open to students, faculty, staff and community members.

Anyone using the facility must be an instructor from the kitchen and carry a California Food Handler's Certificate.

UCSB Course development

Budgeting and Planning: Help students plan and build strong budgets

Kitchen Basics: Includes the basics of cooking, setting up a kitchen pantry, properly equipping a kitchen, etc.

Cooking and Nutrition Basics: Learn, through food demonstrations, how to cook nutritious meals

Connecting to your food: Help students understand the relationship with the world around them through their dietary choices.

UCB: Course Development

Food Security Committee identified nutrition and skill development as a priority area

Focus on utilizing existing resources: teaching kitchen in Nutritional Sciences Department, Cal Food Pantry & RD services through health services

For-credit semester long course and 3 workshops

Instructor, GSI, undergraduate assistant, food (\$100/student), equipment

UCI: Course Development

Provide a basic understanding of food and how to prepare it
knife skills and other basic cooking skills

Introduce new cultures and start an open dialogue about cultures
through food

Provide the students, faculty and staff with programs that teach them
about nutrition, food security, and basic cooking skills

UCSB Curriculum

The demo kitchen is part of a larger curriculum
About 1 time per week.
Focus on affordability, sustainability, nutrition and skill building.



UCB: Curriculum

Goal is to improve students' nutrition behaviors by addressing skills, knowledge, attitudes and barriers related to food purchasing and preparation and how these intersect with food security.

Increase knowledge: food choices, purchasing, cooking

Build skills: purchasing, selection, cooking, meal planning

Theory-driven: modeling, self-efficacy, goal setting, theory of planned behavior

UCI: Curricula

Quarterly offerings opened to everyone; baking/ regional cuisines/ international cooking/ knife skills etc.

Corporate functions; team building challenges, bonding activities through cooking

Kids events; Girls Scouts/ Birthday parties/ Kids cooking camp

Wellness Programs; Health and Fitness Fridays, New Year New You, etc.

UCSB course marketing

People found out about it via.

- Friends (21%)
- Facebook (17%)
- Flyers/Poster (16%)
- AS Food Bank (14%)

Incentive program

If a student completes one of each of 4 course tracks they receive a kitchen start up kit.

UCB: Course Marketing

Targeting students with food insecurity

Facebook, blasts to other classes, Pantry, Food Systems minor

Survey to identify those with food insecurity

Approx 40 students applied, 29 originally enrolled, about 50% are experiences some form of food insecurity (concerned about resources, making food choices, use Pantry)

UCI: Course Marketing

Target students, staff and faculty, as well as community interested in food and cooking

Heavy marketing through Rec center that the kitchen is located in

Marketing the flexibility of the programs to entice groups

Pricing; Student vs community vs faculty/ staff

Partnering with other departments and groups to develop courses that they can market

UCB: Course Evaluation

Validated survey questions targeting attitudes, knowledge and skills

Pre and post

Sample

questions

* 14. In the last 90 days (October - December), did you ever eat less than you felt you should because there wasn't enough money to buy food?

Yes

No

* 15. In the last 90 days (October - December), were you ever hungry but didn't eat because you couldn't afford enough food?

Yes

No

UCSB: Course Evaluation

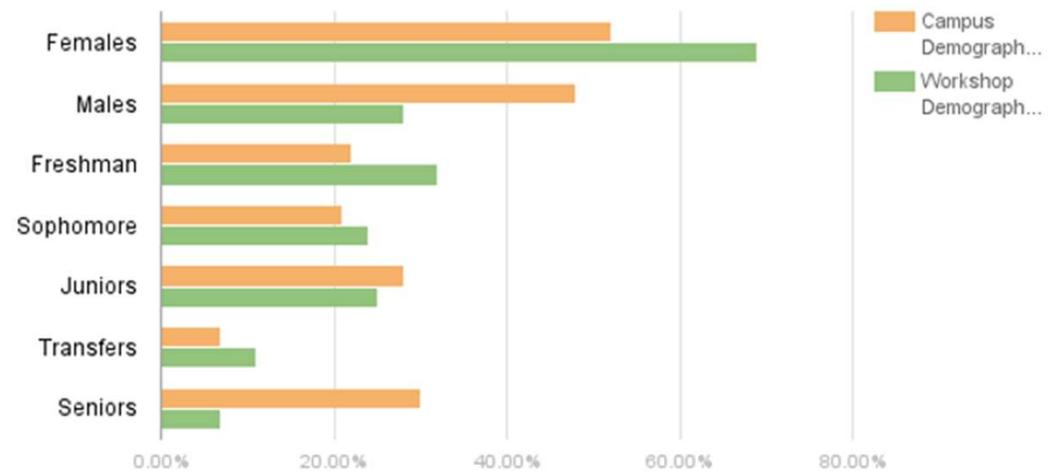
Demographics:

- A. Age ____
- B. Gender identity Male Female Other _____
- C. Currently a student at UCSB (if No, skip to the next section) Yes No
- D. Year in school 1st 2nd 3rd 4th Graduate Exchange Other _____
- E. Class in School Freshman Sophomore Junior Senior Graduate Other _____
- F. Transfer Student: Yes No

Whole-System Mindfulness:

Please rate the relevance of following statements for you in the last 3 months.	5: Always, strongly agree. 1: Never, strongly disagree
A. I often think about where my food comes from.	1 2 3 4 5
B. I take into account the people involved with raising/making food when making food choices.	1 2 3 4 5
C. I take into account the environmental resources involved with raising/making food when making food choices.	1 2 3 4 5
D. I take into account the animals involved with raising/making food when making food choices.	1 2 3 4 5
E. I often think about the cultural role food plays in my life and/or other's.	1 2 3 4 5

Compare Demographics



UCI: Course Evaluation

Questionnaires and surveys provided to participants at the beginning of class

Corporate clientele contacted after events for evaluation

Participant retention on certain topics; French Macarons, Kids camp, trends