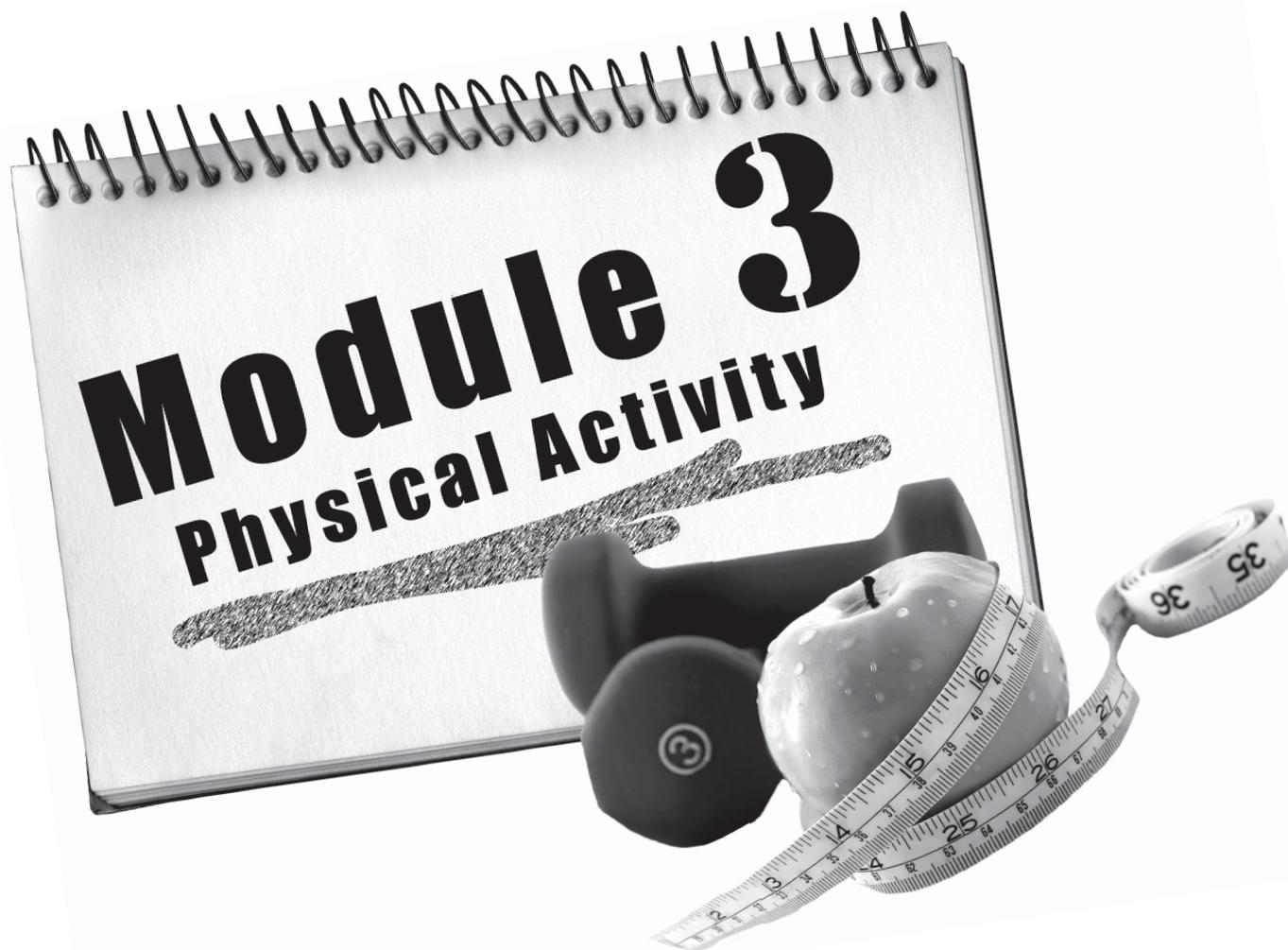


# Healthy Lifestyles Training

MODULE 3

Instructor's Guide



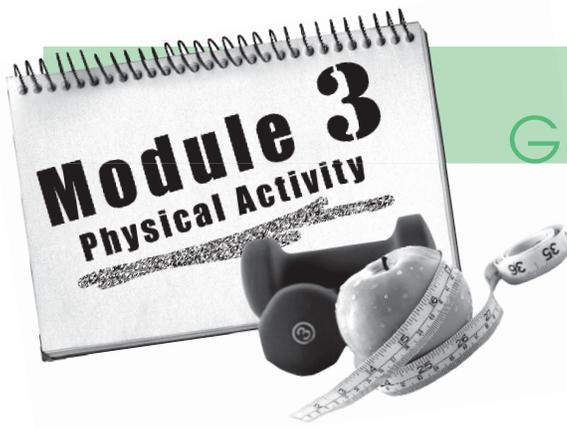
Living the Active Life

**Get Strong, Be Fit, Have Fun!**



# Get Strong, Be Fit, Have Fun!

Providing consistent messages about healthy living to support those who make a difference in children's lives



## Civil Rights Statement

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

(Not all prohibited bases apply to all programs.)

To file a complaint of discrimination, write USDA, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call 800.795.3272 (voice) or 202.720.6382 (TTY). USDA is an equal opportunity provider and employer.

## Team Nutrition Statement

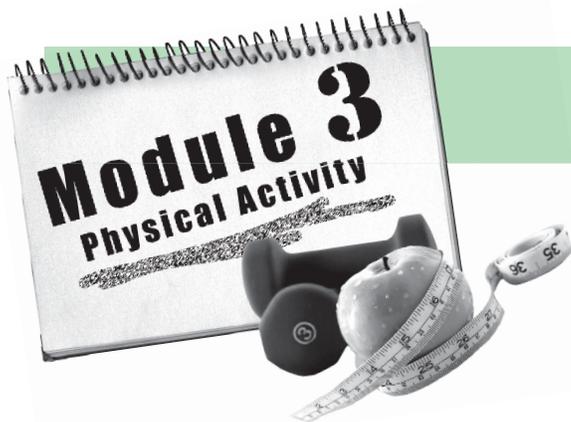
This project has been funded, at least in part, with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



## Copyrights

USDA/FSN reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes, the following:

The copyright in any work developed under a grant, sub-grant, or contract under a grant or sub-grant; and any rights of copyright to which a grantee, sub-grantee or a contractor purchases ownership with grant support.



# Acknowledgements

Providing consistent messages about healthy living to support those who make a difference in children's lives

The United States Department of Agriculture's (USDA) Food and Nutrition Services under a Team Nutrition Training Grant provided funding for the development of the 2005 Dietary Guidelines Training Modules.

The Colorado Departments of Education and Public Health and Environment wishes to thank the two project coordinators who conceived of this project and the consultants who made major contributions to the completion of this project.

## Project Coordinators

Judy Schure, M.S.  
Senior Consultant  
Colorado Department of Education  
Nutrition Unit

Lynne Torpy, R.D.  
Director  
Child and Adult Care Food Program  
Colorado Department of Public Health and Environment

## Content

Susan L Johnson, Ph.D.  
University of Colorado—Denver  
School of Medicine, Department of Pediatrics

## Graphic Design

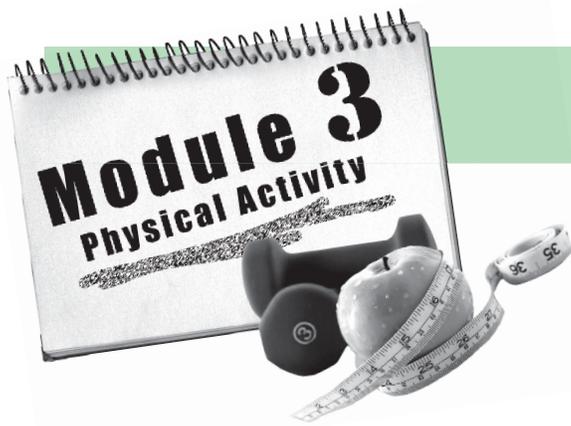
Barbara Novak  
Graphic Designer  
State of Colorado  
Department of Personnel & Administration  
Division of Central Services/Integrated Document Solutions

Malcolm Brantz, MLS, MBA  
Director, Learning Resource Center  
Arapahoe Community College  
Media Center

Andy Meyer  
Arapahoe Community College  
Media Center

## Editor

Joy Short, Ph.D., R.D.



# Acknowledgements

Providing consistent messages about healthy living to support those who make a difference in children's lives

The Project Coordinators and Content Consultant would like to acknowledge the following individuals for providing guidance and feedback on the module content and activities.

Tami Anderson, R.D.  
Senior School Marketing Director  
Western Dairy Council

Laura Bellows, Ph.D., M.P.H., R.D.  
Colorado State University  
Department of Food Science and Nutrition

Jan Bodnar, R.D.  
Consultant  
Child and Adult Care Food Program  
Colorado Department of  
Health and Environment

Joan Brucha  
Program Manager  
Colorado Physical Activity and Nutrition  
Colorado Department of  
Public Health and Environment

Donna Duffy  
Vice President  
Rocky Mountain Center  
for Health Promotion and Education

Kara Goff, R.D.  
Administrative Dietitian  
Colorado Springs School District 11

Joanne Holden, R.D.  
Nutrition Supervisor  
Tri-County Health Department

Fran Nelson, R.D., M.A.  
Director, Nutrition Services  
Colorado Department of Education  
Charter School Institute

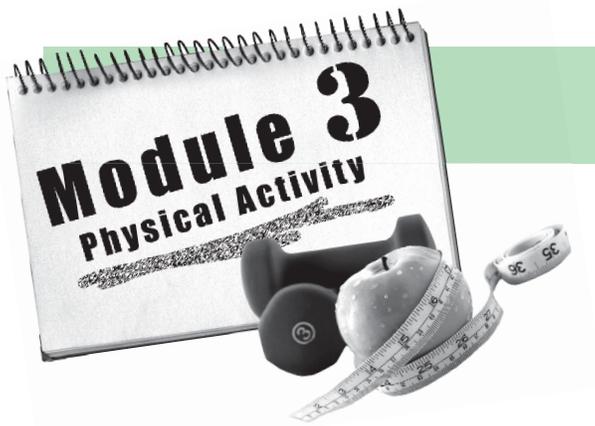
Paula Peirce, Ph.D., R.D.  
A Child's Choice

Lisa Perry, M.Ed., NBCT Early/Middle  
Childhood PE  
National Physical Education/  
Physical Activity Manager  
Alliance for a Healthier Generation

