

Serve Up a Healthier You

North Carolina Child Nutrition Services
 Staff Wellness Toolkit
 Mini-Lessons

Module 3, Lesson 1: Your Path to Wellness - Move More

Introduction/Description:	In the path to wellness, moving more is vital. This mini-lesson will include a general overview of moving more, including the Physical Activity Guidelines for Americans.
Objectives:	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> ▪ Identify the Physical Activity Guidelines for Americans. ▪ List a weekly goal for physical activity and muscle-strengthening.
Outcomes:	Staff will strive to improve overall wellness by expanding knowledge of the Physical Activity Guidelines for Americans and applying this knowledge to their own goals.
Handouts:	<ul style="list-style-type: none"> ▪ Module 3, Lesson 1: Your Path to Wellness - Move More Summary ▪ Be Active Your Way Fact Sheet for Adults ▪ Keeping Track worksheet
Materials:	<ul style="list-style-type: none"> ▪ Board or flip chart (Optional) ▪ Markers (Optional) ▪ Pencils or pens (Encourage staff to bring a pencil or pen.)
Activities:	<ul style="list-style-type: none"> ▪ Keeping Track
Lesson Key:	The following are symbols for the leader script: <ul style="list-style-type: none">  Spoken by the presenter  Discussion or hands-on activity  Writing activity

Script (Content and Sequence):

	Moving more, or being physically active, is very important for wellness. There are many ways that moving more can help our bodies.
	<p>Group Discussion: Lead staff in a discussion of ways that moving more can help our wellness.</p> <p>Note: Answers may be written on a board or flip chart.</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Helps you look good and feel great ▪ Increases your energy ▪ Strengthens your bones and muscles ▪ Helps you achieve or maintain a healthy weight ▪ Helps you deal with stress ▪ Improves your mood

	<ul style="list-style-type: none"> ▪ Helps you sleep better ▪ Improves your health ▪ Reduces your risk for heart disease, cancer and diabetes
	<p>The Physical Activity Guidelines for Americans have been developed to help us get the most out of moving more. These guidelines are listed on the <i>Be Active Your Way Fact Sheet for Adults</i>. Let's take a look at those guidelines.</p> <p>On the bottom of the <i>Fact Sheet</i>, you will see a chart titled "How much physical activity do I need to do?". There are two types of physical activity on this chart: aerobic and muscle strengthening.</p>
	<p>Group Discussion: When you do aerobic activity, your heart beats faster and you breathe harder. What are some examples of aerobic activity?</p> <p>Note: Answers may be written on a board or flip chart.</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Bicycling ▪ Dancing ▪ Gardening ▪ Running ▪ Swimming ▪ Walking <p>Muscle strengthening is activity that increases your muscle strength, power and size. What are some examples of muscle strengthening activities?</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Crunches ▪ Lifting weights ▪ Pilates ▪ Push-ups <p>There are many different kinds of physical activities. What are some of your favorites?</p> <p>Answers:</p> <ul style="list-style-type: none"> ▪ Varied
	<p>Now that we have discussed types of physical activity, let's look at how much physical activity we should do each week. The amounts we should do are listed in the chart on the bottom of our <i>Fact Sheet</i>.</p> <p>Aerobic: Under aerobic activity, you should do moderate aerobic activity for 2 ½ hours, or 150 minutes each week. Moderate activity makes you breathe a little harder and sweat lightly. Moderate activity includes walking fast, water aerobics, ballroom or line dancing, raking or trimming shrubs.</p> <p>You could choose instead to do vigorous activity for 1 hour and 15 minutes, or 75 minutes, each week. Vigorous activity makes you breathe harder, makes your heart beat faster and makes you sweat more. Vigorous activity includes things like jogging, swimming laps and playing basketball.</p>

	<p>You could also combine moderate and vigorous activity each week.</p> <p>What is a quick way to tell the difference between moderate and vigorous activity?</p> <p>Talk Test: If you can still carry on a conversation while exercising, then you are doing moderate activity. If you cannot comfortably carry on a conversation, then you are exercising vigorously.</p> <p>Don't be discouraged by the amount of time recommended. It doesn't seem as hard when you think about spreading it out over the week.</p> <ul style="list-style-type: none"> ▪ If you took a fast walk for 30 minutes for 5 days of the week, you will have done moderate aerobic activity for all 150 minutes. ▪ You can also split that time up during the day. For example, take a fifteen minute walk before work and walk the dog for 15 minutes when you get home. <p>Spread it out over the week, but be sure to do at least 10 minutes at a time.</p> <p><u>Muscle Strengthening:</u> At least two days a week we should do muscle strengthening activities. Examples of muscle strengthening activities are push-ups, crunches and lifting weights.</p> <p>A repetition is one movement of a muscle strengthening activity, for example, one push-up. You should do as many repetitions as you can until it is too difficult to do one without help. You can break these repetitions into sets, where you do about 8 to 12 repetitions at a time, resting after each set.</p> <p>You can do muscle strengthening activities on the days that you do aerobic activities, but your time doing muscle strengthening activities does not count toward you aerobic activity time!</p> <p>If you don't have dumbbells or other weight equipment, don't worry. You can use things around the house to help you with muscle strengthening. For example, try lifting cans of food from your pantry or bottles of water.</p> <p>Note: It is very important to check with your medical provider before starting a physical activity routine if you have heart disease, diabetes, arthritis or other symptoms that may make it difficult.</p>
	<p>Group Discussion: Think about the types of activity that you like to do. We will share our ideas with a partner.</p> <p>How could you include these activities in your week? When could you include them?</p> <p>Note: Have staff pair up. Give them a chance to discuss when they could include activities in their week. Encourage them to help their partners think of ideas. Partners could become "Activity Buddies" that check in with each other on how they are doing.</p>
	<p>Keeping Track Activity/Reflection: Now, we are going to use the <i>Keeping Track</i> worksheet to plan physical activity.</p> <p>Remember that you should start slowly. For example, if you have not been doing any physical activity, don't start out by planning to run 30 minutes three days a week. Try a 10 or 15 minute walk, or play outside with your kids or grandkids a couple of days of the week.</p>

