

Breakfast Club of Canada Proposal

Introduction:

The proposed aim of our project is to provide educational resources to increase accessibility and efficiency of recipes for volunteers involved in running breakfast programs in schools affiliated with the Breakfast Club of Canada (BCC). The BCC's establishment is important because "in Canada, 1 child out of 5" may not have access to nutritious breakfasts and subsequently will not eat before school (Breakfast Club of Canada, 2014). This indicates an issue of food security that exists both globally and at a community level that the BCC aims to improve, by helping provide breakfasts to students in select schools across the country. The BCC is limited by the number of schools it provides breakfasts for, and there is a set budget for applicable schools. Our objectives to help achieve our project aim are to increase efficiency of cooking in bulk, create additional essential food items, and to compare brands for nutritional value and cost for three of the essential food items.

By assessing the goals we have set for this project, some inquiry questions arose:

- 1) How are we going to find and review literature to determine bulk cooking and student engagement tips?
- 2) How are we going to analyze and present our information for essential food item comparisons?
- 3) How are we going to determine whether our objective outcomes will be useful for the BCC and school volunteers?

Background and significance:

When children come to school without having eaten breakfast, they are more likely to face difficulties focusing in class (Rampersaud, 2009). This can have a negative effect on students' academic performances; therefore, lack of access to morning meals is an issue of food insecurity that needs to be addressed. The Breakfast Club of Canada is a non-profit organization that provides breakfasts for 150,000 students in 1328 schools across Canada (Breakfast Club of Canada, 2014). Schools are given a budget based on attendance, and food is purchased and prepared by the teachers and volunteers of the BCC with the possible involvement of the students. A maximum of \$1 spent per meal per child is the budget allowance. Within local schools, the organization works to address community food security issues which is defined as an evolved concept in which community residents obtain safe, healthy, and culturally appropriate diets from sustainable food systems (McCullum et al., 2005). By helping provide access to breakfasts for students, the BCC is an active supporter of food security by reducing hunger in children which may in turn improve their academic performances (Rampersaud, 2009).

Research Methods:

To address our aim of providing educational resources for the workers and volunteers of the BCC to make recipes more accessible and practical, we will start by reviewing the previously developed recipes.

Objective 1: Provide bulk cooking tips for the recipes used at the BCC. We will analyze steps and seek areas that could be expanded on. We will then research 5-10 literature sources

that discuss relevant bulk cooking tips applicable to the recipes provided. Next we will create an excel spreadsheet with a tally of the most useful tips from literature research to form our final list. We will be identifying tips that utilize less equipment, and fewer ingredients and steps for ease of preparation.

Objective 2: Increase student involvement in the breakfast program for both the preparation and presentation of BCC recipes. We will analyze the BCC recipes to determine which steps should be focused on. We will then refer to 5-10 literature resources with recipes tailored to children of varying ages focusing on the practicality, safety, and ease of preparation for the younger population. We will be focusing on the age groups 5-7, 7-9, 9-11 and incorporating age appropriate activities aligning with the “functioning” of the program, from set up to cleanup. Lastly, we will use an excel spreadsheet to tally which recommended tips are currently used or could be incorporated into existing BCC recipes.

Objective 3: Modify existing recipes and generate new ones (including more smoothie recipes).

To develop recipes that are healthy, appealing, and practical with accessible and affordable ingredients, we will first look at existing recipes and modify them to comply with these standards. We will remove or adjust recipes and ingredients accordingly and make substitutions that have similar nutritional value. Our goal is to develop recipes that can be prepared in large quantities and are not repetitive. This can be done through researching online resources that suggest appropriate recipes for children. Modified and new recipes will be incorporated into tables with recipe names, ingredients, equipment, preparation steps and tips.

Objective 4: Extend the 11 essential food items list to 15 items. After modifying and developing new recipes, we will include the additional necessary items in a complete list. These items will be ingredients that are commonly used in BCC recipes.

Objective 5: Create a list of top 5 brand suggestions based on nutritional value for 3 (yogurts, cereals, and whole wheat or multigrain breads) of the 15 essential food items. To determine this information, we will visit 3 different grocery stores commonly visited by schools affiliated with the BCC - Safeway, Superstore and Costco. We will then explore the available common and commercialized brands for the three food categories and collect data for price and nutritional content/tables. With this information, we will create a list of the top five products based on their nutritional value by comparing content of fibre, fat, sugar, and protein between brands. We will also determine recommended products from the Health Canada website and valid nutrition web sources, which will be used in comparison with our findings. This will allow us to develop a list of top 5 products with cost analysis included.

After all the data is collected and formatted into tables, we will create a clear, functional, and engaging document that comprises all the necessary information addressing our aim and objectives. This document will be easily accessible by schools involved in the BCC program to provide guidance and additional creative recipe ideas.

Ethics:

Ernesto Sirolli claims that when working together, we must listen to others' needs (2012). We used this information and applied it by listening to our contact at the BCC before making

suggestions as he understands the program, its place in the community, and how we can work with him effectively. Besides establishing clear communication with our community partner, we will also develop a good working relationship with others who may be involved in the project. For example, in addressing our fifth objective, we will be taking pictures of nutritional labels and prices at stores. To not impede the rights and function of the stores, we will let store managers know ahead of time what we are planning to accomplish at their facility.

Success Factors:

An indication of a successful project will be reflected by our ability to clearly communicate with our community partner through meetings and emails. This will help our group establish meaningful aim and objectives, allowing our community partner to approve our proposal. Through weekly communication and idea proposals, receiving feedback from our community partner for suggestions and support will be an indicator of successful learning. The success of our objectives will be measured by our ability to compose a concise document containing information that addresses our objectives. This includes recommendations on how to reduce time and equipment necessary for food preparation, and provide quality bulk cooking tips. It will also contain additional essential food items, new recipes, and brand comparisons of three essential food items for nutritional value and cost. Weekly reflections and updates on our blogs will show the application and benefits of our newly acquired knowledge. Our own progress can be measured by our personal sense of accomplishment from performing to the best of our abilities to address the aims and objectives agreed upon between both parties. Through this, a successful outcome will expand our knowledge of the functioning of the Breakfast Club of Canada and the significance of their approach in supporting community food security. The final indication of success will be measured by the satisfaction and feedback from our community partner through a debriefing session at the end of the project.

References

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