



# A FRESH START to a **Healthier You!**

**A Fresh Start to a Healthier You!** is a holistic adult-learning series that uses practical experience and information to help change lives and improve health. Participants also gain support and understanding from the instructor and other participants while learning how to provide safe, healthy, and economical meals for their families and themselves.

A part of the Better Living for Texans (BLT) program, **A Fresh Start to a Healthier You!** includes research-based lessons that integrate the importance of healthy nutrition with an emphasis on increasing fruit and vegetable intake, physical activity, food safety, and food resource management. The Texas Health and Human Services Commission, the USDA Supplemental Nutrition Assistance Program, and Food and Nutrition Services sponsor this program.

## Goals

1. Participants will adopt Fight BAC! food safety principles.
2. Participants will prepare and eat fruits and vegetables more often.
3. Participants will improve their ability to cook nutritious meals.
4. Participants will reduce the amount of money they spend on groceries.

To complement and support each session, participants will take home:

- ✓ Support of friends
- ✓ Confidence to cook healthy meals for their children and family
- ✓ Pocket guide with practical cooking and shopping tips
- ✓ Incentive item
- ✓ Recipe(s) for success in the kitchen!

After completing this series (three or four sessions, determined by the instructor), the participant will receive a certificate of completion and *A Fresh Start to a Healthier You! Creating Safe and Healthy Meals on a Budget* cooking magazine loaded with recipes and tips on basic cooking skills, meal planning on a budget, and nutrition facts for cooking up family fun in the kitchen.

The **A Fresh Start to a Healthier You!** curriculum is composed of three sessions, with an optional fourth session that can be taught as a celebration/bonus session 30 days later where participants can complete a follow-up survey.

Do not deliver the three sessions in one day. Allow time to pass between each session so participants can adopt what they have learned.

Learning sessions consist of

- ◆ **Timing:** Sessions are designed to last 45 minutes to 1 hour, although shorter or longer sessions can be adapted by the educator. Other factors that might affect the timing are the size of the group, the assistance of an interpreter, or sponsor or host needs.
- ◆ **Format:** The *Navigating for Success* 4-A format (anchor, add, apply, and away) provides the outline for each session. See page 5 for more information on the 4-A format.
- ◆ **Educator-led:**
  - Talking Points: Statements and questions engage participants in dialogue while teaching the session objectives and basic cooking skills.
  - Activities: Instructors choose one or more of the suggested activities based on the time allowed for each session.
  - Hands-on cooking/cooking demonstrations: Interactive segments provide opportunities for class participation and conversation that reinforce the key objectives of the lesson.
- ◆ **Pocket guides/handouts:** Participants receive printed materials that support key points from each session.
- ◆ **Incentive items:** Participants receive an incentive item for each session that supports that session's content.

◆ **Recipe(s):**

- Recipes highlight vegetables and fruits, which can be fresh, canned, frozen, or dried.
- Instructors choose a recipe for the assigned meal in each session. It can be prepared by the participants during a hands-on cooking segment, in a cooking demonstration, or ahead of time as a taste sample, depending on the time allowed and the site facilities.
- Recipes for food samples remain within the program guidelines.

◆ **Participant surveys:** Better

Living for Texans focuses on helping participants make positive behavior changes. To identify the effectiveness of this learning series curriculum as indicated by the participants' behavior changes, have the participants complete the pre-, post-, and 30-day follow-up surveys.

- Pre-survey: Have participants complete the pre-survey at the beginning of the first session.
- Post-survey: Have participants complete the post-survey at the end of the third session.
- Follow-up survey: Have participants complete the 30-day follow-up survey during the fourth session or by phone.

Explain to participants that in completing the surveys

- There are no right or wrong answers.

- The same survey will be given again at the completion of three sessions.
- The purpose of the survey is to help us know if the information discussed is helpful and useful.
- They need to answer questions on both the front and back of the survey.