 	<p>For strengthening activities, don't expect to start out lifting weights like a body builder. Try a couple of squats or lunges, or try lifting some cans of food from your pantry.</p> <ul style="list-style-type: none"> ▪ Under "My aerobic activities this week" on the <i>Keeping Track</i> worksheet there is a place to write a goal for the amount of time you will do aerobic activities. ▪ Under "My strengthening activities this week" on the <i>Keeping Track</i> worksheet there is a place to write a goal for the number of days you will do strengthening activities. ▪ Decide on your goals for these two, and write them down. Again, remember to start slowly. <p>Note: Give staff a chance to think about their goals and write them on the worksheet. They can share these goals with their "Activity Buddies," and plan ways to encourage and check in with each other.</p> <p>We will check in with each other to see how we are doing on our goals. Good luck!</p>
	<p>Group Discussion: Are there any questions?</p>

Module 3, Lesson 1: Your Path to Wellness - Move More Summary



Summary:

Physical Activity Guidelines for Americans:

- Aerobic activity
 - Moderate: 150 minutes per week
 - Vigorous: 75 minutes per week
- Muscle strengthening activity
 - 2 days per week

Resources:

- Be Active Your Way: A Guide for Adults
Office of Disease Prevention and Health Promotion
U.S. Department of Health and Human Services
www.health.gov/paguidelines/adultguide/default.aspx#toc
- Physical Activity for Everyone
Centers for Disease Control and Prevention
U.S. Department of Health and Human Services
www.cdc.gov/physicalactivity/everyone/guidelines/index.html
- Physical Activity Guidelines for Americans
Office of Disease Prevention and Health Promotion
U.S. Department of Health and Human Services
www.health.gov/paguidelines/guidelines/default.aspx

Module 3, Lesson 1: Your Path to Wellness - Move More Summary

Notes:

Reflection:

Goal 1 -

Goal 2 -



2008 Physical Activity Guidelines for Americans

Be Active Your Way: A Fact Sheet for Adults



Finding out what kind and how much physical activity you need

How do I do it?

It's your choice. Pick an activity that's easy to fit into your life. Do at least 10 minutes of physical activity at a time. Choose **aerobic** activities that work for you. These make your heart beat faster and can make your heart, lungs, and blood vessels stronger and more fit. Also, do **strengthening** activities which make your muscles do more work than usual.

Why should I be physically active?

Physical activity can make you feel stronger and more alive. It is a fun way to be with your family or friends. It also helps you improve your health.

How many times a week should I be physically active?

It is up to you, but it is better to spread your activity throughout the week and to be active at least 3 days a week.

How do I build up more physical activity?

Do a little more each time. Once you feel comfortable, do it more often. Then you can trade activities at a moderate level for vigorous ones that take more effort. You can do moderate and vigorous activities in the same week.

How much physical activity do I need to do?

This chart tells you about the activities that are important for you to do. Do **both** aerobic activities and strengthening activities. Each offers important health benefits. And remember, some physical activity is better than none!

Aerobic Activities

If you choose activities at a **moderate** level, do at least **2 hours and 30 minutes** a week.

If you choose **vigorous** activities, do at least **1 hour and 15 minutes** a week.

- Slowly build up the amount of time you do physical activities. The more time you spend, the more health benefits you gain. Aim for twice the amount of activity in the box above.
- Do at least 10 minutes at a time.
- You can combine moderate and vigorous activities.

Muscle Strengthening Activities

Do these at least **2 days** a week.

- Include all the major muscle groups such as legs, hips, back, chest, stomach, shoulders, and arms.
- Exercises for each muscle group should be repeated 8 to 12 times per session.

Be Active, Healthy, and Happy!



How can I tell an activity at a moderate level from a vigorous one?

Vigorous activities take more effort than moderate ones. Here are just a few moderate and vigorous aerobic physical activities. Do these for **10 minutes or more** at a time.

Moderate Activities

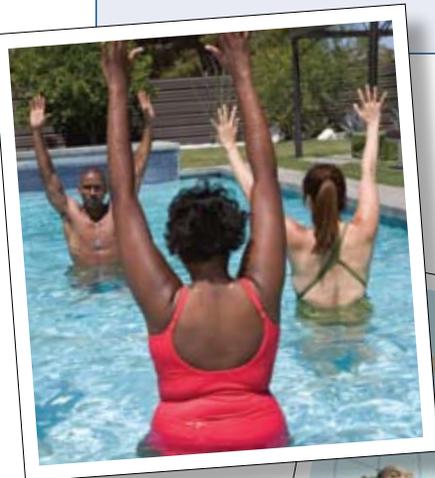
(I can talk while I do them, but I can't sing.)

- Ballroom and line dancing
- Biking on level ground or with few hills
- Canoeing
- General gardening (raking, trimming shrubs)
- Sports where you catch and throw (baseball, softball, volleyball)
- Tennis (doubles)
- Using your manual wheelchair
- Using hand cyclers—also called ergometers
- Walking briskly
- Water aerobics

Vigorous Activities

(I can only say a few words without stopping to catch my breath.)

- Aerobic dance
- Biking faster than 10 miles per hour
- Fast dancing
- Heavy gardening (digging, hoeing)
- Hiking uphill
- Jumping rope
- Martial arts (such as karate)
- Race walking, jogging, or running
- Sports with a lot of running (basketball, hockey, soccer)
- Swimming fast or swimming laps
- Tennis (singles)



For more information, visit www.healthfinder.gov/getactive

Be active your way by choosing activities you enjoy!

