Session Time: 50 min

Connection: 5 min
Objective 1: 10 min
Objective 2: 20 min
Objective 3: 10 min
Review: 5 min

Materials Needed
- *every student will need paper and a writing utensil
- sticky notes
- wall poster or whiteboard
- markers
- food products
- team prizes: candy, snacks, gift cards, swag, etc.

Visuals to Create
- Food pyramid pairing (attached) - can print out one per team or create poster versions for a more interactive option
- Map of community resources

Special Notes
Detail audience needs, special considerations, A/V equipment, or other needed resources.

Session Outcomes

Overall Goal:
Students will know their resources on and off-campus and identify ways to improve their nutritional habits while a student.

Objectives:
1. Students will be able to explain how a healthy diet influences their health and prevents disease.
2. Students will be able to make a meal prep plan and think of nutritional meals on a budget.
3. Students will be able to identify community and campus resources to meet their needs.
4. Students will be able to write out a SMART goal towards improving their daily nutritional habits.

Connection (5 min)

Sticky Situation
Pass out 2-3 sticky notes to each student.
Direction set: “On your sticky note, write down one or two things that might limit you from getting enough water or healthy foods in your day. Once you have these, stick them on the wall behind you. You’ll have until the end of this song to do so.”

MUSIC: exciting, optimistic tone

After the song ends, go around the room and read some of the sticky notes. Encourage students to snap in agreement with the ones that resonate with them.

Preview
“As you can see, it can be difficult to meet some of our most basic needs as a busy student with limited resources. Today, we’ll be sharing some resources that we have as students to help us develop healthy habits and meet our nutritional requirements while in college. In our time together, we’ll talk about specific steps we can take daily, how we can plan healthy and efficient meals, and share some support and resources on and around campus that are available to us all.”

“Additionally, this entire workshop will be a competition. We will break you all into teams and assign you tasks throughout the next hour. We will be keeping score, and the winning team after each objective will receive a prize.”

Split students into groups of 4-6.

Transition: “Let’s start by seeing if you all know what you should be eating and achieving each day to meet your body’s needs.”

Objective 1: Students will be able to explain how a healthy diet influences their health (10 min)

Support
Quick nutrition trivia

Give each team a mini whiteboard or blank pieces of paper. Ask them the following questions one at a time and have them brainstorm their answers as a group. Give them 30-45 seconds to discuss and write an answer down. All teams share their answers and the team with the closest answer earns the point. The team with the most answers by the end of the questions wins.
How many hours of sleep should you get each night?
7 or more

How much of your plate should be fruits and vegetables at each meal?
Half

How much protein should you eat each day?
⅓ gram per pound bodyweight
(For someone who is ~160 lbs, this is equivalent to 1 c milk + serving of beans + ⅓ c cottage cheese/yogurt + and one small serving of meat)

How many servings of grains should you get each day?
3-5 servings

How many cups of dairy food groups are recommended for adults each day?
3 cups

https://www.myplate.gov/eat-healthy/what-is-myplate

Learn the importance of healthy nutritional habits.
Review basic nutrition needs and recommended daily intake according to the USDA MyPlate program.
Identify ways to improve daily eating habits.

Application
Discuss as a group

Do you think you meet these daily requirements each day?
What prevents/helps you do so?
How can you incorporate each element of the food pyramid into your day?
Do you get three meals a day? How can you ensure you meet your dietary benchmarks?
What tips or tricks do you use?

If you have a campus nutritionist/dietician, you can discuss their services here.

Additional recommendation: MyPlate App

MUSIC: select song here

Objective 2: Students will be able to make a healthy meal on a limited budget (20 min)

Support
Create a meal with 3 staple pantry items.

Preparation: Leaders will need three ingredients for three groups of students for a total of nine ingredients. These can be actual food, plastic models of food, or printed clip art photos. All ingredients should be readily accessible at a food bank or food pantry- so foods with a long shelf life. We recommend a grain, a protein, and a veggie or starch for each meal basket. Some examples include:

Give students 10-15 minutes to brainstorm a potential meal with their ingredients. Students should write down/discuss how they would prepare the meal, which ingredients they would include, and how many servings they estimate it would provide. Students must use all of the basket ingredients as the main components of the meal but may include 2-3 additional “minor” ingredients such as onions, olive oil, flour, milk, broth, etc. to pull the meal together. They can include any spices they can come up with.

