

# MODULE 1

## GROWING HEALTHY FAMILIES:

### **Being Active**



# FACILITATOR GUIDE FOR MODULE 1

## Growing Healthy Families: Being Active

Timeframe		Purpose
Activity 1:..... 15 minutes	Activity 2:.....30 minutes	Incorporating movement into our daily lives is sometimes difficult in today’s world. We seldom walk but usually take a car or bus. At home, we tend to sit to do many of our chores such as folding clothes. When we have time to spare, we often sit in front of a TV or computer screen. Physical activity is critical to a healthy weight and lifestyle.
Activity 3:.....10 minutes	Summary:.....5 minutes	
Summary:.....5 minutes	Total:.....60 minutes	
Total:.....60 minutes		
Learning Objectives		
<ol style="list-style-type: none"> <li>1. Explore how much physical activity we incorporate into our lives.</li> <li>2. Develop ideas for physical activity in our everyday lives.</li> <li>3. Identify places where we can go outside our homes for physical activity.</li> <li>4. Examine and explore the “Family Activity Chart.”</li> </ol>		
Activities		
<b>Activity 1:</b>		
<ol style="list-style-type: none"> <li>1. Welcome</li> <li>2. Complete “Active Family Checklist”</li> <li>3. Learn facts about family activity</li> <li>4. Introduce the “Family Activity Chart”</li> </ol>		
<b>Activity 2:</b>		
Learn the basic activity skills children need, and develop activities		
<b>Activity 3:</b>		
Identify sources of community and outdoor physical activity, and problem solve		
<b>Activity 4:</b>		
Introduce the “Family Activity Chart,” review and close the workshop		
Room Setup	Handouts/PowerPoint/ Materials to Prepare	Materials/Equipment
The room should be arranged with several tables so that there are 4-6 people at a table.	<ol style="list-style-type: none"> <li>1. PPT slides</li> <li>2. Activity jars and bags for Activity 2</li> <li>3. Contact community resources before class for Activity 3 as indicated in Materials in Activity 3, and collect information.</li> <li>4. “Family Activity Chart”</li> </ol>	Computer Projector Markers Pens Pencils Sign-in sheet Jar or small basket for each table Small paper bags for each participant Large chart and markers

# MODULE 1: BEING ACTIVE

## Activity 1: Welcome

### Purpose of Activity:

- To recognize how little we move in our day-to-day experiences, and introduce the “Active Family Checklist.”

### Instructions:

- Welcome the group and introduce the program.
- Share the workshop objectives on PPT #2.
- Take a moment and introduce the *Parent Guide and Journal*.
- Have participants turn to page 13, “Active Family Checklist,” and estimate the time they spend daily for each activity listed. Ask them to wait to do the final column.
- Show PPTs #3 and #4 “Did You Know?” then discuss what they learned about themselves and their families from the checklist they completed.
- Show PPT #5 and the “Family Activity Chart.” Have participants break into groups and together fill out the final column of the “Active Family Checklist” with ideas.
- Review PPT #6 facts.

### Facilitator Script:

- *Welcome to our first class! We are going to hear and develop some great ideas for providing our families with healthy food and physical activity. It is often hard to get our families to have either. But this workshop will give you ideas you can use to make both fun and rewarding for your family.*
- *Please get water and go to the restroom when needed.*
- *We are providing you with a Parent Guide and Journal that will have lots of ideas and activities to help you as we explore food and activity. There is a notes section where you can record notes as you hear ideas you want to try! You will find in the beginning a place to record goals and accomplishments throughout the series of workshops.*
- *Your Parent Guide and Journal has an “Active Family Checklist” on page 13 that I would like you to complete, except for the last column. (Show PPT #5)*
- *Let’s talk about what you found out.*
- *Here are some facts about activity (PPT #6).*
- *Now work with others at your table to complete the final column in your checklist.*

### Time: 15 minutes

### Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPT Slides #1-5
- Pencils or pens
- Copy of “Family Activity Chart” for everyone

### Notes:

#### Tips for Trainers!

Honor the experience in the room. Recognize those that are mothers and let them know you look forward to their comments and help!

