freshlink

FreshLink Ambassador Toolkit

Training Curriculum

Healthy Neighborhoods

Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

Acknowledgments

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Cover image taken by a FreshLink Ambassador at the University Hospitals farmers' market.

Healthy Neighborhoods
Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

freshlink
Core Research of the
Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

SCHOOL OF MEDICINE
CASE WESTERN RESERVE UNIVERSITY

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Post-Hire Individual Meeting

Duration: 1 hour

Objectives:

This optional session allows the ambassadors to become more acquainted with the FreshLink Program before official training begins. The objective of this meeting is to:

- Complete any remaining new hire paperwork
- Provide ambassadors with the Ambassador Handbook (request they review prior to orientation)
- Sign up for first month outreach shifts
- Speak with ambassadors about any recommendations they may have for potential outreach sites
- Distribute materials (training calendar/binder/T-shirt/FreshLink bag) and explain the guidelines for filling out timesheets, mileage forms, and attending trainings
- Answer any questions ambassadors may have ahead of time regarding their role and responsibilities
- Note any days or times ambassadors know they will be unavailable throughout the summer for training or outreach (i.e., work commitments, vacations, conferences, etc.)

Materials:

- New hire paperwork
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink outreach calendar
- Month one training calendar
- Binder
- FreshLink T-shirt
- Optional - FreshLink tote bag
- Timesheets
- Mileage forms
- Name tags

Have each binder prepared before this meeting with all forms organized and booklets enclosed. The main purpose of this meeting is to set expectations for program participation and let the ambassador get comfortable with the materials and schedule. Spend some time in this meeting also getting to know your ambassador!

Notes

Program Orientation

FreshLink Values Emphasized: ***Welcoming, Respectful, Racial Equity, Educating***

Duration: **3 hours**

Objectives:

By the end of this session, FreshLink Ambassadors (FLA) will be able to...

- Describe the foundation of the FreshLink Ambassador Program
- Demonstrate understanding of ambassador expectations
- Demonstrate understanding of policies and procedures relevant to the ambassador program
- Establish and identify ground rules relevant to learning and working among ambassadors and team members
- Create a welcoming, inclusive space where all voices in the room are heard

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- FreshLink outreach calendar
- Handouts
- FreshLink values poster
- Flipchart pages pre-written on
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

ORIENTATION:
(1 hour)

Organization Orientation or Staff Meeting

Utilize the first hour of the orientation day to familiarize the ambassadors with the organization and meet fellow coworkers. This time can be a structured orientation or a more casual staff meeting.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, asking questions as needed for clarification.

WELCOME:
(15 minutes)

Food Sharing

Before we begin introductions, we'd like to introduce a very important part of why we are all here: the food! The main goal of this FreshLink ambassador program is to improve healthy food access in our communities by growing awareness of and connectedness to farmers' markets and to spread the word about SNAP and SNAP incentive programs at farmers' markets.

We will try to provide snacks each week that include an ingredient that comes from or can be found at a farmers' market when in season. If you are interested in bringing a snack to share for the group, please let us know and we can reimburse you for up to $10 if you bring an itemized receipt

Today we brought... Discuss food... Include a recipe if possible

Warm Up - Introductions

We will be spending the next several months together, and would like to start things off with a little warm up. Please take a look at the fruits and vegetables we brought with us on the table up front. Pick up the fruit or vegetable that you identify with most, then partner up with another individual. Learn three facts about your partner and how the fruit he/she chose relates to him/her. As we go around the room, share your partner's name, why he/she chose the fruit or vegetable, and how it relates to who your partner is as a person.

Facilitator begins with an introduction; continue until everyone has spoken.

Parking Lot

Facilitator should explain concept to ambassadors. Each time we meet, we will spend a few minutes reviewing items left in our parking lot. A parking lot is a space (*point to large flip chart on wall titled 'parking lot)* where we will collect thoughts, comments, and questions you might have throughout our training that we may not have time to answer during session. You can use the sticky notes in front of you to write down any of these thoughts and post them at your leisure. We will collect them at the end of each session and bring them to the following session to address any comments or questions you may have had. This will help us to make sure everyone's voice is heard and that adequate time is given to your concerns. Does anyone have any questions?

MODULE 1:
(70 minutes)

Program Overview

To start us off, we will be giving an overview of the development of the FreshLink Ambassador Program. Essentially, we hope to answer the following questions: why does food access matter, how does racial inequity contribute to food access, why are FreshLink Ambassadors a part of the solution, and what are the core FreshLink values?

ANCHOR To begin, let's go around the circle and share why we are each here. What made you decide to sign up and how did you get interested in healthy food access?

Take time to have each participant share, facilitators included.

There are certainly many reasons why we are here, but one common reason across our group is the fact that we all care about healthy food access (or community, health, or any common thread that can be pulled). The FreshLink Ambassador Program is here for a reason too, and we would like to share that story with you to give you a better picture of where this program fits in the food justice movement and why our work matters. This session will be a background of the research that framed the FreshLink program and an overview of the FreshLink Ambassador Model. We will learn more about each other as we go through training and outreach, and we will understand what each of us brings to the table. Right now the focus is to set the foundation.

ADD *Display PowerPoint presentation.* Open your workbooks to follow along or take notes.

Slide #1
FreshLink began as the core research project of the Prevention Research Center for Healthy Neighborhoods (PRCHN) at Case Western Reserve University in Cleveland, Ohio. By starting in this way, researchers were able to develop, study, test, and refine the FreshLink Ambassador Model to be as effective as possible. The lessons learned throughout the research phase helped create the final version of what is now the FreshLink Ambassador Program. Since this model is intended to be used across the nation, every organization has an opportunity to make changes that will best fit the communities in which they work.

Slide #2
Let's start today by introducing ourselves. Here is the FreshLink team who will be working with all of you! *Read names and titles and explain roles*

Slide #3:
This image depicts the overall goal of FreshLink. The five-year study began in 2014 and concluded in 2019. There were four phases in the study (*read from slide*). As you can see, they didn't happen in one straight line, but instead took a winding path created by lessons learned, experiences, and community involvement.

Slide #4:
The goal of the FreshLink study was to improve the reach, adoption, and impact of farmers' markets and SNAP incentive programming among SNAP recipients living in low-income neighborhoods in Greater Cleveland, Ohio. In short, the aim was to promote health by improving access to fresh and healthy foods in our neighborhoods.

Slide #5:
The overall project was guided by a Nutritious Food Access (NFA) framework that addressed the five ways healthy food can be made more accessible. The five categories were applied to Cleveland and identified that only four were being addressed. The five categories are:

1. Economic access: refers to the financial ability to afford the cost of food. If prices are too high or you don't have enough money, food may not be accessible even if it is at a nearby store.

2. Service delivery access: refers to the foods sold, customer service, and presentation of food at stores. For example, the food available at a grocery store may not offer enough variety, be of lower quality (shorter shelf life), or the price may not be desirable.

3. Spatial-temporal access: refers to the availability of food stores in a community, travel time to a food store, and time costs of getting and preparing food. As an example, spatial access may exist for an individual, but just because someone lives in close proximity to a farmers' market does not guarantee that individual will choose to shop there or consider it a close food source.

4. Social access: refers to cultural and relationship influences on food choices, as well as discrimination within healthy food access. For example, in Cleveland we know that access to healthy foods is less common in low-income black or African American communities compared to higher income white communities. The reality of social access barriers to healthy foods is one of the reasons why we established racial equity as one of the FreshLink program's values. Another aspect of social access is food cultures and norms of families and communities. The fresh produce available at farmers' markets may not be part of our cultural norm.

5. Personal access: refers to one's own personal knowledge of healthy food choices and individual accessibility/mobility. If someone doesn't know how to prepare a food, or has a food restriction that the market doesn't accommodate, the market may not support personal access.

In Cleveland, social access was found to be the NFA framework category that was lacking support. The Prevention Research Center for Healthy Neighborhoods in Cleveland identified that there had not previously been a coordinated effort in the area of social access/connection and tested the ability of the FreshLink Ambassador Program to address the existing social access gap. In _____ (*your community*) we believe we are addressing the social connectedness aspect as well, and we will focus this through our community outreach.

REFLECT: This is a good stopping point to check in with ambassadors and see if they have any questions or comments about what they have learned so far. Ask for volunteers to share any of these thoughts at this time.

Slide #6:
Display some or all of the farmers' markets and farm stands in your community.

Slide #7
In this slide, facilitators should explain the target population that their FreshLink Ambassadors are trying to reach. Include visuals such as maps, graphs, or tables displaying census data that informs the ambassadors about the local income level, SNAP recipients, or demographics. Use specific indicators to focus your target population.

Slide #8:
Here are some of the key results of the FreshLink survey among SNAP recipients living near farmers' markets in Greater Cleveland:

- 60% were not aware of a farmers' market located near home
- 75% were not aware of Produce Perks (SNAP Incentive in Cuyahoga County)

The reality is that people who are experiencing economic challenges do not necessarily have the opportunity or ability to access healthy food. These statistics reflect a serious opportunity to improve health outcomes by increasing the number of farmers' market users in the community.

This also was a shocking reality because Cleveland has a long-standing farmers' market network, and the SNAP incentive program (Produce Perks) had been available since 2009.

Slide #9:
The survey also found that participants who were aware of a farmers' market were more likely to go. Additionally, participants had a knowledge of the SNAP incentive program available at the market.

Slide #10:
The second step in developing the FreshLink ambassador intervention was to understand how farmers' markets fit into the food habits of residents. Researchers wanted to understand what the habits were around food in general to see how farmers' markets might fit into this habit. We did interviews with 30 of the 304 individuals who had participated in the original survey.

Slide #11:
The research team then had everyone map three different parts of their food habits: where they get food, how they make and eat food, and who they do this with. The blue dots represent people they share their habits with; the red rings represent how they make the food or find recipes. *Feel free to conduct this same exercise with your staff, community, or ambassadors to show the common connections and popular food trends in your group.*

Slide #12:
After the participants mapped out their food habits, interviews were conducted with each individual to identify the most common stores shopped at, shopping habits, and mutual connections. This "map" was created based on the responses of participants, showing connections between people and food access places. Food pantries, supermarkets, farmers' markets, and discount stores were the most common places people frequented for food shopping. Researchers also asked if people had a social connection to the place where they bought their food. To understand this map, refer to the legend about shapes, colors, sizes, and lines. For example, a larger sized green box indicates that the individual has more social connections at a location (e.g., food pantry).

Slide #13:
This slide breaks down these numbers a little bit more. *Review info about numbers reported for food pantries, supermarkets, discount stores, and farmers' markets. An important point is that all of these people go to all of these stores; individuals are utilizing a variety of places to get their food.*

Slide #14:
The researchers also learned the importance of social media, television, and the internet in regard to how individuals prepare or perceive food. For example, many people use Facebook, Instagram, Twitter, Pinterest, YouTube, and other social media sites to learn how to use food. We incorporated the use of social media to promote the program, share resources, and post photos of the ambassadors in action.

Slide #15:
The ambassador's most important role is to make connections in the community and bridge the gap between residents and resources. Here are some photos taken at outreach events, where FreshLink ambassadors were spreading the word about the benefits of farmers' markets.

Slide #16:
FreshLink is guided by a specific vision, mission, and set of values. These were created by collaboration between the original ambassadors, FreshLink team, and partners/ local organization leaders. This vision keeps the work focused on the long term goals of the program and helps in making strategic decisions wherever FreshLink goes! FreshLink's vision is to bridge residents to resources to foster healthy communities. Our mission is to increase farmers' market use among people receiving SNAP benefits through peer-to-peer outreach to promote awareness of and social connectedness to markets.

Slide #17:
The FreshLink values are the foundation of the work that we do. From the individuals working on or with Freshlink to the places we conduct outreach, to how we treat others—our values should show through our actions. We will keep these values visible during our meetings as a consistent reminder of what we stand for *(Read values from slide)*

Slide #18:
Does anyone know what a food desert is? (*Ask for a volunteer to explain*)

For slide visuals: Visit the USDA "Food Atlas" at www.ers.usda.gov/foodatlas/ and create a map for your target area. You are able to select different categories, layers, and size. This will allow for visualization of the current food access situation in the area and provide talking points if the ambassadors are from the area.
USDA Definition: A food desert is an area lacking retail outlets that sell fresh fruits, vegetables, and other healthful whole foods. It is typically found in impoverished areas. "Food deserts" are often heavy on local convenience/corner stores and fast food outlets that provide a wealth of processed, unhealthy foods.

Review USDA Food Desert map: explain that this resource is available for free online, what criteria was chosen, and the impact of food deserts on the community.
When thinking about addressing food disparities and food access, it is important to recognize how racism has affected these disparities. Specifically, structural racism is a key factor. Structural racism is defined as "a system in which public policies, institutional practices, cultural representations, and other norms work in various often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic, and political systems in which we all exist" (Aspen Institute).

Slide #19:
On the left we see a redlining map of Cleveland from 1940; areas shaded in red were deemed "unsafe" to live in or areas of high liability. These areas were primarily occupied by minority populations. Redlining is the unethical practice of discriminating against residents based on the community in which they live and often refusing financial assistance to these individuals based on where they live rather than credit history or qualifications.

Historically, redlining in neighborhoods has resulted in grocery stores moving out to the suburbs, leaving low-income neighborhoods (with predominantly black or African American residents) without healthy food nearby. Redlining occurred not only in Cleveland but across the United States and played a big role in the health outcomes of our communities and neighborhoods. On the right is a map of food deserts in Cleveland from 2017, published by the Cuyahoga County Board of Health. The darker shade demonstrates areas of high food insecurity. If you look closely, these maps overlap quite heavily, demonstrating the correlation of racism and food security.

If your community has similar maps or data similar, please include in place of Cleveland data and adjust text as necessary.

Slide #20:
For this slide, if possible, include maps that display redlining in your community. Additional resources that show segregation in the US are: www.antibiaslaw.com/node/3764 or https://demographics.virginia.edu/DotMap/

Slide #21:
A second example of structural racism within food access touches on the United States Department of Agriculture's policies that intentionally discriminated against African American/black farmers and contributed to the 98% loss of black-owned farms in the United States. Lastly, racism, in all its forms, puts people of color at a disadvantage, making it harder for this population to obtain fresh, nutritious foods. In a society where racial equity is a reality, "the distribution of society's benefits and burdens would not be skewed by race. Racial equity holds society to a higher standard. It demands that we pay attention not only to individual-level discrimination, but to overall social outcomes" (Aspen Institute).

FreshLink is not the sole solution to fixing a community's issues, but it does work to help dismantle systematic racism by empowering community members as ambassadors, providing information about available resources, and promoting racial equity by bridging disadvantaged populations to fresh, healthy, affordable food options and choices.

REFLECT: This is a good stopping point to check in with ambassadors and see if they have any questions or comments about what they have learned so far. Ask for volunteers to share any of these thoughts at this time.

Slide #22:
FreshLink Ambassadors will conduct a variety of different types of outreach to invite residents to farmers' markets and engage with them at the market. The goal of these outreach activities is to build connections with people to help raise awareness about farmers' market, resources in the community, and build a sense of connection between residents and food access points. During outreach activities, the FreshLink ambassador will share the following:

1. Information about farmers' market resources
2. Education and insights about the benefits of farmers' markets
3. New customer coupons to help residents take a no-risk chance to shop at a farmers' market.

One on One Interactions

FreshLink ambassadors (FLA) may engage in conversations about farmers' markets and SNAP incentive programs outside of a scheduled outreach event. These are typically not scheduled and revolve more around your daily/weekly habits. As we learn more about "change talk" in later sessions, you will be able to identify people who are ready for change and whom you may be able to help with the knowledge you learn from FreshLink. These conversations can include sharing fact sheets or resources, general conversation about food access or farmers' markets, or distributing a new customer coupon that could be used at a farmers' market.

Examples: Talking to individuals in an informal setting such as a neighbor or someone at a neighborhood meeting or place of worship.

Community Event

A FreshLink Ambassador may share information about farmers' markets and the Produce Perks program to a group of people or individuals at a community event. These are typically planned by the FreshLink staff, and ambassadors will have a chance to sign up to attend different community events over the summer. After the brief conversation, FLAs offer new customer coupons to people attending the session.

Examples: Visiting a local pantry, block club, neighborhood event

Job and Family Services

FLAs will have the opportunity to staff a table at the Department of Job and Family Services (JFS), where they will be able to talk about the market and SNAP incentive programs to people visiting JFS. These events are planned by the FreshLink staff, and ambassadors will have a chance to sign up to attend different community events over the summer. After the conversation, FLAs can offer new customer coupons.

Market Day Events

All FLAs are assigned to a "home" market. Let's quickly go around the room and remind everyone which market is your home market. During the summer, we will do outreach at the farmers' markets once per month. These outreach events will be during the (market specific) weeks of the months. *Show calendar.* You will always conduct outreach at your home market and will also be paired with another FLA during this time. A market day event is put on by the FLA in collaboration with the market manager. These events will display some of the fun, interesting, and community-building activities that can happen at the market.

Note: Market Day Events are the only outreach location where you will not hand out new customer coupons.

Examples: Tour of the farmers' market, cooking demo, craft, or activity. As a reminder, we already signed up for some of these events during the orientation meeting.

Slide #23:

While conducting outreach within various communities and at various sites, FLAs will give out new customer coupons to individuals with whom they interact. These coupons are designed to encourage people take a "no risk" chance at a farmers' markets to see what they think. The coupons are valued at $5 and can be redeemed to buy fresh fruits and vegetables at any of the FreshLink market sites. Before handing out the coupons, FLAs will conduct a short survey to collect basic information about each recipient. We ask that FLAs only give one new customer coupon per household. We will learn more about the survey and value of each question in later sessions.

As an FLA, you will be given two $5 stipends ($10 per week) to spend on fruits and vegetables only at any of the FreshLink markets. This stipend is available so you can try different produce or recipes and can share your personal experience and explain how you prepared it. *(Your organization may vary in the ability or amount of incentives you're able to disseminate as part of the FreshLink Project. The curriculum should be amended to reflect the capacity of your organization).*

Slide #24:
We know that you probably have a lot of questions about your role as an FLA. While this presentation briefly touches on the history of FreshLink and the role of ambassadors, we will get into much more detail as we continue in our training.