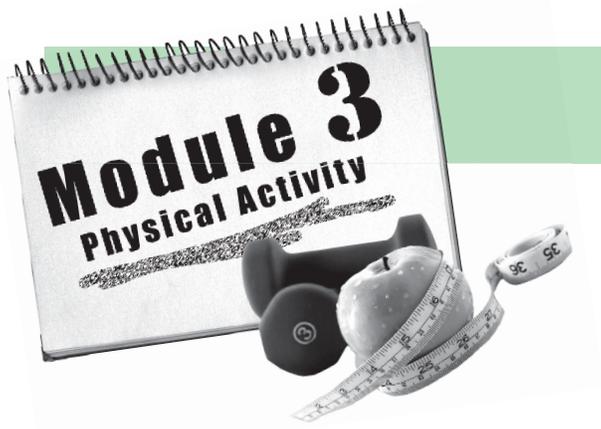
Lori L. Sachau, M.P.A., R.D.  
Lecturer  
University of Northern Colorado  
Natural and Health Sciences

## Table of Contents

Providing consistent messages about healthy living to support those who make a difference in children's lives



<b>Overview</b> .....	5
<b>Getting Started</b> .....	12
Skill-Based Outcomes	
Empowerment Messages	
Icebreaker Overview	
PowerPoint® Presentation Overview	
Activities Overview	
<b>Planning</b> .....	14
<b>What You Will Need to Do</b> .....	14
Information to Review	
Equipment for Lesson Content	
Copies to Make for Each Participant	
<b>Putting Knowledge Into Practice</b> .....	15
Pre-K-12 Classroom Resources	
School Foodservice Resources	
Childcare Resources	
<b>Training Tips</b> .....	20
<b>Icebreaker:</b> .....	22
Handout 1: Incredible Excuses Note Form .....	23
<b>PowerPoint® Presentation Script</b> (separate page sequence)	
<b>PowerPoint® Handouts</b> (separate page sequence)	
<b>Activities and Handouts</b> .....	24
<b>Activity 1 “Bend and Stretch”</b> .....	24
<b>Activity 2 “Take Thirty; Strive for More”</b> .....	25
<b>Activity 3 “Pass It Around”</b> .....	27
<b>Activity 4 “Solving Your Way Into Activity”</b> .....	28
Handout 2: “100 Ways to Burn 100 Calories” .....	30
Handout 3: “Creating a Physical Activity Vision” .....	34
Handout 4: “Lifestyle Tips” .....	36
<b>Wrap It Up</b> .....	37
<b>Certificate of Completion</b> .....	38
<b>Evaluation Forms</b> .....	39
<b>Literature and Websites Cited</b> .....	41



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Healthy Lifestyles Training Skill-Based Outcomes

### Module 1

**Participants in this training will be able to:**

- Examine personal history related to eating.
- Identify how to make healthful choices that are tailored to personal environments.
- Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- Set smart, reasonable personal eating and activity goals.

**In this training, participants will use these skills to:**

- Develop a vision and goals for eating and activity by examining personal values and patterns.
- Practice using tools to make wise personal food choices and to balance physical activity and eating.
- Explore tools that teach children to embrace healthy choices.

### Module 2

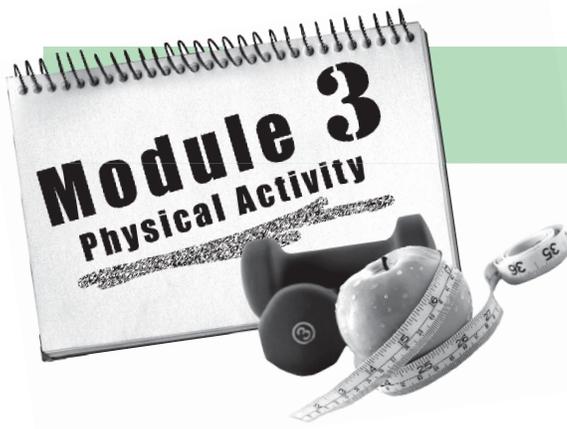
**Participants in this training will be able to:**

- Evaluate adult weight status and understand the Body Mass Index (BMI).
- Explore values related to healthful eating and activity.
- Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

**In this training, participants will use these skills to:**

- Determine BMI and evaluate personal weight status.
- Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

Providing consistent messages about healthy living to support those who make a difference in children's lives



## Module 3

**Participants in this training will be able to:**

- Discover the benefits of active living.
- Learn about and compare the benefits of different types of activity.
- Determine the energy expended in different activities.

**In this training, participants will use these skills to:**

- Identify personal roadblocks that are barriers to living an active life.
- Design a plan to increase activity that fits an individual's lifestyle.

## Module 4

**Participants in this training will be able to:**

- Understand the benefits of eating a variety of foods.
- Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- Examine different ways to encourage children to eat more healthfully.

**In this training, participants will use these skills to:**

- Select the amounts of different foods that are best for your health.
- Experience trying new foods.
- Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

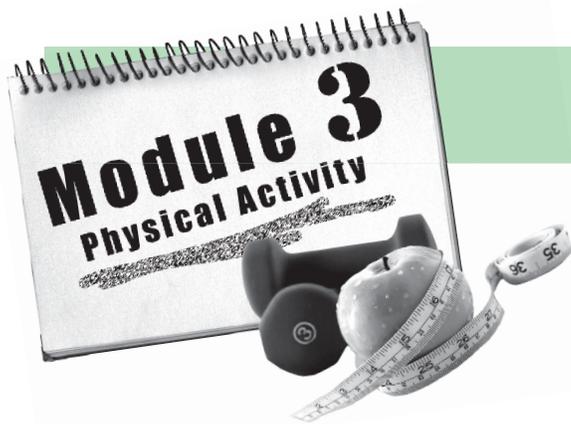
## Module 5

**Participants in this training will be able to:**

- Determine different types of carbohydrate and how they are used by the body.
- Identify where fiber comes from and why it is important for health.
- Identify foods that are made from whole grains.
- Recognize beverages and foods high in sugars.

**In this training, participants will use these skills to:**

- Determine strategies to reduce intake of foods high in added sugars.
- Determine ways to increase fiber consumption through foods that taste good.
- Determine ways to increase daily consumption of vegetables, fruits and whole grains.



Providing consistent messages about healthy living to support those who make a difference in children's lives

As a trainer for the Colorado Team Nutrition program, you will be delivering information and messages to help individuals understand and incorporate the 2005 Dietary Guidelines for Americans into their daily lives. This overview will help you take the steps to prepare you for each of the training modules. All the information you need to deliver these trainings are contained in the overview and the participant materials.

### The Colorado Healthy Lifestyles Training is targeted for:

- \* Teachers
- \* Child care staff
- \* Foodservice Professionals
- \* Parents
- \* Health Educators
- \* Physical Education Professionals

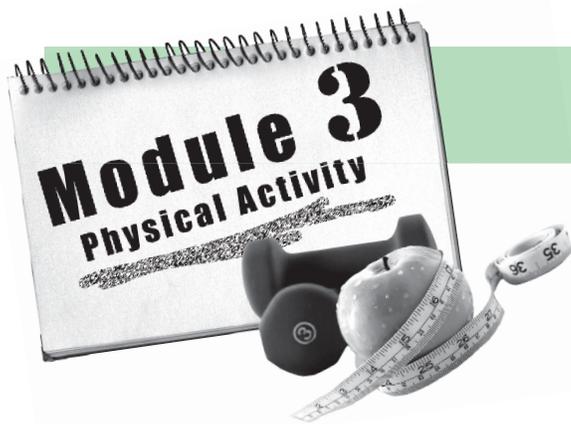
The Colorado Healthy Lifestyles Training Consists of 5 training modules based on the 2005 Dietary Guidelines for Americans. The modules incorporate a variety of learning activities to engage participants on a personal level. The skill-based outcomes and empowerment messages for each module are achieved through completion of all module components.

### Each module consists of the following components:

**Skill-based Outcomes** provide the module objectives and the skills that participants can expect to acquire as a result of attending and participating in the trainings.

**Empowerment Messages** are communications that can be given to the participants to encourage them to adopt the information and suggestions incorporated into the modules. These messages can be delivered in a variety of ways including during the training, as handouts, as cards or leaflets that are given out before the training or as follow-up. Be creative—empower your participants in a variety of ways!

**Planning** is a checklist that tells the trainer what to do to get ready for the training. It includes a list of the training background of materials that should be reviewed by the trainer, the equipment that should be gathered for the training and the supplies for the activities that take place during the training.



Providing consistent messages about healthy living to support those who make a difference in children's lives

**Putting Knowledge into Practice** provides a list of resources for use in school and childcare settings. You may wish to have samples of some of these resources available for the participants to review. Module resources include examples from The Nutrition Literacy Toolkit, designed by the Colorado Department of Education. This tool helps educators design a curriculum using a menu of effective nutrition education resources. The Toolkit is aligned with learner outcomes in the Colorado core standards for reading, writing, math, and physical education and supports teaching skills for healthy eating while practicing skills that will increase students' competencies in reading, writing, math, and physical education. <http://www.cde.state.co.us/nltk/default.asp>.

**Training Tips** are provided for each module that help the trainer be aware of some of the difficulties that trainers encounter when providing education on the topics.

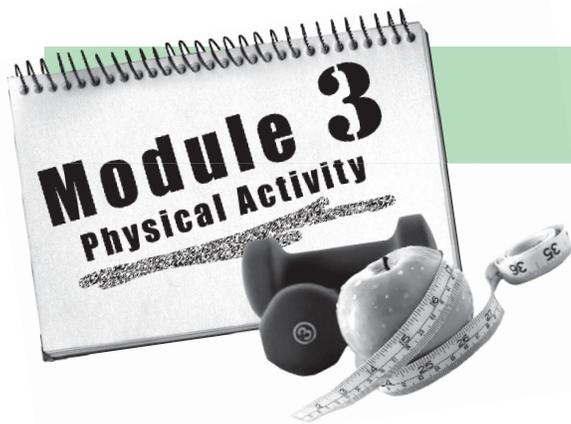
**Icebreakers** are presented for each training session. The purpose of the icebreaker is to introduce the participants to each other and to the topic of the training. Icebreakers provide an opportunity for interaction among participants from the first moments of training and for engagement in the training session.

**Slide Presentations** are given to support the module content. Module slides can be used in entirety, or parts can be selected to perform trainings on specific points. Some duplications appear across slide presentations as the principles of the training modules cut across each of the modules.

**Scripts** provide the content for the training for each module. Each script includes references for materials presented with the slides and is designed to give trainers of all experience levels the background to present the training successfully.

