A unique aspect of *A New You: Health for Every Body* is its promotion of respect for body-size differences and diversity, sometimes referred to as “size acceptance.” Some people assume this refers only to heavy individuals. However, size acceptance means accepting and valuing every body, whatever the size or shape. This includes bodies that are tall, short, heavy, or thin, or bodies that have unusual proportions or features. As the program educator, we encourage you to keep a broad perspective as you teach this curriculum: Help everyone feel welcome and respected, regardless of their size or shape, and encourage class members to treat other people in their lives the same way.

Discussing personal issues may be difficult for some participants and/or may bring up intense emotions. We suggest you prepare a list of local mental health professionals to share with participants.

### 2) Structure:

This notebook outlines 10 1-hour sessions. Each script is written for 52 minutes and is designed for a noon-hour class. We offer this design to maximize flexibility for structuring different formats.

A pilot-test of these 10 1-hour sessions found they also fit into four 2-hour sessions. Here is a suggested outline for a four-session format:

1. **1st Session** = Lessons 1, 2, and 3
2. **2nd Session** = Lessons 4, 5 and 6
3. **3rd Session** = Lessons 7 and 8
4. **4th Session** = Lessons 9 and 10

Another option is to use these lessons as stand-alone single presentations. You may need to add a brief introduction and modify the *On Your Own Learning* assignments. The lessons basically fall into these categories:

- **Lesson 1** = Introduction and overview of concepts
- Lessons 2 - 6 = Healthful and Pleasurable Eating
- Lessons 7 - 8 = Physically Active Living
- Lessons 9 - 10 = Self-Acceptance and Size-Acceptance

In addition to the 10 lessons, there is a supplemental 1-hour lesson called *Search for the Real* that examines the human body as a beautiful work of art. Also included are *Small Victories*, two 30-minute supplemental activities. They examine food portion sizes and magazine ads. These are available for you to customize your *A New You* program, or the activities can be used as stand-alone presentations.
3) Room Set-up:
A room large enough for people to sit in a semi-circle is recommended. This encourages discussion. A large room with enough space for physical activities is helpful.

4) Registration fees and refunds:
We suggest a $40 registration fee per participant for the 10-session class. We have had success offering a $10 refund at the end of the class for those who attended all the sessions. Please note: this cost estimate does not include refreshments, copying costs or room fees and thus may affect the amount you charge for registration and/or offer as a refund.

5) Refreshments:
We recommend offering cold water as a beverage. If you want to offer simple snacks, a few ideas include: jicama sticks, high-fiber cereal (without milk), yogurt whips, frozen fruit bars, and dried fruit. The final session offers a suggestion for cut fruit, angel food cake and dip.

6) References and Additional Resources:
Each script includes a section with references used for development of the lesson and additional resources on the topics. The "Facilitator Materials" sheet in the Getting Started section includes resources you will use in the program and additional reference materials that are helpful. We suggest you establish a lending library for class participants. You may want to request a deposit. Explain your borrowing system in the first lesson.

7) Electronic Files:
The electronic files for this program are provided to you in several Microsoft formats. The font Cooper Lt BT has been used. If you are accessing this curriculum through the website, we recommend you add this font, if you don’t already have it, to your computer. For more information on the electronic files, please see "Using Electronic Files" in the Getting Started section.

8) Binders versus Folders:
The program offers many handouts. A 1-inch, 3-ring binder works well for participants to keep materials together. The estimated program cost includes one binder per participant. There are files in the Miscellaneous folder to print the spine and front cover for a binder with clear sleeve inserts. Alternatively, if you are offering only a few sessions, a pocket folder can be used with the cover page inserted into one of the pockets.

9) Slides:
The slides are in Microsoft PowerPoint. Practice ahead of time to familiarize yourself with the slides and the animations.
10) **Audience Notes:**
To print audience notes in PowerPoint, select the print option. In the box under “Print what:” select **Handouts.** Next to “Slides per page:” select 3. This will print three slides per page with lines for notes.

11) **Scripts:**
The scripts are prepared with two columns. In the left-hand column, the *Facilitator Notes* include pictures of the slides and other educator tips. The suggested script, or *Facilitator’s Message*, is in the right-hand column.

In the *Facilitator Notes*, you will see the following symbols:

- ![Question-answers symbol](image)
  The question-and-answers symbol indicates when the audience is asked to respond to a question, statement or task.

- ![Musical Note](image)
  The Musical Note indicates when you are to play music. For the physical activities, lively, upbeat tempos are recommended. For the journal writing time, background or classical music is recommended.

