

The background is a solid light blue color. There are two large, white, stylized swirls. One is in the top right corner, and the other is in the bottom left corner. The swirls are composed of thick, curved lines that spiral outwards.

FONTEVILLE COLLEGE

FOOD INSECURITY

Shelby Hearn (Team Leader), Bianca Cerda,
Jasmine Zenn, & Lauren VanNess
- Texas A&M University -

ACTIVITY

"HOW MUCH DO YOU GET?"





REFLECTION QUESTIONS

HOW DID YOU FEEL DURING THIS ACTIVITY?

HOW DID YOU FEEL ONCE THE ACTIVITY WAS
OVER?

IN WHAT WAYS CAN THIS BE RELEVANT TO OUR
INTERACTIONS WITH STUDENTS ON COLLEGE
CAMPUSES?

LEARNING OUTCOMES:

Participants will be able to:

- Define food insecurity in the context of college campuses
- Explain factors that can lead to food insecurity in college students
- Describe effects of food insecurity on health and well-being
- Implement practices to help students fight food insecurity





DEFINITIONS

FOOD INSECURITY

is a lack of consistent access to enough food for an active, healthy life. This includes: 1. The availability of nutritionally adequate and safe foods, and 2. The assured ability to acquire personally acceptable foods in a socially acceptable way.

HUNGER

a personal, physical sensation or condition of discomfort in which people do not get enough food for fully productive, active lives.

OTHER TERMS

Chronic Food Insecurity- long term, persistent lack of adequate food

Transient Food Insecurity- short term or temporary food deficit

Seasonal Food Insecurity- cyclical pattern of inadequate availability and access to food

STATISTICS



In 2018, an estimate 1 in 9 Americans were food insecure, equating to over 37 million Americans, including more than 11 million children



Hunger on Campus found that 48 percent of students faced food insecurity in the previous month, with 22 percent reporting “very low levels of food security that qualify them as hungry.”

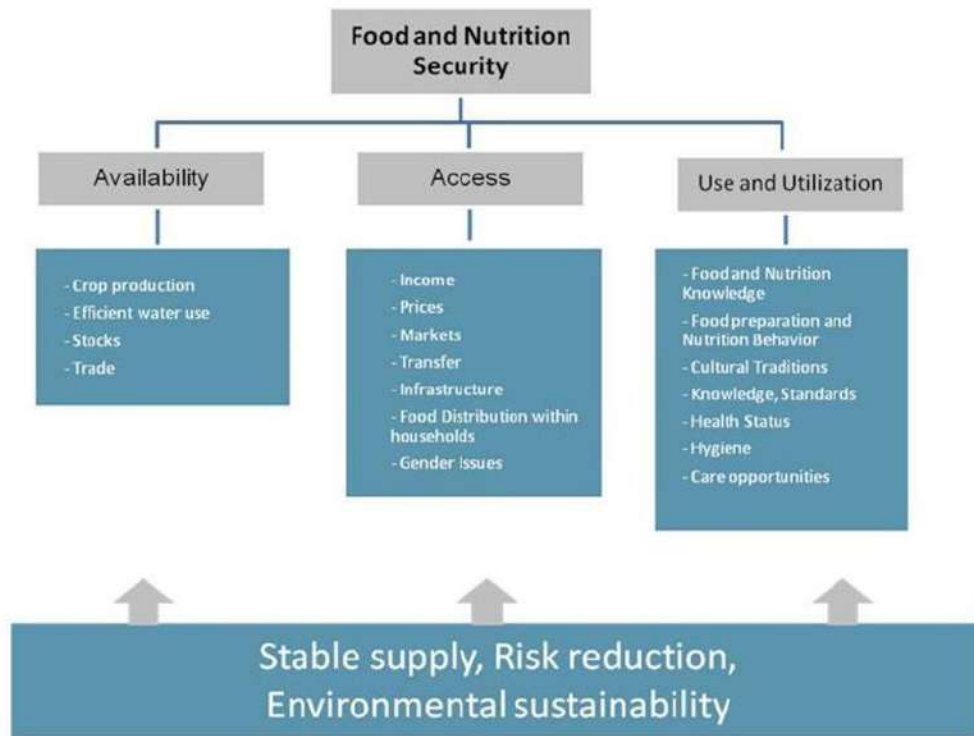


ACCU found that Students who received Pell Grants, were listed as independent from their parents on FAFSA forms, had children, were divorced, had parents who did not earn a bachelor’s degree, were convicted of a crime, lived in foster care, had disabilities or medical conditions, or were employed are more likely than peers to experience basic needs insecurity.



“The majority of students who experience food insecurity 68 [percent] are employed. . . . Also, among working students, those who experience basic needs insecurity work more hours than other students.”

