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# 2022 GARGOYLE CASE COMPETITION

## HY Consulting

Team Members: Siyu Han, Zihao Liu, Chao Tang, Linjie Yang, Yi Zhou



GARGOYLE CONSULTING CLUB

McKinsey  
& Company





# Agenda

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Executive Summary

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Problem Insight & Analysis

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Recommendation

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Impact

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Risk

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Implementation

# EXECUTIVE SUMMARY

## Problem Insight & Analysis

The eating habits from low-income background are hazardous to children physical and mental health.

## Recommendation

A customized curriculum that teaches children knowledge and gives them hands-on practice

## Impact

Enhance African-American community's eating habit thus further balance the social equality and social welfare system

## Risk & Implementation

Physical injury, uncooperative attendants, funding issue, and lack of raw materials are several potential risks our program may face during the implementation.

## PROBLEM INSIGHT & ANALYSIS

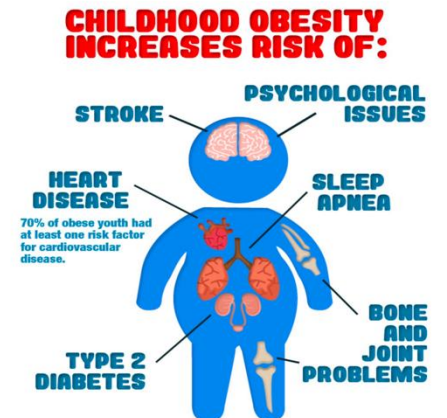


- African-American children in low-income families lack financial support to maintain sufficient and balanced nutrition for their growth and health physically and mentally.

- Childhood obesity is a serious problem in the United States, which leads to a high risk on heart diseases and diabetes. One third of U.S. children are overweight or obese putting them at higher risk of heart disease and stroke.

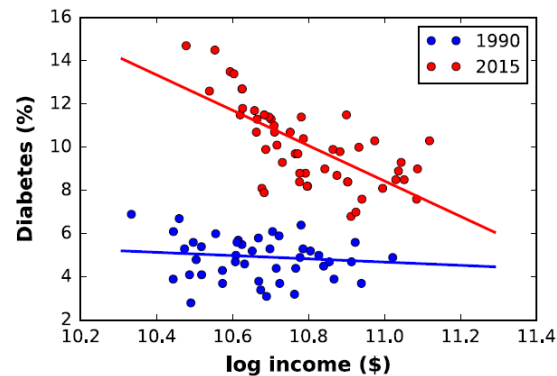
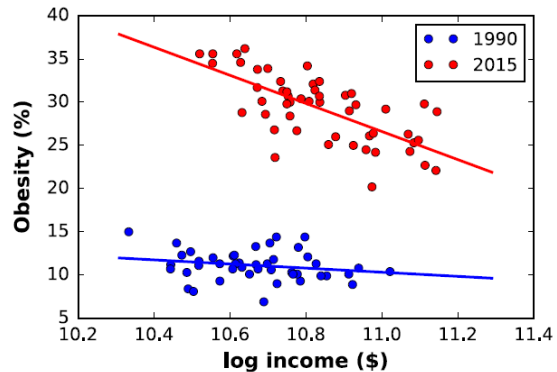


- Children need to develop awareness of healthy eating habits;
- Follow healthy eating habits and continue eating nutritious foods.

