





Engaging Older Adults in Policy, Systems, & Environmental (PSE) Change to Improve Nutrition and Physical Activity



LEADER'S MANUAL 2023





USDA CalFresh HEALTHY LIVING COUNTY OF SAN DIEGO HEALTH AND HUMAN SERVICES AGENCY | LIVE WELL SAN DIEGO

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LEADER'S MANUAL

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Background and How to Use this Manual

The lessons in this manual were initially developed to guide older adult cohorts through the community change process after completing a CalFresh Healthy Living (CFHL) intervention designed to improve fruit and vegetable consumption and physical activity. CFHL programming, California's Supplemental Nutrition Assistance Program-Education (SNAP-Ed), is part of an ongoing effort to encourage nourished lifestyles among low-income communities.

Although a CFHL intervention is not a prerequisite to this community change process, it is essential that a cohort experiences some form of a health education class together in order to create a strong foundation for community change. It is in these classes that the facilitator starts the process of building rapport with the participants, establishing group identity, and providing the education needed for the participants to have the motivation to ignite community change.

The ***Policy, Systems, and Environmental (PSE) lessons*** in this manual, have been structured to be taught consecutively in numerical order to bring about community change (pages 16-43). Two optional lessons, ***"Assessing Human Capital"*** and ***"Organizing Our Group,"*** are included (pages 44-57). Rather than focusing on helping a group progress with a community change project, these optional lessons focus on strengthening group identity and bringing structure so that workload can be distributed, and the group can function more effectively.

Each of the lessons includes an ***optional feedback form***, which can be administered at the end of each class. Participants do not need to write their name on this form, as the survey is anonymous. It simply allows the facilitator to gauge how much a participant is learning and what aspects of the class they are enjoying. This information can help the facilitator make adjustments for future implementation.

Furthermore, the lessons all include an opening ***check-in,*** along with a concluding ***mindfulness exercise***. Both these class components are important in helping participants feel grounded, relaxed, and focused, despite the stress they may be experiencing outside of class. Examples of *check-ins* and *mindfulness exercises* are in the Appendix on pages 71-74. Facilitators can choose which *check-in* and

Background and How to Use this Manual

mindfulness exercise they would like to use for each lesson.

Similarly, facilitators can incorporate ***stretch and movement breaks*** as they choose. These breaks are recommended during each lesson, as they not only encourage physical activity, but also help energize a group. Examples of where to find stretch and movement breaks online, as well as how to facilitate them are found on page 75 of the Appendix.

At some point in the community change process, ***team-building activities*** are essential, as they support group cohesion and break down cultural and language barriers by allowing participants to learn about one another. Two examples of team-building activities, ***Group BINGO!*** and ***Stand Up!*** are included on pages 77-80 of the Appendix. Facilitators can select and adjust the activities as needed.

In addition to lessons and activities, this manual includes **Foundational Components of the Community Change Process** on pages 3-8. In this section, the importance of using a ***trauma-informed lens*** while engaging with participants is highlighted, as well as best practices for encouraging participation in this community change process. Since an important component of the process is creating a safe meeting space, where participants can feel comfortable and enjoy one another, examples of ***group agreements***, along with how to set them with a group are included in this section. Lastly, since the health education class sets a strong foundation for the community change process, an example of ***how to review key components of a health education class and tie it to the community change process*** is also included.

Overall, it is recommended that facilitators encourage participants to dream big and think outside of the box. Taking into consideration that participants may be from low-income communities, they may often feel apathy as they may not be accustomed to having their voices heard by decision makers. The **definition of PSE** and **examples of *successful PSE projects*** are included on pages 9-15 to help facilitators and participants envision what is possible by working together. Through this community change process, big project ideas are broken down into small manageable steps, and gradually, all that is possible can be discovered.

Foundational Components of the Community Change Process

Community Engagement with a Trauma-Informed Lens

While implementing community change, it is essential to use a trauma-informed lens. A trauma-informed lens entails understanding the different forms of trauma and the impact trauma can have on individuals, families, and communities. Specifically with communities of color and low-income communities, it is important to recognize that such communities have likely been exposed to multiple forms of trauma, perhaps simultaneously and throughout the course of life. Trauma at an individual level, can include someone experiencing abuse, life threatening accidents/injuries, displacement, extreme poverty, war, and more. Trauma at a community level, can include a community experiencing violence, discrimination, lack of adequate resources and services, denial of active roles in decision making processes, and more. This combination of individual and community level trauma, as well as trauma that may be experienced at the interpersonal and system level [1], may undermine health education and community change efforts. Facilitators may find that some participants experience a lack of trust and social cohesion, have inconsistent participation, and an inability to envision and work towards community change.

Throughout the community change process, the following trauma-informed strategies can help facilitators inspire effective and sustainable community change projects:

- Ensure and promote safe spaces for interactions and sharing
- Take time to check-in with participants
- Organize activities that create welcoming and positive experiences
- Foster peer-to-peer opportunities that recognize and value individual experiences and knowledge
- Communicate and follow-through consistently with participants
- Be transparent and set realistic expectations of what is being offered, rather than over-promising

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1 Emily Weinstein, Jessica Wolin, and Sharon Rose, Trauma Informed Community Building: A Model for Strengthening Community in Trauma Affected Neighborhoods (San Francisco: BRIDGE Housing, Health Equity Institute: 2014).

Community Engagement with a Trauma-Informed Lens

- Create opportunities for participants to take an active role in projects no matter how small or big the task may be
- Educate community partners and other stakeholders about trauma when possible
- Allow for participants to provide their input in every part of the process
- Celebrate successes and highlight individual and community strengths

> **Note to Facilitator –**
> Rather than ignoring their own feelings, facilitators must remember to check-in with themselves and practice self-compassion by being warm and understanding towards themself when they feel tired or inadequate. This will strengthen them as a facilitator by allowing them to be more present with their participants.

While the level of trauma that individuals and communities experience can be complex, facilitators can use trauma-informed strategies to not only help address trauma, but also help rebuild relationships, and advance justice, equity, healing, and health in the community.

S-M-I-L-E to Encourage Participation

Facilitators should S-M-I-L-E, while also remembering best practices that can encourage group participation and effectively lead a PSE project forward.

Socialization

Promote socialization. Provide opportunities for enjoyable peer-to-peer interaction in an environment that feels safe for participants to interact and share. Group discussions are integrated into each lesson, helping participants learn from one another and find commonalities. Not only is this healthy for older adults, but it also makes participants want to return to each class. The socialization also helps create group cohesion, which is essential for effectively working together to make change.

Motivation

Motivate participants to stay engaged by reflecting on their progress and praising their contributions to the greater goal(s). Acknowledging their dedication, time, and effort towards projects is imperative. If participants are not hopeful of change, search for "low-hanging fruit," or goals that can be obtained with little effort. Seeing a success early on, helps motivate participants to engage in the process. When time permits, incorporating movement and stretch breaks can also be motivating.

Identity

When individuals can associate themselves under one name or purpose, it helps to instill a sense of togetherness and belonging. This sense of identity helps strengthen a group by uniting them and helping them work together more effectively. The health education class prior to the PSE lessons can unite participants as they learn together and encourage one another to live healthier lives. Particularly when there are language and cultural barriers, team-building activities can also help strengthen identity, as can recognizing the skills, connections, and past experiences of different members of their group (See Lesson on "*Assessing Human Capital*" on pages 45-50).

Listening Ear

Listening is key to understanding participants' behavior and responding proactivity to various issues that may come up in class. Be curious. Listen to what truly interests or bothers participants and suggest meaningful projects that will motivate participants to put forth their greatest effort.

Empowerment

Empower participants by providing them with meaningful opportunities to contribute and gain leadership skills. Provide opportunities for participants to speak up and report on the progress of their action item(s). When needed, ensure success by offering one-on-one coaching for participants on what is needed.

Setting Group Agreements

Group agreements are key to creating a safe environment that not only encourages participation and authenticity, but also keeps participants wanting to come back to each class.

Explain in your own words: *Coming together to create community change is exciting. To make the process enjoyable for everyone, it is important that everyone agrees on group expectations. Thinking back on your past group experiences, what group conditions made you enjoy the experience and feel safe to be yourself? If you didn't enjoy the experience and feel safe, what was the reason for it?*

Based on these experiences, what group agreements do you think are important for our group to have?

If not brought up, some important agreements that the facilitator may suggest are:

Step up, step back – Encourage participants to "step up" and join in the discussions because everyone's thoughts on a matter, no matter how different, are important. However, if stepping up too much, to the point where others are not having an opportunity to speak up, thoughtfully "step back" to give space for others.

Confidentiality – For everyone to feel comfortable and trust one another, it is important that whatever is said in the room, stays in the room.

Respect – Since everyone is speaking based off their thoughts, opinions, and experiences, there are generally no wrong answers. Participants should be respectful towards one another.

One person speaks at a time – In order to be respectful and hear one another, it is important for one person to speak at a time.

Cell phone – To avoid disruption, many people will agree that phones should be silenced during a meeting; however, there may be exceptions like expecting a Dr.'s call, or other such matters. Allow participants to come up with an agreement that feels right to them.

Once all the group agreements are listed, have everyone collectively decide on them. Keep group agreements visible during all classes as a reminder to participants.

EXAMPLE

Tying Back to Preliminary Health Education Class

Make connection between class learnings and community change efforts, reminding participants about how their current efforts are helping improve access and remove barriers to desired health goals. This is generally done as groups transition from the health education class to the community change process. It may also be helpful for the facilitator to remind participants of their purpose at different times during the community change process. Below is an example of how to review key components of a nutrition education class.

