





# Artists in Action Conference

April 11 – 15, 2022

**Empowering emerging artists to engage with community + cause, instigating and participating in sustainable, positive change.**

The **Artists in Action Conference** is set to take place each spring, here at Utah State University through the Caine College of the Arts. Through keynote speakers, workshops, socially engaged art gallery exhibitions, a slam poetry night, the AAC

gave attendees a head-start to affecting positive change with their work. Discussions of systems theory played a key role in helping students explore connectivity and fractal influence-- the understanding of which is fundamental to successful socially engaged art.

As the first conference of its kind in the Intermountain West, we set out to build an event that could be replicated and expanded over time.



○ CONFERENCE SCHEDULE

**Monday, 5pm**

IMPACT Art Exhibition

**Tuesday, 7pm**

USU Film Club Film Screening

**Wednesday, 12pm**

Community Art Project

**Thursday, 7pm**

Keynote María Del Mar González-González

**Friday, 5pm**

IMPACT Art Exhibition Closes

**+ A BONUS EVENT!**

**Saturday, April 23, 9-11pm**

Sustainability PoBev

CAINE COLLEGE OF THE ARTS · CAINE COLLEGE OF THE ARTS · CAINE COLLEGE OF THE ARTS

1.2 K

participants

70

performers

25

artworks



**Megan Wilson**  
BFA, USU Art & Design

**Dr. Laura Gelfand**  
USU Art & Design



UtahStateUniversity

Caine College of the Arts · Student Sustainability Office · Sustainability Council · Facilities

*Expanded understandings*

*of collective action,  
of systemic change,  
of self.*





# COMMUNITY Rakes AND Shovels

## Community Need in Cache Valley

Of the 140,000 residents of Cache County, roughly 22,000 people could be struggling keeping up with the very basics of yard work and home ownership: raking leaves and shoveling snow. Here is a breakdown of those numbers. There are a little over 140,000 citizens of Cache County. 9.9% of those citizens, or just under 14,000 persons, are over the age of 65 years. This also includes elderly adults that have disabilities. There is another 6% (8,400 persons) of the population that are under 65 years of age that have disabilities. This comes to a total of 16.9%, or 22,260 citizens, that could be struggling to complete the basics of raking leaves and shoveling snow. Whether this is because of recent health concerns, long-term disabilities, or other effects of their individual circumstances, this can take a toll on an individual's day-to-day life and morale. In addition to that, there are many living spaces in Cache Valley that are fined if they don't shovel their driveway or connected sidewalks. The Community Rakes and Shovels aims to serve as many of these populations as possible. We serve all the neighborhoods in Logan, as well as North Logan, Hyde Park, Smithfield, and farther North, Providence, Nibley, Millville, Hyrum, and farther South.

## Success of the Program

Community Rakes and Shovels has already grown quite a bit in the past two years. Our first year of service (2020-2021) we served 26 residents with 24 volunteers. The following year (2021-2022) we focused our efforts on 5 residents with 5 volunteers. This year has by far been our biggest year with 47 volunteers serving 44 residents.

It has been rewarding to see many students create relationships with the residents they are serving. Several of the residents have reached out to us and let us know that the volunteers are making a significant impact. I believe that one of the greatest benefits of this program is creating connection in the community between two populations that wouldn't have otherwise had any interaction.

## Get Involved

To volunteer for Community Rakes and Shovels, or to request services, scan the QR codes below. You can also share these with others in need.



Volunteer here!



Request services here!

## What is Community Rakes and Shovels?

Community Rakes and Shovels is a program designed by Nelda Ault-Dyslin with the assistance of implementation by Kinsey Barlow that focuses on using the strength of number of students at Utah State University's main campus in Logan Utah, to serve the surrounding community and citizens of Cache Valley. The goal of this program is to take pressure off of some of our older citizens and citizens with disabilities here in Cache County. While the program has just completed its third year of service, the Christensen Office of Social Action and Sustainability (COSAS) hopes that it will continue to evolve, grow, and aid those in need in our community.

## Program Implementation

Our Community Rakes and Shovels program targets students of Utah State University's Logan Campus to volunteer (though any willing and able citizens are accepted), as well as seeks out residents all over Cache Valley that are in need of services. After both of these populations have signed up via QR code or link that takes them to an online form, they are categorized into what neighborhood they live in (residents) and what neighborhoods they are willing to serve in (volunteers). They are also sub-categorized by their access to snow shovels and rakes.

Once the categorizing has been done, the matching process begins. Each volunteer is assigned to between three and five residents. In reverse, each resident receives between three and five volunteers. Their contact information is exchanged via COSAS representative over mail and email. The rest of the work is up to the residents and volunteers. Residents will call or contact the volunteers when they need help. The volunteers can then respond when available. If volunteers don't have access to rakes or shovels, the COSAS has tools available for check out. Using mainly college students as our volunteer population, we have kept in mind that students have busy, ever-changing schedules. For this reason we give residents multiple volunteer contacts in case there are individuals that can't serve when needed.

## The Future of Community Rakes and Shovels

Though the intake, categorization, matching, and distribution processes seem simple, doing it by hand has taken many hours. Every time new residents or volunteers complete our intake form, the matching process has to be completely restarted resulting in the distribution process also having to be restarted.

Kinsey Barlow has worked throughout the year to develop and implement new strategies and procedures to help the program run smoother and more efficiently. She is continuing to develop a volunteer management database via Airtable. Once perfected, the Airtable interface will implement google forms for intake and satisfaction surveys as well as automate the categorization and matching process. This will create sustainability for the program allowing any COSAS representative in future years to oversee Community Rakes and Shovels more efficiently and effectively, as well as allow us to increase the number of residents we are serving.



# AROUND THE WORLD FROM CACHE VALLEY

## COMMUNITY NEED

As a parent it can be difficult to provide children with fun, engaging, education opportunities in the summer. Families get busy and summer programs can be very expensive. We wanted to provide families with a cheap, fun option to educate their children during the summer.

The Family Place provides summer camps for families, but relies heavily on volunteers and donations to make this happen. We teamed up with The Family Place to develop the curriculum, and provide the support and supplies needed to successfully run these summer camps.



## PLANS

### Curriculum:

- Education and activities from countries around the world
- Development of reusable patterns and plans
- Extensive preparation of materials prior to camp

### Focuses:

- Cultural diversity
- Age appropriate education materials
- Nutritious snacks
- Physical activity

### Resources:

- Material and monetary donations from community members
- Volunteers
- Family Place staff and family members

## COMMUNITY PARTNER



"The Family Place Utah's mission is to strengthen families and protect children. We do this by providing fun, family-focused events in the community. We also offer a variety of services such as therapy, educational workshops, and our Kid's Place. The Family Place Utah will always be a place for families of all kinds. We welcome anyone who wishes to grow closer to his or her family to come learn with us!"

<https://thefamilyplaceutah.org/about-us/>

## OUTCOMES

- The curriculum we developed will be used for future summer camps in Cache Valley and throughout the region.
- The supplies donated will continue to be a valuable resource.
- Additional methods for advertising to increase community awareness of educational opportunities will be utilized.
- Children will have increased access to engaging education opportunities outside of regular school activities.



**PAYTIN DROLLINGER & TAYLIA NORRIS**  
**UTAH STATE UNIVERSITY: COMMUNITY ENGAGED SCHOLARS**



Nutrition concepts can be taught through educational video games.



**Nikelle Price**  
Utah State University

**Nelda Ault-Dyslin**  
Utah State University

# Video games can be used to encourage healthy eating practices in youth.

## Introduction

The 2020 Covid-19 pandemic increased the need for education-based games and activities when children were transitioned to at-home learning.<sup>1</sup>

The following statistics were found:

- Children younger than 8 years old average about 3 hours a day for screen time.<sup>1</sup>
- 50% of their gaming time is on a mobile device.<sup>1</sup>
- 67% of children ages 5-8 have their own device.<sup>1</sup>

## Methods

A nutrition-focused video game was drafted to understand video game design. Adjustments were made based on feedback received during beta testing where select dietetics students, parents, and target-age children tried the game.

