



The Arc
Gloucester



THE ARC GLOUCESTER

Healthfully Yours

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HealthMeet

[HealthMeet](#)[®], a project of The Arc funded in 2012 by the Centers for Disease Control and Prevention, leverages its national network of close to 700 chapters, national disability organizations, health professionals, university systems, and other key stakeholders to help reduce health disparities and increase the longevity and quality of life for people with intellectual disability (ID). Twenty-three chapters in the states of California, Massachusetts, North Carolina, New Jersey, and Pennsylvania participated in HealthMeet between 2012 and 2016.

HealthMeet was designed to provide free community-based health assessments completed by trained nursing and medical students and licensed health professionals. Individuals with ID received a general health and body composition screening that focused on vision, hearing, oral health, foot care, respiratory health, mental health, and lifestyle factors such as diet, nutrition and physical activity, substance use, and access to health care. Those assessed were encouraged to ask questions and discuss the results with their assessor. After the assessment, individuals received recommendations for follow-up services to address concerns detected during the assessment. Through HealthMeet 2,553 individuals with ID received free health assessments and referrals for follow-up services.

HealthMeet provided training and education for individuals with ID, their families, health professionals and providers, direct service professionals, and university students to increase their understanding of the health issues impacting individuals with ID. These included webinars, videos, online courses, training curriculum, checklists, reports, fact sheets, blog posts and newsletters. Three key resources were developed through these partnerships:

- ▶ The University of Illinois at Chicago's [HealthMatters](#)[™] program: 236 individuals from 99 organizations were trained and certified to implement this 12-week, evidence-based health and fitness program designed for individuals with ID in their community.
- ▶ The University of Minnesota's [Self-Advocacy Online Modules](#): Four health-related online modules were designed for individuals with ID to learn about and take charge of their own health.
- ▶ The Association of University Centers on Disabilities [online trainings](#): Two online modules developed for LEND trainees and health professionals to learn more about health promotion and effective ways to communicate with individuals with ID.

The *Healthfully Yours* toolkit provides a step-by-step description of an initiative developed by [The Arc Gloucester](#). The materials were developed for your use in replicating the initiative in your own community.

To learn more about the HealthMeet project, visit thearc.org/healthmeet or watch our [HealthMeet Video](#).

HealthMeet was designed to provide free community-based health assessments completed by trained nursing and medical students and licensed health professionals.

Through HealthMeet 2,553 individuals with ID received free health assessments and referrals for follow-up services.

HealthMeet provided training and education for individuals with ID, their families, health professionals and providers, direct service professionals, and university students to increase their understanding of the health issues impacting individuals with ID.

Toolkit Title:

Healthfully Yours

Introduction

Eating well and staying active are two necessary components in maintaining a healthy lifestyle. People with intellectual disabilities (ID) have higher obesity rates compared to the general population. Lack of nutritious food options and opportunities to learn about health and being physically active are all contributing factors to these high obesity rates. Obesity can lead to the development of numerous secondary health issues as well, including high blood pressure, heart disease, stroke and diabetes.

Healthfully Yours takes a fun spin on educating individuals with ID about their health and wellness by teaching individuals to make better decisions about the food they eat, promoting physical activity, educating people about the benefits of drinking water, and taking steps to prevent illness.

Each lesson in this toolkit focuses on a different health and wellness theme. Activities on nutritious eating and exercise are used to reinforce each lesson. These lessons are one touch events that are great additions to existing health and wellness programs to promote and encourage healthy behaviors.

Instructors using the *Healthfully Yours* toolkit are encouraged to personalize each lesson and make it relevant to their own community. Instructors can add creative titles to activities or incorporate interlacing themes into lessons such as a fun beach theme to the sun protection lesson or a holiday such as Valentine's Day into the heart health lesson. Instructors are especially encouraged to think about the cultural, ethnic and religious backgrounds of the people they serve and incorporate this information into the lessons as well. For example, several videos can be found on the internet of aerobic exercises to [African music](#) or recipes for a healthier version of many popular [Mexican dishes](#).

