

Eating Smart • Being Active **Program Implementation Guide**

Eating Smart • Being Active is a healthy eating and active living curriculum designed to be taught to limited-resource adults. The lesson plans of ***Eating Smart • Being Active*** are appropriate for use by paraprofessional (peer) nutrition educators when teaching limited-resource adults about healthy lifestyle choices. The curriculum consists of nine core lessons, each designed to be taught in less than 2 hours. All participant materials are available in English and Spanish*. All lessons include a food preparation activity and lessons 2 through 9 include a physical activity segment. ***Eating Smart • Being Active*** can be used to teach adults 1-on-1 or in small groups (2-12 people). While the materials could be used in larger groups, adult learning principles guide us toward smaller groups to encourage greater participant involvement and enhanced learning.

The information included in ***Eating Smart • Being Active*** is based on the latest research in health and nutrition from the Dietary Guidelines for Americans, MyPlate, and the Physical Activity Guidelines for Americans. Each lesson includes a reference section for educators called “For Your Information.” The ***Eating Smart • Being Active*** curriculum was revised most recently by staff at Colorado State University in 2017 to reflect the 2015-2020 Dietary Guidelines for Americans, MyPlate, and the 2008 Physical Activity Guidelines.

The Lesson Plans

The nine core lessons of the curriculum include the latest, research-based information from the 2015-2020 Dietary Guidelines for Americans, MyPlate, and the 2008 Physical Activity Guidelines for Americans. The lessons address topics about: physical activity; nutrition and healthy lifestyle choices; food preparation (cooking) and food resource management (saving money at the grocery store); eating a variety of healthy foods from all of the food groups; food safety; reducing fat, sugar and salt; and feeding children. The lessons contain a variety of hands-on activities to reinforce learning and allow participants to apply the newly learned information. Every lesson includes a food preparation activity with participants actively involved in preparing a low-cost, healthy, and tasty recipe. Additionally, all lessons except the first lesson include a 10 to 15 minute segment where the educator leads the participants in physical activity.

The Nine Core Lessons

- 1. *Welcome to Eating Smart • Being Active*** is an introduction to the curriculum and creates an environment that will allow educators to establish rapport and start to build a strong relationship with their participants. Participants discover what they will learn in upcoming lessons, learn knife safety skills, prepare a popular, one-dish meal,** and complete the demographic section and behavior checklist questions on the EFNEP Entry form.
- 2. *Get Moving!*** introduces the topic of physical activity and why it’s an important part of a healthy lifestyle. The physical activity segment that will be done in all subsequent lessons is introduced in this lesson in addition to a food preparation of another popular, one-dish meal.** Participants complete the 24-hour dietary recall on the EFNEP Entry form.

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***The recipes in Lessons 1 and 2 were chosen specifically because they are popular amongst educators and participants. These tasty, simple, and healthy recipes serve as a “hook” to get participants to return to future lessons.*

3. **Plan, Shop, Save** covers the topics of meal planning and saving money at the grocery store by checking store sales flyers, making a grocery list, and comparing prices.
4. **Fruits & Veggies: Half Your Plate** is all about how to get more as well as a variety of fruits and vegetables into the diet.
5. **Make Half Your Grains Whole** includes information and skill-building around choosing more whole grain foods.
6. **Go Lean With Protein** covers the topics of choosing lean sources of protein and how to keep food safe to eat by using practical yet proven food safety practices.
7. **Build Strong Bones** is about building and maintaining strong bones by getting enough calcium from dairy foods and other foods high in calcium AND by engaging in bone-building physical activity.
8. **Make a Change** contains information and activities on reducing fat, sugar, and salt in the diet.
9. **Celebrate! Eat Smart and Be Active** invites participants to celebrate their new knowledge and skills in a celebratory atmosphere. Participants receive graduation certificates and also complete the EFNEP Exit form.