The need for at-home application after playing the game was realized. Activities were compiled into printable packet to support reflection for solidifying concepts and encouraging parent/family participation.<sup>2</sup>

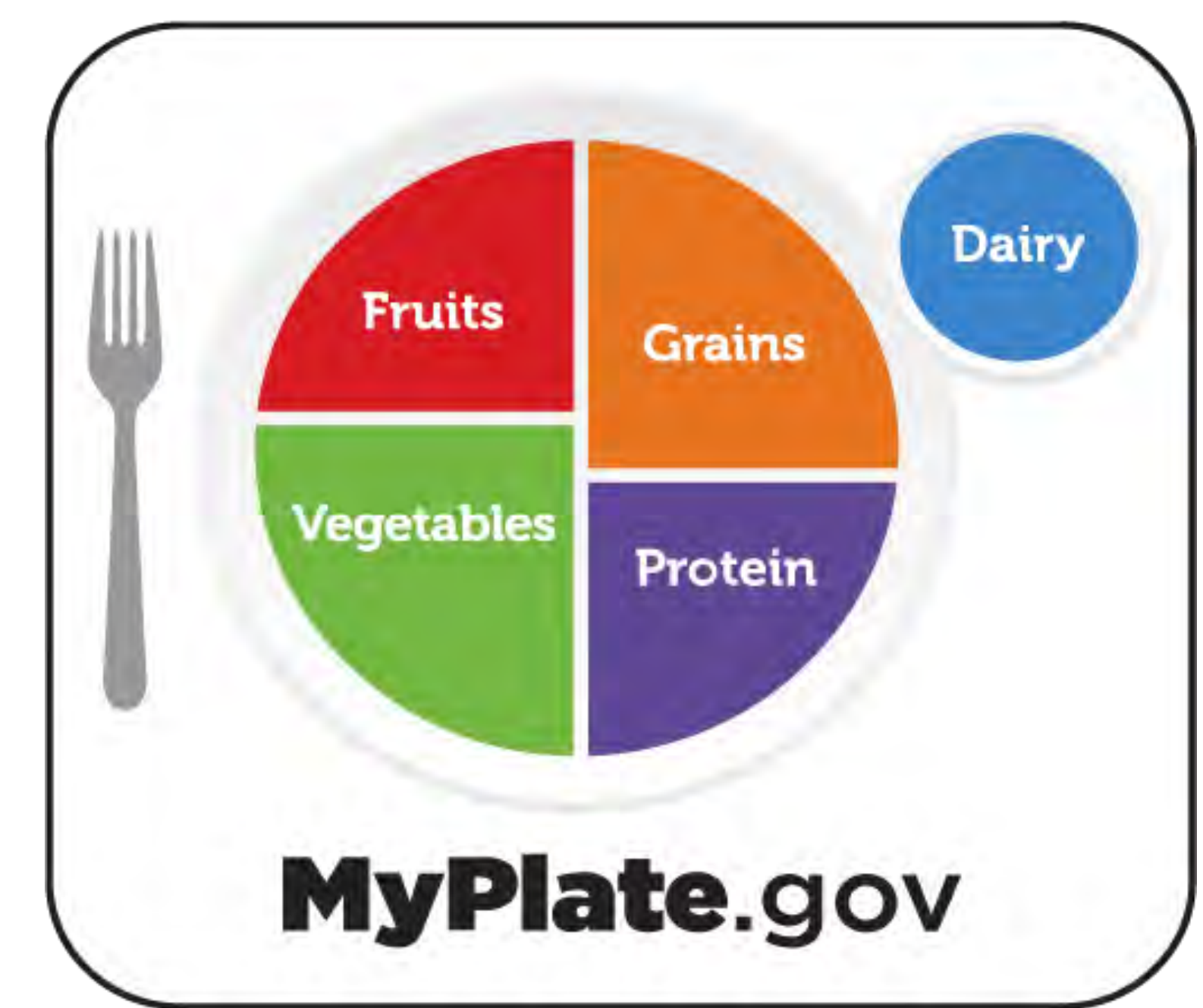


Screenshots from the video games and some of MyPlate's printable activities.

## Results

The first game was well-liked by the children and parents based on interviews and the evaluation forms completed after playing the game. A new game was developed to teach basic nutrition concepts using MyPlate principles.

As technology continues to become an integral part of our society, we can create resources that combine the pastime of gaming with learning important concepts like healthy eating.



MyPlate graphic.

## Resources

1. Educational Game Development: How to Design Games for Kids - Mind Studios. Blog - Mind Studios. Published September 9, 2021. Accessed September 28, 2022. <https://themindstudios.com/blog/educational-game-development/>
2. Find Fun. Harvard Graduate School of Education. Accessed October 19, 2022. <https://www.gse.harvard.edu/news/uk/21/06/find-fun>
3. eLearn Magazine: What Makes a Good Learning Game? Accessed October 19, 2022. <https://elearnmag.acm.org/archive.cfm?aid=1943210>
4. Understanding Game-Based Learning: Benefits, Potential Drawbacks and Where to Begin. Accessed September 28, 2022. <https://www.prodigygame.com/main-en/blog/game-based-learning/>



## Background

Jenna Dyckman with USU Extension, observed that the women in Cache Valley had limited health and wellness programs available to them. Recent research showed that the most effective interventions were face-to-face programs held in a group setting (1). Based on this research, we decided to create a health and wellness program for the women in Cache Valley to increase the satisfaction and health of women within the community (2,3). A survey was sent out to the women in the community to assess nutrition-related needs; results showed an overwhelming preference for education on Intuitive Eating. Intuitive eating is a framework for eating in which a non-diet approach is used and focuses on learning to trust the body to meet energy needs (4).

## Theory

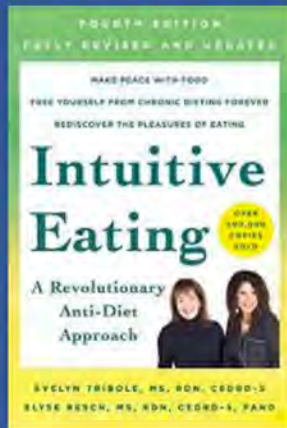
Interactive community classes about intuitive eating and mindfulness practices will empower women to build a healthy relationship with food (5).

## Method

A health and wellness program made specifically for women living within Cache Valley consisted of four face-to-face group classes held once a week teaching the principles of Intuitive Eating. Dinner was provided to women each night as they came to learn more about Intuitive Eating and discussed the principles taught. The target audience was women 13 years or older living within Cache Valley. The curriculum consisted of four intuitive eating courses that were created to teach all 10 principles of intuitive eating which were based around the book "Intuitive Eating" by Evelyn Tribole and Elyse Resch (1,6). The curriculum was reviewed and edited by Jenna Dyckman and approved to be taught to women in the community. Advertising for this program was done through flyers posted throughout the community, social media, and USU Extension newsletter. Anonymous entry and exit surveys were distributed to program participants at the beginning and end of the course to gather information on the impact this program had on community members.

# Community-Based Intuitive Eating Classes for Women in Cache Valley

Authors: Aubree Wilcox, Meghan Adair Affiliations: Jenna Dyckman MS, RD



"This class has really helped me think about my eating patterns in a new way. I liked the idea of reframing your thoughts."

"I enjoyed learning more about making peace with food! It really helped me gain a better mindset of approaching my food and my body."



## Impact

Using basic excel data analysis tests, the class participants' (n=8) answers were compared from the entry survey to the exit survey, an increase in overall empowerment to build a healthy relationship with food was seen. There were higher overall scores seen in the exit survey compared to the entry survey indicating an increase of class participants overall understanding and acceptance of intuitive eating. Significant findings are displayed in Figure 1 and Figure 2 (p<0.05) with questions the participants answered shown in Table 1.

Figure 1. Increase of Empowerment to Build a Healthy Relationship with Food

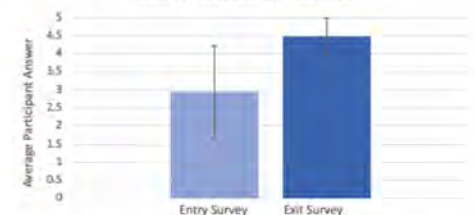


Figure 2. Increase of Class Participants Overall Understanding and Acceptance of Intuitive Eating

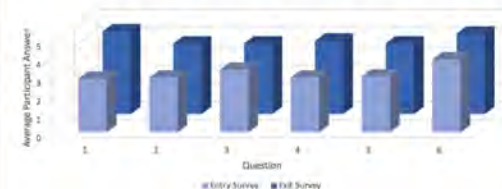


Table 1. Questions 1-6

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Feel confident in my knowledge of what intuitive eating is.	Feel that I have a healthy relationship with food.	If I am craving a certain food, I allow myself to have it.	I trust my body to tell me when and what to eat.	I trust my body to tell me when to stop eating.	Feel confident in my knowledge of basic nutrition principles.