Once finished, student groups will present the meal preparation, serving estimates, and how they might be able to use leftovers, etc. Workshop leaders will judge meals based off the following criteria:
- You can eat a nutritious, well-rounded diet on a budget
- Even with restricted time, meal prepping is realistic.

Point

- Were all ingredients used?
- Does the meal seem relatively healthy based on objective 1’s discussion?
- How creative is the meal? (on a scale of 1-5)
- Would you actually eat this meal?
Application

Discuss cost of food items and where to get them, in addition to other affordable options

MUSIC: QUIET BACKGROUND REFLECTION

Share the average price of each item and let students know that each item is regularly available at the food pantry/food bank.

Ask students:
- “Which meal sounds like the best?”
- “What was challenging about creating a meal with these ingredients?”
- “Do any of you currently prepare your own meals? What are your favorite easy meals?”

You all just came up with some recipes that you can take home or prepare on your own. Additionally, most of these ingredients and similar products are easily accessible and available at most food pantries and food banks.

TRANSITION: Next, we’re going to see if you all know where these places are or how to access them.

Objective 3: Students will be able to list on and off-campus resources available to them (10 min)

Support

X marks the spot

Divide the entire group into two or more groups. Each group should have a blank map of their town, with unlabeled markings where they will place representations of their campus and community resources. The goal is to create an accurate map showing where each organization is located. In doing so, students will become familiarized with what is available, as well as where they are located.

Preparation: Leaders should print blank maps of their location and identify at least 6 separate spots where students could turn to when looking for nutritional support (Ex: Foodbank, food pantry, shelters where food is served, the government office where applications for state or federal assistance is accepted, school wellness centers, nutritionists, etc.). Each resource should have a separate model like a piece of paper with a photo on it or a simple label, i.e ‘FOOD BANK’. The available areas on the map should be distinguishable by some sort of nearby landmark (rivers, mountains, recognizable buildings) and large enough to attach the labels. The labels should have some form of attachment such as tape.

Instructions: You all have 45 seconds to correctly label your map with the campus and community resources provided to you. After the 45 seconds is up, all group members must step away and take their hands off. After everyone is finished, leaders will check and correct the map to the proper locations.

Point

Know where to turn to for nutritional support.

After completing the activity, students should know at least 6 places that would be available to them for low-cost assistance in reaching their nutritional needs and goals. Further, they should have a general idea of where each is located to plan their transportation accordingly.

Application

Conclude the activity with a group share that breaks down each location. For each place, have members of the group speculate as to the unique offerings of each place- providing guidance or additional information as necessary. To finish, offer some provoking questions that can be generalized to all of the resources such as, “who are these services available to?” or “where can you find a means of transportation to reach these places?”

Review (5 min)

Write it on the wall

“A SMART goal is one that is specific, measurable, accurate, realistic, and timely. Instead of writing out a generic goal like “I want to eat more vegetables,” we would give ourselves a specific and measurable goal like “I want to eat a side of vegetables at three of my meals this week.” This is a goal that we can reflect on and can give a definite yes or no when asked if we have achieved it. Do you all feel like you could write your own SMART goal?

Let’s think back to the beginning of our time together and remember what we wrote on our sticky notes. Take the time during this next song to think of a SMART goal towards overcoming your challenge you wrote on your sticky note. Be sure to include the resources you’ve learned about and how you could utilize one of them. Once you have yours, find a marker and write it on the board.”
After students are finished writing, facilitate a group share and ask student volunteers to share their goal, something interesting they learned, or something that was surprising to them. Thank them for their engagement and encourage them to look over the pamphlets and share the information they learned with friends. Or try out some of the recipes from Objective 2!

*Hand out PDF of resources and give a brief overview of what’s inside*