Directions:[2]

- Take a moment to ask the group what the key messages of the curriculum *are*.
- The two key messages of the curriculum *Eat Smart, Live Strong* are:
    1) ***Eat 3 ½ cups of fruits and vegetables every day***
    2) ***Exercise for 30 minutes or more, most days of the week (≥4 days)***
- Then, have participants name the benefits for engaging in each of these behaviors. This reinforces their knowledge and summarizes the benefits of these behaviors for participants who may be attending for the first time.

What are the benefits of eating at least 3 ½ cups of fruits and vegetables daily?

- Get some of the vitamins, minerals, and fiber the body needs to maintain good health
- Maintain energy levels
- Maintain regularity
- Prevent or delay the effects of chronic disease
- Add color, taste and variety to the diet

What are the benefits of participating in at least 30 minutes of physical activity most days?

- Prevent or delay the effects of chronic disease
- Feel better
- Decrease stress, anxiety and depression
- Help control weight
- Build and maintain healthy bones, muscles and joints
- Improve strength
- Improve sleep
- Increase balance and reduce the risk of falling

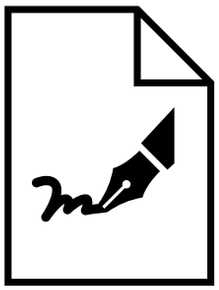
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2 This information was adopted from the Food and Nutrition Service curriculum *Eat Smart, Live Strong.*

Defining Policy, Systems and Environmental (PSE) Change

Defining Policy, Systems, and Environmental (PSE) Change

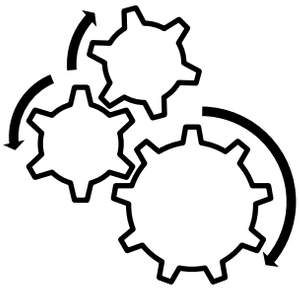
Projects that can make the greatest and most sustainable impact are projects that can bring about changes to policy, systems, and environment (PSE). Each is described below.



Policy Change

Creating or changing laws, ordinances, regulations, resolutions, rules, guidelines (informal or formal) at the organizational or governmental level

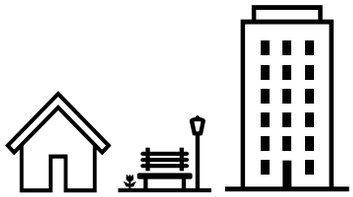
Examples: Healthy Potluck Recommendations, Garden Rules, etc.



Systems Change

Changing practices and procedures within an organization that impacts all elements of an organization, institution or system (e.g., school, transportation, parks and recreation)

Examples: Supplementing congregate meal lunches with local garden produce, using the last 15 minutes of a resident meeting to report safety matters, initiating a monthly resident dance, etc.



Environmental Change

Changing the physical, social, or economic environment

Examples: Implementing a community garden project, improving a crosswalk, installing a bus bench, etc.

PSE changes are often not achieved overnight. Sometimes a group may introduce an idea that does not actualize until months or years later, when the proper supports become available. It can also take time to build trust between partners and even participants. These community change sessions are designed to help participants become more critical of their environment, recognize their commonality with other participants, and organize with others to become vehicles of change.

Real Examples of PSE Changes

Policy Change – Example

Barrier:

Unhealthy food and beverage options at community potlucks were resulting in poor eating habits.

Project:

Potluck recommendations that encourage healthy eating and drinking

Steps:

- Participants voiced challenges with eating healthy at potlucks and agreed that potluck recommendations would help encourage healthier eating for everyone at this event.
- They researched rules that other organizations had adopted and developed their own potluck recommendations.
- Participants presented reasons to adopt potluck recommendations to the Service Coordinator and the other residents.
- With everyone's approval, potluck recommendations were posted in the community room where potlucks were hosted.
- Participants adhered to the potluck recommendations for many years.







Systems Change – Example #1

Barrier:

Many participants lacked the motivation and know-how to prepare the high quantity of produce received from their food bank.

Project:

Initiation of a monthly event that brings residents together after a food distribution event to reduce food waste and improve motivation

Steps:

- Participants voiced common barriers and brainstormed ways to motivate one another.
- Participants thought of exchanging food items, as well as recipes, as they chopped produce together to store in the freezer for later or give to residents that were unable to chop themselves.
- For support, participants reached out to the Service Coordinator, who helped by promoting the event, purchasing needed kitchen supplies, and reserving the space.

Chop'n Chat







Systems Change – Example #2

Barrier:

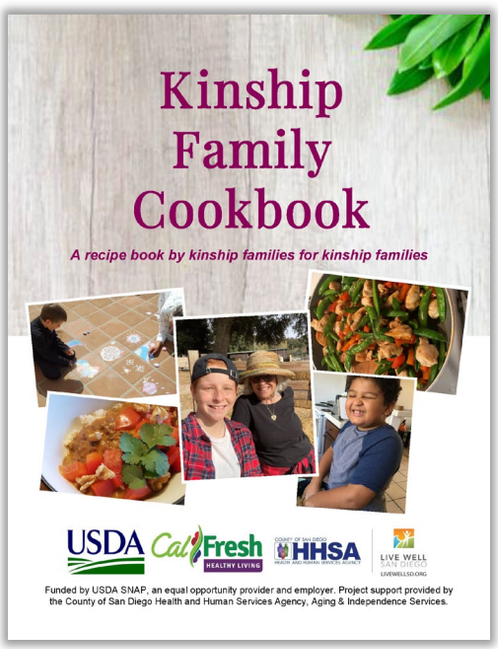
Participants, most of which were grandparents raising their grandchildren, lacked ideas for healthy and easy-to-prepare meals that would be liked by their families.

Project:

Creation of the intergenerational *Kinship Family Cookbook*

Steps:

- Participants thought of sharing recipes through a cookbook.
- They brainstormed the goal for a cookbook as well as ideal components.
- Best practices for collecting recipes from organizations who had created a community cookbook were researched.
- Favorite nourishing recipes were collected from families, including the youth.
- Partnered with County Department of Public Health Dieticians, who vetted the recipes and developed the nutrition information for the book.
- CalFresh Healthy Living funding was used to print cookbooks for participants.
- Alternative County funds for kinship family efforts was used to print 1,000 additional copies of the cookbook for kinship families across the County.



Environmental Change – Example

Barrier:

There were broken sidewalks, a fallen street sign, and an unmarked crosswalk that made it unsafe and challenging for participants to walk across.

Project:

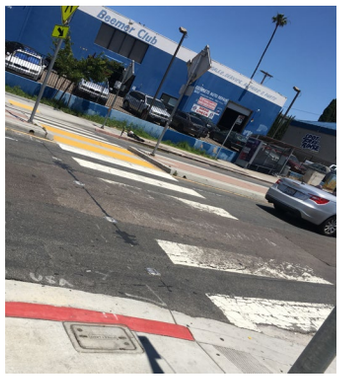
Work with city to make street improvements

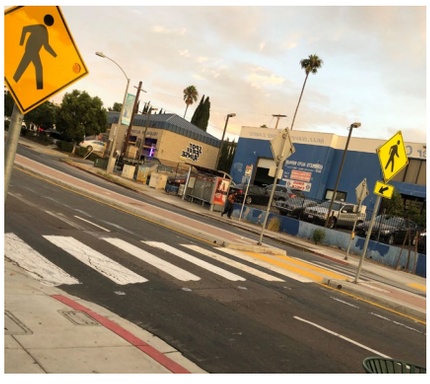
Steps:

- Participants voiced fear of walking on streets outside their home.
- They researched the city's mechanism for collecting and responding to resident concerns and learned about the city's mobile application.
- Participants identified problem areas and reported them on the application.
- They followed-up by phone with the city to ensure issues would be addressed, and eventually they were.
- Upon request, the Service Coordinator established a system at resident meetings that would allow residents to voice safety concerns and receive the needed support to report issues using the application.









PSE Lessons

LESSON 1

Learning the Determinants of Health

Objectives

1. To identify what determinants of health are.
2. To understand how different determinants of health can affect our overall health.

Agenda

- **Welcome**
- **Learning the Determinants of Health**
    - **Pie Chart Activity: How Great is the Impact?**
    - **Activity: What do You See?**
- **Closing**

LESSON 1

Learning the Determinants of Health

Session Materials & Preparation:

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **Lesson 1 Worksheets from the Appendix (print for all participants):**
  - ❑ **Worksheet 1-1: Determinants of Health**
  - ❑ **Worksheet 1-2: Pie Chart**
  - ❑ **Worksheet 1-3 and 1-4: Community Pictures**

- ❑ **Flipcharts and markers (Include 4 different color markers)**
  On flipchart, pre-write a larger version of the following worksheet:
  - ❑ **Worksheet 1-2: Pie Chart** (Save flipchart for next week)

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

LESSON 1

Learning the Determinants of Health

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71-72).**
- Displaying flipchart, review the **Agenda**. Explain in your own words: *Today's class will help us look at the factors that impact our health. This will help us know where to focus our energy to create meaningful community change.*

LEARNING THE DETERMINANTS OF HEALTH

- Label blank flipchart sheet or board area with the heading, "Determinants of Health".
- Explain in your own words: *There are many factors that impact our health. These factors are called determinants of health. In the nutrition class we just completed, the goal was to improve our "Health Behavior." For example, we were encouraging ourselves to eat more fruits and vegetables, and to exercise more. "Health Behavior" however, is just one factor that influences people's health. What other factors do you think influence a person's health?*
- Write the factors participants brainstorm on the flipchart sheet or board area for the entire group to see.
- They may include items such as genes, sleep, education, income, work environment, medicine, doctors, family and friends. If participants struggle with thinking of different factors, provide some of these examples.
- Once they have completed their brainstorm, read back the list for the group, complimenting how they touched upon many of the key factors that influence a person's health. Ask if any clarification is needed.
- After reviewing the list, pass out **Worksheet 1-1: Determinants of Health**.
- Ask for a volunteer from the group to read the instructions.
- Ask: *Of the factors we brainstormed,* which *do you think we should list under the "Clinical Care" category?*

Learning the Determinants of Health

- Participants will likely include factors such as doctors, medicine, and insurance.
- As the participants write these factors on their worksheet under "Clinical Care", the facilitator can circle them on the flipchart for all to see.
- Repeat this process for the other three (3) categories. Each time, consider using a different color marker to distinguish between categories.
- Examples of different factors that would go under each category are included in **Image 1**.
- Some factors like education may go into more than one category.
- Reflecting on the filled-in worksheet, briefly define each determinant of health for the group.