## Future Directions

The goal in creating this program was to create a curriculum that is recyclable and can be used to provide this class annually for all women in Cache Valley. USU Extension faculty will continue to offer this class to the Cache Valley community each year in hopes to empower more women to build healthy relationships with food. The curriculum was made so that both RD or non-RD instructors can teach the class.

References  
 1. Allen EM, Friesenhe A, Lichten C, Knapp ME, Van Skiba MJ. Community health agents advancing women's empowerment: A qualitative data analysis. *JCHP*. 2022;47(8):808-823. doi:10.1007/s10900-022-01107-2  
 2. Linardon J, Tylka TL, Fuller-Tyszkiewicz M. Intuitive eating and its psychological correlates: A meta-analysis. *Int J Eat Disord*. 2021;54(7):1078-1098. doi:10.1002/eat.23509  
 3. Hensley-Hackett K, Bosker J, Keefer A, et al. Intuitive eating intervention and diet quality in adults: A systematic literature review. *JHEB*. 2022;41(2):1099-1115. doi:10.1016/j.jhe.2022.06.008  
 4. Tribole, Evelyn and Elyse Resch. *Intuitive Eating: A Revolutionary Anti-Diet Approach*. St. Martin's Essentials. 2010  
 5. Van Dyke N, Drinkwater LJ. Review Article Relationships between intuitive eating and health indicators: literature review. *Public Health Nutr*. 2014;17(8):1767-1768. doi:10.1017/S1368980013002139  
 6. Denry KH, Lohr K, Eisenberg ME, Neuman-Stettin D. Intuitive eating in young adults: who is doing it, and how is it related to disordered eating behaviors? *Appetite*. 2013;60:13-19. doi:10.1016/j.appet.2012.09.029



# THE IMPACT OF DANCE, YOGA, AND EXERCISE PROGRAMS ON THE COMMUNITY

COMMUNITY ACTION PROJECT BY KARLI LUDWIG



## FAVORITE MEMORIES

The kindergarten and first graders of Bridger Elementary were lying on the floor for some muscle relaxation and savasana. During muscle relaxation, they would tighten all their muscles and then release them. Karli was staring out at these students' scrunched-up faces and balled-up fists and watching them release their energy; she heard one of the students yell out, "THIS IS THE BEST THING THAT HAS EVER HAPPENED TO ME."

While working as a Visual Artist with Arts Access, Karli taught the special education program at Sky View High School. She collaborated with the students to make dance moves for a piece they were working on. Each student came up with their own dance move, and then they were strung together to create a dance. The students performed their dance routine with confidence and a smile, and everyone adored it. There were a lot of watery eyes in the audience that day.

When teaching a community class with CRIC, everyone was invited to bring friends and family to participate in a dance class. Karli hoped this would provide a nurturing and supportive entryway to dance and movement as a means of self-expression, joy, safe exploration, and connection with the community. Laughter and smiles immediately permeated the space, regardless of language barriers and age differences. Everyone was able to communicate and connect with their bodies and movement.

## NEXT STEPS

The next step is to recruit and train other artists and teachers interested and passionate about dance, yoga, and exercise to the after-school clubs, special education programs, refugees and immigrants, and those with disabilities, to help expand the number of classes, teachers, and areas of the community to serve. As well as:

- Continue to implement the programs Karli has made, as well as programs others create into the after-school clubs as a regular activity the students get to explore.
- Create open community classes and outreach to CRIC to allow connections and opportunities for movement in the community.
- Help Common Ground Outdoor Adventures to continue to seek out volunteers to teach their dance and yoga classes year-round.
- Assist Arts Access with continuing to hire movement-based Visual Artists to continue infiltrating the community with movement-based art and offer classes for people of all ages and abilities.

The goal is to continue to make classes a routine practice where the community can experience the enlightening power that dance, yoga, and exercise can have, and through the exploration of movement, they may envision future possibilities and awaken passions they would never have experienced otherwise.

## INSPIRATION

Karli provided community members with an opportunity to learn dance, yoga, and exercise-based skills. As a kinesiology major with a yoga minor, and a presidency member of the USU Dance company, her goal was to educate others on the benefits of these various forms of movement while giving them exposure to activities they may not have otherwise had the chance to experience. She wanted to allow people to learn about the things she was learning in school and introduce them to her passions.

## IMPLEMENTATION

Karli started by partnering with AmeriCorps to learn about the after-school clubs, students in the community, and other community members that could benefit from dance, yoga, and exercise training. Karli got involved and worked in the after-school programs to plan, develop, and implement programs specific to the school's preferences. While hosting open-invitation classes, Karli specifically taught numerous events with CRIC and Common Ground Outdoor Adventures. She worked in person and remotely to provide open opportunities for the community using the knowledge she learned in her courses at USU. Karli worked with Common Ground Outdoor Adventures and Arts Access to offer classes to people and students of all abilities, emphasizing serving those with disabilities. Classes were held remotely and in person to accommodate and reach the intended community.



## COMMUNITY NEED

While working with AmeriCorps, Karli was introduced to the students in the after-school programs in Logan and Cache Valley school districts and the refugees and immigrants through the Cache Refugee and Immigrant Connection (CRIC). She worked with Arts Access as a Visual Artist and Common Ground Outdoor Adventures to teach students of all abilities, emphasizing serving students with disabilities.

The partners agreed it's difficult for everyone to be exposed to dance, yoga, and exercise-based experiences and classes. They identified that finding inclusive, available, and affordable classes was arduous for the populations of interest. People with different abilities, immigrants, and lower-income families should be given the opportunity to have equal participation and pursue movement-based learning and exploration if they desire.

## OUTCOMES

### Number of Schools Reached:

Adams Elementary - Bear River Charter - The Center for Creativity Innovation & Discovery - Edith Bown Laboratory - Ellis Elementary - Green Canyon Lincoln Elementary - Logan - Ridgeline - Wilson Elementary - Woodruff Elementary

### Community Engagement and Connections:

AmeriCorps - Art Access - Cache Refugee and Immigrant Connection - Common Ground Outdoor Adventures

### Ages Reached:

5-39





# USU Ramadan Initiative



A Capstone Project By:

Jaidyn Thomson  
Dietetic Student

Nelda Ault Dyslin  
Preceptor

Asmaa Yazidi Alaoui, Rana Abulbasal, & Mudasir Mustafa

Special thanks for sharing their insight on Ramadan and the Muslim community at USU, providing information on what foods to serve, and helping to make this project happen!

## Project Background

The holy month of Ramadan is one of the five pillars of Islam where practicing Muslims fast from sunrise to sunset.<sup>1</sup> Ramadan is considered a sacred time for prayer, charity, meditation, reflection, and reconnection.<sup>2</sup> During this month Muslims consume a morning meal before dawn, known as suhoor, and break their fast after sunset with an evening meal called iftar.<sup>3</sup> These meals are often socially shared at home with family and friends or with the religious community at the Mosque and consist of traditional foods like dates, kofta, jeera rice, curry, and lentil soup.<sup>3</sup>

Many students look forward to Ramadan to reconnect with their religion and oftentimes this month falls within the school year.<sup>2</sup> This means that many students are fasting while they study and learn. While their education must continue, universities can find better ways to support their students during this time.<sup>4</sup> Rana Abulbasal, a USU student, noted that she worries for students who came to USU with no family and for the loneliness that may present itself while practicing Ramadan away from home.<sup>2</sup>

Oftentimes dining halls close before sunset and transportation is a common difficult logistic for international students.<sup>3</sup> Additionally, dining services often lack diverse food that would be traditionally served during Ramadan. These are some barriers that can impact Muslim students' access to food at time of Iftar. One poll showed that 4 out of 5 universities offer a packed lunch for students that required advanced planning for pickup, but no hot meals were offered at hours appropriate for Iftar.<sup>4</sup>

## Project Summary

My project began during the spring semester of 2022. Nelda Ault-Dyslin, my preceptor, and I began meeting in February of that year and planned on what initiatives could be taken to provide accommodations for Muslim students during the month of Ramadan. We decided on providing hot, to-go Iftar meals for students. I met with Muslim students and staff who shared their knowledge about recipes and traditional dishes that are commonly served during the month of Ramadan. I then tested and standardized these recipes, created production schedules for volunteers, and built a budgeted shopping list for the decided menu items.