APPLY/AWAY As a FreshLink ambassador, people will likely ask you why you are doing this or how this position came about. Hopefully now you know more of the story of the program's development and where it fits into the picture of the healthy food access in your community. In your workbook on page __, write a response to the following questions in your own words:

- Why are you a FreshLink ambassador?
- What is the goal of the FreshLink Ambassador Program?

(Ask volunteers to share their responses with the group)

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2: (10 minutes)

Ambassador Handbook

It is recommended that your organization provide an employee manual for the ambassadors. You can access the handbook used by the Prevention Research Center for Healthy Neighborhoods by visiting: www.prchn.org/freshlink_home.aspx

Next we wanted to take time to touch base on the FreshLink Ambassador Handbook. Everyone received the ambassador handbook at the orientation meeting. We hope you had a chance to review it. We wanted to take a few minutes to review any questions you may have related to the policies and procedures in the handbook. It is important to us that you have time to address any concerns.

Please sign and return the Acknowledgement Form that can be found in the back of your handbook, stating that you have read and understand the policies and expectations outlined for your role as a FreshLink Ambassador. Please also read and sign the Media Release Form and the Assurance of Confidentiality Form.

MODULE 3: (15 minutes)

Ground Rules

Next we are going to set a few FreshLink Ambassador ground rules that will help shape the type of environment we want to be a part of. All of us bring a wealth of knowledge and experience to the FreshLink team, and ground rules help ensure that everyone is heard and is comfortable. This is a safe space where all opinions and insights are honored.

Consider a group you are/were a part of that was terrific. What was it about that group that made it successful? Write your thoughts down on the sticky notes and put them on the terrific side of the flipchart. Next, think about a group you are/were a part of that was terrible. What was it about that group that didn't work? Write your thoughts down on the sticky notes and put them on the terrible side of the flipchart.

Can a volunteer read out what was written for their terrible experience? What about terrific? What are some concrete actions that could help turn the terrible examples into terrific examples?

REQUEST: Ask for a volunteer to write on the flipchart.

As a FreshLink ambassador, what type of ground rules would you recommend?
Wait for responses and write them down on the flipchart. If people are drawing a blank, give some examples, such as respecting the opinions of others, showing up on time, and being fully present.

Any others? How about (no cell phone except for emergencies; equal participation; only one person speaks at a time; all voices in the room are valued and heard; be comfortable—speak freely; eat and drink, stand up or sit down as needed, start and end on time)? Would we like to add any of those?

Working together as a team and giving one another feedback will be an important part of the FreshLink ambassador program and your experience. During the FreshLink ambassador training and program, you will have the opportunity to try things that may be new and different and participate in the process of sharing feedback with each other and the facilitators. Throughout the training sessions, we will be doing role play and giving one another feedback. After completing the training, you will rely on each other to work through challenges you may face when promoting the farmers' market and holding outreach events. What ground rules about feedback would be helpful to facilitate this process?

When the group seems to have created an exhaustive list: Can we all agree to uphold these ground rules? We will have a handout for your workbook for each of you next week, and this flip chart will be displayed at each meeting as our reminder. We can always come back and add more if we think of something additional later.

WRAP UP:
(10 minutes)

Homework

You will occasionally be given homework assignments throughout the duration of training. These assignments are meant to help you further incorporate your learning and reflect on the content. Homework is documented in your workbook as well. For today's session we do not have any homework.

Check-in

High/Low Check-in: Each week we will Check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you and how you are feeling throughout this process. Who would like to share their high/low first?

Evaluation

Following each training session, we ask that you fill out a short evaluation of the session. Your opinion and ideas matter to this process, so please give your honest and clear feedback. We will email you the survey link and also provide paper evaluations for those of you who prefer to complete your evaluation by hand. It is important to have your feedback on these sessions so we can improve our model. Thank you so much for coming today and for your excellent participation! Do you have any questions?

Notes

Site Visit: Food Pantry or Distribution Site

FreshLink Values Emphasized: ***Welcoming, Connecting, Engaging***

Duration: **2 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Identify and list the components/activities occurring at a food pantry
- Practice starting conversations with community members at events
- Identify ideas of Ambassador activities or handouts that would be useful to conduct at a food distribution event

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Clipboards
- Pens
- Name tags
- Handouts
- Session Evaluation

MODULE 1:
(30 minutes)

ANCHOR

As part of the FreshLink training we have scheduled several site visits for you to begin to understand what outreach events can and will look like. This gives you an opportunity to meet some of the individuals you will be coordinating with at various sites throughout the summer. Food pantries or distribution events can happen through school market programs, churches, or other community anchors.

ADD/APPLY

To share a little more about the pantry, we have invited the coordinator to talk more about what happens at this site in regards to: timing, sign in, produce variety, layout, and the clients. As you listen, please take notes about the types of services and activities offered at this site and begin to think about what types of FreshLink activities and outreach could complement what is already happening. We have space for you to take notes on page __ of your workbook. *Facilitator introduces Pantry facilitator, coordinator or volunteer who will provide an overview and tour.*

AWAY

Let's discuss what we have learned so far:

- Did anyone learn anything new today?
- Did anything surprise you?
- Based on what you heard, do you have any ideas of good ways for FreshLink to engage in this space?

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2:
(70 minutes)

ANCHOR

We are going to spend a little time talking about starting conversations. Whether you are talking to a friend or a complete stranger, starting conversations is the main job of the FLA. Can you think about a time that someone approached you in a public place? Think back to how you reacted—were you interested in what the person had to say or were you bothered that they stopped you?

Let's give some examples of times a stranger stopped you but it was not a good time or you were annoyed by their approach. Does anyone want to share an example?

REFLECT: Facilitator should ask the group for examples, but have an example ready to lead the discussion.

- Was there anything the individual specifically SAID or DID that contributed to the way you felt?
- How did you respond?
- Is there anything they could have done differently that would have changed your response?
- Can someone give me an example of a time a stranger stopped you to start a conversation and you had a receptive response?
- What did that person SAY or DO that led to your positive response?
- What are some ways to approach people in conversation that you have used that seemed to work effectively?

ADD/APPLY

Please turn to page __ in your workbooks. We have been talking about starting conversations but now we would like you to practice starting conversations here today. These do not have to be formal conversations - they can be about any topic regarding the activities going on that individuals are participating in. Let's start by taking 5 minutes to write down some ideas of ways that you can start conversations and then share some ideas with the group.

Something else that's important to think about is how to know when someone is not interested in starting/continuing the conversation. Let's also write down some signals that let us know when someone is not interested in the conversation.

REQUEST: Ask for a volunteer to share an example.

Now we would like you to take your ideas and put them into practice! You don't have to have long interactions—this is just about starting conversations and seeing where they go. We will take about 20 minutes to do this then regroup here. We have left space on page __ of your workbook to document your observations about your experience.

AWAY Does anyone want to share about one of the conversations they had that went well? Please share a little bit about the conversation itself as well as whether or not they were receptive and what you thought you did well/what you could have improved upon or done differently.

WRAP UP: (10 minutes)

Homework
None

Check-in
0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation
Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 1: Farmers' Markets, SNAP Incentives, & Nutritious Food Access

FreshLink Values Emphasized: ***Racial Equity, Educating, Engaging***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Create a comfortable, welcoming, inclusive space where all voices in the room are heard
- Describe farmers' markets and SNAP Incentive Programs available at the market
- Articulate factors influencing healthy food access
- Define their role and develop a comprehensive list of professional guidelines to follow throughout the market season

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- Handouts about SNAP
- Handouts about 'what's in season'/ chart throughout year
- Jeopardy Answer Sheets
- Large Flip Chart Paper
- Coins, Tokens, or Tickets used at the Farmers' Market
- Plates/Napkins/Waters/Utensils for food sharing
- Session Evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____. The ingredients included are_____ and the season for these ingredients is _____. We included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Review Homework

At the end of some of your sessions you will have a short homework assignment, which we ask that you complete before the following session. We will review and discuss homework at the next session.

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Warm Up - Ultimate Team Member Exercise

Warm Up Objective:
Help ambassadors adapt to weakness they feel they or a team member may have by understanding that as a group, they have more strength and positive attributes than they would working solo.

Facilitator Instructions:
First we are going to break you up into pairs (*facilitator divides individuals into groups or pairs*). In your pair/group, please share your individual strengths and the positive attributes you feel they will contribute to the success of the ambassador program. Write these strengths and attributes down on page __ in your workbook. Please work quickly! *While the ambassadors are working in their pairs/groups, facilitator should hand out each group a large sticky note, markers and a pen*.

Now we are going to create the "ultimate team member" by combining each team member's strengths and positive attributes into one imaginary person. This "person" should also receive a name, have a picture drawn of them, and have their different attributes labeled. When we are done we want you to share your team members' story, highlighting all of the things their imaginary person can do with all of their amazing characteristics. We are going to take a few minutes to draw our team member and then each of you will present your team member and story. *At the end, facilitator should give each group about 2 minutes to present their team member.*

Discussion:
Knowing that we will be working together as a team during our summer in the community and at the markets, why do you think it is important to understand the strengths and weaknesses of yourself and your fellow ambassadors?

- As you learned about the strengths of your fellow ambassadors how do you see them fitting in with your own strengths and those of the team?
- How do you see your personal weaknesses being complemented by the strengths of others?

MODULE 1:
(70 minutes)

Introduction to Farmers' Markets and SNAP Incentives

As you learned from the program overview, the FreshLink Ambassador program is aimed at raising awareness about and building connectedness to farmers' markets to increase usage of these markets and the SNAP Incentive Program among people receiving SNAP benefits. Today, we will dive into what farmers' markets are, provide resources about farmers' markets located in our community, brainstorm reasons to go to a farmers' market, and review the financial assistance programs available.

NOTE: This curriculum was originally created for a community that had an established farmers' market network and funding to support SNAP and SNAP Incentive programs at the market. We understand that all communities are different, so please adjust portions of this curriculum to reflect your communities' access and resources appropriately.

To begin, how many here have been to at least one farmers' market? How about two different farmers' markets? More than two?

For this next activity, we are going to work together to describe farmers' markets. As FreshLink Ambassadors, people you talk to will have different levels of knowledge about farmers' markets. Some people may be farmers' market "experts" while others may have never heard of a farmers' market. No matter the case, you will need to be able to share with them what you know in a way that makes sense to them.

For this next activity, everyone will go around the room writing or drawing their answers in their workbook or on a blank sheet of paper. Try to be specific and descriptive—for example rather than just replying 'vegetables' to "what can you get at a farmers' market?" write or draw the types of vegetables like corn, onions, etc.

MODULE 1:
(70 minutes)

Open up PowerPoint to Slide #2, hand out paper and markers. Ask questions:

- What is a farmers' market?
- What is a farm stand?
- What can you get at a farmers' market?
- What is a CSA (Community Supported Agriculture) share?
- Which of your favorite foods could you buy at a farmers' market?
- Why should people go to farmers' markets?
- Why don't people go to farmers' markets?

ADD

Ask for volunteers to define what a farmers' market is and to answer the following questions. Facilitate discussion about each question.

What Is a Farmers' Market?

Farmers' markets are defined in many ways, but the core definition is "two or more farmer-producers that sell their own agricultural products directly to the general public at a fixed location, which includes fruits and vegetables, meat, fish, poultry, dairy products, and grains (USDA)." Many farmers' markets in the Midwest operate seasonally (from May/June through October) due to the growing season. Some farmers' markets are open year round though dependent on the climate and resources available to sell. The time and day farmers' markets operate each week is individual to each market. Some operate for just a few hours once a week while others are open more often. Farmers' markets can be organized multiple ways, but most often there is a market manager who is the primary contact/organizer. The farmers' market managers are the 'go-to' person for vendors and customers and make sure everything runs as smoothly as possible. Vendors are the individuals selling products and are often employees or volunteers of the farm or the farmer themselves.

What Is a Farm Stand?

A farm stand is a single (or small number) of producers that sell their produce to consumers on the farm or garden site. Meaning that the fruits and vegetables purchased here come from only one or a small group of growers. Just like farmers' markets, farm stands are often managed by the farmers' market manager who may also be the main farmer at the site.

What Can You Get at a Farmers' Market or Farm Stand?

Ask someone to read their list out loud. Are we missing anything?
Facilitators should share the season chart with ambassadors showing what foods are grown locally throughout each month.

What Is a CSA (Community Supported Agriculture) Share?

Community Supported Agriculture consists of a community of individuals who pledge support to a farm operation so that the farmland becomes, either legally or spiritually, the community's farm, with the growers and consumers providing mutual support and sharing the risks and benefits of food production. When individuals participate in these programs, they pick up their share of vegetables and fruits from various locations. Some of you may be stationed at a farmers' market that is also a pickup location for a CSA. It is important for you to know that only shareholders may obtain food from those vendors.

Ask the following questions:

- Which of your favorite foods could you buy at a farmers' market or farm stand?
- Which of your favorite foods did you not put down because you do not think you can get them at your local farmers' market?
- Does anyone know of a market that sells these foods?
- Why should people go to farmers' markets and farm stands?
- Why don't people go to farmers' markets and farm stands?

Facilitate a group discussion about food budgeting, local food/economy, and nutritious food at farmers' markets as it pertains to your region or community.

Too commonly, people are unaware that a farmers' markets is close to where they live or work. While some people may have negative perceptions of markets (possibly due to a personal experience or a perception of higher prices) as to why they do not go, not knowing a market exists or how to get there is a huge barrier to overcome on one's own. Farmers' markets and farm stands are valuable because:

- In some communities, farmers' markets are the healthiest food access point
- They usually sell food that is grown regionally, so it's often fresher, tastier, and more nutritious than foods purchased elsewhere
- Farmers' markets and farm stands provide a chance for customers to learn more about the food they are purchasing by talking directly with farmers
- Farmers' markets and farm stands offer several programs that reduce the costs of healthy foods

Apply information about food deserts, where food is grown, and local funding programs as it applies to your region or community.

Slide #3
Review SNAP & SNAP incentive programs available at farmers' markets in your community. Potentially list farmers' market or farm stand locations where SNAP is accepted.

APPLY

Slide #4
Explain how SNAP incentive programs work at farmers' markets: tips of when to get to the market (time), what to bring (reusable bags, cart), how to find the market manager booth, what SNAP or SNAP Incentives can be spent on at the market, what currency is used (tokens, coins, or tickets). To see the Cleveland example, please refer to the "Acceptable Payment and Currency by Market" in the FreshLink Ambassador Workbook.

Slide #5
If you have a SNAP Incentive Program, visually show the difference in the amount of produce that can be bought if a SNAP customer participates in the program. To see the Cleveland example, please refer to the "Double Value Produce Perks" graphic in the FreshLink Ambassador Workbook.

Other Types of Nutrition Incentive Programs

Building on our value of "educating" it is important for FreshLink Ambassadors to be aware of all nutrition incentive programs available. This list helps to define the differences between each program. It will be helpful for you to become familiar with these different types. People may be confused about the difference, or simply want to know if they are eligible. All the programs help to get healthy food on the tables of community members, so you are welcome to discuss different options with people. Knowledge is power, and the more you know the more you can share! *To see the Cleveland example, please refer to the "Local Alphabet Soup" graphic in the FreshLink Ambassador Workbook.*

REMIND: For homework, ambassadors should review how Credit/Debit, SNAP/EBT, and SNAP Incentives work at each market you are working with. This table will be something your organization will put together based on the markets they are working with.

MODULE 2: (30 minutes)

Food Access Jeopardy

We are all here because we want to improve healthy food access, so we are going to play Healthy Food Access Jeopardy as a way to review a few concepts and facts about healthy food access! This is low stakes jeopardy and the rules are simple, anyone can answer the questions and everyone gets a chance to pick a category. We will choose the person to start the game, that person will pick a category and answer the question in that category. If they don't know the answer or get the wrong answer, they can 'phone a friend' by asking another ambassador for help. That person would also choose the next category. If they get the question right, the person to their right will choose the next category. This game of Jeopardy is meant to be fun and non-competitive so don't worry about winning! After the game we will give you a handout with all the answers for you to refer back to when needed.

Categories:
- Food for Thought (definitions)
- Risks and Realities (problems exacerbated by lack of healthy food access)
- By the Numbers (data and stats on healthy food access)
- Turning the Table (initiatives for change)
- Community Health Initiatives (working better together)

FOOD FOR THOUGHT

$100 Question: The household-level economic and social condition of limited or uncertain access to adequate food.

$100 Answer: What is food insecurity?

- In 2016, approximately 12.3% (15.6 million households) of people in the United States lived in food insecure households. That's more than 1 in 10 Americans. (Household Food Security in the United States in 2016, ERR-237 Economic Research Service/USDA)

$200 Question: An area without grocery stores or other retail sites to buy fresh, nutritious food.

$200 Answer: What is a food desert?

- Food deserts can occur in both urban and rural communities. To learn more about the specifics of food deserts and to see an interactive map of what areas are considered food deserts, visit www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx

$300 Question: A "food _____" is a term used to describe a place that has a lot of: fast food stores, gas stations, and corner stores but little to no access to stores with nutritious food like fruits or vegetables.

$300 Answer: What is a food swamp?

- Many low income, urban residents have high access to stores selling less healthy products such as chips, soda, candy, tobacco, and beer. It's often hard to find fresh fruits and vegetables or other products in smaller stores such as corner and convenience stores. Areas without ready access to fresh, healthy, and affordable foods are called "food deserts" (USDA).

$400 Question: A term used to describe efforts to promote equitable access to healthy foods for all people.

$400 Answer: What is food justice?

- Access to healthy foods is not random. There are clear patterns that exist throughout regions in the United States. Communities of color and low-income communities are more likely to have low access to a wide variety of healthy food stores compared to white communities and high-income communities. Food justice efforts work to change this inequitable part of the food system, which has ramifications on other outcomes such as chronic disease, maternal health, and child development.

RISK AND REALITIES

$100 Question: It is proven that lack of access to _____ (or "this resource") leads to:

- Higher rates in obesity
- Heart disease
- Diabetes
- Premature death
- Cognitive delays
- Decreased mobility
- Lack of stamina
- Emotional distress
- Loss of muscle mass
- A slower immune system

$100 Answer: What is nutritious food?

- Not being able to access or afford nutritious food can lead to many problems. When the basic need for food is not met, it is difficult to get ahead. Not having access to nutritious food is crippling and it takes away our power. Without good nutrition we do not have the energy to lead the lives we want to live.

$200 Question: This disease is often caused by poor nutrition. It leads to thirst, fatigue, loss of feeling in hands and feet, and blurred vision. Insulin shots are often needed.