2008 Physical Activity Guidelines for Americans

Be Active Your Way



Keeping track of what you do each week

Make copies of the forms on the next page to write down your goals and track your activities each week. There are examples below.

The first form is for aerobic activities. The second form is for strengthening activities. Be active **your way** by choosing activities you enjoy!



Tracking works!

"I made a copy of the tracking forms and keep them handy to fill out each day. Know what? When I fill out the forms—it's easier to reach my weekly goal."

Example: My aerobic activities this week

My goal is to do aerobic activities for a total of 2 hours and 30 minutes this week.

What I did	Effort	When I did it and for how long							Total hours or minutes
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
<i>Walked</i>	<i>Moderate</i>		<i>30 min</i>	<i>30 min</i>		<i>30 min</i>		<i>30 min</i>	<i>2 hours</i>
<i>Biked fast</i>	<i>Vigorous</i>						<i>30 min</i>		<i>30 min</i>
This is the total number of hours or minutes I did these activities this week:									<i>2 hours and 30 min</i>

Example: My strengthening activities this week

My goal is to do strengthening activities for a total of 2 days this week.

What I did	When I did it							Total days
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
<i>Sit-ups</i>	<i>Yes</i>							<i>1 day</i>
<i>Stretch bands</i>				<i>Yes</i>				<i>1 day</i>
This is the total number of days I did these activities this week:								<i>2 days</i>

Be active **your way** by choosing activities you enjoy!

My aerobic activities this week

My goal is to do aerobic activities for a total of _____ hours and _____ minutes this week.

What I did	Effort	When I did it and for how long							Total hours or minutes
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
This is the total number of hours or minutes I did these activities this week:									

My strengthening activities this week

My goal is to do strengthening activities for a total of _____ days this week.

What I did	When I did it							Total days
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
This is the total number of days I did these activities this week:								

For more information, visit www.healthfinder.gov/getactive

Be Active, Healthy, and Happy!

Serve Up a Healthier You

North Carolina Child Nutrition Services
 Staff Wellness Toolkit
 Mini-Lessons

Module 3, Lesson 2: Fitness to Fit your Lifestyle

Introduction/Description:	Have you wanted to add more physical activity in your life, but just aren't sure where to start? Do you feel that there are too many things keeping you from being physically active? This mini-lesson will cover ways to add physical activity into your lifestyle and overcome some of the barriers you may face.
Objectives:	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> ▪ Identify at least two barriers to physical activity that they face, and determine strategies they can use to overcome each barrier. ▪ List at least two lifestyle changes they can make for adding physical activity.
Outcomes:	Staff will strive to improve overall wellness by increasing physical activity through lifestyle changes as well as overcoming individual barriers to physical activity.
Handouts:	<ul style="list-style-type: none"> ▪ Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary ▪ American College of Sports Medicine Keep it Simple (Optional)
Materials:	<ul style="list-style-type: none"> ▪ Board or flip chart (Optional) ▪ Markers (Optional) ▪ Pencils or pens (Encourage staff to bring a pencil or pen.)
Activities:	<ul style="list-style-type: none"> ▪ My Barrier ▪ As If (Optional)
Lesson Key:	The following are symbols for the leader script: <ul style="list-style-type: none">  Spoken by the presenter  Discussion or hands-on activity  Writing activity

Script (Content and Sequence):

	Have you wanted to add more physical activity in your life, but just aren't sure where to start? Do you feel that there are too many things keeping you from being physically active? This mini-lesson will cover ways to add physical activity into your lifestyle and overcome some of the barriers you may face.
	<p>Group Discussion: What are some of the favorite activities that you did when you were a kid?</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Basketball ▪ Dancing ▪ Gymnastics ▪ Hopscotch

	<ul style="list-style-type: none"> ▪ Jumping rope ▪ Karate ▪ Kickball ▪ Playing on a playground set ▪ Riding a bike ▪ Soccer ▪ Swimming ▪ Tag ▪ Throwing a football/baseball/softball with parent or friend
	<p>When we were children, play time and P.E. at school were probably our favorite times of the day. Now that we are adults, it can sometimes be difficult to add physical activity and “play time” into our busy lives because of all of our extra responsibilities.</p> <p>Making physical activity a part of an adult lifestyle is not as difficult as it may seem. You can be more active in even your ordinary, everyday tasks.</p> <p>Here are a few examples of ways to make those ordinary tasks more active:</p> <ul style="list-style-type: none"> ▪ Instead of looking for the closest parking space, park farther away and walk. ▪ Use the stairs instead of the elevator. ▪ Walk or jog to the mailbox.
	<p>Group Discussion: What are some other ways to make your lifestyle more active?</p> <p>Note: Answers may be written on a board or flip chart.</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Do jumping jacks or jog in place during the commercials of a TV show. ▪ Instead of watching TV, take a walk, ride a bike, play a game with the kids or do an exercise video. ▪ Try some of the new exercise/active video games. ▪ Pick up the pace when walking around the shopping mall. ▪ Pick up the pace when walking the dog. ▪ Play with your kids at the park instead of sitting on the bench watching them. ▪ Take a quick walk in the neighborhood around the school or on the school playground/track during a break or lunch time. ▪ Walk around the field when your kids or grandkids are at a practice or game.
	<p>Making some of these lifestyle changes will be an easy way to start being more physically active. Once you see that you can make these small changes, following the Physical Activity Guidelines may not seem as difficult.</p> <p>The Physical Activity Guidelines for Americans tell us that adults need 2 ½ hours of moderate intensity aerobic activity such as brisk walking each week. This time can be separated into smaller chunks throughout the week, as long as it adds up to 2 ½ hours, or 150 minutes. Guidelines also tell us that we need at least two days of muscle strengthening activities per week.</p> <p>Many times, we can find all kinds of reasons for not including this much activity. These reasons are also called barriers. An example of a barrier might be, “I don’t like to exercise.”</p>
	<p>Group Discussion: What are some reasons, or barriers, that you think keep you from being active?</p> <p>Note: Answers may be written on a board or flip chart.</p>