With funding from the President's Fund for Student Diversity Organizations, we planned to prepare and serve hot halal meals (the dietary standard prescribed in Islamic Law) on Monday and Wednesday evenings at the SNAC pantry.<sup>5</sup> Each week I prepared these meals for 25 people with the help of volunteers and then served them out of the SNAC pantry. Along with the hot meals, cold items were served to go such as yogurt, milk, fresh fruit, and dates.

This year's Ramadan started on March 22nd and will continue through April 20th. Nelda worked to continue this project and I helped to create budget plans for cold items and volunteered alongside others to serve the hot, to-go meals.

### References:

1. Explore Brown University. Supporting a Diverse International Student Community | Sheridan Center | Brown University. <https://www.brown.edu/Sheridan/supporting-diverse-international-student-community>. Accessed January 25, 2023.
2. University US. USU supporting community with Ramadan initiatives. Welcome to Utah State University. <https://www.usu.edu/today/story/usu-supporting-community-with-ramadan-initiatives>. Published March 31, 2022. Accessed January 25, 2023.
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4. Nielsen RCJ. Why higher education must pay attention to Ramadan. Home. <https://www.naspa.org/blog/why-higher-education-must-pay-attention-to-ramadan>. Published June 23, 2016. Accessed January 25, 2023.
5. What is halal? what halal means - american halal. What is Halal? What Halal Means. <https://halalfoundation.org/insights/what-is-halal/>. Published December 15, 2022. Accessed April 4, 2023.



"I've seen how USU has been very supportive of people from different backgrounds, and I thought everyone would be excited and happy to do something that will help our Muslim community at USU ... I'm sure the Muslim students will really appreciate the support around Ramadan this year, and I hope that will make them feel seen, supported and cared for."



This project got a shout out in an NPR Article! Scan the QR code to read about USU and other Universities Ramadan Initiatives

Samples of Created Materials Used for this Capstone Project

Hot Entrees				
Spiced Veggie, Lentil and Chickpea Soup (Yield: 24)				
Ingredient	Quantity	Unit	Cost \$	Location
Brown Lentils	3 cups		\$4.02	Walmart
Medium Carrots	6 sticks		3.88	Walmart
Celery	6 sticks		\$3.54	Walmart
Chicken Broth	24 bouillon cubes (if each bouillon cube		\$44.97	Amazon
Cilantro	1.5 small bunches		\$2.64	Walmart
14.5 oz can diced Tomatoes	6 cans		\$8.64	Walmart
Eggs	6 -		\$2.23	Walmart
15 oz can Chickpeas	6 cans		\$11.28	Walmart
Garlic	6 cloves		\$1.48	Walmart
Lemon	3 lemons		\$3.72	Walmart
Medium Yellow Onion	3 onions		\$2.76	Walmart
All-purpose Flour	1/4 C		\$2.16	Walmart
Black Pepper	1/2 Tbsp		\$2.68	Walmart
Brown Sugar	1/2 Tbsp		\$1.62	Walmart
Chilli Powder	2 Tbsp		\$0.98	Walmart
Crushed Red Pepper	1/2 Tbsp		\$0.00	SNAC packets
Cumin, ground	2 Tbsp		\$1.12	Walmart
Extra Virgin Olive Oil	1/4 C		\$5.46	Walmart
Salt	1 Tbsp		\$0.48	Walmart
Turmeric, ground	1 Tbsp		\$2.82	Walmart
		Total	\$106.48	
		Cost per Serving	\$4.44	

Seasoned Mediterranean Chicken (Yield: 24)				
Ingredient	Quantity	Unit	Cost \$	Location
Boneless Chicken Breast Halves	24 -		\$39.00	BJay's Halal
Lemon Juice	1 & 2 C & Tbsp		\$3.72	Walmart
Olive Oil	1 & 2 C & Tbsp		\$0.00	Already purchased
Fresh Parsley	1 & 2 C & Tbsp		\$1.96	Walmart
Garlic	18 cloves		\$1.48	Walmart
Paprika	2 Tbsp		\$0.98	Walmart
Dried Oregano	1 Tbsp		\$0.98	Walmart
Salt	1 Tbsp		\$0.00	Already purchased
Black Pepper	1 Tbsp		\$0.00	Already purchased
		Total	\$48.12	
		Cost per Serving	\$2.01	

Kofta with Tomato Sauce (Yield: 24)				
Ingredient	Quantity	Unit	Cost \$	Location
Ground Beef	6.6 pounds		\$42.00	BJay's Halal
Common Parsley (Italian is fine, if out of other)	1 1/2 cups		\$1.96	Walmart
Onion	6 small onions		\$2.30	Walmart
Salt	2 Tbsp		\$0.00	Already purchased
Cinnamon	1 Tbsp		\$0.00	Already purchased
Black Pepper	1.5 tsp		\$0.00	Already purchased
Allspice	1.5 tsp		\$3.33	Walmart
Potatoes	18 medium potatoes		\$6.55	Walmart
Tomatoes	15 medium tomatoes		\$9.00	Walmart
Tomato Sauce	1.8 Liters		\$2.16	Walmart
		Total	\$67.40	
		Cost per Serving	\$2.70	

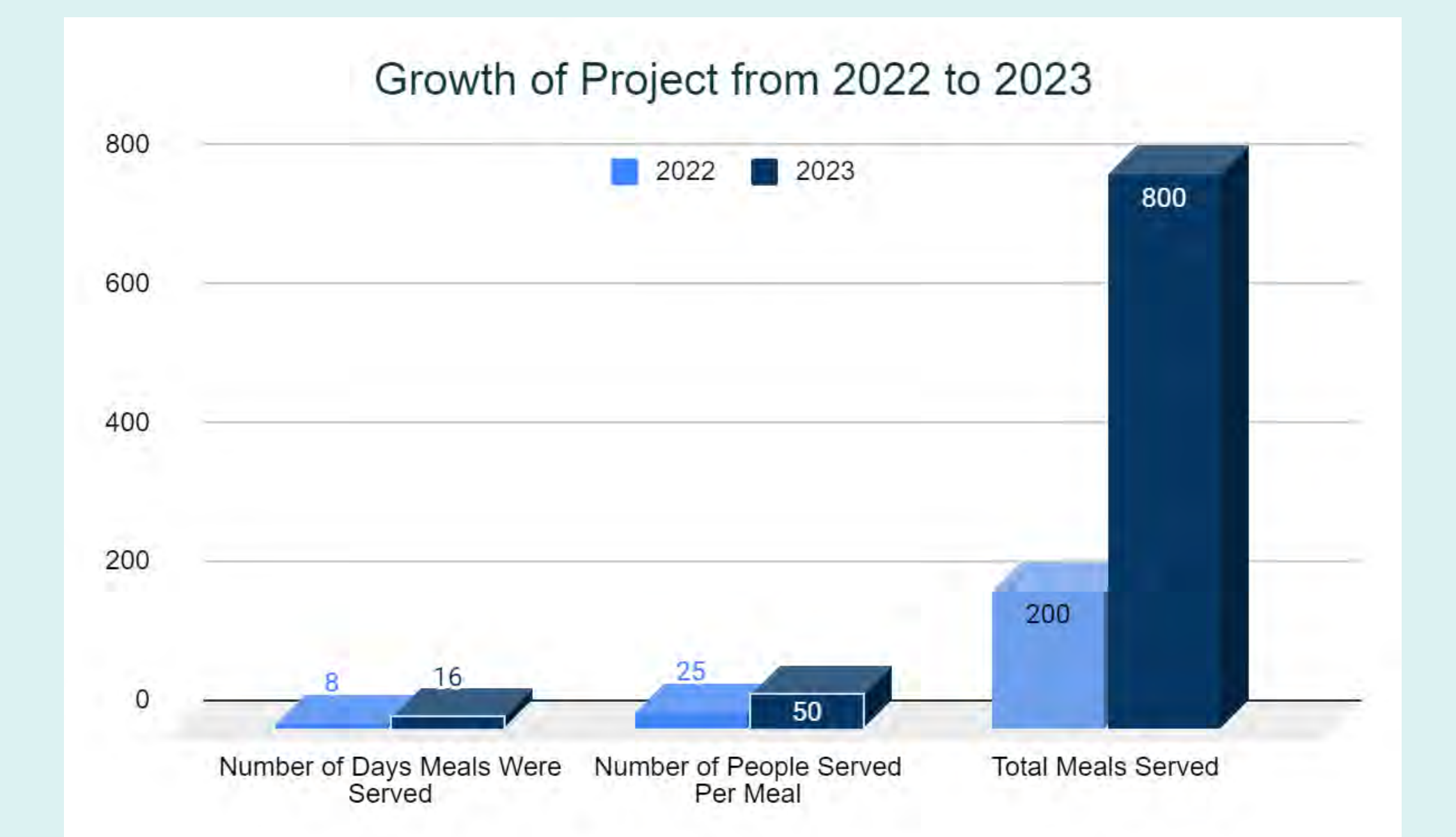
Standardized Recipes:				
Kofta with Tomato Sauce (2 hr 40 min)				
Ingredient	Amount	Unit	Procedure	Time
Potatoes	5.35	Lbs	1. Peel the potatoes and rinse the tomatoes. 2. Cut thinly into sliced circles (0.5 cm thick). Then set aside	50
Tomatoes	5.35	Lbs		
Parsley	1 1/2	Cups	3. Rinse parsley leaves and drain well. Pack to measure amount of parsley needed and place into the food processor. 4. Quarter the onions and place into the food processor. 5. Finely chop the vegetables, then transfer to a stand mixer.	15
Onion	600	grams		
Ground Beef	6.6	Lbs		
Salt	2	Tbsp		
Cinnamon	1	Tbsp		
Black Pepper	1.5	tsp	3. Preheat oven to 480 4. Add the ground beef to the onion and parsley in the standing mixer along with the spices. 5. Mix well	10
Allspice	1.5	tsp		
Salt	-	-	3. Spread the meat mixture evenly into a 6 greased baking dishes 4. Then line the sliced potatoes and tomatoes by overlapping them and covering the meat. 5. Sprinkle with a little salt, then cover tightly with aluminum foil and bake on the middle rack for 45 minutes 6. Pour tomato sauce into a pitcher and season with salt and pepper	25
Black Pepper	-	-		
Tomato Sauce	4	15 oz cans		
			1. Remove meat from oven, and pour tomato sauce over meat mixture (about 1 1/2 cups over each pan) 2. Bake, uncovered, for another 15 minutes	25