Clinical Care	Social, Economic & Environmental Factors	Genes & Biology	Health Behaviors
Doctors	Work environment	Age	Exercise
Medicine	Social support	Sex	Diet
Insurance	Access to education	Inherited conditions	Tobacco use
	Neighborhood conditions	Genetic makeup	Sleep
	Sense of Safety		Choice to gain education
	Pollution		
	Income		

Image 1

Learning the Determinants of Health

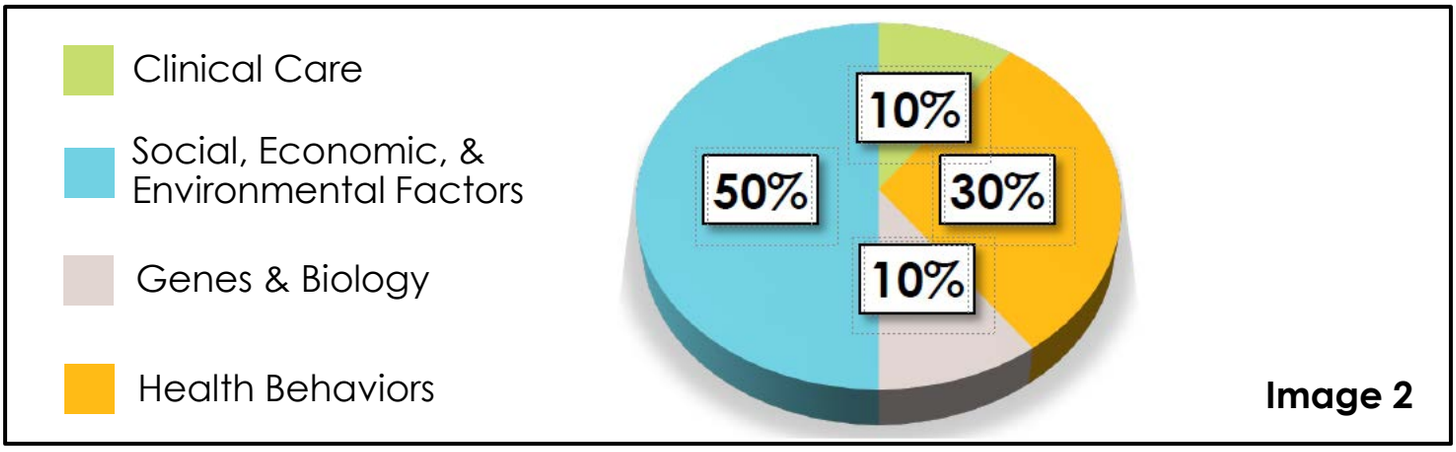


Image 2

PIE CHART ACTIVITY: HOW GREAT IS THE IMPACT?

- Display **Worksheet 1-2: Pie Chart** on a flipchart or board for participants, making sure to not include the colors in the key.
- Share that this pie chart includes the determinants of health categories previously discussed, and is showing the impact each factor can have on determining one's health status in percentage. Now that they understand the different factors each category may include, it will be their job to determine which category represents each pie piece.
- As they ponder and start guessing, have them explain their reasoning. Ask if everyone else agrees or has a different opinion. One by one, start disclosing the correct answers **(See Image 2)**, stating for example, "*Norma* is right, the green area represents 'Clinical Care', it is at 10%."
- Explain that our "Health Behaviors", such as what we choose to eat and how physically active we are, account for only one piece of the puzzle when it comes to overall health status — in this case, about 30%.
- Point out that the **BIGGEST** area on the chart is the "Social, Economic, & Environmental Factors" piece. These factors include the relationships we hold, our economic environment, as well as our physical surroundings and geographic location. **Refer to Worksheet 1-1 and previous discussion.**
- Participants may find this hard to believe. For this reason, have them compare aspects of a low-income neighborhood to aspects of a high-income neighborhood.

- How are the streets different? (Which are more smoothly paved? Which have more potholes? Which have more shaded sidewalks? Which have more litter and graffiti?)
- What is easily accessible in each of the neighborhoods? (Which has more fast-food outlets? Which has more grocery stores with high quality food?)
- Overall, what neighborhood has more inviting streets to walk on?

- People often get the recommendation that they need to exercise everyday; however, for a person from a low-income neighborhood, they will likely need to overcome barriers that are non-existent in high-income neighborhoods. The sidewalks may not be as inviting to walk or jog on where they live, and so, unless they find a way to exercise at home, which is completely doable, they may need to drive somewhere else to find a place suitable for walking or exercising.
- People find ways to overcome barriers all the time, but these barriers do exist, and they do require more effort to overcome.
- Emphasize that up until this point we have mainly focused on creating and reaching individual nutrition and exercise goals. But, if they really want to make a difference in their health status, they will have to look at the other factors that impact their health.

ACTIVITY: WHAT DO YOU SEE?

- Particularly if participants have a hard time believing that "Social, Economic, and Environmental Factors" can have such a great impact on their health, this next activity can further make the case.
- Distribute **Worksheets 1-3 and 1-4: Community Pictures**. Depending on the class size, create groups of 2-3 participants and assign 1-4 pictures per group.
- Instruct each group to analyze their specific photo(s).
- Prompt participants with the following questions:
    1. "When thinking about the impact on an individual's health, what is POSITIVE about your picture? What is NEGATIVE about your picture?"

Learning the Determinants of Health

2. "How may the environment portrayed in your picture impact an individual's ability to walk outside and access healthy food?"
3. "Is your picture portraying a healthy environment?"

- Give participants a few minutes to look at their photo and share with their group what they see. Then, have groups report out. It is helpful to summarize a participant's answer aloud for the group after they finish speaking.
    - **FOR EXAMPLE:** "Marcus thinks that this picture is talking about fast food…" or "Anna said this picture shows how safe the park is because of the lights."
- After the group shares their thoughts about their picture, ask the rest of the participants if they see something different when they look at that specific picture. Do this for all eight (8) photos.

CLOSING:s

- Explain to participants in your own words the following:
- *The circumstances in which a person is born, lives, and works can have a great impact on an individual's health.*
- *The resources a community is able to provide its residents creates a ladder leading to health and opportunity.*
- *The more "rungs" communities add to their ladders, the greater their residents' opportunities for a healthy and long life.*
- *If residents can understand the impact of social, economic, and environmental conditions on health, working collectively and focusing on the long-term, they can make a difference.*
- *One way to address these determinants of health and work to reduce health inequities, or the lack of equal access, is to advocate for policy, systems, and environmental (PSE) changes that reduce the disadvantages associated with social inequity.*

Learning the Determinants of Health

- *Addressing social inequities is complicated by many political and economic factors. However, it is possible to make changes to social and physical environments at a local level to provide a significant boost in people's opportunities to be healthy.*
- If time permits, show participants examples of what is possible with their joint effort. Share **real examples of PSE changes on pages 11-15** or consider sharing them at the start of next class. Make sure that participants realize that these projects have been completed by groups like theirs.
- Explain in your own words: *To make changes in their community, they must first assess their community to identify the greatest needs and the greatest opportunities for change. This will be the focus of their next class.*
- **Close with a Mindfulness Exercise (see examples on Appendix pages 72-73).**

Homework Question and Next Steps:

- Instruct the group to think about elements in the neighborhood they live in that may play a role in influencing their health. Have participants come prepared next week to discuss Resources (Things that help them achieve their goal) and Barriers (Things that make achieving their goals more difficult).
- **Feedback Form *(optional)*** – Before dismissing your participants, ask them to complete the Feedback Form. Collect, review, and file their feedback.