## Activity 2: Activity Skills Brainstorming

### Purpose of Activity:

- Develop ideas for physical activity in our everyday lives.

### Instructions:

- Review PPTs #7 and #8, “Activity Skills,” and discuss that it is important that children develop these skills and that adults develop and maintain their balance and motor skills to prevent falls and back and muscle problems.
- Provide a jar at each table filled with slips cut from the “Activity Bag Ideas to Do at Home” handout. Each group should take turns drawing a slip from the jar and identifying an activity that could be done at home to use the skill. Ask groups to record their ideas on the back of each slip.
- When the groups have identified several activities, have everyone stand and pretend to try one or more of each group’s activities.
- Give each person an activity bag with ideas and blank slips of paper to write some of their own ideas to put in the bag.
- Allow them time to write their favorite ideas in their journal as well as on the slips.

### Facilitator Script:

- *Everyone needs to develop certain physical skills in movement, stability and object control. What are some skills you think belong in these? These PPTs (#7, #8) list many of the skills you and your child should develop.*
- *We can do activities at home with things we have there to help develop these skills. The next activity will give you more ideas.*
- *Take turns drawing a slip and identifying an activity that could be done at home to use the skill. For example, if you draw the “sliding” slip, you and your child can mop the floor by putting down wet towels and sliding around. If you draw the “throwing” slip, you and your child can sort clothes by throwing them into baskets, or you could throw a wadded up ball of paper to each other. Think of everyday things around your home that your child, you or the whole family could do. Record your ideas as a group.*
- *We are going to try out some of the activities! Who has one they will share? (Then have everyone do the activity.)*
- *Here is an activity bag that you can keep on your counter and use daily with your child (or yourself) to provide activities— especially when they are bored or have been sitting too long! There are blanks for you to add your own ideas we just discussed. Record your favorites in your journal.*

**Time: 30 minutes**

### Materials:

- Jar for each table filled with slips cut from the “Activity Bag Ideas to Do at Home” handout
- Small paper bag for each person with slips from “Activity Bag Ideas to Do at Home” cut out and some blank slips to hand out to the tables
- PPT #7, #8

### Notes:

### Activity 3: Community and Outdoor Areas for Activity

**Purpose of Activity:**

- To identify places in the community to go to be active

**Instructions:**

- Discuss any difficulties in finding outdoor areas that are safe for children and adults to play and be active. Ask the participants for some ideas of where people can go and then share with them the responses.
- Use the chart and ask participants to give you barriers and solutions to being physically active in the community.
- Challenge them to get out this week and be physically active outside of their homes.

**Facilitator Script:**

- *We don't always want to stay inside to be active. Where are some places you go when you want to get outside or go somewhere to be active? (Share some of the information you found out about places nearby.)*
- *It is not always easy to get outside. Let's list some of the things that keep us from getting outside or going somewhere to be physically active.*
- *Now let's see if we can find some solutions to these problems.*
- *Will you try one of the ideas we had this week to get away from home and be physically active?*
- *What can you do if your child has a special need that keeps them from being as active? What if they have a physical limitation? How can you help them be active?*

**Time: 10 minutes****Materials:**

- Tape
- Large chart labeled "Being Physically Active in our Community" and 2 columns labeled "Barriers" and "Solutions"
- Check ahead of time to identify local recreation centers, parks, YMCAs, schools that allow children and adults to use playgrounds and gyms, as well as shopping malls with play areas and other places that parents and children can go to be active.
- Find out if those that charge fees have a sliding fee scale for those with limited income. If they have brochures get them for each person.

**Notes:**

## Activity 4: Summary

### Purpose of Activity:

- To discuss using the “Family Activity Chart” and review

### Instructions:

- Introduce the “Family Activity Chart,” and ask everyone to put it on their refrigerator, use it, and bring it back with them.
- Go over the learning objectives.
- Ask each participant to go home and use the activity bag.
- Encourage them to get out at least once in the coming week to be active.
- Remind them to think about their children with physical limitations as well.