The more lively, animated, and culturally relevant instructors are, the more participants will respond positively to that energy and reciprocate it back.

How to Use This Toolkit

Healthfully Yours is designed to help organizations learn how to implement monthly health themed events that offer peer and community socialization, fundamental health and wellness education, and stimulating hands-on activities that promote independence. While each lesson focuses on a different health theme, there is a strong focus on healthy eating and exercise throughout each lesson that is continually reinforced.

Target Audience

The *Healthfully Yours* toolkit was designed for use by organizations serving people with intellectual and developmental disabilities. Lessons can be easily implemented with groups of individuals in residential or day programs, respite care, or community and support service settings.

Contact Information

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Acknowledgements

The Arc Gloucester would like to thank the following individuals for providing educational presentations: Dental Hygienist Louise McCarthy, our Dieticians from the Wakefern/Shop Rite Cassandra Golden and Anne Harrison, and Dawne Mattson-Di Primio and Krissy Clemente of The Arc Gloucester's Special Needs Day Program. The Arc Gloucester would like to thank former Philadelphia Eagles NFL football player, Nate Allen, for making a special appearance at our Health-O-Ween event in October, 2014. We would like to thank Camp Sun and Fun's Directors, James Dainton and Jaime Jezek, for hosting our Healthy Hawaiian Luau, DJ John Nigro of Illusions, and Dance Instructor Francyne Zeoli for making each of our HealthMeet events a major success with great music and upbeat dance instruction. The Arc Gloucester would like to thank Karen Wolf-Branigin and Kerry Mauger from The Arc of the U.S. office for their support throughout the creation of this toolkit. Lastly, we would like to thank The Arc Bakery for creating healthy and delicious refreshments and desserts for all of our events.

Suggested Citation

Blanchard, Robyn, J. (2015) Healthfully Yours. The Arc Gloucester. West Deptford, New Jersey.
www.thearcgloucester.org

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This publication was supported by Cooperative Agreement Number 6NU59DD000993-03-02, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

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Healthy Resolutions

LEARNER OBJECTIVE

Participants will choose a healthy resolution to make an effort to start making healthier choices in their life.

What You Will Need Before You Begin



TIME

Prep Time	1 Hour
Event	2.5 Hours
Clean Up	1 Hour
Total	4.5 Hours



LOCATION

Choose a venue that is large enough to hold enough tables and chairs for all participants with extra space for a dance area.



WHAT TO WEAR

Comfortable clothes and sneakers. If a guest health professional attends have them wear their professional uniform.



BUDGET

Materials for Activities	\$40
Food & Beverage	\$40
Total	\$80



MATERIALS & DOCUMENTS

- ▶ Music player and speakers
- ▶ [Document 1: Invitation/consent](#)
- ▶ [Document 2: Healthy Resolution Posters](#)
- ▶ [Document 3: Fruit Fusion Water Bottles](#)



INTERNET RESOURCES

- ▶ [Self-Advocacy Modules on Health and Fitness](#)
- ▶ [What is 200 calories?](#)
- ▶ [Top 5 Exercises for Individuals with ID](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all healthy resolution activities and keeping the lesson running on time.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

ONE GUEST HEALTH PROFESSIONAL

The guest health professional is responsible for giving a presentation on health and wellness (will vary based on his/her profession). Example: A Dietitian would teach participants how to create the fruit fusions drinks and will talk about why it is important to eat fruits and drink water.

ONE GUEST DANCE INSTRUCTOR

Either a professional dance instructor or a staff member who is assigned the dance instructor role is responsible for keeping participants moving throughout the entire event. S/he should continually encourage people to dance and demonstrate fun dance moves for all to learn.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Send out an invitation/consent form to all participants announcing the event. Check your organization's policies and ensure every participant submits a consent form before beginning activities. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

Try to find a licensed nurse or other health professional (dietitian, nutritionist, etc.) that is interested in presenting a lesson on nutrition and eating healthy. Local grocery store chains may have a free dietician or nutritional services. If you cannot find anyone, invite a staff member with nutritional knowledge to deliver a presentation on healthy eating.