The curriculum also contains three maternal and infant nutrition lessons as a supplement to the core nine lessons:

- **Eating Smart and Being Active During Pregnancy** is designed to be taught early in pregnancy and covers topics about seeing a healthcare provider regularly, eating healthy and being active during pregnancy, and combating common pregnancy discomforts.
- **Feeding Your New Baby** covers information about breastfeeding and formula feeding to aid women late in their pregnancies in deciding how to feed her baby.
- **Feeding Your Baby Solid Foods** is designed to be taught to mothers of young infants and provides information regarding introducing solid foods including when and how to introduce new foods.

Why Nine Core Lessons?

Previous versions of **Eating Smart • Being Active** had 8 lessons. The revised version, released in 2017, has nine lessons. A few key things led curriculum developers to this decision. First, frontline educators reported higher than expected termination rates after the first couple of lessons because they had marketed the food preparation skills portion of the lessons when recruiting participants; however, food preparation did

not actually happen until the third lesson. Secondly, a heavy load of paperwork in the first lesson did not always entice participants to return to future lessons. Educators reported wanting more time in lessons 1 and 2 to develop rapport and build relationships with participants and they wanted food activities included in these lessons. Educators were confident that both of these things would motivate participants to continue with the lesson series. Lastly, at the end of the series, participants always report wanting more lessons. Based on these few, yet convincing reasons, curriculum developers decided to add a new first lesson. Doing so allows the educator to split the paperwork between lessons, facilitate a full food preparation activity with popular recipes in both lessons 1 and 2, and start to build a relationship with participants.

Some program leaders may be concerned about how to “sell” the idea of 9 lessons to both frontline educators and agencies. Obviously, this will vary from program to program but here are some suggestions:

- 1) Focus on the positive reasons for the change (e.g. lower termination rate, ability to build rapport, added focus on food preparation skills, less paperwork to complete).
- 2) Use anecdotes (e.g. “The number one thing participants tell us at graduation is that they want more lessons”; “we hear time and again that participants feel overwhelmed by the amount of paperwork in the first lesson; this additional lesson allows us to spread that paperwork burden over 2 lessons.”).
- 3) Emphasize increased behavior change (e.g. “Adding another lesson allows us to do food preparation in all classes which gives participants more opportunities to learn and practice food preparation skills; the new lesson has a newly added content section about knife safety skills in which participants get to practice using a knife safely.”).
- 4) Talk about how other similar programs have successfully transitioned to using 9 lessons. Curriculum developers have been discussing adding the new lesson with educators and agencies for a few months using the aforementioned tactics before our staff were trained in the revised curriculum. We have been met with no resistance from either educators or agencies.

Materials for Implementing *Eating Smart • Being Active*

There are a number of materials which have been designed for educators and other materials that are designed for class participants. Some items are necessary for implementation of the program, including the nine core lesson plans, the visuals, the worksheets and handouts for participants, and the activity bins. Other items, such as the enhancement items for participants, are not explicitly required for implementation. While these materials enrich the lessons taught in the class and help participants adopt the behaviors they are being taught, they are not required.

The following items are available to help educators teach the lessons. All materials listed are available on the website, www.eatingsmartbeingactive.com > Order Materials.

- The **nine core lesson plans** are in magazine style format so the educator can easily carry an individual lesson plan to class (not the entire set). The set of lesson plans also comes with the *Educator’s Guide to Implementing Eating Smart • Being Active* – a comprehensive and practical

guide to help educators teach the curriculum in a variety of settings. The set of lesson plans is necessary for implementation.