$200 Answer: What is diabetes?

- Include information and statistics about your county's diabetes rates.

$300 Question: ___ % of households in (county) are food insecure.

$300 Answer: What is ___%? (2015, Feeding America Report)

- Include information about statewide or local food insecurity.

$400 Question: As many as ____ (ratio, percentage, or rounded number) residents in (county) live in food deserts.

$400 Answer: What is _____ (ratio, percentage, or rounded number)?

- If information regarding food deserts is available for your county or area include this specific data or go to

BY THE NUMBERS

$100 Question: The average person should eat ____ servings of fruits and ____ servings of vegetables daily.

$100 Answer: What is 1 ½ - 2 cups of fruits and 2-3 cups of vegetables daily?

- More information on federal fruit and vegetable recommendations from 2015: www.cdc.gov/mmwr/volumes/66/wr/mm6645a1.htm?s_cid=mm6645a1_w

$200 Question: ____ % of (state) residents receive SNAP benefits.

$200 Answer: What is ____%?

- Include facts of SNAP usage in your region or community derived from the Center on Budget and Policy Priorities: www.cbpp.org/research/food-assistance/snap-state-by-state-data-fact-sheets-and-resources

$300 Question: There are _____ farmers' markets, farm stands, CSA's, and mobile markets in (region, county, or city name) that accept SNAP (EBT) and SNAP Incentives.

$300 Answer: What is _____ (number)?

- Include information about local farmers' markets, farm stands, CSA's, and mobile markets accepting SNAP and SNAP Incentives

$400 Question: _____ % of people receive SNAP/EBT in (county).

$400 Answer: What is ____ %?

- Include up-to-date information on SNAP benefits in your county.

TURNING THE TABLE

$100 Question: Question about your local SNAP Incentive Program, such as when it began, name, and number of recipients.

$100 Answer: What is _____ (name of SNAP Incentive Program)

$200 Question: _____ is another type of federal or local nutrition incentive program available at farmers' markets that increases access to nutritious food for low income residents.

$200 Answer: What is _____? (multiple correct answers)
- WIC (National Program)
- WIC FMNP (National Program)
- SENIOR FMNP (National Program)
- PRODUCE PRESCRIPTION PROGRAMS (Local)
- Any additional local incentive programs

- In our community, there is momentum to improve access to healthy foods by providing incentives to SNAP recipients to visit farmers' markets and farm stands. These incentive programs are available for eligible participants to use at participating farmers' markets, farm stands and mobile markets.

$300 Question: This person and/or group uses many techniques to curb food insecurity including:
- Budgeting
- Traveling long distances or going on time consuming routes to get to healthy food
- Shopping at farmers' markets
- Going to produce drops
- Gardening
- Using spices instead of salt
- Baking instead of frying
- Getting healthy food for neighbors/family
- Buying or getting produce in bulk to freeze and store
- Making healthy meals for neighbors or family
- Plus, countless other ways

$300 Answer: Who is a community member, champion, or ambassador?

- People in our communities are already fighting food insecurity every day! Often, the best answers to problems such as food insecurity and lack of healthy food access will come directly from community members.

$400 Question: This organization increases nutritious food access by providing application assistance for eligible applicants to apply for SNAP benefits.

$400 Answer: What is the (local/community/regional) food bank?

- Provide Facts about the local food bank that apply.

NOTE: The questions in this section should be created for your local context. Discuss what your organization is doing to improve community or public health, and highlight additional local programs or organizations.

$100 Question:

$100 Answer:

$200 Question:

$200 Answer:

$300 Question:

$300 Answer:

$400 Question:

$400 Answer:

WRAP UP:
(5 minutes)

Homework

We would like everyone to take time before our next session to thoroughly read the charts on workbook pages __ regarding Payment Processes at FreshLink Markets and the Types of Nutrition Incentive Programs. If you have any questions about the different payment options or how they work, write them down so we can review them at our next session.

Check-in

High/Low Check-in: Each week we will check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. Who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 2: FreshLink Ambassador Role and Creating Conversations about the Benefits of Farmers' Markets

FreshLink Values Emphasized: ***Welcoming, Respectful, Engaging, Connecting***

Duration: 3 hours

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Define their role and develop a list of professional roles and responsibilities
- Learn from former FreshLink Ambassadors, facilitators, and market managers about their experience with and benefits from participating in the FreshLink Ambassador project
- Clearly communicate their role as an ambassador through a quick introduction of themselves

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- FLA Ground Rules handout generated during Session #1
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

Let's review the homework from Session 1.
Does anyone have any questions about payment processes at farmers' markets or any other benefit programs?
How did that go for you this week?

Warm Up - Look at me

Warm Up Objective:
Making eye contact is one of the ways we can live out several FreshLink values including being Welcoming, Respectful, Engaging, and Connecting. We all make eye contact at different times and it is a way to demonstrate trust and respect. Some people avoid making eye contact, while others simply aren't very good at it; they make look away often or appear awkward or uncomfortable, sometimes fidgeting with other objects. This exercise, though simple, can help ambassadors become more comfortable and trusting of each other and those they will interact with in their role as an ambassador through the practicing of eye contact.

Facilitator Instructions:
Our warm up today is called 'Look at me', for this activity, we ask you to get into pairs and stand facing each other. Now, we are going to stare directly into our partner's eyes for 20 seconds. Neither participant should be wearing glasses or sunglasses of any kind. There may be some giggles at first, as it can feel somewhat awkward at first. Once you get the hang of it, it should become easier for you to make eye contact for prolonged amounts of time.

Discussion:

- What were your initial feelings during this activity?
- Why is it hard to make eye contact with others we interact with either on a regular basis or in general?
- How can giving eye contact be helpful when talking both with our fellow ambassadors and with other members in the community whom we may be engaging with about the benefits of farmers' markets?
- What are some scenarios or cultures in which eye contact would not be appropriate? Are there other ways to communicate or show respect?

MODULE 1:
(40 minutes)

FLA Role and Professional Style

As a part of your role as a FreshLink Ambassador, you will receive a Farmers' Market Fruit and Vegetable Stipend each week from June – August. This will consist of two $5.00 coupons/week, and you will be able to purchase fruits and vegetables at any of the markets participating in FreshLink. *These markets include...*

These coupons will expire monthly, so you'll want to use them regularly! These coupons will give FLAs a chance to try out different foods available at the market. The more you taste the food the more you will be able to share about these experiences with people in your community.

Before you begin working at your farmers' markets, we'd like to work together to better solidify the role you will take at the market. One way to begin this is by creating group guidelines for how you would like to represent yourselves in the community.

ANCHOR Think of a time when you received excellent customer service. Tell us about that experience. What made it so great?

REQUEST: Ask for a volunteer to share their experience.

ADD As a FreshLink Ambassador, you will have 3 main goals:

1. Provide information about farmers' market resources to residents during different outreach events in the community and at farmers' markets.
2. Share your insights and experiences with the benefits of farmers' markets during conversations with community members.
3. Share new customer coupons to help someone take a no risk chance of using a farmers' market.

Display flip chart/poster with roles outlined

It will be helpful to keep the examples of great customer service in mind when doing these roles, especially when serving as a representative at the farmers' market. We will talk more about the types of outreach events you will be doing and how to go about making invitations next week. For now, let's talk about your role at the market. Through trial and error of Ambassador programs across the US, it has been found that having assigned representatives who are educated to answer questions about the farmers' market and its programs is beneficial to customer growth at markets. As we discussed last week, the social aspect of healthy food access is not being fully addressed in our community. FreshLink Ambassadors will be a welcoming face ready and willing to help out both new and returning customers at the markets. While it is nice to have ambassadors present at a market or farm stand each week, it is not necessary. A better use of your time is conducting outreach at other social service organizations or community events. Ideally, the ambassadors should attend the market once or (preferably) twice a month.

As a FreshLink Ambassador, you will be working at the farmers' market to which you have been assigned. However, there are opportunities to work at other participating markets depending on your availability. While at the market, your role will be to:

- Assist with set up as needed: Every farmers' market and farm stand is different and may have different supports with the logistics of setting up. There may be times where you are asked to help set up a tent or table for your own booth or others as well. As part of this team we expect you to assist as you are (physically) able.
- Greet customers: Provide a friendly welcome and ask if they have any questions. Let them know about sales or specials.
- Show new customers around the market: Ask new customers if they would like a tour and show them around. Key them in on good deals or your favorite produce.
- Ask vendors about new or "hot" products or foods in season that they have: SNAP incentives support the economy at farmer's markets. SNAP incentive programs are a win for SNAP customers and for local farmers. By speaking with the vendors to become knowledgeable about their products and building relationships with customers, you are helping to ensure that the SNAP incentive program continues to succeed. Ask vendors if they will have new or different produce coming the next week that you can alert people about. Have fun talking with the vendors, they take pride in their work and want to share their knowledge.

- Plan activities/games to engage visitors: Drawing customers to your table in an interactive way gives you an opportunity to learn more about them and their needs that day at the market. You may be able to assist them or provide helpful resources to them.
- Provide information and resources about the benefits of farmers' markets: We have a resource library available to ambassadors with helpful information and handouts about SNAP/Produce Perks, fruits and vegetables, and more! This information can be helpful to you as you embody the FreshLink values of being Welcoming, Engaging, and Inspiring to customers at the market.

REFLECT: Ask ambassadors what other roles they think would be fitting to have while at the market (keeping in line with the goals of the FreshLink Ambassador Program).

It is important to keep in mind the roles of the other people at the farmers' market and where you fit. A market manager's roles may include:

- The farmers' market manager is the leader of the market and they have eyes and ears everywhere. What the farmers' market manager says goes, so please be respectful of their direction.
- Ideas outside of what we have discussed today as your role as an ambassador should be communicated with the market manager before starting. You will be meeting your market manager at our market manager breakfast and will be able to exchange contact information.
- That being said, remember the contract everyone signed. If anyone at the market is having you do jobs frequently outside of your role as a FreshLink Ambassador, it is appropriate to let them know that particular work is outside of your role.

We will provide each team with a "home base" area at the market. Each ambassador will have a 10 x 10 tent, FreshLink Banner, table and chairs at each market. FreshLink will provide the tent and banner and the markets will provide table and chairs.

OPTIONAL: Session 6 of this curriculum is a dedicated session to team building between ambassadors and market managers. Integrating a time into training, or sometime before outreach begins, where the market managers and ambassadors have the chance to openly talk about the market proved to be helpful in improving communication and confidence for both parties. While it has been made into a structured training session, it is recommended but not necessary to have this session.

APPLY/AWAY Next we are going to work together to decide upon how you want to represent yourselves at the farmers' market by brainstorming some Ambassador guidelines.
Ask for a participant volunteer to write down responses on the flip chart.

- What are examples of welcoming behaviors that a FLA could display at a farmers' market?
- What types of behaviors would be unacceptable for a FLA working at a farmers' market?
- What are strategies you can use to communicate with your farmers' market manager?

Looking at this list, what do we want to draw from it to create our own professional guidelines? Other thoughts about the FLA guidelines? What is missing?

The FreshLink Ambassador Professional Guidelines, as determined by all of you, are as follows: (*facilitator read the flip-chart*)

MODULE 2: (30 minutes)

Panel Presentation – Community Member & Market Manager(s)

Panelists should include community activists, community health workers, farmers' market managers, urban farmers, or other appropriate individuals. Ideally you should invite market managers or volunteers that will be participating in the program and standout individuals that you may work with at outreach sites.

Let's learn more about our community from the people in it! With us today are some community members who currently work or volunteer in our food and social networks. It is important to learn from those already working in our community. FreshLink aims to bridge the gap between residents and resources, but we first need to learn about those resources, including the people in our community!"

Facilitators should allow panelists and ambassadors to introduce themselves to one another and then begin with questions for the panel:

1. Can you share why you are involved in this type of work? Why is it important to you?
2. How about each of you talk about your perspective of what some challenges are in our community regarding food access, equity, and food knowledge/literacy.
3. What impact do you think FreshLink could have on our community?
4. What advice can you give to the ambassadors about getting involved in community outreach work?
5. Any additional questions? (Encourage ambassadors)

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 3: (30 minutes)

Becoming an Ambassador: Introductions

ANCHOR

When you are first meeting somebody, getting your first impression of somebody, what do you notice about them? (*Wait for responses from the group*)
Some things mentioned we can't change about ourselves or others, and that's fine. But many of these we have the ability to adjust or practice. We all have some ability to shape the first impression we make. In this session we are going to work on developing introducing yourself as a FreshLink Ambassador in a way that embodies our values. Here is our values poster. (*Have poster printed and available*).

ADD

As ambassadors, a big part of your role will be reaching out to people you may have never met before and introducing yourself. The following is a guideline for introducing yourself in a way that will often be received positively.

- Make eye contact and have a firm handshake
- Display welcoming body posture and positive energy
- Share a smile
- Keep it short and simple, under 30 seconds
- Make a clear goal or ask

Here's one possibility: "Hi there, how are you doing today? My name is Rita and I am a FreshLink Ambassador spreading the word that you can get $10 free by spending $10 of SNAP at a farmers' market. Have you ever eaten produce from a farmers' market? Did you know we have a farmers' market right in this neighborhood?"

APPLY

Now we are going to practice creating our own introductions. Please get into pairs and stand up. Each person will have one minute to introduce themselves and then the partner will give feedback. Try it again until it sounds "right." Then have the next person take a turn.

No two introductions will be exactly the same. You can describe your role as a FreshLink Ambassador and promote the farmers' market while still being YOU. Make it uniquely you, engaging, and clear. Give it a try!

AWAY There is space in your workbook on page __ for you to jot down the introduction you came up with today. Keep practicing how you will introduce yourself as a FreshLink Ambassador until it becomes second nature. Next week, we will build off our introductions to create the whole message.

WRAP UP:
(5 minutes)

Homework
None

Check-in
0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation
Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Site Visit: Farmers' Market or Farm Stand

FreshLink Values Emphasized: ***Welcoming, Educating, Engaging***

Duration: **2 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Identify and list the components of/activities occurring at a farmers' market: market layout and facilities; range of products sold by vendors; how to shop; incentive programs for customers; events at the market.
- Practice skills talking to farmers' market staff and vendors
- Identify ideas of Ambassador activities or handouts that would be useful to utilize at market day events

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Clipboards
- Pens
- Name tags
- Session Evaluation

MODULE 1:
(60 minutes)

ANCHOR

Market Overview

We would like to welcome all of you to the _____ Farmers' Market (or Farm Stand)! We are going to learn a little more about the history of this market and how it operates, but first we would like to go around and do introductions since some of you are meeting the Market Manager(s) for the first time. Please tell us your name and your favorite fruit or vegetable to buy at the market. *Facilitator allows time for everyone to introduce themselves.*

Great! Now we would like to talk a little bit more about the farmers' market we are visiting today. As a reminder, FreshLink is working with both farmers' markets and farm stands, and although each of you are assigned to work monthly at one specific market, you will have opportunities to visit other markets by partnering with fellow ambassadors on their assigned market days.

We wanted to spend some time visiting a market this summer to give you a sense of how a market operates, the staff (paid or volunteered) and their different roles, and a sense of what types of vendors and activities you can expect at a market. We hope this will spur some ideas for the types of activities FreshLink could add to market day events that would make our involvement beneficial for the market and visitors alike.

ADD

Facilitator begins by introducing market manager/staff.
Invite manager to share about their market with the group. Market manager should also explain the process of accepting SNAP/SNAP Incentives at the market. Allow time for questions from the ambassadors.

APPLY

Market manager/staff leads group on tour. Allow time for questions from ambassadors.

AWAY

Facilitator regroups the ambassadors for a quick discussion.

- What are your impressions so far today?
- Did you learn anything new?
- Did you observe anything you think would be especially helpful to individuals who may have not been to a market before?

MODULE 2:
(35 minutes)

ANCHOR

Farmers Market Scavenger Hunt

To get us a little more comfortable in the farmers' market environment, we are going to do something really fun—a scavenger hunt! You can work by yourself or in pairs. We would like you to go through the items on the scavenger hunt and mark them off as you find them or do the actions indicated on the space. For some of the activities you will have to count, others you will have to take a photo. This is just one way for us to experience the farmers' market, create our own memories, and gain knowledge to share with those we invite to the farmers' market this summer. We will regroup at _____ to debrief and talk about our experiences. Have fun!

ADD/APPLY

Facilitator hands out clipboards, pens and farmers' market scavenger hunt handout to all of the FreshLink Ambassadors. Be available to answer questions or give further direction if needed.

AWAY

Facilitator brings group back together and debriefs with sharing/questions.
Did everyone enjoy the scavenger hunt? Great! We would like to briefly go around the room and have each of you share one or two things you gained from this activity. It can be something new you learned or a photo of what you saw today. *Facilitator should allow group to openly share about their experience today. If your FreshLink program has a social media presence, encourage ambassadors to share and tag FreshLink.)*

- Now that we have spent a bit of time here, is there anything you think could be overwhelming or confusing for a new visitor to the market?
- How could we help explain those things to them or what could we do to make their visit easier-especially those who are visiting for the first time?
- What do you think are the most important roles for FreshLink ambassadors on market days?
- What types of information, resources or activities do you believe would be helpful for a visitor of the market?

MODULE 3:
(20 minutes)

ANCHOR

Mock Introduction to Farmers' Markets

Now that you have been able to familiarize yourself with _____ Farmers' Market (or Farm Stand), we would like for you to practice introducing someone to the farmers' market. Pair up with another ambassador and practice introducing one another to the market. Be sure to explain where SNAP tokens can be collected and familiarize each other with the market just as if you were doing this with a stranger.

ADD/APPLY

Ambassadors pair up and take turns role-playing in order to introduce one another to the market.

AWAY

Facilitator brings group back together- and debriefs with sharing/questions.

- What went well during this role play?
- What was difficult?
- Is there more context you would need in order to feel more comfortable approaching individuals at the market?

WRAP UP:
(5 minutes)

Homework

None

Check-in

High/Low Check-in: Each week we will check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 3: Managing Differences in Work Styles and Approaches to Conflict Management

FreshLink Values Emphasized: ***Welcoming, Respectful, Engaging, Connecting***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Identify different working styles of individuals to better understand team dynamics
- Identify their own preferred work styles
- Identify methods of adapting work styles to meet the needs of the team
- List different approaches to conflict management

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- “Parking Lot” flipchart page
- PowerPoint
- Name tags
- FLA Ground Rules handout generated during Session #1
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

None

Warm Up - Conflict Means...