Sample Ramadan Cold Item Pickup With Prices				
Days	Items	Weekly Shopping	Price Per Person	
Day 1	2 Dates, 1 Orange, 1 Non-fat Greek Yogurt (48 servings), 4 Smoothie Packs (48 servings), 3 Ocean Spray Packs (54 servings), LEES - 13 pounds of Oranges	Week 1: SAMS - 5 packs of dates (yields 95 servings), 4 Non-fat Greek Yogurt packs (84 servings), 2 Activia Yogurt (48 servings), 4 Smoothie Packs (48 servings), 3 Ocean Spray Packs (54 servings), LEES - 13 pounds of Oranges	\$3.17	
Day 2	2 Dates, 1 Apple, 1 Activia	Week 2: SAMS - 5 packs of dates (yields 95 servings), 2 Non-fat Greek Yogurt (48 servings) plus should have 12 extra from last week), 2 apple juice packs (80 servings), 2 Smoothie Packs (48 servings), LEES - 13 pounds of Oranges	\$2.37	
Day 3	2 Dates, 1 Banana, 1 Chobani	Week 3: SAMS - 5 packs of dates (yields 95 servings), 3 packs Activia Lovifat Yogurt (48 servings), 3 packs Chobani Non-fat Greek Yogurt (48 servings) plus should have 12 extra from last week), 2 apple juice packs (80 servings), 2 Smoothie Packs (48 servings), LEES - 13 pounds of Oranges	\$1.05	
Day 4	2 Dates, 1 Orange, 1 Activia	Week 4: SAMS - 5 packs of dates (yields 95 servings), 2 packs Activia Lovifat Yogurt (48 servings), 3 packs Chobani Non-fat Greek Yogurt (48 servings) plus should have some extra from last week), 2 apple juice packs (80 servings), 2 Smoothie Packs (48 servings), LEES - 13 pounds of Oranges	\$2.22	
Day 5	2 Dates, 1 Apple, 1 Activia	Week 5: SAMS - 5 packs of dates (yields 95 servings), 3 packs Activia Lovifat Yogurt (48 servings), 3 packs Chobani Non-fat Greek Yogurt (48 servings) plus should have some extra from last week), 2 apple juice packs (80 servings), 2 Smoothie Packs (48 servings), LEES - 13 pounds of Oranges	\$2.37	
Day 6	2 Dates, 1 Banana, 1 Non-fat Greek Yogurt (48 servings), 2 packs Activia Lovifat Yogurt (48 servings), 2 packs Welch's Juice (48 servings), 4 packs Smoothie (48 servings), LEES - 13 pounds of Oranges (52 servings assuming ~4 grams/lb)	Week 6: SAMS - 5 packs of dates (yields 95 servings), 2 packs Activia Lovifat Yogurt (48 servings), 2 packs Welch's Juice (48 servings), 4 packs Smoothie (48 servings), LEES - 13 pounds of Oranges (52 servings assuming ~4 grams/lb)	\$2.15	
Day 7	2 Dates, 1 Orange, 1 Non-fat Greek Yogurt (48 servings), 2 packs Activia Lovifat Yogurt (48 servings), 2 packs Welch's Juice (48 servings), 4 packs Smoothie (48 servings), LEES - 13 pounds of Oranges (52 servings assuming ~4 grams/lb)	Week 7: SAMS - 5 packs of dates (yields 95 servings), 2 packs Activia Lovifat Yogurt (48 servings), 2 packs Welch's Juice (48 servings), 4 packs Smoothie (48 servings), LEES - 13 pounds of Oranges (52 servings assuming ~4 grams/lb)	\$2.63	
Day 8	2 Dates, 1 Apple, 1 Activia	Week 8: SAMS - 5 packs of dates (yields 95 servings), 2 packs Activia Lovifat Yogurt (48 servings), 2 packs Welch's Juice (48 servings), 4 packs Smoothie (48 servings), LEES - 13 pounds of Oranges (52 servings assuming ~4 grams/lb)	\$3.01	
		Total		

## Impacts

Throughout the month of Ramadan in 2022, Iftar meals were provided on 8 different occasions where 25 students were served each time equating to a total of 200 meals served. These meals were prepared by myself and volunteers in the research kitchen. The hot meals that were served included kofta, lentil soup, seasoned chicken, jeera rice, and naan. Cold items were also offered with these items.

Due to last year's turn out, this year's Ramadan was able to gain a lot more funding. Currently, hot meals are served 4 times a week to 50 students each time. This year, the amount of serving days has doubled and a total of 800 meals will be provided! This means that more families are able to attend, and more students can be served. Meals this year are catered through Himalayan Kitchen and Tandoori Oven. Funding for cold items also increased and juice, milk, dates, fresh fruit, and yogurt are offered 4 times a week.



Anticipated impacts from this project, aside from providing meals free of charge to students, were aimed to provide community and support for students practicing Ramadan and to create awareness around this sacred month. Communal experience of Ramadan can create common social identity among students.<sup>3</sup> Students mentioned feeling a sense of belonging through the honoring of their traditions. The USU Ramadan Initiative also aimed to provide ease to students during the end of the semester while fasting and to provide the community with opportunities to learn more about Ramadan.

## Future Directions

Upon starting this project, we were unsure of how many students would participate and if there would be sufficient funding to be able to meet the needs identified. Thanks to generous sponsors from across campus this project was able to grow and be offered a second year.

Nelda Ault-Dyslin leads and continues this project through this year. The budget sheets built can be reused and easily modified for future use. Currently reservations for Iftar meals open each morning and close once filled. More often than not these reservations fill up and multiple students are added to the wait list. Through building relationship with community partners, Muslim students, and current sponsors we hope to continue and grow the USU Ramadan initiative for years to come and further optimize serving capabilities, volunteer opportunities, and student experiences.



# AFTER SCHOOL CLUB CAREER NIGHT

## MY PROJECT

AS AN ASC LEADER, I WANTED TO EXPOSE THE STUDENTS TO CAREERS THAT THEY MAY NOT BE TYPICALLY FAMILIAR WITH. I WANTED TO USE RESOURCES WITHIN THE COMMUNITY LIKE BRIDGERLAND TECH AND UTAH STATE UNIVERSITY TO HELP PROMOTE FURTHERING EDUCATION.