**Activities** are included with each training module to build skills and to reinforce principles related to the module. Depending on the amount of time allotted for the trainings and the participant skill level, activities may be used together or separately.

**Handouts** have been created to support each of the training modules. The handouts are designed to be copied for each participant. A list of each handout is included in the What You Will Need To Do section.



Providing consistent messages about healthy living to support those who make a difference in children's lives

**Lifestyle Tips: Small Changes Add Up** are included on a one-page handout at the end of the activities. These handouts can be used with the activities, or can be given to participants to assist them with making personal goals or for strategies to incorporate healthy habits into their daily lives.

**Wrap Ups** are found at the end of each training module. These short activities summarize the key points of training and help participants to focus on the information they learned during the training. Wrap Ups are one of the best ways to encourage participants to take the lessons and incorporate them into their daily lives and the lives of the children with whom they work.

**Evaluation Forms** are included in each module. The evaluation is to determine the extent participants' knowledge and skills have increased as a result of the training.

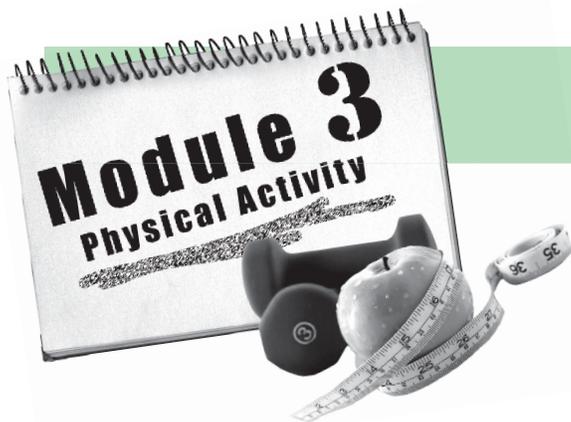
### How can trainers use the modules?

Trainers may use the modules exactly as they are presented, or they may select individual pieces to use with other training activities. In general, the modules are designed to last from one to two hours and may be used independently or together, for half or full day trainings. In the event that more than one module is presented on the same day, presenters will want to take care to eliminate duplicate slides from the slide presentations.

The optimal size of groups that can participate in the trainings is between 10–25 individuals. Larger numbers can be accommodated, but the extent of individual participation will be limited by group size number.

### Welcoming the Participants

The trainer will set the overall tone for the sessions and will guide the educational experience for the participants. Setting the tone during the welcome and during the icebreaker will help the participants feel at ease and establish the environment for the best learning for all. Make sure to give the participants a “preview” of the training and include important business items such as restroom location.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Facilitating Questions

Active participation is an essential component of adult-centered learning. As a trainer, you can make a tremendous difference in the comfort level of participants and in their ability to fully participate in the training. All questions are good questions—though some may be more expected than others! Welcome interest shown by participants (even though some questions may not be 'topical'). Be willing to state when you don't know the answer to a question, and be prepared with resources to point the participants towards the answers.

## Certificates of Completion

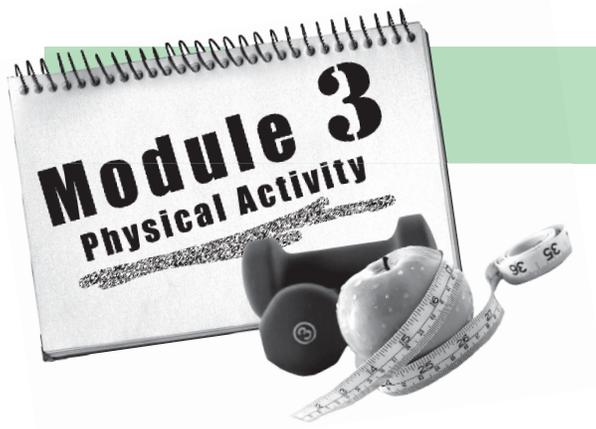
Included in each module is a certificate (in PowerPoint®) that can be customized to the group that is participating in the training. Fill in the participant's name and sign your name for the institution or agency that you represent at the bottom of each certificate.

## Evaluation

For your own information or job requirements, you may want to give participants an opportunity to evaluate your performance and the training materials. An evaluation form asking participants' opinions on the information presented, their confidence in adopting the 2005 Dietary Guidelines, the degree to which they feel the training improved their knowledge and skills related to the module objectives, and which activities or parts of the training were most helpful to them is included for each module.

## Trainer's Checklist

Each module contains a planning section that will guide your training session for that module. The following checklist contains other major responsibilities and items that you will need to take care of as the trainer for the program. Review this list and also refer to the individual modules for instructions and advice on how to conduct a successful training.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## First things to do

- Make arrangements for the facilities and take a look at the room to make sure it has all of the furniture and equipment that you may need.
- Make plans for refreshments, if desired.
- Arrange for staff support, if you will need it.
- Review the modules and select the activities that you plan to do for your training.
- Review the planning section(s) in the module(s) you plan to use as well as the materials needed for each activity.
- Gather necessary materials/prepare handouts.

## One week before the training

- Meet with other staff and review their responsibilities.
- Prepare registration materials (nametags, registration list).
- Gather or prepare any remaining materials/handouts.
- Confirm all plans for facilities, equipment, registration, food and any staff support you may be receiving.
- Make signs giving directions to the training site, if needed.
- Practice the scripts for the icebreaker, slide presentation and the activities.
- Familiarize yourself with the equipment you will be using.

## On the day of the training

- Put up signs giving directions to the training.
- Arrive at least 1 hour before the training begins.
- Organize the room.
- Set up the registration table.
- Test equipment.

## During the training

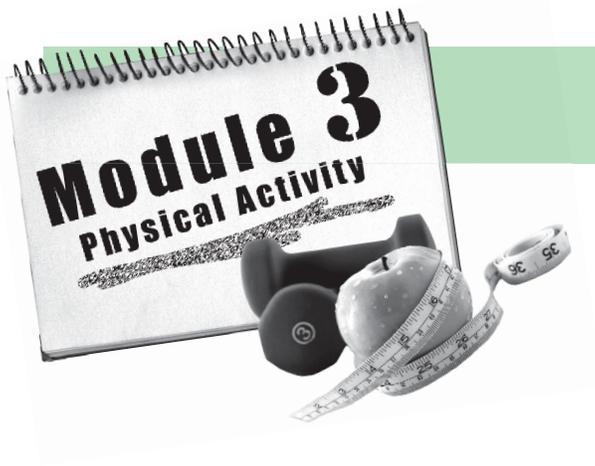
- Register the participants using the registration list.
- Welcome the participants.
- Facilitate the program.
- Make sure that evaluations get completed.
- Distribute certificates of participation.

## After each training

- Thank the local individuals and sponsors.
- Clean up any leftover refreshments and clean the room.
- Put equipment away and take down signs.
- Thank your support staff.
- Send thank you notes to the local individuals and sponsors.
- Send thank you notes to your support staff (it is good for their annual evaluations too).

## Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives



## Skill-Based Outcomes

Participants in this training will be able to:

- \* Discover the benefits of active living.
- \* Learn about and compare the benefits of different types of activity.
- \* Determine the energy expended in different activities.

In this training, participants will use these skills to:

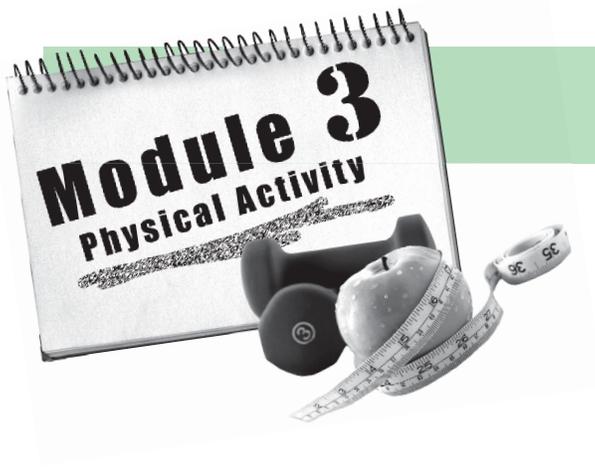
- \* Identify personal roadblocks that are barriers to living an active life.
- \* Design a plan to increase activity that fits an individual's lifestyle.

## Empowerment Messages

- \* Little changes in activity can make a big difference.
- \* Active living can help you feel and look your best.
- \* Being active is a fun way to spend time with your family.
- \* You don't have to be a super athlete to get the benefits of being a little more active.
- \* Indulge yourself in a little activity. Creating the time to be more active is something you *deserve for yourself*.

## Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives



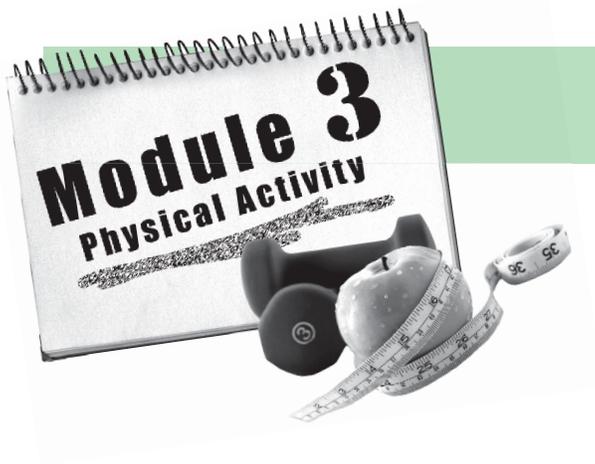
### Icebreaker—Incredible Excuses—(10 minutes)

1. **Bend and Stretch:** Participants will engage in activities that increase flexibility. Try this icebreaker to introduce the topic of physical activity in a fun way that helps participants examine personal barriers to being more active. **(5–10 minutes)**
2. **Take Thirty: Strive for More:** Participants will identify sources of stress and how they impact health and well-being. They will brainstorm ways to build physical activity into a daily routine. **(15–20 minutes)**
3. **Pass It Around:** Participants will build muscle strength and dexterity while also promoting cooperation among the group members. This activity can also be performed with children. **(5–10 minutes)**
4. **Solving Your Way Into Activity:** Participants will identify barriers that can keep them from getting regular physical activity and will make a plan for including more physical activity in their daily lives. They will also become familiar with how much energy is expended during different physical activities. **(15–20 minutes)**

### Be Strong, Get Fit, Have Fun! PowerPoint® Presentation—(15 minutes)

This PowerPoint® lesson will help participants embrace the concept that being more physically active is an attainable goal for everyone. The presentation introduces different types of physical activity and corresponding benefits. It also provides information on the varying amounts of energy burned by activities and how activity can fit into every lifestyle.