Serve Up a Healthier You

	<p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Don't know how to be physically active, am not confident in my abilities ▪ Don't know how to set goals or monitor progress ▪ Don't have parks, sidewalks, bicycle trails that are safe or convenient ▪ Don't have money to join a gym or exercise facility or purchase special equipment ▪ Fear of being injured or have injuries/physical issues ▪ Inconvenience ▪ Lack of support or encouragement from family/friends ▪ Lack of time/too busy for exercise ▪ No/little motivation ▪ Not enjoyable/boring ▪ Self-conscious about the way I look or being seen by others
	<p>Let's look at the example that was mentioned earlier, "I don't like to exercise." One way to try and overcome that barrier would be to find an activity that you do enjoy. For example, you love watching one of the reality dance shows on TV and think that you would enjoy learning to dance. You could try to find a local recreation center that offers a ballroom dancing class once a week. If you think you would be uncomfortable doing that, you could try to find one of the new exercise videos that is based on ballroom dancing. Or you could just turn on some music and dance any way you like.</p>
 	<p>My Barrier Activity: Decide on the biggest barrier to physical activity that affects you. Write that barrier down under "My Barrier" on the <i>Summary</i> handout. You and a partner will discuss ways to overcome that barrier. Write those ideas down on the <i>Summary</i> handout.</p> <p>Note: Divide staff into small groups of 2 to 3. Have them share ideas for overcoming each group member's barrier. Give them time to write down the ideas on the <i>Summary</i> handout. You may choose to have the staff share these with the group.</p>
	<p>You may choose to do the "As If" activity at this point in the lesson.</p>
 	<p>Reflection: Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> ▪ You can become more active by making some small lifestyle changes. ▪ In order to reach the goal of 2 ½ hours of moderate aerobic activity each week (according to the Physical Activity Guidelines for Americans), you need to try and overcome barriers. ▪ You wrote down several ways to overcome one of your biggest barriers on your <i>Summary</i> handout. ▪ Decide on two of those ways to overcome your barrier, and make those your goals for the next week. ▪ Write them down under "Reflection" on your <i>Summary</i> handout. <p>Note: Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p>Group Discussion: Are there any questions?</p>

Activity: As If

	<p>We talked about activities that we liked to do when we were younger. Now, let's pretend we are kids again and have a little fun with an activity.</p> <p>Please be safe. Only move in ways that you feel comfortable with this activity.</p>
	<p>Instructions:</p> <ul style="list-style-type: none">▪ Have everyone spread out in the room.▪ Have staff act out each sentence for 20-30 seconds.<ul style="list-style-type: none">▪ Jog in place as if a big scary bear is chasing you.▪ Walk forwards as if you're walking through chocolate pudding.▪ Jump in place as if you are popcorn popping.▪ Reach up as if grabbing balloons out of the air.▪ March in place and play the drums as if you are in a marching band.▪ Paint as if the paint brush is attached to your head.▪ Swim as if you are in a giant pool of Jell-O.▪ Move your feet on the floor as if you are ice skating.▪ Shake your body as if you are a wet dog. <p><i>Adapted from Energizers: Classroom-Based Physical Activities</i></p>

Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary



Summary:

- You can become more active by making some small lifestyle changes.
- In order to reach the goal of 2 ½ hours of moderate aerobic activity each week (according to the Physical Activity Guidelines for Americans), you need to try and overcome barriers.

Resources:

- **Be Active Your Way: A Guide for Adults**
Office of Disease Prevention and Health Promotion
U.S. Department of Health and Human Services
www.health.gov/paguidelines/adultguide/default.aspx#toc
- **Exercise & Physical Activity: Your Everyday Guide**
National Institute on Aging, National Institutes of Health
U.S. Department of Health and Human Services
www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/
- **Physical Activity for Everyone Videos**
Centers for Disease Control and Prevention
U.S. Department of Health and Human Services
www.cdc.gov/physicalactivity/everyone/videos/index.html

Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary

My Barrier

My biggest barrier to physical activity is _____

Ways to overcome that barrier:

Notes:



Reflection:

Goal 1 -

Goal 2 -



Keep It Simple: The anytime, anywhere exercise program

If everyone took a brisk half-hour walk each day, the health of our world would be remarkably improved. And if everyone did minimal strength training and stretching, there would be tremendous added benefits.

MyExercisePlan.com provides you with the necessary resources to create an exercise program, from the very simple to the fairly complex. Let's take a look at a "keep it simple" routine in each of the three components of an exercise program.

Aerobic Exercise

For most people, the simplest aerobic activity is walking or jogging. Minimal equipment is required; just put on your shoes and head out. But if you have easy access to equipment, then all the types of aerobic activity can be very simple. What aerobic activities are the easiest access for you?

- | | |
|--|---|
| <input type="checkbox"/> Walking | <input type="checkbox"/> Rowing |
| <input type="checkbox"/> Walking - treadmill | <input type="checkbox"/> Stationary Rowing |
| <input type="checkbox"/> Jogging | <input type="checkbox"/> Elliptical Trainer |
| <input type="checkbox"/> Jogging - treadmill | <input type="checkbox"/> Group Exercise |
| <input type="checkbox"/> Swimming | <input type="checkbox"/> Stepper |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Indoor Cycling | <input type="checkbox"/> _____ |

Remember: Aerobic exercise that is moderate in intensity is also part of the "keeping it simple" theme. It is more difficult to keep up a habit that involves "hard" aerobic exercise—not impossible, just more difficult at the beginning of your exercise program.

