**Project Plan Template: Youth International Cooking Classes**

**Goals:** To promote healthy lifestyles and global consciousness among 25 at-risk youth during the 3 months of the project.

**Activities:** Every Saturday for 3 months youth will meet with project leader and I and learn about history, culture, and current events of one specific country, while cooking a typical food of that country.

**Time Frame:**  December 2013- March 2014

**Total Beneficiaries:** 25 youth between the ages of 12 and 18

**Indicators:**

***Baseline-*** Knowledge: Before the first cooking class, we will ask youth to fill out a sheet answering questions regarding the 12 countries whose food we will be cooking. Where is the country located (continent)? What language do they speak? What is an interesting fact about the country? This is considered a pre-test. I will also be monitoring behavior and goal setting throughout this project. On the first class I will pass out a survey asking youth what their goals are for this cooking class, as well as their personal and professional goals outside of class.

***Midline-*** We intend on testing the youth’s knowledge by creating verbal pop quizzes with questions on the countries they have studied, including history, culture, politics, and key ingredients to their typical foods. Youth halfway through will also be asked to identify their peers’ strengths in the preparation, cooking and learning process (i.e. Kevin is chops vegetables very fast. Gabriela knows a lot about Latin American current events, etc.)

***Final-*** At the end of the 3 months, youth will be given a post-test with the same questions as the pre-test so they can demonstrate how much they have learned. They will also be divided into groups and asked to prepare a food from a different country for the inauguration of the world map at the school, where community members can taste what they learned to make. They will also be given a survey asking if they achieved their goals for the cooking class and will be asked to write their personal and professional goals down again. The positive change in behavior here would be a decreased desire to move to the U.S., an increase of goals (some may not have any in the beginning of the project), and an increased desire to continue their education.

**Data Collection Method and Person Responsible:** Irma Nuñez, the project leader, and I will be responsible for collecting the data, using the pre and post tests and surveys. We will analyze the data together and discuss the outcomes, which will ultimately help us improve the design and implementation of future youth development projects.