LESSON 1 - FEEDBACK FORM

Learning the Determinants of Health

NAME: _____

DATE: _____

I know what a determinant of health is.	☐ Yes | ☐ No
I understand how different determinants of health can affect my overall health status.	☐ Yes | ☐ No
I can give an example of a determinant of health.	☐ Yes | ☐ No
I understand I can make greater improvements to my health if I can address multiple factors that determine my health.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

LESSON 2

Assessing Our Community

Objectives

1. To define community resources and barriers.
2. To identify community resources and barriers in our community.

Agenda

- **Welcome**
- **Assess Community Resources and Barriers**
    - **Community Barriers Survey**
- **Closing**

LESSON 2

Assessing Our Community

Session Materials & Preparation:

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **Lesson 2 Worksheets from the Appendix (print for all participants):**
  - ❑ **Worksheet 2-1: Assessing Our Community**
  - ❑ **Worksheet 2-2: Community Barriers Survey**

- ❑ **Last week's flipchart with Worksheet 1-2: Pie Chart**

- ❑ **Flipcharts and markers**
  On the flipchart, pre-write a larger version of *each of the boxes from* **Worksheet 2-1: Assessing Our Community** (one box per chart). You should have the following four (4) pre-written flipcharts (Save these for next week):
  - ❑ Goal: EAT WELL – *Resources*
  - ❑ Goal: EAT WELL – *Barriers*
  - ❑ Goal: STAY ACTIVE – *Resources*
  - ❑ Goal: STAY ACTIVE – *Barriers*

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

LESSON 2

Assessing Our Community

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71-72).**
- Displaying last week's flipchart with **Worksheet 1-2: Pie Chart**, but standing in front of it to partially cover, review how last week, they learned that in addition to health behavior, there are many factors that impact our health. Ask participants, "Does anyone remember what the most impactful factor is?"
- Once a participant answers correctly, step away from flipchart, so participants can see the displayed pie chart. Review how social, economical, and environmental factors are the greatest factors that impact our health.
- Explain in your own words: *In today's class, we will look at our community with more critical eyes, so that we can identify what it is that needs to be changed, as well as what we already have that is helpful. Some of you may have already started doing this since last class*. Displaying the flipchart, review the **Agenda.**

ASSESS COMMUNITY RESOURCES AND BARRIERS

- Distribute printed copies of **Worksheet 2-1: Assessing Our Community**. Tell participants that they are now going to go over the worksheet.
- If the class is not at an apartment complex or a neighborhood location, start the discussion by asking participants where they personally live. Let everyone share what part of town they live in.
- Have participants write on their paper the name of the street and city in which they live.
- Next, ask participants what locations they frequently visit. If everyone mentions a similar location, have participants write that location on their paper.
- If participants frequently visit a senior center or a recreational facility, they may be interested in working on a community change project that focuses on making improvements pertaining to that location.

Assessing Our Community

- **Note:** Participants that live in the same neighborhood/ apartment complex, or participants that regularly meet in the same location, are likely to work more cohesively together as they are more likely to identify similar resources and barriers and feel equally motivated to see a project through.
- Ask for a volunteer to read from their worksheet the definition of "resources" and the definition of "barriers".
- Go through each box of the table with the group and provide 1-2 examples of a resource and barrier for both goals so that your participants understand the type of items that would belong in each box. See examples in **Image 3** below.

Image 3

GOAL	RESOURCES *Things that help me achieve this goal*	BARRIERS *Things that make this more difficult*
EAT WELL	· 24hr. grocery store · Healthy restaurants nearby · There is a farmers' market every week · My friends/family eat healthy · Cooking classes	· Grocery stores are very far from my house · I do not have reliable transportation · Lots of fast food restaurants nearby · Food is too expensive · Advertising · Medical conditions

GOAL	RESOURCES *Things that help me achieve this goal*	BARRIERS *Things that make this more difficult*
STAY ACTIVE	· Live near a park · Streets and sidewalks are safe · My neighborhood has bike lanes on streets · Lots of areas to go walking · I have a pet	· Traffic/busy streets · Lots of trash or graffiti · No lights on paths at night · I'm lazy/unmotivated · I have no one to exercise with · Medical conditions

· I have grandchildren
· Exercise classes
· Gangs/Crime

- Display flipchart of enlarged boxes from **Worksheet 2-1: Assessing Our Community.**

Assessing Our Community

- Focusing on a common location, such as their neighborhood, place of residence or community center, consider starting with a brainstorm of the resources. For example, ask group, "What is in the community that helps you eat healthier?"
- If the group struggles with this, refer to **Image 3** on the previous page for examples of possible items for each box.
- As participants take notes on their worksheet, use the flipchart to write participant responses. Continue until each flipchart includes their responses.
- If participants start thinking of community project ideas during the brainstorm, this is exciting! Make sure to take notes of their ideas on the flipchart for next week.
- Point out to participants that many of them have similar answers for each box as generally, people with similar social and economic backgrounds often share similar interests and struggles.
- If there is disagreement of any of the resources or barriers, it is likely because someone is aware of or has access to a resource that others either do not know about or do not have access to. Let this brainstorm be an opportunity for peer sharing, so others can become more familiar with community resources (i.e., transportation resources, free community classes, congregate meal sites, etc.).
- Make sure to note all responses on the flipchart as they may be referenced in future sessions. Explain to participants that this is just an initial brainstorm, so as they continue looking at their community with critical eyes, they may notice more things to add to this list in the coming weeks.

COMMUNITY BARRIERS SURVEY

- Distribute printed copies of **Worksheet 2-2: Community Barriers Survey** and tell participants that you are now going to go over this second worksheet.
- Explain that this survey can help you think about community obstacles specific to your site's city or selected project site for PSE implementation.
- Although this survey can be done by participants at home, if there is enough class time and you believe participants may struggle with completing the

survey, complete the survey during the session. Make sure to explain the worksheet, and then make yourself available for questions.

- Go over the group's responses afterwards or at the next session.

CLOSING

- Explain in your own words: *Based off their important discussion today, it is clear, the communities we live in can greatly impact our health. There are resources and barriers in our community that are either making it easier or harder for us to make healthy behavior choices. Years of research reflect what we heard in our discussion today. Individuals are more encouraged to make healthy choices if they have increased access to the tools and resources required to make them.*
- *Research shows how there is a relationship between how our communities are physically laid out and our health. There is also strong links that exist between the transportation choices we make (i.e., driving, walking, cycling, taking the bus) and health risk factors, such as limited physical activity and obesity.*
- *Research also shows that clear links exist between limited physical activity opportunities and obesity and chronic diseases – heart disease, stroke, diabetes, etc. Individuals are more inclined to perform physical activity within their communities if they feel their communities are safe.*
- *Although our community does greatly impact us, it is important to remember that communities can change, especially when community residents, like yourselves, who care deeply about your community, come together to advocate for change. This will be the goal of these community change classes.*
- **Close with a Mindfulness Exercise (see examples on Appendix pages 72-73).**

Homework and Next Steps:

- Have participants continue making notes of resources and barriers they recognize. They can be added to the flipchart next week. If they think of any project ideas, have them make notes, as this will be the focus of next week!

LESSON 2 - FEEDBACK FORM

Assessing Our Community

NAME: _____

DATE: _____

Can your environment affect your health?	☐ Yes | ☐ No
Various social conditions influence my health status a great deal.	☐ Yes | ☐ No
I can give an example of a resource in my community that helps to improve my health.	☐ Yes | ☐ No
I can give an example of a barrier in my community that limits my health.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

LESSON 3

Brainstorming Community Improvement Projects

Objectives
1. To learn how different projects can help improve the community and our health. 2. To identify one or more community improvement projects to work on together.
Agenda
• **Welcome**
• **Review & Add New Community Resources and Barriers**
• **Identify Community Improvement Projects**
• **Closing**

LESSON 3

Brainstorming Community Improvement Projects

Session Materials & Preparation:

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **Lesson 3 Worksheet from the Appendix (print for all participants):**
  - ❑ **Worksheet 3-1: Let's Improve Our Community**

- ❑ **Last week's flipcharts with "Worksheet 2-1: Assessing Our Community" class brainstorm**
  - ❑ Goal: EAT WELL – *Resources*
  - ❑ Goal: EAT WELL – *Barriers*
  - ❑ Goal: STAY ACTIVE – *Resources*
  - ❑ Goal: STAY ACTIVE – *Barriers*

- ❑ **Last week's "Community Change Project Ideas" if ideas were brainstormed**

- ❑ **Flipcharts and markers**
  Have flipchart available to brainstorm project ideas that come up.

- ❑ **Review examples of resident-led PSE successes and prepare to share**
  Print and share PSE definition and real examples of PSE changes on pages 9-15.

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

LESSON 3

Brainstorming Community Improvement Projects

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71).**
- Displaying the flipcharts for the class brainstorm of **Worksheet 2-1: Assessing Our Community** from last week, explain how in today's class they will be continuing with their brainstorm of additional resources and barriers, while also starting the exciting process of coming up with new project ideas that can make a meaningful impact in their community.
- If participants got a head start, display and compliment the class brainstorm of **Community Improvement Projects** from last class and explain that today they will be flushing those ideas out and potentially coming up with additional projects. Displaying the flipchart, review the **Agenda.**

REVIEW & ADD NEW COMMUNITY RESOURCES & BARRIERS

- Displaying the flipchart for the class brainstorm of **Worksheet 2-1: Assessing Our Community** from last week, remind participants that these are the resources and barriers they have so far identified in their community.
- Read through the list of resources for healthy eating and ask participants if there are any resources that are missing from this list. Add any responses. Repeat the process for the additional three (3) boxes.

IDENTYIFY COMMUNITY IMPROVEMENT PROJECTS

- Hand out printed copies of **Worksheet 4-1: Let's Improve Our Community**.
- On this worksheet, explain how they will now be starting the exciting process of thinking about community improvement projects to improve their community.
- Explain that it is important for these projects to be projects that will improve their community by making it easier for them to eat well and stay active.

Brainstorming Community Improvement Projects

- If not yet done so, share ***PSE definition and real examples of PSE changes***.
- Although there is room for only five (5) project ideas on the worksheet, share that they are more than welcome to come up with more. Review the column on the right-hand side of the page that lists check boxes for "My Physical Activity", "My Nutrition", and "My Overall Health". Instruct participants to check off any boxes that they think apply to each of the project ideas they come up with. A project idea may warrant more than one box being checked.
- On a blank flipchart, with the heading "Project Ideas," begin by writing and describing the project ideas that they may have started last week as they were discussing resources and barriers. Allow time for participants to copy these on their individual worksheets if they prefer.
- If participants are having a hard time coming up with ideas, ask questions about the barriers they mentioned. For example, if they mention that there is a lack of affordable produce nearby, ask about community gardens. Do they have access to a community garden? If not, would there be interest in starting a garden? What potential space may be available for a garden? Another example is if they are lacking motivation to exercise. Ask participants, what motivates them. If it is a friend to exercise with, ask if there would be interest in starting a morning walk or a weekly dance group.
- For every project idea that is brought up, discuss logistics and likelihood for such a project. It is important that ideas be clear and substantiated by data/information whenever possible. Include notes on flipchart, as this will help with creating the action plan for the next class.

