Pre-work

Complete a broad needs assessment <u>for your target audience</u>. Use the following sources (and others) to answer the questions below. **All sources (at least 3) must be referenced and included.**

1. Concordia College student demographic data: CobberNet page (Institutional Effectiveness) - Fact Book section (Fact Book Pt. 2)
2. Concordia College students' health behaviors – Nat. College Health Assessment (Moodle)
3. Research studies looking at the bulleted items below as they relate to college students
4. Behavioral Risk Factor Surveillance System and other surveys of college-age students

Using the findings from your NA, thoroughly answer **ALL** of the following questions and include any additional information that will help you plan an EFFECTIVE nutrition education session.

1. Who is your target audience?
- Our target audience is college students in the dorms
    - 54.4% of the students surveyed in the 2019 survey are living in oncampus residence halls. We hope to reach 50% of that group but do know that it will be difficult with everything going on in the world. We could probably reach 15% of the students living in residence halls on campus for our program
2. What are the demographics?
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Residence Hall	Total Residence
Erickson Hall	151
Fjelstad Hall	77
Hallet Hall	171
Hoyum Hall	107
Livdalen Hall	170
Park Region	74

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Demographics of Undergraduates	Number
Students of color	199

Gender
    Female
    Male
    Not reported
	
	1,134
	805
	4

Minnesota Residents	1,302
International Students	88
Students residing on campus	1,021

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Race/Ethnicity of Undergraduates (domestic)	Number
American Indian or Alaska Native	13
Asian	40
Black/African American	58
Hispanic of any race	57
Native Hawaiian or Other Pacific Islander	3
Two or more races	28
White	1,584
Unknown/not reported	72

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Race/Ethnicity of Undergraduates (international students)	Number
Asian	22
Black/African American	22
Hispanic of any race	2
Two or more races	0

White	10
Unknown/not reported	32

- Average age of a Concordia Student: 21 years old

3. What are the most important nutritional problems?

- The most important problem is that a lot of students may not be able to afford healthy foods and just food in general.
- First semester the Food Pantry on campus was used 354 times according to their Instagram page. This is a number that can be increased

4. Who is at highest risk of these problems (specific group or all students)?

- All students are at a high risk for this problem.

5. How do **EACH** of the following behavioral or environmental factors contribute to these problems?

o Food preferences

- Students may not like the food they are serving in DS so they decide to eat in their dorm room. If they eat in their dorm room they may not have foods that would be sufficient for a whole meal and may not be able to afford those types of foods.

o Access to healthy/unhealthy options

- Students do not have access to foods and the foods that they have access to may be the cheaper unhealthy options. If they are wanting to eat in their dorms and they only have the unhealthy foods they are not able to make many healthy food choices that they could make if they utilized the Food Pantry.

o Social norms

- There is a stigma around getting help from anyone and it is for everyone not just college students. We as a society like to think that we are independent people. This can lead us to avoid using options like the Food Pantry on campus and thus leading to more of the inability to afford food. Or people like to go out to eat with friends and then their money's all gone and they have none left for groceries and are living off of whatever they have in their rooms.

o Nutrition knowledge and skills

- College students usually don't have much knowledge about nutrition and how they can use resources around them to make nutritious meals. Concordia just got the Food Pantry and it is not widely known around campus and it is not in plain sight to get to.

o Beliefs about nutrition and health

- People like to believe that getting help with food is bad and that they should be able to afford their own foods. That is not always the case when it comes to living on a college campus.