### Facilitator Script:

- *This is the “Family Activity Chart,” and there is another copy in the Parent Guide and Journal. We will use this for the next few weeks. You can put it on your refrigerator and everyone in the family can participate. When anyone does 15 minutes of physical activity they can either put their name or a picture that represents them (such as a flower or the sun) on the chart.*
- *The top is reserved for family activities. When you complete 5 family activity spaces, you receive a family prize! Plan a special family activity such as an outing to the pool, an activity park or another prize that is not food!*
- *You might have the children help you identify the prizes they will get when they complete a certain number of activities. Again, it is better if they are non-food items like special time with Mom and Dad! If your children are still too young for this, use it as an incentive for you and your partner to exercise!*
- *Remember that children with physical limitations can do simple things at home to gain strength such as lifting a bag of sugar to strengthen muscles or stretching from their wheelchair.*
- *(Use PPT #9 for summary.) We learned different ways that we need to be active and developed some simple ideas for activities. We also identified places in our community we can go to be active and some ways we might accomplish this*
- *This week get out at least once to be active. Walking around the block or in the mall, or taking a ball to the playground and tossing it or rolling it to your child would all count! You can take your child to a playground, but make sure you are active too—walk around, push them on the swing, etc. Remember to record activities on the Family Activity Chart.*

### Time: 5 minutes

### Materials:

- PPT #5, #9, Summary
- Evaluation
- *Parent Guide and Journal*
- Copies of “Family Activity Chart” handout

### Notes:

**Ideas for Expectant Parents:**

Let expectant moms know that their labor and delivery will go better and they will have fewer complications if they are in good physical condition. They should get daily exercise. Your group could brainstorm ideas for them to get the exercises they need!

**Ideas for Parents of Infants:**

Encourage moms and dads to do exercises with the baby such as lying down and bending knees, putting the baby on their knees and doing knee lifts. Just remind them to hold tight to the baby! The group could brainstorm different exercises using the baby.

**Notes:**

# HANDOUTS AND ACTIVITIES





## ACTIVITY SKILLS BRAINSTORMING

Cut each word into strips and place in jars or small baskets on each table. You should have 5-7 strips per table. You may need to repeat some if you have a lot of tables. Ask them to write their ideas for activities on the back. Encourage them to also think of ways that children with special needs and physical limitations can incorporate their ideas.



### BENDING



### TWISTING AND TURNING



### DODGING



### SHAKING



### PUSHING AND PULLING



### CATCHING



SLIDING



JUMPING UP AND  
DOWN AND FORWARD  
AND BACKWARD



SKIPPING



CHASING



THROWING



BENDING AND  
STRETCHING



SWINGING



BALANCING



RUNNING AND  
STOPPING



HOPPING



WALKING



CLIMBING

## Optional Activity: Using a Pedometer

### Purpose of Activity:

- To learn how to use a pedometer

### Instructions:

1. Pedometers can be bought cheaply in bulk. You can find pedometer sales by going online and searching for “buying pedometers in bulk” or “inexpensive pedometers.” Health care agencies, insurance companies and medical doctors can also be contacted as they may provide these for free.
2. Use PPT #11, “Pedometer,” to explain what a pedometer is.
3. Hand out a pedometer to each person.
4. Use PPT #12, “How to Use a Pedometer,” to explain how they are used.
5. Provide participants with a chart and ask them to chart how many steps they take each day and bring it back.
6. Promise (and bring to the next class) a gift certificate or donated prize for the person with the most steps.

**Time: 10 minutes**











### Materials:

- PPT slides #11 and #12 on Pedometers, which can be found at the end of the slides for this module
- Pedometers

### Notes:

## Activity Bag Ideas to Do at Home

Cut out each of the blocks on this page and the blank ones on the next. Place the blocks with activities in a bag. Give the participants the additional blank squares and have them write an idea on each and put in the bag.