Brainstorming Community Improvement Projects

CLOSING

- Celebrate everyone's efforts in looking critically at their environment and coming up with projects that can make a real difference in their day to day lives.
- **Close with a Mindfulness Exercise (see examples on 73-74).**

Homework and Next Steps:

- In preparation for next week's focus, have participants continue coming up with project ideas.
- In addition, have them do some preliminary research, and learn more about issues that were identified.
- And lastly, have them see who else may want to be involved in the community change process, and have them invite them to the next meeting. Explain how the more people who share their concerns and work with them to create change, the more impactful their efforts will be.

LESSON 3 - FEEDBACK FORM

Brainstorming Community Improvement Projects

NAME: _____

DATE: _____

I am interested in my group's project ideas.	☐ Yes | ☐ No
I understand how different projects could help improve the community and my health.	☐ Yes | ☐ No
I want to work with my group members to complete a community improvement project.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

LESSON 4

Creating & Progressing Through an Action Plan

Objectives

1. To learn how a community action plan can help a group complete a community improvement project.
2. To understand how to develop and update an action plan to accomplish personal and group goals.

Agenda

- **Welcome**
- **Review Community Action Plan and Make Change!**
- **Closing**

LESSON 4

Creating & Progressing Through an Action Plan

Session Materials & Preparation

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **MODIFIED Lesson 4 Worksheet from the Appendix (print for all participants):**
  - ❑ **Worksheet 4-1: Community Action Plan:**
    To modify action plan, it is essential *to do research on the project ideas before this class. Interview stakeholders and research online. Asses the following: Has the underly issue been addressed in the past? If so, how? Has this project idea been attempted in the past? If so, how? How viable is this project? Who are potential partners? What steps would be needed to achieve this project idea?*

- ❑ **Last weeks Flipcharts with "*Worksheet 2-1 Assessing Our Community*" class brainstorm**
  - ❑ Goal: EAT WELL – *Resources*
  - ❑ Goal: EAT WELL – *Barriers*
  - ❑ Goal: STAY ACTIVE – *Resources*
  - ❑ Goal: STAY ACTIVE – *Barriers*

- ❑ **Flipcharts with class brainstorm of "Project Ideas" from last class**

- ❑ **Flipcharts and markers**
  Have flipchart available incase brainstorming or large notetaking is needed.

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

LESSON 4

Creating & Progressing Through an Action Plan

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71-72).**
- Displaying the flipcharts for the class brainstorm of **Worksheet 2-1: Assessing Our Community** from last week, explain in your own words: *In today's class, we will be seeing how we can move forward on project ideas that will help us overcome at least some of the barriers to good health that we are experiencing.*
- Displaying the flipchart of the brainstormed **Project Ideas** from last class, and holding up the **Community Action Plan,** explain that all their project ideas are now on a Community Action Plan.
- Further explain how they have gone from being ideas to items with specific action steps, showing them how they can turn their ideas into reality.
- Displaying the **Agenda**, explain your own words: *Today we will be spending all class time looking at our action plan, and figuring out how we can work together to bring about community change.*

REVIEW COMMUNITY ACTION PLAN AND MAKE CHANGE!

- Distribute the **Community Action Plan**.
- Tell participants that it is possible to make changes to their social and physical environment when they can organize and learn how to make their voices heard.
- Explain that this Community Action Plan reflects all their project ideas. It can help them organize by guiding project effort and tracking progress.
- Explain that for this reason, each week, or each time they meet, the action plan will be updated to reflect what they learned, what they accomplished, and who will set out to accomplish what next.
- Review each of the project ideas and its corresponding action steps. Brainstorm additional action steps when needed.

Creating & Progressing Through an Action Plan

CLOSING

- Highlight how each week, different people from their group will be assigned a task that can help move the project forward. As they complete the action steps, they will be coming closer to achieving their project goal or learning why their project goal may have to be somehow modified for it to be achieved.
- By everyone focusing on the same goal, they can each use their own strengths and connections to complete tasks and eventually achieve their project goal.
- Once project goal is achieved, participants will also have to consider project sustainability. How will an effort endure over time? What action steps can be added into the action plan that will support sustainability?
- Take time to celebrate progress in each session. Reflect on any setbacks as opportunities to learn, reorganize and succeed in the future.
- As facilitator, look for project ideas that are low hanging fruit, meaning they can easily be achieved in the short term. Having a success early on can increase participants' confidence in their ability to bring about community change.
- **Close with a Mindfulness Exercise (see examples on Appendix pages 73-74).**

HOMEWORK AND NEXT STEPS

- To help group progress and achieve desired goals, remind participants to follow through with assigned tasks from the Community Action Plan.
- Consider having group members remind one another of the tasks. Also, consider assigning participants to work on an action item as a pair. This will lessen the workload, make the work more enjoyable, and less overwhelming.

LESSON 4 - FEEDBACK FORM

Creating & Progressing Through an Action Plan

NAME: _____

DATE: _____

I know what an action plan is.	☐ Yes | ☐ No
I see how an action plan will help our group complete our community improvement project.	☐ Yes | ☐ No
I can help create our group's action plan and can also create action plans to accomplish personal goals I may have.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

Optional PSE Lessons

OPTIONAL LESSON

Assessing Human Capital

Objectives

1. To define human capital.
2. To identify personal human capital.
3. To learn how collective human capital creates a stronger group.

Agenda

- **Welcome**
- **Review and Update Community Action Plan**
- **Understanding Human Capital**
- **Assessing Our Human Capital**
- **Closing**

OPTIONAL LESSON

Assessing Human Capital

Session Materials & Preparation

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **MODIFIED Lesson 4 Worksheet from Last Week (print for all participants):**
  - ❑ **Worksheet 4-1: Community Action Plan**
    It may be helpful to call participants to remind them of their assigned task and coach them through their task if needed. Based off notes from last class and any new information obtained from participants, update last week's action plan.

- ❑ **Optional Lesson Worksheet from the Appendix (Print for all participants):**
  - ❑ **Optional Worksheet 1: Assessing Human Capital**

- ❑ **Flipchart and markers**
  Have flipchart available incase brainstorming or large notetaking is needed.

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

OPTIONAL LESSON

Assessing Human Capital

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71-72).**
- Displaying the **Agenda** and holding up the updated **Community Action Plan,** explain how in today's class we will be seeing how we can continue making progress on the action plan, while we will also be learning about ourselves and the overall strength of our group.

REVIEW AND UPDATE COMMUNITY ACTION PLAN

- Distribute and go over the updated **Community Action Plan**.
- As the action plan is reviewed, take notes during the discussion so that modifications to the action plan can be made for the following week.
- For each project goal, discuss what has been learned and accomplished. Provide opportunities for participants to provide updates to the class.
- Take time to recognize everyone's contributions and the progress that has been made. Reflect on any setbacks.
- Together, brainstorm any needed changes to the action items and next steps.
- Ask for volunteers to support with each of the action items. For some of the items, the facilitator may need to assign the tasks to themselves.

UNDERSTANDING HUMAN CAPITAL

- Distribute **Optional Worksheet 1: Assessing Human Capital**.
- Explain how the primary benefit of working as a group to achieve community change is that it assists individuals in achieving goals that they may struggle with if working alone.
- Ask, "Who do you imagine making more of an impact, one person going to City Council to tell them about dangerous road conditions, or 20-50 people going to

Assessing Human Capital

City Council to tell them about the dangerous road conditions?" Listen to their responses.

- Remind participants that more voices make a stronger voice. If the group is currently small, discuss how there is always potential to partner with other individuals or organizations who also care about the issue.
- To further maximize the strength of a group, it is also important to recognize the individual strengths of each of the group members.
- Explain: *Today, we will be taking an inner look at ourselves, reflecting on our past and present, and what we have gained through our experiences.*
- Have a volunteer read the definition of "human capital" on the worksheet to the group.

ASSESSSING OUR HUMAN CAPITAL

- Prior to having participants answer the questions on the worksheet, explain how experiences can be formal and informal, as skills and knowledge can be gained from both. For example, a homemaker can gain valuable skills and knowledge from various activities pertaining to taking care of his or her children.
- Ask participants to spend a few minutes answering the worksheet questions. The facilitator can do the same.
- Then, providing an opportunity for participants to better get to know each other, gradually go through each of the questions with the group.
- Post blank flipchart and record responses. Encourage everyone to share, but do not insist if someone prefers not to.
- It is important that the facilitator recognizes the strengths of varying formal and informal experiences.
- When possible, make connections between participants and ask for clarification when needed. If participants have a hard time recognizing what skills and knowledge they may have, consider asking probing questions about their experiences that can help them identify what they have gained. For example, if

Assessing Human Capital

Jesus shares that he used to work at a bank, a facilitator may ask, "Jesus, you used to work at a bank? You must be great with money and numbers then, no?"

- Continue until everyone who would like to shares.