- o Lifestyle factors
- College students have lives that may make it harder for them to go to Dining Services or even go grocery shopping. Finding out the resources that are on campus that are available can help reduce this

Health Promotion Program (summary)

1. Goal: By increasing awareness, students in the dorms will increase the usage of the food pantry.
2. Objectives (2):
- Provide recipes to students in the dorms using ingredients from the food pantry to increase the use of the food pantry by 20%.
- Increase awareness of the food pantry by informing the participants on where the food pantry is located.
- Decrease the stigma surrounding the use of the food pantry.
3. Thoroughly explain your HP program by answering EACH of the following questions. You will need to make an educated guess for many of them, but do your best😊
  - o Explain your program (who, what, where, when, why, and how)
    Our program will be targeting Concordia students in the dorms. The purpose of our program is to increase awareness of the foody pantry on campus. We will be delivering our program in a classroom setting. Ideally, we would like to hold our program at the beginning of each semester. We will increase awareness of the food pantry by doing various activities to decrease the stigma associated with food pantries and to show participants how they can make meals using foods from the food pantry.
  - o How many people will be "using" our program?
    We are hoping that we will be able to reach 50% of the students living in the dorms (hypothetically).
  - o What resources will we need (people, materials, facilities, technology, etc.)?
    We will need to print out pre and post surveys, handouts and lists of recipes. We will also need access to a computer and a screen so we can show the participants our presentation. We will need to get a few drinks or snacks from the food pantry so we can give them out to the winners of the game we play at the end of our program. We will also need some prompt questions ready for our small and large group discussion.
  - o Will we need to train staff? If so, who will do this?
    We will not need to train any staff.
  - o Will there be eligibility criteria for the program?

Even though our program is geared towards students in the dorms, we will also accept other students that want to join the program.

o What levels of the SEM are we targeting? Explain.
We are targeting participants on the individual level, as we are trying to get them to use the food pantry more and cook meals for themselves. We are also targeting the community because we want to try and decrease the stigma around using the food pantry.

o What levels of intervention (build awareness, changing skills/behaviors, create supportive environments) will we focus on? Explain.
We want to build awareness throughout the program by bringing awareness to the food pantry and trying to decrease the stigma that is associated with it. We also want to talk as small and large groups with our participants to try and create a supportive environment where students will feel comfortable talking about their financial and food struggles.

o How will we market our program to our target audience (list at least 2)?
We created a poster about our program to put up in the dorms on campus. We will also add smaller flyers in freshman's orientation handout at the beginning of the year.

o What partners (at least 2) will we collaborate with and explain how?
We will be partnering with the food pantry and we would like to partner with Reslife. By partnering with the food pantry we can help them increase the number of students who use their facilities. We are also hoping that they will give us some different snacks and drinks as prizes for the game we will play with the participants at the end. By partnering with Reslife we hope that they can help get the word around about our program. We would also like them to help promote using the kitchens that are available in the dorms. RAs can do this by giving their floor a tour of the kitchen to show them where it is located. It would also be beneficial to show students how they can rent out all of the different kitchen utensils, pots and pans, etc.

o Will we need money? How much and for what?
We will need money to print off our posters in color (about $20).

o What incentives (at least 2) will we offer to increase participation?
We will be giving out a drink or snack to the participants that win our game at the end. We will also bring other snacks from the food pantry that the participants can eat during our presentation.

o How will we evaluate whether our program was successful (goals and objectives)?

We will have a pre and post survey so after the program we will look back at the surveys and see if the participants scored higher on all of the questions. We will also be evaluating what they learned using the game at the end of the program.

o How does your nutrition education session "fit" into the goals/objectives for your HPP?

Each of our activities is geared towards one objective.

Nutrition Education Lesson Plan

Topic: Increasing the Awareness of the Food Pantry

Behavior-change goal: Describe what you want participants to be able **TO DO** as a result of your education (big picture outcomes). Explain why you choose this goal based on your NA.

Participants will be able to make their own meals using ingredients from the Food Pantry.

From the Needs Assessment the Food Pantry was used 354 times in the first semester and students that live on campus might not have access to a vehicle to go get groceries. We know that not everyone that attends this lesson will go and use the Food Pantry but we can always hope that some of the participants will go and utilize the resources we have on campus for students. The Food Pantry is available for all students and people may think that they are not able to go because they don't meet certain requirements to go, and we will want to show them that it is open to everyone with a Concordia Student ID.

Determinants (see chapter 3): Describe two KEY determinants that will help/hinder your audience reach the goal. Explain why you choose these determinants based on your NA.