REASONS FOR FOOD INSECURITY



(Source: modified after FAO)

CAMPUS DEMOGRAPHICS

WHAT DOES THIS MEAN FOR OUR
POTENTIAL FOR STUDENTS WITH
FOOD INSECURITY?

Brownsville, TX



Enrollment: 29,113

Undergraduate: 25,137

Master's: 3,068

Doctoral: 439



23% of student population are Nontraditional



Gender:

Male: 12,211

Female: 16,902



75% of students receive Pell Grant Aid



Ethnicity

White: 951

Black: 224

Hispanic: 26,027

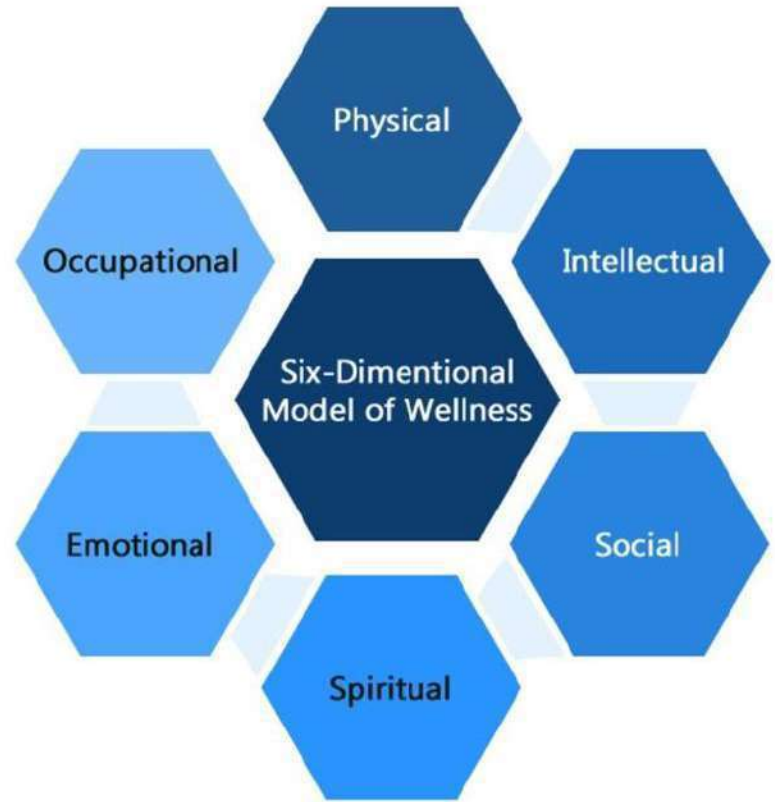
Asian: 433



31% of students live on campus

STUDENT DEVELOPMENT THEORY

HETTLER'S SIX-DIMENSIONAL MODEL
OF WELLNESS (1980)





THINK, PAIR, SHARE

HOW MIGHT FOOD INSECURITY HINDER
ACADEMIC SUCCESS?

WHAT CAN THIS MEAN FOR OUR STUDENTS?

DO YOU THINK FOOD INSECURITY PLAYS A
ROLE ON A STUDENTS MENTAL HEALTH?

EFFECTS OF FOOD INSECURITY



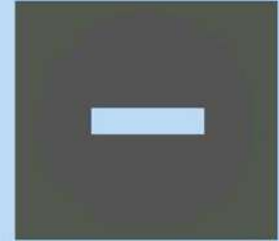
Increased mental health issues



Taking a nap instead of working on classwork to forget about hunger pain



Students who experienced food or housing insecurity were less likely to earn A's and more likely to earn B's, C's, or below



55% of students did not have sufficient funds to purchase required textbooks, 53% missed their courses, and 25% dropped courses.

WHAT CAN WE DO AS STAFF & FACULTY

- Have readily accessible baskets full of snacks (e.g., raisins, apples) located in student services and convenient locations across campus.
- Have flyers for dates local pantry is open
- Support donation drives
- Volunteer for a cause
- Advocate for students and address common misconceptions
- Know the resources around campus and refer students to proper channels
- Educate the campus about food insecurity issues

WHAT CAN OUR STUDENTS DO

- Get the word out about campus resources to friends
- Stay knowledgeable about resources and refer people you meet
- Volunteer for events
- Donate leftover goods if you have them
- Be mindful of someones lived experience

PROGRAMS

FORTEVILLE IS IMPLEMENTING

Current Initiatives:

- One Cup Cooking
- Crockpot Cooking

Future Initiatives:

- Swipe Out Hunger
- Campus Food Pantry
- Cooking Classes with Dining
- Donation Drive Competitions between student activities





ELEVATOR PITCH ACTIVITY

Get into a group of 4 people and come up with a 1 minute elevator pitch that you could give to a classroom of students about food insecurity. Must address how it affects people, why it matters to know this, and what they can do to help. One person will share!