Warm Up Objective:
To identify the connotations of the word conflict individually and as a group.

Facilitator Instructions:
We are going to start today with a little warm up activity. To start, we are going to say a word and we want you to say the first thought (s) that come to mind. *Call out a word such as love, honor, or loyalty and ask for the first thought(s) that come to mind.* Note how many different responses there are. Many of the thoughts you shared could be explained as the connotations you had about the word that I shared, but what does connotation mean?

Define connotation as "the initial thoughts and reactions that come to one's mind when hearing a word or idea" For example...Someone might say 'staff meeting' and I think 'fun' and 'productive' because of my previous experiences at staff meetings. Someone else might think 'Boring' and 'Waste of time' because of their prior experiences. We all come to the table with our own experiences and background that shapes our views. We are going to spend time today talking about that and how we can use our unique experiences to complement the work we are all engaging in this summer.

Group time:
Split ambassadors into two groups... We want you to look at the words on page __ in your workbook and, in the space provided, give your immediate reaction to each word on the list and list other words that connote its meaning. After you have identified your reactions, we want you to discuss the following questions as a group:

1. Which words produced the strongest positive emotional reaction?
2. Which words produced the strongest negative emotional reaction?
3. What were some of the thoughts or reactions that came to mind for different words?
4. Give an example of an experience you had that shaped the way you viewed that word or idea.

Discussion:
Now we would like to go through a few of those examples and share our responses to the questions you discussed as a group. *Have a discussion with the entire group, drawing upon the above questions. Use 1 example from each groups' discussion.*
Now we want to talk specifically about the word Teamwork-

- Raise your hand if you identified negatively with the word 'Teamwork.' Teamwork can take place in a variety of relationships whether it be at work, within a family, or on a literal team (sports, hobby, etc.). Raise your hand if you identified positively with the word teamwork—why or why not?

- We know that sometimes teamwork can result in conflict. However, conflict is a necessary and productive component of effective team dynamics. Can you give an example of time when conflict was productive for a team you were working with? *Thank ambassadors for sharing and emphasize their decision to be innovative in their approach to resolving conflict.*

The focus of today's session is going to be about teamwork—how differences in how we work on a team can complement one another and how conflict can be managed and ultimately benefit teams.

MODULE 1:
(60 minutes)

Learning Our Work Styles

Ambassadors will each take the Working Styles Assessment

ANCHOR

We're going to get started by exploring different traits related to our work style. We have a short quiz called the Working Styles Assessment. This begins on page __ of your workbook. Please read each statement and order your responses with the numbers 1, 2, 3, and 4; 1 being the response that BEST describes you and 4 being the response that LEAST describes you. When you're done, you'll add up all of the numbers. Record the total number for each letter in the back of the page. Once you are done you can look at the back to see what your preferred working style is.

ADD

Encourage everyone to share their work style types: How many of you were Apples? Grapes? Bananas? Pomegranates?

How many of you found yourself in between two or more groups?

It sounds like we have a nice fruit salad in the room with a mixture of many different work styles! This tool is helpful because it highlights that we all come to a team with different work styles and how each style has strengths that help the team become successful.

Let's start off by hearing a little bit about each of working styles. Would someone who was a Banana read out this description? Repeat this for each of the types.

Slide 2: Banana
Slide 3: Grapes
Slide 4: Apples
Slide 5: Pomegranates

Probe for discussion after each type is read:

- For those of you who were [name of type], can you give some examples of how this description resonates with you?
- For those who were not [name of type], can you identify how someone with this style would add to a team?

APPLY

Now let's take some time to think about how the different styles in our "fruit salad" team combine to support us in the FreshLink Ambassador role.

For this activity we would like you to assemble in groups according to the fruit you most identified with. *Facilitator helps organize group making sure that each fruit has at least one individual in their group. If there is a work style preference not represented, ask someone from a group of multiples to consider putting themselves in the role of another work style for this activity.*

Now we want to think about two different tasks or situations you might engage in throughout this summer. Specifically, we want to highlight different approaches for tackling the same topics to show the strength of the team. Turn to page __ in your workbook. You will see space to fill out your reflections through your discussions with the group.

The two situations we will be discussing are:

- Event Planning (meaning the work required to plan an outreach event)
- Outreach Events (this refers to the actual outreach you will be doing at various community sites this summer)
-

In your groups you will answer three questions. We will give you about 10 minutes to discuss as a team. Then each team will have time to share out with the full group. As someone whose work style is like a (name of fruit), consider the following:

- How would we approach this task and what strengths would we bring to the table based on our style?
- What parts of this task may be more challenging for us?
- How could our teammates of other work styles support us in this task?

This lessons helps us see that there are multiple ways to approach the same thing. As FreshLink Ambassadors, it will be helpful to not confine yourself to the approach that comes most naturally to you. We also encourage you to think beyond your typical way by working other members of the team to think about different ways to engage as ambassadors. Often when we can take a mixture of two or more different approaches, we get some of the most effective strategies and success. This blended approach—like a fruit smoothie — is different than what either person could do on their own.

AWAY

Before we take a break, we are going to take some time to share the different strengths we each bring to the team. For this activity, we're going to start off in a circle. I have a ball of yarn that we will toss around the room to different members of the team. You will pick someone and then say one strength that person brings to our team. Hold onto one end of the string while you throw the yarn ball to this person. Then he or she will pick another person and describe one strength they bring to the team and will throw the yarn. We will do this so everyone receives the yarn one time. Please hold onto your string the whole time.

After the activity is complete, ask the group to look at the web that they created. Highlight that the connections between everyone are what makes it strong. Encourage everyone to remember the strengths of the team as we transition into our next segment after the break.

Facilitator should tell ambassadors that in the back of the workbook, they will find a chart that describes work style and how they relate to each other. Encourage ambassadors to utilize this throughout the summer as they work with other ambassadors and try to understand one another more.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2:
(50 minutes)

ANCHOR

Conflict Management

Slide #6

We've spent the first part of this session discussing differences in work styles on teams and how we can work together understanding one another's' style. Understanding that we each bring different styles and strengths to the team is a key step to promoting positive team dynamics.

In working on teams, whether it's with family or neighbors or co-workers, have you ever experienced differences of opinion about how to solve a problem or move forward with a solution? Oftentimes these differences are rooted in our styles and how we approach a situation.

- Does anyone have an example of how you and your teammate approached something differently?
- What did you do to come to agreement about the best way to move forward?
- If agreement was not achieved, how did you address the differences of opinion?

ADD

Slide #7

While conflict may seem scary or uncomfortable, can actually be constructive and beneficial to teams. Conflict can:

- Help build trust among team members
- Raise awareness of issues and challenges that otherwise may not have surfaced
- Lead to better and more creative solutions when compromises are made and a change of plans is needed
- Conflict is a vital part of becoming a high-performing team

Slide #8

While differences of opinion are normal in teams, sometime these differences can lead to conflict. In this section, we're going to talk about five common approaches to conflict and how they may apply to your role as FreshLink Ambassadors. There are five common approaches to conflict: Avoidance, Accommodating, Compromising, Competing, and Collaborating.

Let's use a common scenario to help us think through how each of these approaches could be applied to a situation. Since most of your work with your fellow ambassadors will be around planning events, let's say we are planning what activity to do at a FreshLink Outreach event. You say you want to bring the "Food Access Bingo" game, and I want to bring a different game about nutrition called "Go, Slow Whoa." We each have opinions about why these games would be the best fit for an outreach event that is being held with about 15 people who typically attend a neighborhood meeting. In this example, you have a difference of opinion about which game to bring, which could lead to conflict.

Avoidance

Avoidance would be you saying that you wanted to bring the "Food Access Bingo" game, but I don't share what I would like to do and simply agree with your choice. This means we don't have a chance to discuss the pros and cons of each activity. There is a chance that I would feel upset because I did not get a chance to voice my opinion. You would not know that I had something else in mind.

Accommodating

Accommodating would be each of us stating which activity we want to bring but without a shared conversation about the pros and cons of the activity. In the end I agree to the activity you chose because I want to make you happy. I may feel less engaged in getting everything set up for the event, and you may wonder why I'm not excited.

Compromising
Compromising would be each of us saying what activity we would like to bring then deciding that for this event we would bring your activity to this outreach event and bring my activity to the next outreach event. This approach is both assertive and cooperative. The goal is to find a solution that meets everyone's needs. Ultimately, everyone sacrifices a little to get what they want.

Competing
Competing would be each of us stating what activity we would like to bring, but I work to show you my point of view until you agree. I may downplay some of your concerns. This approach prioritizes one person's needs over others. This may make you feel disrespected and result in your not feeling engaged in the event.

Collaborating
Collaborating would be each of us stating which activity we would like to bring but ultimately choosing an activity that we both like that meets each of our goals. We may even decide on a third activity because the two we originally came up with don't seem the best fit after all. This approach is both assertive and cooperative. It prioritizes finding a solution to meet everyone's concerns. It also ensures each individual's voice is heard in the process.

Slide #9
It's really important to remember that there is no one right approach to conflict. There will be different situations where we must use different approaches — which we are all capable of doing! However, we may have more experience or feel comfortable using one or two approaches over another, so taking time to think of all the options and deciding which approach is useful in each situation can be one way to help work towards productive conflict.

Now that we have talked about different approaches, we want to focus in on ways you can manage conflict productively. To frame this conversation, let's talk about communication techniques that are NOT PRODUCTIVE and that we should avoid using in the middle of communication about our conflict. What are some techniques you think are unproductive in communication about conflict?

REQUEST: Ask for answers from the group or offer up some examples.

Good! Those are all excellent answers! Here are a few that are particularly unhelpful and should be avoided at all costs:

Criticism
This almost always leads to unproductive conflict, especially when we criticize someone personally about their character or intentions. Criticism of ideas can also have the same effect and can be handled more productively.

Contempt
Contempt is really speaking with a lack of regard for someone or something. The tricky thing with contempt is that it may not always be done intentionally but can be perceived that way. For example, if you are talking to me about something important but I am typing an email on my computer at the same time, it may lead to you feeling disrespected even though it may not be my intention.

Defensiveness
Sometimes we get defensive when we take a difference of opinion as a personal attack rather than another way of looking at something. This may make us feel like we need to defend ourselves, which often leads to escalation of the conflict. Defensiveness is commonly used as a protective measure where one is attempting to protect themselves personally/emotionally.

Stonewalling
This is when one person stops talking and completely shuts down, refusing to engage any further. This can also lead to escalation. This should not be confused with requesting a break or time out from the conversation, which would be a more appropriate way to de-escalate a situation.

APPLY There are two very useful communication skills that can be used when communicating through conflict ('I' Statements and Active Listening). We are going to discuss and practice each of these.

Slide #10
'I' statements
'I' statements point the finger away from the person you are in conflict with and focus on the thoughts and feelings of your individual self. This can help to put the other person in ease and bring down any defensiveness they might be feeling. It also helps us from falling into the trap of criticizing others. Some easy ways to start an 'I' statement are: "I feel…", "I wonder…", "What I hear you saying is…"

We are going to take a minute to try this out by rephrasing the following statement: "Why can't we just do the activity that I planned for the outreach event?"

We will give you a minute or two to think of how you would rewrite then see what you came up with. *Facilitator pauses while group works on responses, after a minute or two ask for volunteers to share their answers.*

Thank you for sharing! These were great examples of how 'I' statements can be used in communicating during conflict.

Slide #11
Active Listening
Active listening is another method of effective communication during conflict. Raise your hand if you have ever been talking to someone and you could tell that they were really not listening to your words but were trying to come up with their response back to you? This can be unproductive for conflict, so it is important we all practice Active Listening.

This involves truly hearing what someone is saying by listening to the speaker's comments, actually rephrasing and repeating back to them (without opinion or judgement), and checking for accuracy about what you just heard. The speaker will be able to tell you if you successfully interpreted the message they were trying to get across.

We are going to practice active listening during our next session by using a talking stick. That means you can only say something if you have the talking stick. This gives the person speaking a chance to share their views without interruption, then we pass the talking stick on to someone else. We will use this during the check out later today.

Thoughts or questions to consider regarding active listening are:
Am I focusing on what they are saying? Am I spending time thinking about what they are saying and understanding it? Or am I focused on what I would like to say back to them? How can I pay more attention to what they are saying?

We encourage you to practice active listening this week. When we come back to our next session, we can talk about what you gained from that experience!

AWAY Slide #12

De-Escalation

There may be an occasion where you find that even after using your reframing and communication skills, a conflict begins to escalate. Ideally, this would not happen often but we don't need to fear this scenario. We can manage and prepare for this as well. Remember, you have control over you and your thoughts, behaviors, and actions towards others. Our feelings are valid and neither good nor bad. What we choose to do with our feelings is what matters.
Here are some ways we can help de-escalate conflict:

1. Stay calm: Remember, you have control over you!
2. Take deep breaths: This helps to release some of the internal tension
3. Do not change your tone or volume: Even if someone else raises their voice, by keeping yours neutral there is a greater likelihood of de-escalation
4. Own your actions; apologize if needed: Being able to acknowledge and verbalize your own contributions to the situation goes a long way in de-escalating a problem
5. Time Out: Different than stonewalling, this is communicating a need for a time out to regather yourself and speak objectively. "I need a moment to collect my thoughts, can we talk about this later today/tomorrow?" or similar statements can be useful in creating the needed space

Slide #13

LARA

There is an acronym that is used that can be a good reminder when trying to restore a conversation to a more neutral state. LARA stands for Listen, Affirm, Respond, and Add. We will define what each of those words mean:

LISTEN: Essentially, use active listening to understand the other person without responding with our own opinions/judgments.

AFFIRM: The component of active listening that acknowledges what has been said and repeats back what has been said to demonstrate understanding.

RESPOND: Answering/asking questions and gaining clarification on their perspective. Also acknowledging that they are heard.

ADD: Once your understand the other's perspective, clearly state your own perspective with the intention of being equally understood.

We have certainly gone over a lot today in looking at our various work styles, how to work together across styles, approaches to conflict, and effective communication in conflict and de-escalation techniques. You may still be processing some of what you've learned, so feel free to come back with any questions or feedback you might have. You can also feel free to use the parking lot for this purpose as well. And remember, over time you can practice and build these skills into your everyday interactions and they will start to feel more natural.

WRAP UP:
(10 minutes)

Homework

As we mentioned earlier, we would like you to practice both your active listening skills and your 'I' statements at home with your friends and family. This isn't something you need to announce you are doing, rather try to integrate into your everyday conversations. When we come back to Session 4, we will discuss the impact it had on your conversations. Any questions?

Check-in

0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 4: Creating Messages

FreshLink Values Emphasized: ***Welcoming, Respectful, Engaging, Connecting***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- List different types of change talk that is used when someone discusses changing a behavior
- Identify and utilize response skills when engaging in change talk (empathy, autonomy, active listening)
- Identify and utilize skills to elicit change talk from individuals who may be considering visiting a market
- Develop and practice creative responses to objections/barriers to going to farmers' markets and/or using a nutrition incentive program
- Articulate the benefits of using social media to share a message
- Access FreshLink Social media accounts, 'like' or 'Follow' them and 'share' posts

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- FLA Ground Rules handout generated during Session #1
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

Last session we asked all of you to try to incorporate your active listening skills into your everyday conversations with friends and family. Did anyone try it? *Pause and look to ambassadors for their response.* How do you feel these techniques impacted your conversations? Is this something you will continue to incorporate into your day to day interactions?

Warm Up - Rady for Change

Warm Up Objective:
Introduces the concept of 'Change Talk' to ambassadors. The modules in this session will focus on understanding the types of change talk that an individual may use when discussing their desires related to visiting/not visiting a farmers' market. This warm up is meant to open the conversation for ambassadors to think about the types of language they use in their own lives when ready/not ready for change.

Facilitator Instructions:
Today we are going to be learning as a group how to listen for 'Change Talk'—this refers to using active listening and other skills to identify when someone you are speaking with is ready to make a change in behavior (such as visiting a farmers' market). It is important for us to see and hear their verbal and non-verbal cues so that as ambassadors we know when is a good time to encourage continued conversation and exploration about their experiences with/desire to visit a farmers' market. Sometimes we will meet someone who is clear that they are not ready to try something new (NO). Some people will be somewhat on the fence and can better make a decision with more information (MAYBE). And some are very ready and actively taking steps to make change (YES).

Work in Pairs:
For now, we want you to work in groups of 2 or 3 and discuss the following questions:

- What do you say or do when you are not thinking of changing?
- What do you say or do when you are thinking about changing?
- What do you say or do when you are actively making changes?

We will discuss share our conversations as we move into the first module of the day.

MODULE 1:
(40 minutes)
ANCHOR

Listening for Change Talk

Let's talk a little bit about the warm up we just did. We asked you to think about the ways you speak or act in the various phases of change. Let's go through each question we discussed and hear what some of your responses were.

REQUEST: Have the group share responses aloud.

- What do you say or do when you are not thinking of changing?
  - *Example responses: "I'm not interested," "This just isn't for me," "No thank you"*

- What do you say or do when you are not thinking of changing?
  - *Example responses: "I've been thinking about it but I need more information," "I know I should, but I don't know where to start," "I'd like to try...but it's hard"*
- What do you say or do when you are actively making changes?
  - *Example responses: "I have already scheduled to," "I am going to," "I am starting to"*

We know change is not easy, and everyone we meet will be in their own place when it comes to considering changing their shopping habits to include farmers' markets. That's why it is important for us to understand the different forms of 'Change Talk' and what that means in terms of someone's readiness to try something new!

ADD Slide #2

There are seven different types of change talk that we are going to introduce to you today, but we've made it easy to remember them by using a simple acronym that we call "DARN CAT.'

The four types of change talk identified in the first part of the acronym (DARN) are considered the pre-commitment stages of change. This means that they are statements that show that a person is going in the direction of changing a behavior but by themselves, they DO NOT trigger behavior change. Let's review the 'DARN' acronym:

- Desire: These are statements about preference for change such as: "I wish..." or "I want to..." Statements like these tell you about the person's preferences for change or comfort with the status quo.
- Ability: These are statements about capability, such as "I could..." or "I might be able to..." These statements signal motivational strength.
- Reasoning: Specific arguments for change, such as"I would probably feel better if..." ... "I need to..." Reason statements can express specific reasons alongside desired actions.
- Need: Statements about feeling obligated to change, such as "I ought to..." or "I have to..."