CLOSING

- Explain that the items they have shared today all make up their human capital. Their life experience reflects the wealth of knowledge and skills they each possess.
- Stress that human capital is valuable. When a group recognizes each other's human capital and can each put in effort that aligns with their individual strengths, the group can be powerful. Uniting this power under one vision, the group can surely bring about real community change.
- Also note that their opinions as older adults in the community carry a lot of weight. Ideally, have some key statistics to share with them at this juncture; for example, the percentage of San Diego residents that are 55+ years old or the percent vote older adults hold in elections.
- **Close with a Mindfulness Exercise (see examples on Appendix pages 73-74).**

HOMEWORK AND NEXT STEPS

- To help group progress and achieve desired goals, remind participants to follow through with assigned tasks from the Community Action Plan.

OPTIONAL LESSON - FEEDBACK FORM

Assessing Human Capital

NAME: _____

DATE: _____

I understand what my human capital is.	☐ Yes | ☐ No
I understand how our collective human capital makes us a strong group.	☐ Yes | ☐ No
I feel like a member of this group.	☐ Yes | ☐ No
I want to continue participating in this group.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

OPTIONAL LESSON

Organizing our Group

Objectives
1. To identify common leadership roles in an organized group. 2. To learn how working as an organized group can help a group work more effectively.
Agenda
• **Welcome**
• **Review and Update Community Action Plan**
• **Organizing Our Group**
• **Closing**

OPTIONAL LESSON

Organizing Our Group

Session Materials & Preparation

- ❑ **Printed sign-in sheet**

- ❑ **Nametags for class participants**
  Optional - Printing individual nametags for each participant, which includes the group name or the name of the health education class, can help participants feel a greater sense of belonging to the group. New participants can be told that they can expect their individual nametag the following week.

- ❑ **Written class agendas**
  Prepare this before class on flipchart or if available write this on an area of chalkboard or whiteboard before class begins.

- ❑ **MODIFIED Lesson 4 Worksheet from Last Week (print for all participants):**
  - ❑ **Worksheet 4-1: Community Action Plan**
    It may be helpful to call participants to remind them of their assigned task and coach them through their task if needed. Based off notes from last class and any new information obtained from participants, update last week's action plan.

- ❑ **Optional Lesson Worksheet from the Appendix (Print for all participants):**
  - ❑ **Optional Worksheet 2: Organizing Our Group**

- ❑ **Flipchart and markers**
  Have flipchart available incase brainstorming or large notetaking is needed.

- ❑ **Pens or pencils**

- ❑ **Printed Lesson Feedback Forms *(optional)***

OPTIONAL LESSON

Organizing Our Group

WELCOME

- Greet participants as they sign-in and grab their nametags.
- **Open with a Check-In (See Check-In Examples on page 71-72).**
- Displaying the **Agenda** and holding up the updated **Community Action Plan,** explain: *In today's class, we will be seeing how we can continue making progress on our action plan, while we will also be learning about how to solidify our group's infrastructure so that we can more effectively achieve our project goals.*

REVIEW AND UPDATE COMMUNITY ACTION PLAN

- Distribute and go over the updated **Community Action Plan**.
- As the action plan is reviewed, take notes during the discussion so that modifications to the action plan can be made for the following week.
- For each project goal, discuss what has been learned and accomplished. Provide opportunities for participants to provide updates to class.
- Take time to recognize everyone's contributions and the progress that has been made. Reflect on any setbacks.
- Together, brainstorm any needed changes to the action items and next steps.
- Ask for volunteers to support with each of the action items. For some of the items, the facilitator may need to assign the tasks to themselves.

ORGANIZING OUR GROUP

- Review the **Optional Worksheet 2: Organizing Our Group**. Read the definition of a "community workgroup". Ask the group if they would identify their group as a community workgroup. Listen to their responses.
- Ask participants, "What is our shared purpose?" or "What is it that we are all trying to accomplish?" These questions will help the group come up with their vision. If it starts out with a brainstorm of words, support the group into turning their words into a sentence. An example of a shared vision is on page 56.

OPTIONAL LESSON

Organizing Our Group

- Similarly ask, "What should be our group name?" A group name can potentially relate to a group's vision, and should be something that all the members identify with and feel proud of. An example of a group name is on page 56.
- Give participants time to write their vision and name on their worksheet.
- In addition to having a vision and a name, a community workgroup needs to be organized. Read the various suggested roles on the worksheet. Discuss potential responsibilities different roles may need to assume. See page 56 for ideas.
- Pose the following questions to the group: *Why are these roles and responsibilities important? Are all these roles needed for our group? Are there other roles that are not included on this worksheet that are needed?*
- If other roles are mentioned, have participants add these roles to their sheet, as the facilitator can add to a blank flipchart for all to see.
- Explain how by having group roles, groups can work together more effectively and establish a clear focus for their efforts. They will be able to split the work amongst each other, so that more work can be done in a thorough manner.
- Take time to have participants think about their strengths. If participants completed **Optional Lesson 1: Assessing Human Capital**, remind participants about their discussion about human capital, and what they shared regarding their past and present roles and experiences.
- Based off their strengths, ask participants, "Is there a role, from those we discussed today, that you'd like to hold or specific way you'd like to contribute to the group?" If participants are uncertain of how they would like to respond, suggest that they spend time over the week to consider a role for themselves. Have participants jot their thoughts on their worksheet and bring to next class.
- **Note**: Older adults may fear taking on a leadership position for many reasons. They may feel that their health is not consistently well, or their aging family members may need their support. Consider delegating more than one person for each role to alleviate the pressure.

OPTIONAL LESSON

Organizing Our Group

CLOSING

- Explain how an organized group helps disseminate the work so that the workload is manageable for all. For this reason, it is helpful when group members can each take on different roles.
- **Close with a Mindfulness Exercise (see examples on Appendix pages 73-74).**

HOMEWORK AND NEXT STEPS

- To help group progress and achieve desired goals, remind participants to follow through with assigned tasks from the **Community Action Plan**.
- Remind participants to consider how they would like to contribute to the group. Particularly if they are hesitant about committing, remind participants that they can take on a role with a partner.
- Once group roles are assigned in the following session, modify **Optional Worksheet 2: Organizing Our Group** and Page 56, to include the group name, vision, roles and responsibilities, and assigned person or people for each role.

OPTIONAL LESSON EXAMPLE

Organizing Our Group

Group Name: The Active Older Adults

Shared Vision:

A group guided by passion, that critically looks at the impact of polices, systems and environment, and is dedicated to supporting their community eat well and stay active.

Roles & Responsibilities

Group Facilitator: Assists in guiding the conversation, to ensure the group continues moving forward and accomplishing goals during meetings. Facilitator also helps group form group agreements, and then ensures that they are enforced.

Historian: Keeps track of new and updated action items during meetings, helping ensure participants follow through with action items. Takes pictures for the purpose of maintaining record of group efforts and sharing with pertinent stakeholders.

Spokesperson: Speaks on behalf of the group at public gatherings. (i.e., City Council meetings, Neighborhood Committees, Resident Meetings, etc.)

Community Liaison: Invites community speakers and reaches out to new partners.

Researcher: Conducts research of current processes, rules, and/or potential partners to help group understand where they can focus their efforts and what partners to potentially work with. Research can be obtained by things such as interviewing key stakeholders or conducting online research.

Planner: Calls, texts, or knocks on doors to remind participants of meetings Assists in planning events or special meetings with speakers or larger community.

OPTIONAL LESSON - FEEDBACK FORM

Organizing Our Group

NAME: _____

DATE: _____

Different groups often have similar organization and leadership roles.	☐ Yes | ☐ No
Focusing and organizing the actions I take can help me accomplish my goals.	☐ Yes | ☐ No
I understand how working as an organized group would help us to complete a community improvement project.	☐ Yes | ☐ No
I think today's information was interesting.	☐ Yes | ☐ No
I think today's information is useful to know.	☐ Yes | ☐ No

My favorite part about today's session was:

_____

_____

I wish we spent more class time on:

_____

_____

Thank you for completing this survey!

Appendix

PSE Lesson Worksheets

PARTICIPANT WORKSHEET

1-1: Determinants of Health

NAME: _____

DATE: _____

Determinants of health are personal, social, economic and environmental factors that influence a person's health status.

The categories below are key determinants of health. Different factors that influence a person's health can be grouped under these categories. List factors that belong under each category.

Clinical Care	Social, Economic & Environmental Factors	Genes & Biology	Health Behaviors