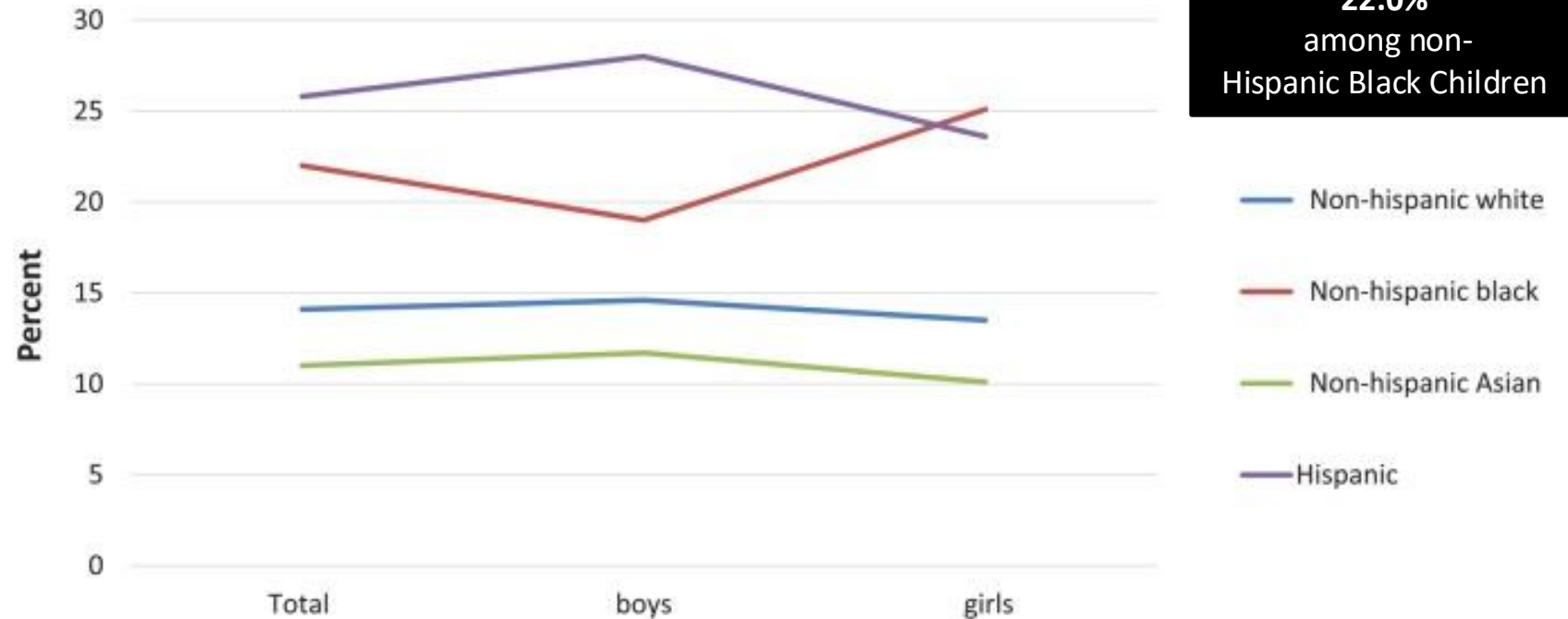


## PROBLEM INSIGHT & ANALYSIS

- Obesity is negatively correlated with the family income status.



Source: Bentley et al, Palgrave Communications, doi:10.1057/s41599-018-0201-x



Obesity prevalence:  
**22.0%**  
among non-  
Hispanic Black Children



## RECOMMENDATION – Curriculum

### Introduction

- To engage the youth and to provide the opportunities for children and families to not only grow, but also enjoy and understand the benefit of eating healthy food, we aim to empower children and families to transform unhealthy diets and become the champions of the healthier lifestyles in their communities.

### By participating, children can gain access to :

- Gardens/Farms
- Free gardening materials and resources (seeds, tools, etc..)
- Standard-based gardening and nutrition education



# RECOMMENDATION – Timeline

Week 1

Week 2- Week 6

Week 7

Week 8 – Week 12

Knowledge Grow



Exercising: Traditional Garden and Hydroponic Garden



Farm: Field Trip



Kitchen Related: Food Preparing and Cooking Lessons



# RECOMMENDATION – Curriculum

**Class Size:** 12 students, 1 organizer and 4 parents

**Duration:** 12 Weeks

**Methodology:** Outdoor and Indoor

**Length:** 3 Hours

**Class Components:** Fundamental Nutrition Knowledge, In-Class Activities, Taste (Snack Time)

Week 1	Week 2 - Week 6	Week 7	Week 8 - Week 12
<b><u>Knowledge Base</u></b> <i><b>“Where does food come from?”</b></i> <ul style="list-style-type: none"><li>• Build Interests</li><li>• Improve basic knowledge of plant</li><li>• Learn the connection between plants, animals and food</li></ul>	<b><u>Garden Base</u></b> <i><b>“How does seed grow?”</b></i> <i><b>“Planting a garden” “Harvesting a Garden”</b></i> <ul style="list-style-type: none"><li>• Traditional Garden (Outdoor)</li><li>• Hydroponic Garden (Indoor)</li><li>• Identifying desired plants versus weeds in the garden</li><li>• Identifying healthy plants versus diseased plants</li><li>• Knowing plant families and their characteristics</li><li>• Being able to distinguish harvest times for different parts of edible plants</li></ul> <i><b>* Routine observing and watering on the plant with notes</b></i>	<b><u>Farm Base</u></b> <i><b>“Visiting a local farm”</b></i> <ul style="list-style-type: none"><li>• A field Trip to the local farm to see a large scale</li><li>• Enhance the enjoyment of the curriculum</li></ul>	<b><u>Kitchen Base</u></b> <i><b>“Kitchen Introduction”</b></i> <i><b>“Food Preparation” “Cooking Dishes (3)”</b></i> <ul style="list-style-type: none"><li>• Experience cooking the food with tasting section</li><li>• Understand the introduction of the kitchen environment and safety</li><li>• Get Know the kitchen tools and ingredients</li><li>• Understand the food nutrition combinations</li></ul> <i><b>* Three Dishes: Omelette, Tortilla de patatas, Poke bowl</b></i>