- ![Television symbol](image)
  The television symbol indicates when you are to show a DVD clip. Clips should be cued up ahead of time so you can start and stop the tape where suggested. Familiarize yourself with the equipment you will use in the class and set the volume.

- ![Handout symbol](image)
  The handout symbol indicates when you are to distribute an item to participants.

- ![Journal symbol](image)
  The journal symbol indicates when to allow participants a few minutes to write in their journals. The journal-writing time is an important skill-building and concept-reinforcing activity.

In the *Facilitator’s Message*, you will see the following line:

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This line will appear when you need to change the slide within a section. You will also need to advance to the next slide when a new section of the script begins.
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12) **OYOL:**
The OYOL (On Your Own Learning) assignments are designed to reinforce lesson components. This program is designed not only to teach content but also to introduce strategies and skills for individuals to set goals and make behavior changes. As the facilitator, your enthusiasm and support for the activities will help participants recognize their value.
To help participants keep track of the assignments, a template for labels is provided. These labels have the assignments printed on them and will fit in the journals that are suggested in the Participant Supplies and Materials. Starting in the second lesson, you can print and distribute these labels for participants to adhere into their journals. They are formatted for Avery 5164 labels, size 3.33”x 4”. These assignment labels are distributed at the end of each lesson.

13) Evaluations:
There are several assessment tools and ideas available in this program. Please use any or all of these depending upon your needs.

Quick Thoughts
Each lesson includes the same half-page evaluation form. These forms are designed to be given to participants at the end of each session and collected before they leave. We recommend reviewing these to address any questions or concerns in the following session.

Small Victories Post-then-Pre
The additional activities in Small Victories each have their own customized post-then-pre evaluation forms. These can be given out at the end of the activity and collected before participants leave.

Pre-Program Questionnaire
This two-page questionnaire is designed to be given before the first class. You may want to send it out prior to the first session with enrollment confirmation and collect it as participants arrive to the first class. Another method is to administer the questionnaire as participants arrive to first session. We recommend printing the questionnaire on one side of two separate pages and not back-to-back.

Note: To compare each participant’s responses at pre-program with his/her responses on the post and follow-up questionnaires, include an identifier for each person (such as an ID #) on all questionnaires.

Post and Follow-Up Questionnaire
This three-page tool includes the Pre-Program Questionnaire items as well as some open-ended questions. We recommend administering this tool at the end of the last session and again at least one follow-up time three to twelve months after the end of the last session. We recommend printing the questionnaire on one side of three separate pages and not back-to-back. The follow-up survey can be sent with a newsletter and a self-addressed stamped envelope. Another option is to administer the survey during a reunion or follow-up class.

Note: To compare each participant’s responses at pre-program with his/her responses on the post and follow-up questionnaires, include an identifier for each person (such as an ID #) on all questionnaires.
Making *A New You* Better: Sharing Ideas

Another evaluation option is to facilitate a discussion with participants at a follow-up session three to six months after the end of the program. A list of questions is provided. Determine a set amount of time for this group discussion (30 to 90 minutes). A free-flowing discussion format is suggested. If you choose to use a tape recorder, explain that the purpose of the tape recorder is to capture the richness of the discussion and not to compromise confidentiality of participants. If the tape recorder is not used, recruit a person (not one of the participants) to try and capture what is said. You can send the questions ahead of time to give participants more time to reflect on the program. Refreshments should be in keeping with the program’s emphasis.

14) **Reunions:**
In our experiences with the *A New You: Health for Every Body* program, participants frequently request follow-up or reunion classes. Participants like to share their successes and challenges. This can be a time to motivate participants, talk about goals and even conduct some of the follow-up assessments.

Please review the file called “**Ideas for Follow-up Session**” in the *Evaluation and Follow-up* section. This includes ideas for these follow-up sessions including tours, celebration events, and guest speakers.

15) **Newsletters:**
A total of twelve 4-page newsletters are provided. These can be sent once a month following the end of your program. These are designed to be copied front-to-back and mailed. If you have email addresses for participants, the newsletters can be sent electronically.

The newsletters are designed so the first three pages serve as a master. These pages include information to reinforce concepts taught in the program.

The fourth page is a customizable template so you can add information on upcoming classes, reunions, other events, copyright-free articles, etc. Include your own agency logos and disclaimer statements as appropriate. There are five formats provided for this fourth page.

- Blank Page
- Upcoming Full Page = includes “Upcoming Community Activities” header
- Upcoming Mailer = same as above but formatted to fold and mail
- News Full Page = includes “Other News for YOU” header
- News Mailer = same as above but formatted to fold and mail

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