Strength Exercise

Bodyweight exercise is a great way to keep your strength training simple. Here are some bodyweight exercises that work most of the major muscle groups:

- Push-up – chest, triceps
- Crunches – middle and side abdominals
- Pull-ups – biceps and upper back (you do need a bar – if you can't do one pull-up, then jump up and lower yourself)
- Squats and Lunges – gluteals, quads and hamstrings (that's butt, front thigh and back thigh)
- Dips – triceps (from the front of a chair or bench)

If you have easy access to equipment then things can really open up for you. Exercise tubing is great anytime/anywhere equipment.

Stretching

Stretching certainly can be done almost anytime and anywhere. An exercise mat or towel is a very "nice to have."

Pick at least one stretch for each of the following muscle groups. MyExercisePlan.com provides tutorials on how to perform these exercises.

- | | |
|------------|--------------------------|
| Upper Back | Front Thigh (quadriceps) |
| Lower Back | Back Thigh (hamstrings) |
| Chest | Inner Thigh |
| Triceps | Hips |
| Shoulders | Gluteals (butt) |
| Neck | Calves |

Keep your exercising as simple as it needs to be. There is tremendous return on investment from the simplest of routines.



Serve Up a Healthier You

North Carolina Child Nutrition Services
 Staff Wellness Toolkit
 Mini-Lessons

Module 3, Lesson 3: Smart Moves - Get Started Safely

Introduction/Description:	Have safety issues ever kept you from physical activity or exercise? Do you feel like you want to start moving more but are afraid you might hurt yourself? This mini-lesson will explore some safety barriers to moving more and cover strategies for getting started safely.
Objectives:	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> ▪ Identify three steps to take for being safe while moving more. ▪ Demonstrate stretching exercises that can be used for warming up and cooling down.
Outcomes:	Staff will strive to improve overall wellness by overcoming safety barriers and implementing warm-up and cool-down activities when doing physical activity.
Handouts:	<ul style="list-style-type: none"> ▪ Module 3, Lesson 3: Smart Moves - Get Started Safely Summary
Materials:	<ul style="list-style-type: none"> ▪ Board or flip chart (Optional) ▪ Markers (Optional) ▪ Pencils or pens (Encourage staff to bring a pencil or pen.)
Activities:	<ul style="list-style-type: none"> ▪ Stretch Yourself!
Lesson Key:	The following are symbols for the leader script: <ul style="list-style-type: none">  Spoken by the presenter  Discussion or hands-on activity  Writing activity

Script (Content and Sequence):

	Have safety issues ever kept you from physical activity or exercise? Do you feel like you want to start moving more, but are afraid you might hurt yourself? This mini-lesson will explore some safety barriers to moving more and will cover strategies for getting started safely.
	<p>Group Discussion: What are some safety issues that might have kept you from moving more?</p> <p>Note: Answers may be written on a board or flip chart.</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Don't like doing activities outside by myself (walking, running, biking) ▪ Don't like doing activity at night or in the early morning, and that is the only time I have ▪ Don't like walking or running near traffic ▪ Don't want to hurt my back, joints, or bones ▪ Don't want to make a pain I already have worse

	<ul style="list-style-type: none"> ▪ Don't want try a new piece of equipment because I am afraid I'll hurt myself ▪ Have health issues that make me afraid to move more ▪ Hurt myself doing activity in the past and am afraid I'll hurt myself again ▪ Want to go outside, but neighborhood isn't safe
	<p>Sometimes, there are things that get in the way of making a change like trying to move more. These things are called barriers. As you can see from our answers, there may be some safety barriers that are keeping us from moving more.</p> <p>There are many benefits to physical activity, or moving more. If you take the right steps to be safe, then the benefits of moving more will be much greater than the chances of getting hurt.</p> <p>We are going to cover three steps to take to be safe when moving more:</p> <ol style="list-style-type: none"> 1. Make sure you are healthy enough to start moving more. 2. Follow some general safety rules. 3. Warm up at the beginning and cool down at the end of any activity. <p>First, make sure you are healthy enough to start moving more. If you have diabetes, lung disease, heart disease, back problems, joint or muscle problems, or any other health issues that could be affected by moving more, check with your medical provider first. He or she can give you advice on how to start and which activities may be best for you.</p> <p>Next, follow some general safety rules. For example, if you are going for a walk in the neighborhood, be sure to let someone know where you will be and when you expect to be back.</p>
	<p>Group Discussion: What might be some other safety rules or tips to follow if you were doing an outdoor activity?</p> <p>Note: Answers may be written on a board or flip chart.</p> <p>Answers: (may include, but are not limited to)</p> <ul style="list-style-type: none"> ▪ Always be aware of your surroundings. ▪ Avoid trails or routes that are isolated or private. ▪ Carry a cell phone if you have one. ▪ Carry identification with you, including an emergency contact name and number. ▪ Take a buddy (friend, family member or dog) with you. ▪ Dress for the weather. ▪ Go to a public place. ▪ On a warm day, take breaks and avoid doing the activity during the hottest time of the day. ▪ Wear sunscreen, a hat and sunglasses during the day. ▪ Wear reflective material, especially at night or in dim light, so that you can be seen by drivers. ▪ Carry water with you if you will be out more than one hour.
	<p>Other safety tips for any activity include:</p> <ul style="list-style-type: none"> ▪ Drink plenty of water before, during, and after doing your activity. ▪ Stop doing the activity if you feel light-headed or dizzy, nauseous, or have severe pain or pressure in your chest or other area of your body. If this doesn't go away after a few minutes, call an emergency number or have someone call for you. ▪ Wear clothing and shoes that are right for the activity. For example, wear tennis shoes instead of flip-flops to take a brisk walk. Wear loose fitting, cool clothes if you are doing an activity outside during the summer. ▪ When trying a new piece of exercise or strength-training equipment, read the instructions or have someone show you the right way to use it.