Attitudes/Beliefs

Students have that feeling of being the odd one out when they have to go access the Food Pantry of any kind. This comes with getting help from anyone, we as a society are not ones that like to ask for help. And since the Food Pantry has been used 354 times with over 1000 students living on campus that number is low. We intend to increase the usage of the Food Pantry by providing the information about what brought the Food Pantry onto our campus and why it is available to all students. The participants will be able to ask questions and will be freely able to discuss any concerns that they have towards using the Food Pantry during our lesson. We will leave time open for discussions and will not make anyone feel left out and make the area feel safe for

everyone.

Education/Knowledge

        The Food Pantry has a stigma around it that it is truly there for people that can't afford food. And that is completely false, the Food Pantry is a resource that is on campus and available to everyone who has a Student ID. This lesson will allow participants to learn about the Food Pantry in a non-bias way. We will show them how to get there and what they can make for recipes when they are getting foods from the Food Pantry. We want to be able to keep this resource available for as long as possible without force feeding it to anyone.

Learning Objectives: for each determinant, create <u>two</u> learning objectives using the info below.
Attitudes/Beliefs:

        Participants will feel more comfortable using the Food Pantry

        Participants will work towards reducing the stigma around using the Food Pantry
Education/Knowledge

        Participants will be able to identify where the Food Pantry is located

        Participants will be able to identify 2 recipes that they can make using foods/ingredients they obtain from the food pantry

  Lesson Activities: Create at least two INTERACTIVE activities in which your audience will learn the content necessary to meet your set objectives. Clearly explain each activity and which objectives are involved.

        Large group discussions: aimed towards the stigma around using the food pantry and how we as a group of individuals can reduce that stigma and get more use out of the Food Pantry. Having a large group discussion aimed towards the recipes that we found and the ones that they found within their small groups

        Visually walking to the Food Pantry: using the Powerpoint to show the participants how to get to the Food Pantry for those that may not know exactly where it is located

        Small group discussions: Also having them talk in small groups about recipes they can make using foods they find within the Food Pantry

Evaluation: Create a plan for how you will evaluate each of your learning objectives. This could be a pre/post survey, worksheet, or other method. **Include your evaluation tool as a separate document**.

      o If using a survey, it must be easy to understand and well planned.

o **Make sure that your questions "match" your objectives.** You may use any technique, including short answer, matching, fill in the blank, multiple choice, drawing, use of food models, demonstrating skills (cutting, measuring) etc.

Complete the table to show the alignment of your goal, determinants, objectives, activities and evaluation.

BC Goal	Determinant	Objective	Activity	Evaluation
Participants will have the necessary recipes and resources to make their own meals using ingredients from the food pantry.	1. Attitudes /Beliefs	1. Participants will feel more comfortable using the food pantry.	1. Large and small group discussion.	1. We will assess this by looking at the participants pre and post surveys and comparing their answers.
		1. Participants will work towards reducing the stigma around using the food pantry.	1. Small group discussion.	1. Large group discussion.
	2. Education/Knowl edge	2. Participants will be able to identify where the food pantry is located.	1. Information will be on the power point we will be showing participant s.	1. Our kahoot at the end will assess their knowledge about where the food pantry is located.
		3. Participants will be able to identify two different recipes they could make using foods from the food pantry.	1. We will show them a few recipes we came up with then we will ask them to come up with 1 or 2 of their own.	1. Have them share their recipes that they found/ thought of.

Lesson Plan Summary

Explain IN DETAIL each section of your lesson plan, including what you will say/do and all planned activities (see chapter 3 for help designing activities based on determinants). Complete the table below to help organize your plan (revise the table as needed to fit your needs).

Introduction:
We will start our lesson by having participants fill out a pre survey asking them various questions about how comfortable they feel about using the food pantry. At the beginning, we will also show them a short video about how important food pantries are and how many people they help every year. We will make sure they understand our goal by reiterating what they say in the video and by giving them statistics on how many people actually use our food pantry on campus. We will do large group and small group discussions and we will talk about the food pantry and try and reduce the stigma around food pantries. We will also show them different recipes they can make in their dorms using the foods that are in the food pantry right now. We will show them pictures of the food pantry so they can see what it looks like and they can see what types of food they usually have in stock.