Providing consistent messages about healthy living to support those who make a difference in children's lives



## What You Will Need To Do

### ➤ Review:

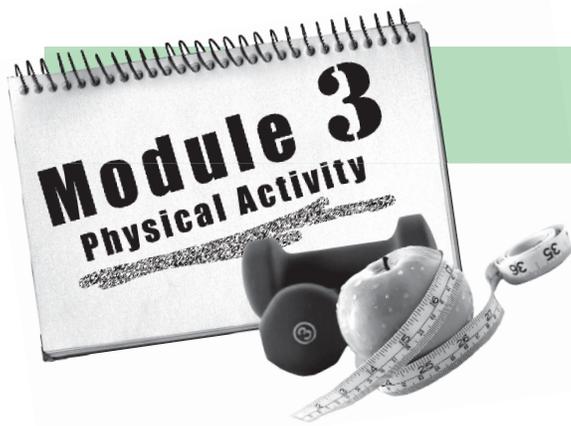
- \* And understand objectives and skills for the module and how they relate to the activities.
- \* The section entitled "Training Tips."
- \* The section entitled "Putting Knowledge Into Practice."
- \* The background material contained in the PowerPoint® slide set.
- \* And test the Activities.

### ➤ Get Equipment for Lesson Content:

- \* Computer with Windows® 2000 operating system and Microsoft Office System® with PowerPoint® presentation software
- \* Data projector or DVD player
- \* Healthy Lifestyles Training CD
- \* Screen or flat light surface to project upon
- \* Easel, large white pad and markers (or a board with chalk or markers)
- \* An envelope for each participant (see Icebreaker)
- \* One 4"–8" foam ball (or plastic piece of fruit or vegetable) for every two participants (see Activity 1)
- \* One larger sized, light piece of equipment (Frisbee, cone, utility ball, foam ball etc.) per four participants (see Activity 3)
- \* A pen or pencil for each participant
- \* OPTIONAL: Music to play while performing physical activities.

### ➤ Make Copies of the Following for Each Participant:

1. Icebreaker, Handout 1: "Incredible Excuses Note Form"
2. Activity 4, Handout 2: "100 Ways to Burn 100 Calories"
3. Activity 4, Handout 3: "Creating a Physical Activity Vision"
4. Handout 4: "Lifestyle Tips: Small Changes Add Up"
5. PowerPoint® handouts
6. Putting Knowledge Into Practice Resource List
7. Evaluation
8. Certificate of Completion



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

Listed below are resources that can be used to apply skills and concepts from the training modules in PreK-12 classrooms, school foodservice programs and childcare facilities.

Many of the PreK-12 resources are from the Colorado Nutrition Literacy Toolkit, a nutrition education curriculum planning tool. The entire tool can be accessed at <http://www.cde.state.co.us/nltk/default.asp>.

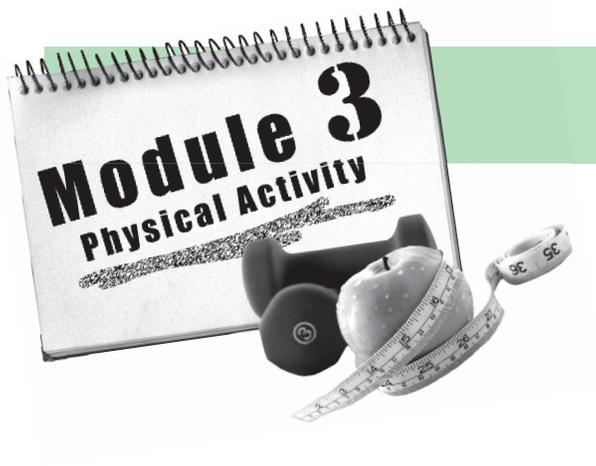
### Pre-K-12 Classroom Resources

#### Color Me Healthy

#### For Ages 4–6 years

This award-winning curriculum targets preschoolers with the aim of improving their diet and activity levels. Color Me Healthy also seeks to help teachers become effective role models for the healthy behaviors they teach children. A special section of the teachers' guide, *Color Your Healthy*, provides teachers with easy ways to eat healthy and move more.

*North Carolina Cooperative Extension  
and North Carolina Division of Public Health  
carolyn\_dunn@ncsu.edu  
Phone: 919-515-9142  
<http://www.colormehealthy.com/>*



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### TAKE 10!<sup>®</sup>

### For Grades K–5

The TAKE 10!<sup>®</sup> program was created by teachers for teachers and students. Academic subjects in language arts, math, social studies, science and health are integrated with safe and age-appropriate 10 minute physical activities. Activity cards, worksheets, posters, stickers, teacher resources, student knowledge assessments, and a teacher program evaluation tool are available in the Materials Kit which can be purchased online.

*ILSI Research Foundation/Center for Health Promotion Physical Activity and Nutrition (PAN)*

*Phone: 202-659-0074*

*Email: [take10@ilsa.org](mailto:take10@ilsa.org)*

*<http://www.take10.net/whatistake10.asp>*

### Energizers

### For Grades K–Middle School

These classroom-based activities are approximately 10 minutes long and integrate physical activity with academic topics. PDF files can be downloaded from the website or laminated booklets can be ordered online.

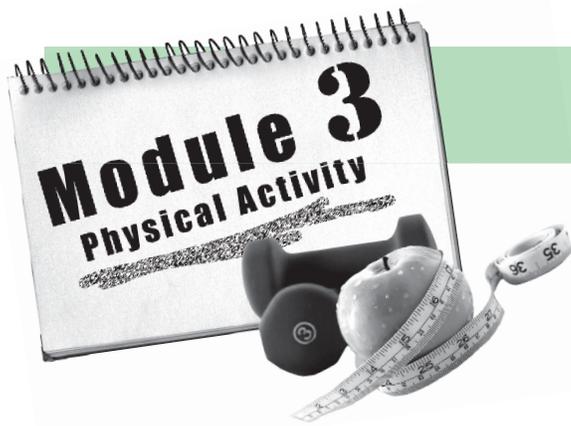
*Kymm Ballard, NCDPI Consultant*

*NC Department of Public Instruction*

*Physical Education, Athletics, Sports Medicine*

*Phone: 919-807-3858*

*<http://www.ncpe4me.com/energizers.html>*



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### MyPyramid

### For Grades 1–6

Classroom materials include lesson plans, an interactive game, and a MyPyramid for Kids Poster. The materials are tailored to children ages 6 to 11 and provide fun, colorful graphics that attract the attention of children and encourage them to learn more about MyPyramid for Kids. The nutrition and physical activity messages in the materials teach children how to make healthy eating and physical activity choices.

*USDA Team Nutrition*

*Phone: 703-305-1624*

<http://www.fns.usda.gov/tn/kids-pyramid.html>

### Balance First™

### For Grades 1–8

Balance First™ is a multimedia, standards-based program that focuses on the balance between food choices and physical activity. The program helps students develop health-promoting habits that will enhance their lives and aid in the management of personal health. Download free Balance First™ curriculum materials, including a teacher's guide, student magazine, educator letter, and classroom poster. In addition, see how lesson plans align to National Health Education Standards.

*America on the Move*

*Phone: 800-807-0077*

[http://aom.americaonthemove.org/site/c.krLXJ3PJKuG/b.1776821/k.9A5F/For\\_Schools.htm](http://aom.americaonthemove.org/site/c.krLXJ3PJKuG/b.1776821/k.9A5F/For_Schools.htm)

### Science of Energy Balance

### For Grades 7–8

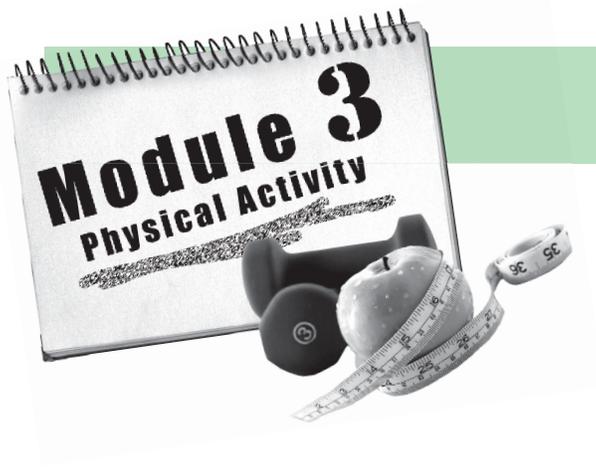
Explores the scientific principles of energy balance and the impact on human health while providing a context enhancing understanding of nutrition concepts. Students investigate energy intake and output through inquiry-based activities.

*National Institutes of Health*

*Office of Science Education*

*Phone: 301-402-2469*

<http://science.education.nih.gov>



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### TeensHealth

### For Grades 7–12

Contains 'Diet-Plan Diagnosis: Is Yours Healthy and Safe?' and 'Body Mass Index' Website for teens. There are literally thousands of in-depth features, articles, animations, games, and resources—all original with age-appropriate content and tone, and developed by experts in the area of adolescent health.

*Nemours Foundation*

*Center for Children's Health Media*

*Phone: 888-494-5252*

<http://www.kidshealth.org/teen/>

### Nutrition Essentials

### For Grades 6–12

This series of lessons is designed to teach students how to make healthful eating and physical activity choices. The materials include 5 posters, and an interactive CD providing games and nutrition education information, teacher tips, reproducible handouts, and more.

*USDA Team Nutrition*

*Phone: 703-305-1624*

<http://www.fns.usda.gov/tn/Resources/nutritionessentials.html>

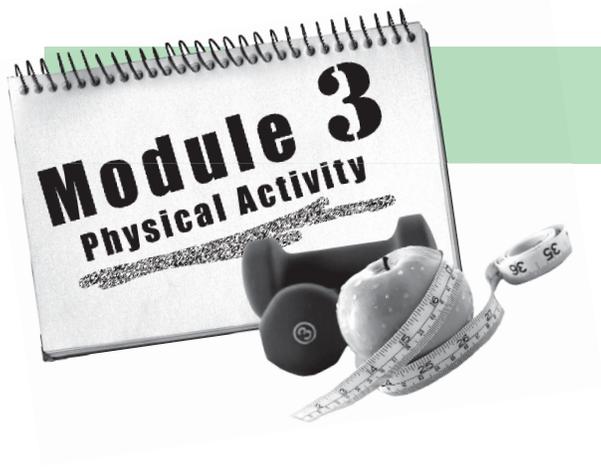
### Empowering Youth with Nutrition and Physical Activity For 11–18 year olds

This manual is intended for use in after school programs and classrooms. As described on the Team Nutrition website, "it contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompts and more!"