	<b>House Skate</b>	Place paper on the floor—one sheet under each foot. Turn on music (slow music is best). Then skate around the room!
	<b>Snow Balls</b>	Take several sheets of paper and crumple each into a ball! Then throw them at each other as you would a snowball!
	<b>Obstacle Course</b>	Turn over a chair, hang a blanket over a couch, put string on the floor to walk on, a basket to climb in, etc., then all go through the course!
	<b>Bowling</b>	Save toilet paper rolls or fold paper into tents and stand up together like bowling pins. Use a beach ball or light play ball to knock over the pins!
	<b>Bridge Ahead</b>	Place 2 pieces of string about 4-6 feet long next to each other about 12 inches apart. This is the bridge. Have child walk on it. Then put the strings closer each time!
	<b>Frog Jump</b>	Put down toys in 4 corners to form a square. Take turns squatting in the middle and then jumping to each corner to catch a “fly” with your tongue!
	<b>Treasure Island</b>	Sit on the floor and put toys next to you. Pretend you are a pirate on an island sleeping. Close your eyes and your child must slide quietly to get a toy. When you open your eyes he must freeze or go back. When he grabs a toy it is someone else’s turn to find the pirate treasure!
	<b>Don’t Wake Baby</b>	Pretend a baby is asleep in the house, and have everyone tiptoe around the house. Then tell them she is awake and they must crawl like the baby!
	<b>Basketball Throw</b>	Crumple sheets of paper into balls. Use a wastebasket or box and have children throw underhand and overhand to sink it!
	<b>Bend and Stretch</b>	Sing or chant and do movements too: <i>Bend and stretch reach for the sky</i> <i>Stand on tippy toes oh so high</i> <i>Bend and stretch reach for the stars</i> <i>There goes Jupiter, here comes mars</i> <i>Repeat the chant several times and stretch as far as you can!</i>



## Additional Activities

<p><b>Physical activity correlated with theme for parents</b></p>	<p><b>Balloon Activity:</b> Put individual ideas for physical activities for families inside several balloons then blow them up and tie them. Then give several group members balloons. They must pass them among the other group members by swatting them in the air. If a balloon falls, everyone stops, and the person who missed the balloon pops it and reads the idea to the group. Then everyone begins again until all the balloons are used. Remember to have the group members throw the balloons high!</p>
<p><b>Physical activity correlated with theme for children</b></p>	<p><b>Animal Walk:</b> Find pictures of animals. Show one to the children and ask them to walk like the animal, pretend to eat like the animal, and finally, to sleep like the animal!</p>
<p><b>Parent-child activity based on theme</b></p>	<p><b>Activity Bag:</b> Use the activity bag the parents developed to choose an activity they can do together.</p>
<p><b>Book and activity for children on theme</b></p>	<p><b>Book:</b> <i>We're Going on a Lion Hunt</i>, by David Axtell</p> <p><b>Activity:</b> The children can act out the book as you read each page!</p>





## Abbreviated Research Summary and Implications for Trainers

(A complete summary can be found at the end of this manual.)

Citation	Findings	Implications for Instructors
Godbey, G. & Mowen, A. (2010)	The majority of physical activity that occurs in parks is of a moderate to high level, and the average park visitor is there 2 hours. Public parks are a critical resource for minority communities.	Find out about the park facilities available in your community. Provide enough information for your participants that they know all the resources there are and how to access them. Plan to teach one of your sessions in the public park if they have covered picnic areas.
Tudor-Locke, C., Johnson, W.D., & Katzmarzyk, P.T. (2010)	A survey of U.S. adults indicated that most of adult activity is sedentary. Only 5% report any vigorous activity.	Have the participants monitor the amount of activity by intensity that they are actually doing for a couple of days to see how little they actually are exercising their bodies. Encourage them to be aware and look for ways to be more active.
Bravata D.M., Smith-Spangler C., & Sundaram V, et al. (2007)	An examination of 26 studies dealing with pedometer use found that use of a pedometer is associated with significantly increased physical activity and significantly decreased blood pressure and body mass index.	Many health agencies and medical companies will provide pedometers for free. Try to find pedometers for your participants and use the optional lesson information to teach them how to use the pedometer correctly.