Most importantly, start slowly and gradually build on what you are doing. If you are just starting to move more, don't expect to run a race in a week! Add a little extra effort each week to build on what you are doing. Starting slowly can help you avoid unwanted injuries.

The final safety step for being safe while moving more is warm up at the beginning and cool down at the end of any activity. Doing a warm-up and cool-down will help you prevent any injuries and lower muscle soreness.

In order to warm up before an activity:

- Start by doing the activity at a slower pace, for about 5 minutes.
- Then, stop and do some stretching.

When you are cooling down at the end of an activity:

- Slow down your pace, for about 5 minutes.
- Then, finish with some stretching.



Stretch Yourself! Activity:

Let's try a few stretching exercises to help you get started. Please be safe. Only move in ways that you feel comfortable with this activity.

Note: If staff have had neck, shoulder, back, hip or knee surgery, they should talk with their medical provider before trying this activity.

Instructions:

- Have staff spread out in the room. Have them walk or march in place to warm up before stretching.
- Neck Stretch (This stretch can be done standing or seated in a sturdy, armless chair.)
 - Keep your feet flat on the floor, shoulder-width apart.
 - Slowly turn your head to the right until you feel a slight stretch. Stop if you feel pain.
 - Be careful not to tip or tilt your head forward or backward, but hold it in a comfortable position.
 - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
 - Turn your head to the left.
 - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
 - **Note:** Lead this stretch two more times.
- Chest Stretch (This stretch can be done standing or seated in a sturdy, armless chair.)
 - Keep your feet flat on the floor, shoulder-width apart.
 - Hold your arms to your sides at shoulder height, with your palms facing forward.
 - Slowly move your arms back, while squeezing your shoulder blades together, until you feel a slight stretch. Stop if you feel pain.
 - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
 - **Note:** Lead this stretch two more times.
- Torso Stretch
 - Stand with your feet flat on the floor, shoulder-width apart, knees slightly bent.
 - Lift your arms over your head and clasp your hands. Stop if you feel pain. Do not arch your back.
 - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
 - **Note:** Lead this stretch two more times.

Source: *My Eat Smart, Move More Flexibility, Exercise & Physical Activity: Your Everyday Guide*

	<p>Remember to warm up for about 5 minutes before doing your stretches, and cool down for about 5 minutes at the end of your activity before stretching.</p> <p>For example, if you wanted to take a walk around the local school track:</p> <ul style="list-style-type: none"> ▪ Walk a lap or two around the track, equaling about 5 minutes. ▪ Then, stop and stretch your upper body and lower body. ▪ Do your walking activity at a faster pace than your warm-up. ▪ Once you have completed your walk, be sure to end with a 5 minute walk at a slower pace. ▪ Finally, stretch again. <p>There are several resources for stretching exercises listed on your <i>Summary</i> handout.</p>
 	<p>Reflection: Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> ▪ Safety barriers may keep us from moving more, but we can take certain steps to be sure that the benefits of moving more are much greater than the chances of getting hurt. ▪ There are three steps to take to be safe when moving more: <ul style="list-style-type: none"> ▪ Make sure you are healthy enough to start moving more. ▪ Follow some general safety rules. ▪ Warm up at the beginning and cool down at the end of any activity. ▪ Warming up and cooling down require stretching exercises, which help to prevent injuries and muscle soreness. ▪ Think of two safety issues that are keeping you from moving more. ▪ Now, think of two things that you could do to overcome these barriers. For example, if you don't like walking by yourself, you might try to find a buddy to walk with this week. ▪ Write down these two things as your goals for the next week under the "Reflection" section of your <i>Summary</i> handout. <p>Note: Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p>Group Discussion: Are there any questions?</p>

Module 3, Lesson 3: Smart Moves - Get Started Safely Summary



Summary:

- Safety barriers may keep us from moving more, but we can take certain steps to be sure that the benefits of moving more are much greater than the chances of getting hurt.
- There are three steps to take to be safe when moving more:
 - Make sure you are healthy enough to start moving more.
 - Follow some general safety rules.
 - Warm up at the beginning and cool down at the end of any activity.
- Warming up and cooling down require stretching exercises, which help to prevent injuries and muscle soreness.

Resources:

- Exercise & Physical Activity: Your Everyday Guide
National Institute on Aging, National Institutes of Health
U.S. Department of Health and Human Services
www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/
- Flexibility
My Eat Smart, Move More
N.C. Division of Public Health
www.myeatsmartmovemore.com/Texts/Flexibility.pdf
- Stretching and Flexibility Exercises
American Heart Association
www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Stretching-and-Flexibility-Exercises_UCM_307383_Article.jsp

Module 3, Lesson 3: Smart Moves - Get Started Safely Summary

Notes:



Reflection:

Goal 1 -

Goal 2 -

Serve Up a Healthier You

North Carolina Child Nutrition Services
 Staff Wellness Toolkit
 Mini-Lessons

Module 3, Lesson 4: FITTness - Where Do You Stand?