- **Visuals.** The core 9 lesson visuals include a total of 45 visuals including lesson content visuals and physical activity visuals. The images and wording on the visuals are an important part of the lessons and are designed to help educators teach and reinforce key points. Icons in the lesson plan show educators when to refer to the visuals.
 - **Visual sizes.** The hard copy display visuals are available in three sizes. Program leaders should determine which size(s) they want to purchase based on average class size in their program. Most programs purchase the small visuals and either the medium or larger visuals.
 - Small (8 ½" x 11") – designed for groups of 1-3
 - Medium (18 ¼" x 28") – ideal for groups of 3-6
 - Large (22" x 32") – can be used for groups of 2-12.
 - **Physical activity visuals.** Due to the physical activity pilot, curriculum authors quickly realized that educators need visuals to use when leading the Cardio Pyramid with Warm-Up and Celebration Circuit. Therefore, Lessons 2 through 9 include 6 visuals: 3 lesson content visuals and 3 physical activity visuals. The warm-up is the same in every lesson so to save programs money by not including the same visual 8 times, each set of visuals includes only 2 copies of the warm-up visuals. Educators will use the warm-up visual with the 2 physical activity visuals from lessons 2 through 9.
 - **Paperwork visuals.** Some programs that purchase *Eating Smart • Being Active* don't do the EFNEP Entry and Exit paperwork. Therefore, the paperwork visuals are sold separately from the core lesson visuals. Programs can choose whether or not they want to purchase these visuals.

Hard copy visuals require a display board. Use Velcro to hang the visuals on the display board. Not much Velcro is needed. We recommend using the hook side of Velcro dots on each corner of each visual to hang them. Visuals are available in English and Spanish*. ***The core 9 lesson display visuals are necessary for implementation.***

- **Full color worksheets and handouts with photographs.** Each lesson has a worksheet for participants to use during lesson activities and to set goals at the end of each lesson. Each lesson (except lessons 1 and 9) also has a handout that serves as a reference of key information that participants take away. Worksheets and handouts are available in English and Spanish*. ***The worksheets and handouts are necessary for implementation.***
 - **New feature!** Programs that place large orders of worksheets and handouts can customize these materials with their own logo(s) and disclaimers (within certain parameters). Customers interested in customizing worksheets and handouts will have three quantity options to choose from:
 - 50 sets of 50 worksheets and handouts per lesson
 - 75 sets of 50 worksheets and handouts per lesson

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- 100 sets of 50 worksheets and handouts per lesson
- **Lesson enhancements.** Each lesson contains a lesson enhancement to reinforce learning and help participants practice their newly learned skills at home. ***Lesson Enhancements are NOT required for implementation of the curriculum but are highly recommended.*** If you decide not to purchase some of the lesson enhancements, we encourage you to mark through the sections of the lesson plans that mention those enhancements with a black permanent marker so that educators do not mention them in class. Lesson enhancements for each lesson are:
 - *Welcome to Eating Smart • Being Active* - Cutting mat
 - *Get Moving!* - Collapsible water bottle
 - *Plan, Shop, \$ave* - Grocery list pad (available in English and Spanish)
 - *Fruits & Veggies: Half Your Plate* - Produce brush
 - *Make Half Your Grains Whole* - Dry measuring cup set
 - *Go Lean With Protein* - Refrigerator thermometer and *Cook it Safe!* refrigerator magnet (available in English and Spanish)
 - *Build Strong Bones - Walk Indoors with Leslie Sansone* DVD
 - *Make a Change* - Measuring spoon set
 - *Celebrate! Eat Smart & Be Active - Eating Smart • Being Active Let's Cook!* Cookbook (available in English and Spanish)
 - The revised cookbook includes all of the recipes used in the lesson plans. The cookbook also includes some recipes that appear only in the cookbook and not in the lesson plans. These recipes typically require an oven and take longer to make than the recipes used in the lesson plans but were recipes suggested by educators and requested by participants (e.g. Quick and Easy Pizza).
 - Curriculum developers made changes to recipes based on feedback from educators and program leaders. Some recipes from the previous version of ***Eating Smart • Being Active*** were kept but tweaked. Some recipes were added, and some recipes were completely taken out. We highly encourage you to train your educators on all of the recipes as some that may seem like recipes from the previous version of the cookbook, simply have the same name but have changed dramatically in ingredients and directions.
 - We recognize that some programs use all of our recipes, some programs use some of our recipes, and some programs don't use any of our recipes. We understand the need to meet the needs of the audience in your state. We do however recommend for those programs that don't use our recipes, to use our recipes in *Lesson 3: Plan, Shop, \$ave*. We suggest this because these four recipes (3-Can Chili, 3-Bean Salad, Cowboy Caviar, and Breakfast Parfait) were chosen specifically for this lesson because they are used in 5 of the activities in the lesson (the specific ingredients in the recipes make them appropriate for the activities) and because they are simple and quick to prepare – something that is imperative in this very full lesson. In preparing for class, educators are directed to choose a recipe (from the four listed above), and use that same recipe in all 5 activities. If you choose not to use our recipes in this lesson, we encourage you

to use recipes that use at least one canned item that can be purchased in store and national brands AND that are quick and easy to make.