*USDA Team Nutrition*

*Phone: 703-305-1624*

<http://teamn nutrition.usda.gov/Resources/empoweringyouth.html>



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### Foodservice and Childcare Resources

#### WELCOA

#### For Child Care and Foodservice Professionals

WELCOA is a national, non-profit, membership organization dedicated to promoting healthier lifestyles for all Americans, especially through health promotion initiatives at the worksite. Organizationally, WELCOA serves as an umbrella, linking communities and coalitions together into a supportive network that includes locally-affiliated wellness councils, well-city initiatives, well-workplaces and individual and corporate members throughout the United States.

*The Wellness Councils of America*

*Phone: 402-827-3590*

<http://www.welcoa.org/>

### Caregivers and Parents

#### Eat Smart. Play Hard™.

#### For Caregivers and Parents

This site is specifically designed for caregivers and parents to provide information to help them eat better, be more physically active and be role models for children. The site provides information and resources to help you get started, assist you in making smart food choices, and in preparing quick, easy and healthy meals that taste good. Tips on how to increase physical activity are also provided.

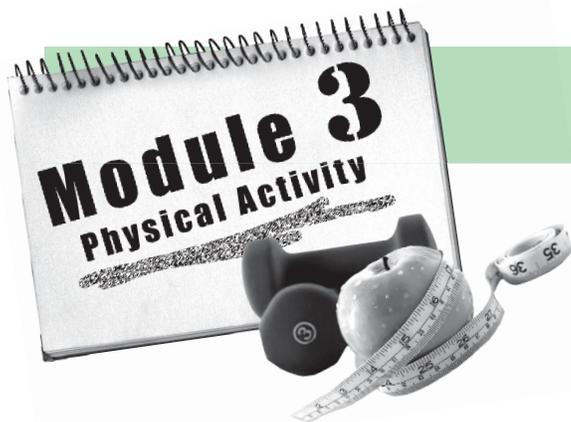
*United States Department of Agriculture*

*Food & Nutrition Service*

*USDA Food and Nutrition Services*

*Denver Field Office Phone: 303-844-0379*

<http://www.fns.usda.gov/eatsmartplayhard/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Common Exercise Myths

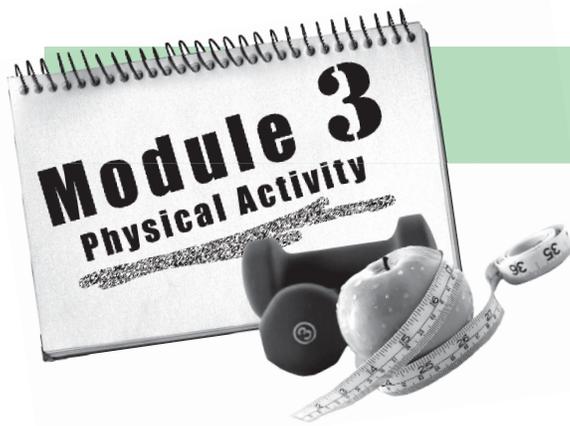
**MYTH #1: I don't have time to be active.** One of the biggest pitfalls for anyone is a hectic schedule with a long line of people making demands on your time. Rather than staying sedentary, how about making appointments with friends and family members to go on walks or putting time in your calendar to do something active by yourself. This can include a walk after lunch or dinner, time at the gym or any number of physical activities. The most important idea is to establish a convenient, fun and comfortable routine for yourself and with your friends and family. Make sure to keep those commitments—no excuses! When you miss that active time, you cheat yourself of fun, feeling better and better health.

**MYTH #2: If you don't hurt, it isn't doing any good.** Many of us hope to start working out and achieve the body we want after only a few days. And that means that we start out exercising too hard and end up with joint and muscle pain. If the pain weren't enough to discourage us, we also do not see any physical changes for weeks or months and we end up dropping our attempts to live a more active life. While it takes some time to see differences, you can notice other changes that happen before the physical ones; these are inner changes in how your body feels and how you feel about yourself. You can feel an increase in your energy level, a decrease in stress, and you may sleep better. So, instead of working out intensely and only focusing on those changes that happen on the outside, stay tuned to how you're feeling on the inside and revel in those improvements in your well-being. This will help you stick to your new, healthier lifestyle.

**MYTH #3: Being active is for thin people.** Some people feel vulnerable when they are out in the world trying to be active. The "negative tapes" in their heads say things like "People are watching me and think I'm ... (*lazy, overweight, clumsy, etc.*)."

These sorts of negative thoughts get in our way of achieving healthier lifestyles. Being active is NOT about being a certain size or shape. It's about choosing health and well-being and getting stronger. You can be any size and be active.

**MYTH #4: Quick-fix approaches are the way to go.** "New" diets and workouts come and go...without much success at weight loss. The truth is that small changes in behavior over a lifetime, like consistently taking a 15 minute walk after dinner most nights or reducing calories from beverages and snacks, go a lot further towards preventing weight gain and helping you stick to a plan to be more active.



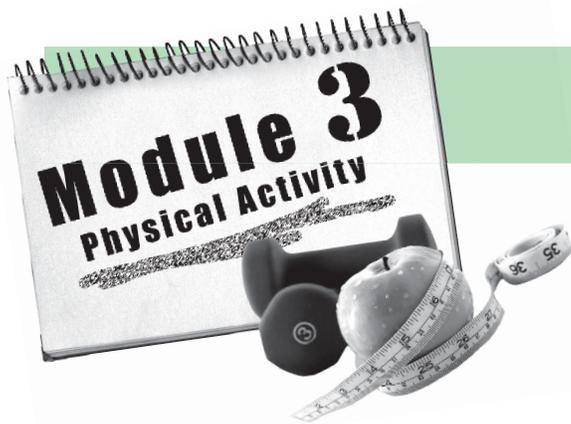
Providing consistent messages about healthy living to support those who make a difference in children's lives

**MYTH #5—It takes a lot of time to be active (enough).** Most people state that they would like to be more active. What is the number one reason that they don't get as much activity as they would like? TIME. The perception is that it takes a lot of time to build activity into your life. This also happens to be the number one myth. The little-known fact is that you don't have to get activity all in one chunk of time: you can take 10–15 minutes to be active, 2–4 times each day and it affords you the same benefits as finding that 30 minutes to 1 hour. So tomorrow, after lunch take a 15 minute walk or get on the exercise bike for 15 minutes at night. You'll see that there are ways to find the 60 minutes for your health that you have been looking for.

**MYTH #6—Women who lift weights will get bulky muscles.** Resistance activities, like lifting small weights, help to increase muscle strength and tone but do not result in large bulky muscles for women. What lifting weights will do is to help you maintain your ability to open jars, climb stairs with groceries and book bags, and participate in outdoor sports like hiking, skiing and canoeing with less injury and soreness. So choose resistance training a couple of times each week and enjoy the strength and fun!

**MYTH #7—You can lose weight in one area of the body if you exercise it right.** Wouldn't this be great! Unfortunately, this just isn't how things work. If you take in less calories from food and drinks than you burn through physical activity and tasks of daily living, you will lose weight. But, the weight loss will not be in one specific area of the body. What exercising can do is to improve muscle strength. If you exercise one set of muscles, it's likely that those muscles will grow stronger and have better tone.

**MYTH #8—If you exercise, you can eat as much as you want.** Is there a little imp on your shoulder telling you that you earned that piece of cheesecake because you took a walk around the block? Or maybe it's the snacks and goodies that are in the office or the lounge that you think you should be able to eat because you are on your feet most of the day. Unfortunately, it's not quite that simple. Here are the facts: if you walk briskly for 20 minutes and cover about 1 mile, then you will burn roughly 100 calories (depending on your size, age and sex). That means you can have a small snack or a slightly larger portion. The overriding principle is that you must stay in energy balance to maintain your body weight: the amount you eat needs to equal the amount that you burn.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Let's Get Started: Incredible Excuses—(10 minutes)

In this activity, participants will use their imaginations, personal experiences, and a sense of humor examine reasons why people may not get as much physical activity as they desire or should.

**Materials Required: Copies of Handout 1:** "Incredible Excuses Note Form", envelopes, pens or pencils.

*First, discuss a couple of excuses you have heard, or that you have used yourself, when faced with the idea of getting more exercise. Explain that some excuses can be quite incredible. If you can think of an especially incredible or unusual excuse, share it with the participants. For example: "I can't get more activity because I hate to sweat and my makeup will run. If you hate to sweat you just can't be active, can you? I mean, I would look a mess."*

- **SAY:** Pretend you are a doctor and you need to write a note explaining why your patient doesn't have to participate in physical activity. No ordinary excuses will be accepted! You should come up with the most incredible excuse you can think of. You can individually or with a partner to brainstorm different ideas for excuses.

*When participants are ready (about 3 minutes), distribute copies of Handout 1: "Incredible Excuses Note Form" and have them write their excuses in the form of a brief note addressed to you. When they are finished, have them place their notes inside envelopes. Ask a participant to read the excuses aloud, encouraging him or her to read with expression to emphasize the incredible parts of the note.*

*If you like, you can have the participants listen to all the excuses and vote for the most incredible one.*

# Icebreaker

## Handout 1: Incredible Excuses Note Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

JOANNA SMITH, M.D.  
123 Your Address  
YOURTOWN, USA 00000  
(555) 555-5555

Name \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

*My excuses:*

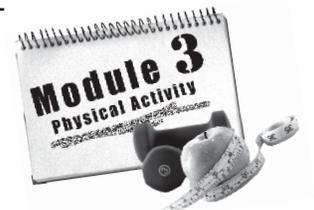
NR 1 2 3 4 5 Void after \_\_\_\_\_

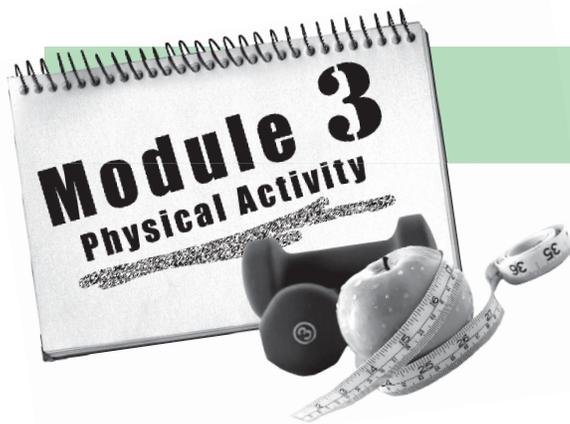
\_\_\_\_\_ Dispense as Written

\_\_\_\_\_ May Substitute

Void if more than 1 prescription is written per blank.