Introduction/Description:	The FITT principle can help you know where you stand when it comes to physical activity and can help you set goals for improving your physical activity and wellness. This mini-lesson will describe what FITT means and how you can apply it to your own plan for wellness.
Objectives:	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> ▪ Identify the four parts of the FITT principle. ▪ Write their own physical activity goals based on the FITT principle.
Outcomes:	Staff will strive to improve overall wellness by applying the FITT principle to their physical activity goals.
Handouts:	<ul style="list-style-type: none"> ▪ Module 3, Lesson 4: FITTness, Where Do You Stand? Summary ▪ National Heart, Lung and Blood Institute Sample Walking Program ▪ Eat Smart, Move More, Weigh Less Walking Equivalents of Other Aerobic Activities
Materials:	<ul style="list-style-type: none"> ▪ Board or flip chart (Optional) ▪ Markers (Optional) ▪ Pencils or pens (Encourage staff to bring a pencil or pen.)
Activities:	<ul style="list-style-type: none"> ▪ See Jane Move ▪ FITTness - Where do you stand?
Lesson Key:	The following are symbols for the leader script: <ul style="list-style-type: none">  Spoken by the presenter  Discussion or hands-on activity  Writing activity

Script (Content and Sequence):

	<p>FITT is something that we can use to remind us of how we can get results from moving more, or doing physical activity. Each letter of FITT stands for something that we can apply to our physical activity routines.</p> <p>Note: Write the word FITT on a board or flip chart. You can use the <i>FITTness, Where do you stand? Summary</i> handout if you do not have access to a board or flip chart. Staff can use this worksheet to take any notes about the mini-lesson and will use it to write down goals at the end of the lesson.</p>
 	<p>Group Discussion: Can anyone think of what the “F” might stand for? Answer: Frequency</p> <p>Note: Write the rest of the word “Frequency” using the “F” on the board, or ask staff to write “Frequency” on their <i>Summary</i> handout.</p>

	<p>Frequency is how often you are active.</p>
 	<p>Group Discussion: Can anyone guess what they think the “I” stands for? Answer: Intensity</p> <p>Note: Write the rest of the word “Intensity” using the “I” on the board, or ask staff to write “Intensity” on their <i>Summary</i> handout.</p>
	<p>Intensity is how hard you are working when you are doing physical activity. In Module 3, Lesson 1: Moving More, we discussed two types of aerobic physical activity. One type was moderate and the other was vigorous.</p>
 	<p>Group Discussion: Can anyone guess what they think the two “T’s” stand for? Answer: Time and Type</p> <p>Note: Write the rest of the words “Time” and “Type” using the two “T’s” on the board, or ask staff to write “Time” and Type” on their <i>Summary</i> handout.</p>
	<p>Time is how long you do the activity. Type is the kind of activity that you do.</p>
	<p>See Jane Move Activity: Let’s consider an example to see how these concepts work together.</p> <p>Jane walks either outside or in the mall five days a week for 30 minutes each day. While she is walking, she is breathing fast and can talk but cannot sing.</p> <p>Group Discussion: What is the frequency of Jane’s physical activity? Answer: 5 days a week</p> <p>What gives us a clue about how hard she is working, or her intensity? Answer: The clues are that she is breathing fast and can talk but cannot sing.</p> <p>What is her intensity (moderate or vigorous)? Answer: Jane is working at a moderate intensity since she can still talk without being short of breath. If she could not talk without being short of breath then her intensity would be vigorous.</p> <p>What is the time and type of her activity? Answer: Jane’s time is 30 minutes each day, totaling 150 minutes each week. Her type of activity is walking.</p>
 	<p>FITness - Where do you stand? Activity: Now, let’s think about how we can use FITT to apply to our physical activity goals.</p> <p>What is your FITTness now?</p> <p>Think about the frequency, intensity, time and type of physical activity that you do now. Write this down on your <i>Summary</i> handout under “What is my FITTness now?”.</p> <p>Note: Give staff time to think about and write down their FITTness now.</p>
	<p>FITT Goals: We can use the FITT idea to set goals for frequency, intensity, time and type of physical activity. Let’s talk about a few general goals that we should be trying to reach.</p> <p>Frequency: Try to increase the frequency of your activity slowly to five or more days of the week. For example, someone who is physically active one or two days a week should not all of a sudden try to fit</p>

	<p>in four more days. They may want to try to add one or two days at a time until they reach a total of five.</p> <p>Intensity: As your body adjusts to being more active, what might have been difficult when you first started will become easier. For example, Jane was walking for five days a week, 30 minutes a day at a moderate intensity. After two months of this activity, she has lost about 6 pounds and has realized that it has gotten easier for her. She can even sing at the pace (or quickness of steps) that she is walking. In order to get the most out of her physical activity, she will need to pick up her pace and walk faster to make it moderate intensity now. She may also want to try some vigorous intensity activities as well. Once she gets used to her new moderate intensity walk, she may try to add in 2 minutes of jogging after every five minutes of walking.</p> <p>Time: Time is another important part of being active. Try to make the Physical Activity Guidelines for Americans your guide for time. Remember that the guidelines set a minimum goal of 150 minutes of moderate intensity aerobic activity each week. Jane is already reaching this goal by spreading the time out over five days of the week. The most important thing to remember is to try to be active for at least 10 minutes at a time without stopping.</p> <p>Type: Finally, we have type. Think about the kinds of activities that you like to do best or would like to do. In order to keep you interested and to give your body a chance to do different things, try to mix up different types of your favorite activities each week. Or try new activities. For example, Jane may like to dance. She found out that the community recreation center is starting a new ballroom dancing class, so she signed up. This can count toward her physical activity time in addition to walking and is a fun thing that Jane enjoys.</p> <p>The <i>Sample Walking Program</i> handout from the National Heart, Lung and Blood Institute offers guidance on how to start a walking routine and slowly build upon it over time.</p> <p>Your physical activity routine may include different types of activities throughout the week. The <i>Walking Equivalents of Other Aerobic Activities</i> from <i>Eat Smart, Move More, Weigh Less</i> allows you to convert those activities to equivalents of time walking.</p>
	<p>FITness - Where do you stand? Activity, Continued/Reflection: Now, we are going to think about our own goals. Based on what we just talked about...</p> <ul style="list-style-type: none"> What are some goals for frequency, intensity, time and type that you would like to set for yourself based on where you are now? Think about it for a moment, and then write it down on your <i>Summary</i> handout. <p>Note: Give staff time to think about and write down their goals. If “activity buddies” were established in Module 3, Lesson 1: Move More, staff members can pair up and share with their “activity buddies.”</p> <p>We will continue to check in with each other to see how we are doing.</p>
	<p>Group Discussion: Are there any questions?</p>