CAMPUS CONTACTS

PARTNER'S INFORMATION

MENTAL HEALTH RESOURCE CENTER

415-893-1234

Mentalhealth.fontv.com

DEPARTMENT OF RESIDENCE LIFE

415-893-2345

residencelife.fontv.com

DEPARTMENT OF STUDENT ACTIVITIES

415-893-3456

Stuact.fontv.com

CAMPUS DINING

415-893-4567

dining.fontv.com





[https://create.kahoot.it/share/
79d15834-ab41-4fbf-a8c3-
a01e9309bb18](https://create.kahoot.it/share/79d15834-ab41-4fbf-a8c3-a01e9309bb18)





SURVEY

REFERENCES

Feeding America. (2020). Hunger in America 2020.
<http://www.feedingamerica.org/hunger-in-america/our-research/hunger-in-america/>.

Hettler, B. (1976). National Wellness Institute: The Six Dimensions of Wellness Model. Retrieved from http://www.nationalwellness.org/?page=Six_Dimensions

USDA National Agricultural Statistics Service, 2019 Census of Agriculture. Complete data available at www.nass.usda.gov/AgCensus.



FONTEVILLE COLLEGE

FONTEVILLE EATS

Shelby Hearn (Team Leader), Bianca Cerda,
Jasmine Zenn, & Lauren VanNess
- Texas A&M University -

LEARNING OUTCOMES:

- Students will be able to learn new techniques for minimizing food insecurities through different ways to plan out meals and cooking methods.
- Students will be able to identify new methods that assist others in their food insecurities.
- This program will assist students who engage with food insecurities and give them the opportunity to learn more about the options there are when it comes to how to cook food in different capacities.





CROCKPOT COOKING

STUDENT CENTER 123
PICKUP TIME 12PM-4PM

FEBRUARY 14TH MARCH 27TH
FEBRUARY 28TH APRIL 10TH
MARCH 13TH APRIL 24TH

**CHECKOUT A CROCKPOT AND
MEAL FOR THE WEEKEND!**

  FOLLOW US @FONTVILLEEATS



ONE CUP COOKING

STUDENT CENTER 123 10AM-2PM

FEBRUARY 3RD MARCH 30TH
FEBRUARY 17TH APRIL 13TH
MARCH 2ND APRIL 27TH
MARCH 16TH

**COME LEARN HOW TO COOK AN
EASY QUICK MEAL IN A MUG**

  FOLLOW US @FONTVILLEEATS

CURRENT INITIATIVE LOGISTICS

HOW DO THESE PROGRAMS WORK?

Crockpot Cooking: Students will receive a crockpot with meal ingredients and instructions after completing a sign up form. This program will allow students the opportunity to learn more about a new and easy method in cooking.

One Cup Cooking: Students will come to events hosted on campus that supplies students with the cup, ingredients, instructions, and microwave to make a one cup meal. After eating the meal, students can leave their mug and take a copy of the recipe to recreate in different spaces. This program will allow students the opportunity to learn more about a quick and effective method in cooking.

Benefits to Campus

Decrease in number of hungry students that attend institution, which improves overall quality of life of students

Increase in knowledge and awareness of different and crucial issues facing student populations

New program that helps bridge gap between food insecurities and students who are battling with those insecurities

BUDGET

Programming - \$2,000

Events, Peer Mentors, & Activities

Expenditures - \$200

Office expenses & Supplies

Flex - \$800

Note: Staff pay is not included in this budget.





FUTURE INITIATIVES

Partner with Student Activities
or Dining to teach cooking
classes for free

Bring in student orgs that love
to cook (Can go towards service
requirements for student orgs)

Donation drive competitions
between student organizations
and residence halls

Swipe Out Hunger

Follow Us & Contact Us



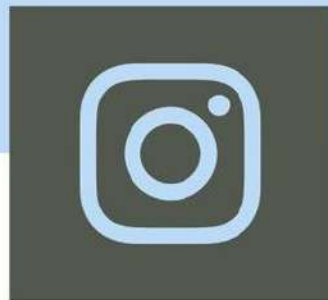
TWITTER

@FONTEVILLEEATS



LOCATION

Student Center Rm 220
415-220-6175



INSTAGRAM

@FONTEVILLEEATS

Presentation Notes

Slide 1 Title Page

Slide 2 Activity: lead an activity where others will participate in an activity designed to increase their awareness and sensitivity to the existence of hunger around the world. Depending on how many people this activity is for, the quantities of each material will vary. For the purpose of this explanation, we will use a total of 20 people.