If your program uses some or none of the ***Eating Smart • Being Active*** recipes, we encourage you to mark through the sections of the lesson plans that mention those recipes with a black permanent marker so that educators do not get confused by which recipes they should be using.

- **Participant folders.** Folders are distributed to participants during the first lesson. Educators are prompted in each lesson plan to encourage participants to keep all ***Eating Smart • Being Active*** worksheets, handouts, and recipes in the folder and to bring it with them to each lesson. Doing so will help participants with goal setting and reflection on their progress towards goals as well as help participants keep all of their materials together. Folders play a more prominent role in the revised curriculum because Lessons 3 through 9 include an expanded activity on reflecting on goals set in the previous lesson. The folders are highly recommended.
- **Certificate paper.** Personalized graduation certificates (for participants that finish the series of lessons) and volunteer certificates (for agency partners and other volunteers) can be printed on this special paper containing the ***Eating Smart • Being Active*** logo using only black ink but resulting in a full color certificate. Educators are instructed in the lesson plans to check with their supervisor in regards to wording, logos, and other information to include on the certificates. Templates for certificates are available at www.eatingsmartbeingactive.com > Resources for Implementation > Graduation and Volunteer Certificate Templates.
- **Aprons.** Aprons with the ***Eating Smart • Being Active*** logo are available for purchase. The intent of the aprons is to protect educators' clothing during food preparation activities.
- **Review set.** Review sets are designed for program leaders that have not implemented ***Eating Smart • Being Active*** but are interested in learning more about the curriculum. Review sets include 1 set of lesson plans, 1 set of worksheets and handouts in English, 1 of each lesson enhancement, and 1 set of small visuals in English. Review sets are also useful when program leaders or supervisors are negotiating with new agencies who want to review the curriculum materials and content before committing to programming.

Lesson Support Materials

- **Activity bins.** Each lesson requires an activity bin to successfully teach that lesson. The list of contents for the activity bins, instructions for putting them together, bin labels, and the electronic versions of many of the activity bin items such as food labels, can be found at www.eatingsmartbeingactive.com. The bins contain the necessary materials and props educators will need to do the activities in the lessons. They may be assembled by program leaders, or educators can be given instructions for assembling them. Certain items in the activity bins, such as fast food brochures and grocery store ads, should be obtained locally by the educator and should also be updated regularly.
- **Food preparation kit.** The ***Eating Smart • Being Active*** website includes a food preparation kit list. This list is designed to help program leaders and supervisors create a food preparation kit

for educators that will include all of the necessary food preparation equipment needed to successfully do food preparation in classes.