Slide #3

The 'CAT' acronym refers to change talk that involves setting, intention, and taking steps to change. This is the commitment stage. Let's review the 'CAT' acronym now:

- Commitment: These statements indicate a mental intention to make a change such as "I will..." or "I am going to..."
- Activation: These statements show a readiness to make a change such as "I am ready...," "I am able..." or "I am willing"
- Taking Steps: These are statements about steps that have actually been taken towards creating change, such as "I went out and...," "I scheduled..." or "I started..."

As you can see, there are very slight differences among these, but when you listen carefully, identifying and responding appropriately to an individual's level of readiness can improve the chances that they will decide to visit a market.

APPLY To help us practice our skills around listening for change talk, we are going to take a few minutes to role play. This will be done as a 'fishbowl,' meaning thatone person will participate in the role play while the others watch and take notes on what they see. We as facilitators will play the role of the ambassador, while each of you are going to draw a type of Change Talk scenario from the pile and then respond to our questions and conversation using that type of change talk. Afterwards, we will identify what type of change talk was used in that scenario- Sounds like fun right? Let's start!

Facilitator hands out 'Change Talk' cards to ambassadors and asks for a volunteer to start. Facilitator plays the role of the ambassador and asks questions to elicit change talk based on the scenario given. The ambassador should respond to the conversation using the change talk method identified.

Change talk scenarios:

1. The farmers' market has good prices or deals; it is a good value for my money. I think they accept SNAP/EBT or WIC. [Change Talk Type: Commitment]
2. Farmers' markets are a place that I like to shop for food. They are organized and have good quality or variety of foods that I want to buy. The customer service at the market is good. [Change Talk Type: Need]
3. There are farmers' markets near where I live or work. It's not hard to get there with the transportation options available to me. [Change Talk Type: Activation]
4. I like to buy fruits and vegetables, and where I can buy them is convenient for me. I have time to cook. [Change Talk Type: Taking Steps]
5. The farmers' market is unfamiliar to me, and I don't feel welcome there. I don't think the people at the farmers' market are friendly. I don't know anyone who goes to the market. [Change Talk Type: Desire]
6. I don't know how to prepare fresh vegetables and fruits or how to use herbs and spices. [Change Talk Type: Ability]
7. I don't know anyone in my family or friends who shops at the farmers' market or has used ____ (name of nutrition incentive program) before. [Change talk type: Reasons]

AWAY

After each scenario, ask the group to reflect on the change talk type heard and recommend some other responses that could have been used. *Help group brainstorm where they may have been stuck.*

Now that we've learned a little about how to listen for change talk, we are going to spend more time discussing how to respond to change talk and even how to encourage change talk from those we are speaking with.

MODULE 2:
(40 minutes)

Encouraging and Responding to Change Talk

Slide #4

ANCHOR

To help us think more about potential responses to individuals when they talk about their level of readiness to try a market, we should try to understand the facilitators and barriers individuals face in accessing nutritious food. It is important that we respond appropriately to the barriers and concerns identified. According to FreshLink surveys among SNAP/EBT customers in summer 2015, we learned that people who regularly shop at a farmers' market are different from those who have never been to a market or visit one infrequently. We organized these differences into seven categories. Each one of these may be perceived as a facilitator (something that encourages them to visit the market) or a barrier (something that discourages them from visiting the market) depending on who you are speaking with and their personal experiences.

- Value of farmers' market for the money (The farmers' market has good prices or deals; it is a good value for my money. I think they accept SNAP/EBT or WIC.)
- Perceptions of farmers' markets (Farmers' markets are a place that I like to shop for food. They are organized and have good quality or variety of foods that I want to buy. The customer service at the market is good.)
- Ease of access to the farmers' market (There are farmers' markets near where I live or work. It's not hard to get there with the transportation options available to me.)
- Time costs of foods purchased and consumed (I like to buy fruits and vegetables, and where I can buy them is convenient for me. I have time to cook.)

- Social connectedness at the farmers' market (The farmers' market is unfamiliar to me and I don't feel welcome there. I don't think the people at the farmers' market are friendly. I don't know anyone who goes to the market.)
- Fruit and vegetable preparation self-efficacy (I don't know how to prepare fresh vegetables and fruits, or how to use herbs and spices.)
- Healthy eating social networks (I don't know anyone in my family or friends that shops at the farmers' market or has used the Produce Perks program before.)

Your conversations should reflect the values of FreshLink including: engaging individuals in conversation, educating them about the benefits of farmers' markets by connecting them to resources, empowering them to make their own choices about their health, and respecting their decisions, and understanding and addressing any barriers they may face.

Slide #5
You might be wondering how you should respond to someone once they have identified reasons why they are ready, not ready, or close to being ready to visit a farmers' market. We have a few tips for you on ways of responding that have the potential to keep the conversation going, encourage openness of trying something new, and help explore or problem solve some of the issues they may be facing.

AFFIRM their feelings and experiences: All of us want to have our feelings validated. You may have a different perspective or experience than the individual you are speaking with, but it is important to let them know their perspective matters and that they have a right to feel that way.
- Example responses: "Wow, that must have been really tough," "I can see why that would have upset you," or "It makes sense you would feel that way."

REFLECT on what they are saying: By repeating back what you heard the individual say, you show that you are truly listening and that they have been heard. You can also check to make sure you understood what they said correctly.
- Example responses: "It sounds like you're saying... Did I get that right?" or "Please correct me if I get this wrong, but it sounds like you said..."

ACKNOWLEDGE their authority to make their own decisions (AUTONOMY): Every individual has a right to decide what is best for them and their life. Ambassadors should acknowledge this and respect this at all times.
- Example responses: "I know you will make the best decision for you and your family. I just wanted to share some information" or "I can tell you have put a lot of thought into what is best. Is there anything I can share that may help you make a decision?"

ASK open-ended questions: By asking open-ended questions, we allow the individual to share with us what is important to them or identify areas where they may have questions or need help.
- Example responses: "What would make it easier for you to get to the market?" "Do you have any questions or concerns I can help with?"or"What would need to be different to make it easier/more comfortable/better for you to visit the market?"

ASK for more details: When someone does begin to identify an interest in trying out the market, ask for more information that may help them make their final decision.
- Example responses: "You mentioned you thought the market was dirty/confusing/expensive, can you tell me more about that?" or "Can you explain what you mean by...?"

LOOK backward and forward together: It can be helpful to look back in time with someone before they had a concern to explore when things changed and what caused that. This also helps them to think through what might change if they did try something new, such as visiting a market.

- Example responses: "You mentioned the market used to have better selection, can you tell me more about that?" "What would need to change for you to be interested in visiting the market?" or "How do you think visiting the farmers' market would affect your life?"

EXPLORE their goals and values: Talking to individuals about what is important to them and what goals they have can help you to help them see how farmers' markets fit into their goals and values.

- Example responses: "What are your goals for you and your family when it comes to preparing meals and snacks?" or "What types of things matter to you when you think about how and where you make your food purchases?"

Does anyone have any questions about these techniques or how to use them?

APPLY

Now we are going to role-play some scenarios that you may run into while doing outreach. Each of you will take turns as an ambassador and as a potential market shopper. This time, we want the person playing the ambassador to use some of the tips we just discussed when having a conversation with the shopper. Afterwards, we will discuss and give feedback to share which ones we heard used and points in the conversation where more of these techniques could have been used.

REQUEST: We need 2 volunteers to go first; who would like to start?

As we do the role-plays, feel free to jot down notes on page __of your workbook about what you liked and what you would have changed about the interactions we are about to see.

Have two ambassadors come to the front. The person playing the shopper will pick a scenario from a pile of face-down scenario cards. After each scenario, have the group reflect on what went well, how they could improve for next time, and other options for responses. Repeat the scenario if desired. Continue to rotate through until each FLA has done the ambassador role and the potential shopper role at least once each and until all of the scenarios are complete.

Scenario #1: Person invited does not appear interested at all

Scenario #2: Person invited has never heard of the nutrition incentive program before, has a lot of questions, and is extremely interested.

Scenario #3: Person has heard of the farmers' market but thinks it's too expensive and doesn't have the foods they prefer. They go on to say they wanted to buy peaches last October and were frustrated because the market did not have them.

Scenario #4: Person has been to the farmers' market before but didn't like how dirty it was and did not feel welcomed.

Scenario #5: Person says "I don't know" and isn't sure if this is for them.

AWAY

As your homework today, we would like you to continue practicing the skills you learned around change talk and how to respond to it and concerns that may arise about the market.

You will be asked to invite someone you know (verbally) to visit a farmers' market. This should be more than just telling someone you want them to come. Begin by asking them about their experiences, understanding what motivated or discouraged them from going to the farmers' market and responding to change talk that comes out of your conversations.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 3: (20 minutes)

ANCHOR

Social Media as a Tool for Sharing Messages

As we've mentioned, the FreshLink team conducted a food habits study in 2015-16. Through this study, we completed in-depth interviews with 30 people receiving SNAP benefits about their habits related to getting, making, and eating food to better understand the people and places involved in their food habits. One major lesson from this study was the importance of social media to food habits. People were regularly using Facebook and other online sources to get information about food. Based on this research, one way to connect with people and build community around the market is by using social media. The original FreshLink in Cleveland used both Facebook and Instagram. We will talk more about that in a few minutes but first let's talk a little bit about ways we can use social media for the FreshLink project.

How many of you have used social media to help share a message about something that was important to you? How do you think social media might help us specifically with our goals as FreshLink Ambassadors?

REQUEST: Have the group share examples aloud.

Allow discussion among the group of ways that social media can help FLAs reach their goals. Record on flip chart so that we can come back to it later. While social media can be helpful for getting our message across we need to be careful in how we use it. As ambassadors for the FreshLink Project you will be representing the _____ (name of sponsoring organization(s)). It is important that our social media posts related to this project reflect the purpose of our projects, not our personal opinions/beliefs or political views.

ADD

Slide #6

Some General Guidelines:

DO	DON'T
TAG FreshLink in your posts so your friends and family will be able to see and click on our social media accounts and follow us.	DON'T tag FreshLink in anything unrelated to the work and activities you are doing as part of FreshLink.
DO make sure everything is spelled correctly. Don't trust autocorrect, because it doesn't know the difference between "they're" and "there" (or "their").	DON'T post political or other personal opinions on posts related to FreshLink. We are only here to share information and resources not to influence decisions.
DO post pictures. Pictures get more engagement. Share photos of what you're doing in the field. Share photos that celebrate our partners (with their permission).	DON'T use abbreviations. We want our users to understand what we say, not be confused, so try to use proper spelling and names.

APPLY Let's take a few minutes to practice 'Liking' the FreshLink social media pages. You can do this from your phones if you have access, or you can use the laptops we have set up around the room to login. Once we like the pages we will also practice 'Tagging' FreshLink in a post. If you don't have one or both of these accounts, that is ok! This is optional. *We recommend the use of social media platforms to connect ambassadors to communities. We have found that the use of Facebook and Instagram work best for connecting with others. Try using a clear and simple name and handle for your pages (Example: FreshLink Cleveland or @FreshLinkCLE).*

Facebook

To 'Like' the FreshLink Facebook page, open Facebook on your phone or laptop. *Facilitator should demonstrate on projector.*

At the top of your page you will see a search bar. Type in 'FreshLink [insert city here]' and hit the magnifying glass to search for the page. It should be the first result you see once you search. Click on the words 'FreshLink [insert city here].' Now you are on our page! You should see the 'Like' button (hand with a thumbs up) on the center of the page on top of our logo. Click it to 'Like' our page. Simple right?

Now we will show you how to 'Tag' FreshLink in a post. To keep things simple, we will practice on one of our pages and show you on the screen in front of you. You can try tagging us now or in the future when conducting FreshLink work here or in the community. *Facilitator demonstrates using their own account as an example. Use a simple positive message such as 'Excited to work with our new group of @FreshLink Ambassadors' and emphasize the importance of using the '@' symbol to trigger the tag on a post.*

Another option for sharing the work of FreshLink with your friends and family is to 'Share' one of our posts. Let us show you an example. *Facilitator should choose a recent post to share to their own page and demonstrate finding the 'share button' and pointing out how ambassadors can share to their own pages or groups they may be a part of on Facebook.*

REFLECT: Does anyone have any questions? If you try it later and need help, don't be afraid to reach out to one of us! Posting pictures from your events, sharing our posts, and tagging us are great ways to keep your network aware of the important work you are doing.

Instagram

Slide #8

Instagram is a little different than Facebook because it focuses more on sharing photos of what is happening around you. If you have Instagram, please pull it up on your phone or on one of the computers around the room. We will go over how to 'Follow' FreshLink [*insert city here*]' on Instagram and also how to tag us in photos.

Facilitator should visit Instagram, demonstrating for FLA's on the projected screen. When you open Instagram, you should be able to locate the search box at the top of your screen both on the phone and on the computer. You can type in 'FreshLink [insert city here]' and our page should automatically pop up for you to click on.

Once there, you can click the 'Follow' button, which will allow our posts to show up in your feed. If you take pictures here or at FreshLink outreach events, we encourage you to mention or tag FreshLink in a photo.

AWAY

Both Facebook and Instagram provide a quick and constant way for us to communicate our message about the benefits of the farmers' markets to our community and networks. It gives us a chance to share a wide variety of information such as what bus line to take to get to the market, what types of vegetables are in season, or recipes that can be used with the food you find at the market in very creative ways! It is up to you how and when you would like to use these platforms to share your efforts in the community, but we are here if you need any assistance in the process.

WRAP UP: (10 minutes)

Homework

Now that we have talked about creating messages and practiced how to respond to answers of 'Yes', 'No' and 'Maybe,' we would like you to practice these conversations at home. Your assignment is to 'invite' a friend, family member, or neighbor to the farmers' market this summer. This is just practice—having a casual verbal conversation is fine. We will discuss how our conversations went during Session 5. Remember to use the techniques we learned, including both listening and responding to change talk.

Check-in

High/Low Check-in: Each week we will check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Site Visit: Social Services

FreshLink Values Emphasized: ***Welcoming, Respectful, Connecting, Engaging, Educating***

Duration: **2 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Identify and list the services offered at [name of social service agency]
- Introduce themselves and establish a relationship with the [insert name of social service agency here] managers
- Identify ways that ambassadors may/may not engage with clients at [insert name of social service agency here]
- Identify space and placement of FreshLink table and resources within unique sites
- Identify methods of promoting FreshLink presence at [insert name of social service agency here]

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Handouts from social service agency (if applicable)
- Clipboards
- Pens
- Name tags
- Session Evaluation

WELCOME:
(10 minutes)

Introductions

Today we are excited to introduce you to the team you will become familiar with at [*name of social service agency*]. We have already scheduled the weeks we will be at each site, and you will see them on the schedule as you sign up for shifts each month.

Before we go any further, let's do some introductions and an icebreaker. Please share your name, your site (both for the social service agency staff and ambassadors), and one thing you like about the community you serve. *Facilitator gestures to the person to their left to begin introductions.*

MODULE 1:
(60 minutes)

Overview

The first part of this module is set up as a panel. The facilitator will ask the same questions to each person and give everyone a chance to respond (if needed). This will help the ambassadors get to know the role of the [name of social service agency] in their community, the types of services offered, and to whom.

We are going to begin today's session with a panel featuring [name of social service agency] partners who are here today. We have some questions planned for our representatives but there will also be time for questions at the end if you have any. You have space in your workbooks on page __ let's get started!

Questions for Panel:

- Can you tell us a little about the types of services offered at your site(s)? [If applicable] Is there any difference between locations in terms of services offered?
- What are some general eligibility criteria for the types of services at your site(s)?
- What service area(s) do you serve and about how many people?
- What other community partners come to your sites to provide information or other helpful resources to clients in your lobby?
- How would you like to see your site and services evolve or improve in the future?
- How can FreshLink and our ambassadors be of assistance to the important work that you do?
- Is there anything specific to SNAP benefits that we should know about? When do recipients receive their monthly SNAP benefits?
- What is the most rewarding part of the work you do?

Take questions from ambassadors.

Social Services Presentation

A formal presentation about the different services offered by [name of social service agency] is presented, and all questions are answered by the Site Manager, Site Coordinator, or Community/Outreach Coordinator.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2:
(15 minutes)

FreshLink Outreach

Now we would like to spend a little time talking about the time you will be spending at [name of social agency] sites throughout the summer. This is a good time to discuss any logistics, ideas you have and learning more about the best way to interact with clients at each site. This is more of a guided conversation so please feel free to take notes on the pages provided for you in your workbook starting on page __.

Let's start by discussing some of the guidelines we should be following while at [name of social service agency]. *Discussion should be led by social service representative(s) Could include things like: no distributing food, where they are allowed to set up their tables, how and when they can approach individuals on site.*

Another important part of making sure we have a successful outreach is making sure we know all the logistics of the sites where we will be. We would like to review the guidelines for working on site at [name of social service agency] on page __ of your workbook to make sure you have all the details regarding each site so that you are set up for success!

Representatives from [name of social service] or the FreshLink facilitator should walk through the following with the ambassadors and representatives from the agency:

- *Site locations*
- *Manager contact*
- *Where to find supplies (table and chairs for set up)*
- *Who to contact if any issues or concerns*
- *Special announcements for ambassador arrivals*

We look forward to a continued partnership with [name of social service agency] sites this summer. Thank you to everyone for their time today!

Tour of Social Service Facility

Thank you to our panelists for sharing their experiences with us. We'd like to take a short break to take a quick tour of the site and its layout. You will find that each site is a little different but has the same basic components. _____ will be our tour guide today and show us around. Feel free to ask questions at this time. *Individual leading tour will explain layout during tour, pointing out places where FreshLink can set up their information and resources.*

WRAP UP:
(10 minutes)

Homework

None

Check-in

0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 5: Inviting People to Markets

FreshLink Values Emphasized: ***Welcoming, Connecting, Engaging, Educating***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Develop greater confidence in delivering their key messages while inviting people to the farmers' market
- Describe methods to encourage residents to shop at farmers' markets
- Demonstrate how to complete the New Customer Coupon and be prepared to begin distributing coupons to people in the community

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- Sample FreshLink coupons
- Any SNAP incentive marketing materials
- FLA Ground Rules handout generated during Session #1
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

At the end of session 4, we asked all of you to practice your skills of identifying and responding to change talk by verbally inviting people you know to the local farmers' market. Were you able to complete this assignment? What were some of the responses that you received to your invitation? What type of change talk to did you identify in those responses and how did you in turn respond?