Body: Explain the activities learners will do to help them improve a determinant (objective) to reach the BC goal. What will you say and do during each activity? What materials will you need?
First, we will get into small groups (if there are enough participants) and we will have a few prompt questions to have them answer in their group. We will walk around and listen to the groups and join their discussion if needed. We will then return to a large group discussion and the participants what they talked about in their groups. The next activity we will be doing is showing the participants pictures of the food pantry so they are able to see what types of food they have. After showing them the types of food they have, we will then ask them if they can come up with any recipes they would like to make in their dorm rooms or in the dorm kitchen using foods from the food pantry. After they have listed off some of their ideas we will give them easy recipes that we came up with using foods from the food pantry. Lastly, we will have the participants play a Kahoot game to assess their knowledge.

Conclusion: Explain how you will wrap up your lesson and get your learners excited about reaching the goal.
By increasing awareness, students in the dorms will increase the usage of the food pantry. This is important because the resources the food pantry has to offer is not being used by very many

students. Students are usually on a very tight budget so using the food pantry can help keep food costs low. By knowing where the food pantry is, it will be more accessible to students. After talking about the food pantry and decreasing the stigma that it comes with, students will feel more comfortable using the food pantry's services. Coming up with new and fun recipes can help you know what types of foods you are looking for when "shopping" in the food pantry. Lastly, the game will help re-state the importance of the food pantry and help assess the new knowledge the participants will have after the program.

Materials: List **all** materials that will be needed (visual aids, handouts, evaluation, food, plates/utensils, worksheets, computer, food models, etc.)
- Presentation
- Pre and post survey
- Pictures of inside of the food pantry
- Game for the third activity
- List of 3 easy recipes participants can make using foods from the food pantry
- Prompt questions for the large and small group discussion
- We will need a computer to access the presentation
- A few snacks or drinks from the food pantry to give out as prizes for the game

	Time	Objective(s)	Task/Activity	Materials Needed
Introduction	0-10 minutes	Participants will feel more comfortable using and talking about the food pantry.	and give them the pre survey. After they fill out the survey we will have them get into small groups and answer prompt questions.	We will need the pre survey printed out and we will have to make sure we have enough copies.
Body	10-15 minutes	Participants will be able to describe where the food pantry is located.	We will show the participants where the food pantry is located.	We need to take pictures in knutson to show the participants where exactly to go and how to get there.
	15-30 minutes	Participants will be able to identify two different recipes they could make	We will show the participants pictures of the shelves in the food pantry so they can see what foods they have. We will then walk the	We will be taking pictures of inside the food pantry so the participants can see what foods they have.

		from the ingredients at the food pantry	participants 3 recipes that we came up with that they can make in their dorm rooms or the dorm kitchens. We will then ask the participants to get into small groups and come up with 2 recipes they think they would want to make using the foods they have in the food pantry.	
	30-40 minutes	Participants will revisit all of the information we went over.	Kahoot	Kahoot game.
Conclusion	40-45 minutes	Participants will be able to explain where the food pantry is on campus, identify two recipes they can make using the ingredients from the food pantry. Lastly, participants will feel more comfortable using the food pantry.	For the conclusion we will restate the most important information we went over during the session. We will also go around the room and have each participant share with the group one thing that they learned. Lastly, we will give them the post survey which will assess their knowledge on what we went over in the session and it will assess how comfortable they feel using the food pantry.	We will need the post survey printed out.