- **Lesson planning and preparation checklist.** This is a checklist of the possible items that educators will need to teach the lesson, including the food activities. The checklist includes paper goods, utensils, food preparation equipment, and other materials and is designed to help educators plan, shop, and pack for each lesson.
- **Let's cook! Station Set-up and Recipe Scripts.** A new addition with the revision, the *Let's cook! Station Set-up and Recipe Scripts* was developed to help educators plan, shop, pack, and set up for food preparation activities. There is a *Let's cook! Station Set-up and Recipe Script* for each **Eating Smart • Being Active** recipe. Additionally, there is a *Let's cook! Plan, Shop, Pack List* for each recipe which includes an equipment list, ingredient list, any steps that need to be taken at the office before heading to class (for example, cooking rice). All of these can be found on the website under "Resources for Implementation."
- **Recipes.** Each lesson includes several recipes to choose from for in-class preparation. The recipes for each lesson were chosen purposefully and enforce the main messages of the lesson. Any recipes that programs choose not to use should be marked out in the lesson plans with a black permanent marker. Similarly, you can write in the names of other recipes you choose to approve for that lesson.
 - **Recipes for Lessons 1 and 2.** The recipes choices for Lessons 1 and 2 were purposeful. Some of the most popular **Eating Smart • Being Active** recipes were chosen for this lesson to help "hook" participants and increase retention rates. When educator field feedback was solicited in the beginning stages of the revision of the curriculum, educators reported frustration over high termination rates after lessons 1 and 2 because no food preparation was done (only tastings). Therefore, curriculum authors chose to add a new lesson, split the Entry paperwork over 2 lessons, and include a full, food preparation activity using popular recipes for these lessons.
 - **Recipes for Lesson 3: Plan, Shop, \$ave.** Some programs choose to use some or none of the **Eating Smart • Being Active** recipes for multiple reasons. Curriculum authors understand the many reasons for customizing recipe choices based on state and local needs. We do however strongly recommend that programs use the recipes in Plan, Shop, \$ave because they were specifically chosen for use in several activities in the lesson. If program leaders choose not to use these recipes, we encourage you to thoroughly review these activities and choose recipes that will accommodate all of the activities recipes are used in during Lesson 3.
 - **Recipes scripts.** Also new with the revision, each lesson's activity bin contains recipe scripts for that lesson's recipes. These scripts are designed to help educators easily and confidently lead the food preparation activity in each lesson.
 - **Knife safety.** Most recipes in **Eating Smart • Being Active** require the use of a utility (or chef's) knife. Additionally, proper knife safety skills are a content topic in Lesson 1. Curriculum authors strongly recommend comprehensive knife safety skills training for

frontline staff teaching ***Eating Smart • Being Active***. We also recommend that good knives and a knife carrying case are purchased for educators' food preparation kits and that these knives are sharpened professionally on a regular basis.

- **Certificate templates.** Templates that work in conjunction with the certificate paper are available on the website so that educators can print certificates of graduation and appreciation. These templates can be customized to add program logos and disclaimers.

Food Preparation Activities

A big change to the revised version of ***Eating Smart • Being Active*** is that all food activities have been changed to food preparations. Teaching cooking skills to participants is critical to their success in achieving behavior change in the areas of food resource management and diet quality. Therefore, it is important to include a food preparation in each lesson where participants can learn and practice cooking skills.

The recipe choices in each lesson include a variety of recipes allowing educators to choose recipes for a class series based on the amount of time they have to teach the class and participant food preferences.

- **Recipe wording.** The wording of the ingredients and instructions for the ***Eating Smart • Being Active*** recipes is intentional, taking the target audience's average literacy level, limited cooking skills, and access to food into account.
 - **Literacy level and limited cooking skills.** The recipes include simple and limited ingredients and instructions as to not overwhelm participants with lower literacy levels and/or cooking skills.
 - **Access to food.** Many people in the target audience of the curriculum are food insecure at some point during the month. We recognize that this population often gets food at the food bank/pantries, through commodities, through WIC, and has limited choices at the grocery store based on resources. For this reason, we do not specify things like "low-fat" or "low-sodium" in our recipes because we don't want participants to think they can't use an ingredient that they have on hand if it isn't specified as "low-fat" or "low-sodium" (for example, whole milk versus skim milk).

The concepts of choosing low-fat and low-sodium foods are taught in the lesson plans.

Physical Activity Considerations

The physical activity segments in the revised version of ***Eating Smart • Being Active*** have been completely revised and have been kicked up a notch from the original version of the curriculum. The physical activity specialists that developed the *Let's be active* segments of the revised curriculum, and curriculum authors, encourage in-depth, comprehensive training and plenty of practice time for frontline staff on the physical activities because while the activities themselves are not difficult, leading the physical activities in class takes practice. Important things to include in that training:

- Why physical activity is an important part of a healthy lifestyle;
- How to dress appropriately for both teaching class and being physically active in class;

- How to safely demonstrate and lead physical activities;
- Appropriate music for leading physical activities (appropriate both in content and in pace; samples are on the website, www.eatingsmartbeingactive.com > Resources for Implementation > Music);
- How to play music in class (smartphone and blue tooth speaker; CD player; computer and speaker);
- Choosing one cardio option (the *Walk Indoors with Leslie Sansone* DVD or Cardio Pyramid with Warm-Up) for a class series and sticking with that option for the entire series; and,
- Using the *Eating Smart • Being Active Physical Activity Training Videos* to learn and practice the physical activities before ever using them in class.