\_\_\_\_\_





Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 1: Bend and Stretch—(5–10 minutes)

In this activity participants will learn how to safely increase flexibility and strength. An added feature is that this activity promotes cooperation among the group members. This activity can also be performed with children.

**Materials required:** One 4"–8" foam ball (or plastic models of fruits and vegetables or other items to pass/toss) for every 2 participants. Music is a nice optional touch to make the activity livelier.

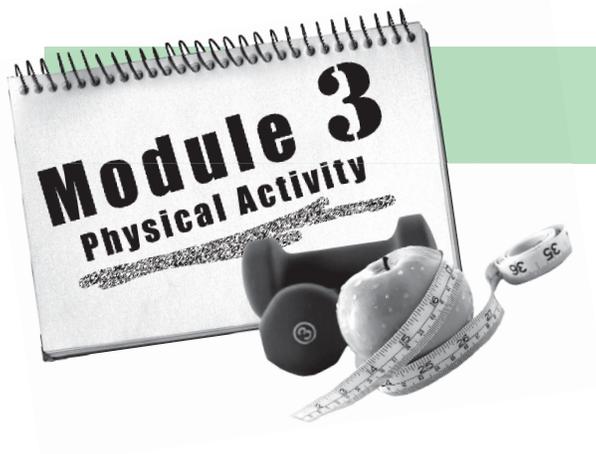
*Start by asking participants to get into pairs and inform them that they will be doing some very light physical activity.*

- **SAY:** “Bend and Stretch” is a cooperative activity that stresses the importance of flexibility for overall health and fitness. Stand back-to-back with your partner. Next, each person should step forward about 2 feet from their partner. With your arms extended over your head, exchange the ball.
- **SAY:** Now, bend down at your waist and exchange the ball through your legs. Go slowly so that you don't bump heads!

*Acknowledge participants who are working well together. Point out that it's probably more fun to be active with others than it is to always exercise alone and that, amazingly, activity can be fun!*

- **SAY:** Repeat the activity, keeping in the mind that the objective is to NOT drop the ball and to make the transfer as smooth as possible.
- **SAY:** Let's do a variation on this. Instead of passing the ball between your legs, try passing it from side to side. One person will hand his or her partner the ball and the partner will then hand it back on the opposite side. Increase the pace as you warm up this different set of muscles.
- **SAY:** Take a moment to notice how you feel? Limber? A little lighter in mood or spirit? Like you've had some fun and been active at the same time?

*Source: The SPARK Programs. Copyright® 2004 by SPARK. All rights reserved. Used with permission.*



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 2: Take Thirty; Strive for More—(15–20 minutes)

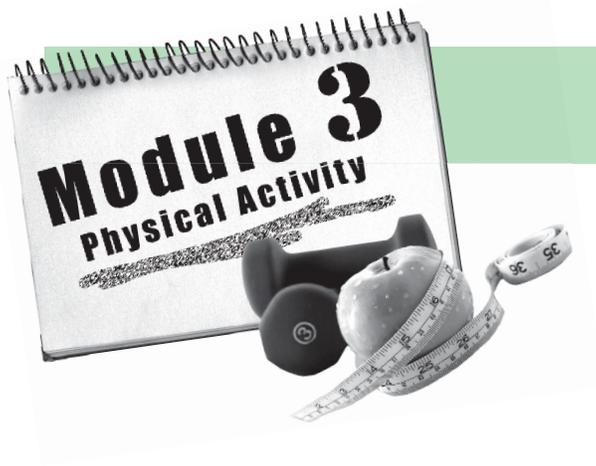
This activity will help identify opportunities for physical activity and will encourage participants to take time to care for themselves.

**Materials Required:** Large piece of paper or board with markers or chalk.

- **SAY:** Can anyone recall some of the excuses for not getting more physical activity that were stated during the Incredible Excuses Icebreaker?

*Note that some excuses offered were incredible and other were actually quite believable. If needed, you may want to use the following example. "I can't get more activity because I have a demanding job and then I go home to a lot of responsibilities with my family and there just isn't ever enough time for me! How am I supposed to be active and meet everybody's needs?"*

- **SAY:** One frequent reason that is given for why we aren't more active is that we just don't have enough time in our days to spend 30, or even 15 minutes being active—there are just too many demands made upon us! We are stressed out so much of the time trying to meet other people's that there just isn't enough time for our personal health.
- **SAY:** Find a partner to pair up with for some discussion during the rest of this activity.
- **SAY:** With your partner, identify sources of stress that may keep people from taking the time to be active. What types of things would keep a person from placing himself or herself at the top of the list and taking care of his or her health?



Providing consistent messages about healthy living to support those who make a difference in children's lives

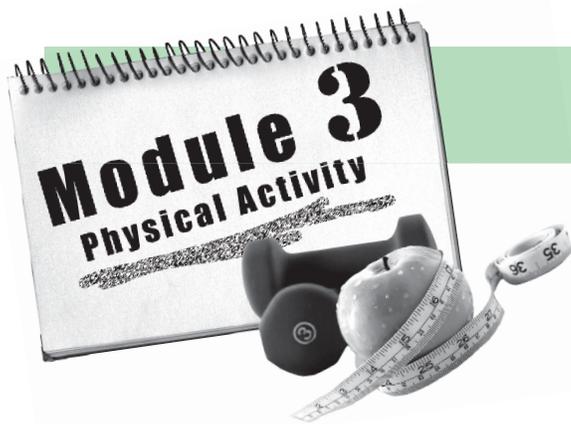
*Give participants 4–5 minutes for discussion in pairs.*

- **SAY:** What are three signs, either physical or emotional, that might surface if an individual is not taking good enough care of his or her health?
- **SAY:** What are some of the ways individuals cope with stress? Some ways are positive-like finding some time to be alone or time to be active. Some ways may relieve stress for the moment, like eating or shopping, but, in the long run, take a toll on our health. In your pairs, discuss ways that are typically used to manage stress-both positive and negative.

*Give participants 4–5 minutes for discussion in pairs.*

- **SAY:** Active living can help you manage stress-even if it's only taking a few minutes each day to be active. In the Be Strong, Get Fit, Have Fun! presentation we learned that experts recommend taking 30 minutes each day to get some physical activity and that 60 minutes is ideal! This much time can be hard to find for ourselves, particularly if we have very young children or other people for which to care.
- **SAY:** Brainstorm, in your pairs, ways people can find a few minutes each day to focus on personal health and get some physical activity. Think of ways that might include family and friends-like making a routine of walking each night with the family or with a neighbor. Start by looking for 15–20 minutes instead of going all out for 30 or 60 minutes. Every little bit counts and everyone can find 15 minutes in their day!

*Ask the participants to share their ideas about how they might find time to be more active. Make a list on the pad or board. Having this list will be important for the last activity.*



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 3: Pass It Around—(5–10 minutes)

In this activity participants will build muscle strength and dexterity. An added feature is that this activity promotes cooperation among the group members. This activity can also be performed with children.

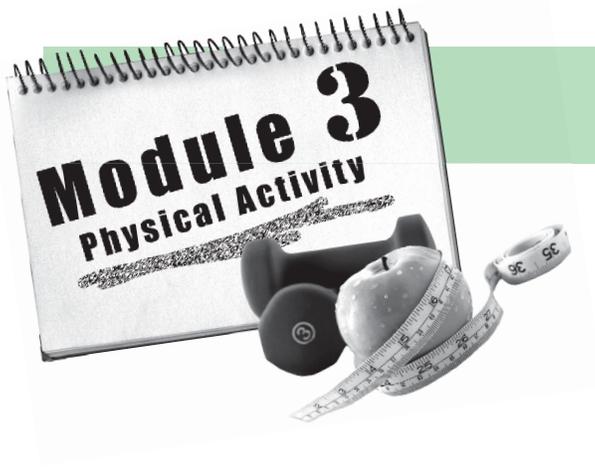
**Materials required:** 1 piece of equipment per 4 participants (choose larger-sized, lightweight pieces such as cones, utility balls, foam balls, Frisbees®, etc.).

*Start by asking participants to get into circles of 4, sitting in chairs or on the floor facing out. Inform them that they will be doing some very light physical activity.*

- **SAY:** “Pass it Around” is an activity that helps build group cooperation and strength.
- **SAY:** Sit close enough that you can “hook” elbows with the person next to you. Each of you has a piece of equipment. The object is to move all pieces of equipment around the circle without using hands. On signal, pass the equipment around the circle (clockwise) using only your legs and feet.
- **SAY:** Next, form a line in your group of 4. The line leader will use their feet to pass the object to 2<sup>nd</sup> person, and then run to the end of the line. The 2<sup>nd</sup> person passes to the 3<sup>rd</sup>, then runs, etc. The line should move towards a designated destination. The group that gets to the destination first, wins.
- **SAY:** Take a moment to notice how you feel? Invigorated? A little lighter in mood or spirit? Like you've had some fun and been active at the same time? Physical activity doesn't have to be hard or painful; it can be a lot of fun.

*“Source: The SPARK Programs. Copyright® 2004 by SPARK. All rights reserved. Used with permission.”*

Providing consistent messages about healthy living to support those who make a difference in children's lives



## Activity 4: Solving Your Way Into Activity—(15–20 minutes)

This activity will help participants identify common barriers to performing regular physical activity. Participants will develop plans for increasing physical activity on a daily basis and will become more familiar with the amount of energy expended during different physical activities.

**Materials required:** Copies of **Handout 2:** “100 Ways to Burn 100 Calories”, **Handout 3:** “Creating a Physical Activity Vision”, and **Handout 4:** “Lifestyle Tips: Small Changes Add Up”.

**Start by asking participants to:**

*Split up into groups (about 6 people per group is ideal).*

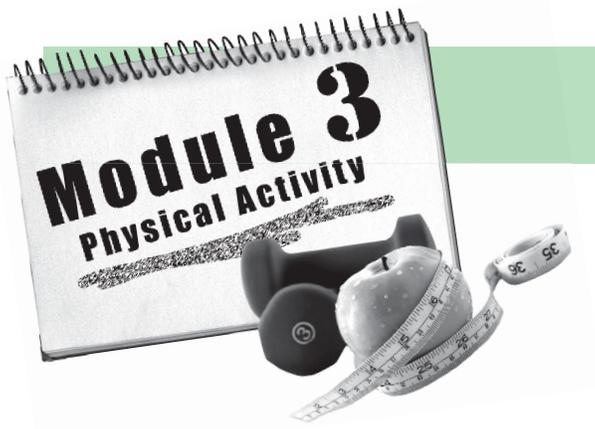
- **SAY:** Think about the Incredible Excuses that you made up and, as a group, choose your favorite excuse that you heard. It can be because it was the most outrageous or one that felt true for you.