Allow participants enough time to finish the surveys; collect them when completed. The demographic information on the front of each survey helps match up pre-, post-, and follow-up surveys taken by one individual. The instructor can then compare each participant's behavior changes for making health and nutrition choices throughout the series. *Please note, to keep participants' responses anonymous,*

*ask them to not write their names on the surveys.* The surveys will then be entered into the Qualtrics database.

◆ **Participation Waiver and Media Release:** Have each participant sign a waiver and media release form.

- The waiver explains to participants who are taking part in any of the hands-on activities or food prep that potential hazards could occur, releasing you and other partnering agencies and facilities from these hazards.
- The media release form allows the educator to take photos and videos of participants and reproduce them for marketing and other media outlets.

# Navigating for Success Elements

**VOICE Principles**—Use the BLT Welcome poster (17-inch × 14-inch) and VOICE by CHOICE Principles handout or poster during BLT programs. Posters and handouts are available from the AgriLife Bookstore. Review the VOICE principles (below) before sessions.

**Say:**

**V = Voice by Choice** You will not be called on individually to speak in front of the whole group or answer a question. We do expect you to participate with partners and in small group activities.

**O = One, Two, Three, Four, Five**

This is how long I will wait for a response from the group. I invite you to share and will wait for your responses. We will listen to as many of you who want to share within the time allowed. If no one wants to share, we will move on to the next activity.

**I = Inclusion**

We will all strive to make sure that people feel welcome and accepted in the group.

**C = Consideration**

We will start on time and end on time each day.

**E = Encouragement**

We will encourage each other, be supportive, recognize others for their contributions, and present a positive and constructive approach to all our challenges.

**KEYS TO A GREAT SESSION**—The seven keys of group facilitation during each session are:

**INVITE** Set a learning environment that welcomes and celebrates, interests, and engages.

- ◆ Play culturally appropriate music on a CD player at a low volume.
- ◆ Greet participants.
- ◆ Set up and arrange tables, tablecloth, and chairs.
- ◆ Set up all materials needed, including supplies, handouts, etc.

**ASK** Use open-ended questions. Give people a chance to share.

**WAIT** Wait 5 seconds for people to speak. Let three people speak before you jump in.

**AFFIRM** Say, “Thank you, I’m glad you said that because. . . .”

**WEAVE** Transition from one learning experience to the next.

**ENERGIZE** Show enthusiasm. Change your voice. Smile!

**EMBRACE** Use inviting body language—open arms and hands, no pointing.

*Adapted from materials created by Cornell University Cooperative Extension.*

# The 4-As



**A Fresh Start to a Healthier You!** creates an atmosphere where learners are actively engaged in the learning process, not just passive listeners. Each session uses the 4-A model to guide meaningful learning experiences that build knowledge and skills.

## The 4 “As” stand for

**Anchor:** An activity that “anchors” the topic into participants’ lives introduces it by building on their previous experiences and knowledge. It helps the learner transition from what they already know to potentially new information. The activity is usually done in pairs or small groups and serves as the session “warm up.”

**Add:** Information the educator needs to convey in order to help the participants understand the topic and successfully take action is “added” here. It can be offered as a mini-lecture, demonstration, slides, video, story, etc.

**Apply:** By acting on the information offered in the “Add,” learners apply the information more concretely to their own lives. Participants actually “do” something with the knowledge they gain, usually as a hands-on activity done in pairs or small groups.

**Away:** How the participants will use the information in a real-life setting. This activity helps the learner take the information “away” with them by bridging it to the future. It asks the learner, “What will you do with this information?”

A disciplined, focused lesson plan should present the **most essential information or skills**—the “need to know” elements for your learners. This means not teaching your learners everything you know about the subject, but only select information—information directly related to the specific needs of your learners. The 4-A model offers a reminder of the best way to deliver the content and encourage learner participation. Each learning task in every unit (session) on *Navigating for Success* is actually a lesson with objects that are met using the 4-A model. In your work with learners and the **A Fresh Start to a Healthier You!** series, you will plan three or four sessions to meet your learners’ needs and program goals.

–Adapted from *Navigating for Success, Planning Effective Lessons*