Smartphone Mobile App

New with the 2017 revision of *Eating Smart • Being Active* is a smartphone mobile app. The app is available for free from the App Store (Apple) and Google Play (Android). The app includes access to all recipes and physical activities in *Eating Smart • Being Active*, a physical activity tracker, and a unit price calculator. These features of the app are designed to help participants practice some of the new skills they learn in *Eating Smart • Being Active* both while taking the lesson series and after graduation. Activities using the app are included in every lesson. If educators do not have a smartphone, they can borrow a friend's or family member's smartphone to familiarize themselves with the app outside of class. This will allow them to explain to participants in class how to use the app. If participants do not have a smartphone, they can also borrow from a friend or family member. For the unit pricing activity in Plan, Shop, \$ave, educators can provide calculators for participants who don't have smartphones.

Participants that download the app are asked some basic demographic questions in addition to the state they live in and the program (EFNEP, SNAP-Ed, or Other) they are participating in. This will allow us to track numbers of people by program that are signing up for the app and track their usage of the app. Names are not connected to any of the information tracked. After the app has been in use for a few months, *Eating Smart • Being Active* authors plan to develop a method of sharing reports with programs that are interested. These reports will be available for a fee; the fees will help us maintain and improve the app while making it available to participants, educators, and programs that cannot afford to pay for reports, for free.

Paperwork and Evaluation

The paperwork materials included with *Eating Smart • Being Active* is the EFNEP Entry and Exit paperwork. Some programs that purchase the curriculum do not use this paperwork. Included in the revision of the curriculum is the ability to easily skip or alter the paperwork segments if programs don't use the EFNEP paperwork. These changes include:

- **Paperwork booklet.** The instructions for walking participants through completing paperwork have been taken out of the lesson plans. Instead, the lessons in which paperwork should be completed (Lessons 1, 2 and 9) indicate to complete paperwork "at this time" if the educator's program does collect paperwork and refers them to use the *Eating Smart • Being Active Paperwork Booklet*. This booklet is a separate document that can be accessed and printed from the website, www.eatingsmartbeingactive.com, > For Program Leaders > Paperwork and kept in the activity bins for Lessons 1, 2, and 9. This booklet uses the same format as the lesson plans

(instructions and script for educators to use) and helps educators walk participants through completing paperwork.

- **Additional activities.** For programs that do not complete paperwork, additional activities have been included in Lessons 1, 2, and 9 to be used instead of paperwork.
- **Forms.** The *Eating Smart • Being Active* website, www.eatingsmartbeingactive.com, > For Program Leaders > Paperwork includes several forms for programs to use. These forms include the EFNEP Entry and Exit forms, a photo release form, physical activity liability release form, research cover letter, and a Farmers' Market survey. These forms are all available in English and Spanish. These forms are not a required part of *Eating Smart • Being Active*. They are on the website simply as a courtesy to programs. Feel free to use them or adapt them to meet your needs.
- **Curriculum alignment with EFNEP evaluation and SNAP-Ed Framework.** Documentation about how *Eating Smart • Being Active* aligns with the EFNEP national evaluation questions and the SNAP-Ed Framework is included on the website at www.eatingsmartbeingactive.com, > For Program Leaders > Paperwork.