*Give the groups about 2 minutes to choose a favorite excuse.*

➤ **SAY:**

- \* I'm going to ask each group to create a short story about a fictional person who might give this excuse. You will have about 5 minutes to create your story. Your story should contain all the barriers that your fictional character has to getting more activity and solutions to her barriers. You can either write your story out or members of the group can act the story.
- \* Use the “100 Ways to Burn 100 Calories” handout (Handout 2) to devise ways to help your character burn 100 more calories in a day.

Providing consistent messages about healthy living to support those who make a difference in children's lives



*After 5 minutes have passed, ask participants to come back together. The groups should share their stories and solutions. The trainer should write the major points of the stories and the solutions on the board or on 2 large sheets of paper. These major points will help to serve as a reminder for participants when they are creating their own visions later on.*

*Allow about 3–5 minutes per group for sharing the stories.*

*Close the activity by suggesting that participants consider writing a “vision” and an “action plan” for their own eating and physical activity. Distribute the “Creating a Physical Activity Vision” handout for participants (Handout 3). Remind participants that the purpose is to identify an ideal for their own activity. Remind them that a series of small changes over time will be the most successful way to move towards their ideal. Also distribute a copy of Lifestyle Tips to help participants with strategies to meet their new goals.*

## Activity 4

## Handout 2: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

# 100 WAYS TO BURN 100 CALORIES

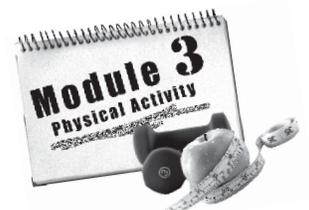
Find out how many calories you burn when undertaking your favorite sports and activities. By just burning an additional 100 calories a day for a year, you could lose up to 10 pounds a year!

## In & Around the House

Activity	Minutes Needed to Burn 100 Calories*
Washing Dishes	28
Washing Windows	20
Gardening	20
Lay or Remove Carpet/Tile	20
Mowing Lawn (push, power)	20
Raking Lawn	20
Refinishing Furniture	20
Operating Snow Blower	20
Light House Cleaning	18
Paint House: Outside	17
Weeding	17
Chopping & Splitting Wood	14
Mowing Lawn (push, hand)	14
Shoveling Snow by Hand	14
Moving Household Furniture	14
Heavy House Cleaning	14

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



## Activity 4

## Handout 2: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

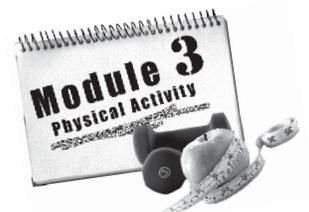
# 100 WAYS TO BURN 100 CALORIES

## With the Family

Activity	Minutes Needed to Burn 100 Calories*
Flying a Kite	30
Playing Catch	30
Exploring the Zoo	30
Tossing a Frisbee	25
Dancing: Slow	25
Walking to a Friend's House (3 mph)	25
Paddleboat	25
Playing Tag (with your kids)	22
Coaching Sports	20
Roller Skating	20
Kicking a Soccer Ball	20
Washing the Family Car	20
Running Through the Sprinkler	20
Shooting Hoops	20
Walk Family Dog (3.5 mph)	20
Pushing a Stroller (3.5 mph)	20
Hop-Scotch	17
Skateboarding	17
Ice Skating	15
Dancing: Fast	14
Family Bike Ride	13
Rollerblading	13
Backpacking	13
Jumping Rope	8

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



## Activity 4

## Handout 2: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

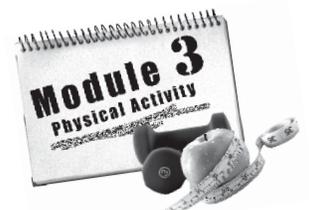
**100 WAYS  
TO BURN 100  
CALORIES**

**Individual Activities**

Activity	Minutes Needed to Burn 100 Calories*
Stretching	25
Weight Lifting	25
Bowling	25
Golfing: With Cart	25
Water Aerobics	20
Badminton	20
Tai Chi	20
Calisthenics	20
Walking: 3.5 mph	20
Walking: 4 mph	19
Walking: 4.5 mph	17
Golfing: Walking	14
Hiking	14
Wrestling	14
Swimming	14
Boxing	14
Aerobics: Low Impact	14
Stair Step Machine	14
Tennis: Singles	13
Aerobics: High Impact	13
Step Aerobics: Low Impact	13
Bicycling: Moderate	13
Rowing: Moderate	13
Running: 5 mph	10
Bicycling: 12-14 mph	10
Swimming: Backstroke	10
Circuit Training	10
Elliptical Trainer	9
Ski Machine	9
Running: 6 mph	8
Swimming: Butterfly	8
Bicycling: 14-16 mph	8
Step Aerobics: High Impact	8
Handball	7
Bicycling: 16-19 mph	7
Running: 7 mph	6
Bicycling: >20 mph	5

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



## Activity 4

## Handout 2: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

# 100 WAYS TO BURN 100 CALORIES

## Team Sports

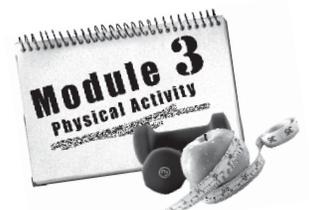
Activity	Minutes Needed to Burn 100 Calories*
Volleyball	25
Tennis - Doubles	20
Softball	17
Baseball	17
Soccer	11
Beach Volleyball	10
Basketball	10
Flag Football	10
Hockey: Field or Ice	10
Football	9
La Crosse	9
Water Polo	8

## Try Something New?

Activity	Minutes Needed to Burn 100 Calories*
Horseback Riding	20
Hatha Yoga	20
Kayaking	17
Whitewater Rafting	17
Water Skiing	14
Fencing	14
Show Shoeing	10
Snow Boarding	10
Judo	8
Karate	8
Rock Climbing: Ascending	8

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



## Activity 4

### Handout 3: Creating a Physical Activity Vision

Providing consistent messages about healthy living to support those who make a difference in children's lives

# Creating a Vision: The first step to change

Use the worksheet below to help you think about the behaviors that you want to change to achieve healthier eating and/or physical activity habits. Think about what you would like your eating and activity to be like and what you currently do. After you have completed the worksheet, go on to create an action plan.

## Creating My Vision

1. My current eating behaviors, including where I eat, when I eat, the food I eat, the amount of noise and distractions in the room, the opportunity for social exchange and the pleasure I get from eating are like this:

---



---



---

2. Ideally, I would like my eating behaviors to be like this:

---



---



---

3. My current physical activity behaviors, including where I am active, what I do to be active, the amount of time I spend in activity, and what I like to do are like this:

---



---



---

4. Ideally, I would like my physical activity behaviors to be like this:

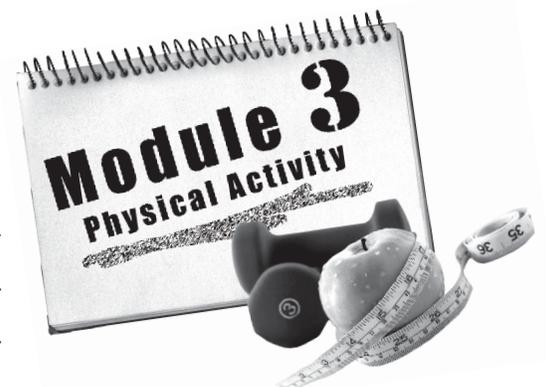
---



---



---



# Activity 4

## Handout 3: Creating a Physical Activity Vision

Providing consistent messages about healthy living to support those who make a difference in children's lives

# My Action Plan

In order to achieve my vision for eating and physical activity, I will do these three things.

- 1.
- 2.
- 3.

Barriers to reaching my vision:

---

---

---

---

What do I need to do to address the barriers?

---

---

---

---

Who can help?

---

---

---

---

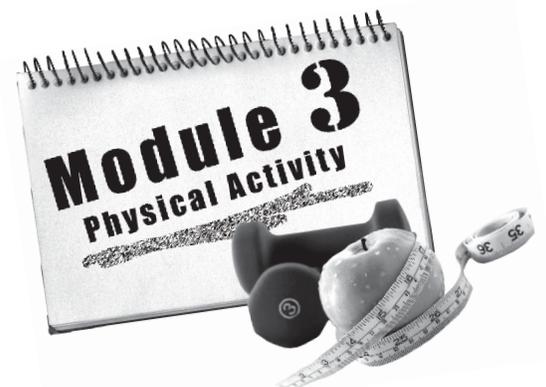
What barrier can I overcome in the next week?