Supplemental Materials

(submit as separate docs)

1. Evaluation tool (pre/post survey or other)
2. Visual aid (see assignment sheet)
3. Handout (see assignment sheet)

Useful Sites

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https://www.eatrightpro.org/practice/practice-resources/public-health-and-community

· https://www.fda.gov/food/resources-you-food/health-educators
· www.eatright.org/about/content.aspx?id=10053
· www.eatright.org/nutritiontipsheets
· www.extension.org/families_food_fitness
· www.fruitsandveggiesmorematters.org/

Needs assessment	13/15	All questions (above) were answered thoroughly and references were included
Summary of HPP	10/10	All questions (above) were answered thoroughly and thoughtfully
Behavior Change Goal	2/2	Goal was CLEARLY based on the NA and clearly describes what participants will DO (what behavior will change)
Determinants (2)	4/4	Determinants were based on the NA and clearly defined and explained
Learning Objectives (4)	7/8	**All** objectives are 1) measurable, 2) based on determinants, and 3) explain actions that will help participants meet the overall goal.
Program Activities	20/20	**All** planned activities are 1) based on determinants/objectives, 2) relevant to audience, and 3) interactive and fun
Evaluation Tool	10/10	**All** objectives are measured, evaluation method/wording effectively measures one or more objective, questions are well-written and easy to understand
Alignment Table	4/5	Table is completed and displays a clear picture of how all pieces are aligned
LP Summary	10/10	Describes in detail the lesson from beginning to end, all bulleted points are included, and the **table is completed**.
Visual Aid	19/20	See separate assignment sheet
Handout	19/20	See separate assignment sheet
Total	119/125	

Accuracy of Content	All content is current, accurate and consistent with USDA DGs and MyPlate	3/3
Relevance to Audience	All content is relevant for target audience (age, income, ethnicity, etc.)	2/2
Interactive and Interesting	Visual aid is interactive and creative so that it "grabs" the audience's attention	5/5
Easy to Read and Understand	Visual aid utilizes words/phrases/concepts that are easy to understand (in this age group) from beginning to end	4/5
Relevant to Content	Visual aid is relevant to lesson content and clearly enhances learning	5/5
Total Score		19/20

American College Health Association. (2019). *Concordia College Executive Summary Spring 2019.* ACHA National College Health Assessment II. Retrieved from: https://moodle.cord.edu/pluginfile.php/1004652/mod_resource/content/1/NCHA%20SPRING%202019%20CONCORDIA%20COLLEGE%20EXECUTIVE%20SUMMARY.pdf
Concordia College. (2020). *Fact Book Part 2 - Student Enrollment.* Retrieved from: https://cobbernet.s3.amazonaws.com/files/resources/fact-book-part-2-fall-2020-final-20201207.pdf

Recipes

Oatmeal:
Ingredients:
- ½ cup oats
- 1 cup almond milk

To start, put oats and almond milk in a microwave safe bowl and mix together. After the ingredients are combined, put the bowl in the microwave for 3 minutes.

Add ins:
- Raisins
- Canned apple slices
- Canned peaches
- Granola

Pancake in a mug:

Ingredients:
- ⅓ cup of pancake mix
- 1 tablespoon of butter (or oil)
- 3 tablespoons of water

Melt butter in a large mug or bowl. Once the butter is melted, add in the rest of your ingredients and microwave for 1 to 2 minutes until the top of the mixture is no longer damp.

Add ins:
- Top with syrup
- Top with chocolate chips
- Top with fruit

Chicken burrito bowl:

Ingredients:
- Canned chicken
- Rice
- Can of refried beans or black beans
- Can of corn

Start by making the rice according to the package. After the rice is done cooking, open your can of chicken and warm it up in a separate pan (can also warm it up in the microwave). After your chicken is warmed up add some corn and beans to the pan and let it all cook together. After everything is cooked, add your rice to the bottom of the bowl and then top it with your chicken, bean and corn mixture.

Add ins:
- Top with cheese
- Top with salsa
- Top with sour cream
- Top with lettuce

Prompt questions for the discussion portion of the lesson:

1. Have you ever used the food pantry on campus?

2. Do you think you would ever use the food pantry on campus?

3. Have you ever used the kitchens in the dorms?

4. Do you know how/where to rent supplies to use in the dorm kitchens?

5. Do you know who is eligible to use the food pantry?