Farmers' Market Segment

Another new segment to the 2017 revision of *Eating Smart • Being Active* is information about shopping at Farmers' Markets using SNAP benefits. This segment is included in *Lesson 4: Fruits & Veggies: Half Your Plate*. Educators are instructed to do the *Shopping at Farmers' Markets* segment during the times of the year that farmers' markets are open in their area. For programs or areas that do not have year-round farmers' markets, there is another activity, *Create a Meal*, that educators can use in lieu of the *Shopping at Farmers' Markets* segment when farmers' markets are not open locally. We encourage program leaders and/or supervisors to investigate the farmers' market season in your state. You will also want to identify locally which farmers' markets accept EBT. This information will be necessary for educators teaching this segment.

A handout is available for educators to use when teaching the *Shopping at Farmers' Markets* segment. The last page of the handout includes space to write down local farmers' markets' information (location, days and hours, market manager's name) that accept SNAP benefits. The handout can be purchased in sets of 50 through www.eatingsmartbeingactive.com, > Order Materials, and is available in English and Spanish.

Using the *Eating Smart • Being Active* Website

With the release of the revised curriculum, the *Eating Smart • Being Active* website was given a major overhaul. When visiting www.eatingsmartbeingactive.com you will see many of the resources you will need to implement the curriculum. We encourage you to explore this website before placing an order of revised materials. The site is a rich source of information about the curriculum materials and resources such as forms, activity bin printable materials, recipes, and much more. Once familiar with the website, you can click on *Order Materials* from the main page which will take you to the curriculum materials order page. This is where you can place orders for revised materials.

How to Implement the Program

Once you have decided to implement the program, we recommend following these steps:

- **Recruit staff.** The *Eating Smart • Being Active* program is designed to be taught by paraprofessional (peer) nutrition educators (without formal training in content) when teaching low-income families about healthy lifestyle choices. However, professional educators also enjoy the comprehensive lesson materials.
- **Determine needed materials.** In addition to the lesson plans, the visuals, activity bins, and the participant worksheets and handouts, you will need to decide which of the curriculum materials you would like to purchase.
 - Materials for educators are sold individually. For most materials, each educator will need their own materials. Some materials, such as the medium and large visuals, can be shared amongst educators in one county.
 - Materials for participants come in packs of 50. When determining how many sets of these materials to order, think through how many participants you reach in 6 months. This should help you determine how many sets of each participant item you will need.
- **Purchase materials.** All *Eating Smart • Being Active* materials are available for purchase on our website, www.eatingsmartbeingactive.com > Order Materials. For additional questions about the order process, you can call Michaela Harvey at (970) 491-5922 or michaela.harvey@colostate.edu.
 - Materials can be purchased and shipped by program leaders all to one location or drop shipped to various locations by placing separate orders for different shipping locations. Shipping methods are determined by the fulfillment center based on cheapest rates. If your program has specific requests for shipment of materials, those notes can be made when placing orders.
- **Cost of purchasing the curriculum materials.** Curriculum materials are sold separately “cafeteria style” allowing programs to determine which materials to purchase for their needs. A price list is available on the website www.eatingsmartbeingactive.com > Getting Started > Ordering Materials. The cost per educator and participant are listed below (prices are subject to change):
 - Cost per educator (includes 1 set of lesson plans, 1 set of small visuals, 1 set of large visuals, 1 apron, and 1 *Walk Indoors with Leslie Sansone* DVD) = \$483.32
 - Cost per participant with enhancements (includes 1 of each worksheet and handout, 1 of each lesson enhancement, 1 pocket folder, and 1 piece of certificate paper) = \$26.23
 - Cost per participant without enhancements (includes 1 of each worksheet and handout, 1 pocket folder, and 1 piece of certificate paper) = \$6.82
- **Assemble activity bins and food preparation kits.** Visit the website at www.eatingsmartbeingactive.com > Resources for Implementation > Activity Bins to get the activity bin and food preparation kit lists. Purchase the necessary materials and assemble the kits. The task of getting the materials for the bins and putting together the bins is a big one. It

may be more cost and time effective for program leadership to put the bins together for several educators at once rather than having each educator put together their own set of bins.