Warm Up - Utilizing Change Talk to Invite People to Markets

Warm Up Objective:
Ambassadors discover how utilize the seven different types of change talk discussed in Session 4 to invite individuals to the farmers' market.

Facilitator Instructions:
Today during our warm up we are going to discuss how to utilize the change talk skills we learned in Session 4. There will be times when you meet someone who may have had a negative experience with farmers' market in the past. Knowing how to reframe the situation and conversation is important. For the next 10- minutes we are going to take a look at an example scenario you may encounter while doing outreach in the community. Utilizing the talk styles discussed in Session 4, we'll practice responding to the example scenario. The example scenario is on page ___ of your workbooks.

With a partner, you will each draw a type of change talk technique (Affirm their feelings and experiences; Reflect on what they are saying; Acknowledge their authority to make their own decisions; Ask open-ended questions and for more details; Look back and forward together; Explore their goals and values). You will each take turns role-playing as both June and the ambassador. If you are playing the ambassador, be sure to respond to June using the specific technique you drew from the pile. If you need a reminder on how to use this technique, refer to page __ in your workbook.

Example Scenario (Slide #2): You meet June at a food pantry. She is picking up her items along with her two energetic children. When you begin talking to her, she tells you that she has been to a farmers' market once and that it was hard to keep an eye on her kids and shop at the same time. She states she would like to try to eat more fruits and vegetables, especially for her kid's sake, but between bringing the kids and not being able to get all of her grocery purchases for the week she finds it to be pretty challenging to go to the farmers' market more often.

Discussion:
Conducting outreach within the community will not always be comfortable, successful, or easy. Individuals will have many reasons why they choose to visit or not visit a market. What are some ways you can help acknowledge their experience while providing a positive frame as it relates to visiting the farmers' market for the first time or again after a negative experience? Let's talk over a few of the suggestions you all had for each type of talk styles. Were there any specific styles that were harder to think about? Which ones were easiest/most comfortable for you?

MODULE 1:
(40 minutes)

Market Invitation Review/Practice

ANCHOR Everyone was assigned to practice inviting people to the farmers' market over the past few weeks. How did it go? What did you find worked well when you were starting to do these invitations? *Ambassadors can refer to page __ in their workbook for any notes they may have taken relevant to their experiences with invitations.*

As you respond, I will be making a list of things that went well. We can also note any challenges/barriers that came up, and we'll talk more about those in a few minutes. *Continue the discussion until all FLA's have shared. Write down "What went well" items and "Challenges" on flipchart paper.*

Thank you all for sharing your experiences over the past week! You did great!

ADD As we can see from what we've talked about, you could also be running into some challenges as you invite people to visit the market. Let's work through these challenges together in small groups, brainstorming what you could do if you ran into this situation again. There are blank pages in your workbook for you to take notes if you would like. We'll come back together in a few minutes, and each group will demonstrate how they would respond to particular challenges.

APPLY *Have teams of two work through one challenge each, coming up with ways to address that challenge. After the small groups have a chance to talk through their approach, have each group present a role-play of how they would work through the scenario. If the group came up with very few challenges/barriers, assign a few of the following scenarios for this exercise instead. Always have the group provide positive and constructive critiques after each role play.*

Scenario #1: Person already receives produce from a local food pantry.

Scenario #2: Person invited does not know where the farmers' market is or how to get there.

Scenario #3: Person invited has small children and is hesitant to take them with her.

Scenario #4: Person invited is nervous about using SNAP benefits at the market (could be due to treatment at market or confusion on how to use benefits).

Scenario #5: Person invited is not sure how to use the types of fruits and vegetables that are at the farmers' market in their daily cooking.

Scenario #6: Person invited does not have SNAP and is upset because they do not qualify for the nutrition incentive program.

Scenario #7: Person invited is confused about the different benefit programs at farmers' markets. She is pregnant and received a WIC farmers' market coupon but doesn't know how to use it.

AWAY This was wonderful! Throughout the summer, we will be spending time together planning our events and sharing experiences just like this—what went well and what challenges you are facing. Together, the group will help brainstorm ways to build on strengths to address challenges.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2:
(50 minutes)

ANCHOR

Completing Forms

This week we will build on our homework from last week by inviting three people to attend a farmers' market and, if they receive SNAP, to try using it at the market. This time, you will also practice the paperwork related to this process.

ADD

Distribute three New Customer Coupons (these should be a practice version. Once training is over, ambassadors can disseminate a real coupon to those they practiced with for this activity) to each FLA.

These are the New Customer Coupons you will use when you invite people to visit the market. They serve two purposes: to encourage new customers to try something new by visiting the farmers' market, and to enable us to track who we've invited and whether or not they've attended the market. These coupons are the main way we are able to evaluate the impact of the FreshLink Ambassador program.

Here is a brief intro to the information each of you need to include when you fill out New Customer Coupons. This needs to be done before giving the coupon to a customer. You can also find an example of a completed coupon in your workbook, on pages __.

Slide #3:

FreshLink Ambassador New Customer Coupon

One of the key roles of FreshLink Ambassadors is to make invitations to farmers' markets. To support your work, you will have New Customer Coupons to share. These coupons are designed to be distributed at one-on-one events, community events, and events at social service agencies. We will not be giving these out at the farmers' market since the goal of the new customer coupon is to motivate someone to come to the farmers' market for the first time.

We will be distributing two different types of coupons to the individuals we encounter while conducting outreach. The only difference between the two different types will be the title on the front of the coupon. These coupons will either say "Try it. No cost" or "Fresh. Good. Free." This is for research purposes only; you do not need to worry about which one you are distributing.

Each New Customer Coupon is worth $5.00. These funds can only be used to buy fruits and vegetables at one of the farmers' markets participating in the FreshLink Ambassador program. The coupons do not have cash value. Only one coupon can be distributed to each household. The coupon must be used at one vendor at the market. No change is given back to a customer if they do not spend all $5.00.

Show the names and details of each market on your local SNAP incentive flyer. Make clear that FreshLink Coupons can only be accepted at the participating FreshLink market(s), while SNAP and SNAP Incentives are accepted at all the markets listed (including the FreshLink markets).

Each New Customer Coupon will need to be "registered" at the Market Manager table before it can be used to purchase fruits and vegetables from a vendor. The market manager table is also where customers can get SNAP benefits (swipe card for tokens/tickets) at farmers' markets. If a customer is unsure how to use their SNAP benefits at the farmers' market, if available, provide them with local resources that explain the program (flyer or postcard). You can also refer to the transaction table that is provided for you in your workbook. We can also provide laminated copies for you to keep in your outreach folder.

Each ambassador will start off the month by requesting a certain number of coupons from our Data Manager. This can be anywhere from 25-100. These coupons can be given out at outreach events and one on one interactions. If you give away all of your coupons for that month, you can reach out to a FL Facilitator to get additional coupons.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

Slide #4

Here is how to fill in each section of the coupon. Please be sure to record the information in pen. The coupon will be perforated so that you can fill out the top portion and the bottom portion can be carefully torn off and given to the customer to use.

Section	Explanation of how to fill-in section
Customer Name	Name of the person you are giving the coupon to. This will help us track to ensure that the coupons are given to new customers over the seas**on.**
Zip Code	Home zip code of the person you are giving the coupon to.
Age Group	The age group of the person receiving the coupon.
Gender	The gender the person receiving the coupon identifies with. We have included 'Other' for those who do not identify as Male or Female.
Race/Ethnicity	The ethnicit(ies) the person receiving the coupon identifies as. They may choose multiple ethnicities.
Children under the age of 18 in household	Ask the person you are speaking with whether or not they have children under the age of 18 in the household and check "Yes" or "No" accordingly.
Receiving SNAP	Ask the person you are speaking with whether or not they receive SNAP benefits and check "Yes" or "No" accordingly. If someone receives SNAP, this is a great way to begin a conversation about the nutrition incentive program.
Price	Ask the person you are speaking with whether they think farmers' markets have lower prices, the prices are about the same, or they have higher prices.
Transportation	Ask the person you are speaking with the ways in which they plan to get to the farmers' market. Check all that apply.

Besides these questions, there are also some additional sections the ambassador will need to fill out that are labeled 'Ambassador Section Only.' There is also a section of the new customer coupon labeled 'For Market Use Only' that is solely for the market manager to complete when he or she receives the coupon at the market.

Ambassador Only Section	Explanation of how to fill-in section
ID	All new customer coupons will have a unique ID. The ID number will be filled out in advance and will help the FreshLink Team identify who distributed the coupon and how many were distributed.
Event Type	Ambassadors will distribute new customer coupons during one-on-one interactions, community events, and at social service agency sites, NOT during market day events. Please identify the type of event where the coupon was distributed.
Event Location	Record the location name where the coupon was distributed.
Event Date	Record the date on which this coupon was distributed. The date given should match the date of the event.
Relationship to Recipient	Ambassador will identify if the person who received the coupon was a family member (someone from your family), a friend (individuals you know and have a relationship with), an acquaintance (someone you may know loosely or know from another individual), or a new contact (someone you had never met before).
Ambassador Signature	Signature of ambassador distributing coupon to potential new customer.

Slide #5
Customers can redeem the coupon at the market by taking the following steps:

1. The customer should take the FL Coupon to the Farmers' Market Manager when they first arrive at the market
2. The Market Manager needs to fill out the "For Market Use Only" section, record coupon information for FM Tracks, and stamp the coupon, which indicates to the vendor that it has been recorded and is ok to accept
3. The customer uses the FL Coupon at one vendor to purchase fruits and vegetables (NO CHANGE GIVEN)

Slide #6
Returning the New Customer Survey

For every coupon you hand out, you must also hold onto the top survey portion of the coupon. You will turn in all coupon copies to the FreshLink Data Manager at each planning meeting. You will receive a special envelope to store your completed coupons during the month. It is important to have these copies for our evaluation process. This will help us understand the effectiveness of the FreshLink Ambassador program.

Slide #7
FLA Fruit and Vegetable Stipend

As we mentioned before, ambassadors will receive two (2) $5 coupons to be redeemed at the Farmers' Market weekly. The stipends will expire at the end of each month, so make sure you use them! Just like the coupons, you will need to first bring these to the manager booth to be signed, then you may spend them at a vendor of your choice. All $5 must be spent with the same vendor and no change will be given. The purpose of the Fruit and Vegetable Stipend is to model for customers the benefits of shopping at the farmers' market. If they know you and see you shopping, they will be more likely to want to try it too. The details of the Fruit and Vegetable stipend will be filled out ahead of time by a FreshLink Staff member so you do not need to worry about filling anything out, simply use the stipend!

APPLY/AWAY

For your homework, you can take the example coupon we gave you today and invite a family member or close friend to the farmers' market. Since we do not have the final coupon yet, this will be practice. When we have the coupons ready to distribute to you, please give the real coupon to the person you invited. Please remind your new customers of the start day of your market. The coupon you distribute during your homework assignment will count towards your goal for the month of June. When you are inviting people to the market, fill out their coupons completely and be sure to keep your copies in your designated envelope until you bring them back next week.

Call or email us if you have questions. We will spend more time next week and in our final training session looking at these coupons and forms more thoroughly. We wanted to introduce them today so you can use them during your homework assignment.

REFLECT: This is a good stopping point to check in with ambassadors and see if they have any questions or comments about what they have learned so far. Ask for volunteers share any of these thoughts at this time.

WRAP UP: (10 minutes)

Homework

Our next session is not a formal session like the rest of these training dates have been. As we noted on your original schedule, this session is a breakfast with the market managers from each of your host markets and will give us some time to get to know them and talk about how we will work together this year. This will also give you a full week to complete the homework assignment we gave you.

Please bring copies of the coupons you've distributed to Session #7!

Check-in

High/Low Check-in: Each week we will check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 6: Team Building and Getting to Know Market Managers

FreshLink Values Emphasized: ***Educating, Respectful, Engaging, Connecting***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Recall basic details about each of the FreshLink participating markets
- Utilize skills relevant to working on teams
- Develop working relationships with market managers
- Establish best methods of communication and collaboration with market managers

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Team building exercise supplies
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- Food and beverages for breakfast
- Plates/napkins/waters/utensils
- Session evaluation

Team building exercise supplies:

Packet #1
- Roll of Masking Tape
- 10 Paper Cups
- 5 Popsicle Sticks
- 4 sheets of construction paper

Packet #2
- 12" strip of Masking Tape (wound around a pen)
- 25 Paper Cups
- 5 Popsicle Sticks
- 8 sheets of construction paper

Packet #3
- Small piece of Masking Tape
- 10 Paper Cups
- 35 Popsicle Sticks
- 1 sheets of construction paper

WELCOME:
(20 minutes)

Introduction and Networking

Good morning everyone! We are so excited to have all of you here so we can talk a little bit about our plans for the year and get to know each other a little bit better. Each market team is seated together so market managers and FreshLink Ambassadors can learn more about each other because you will be working together closely during the market season. Before we get started with our team building activity, let's do some quick introductions.

Have everyone share name, assigned market, and favorite thing to buy at the market.

MODULE 1:
(30 minutes)

Breakfast and Market Manager Discussion

Now that we have done introductions, let's go ahead and eat! While we are eating we are going to ask you to turn to page __ in your workbooks and go through the market manager and ambassador questions. This will give you each a chance to learn a little more about the manager you will be working with this summer.

MODULE 2:
(40 minutes)

Market Manager Panel

Next we are going to have a panel with our market managers so you can learn more about each of their markets. There will also be time to ask questions from the audience. We are going to invite the panel up now and will be asking each market to answer the same questions. You will get a chance to see the differences among markets and learn about the unique assets of each one as well.

Facilitator will guide market managers through the following questions:

- How long has your market been operating, and how long have you been working there?
- About how many vendors and visitors do you have each week?
- Why do you think customers shop at this market?
- What is your favorite thing about your market?
- What role do you see FreshLink Ambassadors playing at your market?
- What are the best ways to engage customers at your market?

REST: Invite everyone to take a 10-minute break. This time can be spent using facilities, replenishing snacks, continuing conversations, and asking questions as needed for clarification.

MODULE 3:
(40 minutes)

Team Building Exercise: The Tallest Tower

Team Building Objective:
The participants work to build the tallest free-standing tower they can with the supplies given.

Facilitator Instructions:
Now we are going to open the group up a little and do a team building exercise. There will be bragging rights for the winners. We are going to split you into three groups so we will count off in 3s around the room to form our groups.

This is an activity to work on communication and collaboration. The goal is to build the tallest free standing tower you can with the supplies in the bags.

Facilitators should not give much context or answer many questions. Each group will have a different set of supplies, but the facilitators should make sure this is not immediately obvious. Once it becomes more obvious, the facilitators should neither discourage nor encourage collaboration and sharing. The vast majority of participants, when divided into groups, will assume that they should be competing against the other groups but facilitators should not specifically say it is a competition.

Answer questions at this point. Try to be very general in answering questions from the participants. If they have specific process questions, it may be helpful to say something like, "You have received all the instructions I can give you. You and your group will have to figure out the rest."

The facilitators should not answer any questions so that the groups are forced to figure out how they want to build on their own. If the groups decide they want to collaborate, facilitators should neither encourage nor discourage them (this will come up in the debrief).

Begin Building!
Announce that they have ~20 min to build and let the building begin. Some groups will spend time coming up with a detailed strategy, others will just dive right in. Some may start to notice that they don't have much tape, or that the other groups have more popsicle sticks.

After a few minutes of building the facilitators have options:
1. Facilitators can ask for representatives to come to the center of the room and report to the other reps one thing they are doing well and one challenge they are having
2. Facilitators can have everyone stop building for a moment and walk around and see other teams' progress so far

Facilitators should not answer any questions, and should not encourage or discourage collaboration! It is important to try to deflect. If they ask, "How come they have so much more tape?" a facilitator might say "Sorry, I can't really answer any questions at this point, but it looks like you are making good progress."

As the ambassadors start to see that other groups have different supplies, some will respond by questioning, some will try to beg, barter, or steal supplies, and some will just resign themselves to the fact that it's not fair and will continue to focus on working with what they have. Make notes of it all, and save it for debrief.

Discussion:
Because of the unequal distribution of supplies, in order to build the tallest tower possible, the groups really have to all merge and share supplies. But because you divided them into groups, and that implies competition to most people, very few participants will try to suggest that the groups collaborate or share supplies. Even if someone in the group suggests it, it is not likely that everyone will agree to it.

The facilitators should ask the following questions of the entire group:
- Raise your hand if you helped build a tower!
- What worked well?
- How did you team navigate communication? Did you change methods of communicating as time went on?
- What challenges did you encounter and how did you overcome them?
- Did you build the tallest tower you could? Why or why not?

Add the following questions if the groups did not collaborate or share supplies:
- Did you assume that you were only supposed to collaborate with those in your small group?
- What would have been possible if you had decided to share resources with the whole group?
- Would you have had a taller tower?
- Why didn't you?

Add the following questions if the groups collaborate:

- How did you come to the decision to collaborate?
- What became possible once you made the decision to share resources?
- What was challenging?

And then to make the issues really hit home, you need to tie it back to collaboration and communication on the ambassador team:

- How does building the tower in this activity compare to our work together this summer as ambassadors?
- How does this activity relate to being part of a larger community beyond just our ambassadors (the relationships with market managers, community members, outreach sites etc?)
- How can we encourage collaboration, communication, and sharing among the whole group?

WRAP UP:
(10 minutes)

Thank you so much for being here today. We hope you enjoyed getting to know one another! As a short homework assignment, we'd like each ambassador to set up a time to grab coffee or visit onsite with their market manager so you can chat a little more one on one. Please plan to do this sometime in the next three weeks and let us (the facilitators) know when you've scheduled to meet.

Homework

Remember to bring your copies of the coupons you've distributed to Session #7!

Check-in

0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Skill Building: Food Demo 101

FreshLink Values Emphasized: ***Welcoming, Connecting, Engaging, Educating***

Duration: **2 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Identify three ways foods can become unsafe or contaminated
- Properly wash hands and glove them for food demonstrations
- Recall proper hygiene and safety measures for conducting food demos
- Recall protocol for proper food demonstration techniques at the market and other outreach locations
- Practice the steps of conducting a food demonstration with assistance

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Food Demo Vouchers
- Food needed to conduct food demo
- Sticky notes
- Markers
- Food Demo Kit (contains all supplies needed for demo)
- FLA Ground Rules handout generated during Session #1
- Pens
- Name tags
- Session Evaluation

WELCOME:
(20 minutes)

Thanks everyone for coming today. This is an especially fun session because we will be learning some basics of how to do food demonstrations!