## VOLUNTEERS

VOLUNTEERS WERE STUDENTS AND ADVISORS OF USUA CLUBS. AS WELL AS ADVISORS FROM BRIDGERLAND TECH. THE VOLUNTEERS WERE RESPONSIBLE FOR A CAREER AT THEIR BOOTH AND THEY PROVIDED A 5 MINUTE ACTIVITY THAT IMMERSSED THE ASC STUDENTS IN THAT CAREER. VOLUNTEERS AT CAREER NIGHT INCLUDED...

- AGRICULTURAL EDUCATION CLUB
- FAMILY & CONSUMER SCIENCES CLUB
- BRIDGERLAND TECH
- SPANISH CLUB
- PRE-MED CLUB
- MUSIC THERAPY

## AFTER SCHOOL CLUB

THE AFTER SCHOOL CLUB (ASC) PROGRAM IS A SAFE AND POSITIVE ENVIRONMENT FOR CHILDREN WITHIN THE COMMUNITY. FOR MORE INFORMATION OR IF INTERESTED IN VOLUNTEERING IN THE ASC PROGRAM, PLEASE SCAN THE QR CODE.



GRACEY GARDNER

MAJOR: COMMUNICATIVE DISORDERS & DEAF EDUCATION

LOCATION: WOODRUFF ELEMENTARY

## OUTCOME

FROM THIS EXPERIENCE, I BELIEVE THE ASC STUDENTS WERE ABLE TO EXPLORE UNFAMILIAR CAREERS. THIS WAS A GREAT OPPORTUNITY FOR THEM TO BE ENCOURAGED TO FURTHER THEIR EDUCATION. I'VE CREATED A DOCUMENT FOR ALL THE RESOURCES I USED, AND PROVIDED IT TO THE WOODRUFF ASC SITE MANAGER. MY HOPE IS THAT WOODRUFF ASC IMPLEMENTS THIS EVENT AS AN ANNUAL ACTIVITY TO HELP THE ASC STUDENTS EXPLORE CAREER OPPORTUNITIES AND TO PROMOTE HIGHER EDUCATION.





# How Building Campus Communities Cultivates Greater Community Engagement

January - April 2023, Utah State University

## AGGIES BUILDING COMMUNITY

Aggies Building Community, or ABC, was built in response to the growing changes of the Christensen Office of Social Action and Sustainability (COSAS). Various tabling opportunities, office visits, farmer's markets, and more brought one common thread of feedback: students want to be a part of something. Thus, ABC was born: a service team for students who are interested in helping the greater Cache Valley. Comprised of 15 students, ABC's main goal is to fulfill community needs that might otherwise go unmet. ABC students participate in service projects throughout the school year, working on 3 main themes of social justice throughout the semester. For each theme, students discuss, find associated community partners, listen to guest speakers, and participate in a service project that supports what they are learning about. ABC students will earn 25 hours of community service to add to their resume, and they will have the option of progressing toward the Christensen Community Scholar requirements.

<p><b>PRESENTED BY</b></p> <p>Evan Noble (she/her) International Studies &amp; History, Senior</p>	<p><b>IN COLLABORATION WITH</b></p> <p>The Christensen Office of Social Action and Sustainability</p>
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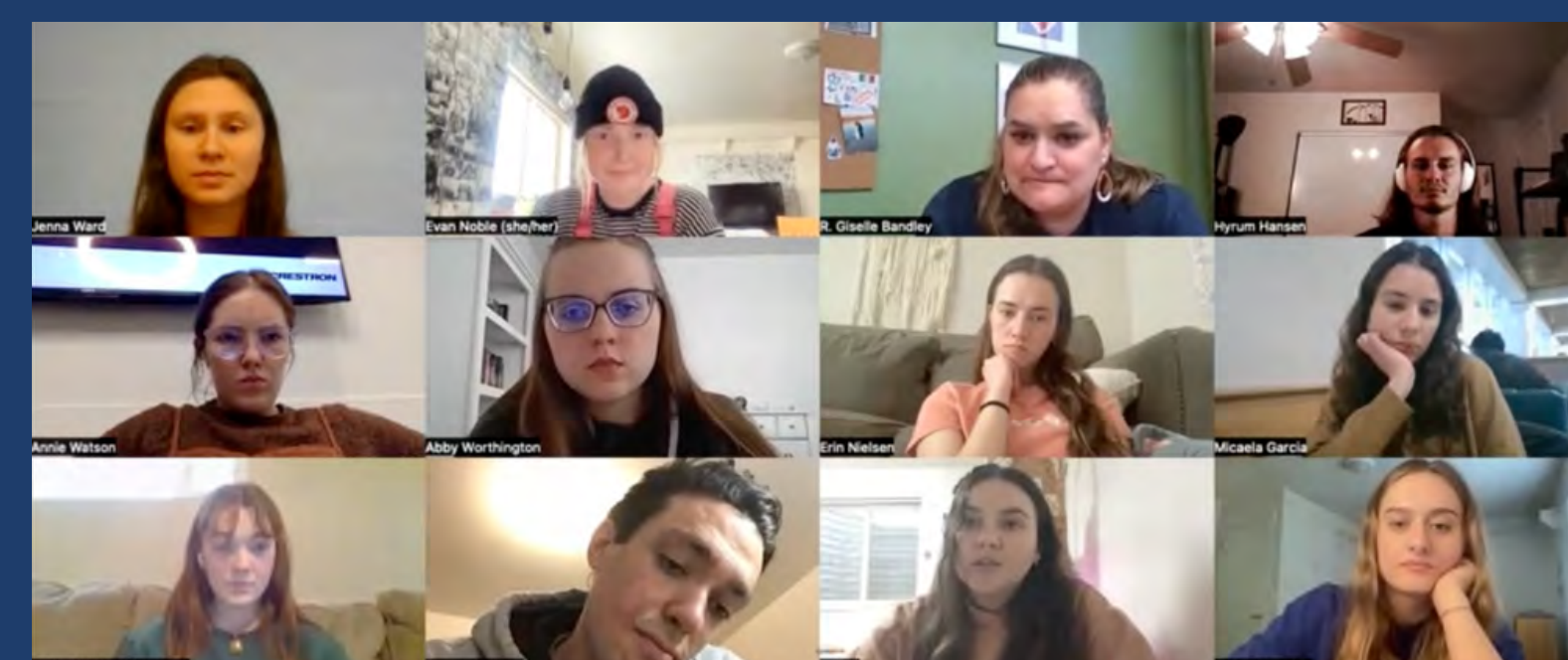


David Fica, Senior, serving Iftar meals to students observing Ramadan

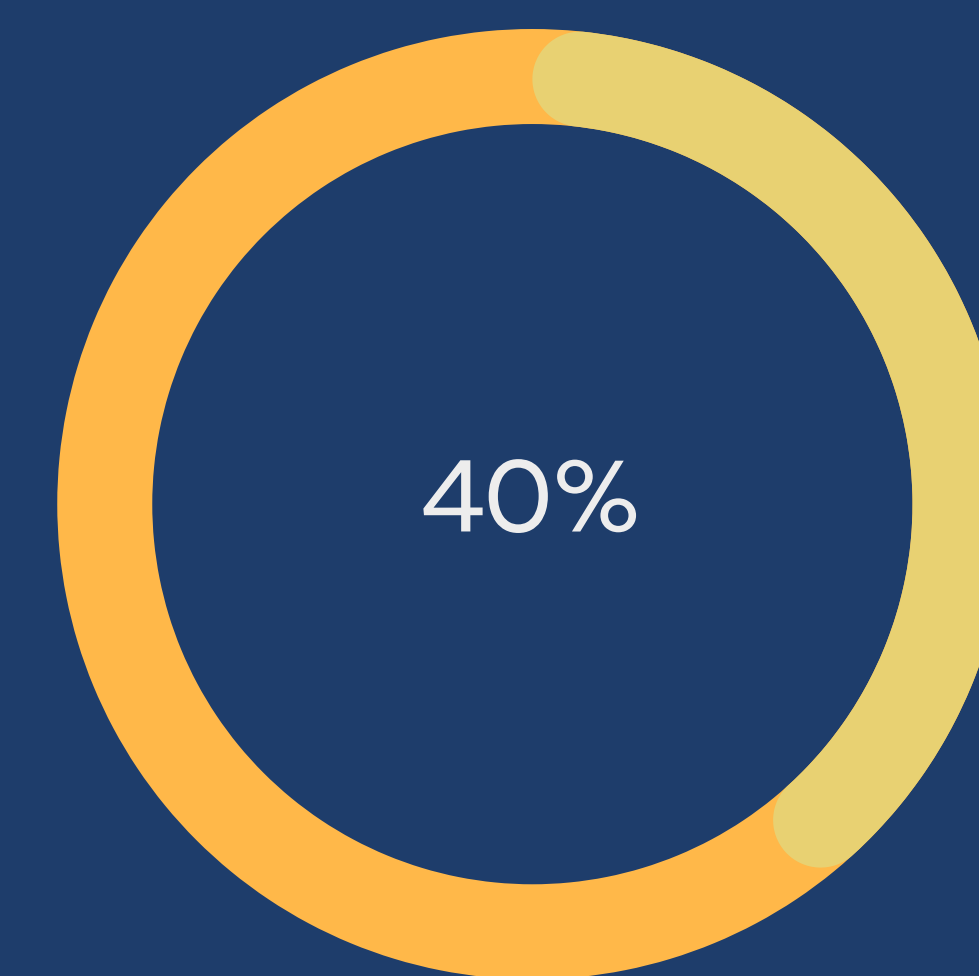
Aggies Building Community aimed to familiarize students with the new format of the Christensen Office of Social Action and Sustainability by offering students a behind-the-scenes look at what goes into community engagement. One student shared that they "really loved having an active part of planning service that [they] hadn't experienced before." One lesson from piloting ABC is that students want to be a lot more hands-on in planning community engagement (rather than just volunteering to participate), they just have never had the experiences of learning how to be a part of that process! Introducing students to grant-writing and budgeting was something new to 80% of ABC participants. Upon participating in that part of the planning process, 93% of ABC students said they would feel comfortable in the future writing or exploring grants/funding.