PARTICIPANT WORKSHEET

1-2: Pie Chart

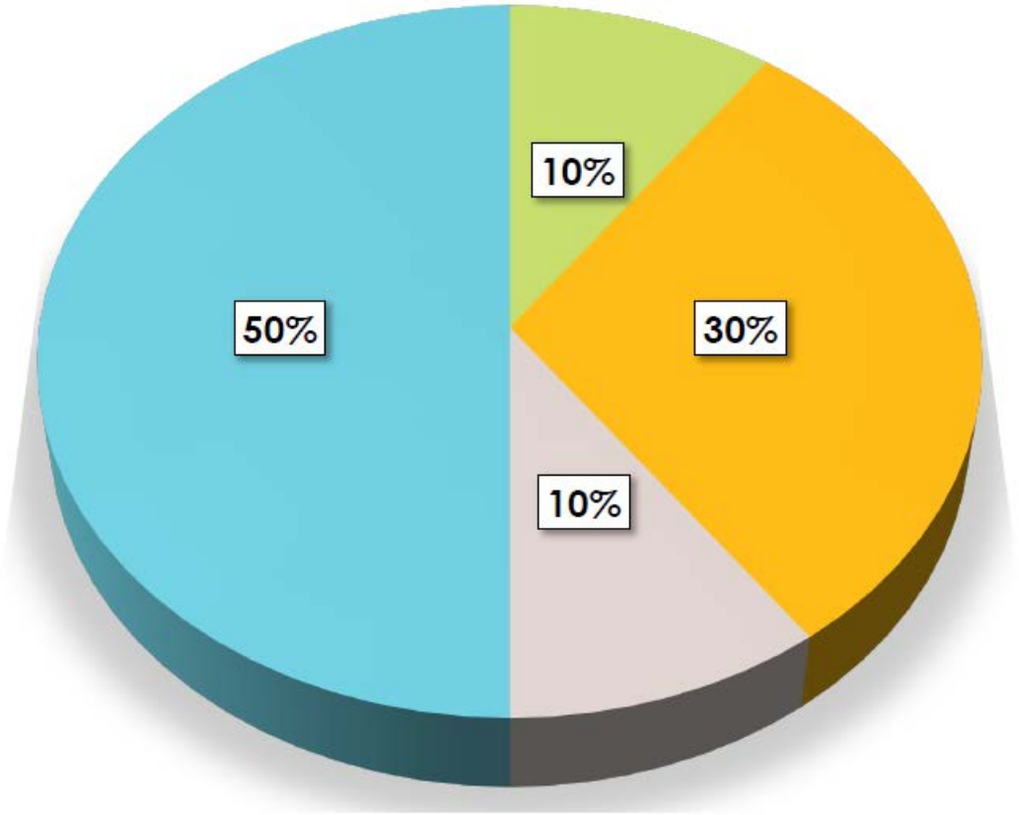
NAME: _____

DATE: _____

Determinants of Health: This pie chart includes the major determinants of health: Clinical Care, Genes & Biology, Social, Economic, & Environmental Factors, and Health Behaviors. It is reflecting the impact each of these factors can have on determining one's health status. Do you know which pie piece reflects each category? Color in the boxes or write the percentage in the Key to match the pie pieces.

KEY

- ☐ Clinical Care _____
- ☐ Genes & Biology _____
- ☐ Social, Economic, & Environmental Factors _____
- ☐ Health Behaviors _____



PARTICIPANT WORKSHEET

1-3: Community Pictures

NAME: _____

DATE: _____







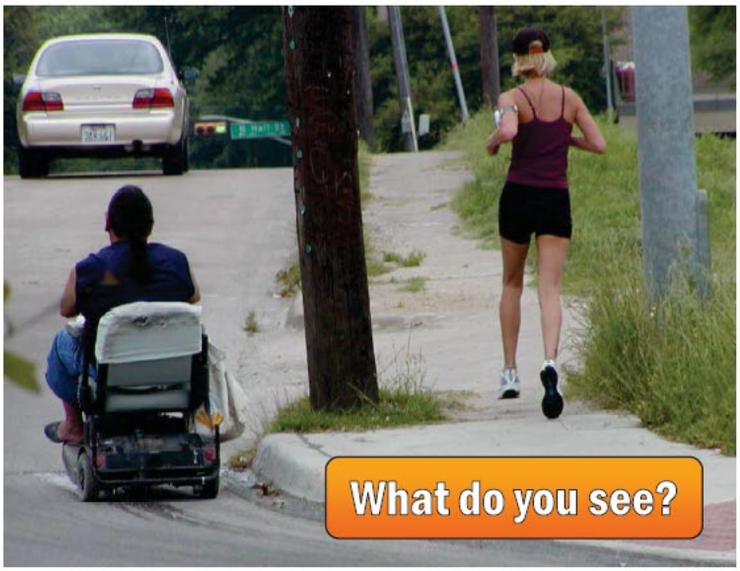


PARTICIPANT WORKSHEET

1-4: Community Pictures

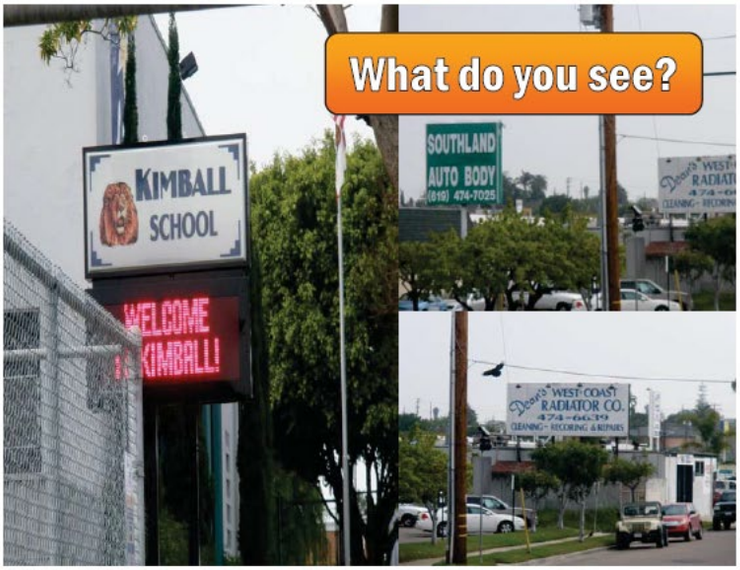
NAME: _____

DATE: _____









PARTICIPANT WORKSHEET

2-1: Assessing Our Community

NAME: _____

DATE: _____

Resources are things that can help you achieve your goals. **Barriers** are things that make achieving your goals more difficult.

Where do you currently live? _____

Where do you frequently visit?_____

Reflecting on where you live and where you frequently visit, write down the resources and barriers that may be impacting you.

GOAL	RESOURCES	BARRIERS
EAT WELL		
STAY ACTIVE		

PARTICIPANT WORKSHEET

2-2: Community Barriers Survey

NAME: _____

DATE: _____

1. What aspects of the environment in your community prevent you from eating at least 3 ½ cups of fruits and vegetables every day?

□ Not served in daily meals
□ Grocery stores are too far away
□ Cost of the food
□ The time it takes to prepare it
□ Other:

_____

_____

2. What aspects of the environment in your community prevent you from exercising 30 minutes a day, most days of the week?

□ Uneven/inaccessible sidewalks
□ Lack of nearby recreational areas
□ Lack of nearby exercise classes
□ Lack of support
□ Other:

_____

_____

3. Where do you walk to most often in your community?

□ Grocery store
□ Community or senior center
□ Laundromat
□ Library
□ Other:

_____

_____

4. What aspects of the environment in your community help you to exercise more often?

□ Support from my peers
□ I participate in a scheduled class
□ Safe, wide sidewalks and streets
□ Nearby public gym or park
□ Other:

_____

_____

5. Where would you like to be able to walk in your community, but are unable to do so?

_____

_____

6. What aspects of the environment in your community help you to eat healthier?

_____

_____

PARTICIPANT WORKSHEET

NAME: _____

3-1: Let's Improve Our Community

DATE: _____



Write down project ideas that can help you overcome barriers or further support you in making positive lifestyle changes. Check the box that reflects which aspect of lifestyle the project idea aims to improve.

	My Physical Activity	My Nutrition	My Overall Health
1.	☐	☐	☐
2.	☐	☐	☐
3.	☐	☐	☐
4.	☐	☐	☐
5.	☐	☐	☐

PARTICIPANT WORKSHEET

4-1: Community Action Plan

NAME: _____

DATE: _____

PROJECTS	ACTION STEPS	ASSIGNED PERSON/PROGRESS
EXAMPLE – MODIFY		
IMPROVE VISIBILITY OF CROSSWALK	❑ Research city processes and important contacts ❑ Research the number of incidents that have occurred at that crosswalk.	-Hazel and Allen to take pictures of crosswalk. -Benny and Mike to speak to Service Coordinator and residents to assess number of incidents and obtain quotes from residents. -Miguel to speak to his neighbor's friend, a City Engineer, to see best way to capture city's attention and learn.

OPTIONAL PARTICIPANT WORKSHEET

NAME: _____

1: Assessing Human Capital

DATE: _____

Human Capital is the skills, knowledge, and experiences possessed by an individual that brings value to a group.

Answer the below questions to help you gauge your human capital.

1. What jobs or volunteer experiences have you had <u>in the past</u>? _____

_____

a. What skills did you gain? _____

b. What knowledge did you gain?_____

2. What jobs or volunteer experience do you <u>currently</u> have? _____

_____

a. What skills did you gain? _____

b. What knowledge did you gain? _____

3. What groups are you affiliated with? _____

_____

4. What <u>additional skills</u> do you have? (Consider skills you have gained from your interests, your childhood experiences, or your education)

_____

5. What <u>additional knowledge</u> do you have from your experiences or education?

_____

OPTIONAL PARTICIPANT WORKSHEET

2: Organizing Our Group

NAME: _____

DATE: _____

A **community workgroup** is a collection of members within a community that come together under a shared vision to achieve a shared goal.

Write down your group's name and vision in the middle circle. Which of the below roles do you envision your group needing to be successful? Add any roles that are missing. Write down your name in the circle(s)of the roles you would consider taking on.

Lesson Components

Check-In Examples

Spend a few minutes at the start of class to check-in with your group to see how they are doing. Not only does this allow you to better understand where your participants are at, but it also allows the participants to step back and check-in on themselves, which is an important first step to seeking self-care when needed.

1-5 Check-In: On a scale of 1-5, with 1 being calm and relaxed and 5 being stressed and anxious, have participants briefly share where they are at as they are sitting in their seat. This may be in one word or one sentence.



Roller Coaster Check-In: On flipchart, draw a wiggly and straight line resembling a roller coaster. Explain what different parts of a rollercoaster may feel like. Have participants come up and put an X on the area on the rollercoaster they feel they are currently at. Have them explain briefly in one word or sentence if they please.

Thumbs Up, Thumbs Down Check-In: Have participants give a thumbs up if they are feeling good and ready to go, and a thumbs down, if they are feeling the opposite. Participants can also show that they are feeling somewhere in between by displaying a sideways thumb. Have participants go around and show the class their thumb and explain in one word or one sentence how they feel.