- **Train staff.** Please see suggestions below for staff training.
- **Recruit locations and participants.** The *Eating Smart • Being Active* program is designed to be taught to small groups of 2 to 12 people. The activities are hands-on and interactive. The lessons can be taught almost anywhere - community centers, libraries, school classrooms, even homes - you do not have to have a large, dedicated teaching space with a kitchen to teach these lessons.
- **Evaluate your program.** Regular evaluation strengthens a program. This can be achieved via teaching observations, agency surveys, and participant pre- and post- tests. The evaluation forms that Colorado EFNEP staff use are on the curriculum website, www.eatingsmartbeingactive.com > For Program Leaders > Paperwork > Forms.

Staff Training

As an educator new to the *Eating Smart • Being Active* curriculum, a comprehensive training program is necessary to provide paraprofessionals with the skills and confidence necessary to lead the lessons. Topics related to *Eating Smart • Being Active* to address in the training include, but are not limited to:

- Adult Learning Principles
- Effective Teaching Strategies
- Facilitating Behavior Change
- Recruiting Participants
- Training on the lessons
 - General Lesson Content and Format
 - Thoroughly reviewing and using the *Preparing for Class* and *Setting up for Class* sections
 - Specific Lesson Instruction
 1. *Welcome to Eating Smart • Being Active*
 2. *Get Moving!*
 3. *Plan, Shop, Save*
 4. *Fruits & Veggies: Half Your Plate*
 5. *Make Half Your Grains Whole*
 6. *Go Lean With Protein*
 7. *Build Strong Bones*
 8. *Make a Change*
 9. *Celebrate! Eat Smart and Be Active*
 10. *Supplemental Lessons*
 - *Eating Smart and Being Active During Pregnancy*
 - *Feeding Your New Baby*
 - *Feeding Your Baby Solids*
- For Your Information sections and background content information
- Leading Physical Activity
 - Overview of *Let's Be Active* Physical Activity Segments of the Lessons

- Why Physical Activity is important
- How to Teach Physical Activity
- *Let's Be Active* Segment Specific Instruction
 - Instructions for Movements
 - Teaching the Warm up
 - Teaching the Cardio Pyramid
 - Teaching the Muscle and Bone Strengthening Activities
 - Teaching the Cool Down
 - Practice and Teach Back
- *Walk Indoors with Leslie Sansone* DVD
- Leading physical activity for educators with physical limitations
- Modifications for participants with disabilities or injuries
 - “Make sure to create a safe, accessible space for all participants. Encourage participants with limitations to engage as fully as they are able and contact a health care provider if they are unsure about how active they should be. If participants have upper extremity limitations, encourage them to emphasize moving their trunk and lower body. If participants are unable to walk or stand, encourage them to move their trunk and/or emphasize arm movements. Be sure to create an inclusive environment that celebrates all participants for the activity they are able to do.”
- Food Preparation
 - Food preparation kits
 - Materials included and how to know what to use when
 - Using the *Recipe Preparation Guide* and *Lesson Planning and Preparation Checklist* to plan, shop, pack, and set-up for food preparation activities.
 - Agency relationships related to food
 - Agency rules about food
 - Cleaning the classroom
 - Taking out the trash
 - How to conduct efficient yet fun food preparations in class
 - Serving just a taste
- Food Safety
 - General food safety messages
 - Clean
 - Separate
 - Cook
 - Chill
 - Keeping food safe before, during, and after class
- Paperwork with Participants
 - Entry Records, including the 24-hour dietary recall protocol
 - Exit Records
 - Other required forms (i.e. Research Cover Letters, Photo Release Forms, Physical Activity Waivers)
 - General tips for completing paperwork- must deliberately walk through all paperwork with participants
- Background information in each lesson's *For Your Information* (FYI) section.

User Feedback

The ***Eating Smart • Being Active*** curriculum is designed to be user friendly. The lessons are easy to understand and are designed to be used by individuals with no prior knowledge of content and no supplemental information. In addition, they are written at an 8th grade reading level.

We encourage feedback on all of our lesson plans and curriculum materials. Although the lessons are reviewed countless times by our staff and committees, please notify us if you notice any errors or typos in the material.