Part	Timeline	Section	Teaching Garden Curriculum
Classroom Base	Week 1 Knowledge Grow	Topic	Where does food come from?
		Activity (Indoor)	1. Draw diagram of plant on white board 2. Cut out different parts of plants (roots, stem, leaf, flower, fruit) 3. <b>Snack Time</b> - Taste different foods that come from different plant parts. (celery/stem; carrot/root; lettuce/leaf)
Garden Related	Week 2 Hydroponic Garden	Topic	How does seed grow?
		Activity (Indoor)	1. Guide students through the act of "being a seed" 2. Learn how to plant a seed and care for plants 3. Growing sprouts to see the different stages of seed germination ( Refill the nutrient solution every 10 days) 4. <b>Snack Time</b> - Taste Sprouts Small Dishes
	Week 3 Traditional Garden	Topic	How does seed grow?
		Activity (Outdoor)	1. Growing sprouts to see the different stages of seed germination 2. Visit the plants and draw pictures of what they see, measure size, or make other notes. 3. <b>Snack Time</b> - Enjoy sunflower seeds, pumpkin seeds, hummus dip with peas and green beans
	Week 4 Hydroponic Garden	Topic	Planting a garden
		Activity (Outdoor)	1. Refill the nutrient solution for Hydroponic Garden Sprouts 2. Encourage children to write their observations and involvement in the project 2. Measure the size, draw the picture of the plant, write notes 5. <b>Snack Time</b> - Tasting fresh small sprouts or fruit
	Week 5 Traditional Garden	Topic	Planting a garden
		Activity (Outdoor)	1. Explore the soil with tools and prepare the surface for planting 2. Explore the pathways by walking around to get familiar with garden environment 3. Planting a seedling with help from parents and adults who will remove it from its container, and label the plant 5. <b>Snack Time</b> - matured vege or fruit in the garden
	Week 6 Traditional Garden	Topic	Harvesting the garden
		Activity (Outdoor)	1. Observe the garden and determine the best time to pick up and eat 2. Learn to pull off the leafs or fruits 3. <b>Snack Time</b> - Making a salad with fresh vegetables and leafs from garden

Part	Timeline	Section	Teaching Garden Curriculumn
Farm	Week 7 Farm	Topic	Visiting a local farm
		Activity (Outdoor)	1. A field trip to a local organic farm and see how the professionals do it on a larger scale 2. <b>Snack Time</b> - Tasting the fresh fruit in the farm
Kitchen Related	Week 8 Kitchen	Topic	Kitchen Introduction
		Activity (Indoor)	1. Introduction of the kitchen environment and safety 2. Get Know the kitchen tools and ingredients 3. <b>Snack Time</b> - Tasting ingredients or dressing with fresh vegetables or fruit
	Week 9 Kitchen	Topic	Food Preparation
		Activity (Indoor)	1. Learn to prepare the food and learn to read the label of the food 2. Exercising with washing leafs and fruits 3. Understand the food nutrition combinations (Vegetables/Meat/Fruit) and the importance of vegetables or whole grains 4. <b>Snack Time</b> - Tasting fresh and washed Tomato
	Week 10 Kitchen	Topic	Cooking Dishes 1 : Omelette
		Activity (Indoor)	1. Prepare the Food 2. Follow the chefs introduction with cooking recipe (*cook healthy, affordable meals*) 3. <b>Taste - Omelette</b>
	Week 11 Kitchen	Topic	Cooking Dishes 2 : Tortilla de patatas
		Activity (Indoor)	1. Prepare the Food 2. Follow the chefs introduction with cooking recipe (*cook healthy, affordable meals*) 3. <b>Taste - Tortilla de patatas</b>
	Week 12 Kitchen	Topic	Cooking Dishes 3 : Poke bowl
		Activity (Indoor)	1. Prepare the Food 2. Follow the chefs introduction with cooking recipe (*cook healthy, affordable meals*) 3. <b>Taste - Poka Bowl</b>