Check-In Examples



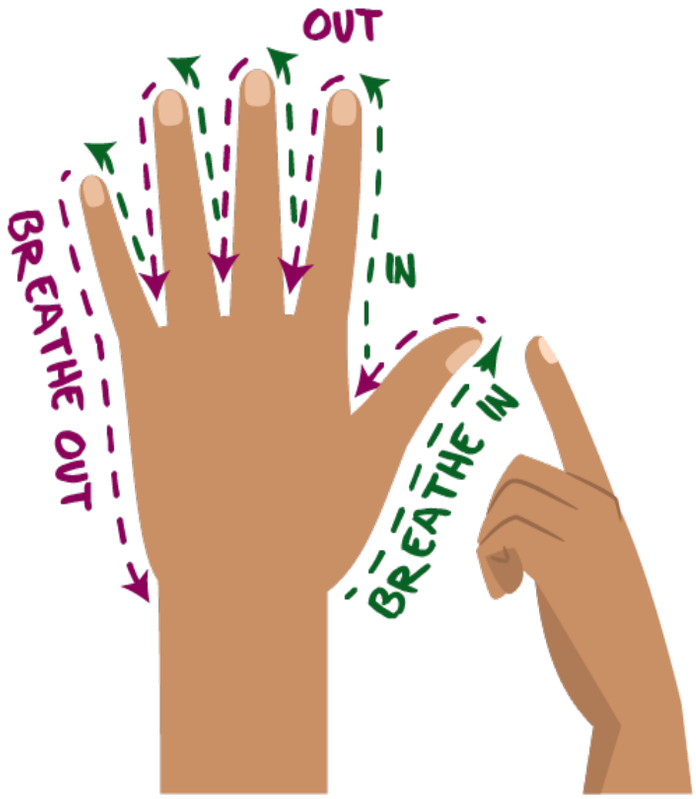
Image source: Leah's Pantry

Picture Check-In: Display cute pictures of an image in 4-9 emotional states. One may be asleep, while another may be happy, a third maybe happily working on a lot of things, while the last may appear stressed. Ask participants what picture most resonates with how they are feeling right now. An example of a light and more humorous picture check-in is provided above.

Facilitator Tip –
Provide supportive responses and thank participants for sharing. Remind them that by acknowledging and reflecting on their feelings, they are strengthening their own resilience. If many participants are feeling on the downside, a mindfulness or fun movement break can help. If one individual is feeling particularly down, be understanding if they just want to listen in rather than actively participate in the class discussion. Also, consider checking in with them further after class.

Examples of Closing Mindfulness Exercises

At the end of class, provide time for participants to reflect on what they learned. Adding a short breathing or visualization exercise may also help participants leave the class feeling less stressed and calmer. Remind participants that these breathing techniques can be put in their invisible tool belt to help them fall asleep and destress.



5 Finger Breathing: With fingers spread, hold one hand in front of you. Trace your fingers with the pointer finger on your other hand. As you go up a finger, slowly breathe in. As you go down a finger, slowly breath out. Continue doing this for 1 minute.

Source: Leah's Pantry

Visualizing My Healthiest and Happiest Self: This can be particularly helpful at the start and/or the end of the community change process. Have participants take a deep breath, and then close their eyes. As their eyes are closed, have participants imagine that they are walking in their community, and they are their happiest and healthiest self. They feel safe. They feel like their community is helping them feel nourished. What do you hear in your community? What do you see? What do you smell? Who are they with, and what is everyone doing? Continue having participants breathe in and out for at least 1 minute as they imagine their happiest healthiest self in a safe and nourishing community.

Examples of Closing Mindfulness Exercises

Heart and Belly Breathing: With one hand on your heart and the other on your belly, get into a comfortable position. Place your attention on the area between your hands. As you breath in and out 10 times, feel the warmth of your hand over your heart and your belly, and pay attention to what goes on in the area between your hands.

Simple Closing: Ask everyone to take a deep breath as they raise their hands in the air, and then gently blow it out as they bring their hands down. Then take turns having participants go around sharing one thing they learned in class and/or feel gratitude towards.

Facilitator Tip –
For participants that may be hesitant about breathing or visualization exercises, remind them of the following:

- These activities aim to slow down our bodies and minds, and help us enter a calm and present mood.
- They can be used anywhere and any time, particularly when feeling lost, stressed, or overwhelmed.
- There is no right or wrong way to do these exercises. Many already do this when they pray, take a walk, sit down to see and hear the birds, exercise, and/or meditate.
- As is the case for all activities, participants have the option to participate or not participate.

Movement and Stretch Breaks

Directions:

- Select 2-3 exercises ahead of time from previous class or see National Institute on Aging Go4Life Initiative (www.nia.nih.gov/health/exercise-physical-activity) or *Your Everyday Guide to Exercise & Physical Activity (pennmemorycenter.org/wp-content/uploads/2021/06/NIA-Exercise-Guide.pdf) for your group to do together.* Spend 5-10 minutes during a break to perform the exercises as a group.
- To make this more interactive once participants are familiar with some of the exercises, you can ask 3 different participants to volunteer and share one of their favorite exercises. Encourage each of those participants to stand and lead the rest of the group in that exercise. Applaud after each exercise is completed and thank the participant for volunteering.
- You may also choose to combine multiple exercises in a sequence and have your participants follow you when you transition from one exercise to the next, similar to the games "Head, Shoulders, Knees & Toes" or "Follow the Leader". You can choose words that are easy to remember and use them as commands. For example, telling the group to "duck" and then performing a squat exercise any time that word is used.
- Playing music during this time can enhance the activity! Many older adults enjoy dancing and following the rhythm or beat of a song. They may even have suggestions for music for subsequent classes.

Additional Notes:

- It is important that participants know that the movement and stretch exercises are optional, as some participants may not be feeling well. In addition, it is important to participate in the activity with your group and not just facilitate the exercises. This helps to establish your role as a peer and resource for your participants.
- Take into account your group's meeting time when incorporating this activity – if your group is meeting in the afternoon versus the morning, they may have recently eaten lunch and will be less inclined to engage in exercises.

Examples of Team-Building Activities

Group BINGO!

Worksheet Instructions – Group BINGO:

- Prior to doing this activity, come up with 24 brief items to fill the **Group BINGO Card**. A couple of examples are provided for you. Choose items that older adults are likely to have in common. Include items you have learned about your group members in previous weeks. Consider including skills that may be helpful in bringing about community change (i.e., strong in public speaking, effective in writing, loves to socialize, knows a city official, etc.)
- Once you have filled-out the game card, print enough copies for your participants.
- Distribute game cards, as well as pens or pencils to participants.
- To play, participants must ask one another if an item applies to them. For example, if Joe asks Susie if she has at least 1 grandchild and Susie says yes, then that space applies to Susie.
- If a space applies to someone, the card owner must write down that person's name and may mark off that space.
- Give the group enough time to talk, move around, and meet others. Have 1-2 small prizes available to give the first couple of winners that reach BINGO! If time permits, provide another prize for the participant that fills out the entire play card with names.
- After playing the game, make sure to point out similarities and differences among participants. For example, "Who loves dogs?" or "Who are the public speakers in our group?" Keep note of specific skills that participants disclose through this activity, as certain skills will likely be helpful in the community change process.

PARTICIPANT WORKSHEET

Group BINGO Card

NAME: _____

DATE: _____

Mingle with each other and introduce yourselves to one another. Find people who match the traits on the bingo card. If you have found a person with the correct trait, put the person's name in the corresponding box. If you have filled in five boxes across, down, or diagonal, yell Bingo!

B	I	N	G	O
I have at least 1 grandchild.				
		FREE SPACE		
			I enjoy speaking in public.	

Stand Up!

Instructions – Stand Up!:

- Prior to doing this activity, come up with 10-15 statements that begin with, "Stand up if you…." A couple of examples are provided for you on the next page. Choose a few items that older adults are likely to have in common based on their age or where they live, but also include items that may lead to greater empathy and understanding among participants. This activity can shed light on different childhood experiences or hardships experienced due to identity (ex. recent immigrant, person of color, etc.).
- For the activity, have participants sit in a circle. With a strong voice, state, "Stand up if you…." Make sure statements are translated when language translation is needed. Pause to allow time for participants to stand and have all participants look around to see who is standing.
- Consider asking questions or allowing participants who are standing to briefly share their experiences.
- Begin with lighter items, and as time passes, consider having deeper items.
- Recognizing that some topics may bring up traumatizing past experiences, avoid including items that are too personal or specific, and make sure that participants understand that they do not have to stand if they feel uncomfortable.
- After completing the activity, ask the participants how they felt and what stood out to them. Make note of things like similar fears, or similar hopes, but also recognize how the different experiences of participants can often understandably lead to different attitudes and perspectives. Understanding where people who are different come from, and why they may do what they do, lends to greater respect and more cohesion among participants.

Stand Up!

Stand up if you…

Love Cooking

Love Eating

Love trying new food (What's a new food someone tried recently?)

Love learning about new cultures

Love playing games (What are some favorite games?)

Love to Dance (Show us your dance moves!)

Love being a social butterfly

Are a workaholic or don't know how to sit down

Have grandchildren (Show with your fingers how many)

Used to walk to school (Did you feel comfortable having kids/grandkids walk? How have times changed?)

Have ever experienced a war

Have stayed up all night worrying about a child or significant other

Have worried about ensuring there was enough food on the dinner table.

Feared the health of a loved one

Have walked to a grocery store

Felt fear of tripping as you walked to get somewhere

Felt fear of being robbed as you walked to get somewhere