Abby Worthington, Senior, and Grace Longaker, Sophomore serving Iftar meals to students observing Ramadan



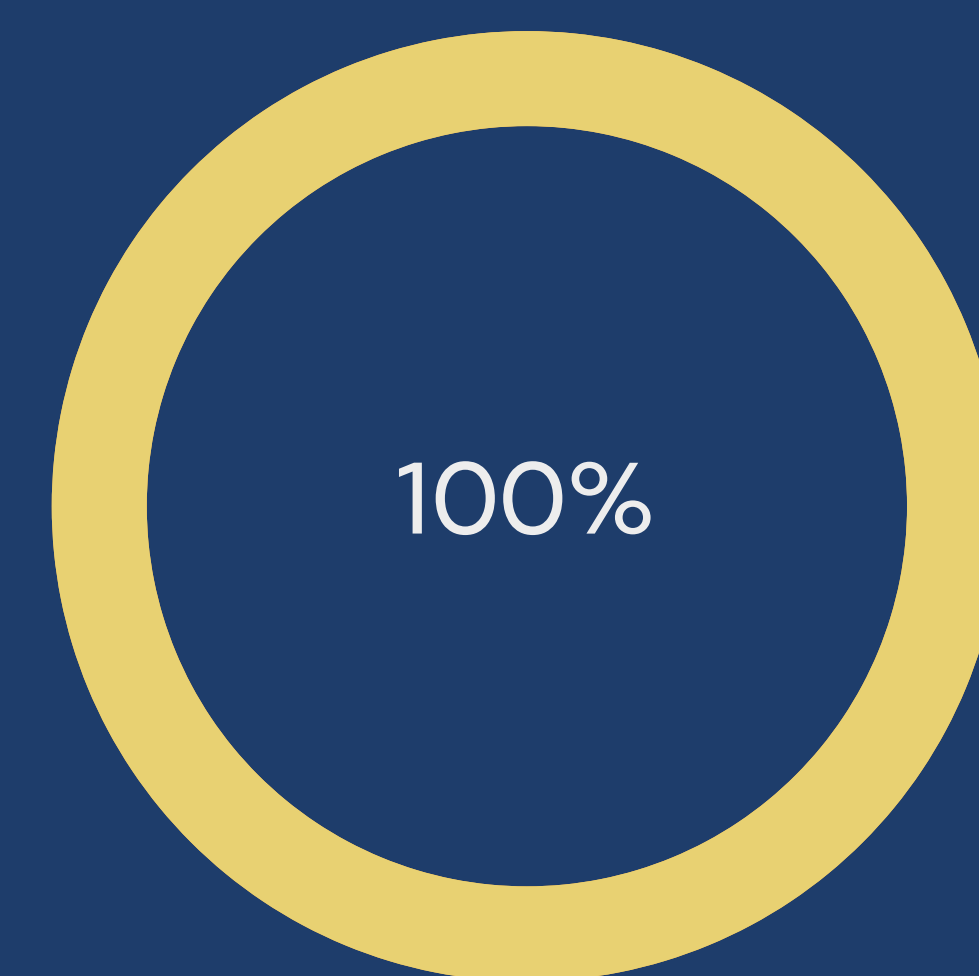
First official (Zoom) meeting with this year's ABC-pilot participants!



Percentage of ABC applicants familiar with the COSAS in January 2023



Grace Longaker, Sophomore, and Hunter Williams, Junior, after a trip to the store, purchasing items for hygiene and snack kits for the WAB Warming Center



Percentage of ABC participants familiar with the COSAS by April 2023

Students also learned to value the importance of connection and communication when it comes to building a community. One ABC student shared that even though ABC was only offered Spring Semester of this year, they had never been a part of a campus community that had grown close so quickly. This student credited group discussions regarding social issues with this closeness. "We would talk about the hard parts of being involved in the community. Addressing the challenges helps us to solve them, and I felt that the open-minds of ALL of our group members contributed to preventing a lot of those issues from occurring. At the end of the semester, having been a part of ABC has taught me that intentionality, asking questions, and genuinely listening is where community starts-- both on campus and in the valley."

“  
I have learned how to help meet needs that already exist!  
”  
ABC Student Participant

### THE MODEL

**Social Issue:** Homelessness & Housing Justice

**Community Partners:**  

**Guest Speakers:** Dr. Jess Lucero & Dr. Jayme Walters

**Community Project:** record-breaking recruitment for the 2023 Point In Time Homelessness Count; grant writing and assembly of 100 snack and hygiene kits for the WAB Warming Center