Module 3, Lesson 4: FITTness - Where Do You Stand? Summary



Summary:

The FITT Principle:

- F = Frequency - How often are you active?
- I = Intensity - How hard are you working?
- T = Time - How long are you active?
- T = Type - What different types of activities are you doing?

Resources:

- Be Active Your Way: A Guide for Adults
Office of Disease Prevention and Health Promotion
U.S. Department of Health and Human Services
www.health.gov/paguidelines/adultguide/default.aspx#toc
- Exercise & Physical Activity: Your Everyday Guide
National Institute on Aging, National Institutes of Health
U.S. Department of Health and Human Services
www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/
- Physical Activity for Everyone
Centers for Disease Control and Prevention
U.S. Department of Health and Human Services
www.cdc.gov/physicalactivity/everyone/guidelines/index.html
- Physical Activity Guidelines for Americans
Office of Disease Prevention and Health Promotion
U.S. Department of Health and Human Services
www.health.gov/paguidelines/guidelines/default.aspx
- Public Resources
American College of Sports Medicine
www.acsm.org/access-public-information
- Sample Walking Program
National Heart, Lung and Blood Institute, National Institutes of Health
U.S. Department of Health and Human Services
www.nhlbi.nih.gov/hbp/prevent/p_active/walk.htm

Module 3, Lesson 4: FITTness - Where Do You Stand? Summary

F	Notes:
I	Notes:
T	Notes:
T	Notes:

What is my FITTness now?

What is my FITTness goal?

Notes:

Reflection:

Goal 1 -

Goal 2 -



Serve Up a Healthier You**Sample Walking Program**

	Warm Up	Activity	Cool Down	Total Time (Minutes)
Week 1				
Session A	Walk slowly for 5 minutes.	Then, walk briskly for 5 minutes.	Then, walk slowly for 5 minutes.	15
Session B	Repeat above pattern.			
Session C	Repeat above pattern.			
Continue with at least three walking sessions during each week of the program.				
Week 2	Walk slowly for 5 minutes.	Then, walk briskly for 7 minutes.	Then, walk slowly for 5 minutes.	17
Week 3	Walk slowly for 5 minutes.	Then, walk briskly for 9 minutes.	Then, walk slowly for 5 minutes.	19
Week 4	Walk slowly for 5 minutes.	Then, walk briskly for 11 minutes.	Then, walk slowly for 5 minutes.	21
Week 5	Walk slowly for 5 minutes.	Then, walk briskly for 13 minutes.	Then, walk slowly for 5 minutes.	23
Week 6	Walk slowly for 5 minutes.	Then, walk briskly for 15 minutes.	Then, walk slowly for 5 minutes.	25
Week 7	Walk slowly for 5 minutes.	Then, walk briskly for 18 minutes.	Then, walk slowly for 5 minutes.	28
Week 8	Walk slowly for 5 minutes.	Then, walk briskly for 20 minutes.	Then, walk slowly for 5 minutes.	30
Week 9	Walk slowly for 5 minutes.	Then, walk briskly for 23 minutes.	Then, walk slowly for 5 minutes.	33
Week 10	Walk slowly for 5 minutes.	Then, walk briskly for 26 minutes.	Then, walk slowly for 5 minutes.	36
Week 11	Walk slowly for 5 minutes.	Then, walk briskly for 28 minutes.	Then, walk slowly for 5 minutes.	38
Week 12 and beyond	Walk slowly for 5 minutes.	Then, walk briskly for 30 minutes.	Then, walk slowly for 5 minutes.	40

Adapted from the National Heart, Lung and Blood Institute, National Institutes on Health, U.S. Department of Health and Human Services

Walking Equivalents of Other Aerobic Activities

Your physical activity routine may include different types of activities throughout the week. Different types of activities provide different benefits, which is important for a well-rounded routine.

Use the chart below to convert minutes of activities other than walking to a number that can be recorded on your *How Active I Am* log.

First, locate the type of activity performed in the left hand column of the table below, then multiply the number of minutes you performed the activity by the corresponding number in the right hand column of the table.



For example:

If you went dancing for 60 minutes: Or

If you jogged for 30 minutes:

60 minutes dancing x 1.0 = 60 minutes
Record 60 minutes.

30 minutes x 2.0 = 60 minutes
Record 60 minutes.

If an activity is not listed in the table below, find the activity that most closely relates to the activity you performed and follow the conversion steps as explained above.

Activity	Time walking*
Bicycling (slower than 10 miles per hour)	1.0
Elliptical trainer	1.0
Stair climbing machine (light to moderate)	1.0
Dancing	1.0
Golf (walking and carrying clubs)	1.0
Walking (13 minutes per mile)	1.4
Stair climbing machine (vigorous)	1.6
Rowing machine (vigorous)	1.6
Aerobic Dance or Step Aerobics	1.6
Swimming (slow freestyle laps)	1.7
Running/jogging (12 minutes per mile)	2.0
Bicycling (10 miles per hour or faster)	2.0
*Based on walking at a pace of 17 minutes per mile	

Adapted from *Eat Smart, Move More, Weigh Less*, N.C. Division of Public Health and N.C. Cooperative Extension