## RECOMMENDATION – Hydroponic Garden at home



- Fewer pests and diseases
- Faster growth rate

- Less operation
- High quality of producing vegetables
- No chemical weed or pest control products are needed

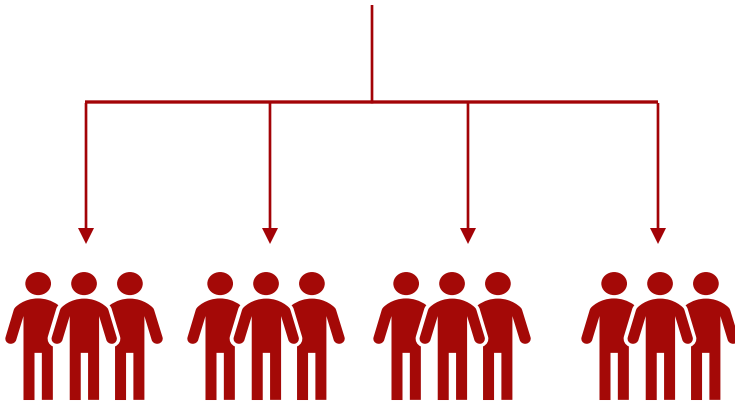


## RECOMMENDATION – Cohort

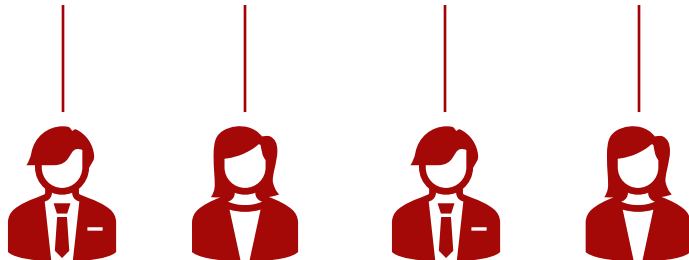
Organizer



Students x 12



Guardians



1. Convenient for parents to arrange their time;
2. Gain a sense of participation;
3. Ensure that each child receives enough attention;
4. Stratify students of different age groups for easier progress tracking.

# IMPACT

## Mental

Lead children and families to an appreciation of the natural world beginning the journey to strengthen their passion and understanding of plants

Enhance African-American community's eating habits thus further balance the social equality and social welfare system

## Physical

Gain the planting and cooking skills to become a lifelong gardener and cook

Continuous fresh food supply

Better Health with absorbing essential nutrition

Solve the problem of food supply for low-income families



# RISK



## Physical injury

There are slippery surfaces, knives, scissors, pointy thermometers, sharp forks, hot water, hot ovens, hot stoves, and heavy cast-iron pans...



## Uncooperative Attendants

Some of family members are unable to attend the meeting due to time conflict with their personal issues.



## Funding Issue

The unstable liquidity funding chain may interrupt the process of the program. This would lead negative impacts on the experience for students.



## Lack of Raw Materials

The shortage of fresh food supply may increase the financial pressure to the low-income family.



# Physical injury

## Implementation:

- We need to get kids in the kitchen without immediately exposing them to every potential hidden danger.
- **Some Child Kitchen Safety Rules**
  - No sharp knives for small children. Keep them out of reach and out of sight.
  - Teach children that the stove is hot! Even when turned off, it should not be touched or played around.
  - Give a kitchen tour of what is safe and not safe. Tell them what is not to be touched and any other advice for the kitchen.
  - Read recipe carefully and have ingredients, utensils and equipment ready before you begin.



# Uncooperative attendants

## *Implementation:*

- Parents are a critical role in the curriculum as they are teaching assistants and guardians at the same time.
- Since the curriculum encourages parents to attend classes, it is advised that they plan the schedule in advance or make the agreement and rotate the position of the guardian for each team.





# Funding issue

## *Implementation:*

- Volunteers will constantly call for fundraising.
- We would build connections with Chicago government and local African-American celebrities as they could be individual private donors of large portion of funding.
- The program could also attract many small portions of donations from many other regions.



# Lack of raw materials

## *Implementation:*

- Build partnership with Chicago Food Bank.
- The program of Healthy Student Markets from Chicago Food Bank is a market-style food distribution located around schools.
- Food Banks provide students and families who may not be able to afford food in the traditional grocery stores.



GREATER  
CHICAGO  
FOOD  
DEPOSITORY







**THANK YOU**

**Q&A**

# REFERENCE

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