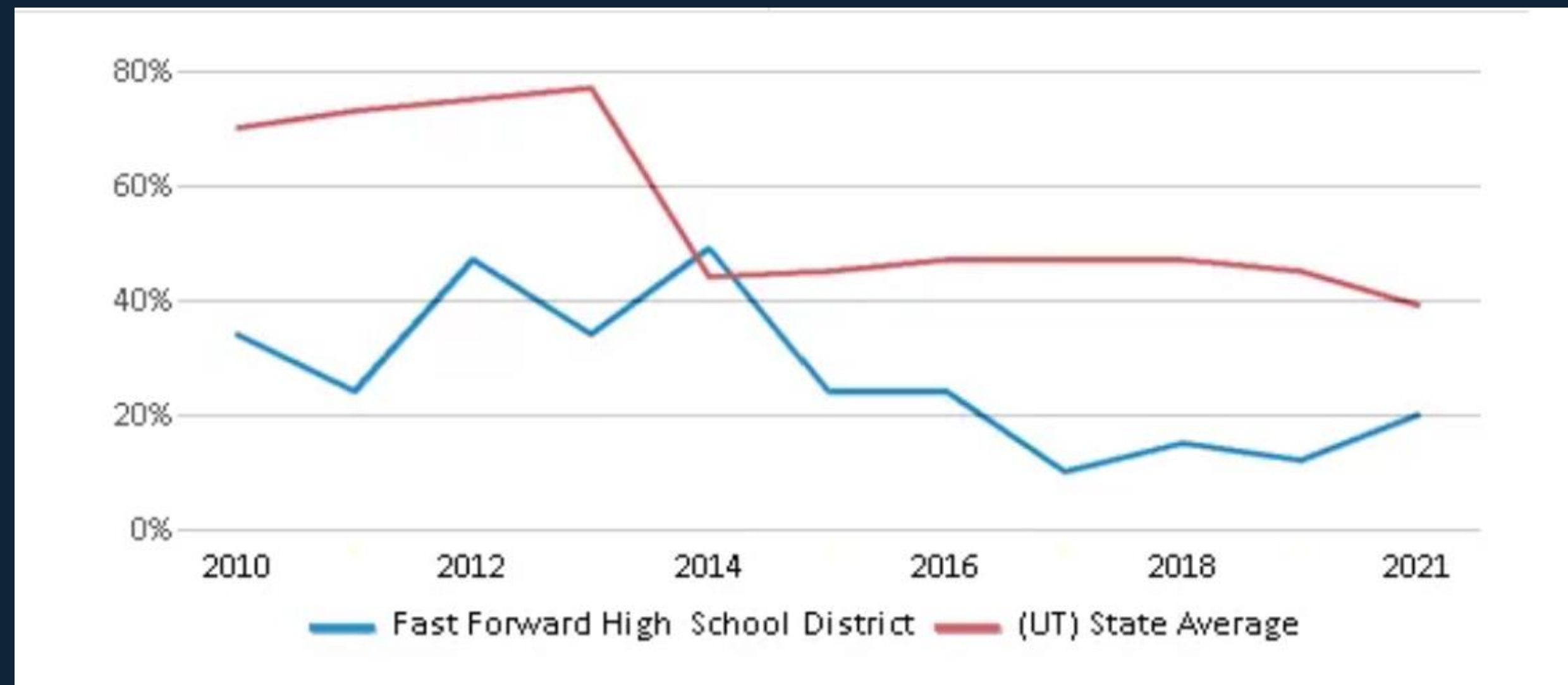
# FAST FORWARD CHARTER HIGH SCHOOL: COLLEGE AWARENESS & DRUG ABUSE PREVENTION

## Background

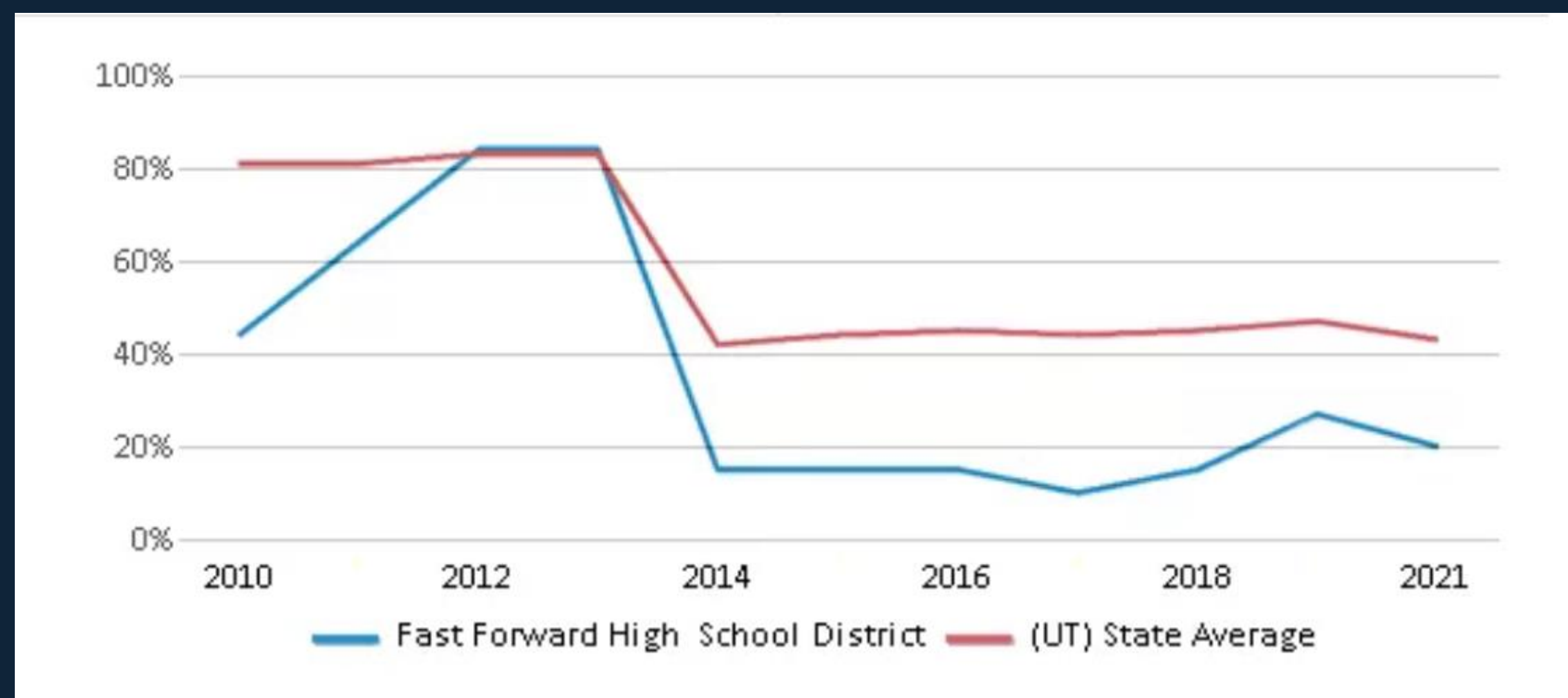
Fast Forward High School is an alternative high school for students who are at risk of not completing their education due to factors such as economic difficulties and learning disabilities, as well as other factors.

My role in this project was to create awareness for higher education potential among students. At this school, the total minority enrollment is over 40%, and over 50% of the students are economically disadvantaged. It has been shown that schools in districts that mainly serve students of color receive substantially less state and local support than similar districts that serve primarily white students. Many of these students would like to pursue a higher education but feel as though they do not have the means to do so.

## Math Test Scores (% Proficient)



## Reading/Language Arts Test Scores (% Proficient)



## College Awareness Week

Held a College Fair featuring representatives from Utah State University, Bridgerland Technical School, University of Utah, Southern Utah University, Utah Valley University, and Weber State University, as well as current USU financial aide employees.

Assisted in leading a workshop on the college application processes, financial aid (FAFSA), and scholarships.

Encouraged students to participate in extracurricular activities, such as sports, clubs, and community service, to enhance their college applications.

Assisted in leading a financial planning session for parents and students (FAFSA Night).

## Drug Prevention Week

Held educational workshops and presentations on the dangers of drugs, including the risks of addiction and overdose during homeroom period.

Had a guest speaker from the Bear River Health Department present and discuss working in the field of drug prevention and treatment.

Encouraged open and honest communication about drug use and its consequences among students and staff.

Provide training for students on how to recognize the signs of drug use and how to respond appropriately.

Hosted a media campaign to promote the importance of drug prevention and to share resources and support for those in need, in accordance with Red Ribbon Week.

The main goal of these programs were designed to allow students to understand that going to college to pursue a higher education is possible and can be achieved financially.

## Lasting Impact

programs that I created for “College Week” and “Drug Prevention Week” were also **designed to be continuous and recur yearly**. After I completed these events, I provided counselors, office administrators, and teachers at this school with the resources that I used to create these programs, so that it could be replicated and used again for years to come.

Marina Brawand | Utah State University



### UTAH COLLEGE APPLICATION WEEK

October 4-7

**WHAT?** Utah College Application Week also known as UCAW. A designated time where seniors will be applying to at least one college.

**WHO?** ALL SENIORS

**WHEN?** Oct 4-7 in your English Class (you will be called down if you don't have an English class). Oct 8-15 seniors may go to the Career Center if their application is not completed.

**HOW?** College representatives, college advisors, and counselors will help you step-by-step.

**WHAT TO BRING?**

- Credit/Debit Card- College Application fees range from \$30-\$55
- Come prepared with your Social Security Number (if available)
- Driver's License
- Home Address
- Permanent Resident Card
- Identify 1-2 colleges you want to apply to

FREE TRANSCRIPTS

### SAFEUT APP

SafeUT provides FREE access to licensed counselors who provide 24/7/365 crisis intervention and emotional support.

- depression/anxiety
- suicide prevention
- loss/grief/self-harm
- any life challenge

App Store | Google Play

#### Mental Health Tip

### Practice self-care and make yourself a priority.

1. Eat a healthy diet – research has shown that what you eat (and don't eat) affects the way you think and feel.
2. Exercise, which can help decrease depression and anxiety and improve moods.
3. Get enough sleep.

#### Mental Health Tip

### Engage in activities that provide meaning.

1. Participate in activities that make you feel happy, productive, and challenge your creativity.
2. Draw or do art!
3. Exercise!
4. Spend time with friends or family!
5. Take care of a pet, etc.

#### Mental Health Tip

### Get help from a licensed mental health professional

1. Reach out when and if you need it! Seeking help is a sign of strength – not a weakness.
2. Know the resources that are available.
3. Download the SafeUT app–help available 24/7

#### Mental Health Tip

### Engage in meditation and/or mindfulness.

1. Relaxation exercises can improve your state of mind and outlook on life.
2. Research shows that meditation may help you feel calmer.
3. Download a meditation app