For this session we encourage you to invite someone from the community who regularly holds food demonstrations. This could very well be one of your ambassadors! While modules have been included that outline food safety and hygiene, feel free to make this session your own! Additionally, if you do not feel comfortable having your ambassadors hold food demos at market day events, feel free to omit this session.

If you have invited an outside person, take time to introduce them and let them talk about their experience.

Let's talk about our own experiences with food demonstrations. By a show of hands, how many of you have ever tried a new food by participating in a food demo? Does someone want to share what they tried and where? Tell us what convinced you to try this new food.

REQUEST: Facilitator looks for volunteers.

Food demos are one way that we can encourage those we meet to try new foods and visit the local farmers' markets. We will have some pre-planned demos that will take place once a month at the farmers' market. If you are interested in doing a food demo at any of the other outreach events you sign up for, you will need to talk with both your partner and us ahead of time so we can help you decide if it is a good fit for your event and help you plan the details so that it will be as successful as possible. We don't expect food demos to be fancy or complicated. Keeping it simple is the best way to go. When we can show someone else it is not that hard to prepare fruits and vegetables for eating it will be more of a motivator to try it themselves!

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MODULE 1:
(30 minutes)

Food Safety, and Hygiene

Before we talk more about the food demo process itself, it is important that we go over the basics of food safety and hygiene as it relates for conducting the demos.

ANCHOR Please turn to page __ in your workbook where a summary of this information will be provided.

Question (By show of hands):

- How many of you have ever experienced food poisoning?
- How many of you have food allergies?

Each of these food related illnesses can have symptoms as subtle as a bloated stomach or a tingling and itchy sensation in the mouth. Facts show that food poisoning and food allergies can also be fatal. The Centers for Disease Control and Prevention (CDC) estimates that each year, foodborne diseases cause illness in 1 in 6 Americans (or about 48 million people).

E. Coli 0157:H7, a bacterium, cause an estimated 73,000 cases of foodborne illness each year in the United States. Sources of food that most commonly have E. Coli 0157:H7 are undercooked beef, raw milk, and some produce (CDC).

ADD With this in mind let's talk about how food becomes unsafe.

Identifying your role in keeping food safe is critical and necessary to provide a good experience for the patrons participating in your food demo. In order to achieve proficiency in safely handling and providing safe food to patrons, you need to be aware of the several ways that food becomes unsafe for human consumption.

Today we will examine three types contaminants that occur from the environment.
1. Biological contaminants: Bacteria, viruses, fungi, parasites
2. Chemical contaminants: cleaners, pesticides, allergens
3. Physical contaminants: Dirt, hair, foreign objects, non-edible parts of the produce

APPLY *Give instructions for activity:*
We will now take about 3-5 minutes to partner up with someone else. You will need a piece of paper and a pen. You and your partner will work together to create a list of possible physical food contaminants in an outdoor or public setting. An example would be finding a hair or dirt in prepared food.

Now that you and your partner have created a list of possible physical contaminants, let's go over them and create a group list by recording each different item on a large post it or white board. *Encourage one person from each pair to go up and write their examples of physical food contaminants on the board or sheet. If you have an item that is already on the list just move on to your next identified item.*

Wow, you guys did great and definitely have a strong awareness of potential contaminants that could affect our food demos. I know you are all going to do an excellent job protecting our participants from contamination!

AWAY Another way we can protect our participants is by being aware of common allergens. We have provided a list of the eight most common allergens that some individuals are susceptible to. Please turn to page __ in your workbook and we will review together: It is important to understand and know about food allergens as well as asking potential participants about any food allergies they may have because these allergies can be life-threatening. For example, ingestion of a food allergen can lead to constricted airways in the lungs, suffocation from the throat swelling, and shock.

Proper hygiene and handwashing are also very important when it comes to conducting a food demo. Individuals should take the following steps to ensure good hygiene practices:
1. Wear a hat or have hair covered and pulled back away from face and neck
2. Wear a clean apron; remove and replace attire that is soiled and stained
3. Clean surfaces (table, counter, or tray) with soapy water before and after use
4. Keep all food items 6" or more from ground
5. Keep cooler out of direct sunlight
6. Clean and sanitize utensils before reuse and if cross contamination occurs

Now let's discuss the steps of appropriate hand washing:
1. Wet hands and apply soap
2. Wash by using friction on all part of hands (fingers, wrist, arms, and under nails) for 20 seconds or more
3. Rinse hands and arms well
4. Dry hands and arms with paper towel, turn off water using paper towel and discard towel
5. Wash hands after the following: using restroom, eating, drinking, smoking, touching yourself or an unclean item, sneezing, coughing, or blowing nose

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

WRAP UP:
(10 minutes)

As we wrap up, can everyone please thank _____ (*food demo facilitator*) for joining up today and teaching us about food demos?! Let's all help clean up the space before we talk about our session check in. Feel free to go for seconds and enjoy any leftover ingredients!

Regarding todays skill building session, does anyone still feel nervous about conducting a food demo? While food demonstrations are a great way to get people engaged at the farmers' market, we do not want anyone to feel overwhelmed or pressed to do one. We understand that learning about food safety and hygiene can be intimidating, but we want this to be a fun, team building experience for everyone. Feel free to talk with us afterwards or at our next session about this!

Homework

Remember to bring your copies of the coupons you've distributed to Session #7!

Check-in

High/Low Check-in: Each week we will check-in with you to share your "high" and "low" for the training session or the past week. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 7: Outreach Events

FreshLink Values Emphasized: ***Welcoming, Respectful, Connecting, Engaging, Educating, Inspiring***

Duration: **2 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Demonstrate understanding of FreshLink forms and ability to fill them in correctly
- Recognize and be able to utilize personal and community networks to promote farmers' markets and reach SNAP recipients
- Differentiate between the types of outreach events and understand the elements of a successful outreach event
- Identify and be prepared to employ methods of engaging residents at events to share about the benefits of farmers' markets

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- Event planning forms
- FreshLink outreach schedule for sign up
- Individual outreach schedules if prepared
- Event planning scenario cards
- FLA Ground Rules handout generated during Session #1
- Plates/napkins/waters/utensils for food sharing
- Session evaluation

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

Let's talk about our homework from Session 5. We asked you to invite three new customers to the market by sharing the new customer coupon. How did it go? Do you have any questions or solutions to problems you ran into that you could share?

Take time to let a few ambassadors share their experiences, answer questions, and problem solve around any issues that may have arose. Then collect all completed New Customer Coupons.

We will collect the surveys from the coupons distributed each month during our planning sessions, so don't forget to bring your folder with you to those sessions!

Warm Up - Story Time

Warm Up Objective:
Working together under 'unexpected' conditions and being creative about working together.

Facilitator Instructions:
Ahead of time, the facilitator should bring a chair and desk to the front of the room. Today we will be talking about expecting the unexpected! This warm up is called story time! To get us started I need one volunteer. Don't worry—everyone will get a chance to participate. *Assign this volunteer the role of the 'author.' Everyone else gathers behind the author.*

Instruct the author to pretend to 'type' out their story. As the author, YOU are expected to tell the story that the rest of the group will be acting out behind you. This is your chance to get creative! You are allowed to leave the author position as you'd like but must point to one of your fellow ambassadors to take over the story. The new author has to take your spot at the typewriter and continue telling the story while the rest of the group continues to act out the story. Authors and actors may switch up for as often as they'd like. We will take about 5-7 minutes to do this activity. We will start by giving the author a prompt to start the story. Let's get started!

Facilitator can use one of the following prompts:
"This morning I woke up excited about the chance to do an outreach event at a food pantry located at a church in my neighborhood."
"I was sitting at the park with my neighbor and asked her if she had tried the corn at the farmers' market that is down the road from our houses."

Discussion:
- What was difficult/easy/surprising about this activity?
- How did you feel when the author added a completely unexpected part to the story? How did you respond to the vision they created?

- During outreach, you will find that things don't always go as planned. Teammates can get sick, supplies may go missing, or individuals may not respond the way you expect them to. What are tips/tools/and techniques we can use to stay flexible and accommodate unexpected situations?

MODULE 1:
(30 minutes)
ANCHOR

Introduction to Outreach Events

Remember the nutritious food access model that we talked about in session #1? You can find it in your workbook as a reference. Did you know the number one way people hear about a farmers' market is through word of mouth? We need to increase word of mouth!

> REMIND: Throughout the course of the market season, we have scheduled outreach events where you will be able to connect with community members about the market. Each of you is responsible for working at some of these outreach events each week.

As part of the FreshLink Ambassador program, we have a few guidelines on how to begin doing outreach to connect with other people in the community. We are going to share those now. You can also follow along in pages __ of your workbook. There are four types of outreach for the FLA program: one-on-one interactions, community events, social service centers, and market day events.

Slide #2

One-on-One Interactions

This is when an FLA interacts with and invites one or two people at a time. Examples: Talking with a neighbor, sharing a coupon with a friend or family member in passing. This is done on your own time as you feel comfortable and willing.

Slide #3

Community Event

This is when a FLA promotes the farmers' market and Produce Perks program to a group of people at an event. Examples: Pantry Site, Libraries, Rec Centers. Community events will be staffed by two ambassadors. Your partner will be the other FLA who signed up for the same event as you. As much as possible, we would like one FLA who has a connection to the community where the event is taking place to be at these events.

Slide #4

Social Services

FLAs will have the opportunity to staff a table at a [*name of agency*] site. You should discuss the local markets, using SNAP at the market, and explain how to use the SNAP incentive program to people who come to your table while visiting the agency. These events are pre-scheduled. Like community events, you will be working with another ambassador based on the schedules you signed up for.

Slide #5

Market Day Event

A market day event should be attended by at least two FLAs. Market day events will occur during the regularly scheduled day/time of the market. You will have a table at each market, which can provide an "activity hub" for market events. These events can help display some of the fun, interesting, and community-building activities that can happen at the market.

MODULE 2:
(45 minutes)

Examples of activities you can conduct at the market include: a tour of the farmers' market, food demo (these have been pre-scheduled for the summer), or food-related craft, game, or activity. All of you were assigned a market and will be required to work those sites each month. Additionally, you are assigned to work at other markets throughout the summer. Like the other two types of outreach, market days are conducted with a partner.

We encourage you participate in each of these different types of outreach. We will assume that 1 hour of your time each week is spent on individual interactions. You can add that to the time management system where you will document your time. If you recall, you were trained during your hire meeting on how to utilize this.

We also want to remind you that planning sessions will be happening twice a month to help prepare for your scheduled events. These pre-set dates and times are required and contribute to your weekly hours. They will be very important to having a successful event because you will have time to plan your event with your partner and collect games and resources from our resource library for it (we will share more about the resource library later). We will be here to help you with ideas or answer any questions you may have.

For each event you are scheduled we will provide you a contact name and number of the person at the site you may contact if you have any trouble, questions or to let them know you have arrived. FLA facilitators will also stop by on occasion to check-in with you.

REFLECT: Ask ambassadors if they understand the distinct differences between the four different interactions. Explain again that they will need to identify what kind of interaction they had on each FL coupon/survey they complete. Also review the difference between passive and active/engaged outreach.

ADD The FreshLink Ambassador program is designed to give personal invitations to the farmers' market. This includes distributing coupons, filling out the customer survey, and using word-of-mouth to share information.

Outreach strategies that do not involve personal interaction, such as simply dropping off flyers (passive outreach), are not considered part of your role as an ambassador and will not count towards your outreach activities.

Many residents know that farmers' markets exist but do not go for various reasons. As FreshLink Ambassadors, YOU are the missing link to get people to the farmers' market! Your job is to have the personal conversations (engaged outreach) with people to help them work through any barriers so they go for the first time. YOU can do what a flyer cannot!

Let's turn to workbook page __ and look at the examples of outreach and the differences between passive outreach and engaged outreach.

Can anyone think of any other types of outreach that can be more engaging?

As you start conducting outreach, more questions may come up. We will check in with everyone as a group during our regular check-in sessions, but in the meantime, please don't hesitate to ask us any questions you may have.

When you were first hired, you signed up for shifts for the month of June and farmers' market events for the entire summer. We would like you to take your calendars out and look at those now to verify you are still available for these shifts. Please also note the other FLA who signed up for the same event as you. It may be helpful to save their contact information in your calendar or phone so you can reach them if needed. As we mentioned, we will have time during our planning sessions to work on planning with your partner, but you should have their contact information in case you need to reach them prior to or the day of the event.

Facilitators should circle the room, answering questions and ensuring that everyone has found their event partners for the month of June.

APPLY

We are going to take some time now to brainstorm both market day and community event ideas for additional ways you can share the benefits of shopping at and building community at the farmers' market. When planning your activities at these events, remember that our overall goal is to build awareness of and community around farmers' markets. Think about who might be interested in becoming a part of the market community and who could benefit from being part of it. You should aim to engage people in creative ways, making visiting the market appealing to them.

Have FLAs share ideas for events/strategies and write them down on a big sticky. Facilitators should mark each idea as a one to one, community, and/or market day event. Facilitators will type up this list and distribute to the group next week.

In addition to the ideas we just came up with, we have created a Resource Library. This is a collection of outreach materials and resources that you can 'check out' for your events, just like a library. Some materials will be for you to take and give away at events while others will be activities, games, crafts, and other supplies that can be shared among ambassadors for events. We will bring the resource library to our next session so that you can look through the items you would like to check out or take. You may check out items for up to two weeks, but they will need to be returned/exchanged so that everyone has a chance to use them.

AWAY

There is space in your workbook on page__ for you to write in some of your favorite outreach ideas for market day events or one-on-one interactions. Write down at least three right now that you plan to try over the next month. This entire list will be typed up and given to you next week, so don't worry about copying down everything right now. Just focus on your favorite ideas and begin to think about how you would implement them.

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2:
(40 minutes)

Event Paperwork

ANCHOR

Let's start by talking about a time you attended an event that you considered to be successful. What was it? How did you know that it was successful? *Allow the ambassadors to share own experiences.*

As FreshLink Ambassadors, you will be involved in participating in and planning four types of events. These include: one-on-one interactions, community events, social service events, and market day events. As you noted earlier, there are several key ingredients to make these events successful. Some of these ingredients are related to planning, which we will talk about today.

ADD Slide #7

Event Planner

As FreshLink Ambassadors, you will use an event planner to schedule and organize your outreach activities. This will help you plan how you will connect with people throughout the month and will also help you and the other members of your market team share information about the types of events you plan to do and the number of people you hope to talk with at each event. You can find an example of this planner on page __ of your workbook, but we will have extra copies available for you to fill out for each event you participate in. *Walk through each section of the Event Planner and answer any questions regarding using the planner.*

Remember, you are working with another FLA at each event, so you will only need to fill out one form together for your team. Also, at the end of each event, we want you to fill out a outreach survey. This feedback will help the FreshLink team better understand what went well or how the event could have been improved. This will help to make changes that can make your next event even more successful!

APPLY Now we are going to take some time to practice filling out the event planning form to plan an outreach event using an example scenario. Please find a partner then we will come around to let you and your partner pick an example scenario. *Facilitator should oversee the outreach teams working on the event planning forms and make sure they are fully filled out.*

Now we will act out some scenarios of outreach events. For each scenario we want you to tell us:

- How will you engage visitors at the site (use the hourly increments on the planning tool to think about who will be doing what/when)?
- What specific supplies would you plan for this event?
- How would you start a conversation with someone at the site?
- How far in advance will you need to plan to get to the site and prepare?

Facilitator should walk to each pair of ambassadors and allow them to draw a scenario from the pile.

Scenario #1: You and another FreshLink Ambassador are scheduled to visit a local food pantry at a church in the _____ neighborhood on Friday, June 15th from 8:30-11:30 am. This particular site regularly is interested in any additional information you can provide about how to use fruits and vegetables and what is in season. This pantry usually has about 250 visitors and can be quite busy and somewhat fast paced. The organizer, Marcia, has offered to provide a table and chairs for your team but has mentioned that the ambassadors are welcome to walk around the room and talk to individuals who are there visiting the pantry.

Scenario #2: You and another ambassador have been scheduled to attend a back-to-school celebration at a local elementary school on August 5th, from 11:30-2:30 pm. They plan to have 200 families and have activities planned such as face painting, bounce house, social service resources in the neighborhood, and a cookout with hot dogs and hamburgers. They are excited to let families know about the presence of local farmers' markets in their community and hope that FreshLink can plan some activities that will get them interested in trying new foods at the market and let them know about their ability to use SNAP and nutriticion incentive programs at the market.

Scenario #2: You and another ambassador are assigned to work at the social services site from 12:30-3:30 pm on Wednesday, June 14th. The center manager, Eric, has shared that they will provide a table and chairs for your team in the lobby, which everyone who arrives must pass through. They have also shared that while they encourage you to share information and talk to individuals about the benefits of farmers' markets, you cannot walk up to and approach people who may be sitting and waiting for their number to be called for their appointment. They also do not permit food in the building. However, they know that many people who frequent their office are not aware of the nutrition incentive program or their ability to use SNAP at the market and they are excited for you to share that. They also noted that there are times where individuals have to wait a while to be called for their appointments and that many bring their children with them. The presence of the ambassadors could be a welcome break from the wait.

Is everyone comfortable with filling out the event planning forms?

AWAY Part of fostering good teamwork is being willing to share and collaborate with one another. Real briefly, let's go around and hear what each group planned based on their specific scenario! Please let us know if you have any questions as you plan events. We are here to support you!

WRAP UP: (10 minutes)

Homework

Start planning an "elevator speech" about your role as a FreshLink Ambassador. This is a brief introduction about who you are, what you do as a FreshLink Ambassador, and why you are doing it. At our next session, we will be doing a video recording of these elevator speeches. Feel free to wear your FreshLink Ambassador shirt to that session if you want. Does anyone have any questions?