Material needed & Preparation:

M&Ms and 20 lunch-sized paper bags or cups with lids

Distribution:

6 bags- none (leave completely empty)

7 bags- a handful of M&Ms

6 bags- two handfuls of M&Ms

1 bag- M&Ms fill the entire bag or cup

Procedure:

1. Pass out snacks randomly
 - a. Explain to the participants that they are going to get a snack for today's meeting and they should not be opened or tampered with until they are given instructions to do so.
2. When every participant has received a bag, instruct participants to open their bags.
3. Ask: what happened?
 - a. After initial shock and confusion wears off, tell the participants they have a few minutes to work out a fairer distribution system. Encourage them to work out a way to share their snack as a group, and praise their efforts.
 - b. NOTE: If participants work well and easily distribute the food, explain this isn't as easy in real life. If participants struggle to complete this task, explain this demonstrates the difficulty of getting people to work together to share resources.
4. Explain the unequal distribution of food.
 - a. Discuss with participants their feelings about receiving their portion size of the snack.
 - b. Explain this is an activity to help us understand that, in many countries, including the United States, there is an unequal distribution of food.
5. Ask: What did you feel as you realized that food had been distributed unequally?
6. Discuss population and hunger
 - a. The world produces enough food to feed everyone, yet many of the hungriest countries are not as densely populated as well-fed ones.

- b. Explain hunger is not a symptom of overpopulation, but rather of the unequal distribution of resources.
7. Read:
- a. 31% of households must choose between food and education every year (Feeding America, 2019)
 - b. A 2015 study by the Urban Institute found that of students who are attending 4-year colleges:
 - i. 11.2% faced food insecurity
 - ii. 13.5% faced food insecurity in a vocational school
 - c. These students are more likely to be of a minority background, suffered food insecurity as children, were enrolled in an undergraduate program and suspended their education at least briefly due to the financial constraints.
 - d. In a 2017 study more than 30,000 college students half 2 years, half 4 years, are food insecure. While 14% are battling homelessness on top of hunger.

Slide 3 Activity Debriefing: Reflection Questions

- a. After the activity, the students will engage in an open discussion with a few reflection questions about the activity

Slide 4 Learning Outcomes

Slide 5 Defining terminology

Slide 6 Statistics

Slide 7 Reasons for Food Insecurity

- a. The presenters will go over the model in-depth and explain the importance of these factors in relation to our campus population.

Slide 8 Campus Demographics

Slide 9 Student Development Theory

- a. Presenters will discuss Hettler's 6 dimensions of well being and discuss the different aspects. Next, presenters will explain where food insecurity fits into the model (physical dimension) and how food insecurity can affect the other dimensions for a student's well being

Slide 10 Think/Pair/Share

- a. The students will break up into groups with individuals around them and review the three questions on the slide in regards to the Hettler's 6 dimensions

Slide 11 Effects of Food Insecurity

- a. The students will learn the effects of food insecurity and how it can affect a student's everyday life.

Slide 12 What can we do as Faculty & Staff?

- a. This slide will present initiatives that faculty and staff can do to raise awareness of food insecurity and help students that struggle with food insecurity.

Slide 13 What can we do as Students?

A. This slide will present initiatives that students can do to further learn about how to gain more knowledge about food insecurities and educate others

Slide 14 Programs that Fonteville is implementing

- a. The programs listed on the slide will be events that we will host for students to tackle food insecurities on campus and future initiatives

Slide 15 Elevator Pitch Activity

- a. The students will break up into groups with a maximum of 4 students in each group and create an elevator pitch that gives a small summary of what is food insecurity

Slide 16 Contact Information

Slide 17 KAHOOT:

The short kahoot will be utilized to ensure participants learned during the activity by asking questions related to the presentation. <https://create.kahoot.it/share/79d15834-ab41-4fbf-a8c3-a01e9309bb18>

Slide 18 Survey

- a. The survey will help the presenters assess their delivery method and how the presentation can improve



<https://docs.google.com/forms/d/e/1FAIpQLSd8KBO5WYcvjENSIYQFd15r65e3vQiJrqIOuiyD1UKdVrWLSw/viewform>

Slide 19 References

Slide 20 Transition Slide

Slide 21 Program Title Slide

- a. This presentation will be given to important stakeholders to learn more about our program

Slide 22 Learning Outcomes & Goal

- a. These learning outcomes are the students that will be attending the programs as well as what the programs are intended to achieve

Slide 23 Flyers for events

Slide 24 Logistics, Event descriptions

- b. This slide will go in depth the about the two programs Crockpot Cooking and One Cup Cooking

Slide 25 Benefits to Campus

Slide 26 Program Budget Allocations

Slide 27 Future Initiatives

Slide 28 Social Media Information

References

Feeding America. (2020). Hunger in America 2020. <http://www.feedingamerica.org/hunger-in-america/our-research/hunger-in-america/>.

Hettler, B. (1976). National Wellness Institute: The Six Dimensions of Wellness Model.
Retrieved from http://www.nationalwellness.org/?page=Six_Dimensions

USDA National Agricultural Statistics Service, 2019 Census of Agriculture. Complete data available at www.nass.usda.gov/AgCensus.