---

---

---

---



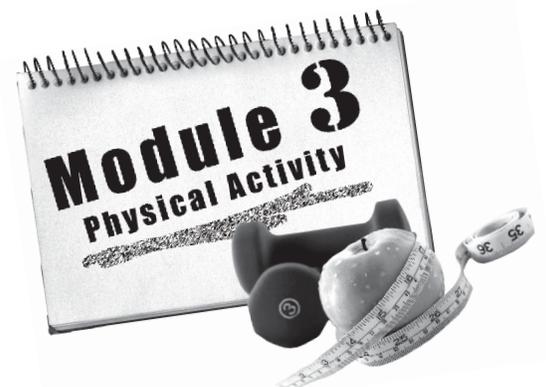
## Activity 4

## Handout 4: Lifestyle Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives

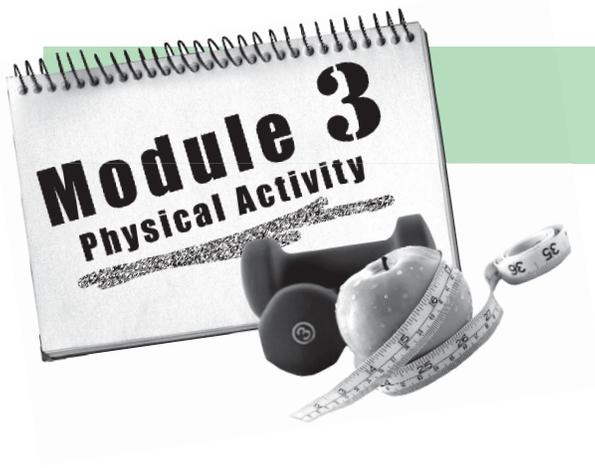
## Small Changes Add Up

- ✱ **The most important thing to accomplish is to be less sedentary...**any way you can.
- ✱ **Start thinking about physical activity as something you do in 10–15 minute time periods.** Research demonstrates that 2 bouts of activity for 15 minutes each is just as effective in improving your health as one 30 minute bout.
- ✱ **Vary your activity to keep it interesting and make it easier to stay with your new active ways.** Spend time on strength training and on vigorous activity. Don't forget to spend time in stretching—in fact, make it your primary activity for a day or two each week. Flexibility, strength and aerobic vigor are each critical components of becoming more physically active.
- ✱ **Choosing active living can mean choosing to have more fun.** Stretching is more fun than sitting. Walking is more fun than sitting. Dancing is more fun than sitting. Being active means having more fun.
- ✱ **Avoid labor saving devices**—carry a basket in the grocery store instead of pushing a cart; take the stairs instead of the elevator; pass up that moving walkway and walk the whole way yourself; bury that remote and get up to change the channel—little changes in physical activity result in less weight gain.
- ✱ **Join an exercise group or make a standing appointment with a friend to get in those 60 minutes of physical activity each day.**
- ✱ **Got a pooch?** Take that puppy for a longer walk—your dog will appreciate it and so will your body.
- ✱ **If you walk for activity, you may need new shoes as often as every 6 to 8 months.**
- ✱ **Go dancing**—on your chair! If you have a hard time standing very long on your feet, try moving your arms and legs to music when you are sitting or driving. It's fun and great activity.
- ✱ **Plant a garden to burn some extra calories.** All that digging, weeding, and hoeing all burn energy. Want to go the extra mile? Water those plants with water you haul yourself. You'll get every drop in the right place, build your arm strength and burn lots of calories.
- ✱ **Try something different that lets you learn.** Learning new physical activities can help you get in better shape and just might keep you in prime mental shape, too. Keep your brain and body working their best!



# Wrap It Up

Providing consistent messages about healthy living to support those who make a difference in children's lives



*Wrap it up by giving participants the option to make action plans for making healthy lifestyle changes.*

**Review what they learned about this topic by asking:**

- \* **What was the most convincing piece of information that you learned about physical activity today?**
- \* **What did you learn about your own physical activity habits that most surprised you?**
- \* **What do you think about the concept that you can achieve “Health at Every Size?” What are the advantages of thinking about health rather than weight?**
- \* **Think about the children with whom you work. If you had to choose one of the points that we talked about, what are you most excited about communicating to them?**

*Ask participants to complete the evaluation forms. Distribute the certificates of completion. Close by bringing participants to the Resource Table/Toolkit and providing sufficient time and opportunity to examine materials for their target audiences.*

Colorado Team Nutrition Healthy Lifestyles Training  
Certificate of Completion

is hereby granted to

\_\_\_\_\_ to certify that he/she has completed to satisfaction

**Module 3 Physical Activity**

Living the Active Life  
Be Strong, Get Fit, Have Fun!

Granted:

\_\_\_\_\_  
Instructor

## Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

Date \_\_\_\_\_ Location/Institution \_\_\_\_\_

Please place an X next to the phrase that describes the occupation you represent at this training:

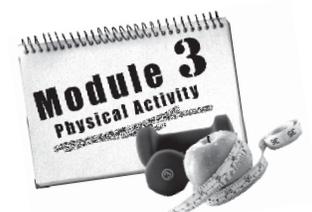
- Childcare provider                       Elementary school teacher  
 Secondary school teacher                       School foodservice professional  
 Health educator/physical education professional  
 Parent                       Other (please provide) \_\_\_\_\_

Please circle the number that best represents the extent to which you agree with the following statements:

The training has improved my knowledge and skills related to:		Disagree		Neutral		Agree
a.	Identifying personal roadblocks that keep me from living an active life	1	2	3	4	5
b.	Designing a personal plan to be more active that works with my lifestyle	1	2	3	4	5
c.	Learning about the benefits of active living	1	2	3	4	5
d.	Learning about the benefits of different types of activity	1	2	3	4	5
e.	Learning about the energy expended in different activities	1	2	3	4	5

With regard to the training components:		Disagree		Neutral		Agree
a.	The goals of the training were clearly stated	1	2	3	4	5
b.	The content of the training was well organized to meet the training goals	1	2	3	4	5
c.	The training provided opportunities to apply the skills being taught	1	2	3	4	5
d.	The trainer was knowledgeable in the topic areas covered	1	2	3	4	5
e.	I know where to seek additional help if I need it	1	2	3	4	5

Comments \_\_\_\_\_



# Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

What do you see as your greatest challenge in applying the skills you learned related to choosing a variety of foods and leading a healthier life?

What was the most helpful information you received during this training?

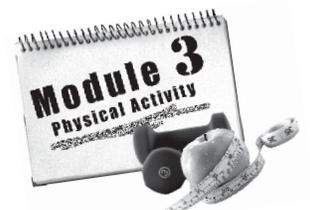
What, if anything, do you suggest we do differently in the future?

What types of trainings would you like to see provided in the future?

Do you have any specific feedback for the trainers?

Any other thoughts?

*Thank you for your participation! Drive home safely.*



## Literature Cited in Living the Active Life

Providing consistent messages about healthy living to support those who make a difference in children's lives

American Academy of Neurology, 50th annual meeting: Minneapolis, Minn: April 28, 1998.

Carmack CL, Boudreaux E, Amaral-Melendez M, Brantley PJ, de Moor C. Aerobic fitness and leisure physical activity as moderators of the stress-illness relation. *Ann Behav Med.* 1999;21(3):251-257.

Dennison BA, Erb TA, Jenkins PL. Television viewing and television in bedroom associated with overweight risk among low-income preschool children. *Pediatrics.* 2002;109(6):1028-1035.

Donnelly JE, Hill JO, Jacobsen DJ, Potteiger J, Sullivan DK, Johnson SL, Heelan K, Hise M, Fennessey PV, Sonko B, Sharp T, Jakicic JM, Blair SN, Tran ZV, Mayo M, Gibson C, Washburn RA. Effects of a 16-month randomized controlled exercise trial on body weight and composition in young, overweight men and women: the Midwest Exercise Trial. *Arch Intern Med.* 2003;163(11):1343-1350.

Gaur S. Preliminary findings of the Harbor-UCLA Medical Center study. Presented at: the Annual Meeting of the American Psychiatric Association; May 2001.

Jakicic JM, Otto AD. Physical activity considerations for the treatment and prevention of obesity. *Am J Clin Nutr.* 2005;82(1 Suppl):226S-229S.

Kempermann G, Gast D, Gage F. Neuroplasticity in old age: Sustained fivefold induction of hippocampal neurogenesis by long-term environmental enrichment. *Ann Neurol.* 2002;52 (2): 135-143.

Lee IM, Sesso HD, Oguma Y, Paffenbarger RS. Relative intensity of physical activity and risk of coronary heart disease. *Circulation.* 2003;107:1110-1116.

Matthews CE, Ockene IS, Freedson PS, Rosal MC, Merriam PA, Hebert JR. Moderate to vigorous physical activity and risk of upper-respiratory tract infection. *Med Sci Sports Exerc.* 2002;34(8): 1242-1248.

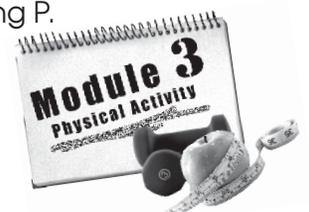
McHugh MP, Connolly DAJ, Eston RG, Kremenec IJ, Nicholas SJ, Gleim GW. The Role of Passive Muscle Stiffness in Symptoms of Exercise-Induced Muscle Damage. *Am. J. Sports Med.* 1999;27: 594-599.

Roberts CK, Nosratola D, Vaziri MD, Barnard RJ. Effect of diet and exercise intervention on blood pressure, insulin, oxidative stress, and nitric oxide availability. *Circulation.* 2002;106:2530

Roberts CK, Vaziri ND, Barnard RJ. Effect of Diet and Exercise Intervention on Blood Pressure, Insulin, Oxidative Stress, and Nitric Oxide Availability. *Circulation.* 2002;106:2530-2532.

Stewart KL, Deregis JR, Turner KL, Bacher AC, Ung J, Hees PS, Tayback M, Ouyang P. Fitness, fatness and activity as predictors of bone mineral density in older persons. *J Intern Med.* 2002;252(5):381-388.

Westerterp KR. Pattern and intensity of physical activity. *Nature.* 2001;410:539



## Websites Cited in Living the Active Life

Providing consistent messages about healthy living to support those who make a difference in children's lives

Go For Your Life™. 21 Easy Ways to Get More Action You're your Life page. Available at: [http://www.goforyourlife.vic.gov.au/hav/admin.nsf/images/21\\_easy\\_ways\\_to\\_get\\_more\\_action\\_into\\_your\\_day.pdf/\\$File/21\\_easy\\_ways\\_to\\_get\\_more\\_action\\_into\\_your\\_day.pdf](http://www.goforyourlife.vic.gov.au/hav/admin.nsf/images/21_easy_ways_to_get_more_action_into_your_day.pdf/$File/21_easy_ways_to_get_more_action_into_your_day.pdf). Accessed February 10, 2008.

Ikeda J. Wellness in Wyoming, Tenets of Size Acceptance page. Available at: <http://www.uwyo.edu/winwyoming/tenets.htm>. Accessed February 10, 2008.

Kraft Foods. 100 Ways to Burn 100 Calories page. Available at: <http://www.nabiscoworld.com/100caloriepacks/>. Accessed January 12, 2008.

U.S. Department of Health and Human Services. Dietary Guidelines for Americans page. Available at: <http://www.health.gov/dietaryguidelines/>. Accessed January 12, 2008.

U.S. Department of Agriculture. MyPyramid, Steps to a Healthier You page. Available at: <http://www.mypyramid.gov/>. Accessed January 12, 2008.

U.S. Department of Agriculture. Inside the Pyramid, Tips for Increasing Physical Activity page. Available at: [http://www.mypyramid.gov/pyramid/physical\\_activity\\_tips.html](http://www.mypyramid.gov/pyramid/physical_activity_tips.html). Accessed February 20, 2008.

Weight-control Information Network of the National Institute of Diabetes and Digestive and Kidney Diseases. Active At Any Size page. Available at [http://win.niddk.nih.gov/publications/active.htm#How\\_do\\_I\\_get\\_started](http://win.niddk.nih.gov/publications/active.htm#How_do_I_get_started). Accessed February 19, 2008.

The Wellness Councils of America. Free Resources page. Available at <http://www.welcoa.org/freeresources/?PHPSESSID=2ac68bf0d7ed65da5d12231813d38fbd>. Accessed February 6, 2008.