Check-in

0-100 Check-in: This week for our check-in we will use a rating scale, 0 to 100, about how you're feeling about the training session or the past week. A rating of 0 means that you are completely confused or unhappy, and a rating of 100 means that you feel this is the best day of training/best week so far and you are completely satisfied. Please share why you gave the specific rating; we want to know how you're feeling throughout this process and how we can help make it even better. Who would like to share your 0 to 100 rating first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

Session 8: Action Planning for Event Outreach

FreshLink Values Emphasized: ***Welcoming, Respectful, Connecting, Engaging, Educating, Inspiring***

Duration: **2.5 hours**

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Express confidence in introducing themselves and explaining their role as a FreshLink Ambassador in public
- Express confidence related to utilizing activities and resources from the FLA resource library
- Use the event planner to plan upcoming outreach events
- Enter their communities feeling prepared to communicate and handle resistance

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Sticky notes
- Markers
- Pens
- “Parking Lot” flipchart page
- PowerPoint
- Name tags
- Food and beverages for breakfast
- Plates/napkins/waters/utensils
- Session evaluation
- Video camera (for recording elevator speeches)
- Resource library materials

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified.

Review Homework

Last session we asked you to work on creating an introduction for yourself as a FreshLink Ambassador in the community. We will be going over these and working on these in our first module today so we will hold off reviewing at the moment.

Warm Up - Fear in a Hat

Warm Up Objective:
Promote unity and group cohesion.

Facilitator Instructions:
Distribute a sheet of paper and a writing utensil to each person. Today we are going to look at fear and how that plays a role in our group and outreach this summer. In this warm up, we are asking that each of you anonymously write down a fear or worry you have regarding your role this summer as an ambassador. Be as specific and as honest as possible, but not in such a way that they could be easily identified.

After everyone is done writing a fear/worry (including the group leaders), collect each sheet into a large hat. Shuffle the sheets and pass out one per person.

Now we will take turns reading one fear aloud and try to explain what you think the person who wrote the fear means. *Do not allow any sort of comments on what the reader said. Simply listen and go on to the next reader. After all fears have been read and elaborated, discuss as a group what some of the common fears were.*

Facilitator should identify if there were a lot of similar fears or not. This team building exercise can easily lead to a discussion of a team contract or goals that the group wishes to achieve. This activity also helps build trust and unity, as people come to realize that everyone has similar fears.

Discussion:

- How did it feel to have your fear read out loud?
- How many of you heard a fear being read and resonated with it?
- Not everyone shows their fears the same way, what are some ways fear can express itself (ex: anger, jealousy, control)?
- As you begin outreach this summer, how can we help support you as colleagues and fellow ambassadors?

MODULE 1:
(40 minutes)

ANCHOR

Recording Introductions

As we have shared in our values, it is important for our ambassador team to be as welcoming and engaging as possible. One of the ways we do this is by creating a friendly introduction that explains who you are and your purpose as an ambassador.

Did everyone have a chance to start planning their introductions?

ADD/APPLY We are going to give you some time now to quickly practice your introductions with a partner. We will take the next 10 minutes to give each of you a chance to practice your speech with one another. Remember, the questions we want to answer in our introductions are: who are you, what you are doing as a FreshLink Ambassador, and why you are doing it. If you turn to page __ in your workbook, there is space for you to answer these questions as you think about preparing your introductions. We know it may be tempting to write out your entire introduction, but chances are you won't be reading from a script when talking to people in the community so it's good to practice now without notes to look at.

AWAY Now we will take some time to record our introductions. They will be 30 seconds to one minute long—about as much time as you would have to share on an elevator. We will be doing these in a separate room to make sure each of you can focus on what you want to say. Afterwards we will get into the rest of our day thinking more about our outreach events and how to make them as engaging and interesting as possible!

REST: Invite ambassadors to take a 10-minute break between modules. This time can be spent using facilities, replenishing snacks, and asking questions as needed for clarification.

MODULE 2: (40 minutes)

Resources for Outreach

ANCHOR We are going to spend some more time today thinking about what will be happening during our outreach events. It is really important that our interactions with the individuals we speak to are engaging, educating, and inspiring. We want to find ways to be engaging so that we can educate others about the benefits of farmers' markets and inspire them to come visit!

Would anyone like to share a time when someone engaged and educated you about a new product or service in an interesting way? What about the way it was shared was intriguing to you? Were you inspired to try the product or service? Why or why not? *Facilitator should go around the room and ask ambassadors to share examples, talk about what made the product or service so enticing, and how that can be recreated while speaking about/promoting farmers' markets.*

ADD/APPLY Today we are excited to show you the resources we have in our resource library, which can be useful in engaging, educating, and inspiring those you meet during your outreach. You will see that we have a variety of tools including informative handouts, games, activities and supplies for cooking demos.

All of you will be able to use these items during your outreach this summer. However, we do need to be able to share these resources among our group. We have created a sign in/out sheet where you can check out games, food demo supplies, and other supplies for two weeks at a time. You will need to bring the items back to the PRCHN and sign them back in so that everyone has a chance to use them.

You may take the handouts you need but please only take as many as you think you will use. What we have printed in color will have to last for the summer. We can make black and white copies of these items if we start to run out, but color copies will be limited.

You will find that some activities and resources may be better suited for certain types of outreach then others. In order for you to become familiar with these resources and comfortable using them with others, we're going to practice using them now.

Please find a partner and choose one game or activity to try out for yourselves. You can take turns with your partner leading the activity and then reverse roles. If you have time, try out several different activities. All the activity bags will have instructions with them for you to familiarize yourself with. If you have questions we will be available during this time. We will take about 25 minutes to test out what's available here in the resource library, then we will regroup to discuss what we liked and what we could use more of.

Facilitators should circle the room to offer help, answer questions, and encourage participation.

AWAY Let's regroup and talk about what we thought of the resources available. Does anyone want to share their thoughts? *Look around room for volunteers.*

- What were some of your favorite items in the resource library?
- Is there anything you wish we had or think would be useful?

We look forward to seeing how these tools work for you out in the field this summer. As we are able, we will work to add additional resources to the library based on your feedback and feedback from the community members!

MODULE 3: (30 minutes)

Outreach and Event Planning

ANCHOR You have just had an opportunity to get familiar with the tools and resources available to you in the resource library. We hope you will find these to be beneficial to you in planning your events and conducting outreach this summer. While the resources are fresh in your mind, we would like you to work on planning your first event as a FreshLink Ambassador.

ADD/APPLY Can everyone take out your schedule for the month of _____? If you don't have yours, we have extras up front. Does anyone need one? We would like you to look at the first event you have are scheduled for. Did everyone find it? Can you now find your partner? We would like the two of you to work together on your FIRST outreach event using the Event Planning form we shared with you (we have extras up front). Think about what you would like to do (and who will do what) for your first event. Feel free to pull resources from the resource library and check out items if needed. You only need to fill out ONE event planning form for your event with both of your names on them. We will take about 15 minutes to start this. Don't worry if you don't finish. We will have more time at our next session to finish working on this. We will also be around to help you with ideas and answer questions you have.

AWAY We would like one person from each group to share your ideas for your first event. Go around the room and have each team present. *Encourage FLAs to make suggestions to each group.* Continue thinking of ways you could enhance your event to make it attractive to a new or uncertain customer. We want to show visitors or attendees of your event that there is something they can connect to and find interest in relevant to your market.

WRAP UP: (10 minutes)

We will meet tomorrow to begin planning for our first two weeks of outreach in _____! This will be all we do tomorrow to ensure you have plenty of time to be prepared. Bring your schedules, workbooks, and event planning logs with you. We will also have the resource library available for you to use again. We are so excited for you and to be so close to starting outreach!

Homework

Continue to think about the upcoming schedule of events you are signed up to attend and the types of activities or resources you believe will be useful in Engaging, Educating, and Inspiring those you meet as it relates to the work of FreshLink. We will be using our next session to completely focus on planning our first two weeks of outreach.

Check-in

High/Low Check-in: Each week we will check-in with you to share your “high” and “low” for the training session or the past week. A “high” can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A “low” can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Evaluation

Remind ambassadors that they will receive a survey in their email that serves as the evaluation of this session. Offer to assist as needed/provide computer if needed to complete evaluation. Offer a hard copy of the evaluation for those who prefer to complete evaluations on paper.

Notes

FreshLink Boot Camp: Planning the First Two Weeks of Outreach

FreshLink Values Emphasized: ***Welcoming, Racial Equity, Respectful, Connecting, Engaging, Educating, Inspiring***

Duration: 4 hours

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Work with their outreach partners to plan assigned outreach activities for the first two weeks of outreach
- Secure needed resources for outreach event from the resource library
- Review and demonstrate understanding of FreshLink Ambassador role
- Secure FreshLink coupons for future distribution
- Ask questions to clarify any remaining areas of uncertainty regarding their role

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- “Parking Lot” flipchart page
- PowerPoint
- Name tags
- Plates/napkins/waters/utensils
- FLA Ground Rules handout generated during Session #1
- Mileage sheets
- Extra sign in sheets
- Upcoming month calendar
- Resource library materials
- Event outreach evaluation forms
- FreshLink pop quiz
- Outreach site flyers for upcoming month

WELCOME:
(30 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should review any items in parking lot from last session as well as provide answers to questions or concerns that were identified

Review Homework

None

MODULE 1:
(30 minutes)

FreshLink Training Review

To get our minds going today, we are going to start with a little pop quiz! This will not take much time, but it is one way for us to review some of the key lessons learned throughout training and to clarify any questions you might have regarding the FreshLink role. When you are finished, we will review together as a group. F*acilitator distributes pop quiz to ambassadors allowing adequate time to complete.*

Let's review the answers for the quiz together. *Facilitator reviews and gives answers to each question, allowing time for ambassadors to process and gain clarification on any points of confusion.*

Now that we have reviewed the answers to the pop quiz, is there anything you find confusing still or need clarification on?

MODULE 2:
(30 minutes)

Distributing Supplies and Materials

We are going to take a few minutes now to make sure you have everything you need for the start of outreach. Let's start with making sure you have multiple copies of sign in sheets, mileage forms, and outreach evaluation. *Facilitator passes out copies.*

Next, we will be giving you your own set of coupons for use and distribution at outreach events. Remember everyone, your coupons have been coded to uniquely identify with you, so please do not use anyone else's coupons even if you run out. If you need more, let us know and we will provide them.

MODULE 3:
(140 minutes)
ANCHOR

Event Planning

The majority of our time today will be spent planning our events for the next ___ weeks. This is the start of our active outreach season! We hope you are just as excited as we are! We know that being prepared for our events is very important to having successful conversations and helping individuals who may be hesitant feel more comfortable coming to their local farmers' market.

It is for this reason that we will make time twice a month to reconvene as a group, return paperwork and materials, plan upcoming events, and replenish supplies for those events. Today we have built in extra time for you to think through upcoming outreach working with your partner and consider what you will need to make your events successful.

As we think about beginning our outreach season, are there any questions or concerns you have? Are there ideas you have for increasing connectivity between the residents you will be speaking with and the local farmers' markets? Does anyone want to share?

ADD/APPLY Let's move on to begin planning our next _____ (weeks) of outreach. Does everyone still have his or her calendars? Please start by finding the person you are scheduled to work with at your next outreach event. Remember you only need one event planning form for your team. We will make copies as you complete the planning. If your partner is already paired with someone else, please look at your next event and begin planning with the next person you are scheduled with for an outreach event.

During this time, facilitators should be working closely with partners to ensure a smooth planning process and transition. If there are multiple events that need to be planned, it can become overwhelming quickly for both ambassadors and facilitators. If you have multiple facilitators for this session, it would be a good idea to have each facilitator stick with one person or group to help move planning along. Someone should also be watching the time and encourage groups to move along in their planning in order to ensure that plans are finished within the allotted time. As plans are finished, the facilitator should make copies for themselves and for each team member to have their own copy. Another suggestion is to make a 3-hole punch in both the planning form and outreach evaluation and place the forms in chronological order in the ambassador's binder. This will help the ambassadors stay organized and not feel overwhelmed by paperwork. Be available to support the ambassadors, provide suggestions, and answer questions but provide space for them to conduct their own planning with their teammate.

AWAY Before we leave today, let's take some time to visit the resource library and pick up the materials that we need for our next few weeks of outreach.

Remind ambassadors to share the resources as a group. If they borrowed an activity or game the during last planning session, please allow others to borrow this time around. They should also only take as many handouts as needed and ask for more copies if/when needed.

WRAP UP: (10 minutes)

Homework
None

Check-in
For today's session let's check-in to see how you are feeling about your upcoming outreach? Does everyone feel confident about what we learned in training and using those tools during outreach this summer?

Notes

Event Planning and Check-in Sessions

FreshLink Values Emphasized: ***Welcoming, Racial Equity, Respectful, Connecting, Engaging, Educating, Inspiring***

Duration: 3 hours

Objectives:

By the end of this session, FreshLink Ambassadors will be able to…

- Provide a safe space among fellow ambassadors for sharing perspectives on completed outreach and market day events
- Continue building respectful and supportive relationships among the team
- Articulate outreach successes among the FreshLink Ambassadors
- Identify tensions and opportunities for improvement related to outreach
- Continue planning for upcoming outreach events

Materials:

- Sign in sheet
- FreshLink Ambassador Handbook
- FreshLink Ambassador Workbook
- FreshLink Ambassador Facilitator Guide
- Healthy snacks
- Sticky notes
- Markers
- Pens
- "Parking Lot" flipchart page
- PowerPoint
- Name tags
- Plates/napkins/waters/utensils
- FLA Ground Rules handout generated during Session #1
- Talking piece *(this is a facilitation tool to manage participant discussion and it should be something that holds meaning to your group)*
- Resource Library materials
- Extra copies of sign in sheets, coupons outreach event evaluation, event planning forms and mileage

WELCOME:
(60 minutes)

Food Sharing

Today we have brought _____ . The ingredients included are_____ and the season for these ingredients is _____. We have included the (recipe/market locations that sell this/more info on the dish) up front if you would like more information. We hope you enjoy it!

Parking Lot

Facilitators should use this time to collect forms (such as mileage, sign in sheets, outreach evaluation forms, surveys from coupons) and disseminate new materials (coupons, food demo vouchers, stipends). Any logistics-related reminders should also be reviewed at this time (such as changes in schedule, meeting times, location change, etc.). During this time, facilitators should acknowledge successes of ambassadors and identify opportunities for growth/improvement that have been observed up to this point. The conversation should remain focused on logistical concerns as opposed to team and other interpersonal dynamics.

Warm Up - Sharing Circle

Warm Up Objective:
The purpose of the talking circle is to review what has worked well and what can be improved upon, regarding recent team activities and find ways to positively and constructively improve our work.

Facilitator Instructions:
Circles are a structured yet flexible approach for communication and creating change. The process draws on ancient Native American practice and wisdom. Circle methodology can serve many purposes including: dialogue, learning, strategic planning, conflict resolution, healing, and community or team building. (www.peaceofthecircle.com/events/peace-circles-training-the-fundamentals/)

The circle is a way of talking together in which all of us are respected and treated equally, have the opportunity to speak without interruption, tell our own stories, and speak and listen in a deeper, more heartfelt way (www.cehd.umn.edu/ssw/RJP/Projects/Victim-OffenderDialogue/Peacemaking_Healing_Circles/The_Circle_Process.pdf and www.healthiersf.org/RestorativePractices/)

Introduction of the Talking Piece:
The person holding the talking piece is the only one who may speak. Everyone else in the circle is actively listening and trying not to spend time thinking about what they are going to say. The talking piece usually moves in a circular format (clockwise or counter clockwise). Every person has the opportunity to speak and the right to pass if they choose. Even though someone may pass, they must still be present and participate.

Here are the core circle guidelines (*read the circle guidelines below*). Are there any other guidelines you would like to add?" Pass the talking piece around the circle and chart any other guidelines. The core circle guidelines:

- Respect the talking piece: everyone listens, everyone has a turn
- Speak from the heart: your truth, your perspectives, your experiences
- Listen from the heart: let go of stories that make it hard to hear each other
- Trust that you will know what to say: no need to rehearse
- Say just enough: without feeling rushed, be concise and considerate
- Use "I" statements that we learned about in our conflict transformation session. I statements speak to our individual experiences and reduce defensiveness among others

Discussion:

1. By now we all have experienced outreach events and talked to customers and vendors. Would you like to share a story that inspired you?
2. How would you define a successful outreach event?
3. What has worked well during our past outreach events and farmer's market days?
4. What could we improve as a team?
5. As we move forward with our work we need to stay focused on our mission as a team. What is one action step that you will take to demonstrate your commitment to this team and why?

I would like to end our circle with the following quote: "How something is taught is just as important as what is taught. And the most important part of how something is taught is the caring, respect, and shared concern that go into it. How can I teach but to a friend?" Helping Health Workers Learn (2005) Chapter 1.

MODULE 1: (115 minutes)

Event Planning

ANCHOR

Now that we have had a chance to reflect on our past few weeks of outreach, let's focus on taking everything that we have discussed and think about what we would like to plan for our upcoming outreach. Based on our experiences and the discussion we just had, does anyone have thoughts about what they would like to change for upcoming outreach events?

ADD/APPLY

Let's move on to begin planning our next _____ (weeks) of outreach. Does everyone still have his or her calendars? Please start by finding the person you are scheduled to work with at your next outreach event. Remember, you only need one event planning form for your team. We will make you copies as you complete the planning. If your partner is already paired with someone else, please look at your next event and begin planning with the next person you are scheduled with for an outreach event.

During this time, facilitators should be working closely with partners to ensure a smooth planning process and transition. If there are multiple events that need to be planned, it can become overwhelming quickly for both ambassadors and facilitators. If you have multiple facilitators for this session, it would be a good idea to have each facilitator stick with one person or group to help move planning along. Someone should also watch the time and encourage groups to move along in their planning in order to ensure that plans have been finished within the allotted time. As plans are finished, the facilitator should make copies for themselves and for each team member to have their own copy. Make a 3-hole punch in all forms and place the forms in chronological order in the ambassador's binder. This will help the ambassadors stay organized and not feel overwhelmed by paperwork. Be available to support the ambassadors, provide suggestions and answer questions but provide space for them to conduct their own planning with their teammate.

AWAY

Before we leave today, let's take some time to visit the resource library and pick up the materials that we need for our next few weeks of outreach. Remember to try and rotate games and activities so everyone has a chance to use them!

WRAP UP: (5 minutes)

Check-in

Each week we will check-in with you to share your "high" and "low" for the past week or today's session. A "high" can be what you most enjoyed, learned the most from, thought was most important, or anything else that stands out to you. A "low" can be something that was hard, confusing, missing, or frustrating. We want to know what was most valuable to you, and how you are feeling throughout this process. So who would like to share their high/low first?

Notes