DUE DATE: A month before lesson

Set up the room to accommodate a large area that can be used for a dance floor. You will also need enough tables and chairs set up for participants to create resolution posters and fruit fusion water bottles.

DUE DATE: A hour before lesson

Step 2: Introduce Lesson and Group Discussion

The lead instructor will begin by welcoming everyone and explaining that participants are going to make a pact to start a healthier lifestyle starting TODAY! The lead instructor will review the activities and introduce staff.

The lead instructor (or guest health professional if available) will start a conversation by asking participants, "What does it mean to be healthy?" The lead instructor will ask participants to name different ways that people can improve their health. If the group's answers do not include the following the lead instructor can add them to the list.

- ▶ Stay physically active (2.5 hours of activity is recommended per week for adults)
- ▶ Eat healthy: include fruits and vegetables in every meal and limit sweets and sugars
- ▶ Drink water: staying hydrated has many benefits. Learn more [here](#).
- ▶ Don't smoke (or quit if you are currently smoking)
- ▶ Don't drink alcohol in excess
- ▶ Reduce stress levels
- ▶ Get regular check-ups and preventative check-ups (cancer screenings, etc.)

DUE DATE: Beginning of lesson

Step 3: Activities

HEALTHY RESOLUTION POSTERS

The lead instructor will invite participants to choose a healthy resolution or habit that they would like to strive towards achieving. Directions

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Food Allergies

RECOMMENDATION:

Make sure that you are mindful of food allergies and have a list of all participants' food allergies prior to creating any food items.

HAZARD #2: Falling

RECOMMENDATION:

Be sure the dance floor is free from electrical cords, throw rugs, wet areas, and other obstacles that can cause falls.

on creating a resolution poster can be found in [document 2](#). While participants are finishing up creating their posters, the lead instructor should circulate amongst the group and ask participant groups to announce their resolutions and show off their posters to the others.

FRUIT FUSION WATER BOTTLES

The lead instructor will demonstrate and assist participants in creating their fruit fusion water bottles. The lead instructor will start with a discussion about the importance of staying hydrated and benefits of drinking water. After the water bottles are created and the caps are placed on tight, the lead instructor will demonstrate how the water bottles can be used as weights and lead the group in arm exercises. Learn how to create fruit fusion water bottles in [document 3](#).

DANCE TIME

The lead instructor will encourage participants to join their peers on the dance floor. Using staff and volunteers to help participants join in a group dance (electric slide, cha cha slide, Macarena, etc.) will help encourage everyone to participate. Lead instructors should be creative and use theme songs that people know (like Batman) to get even those who don't like dance to up and moving.

Step 4: Wrap-Up

After completing all activities, the lead instructor will invite the group to discuss the main take-away from the lesson, which is that to improve our health we need to:

- ▶ Eat healthy foods
- ▶ Be physically active
- ▶ Get regular check-ups
- ▶ Don't smoke or drink alcohol excessively

The lead instructor should ask each participant to state their healthy resolution and one way they plan to accomplish the resolution. The lead instructor should remind all participants to encourage and help their peers to stick with their resolutions.

Step 5: Clean up

All staff and volunteers should help to clean up all materials and food.

Lessons Learned

The following suggestions are traps to avoid or items that were executed with little success from previous implementations of the lesson.

Lesson #1:

If you find participants are not able to choose or commit to their own healthy resolution, help them choose a goal to work on based on what you know about them. If a participant becomes defensive or does not want to commit to making a resolution, let them participate to the degree they feel comfortable, even if it's just listening to others.

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Serve healthy refreshments

It is important to practice what we preach. Offer a variety of healthy foods that include fruits and vegetables. Modified diets may be required for some participants. Have a blender available just in case you have a participant that requires an altered consistency diet, such as pureed, chopped, or mechanical soft.

TIP #2: Props

You could enhance the atmosphere with a New Year's Eve style theme, but with a focus on turning a new leaf and starting a healthier lifestyle. NYE props such as party hats, noise-makers, music, and confetti can be used to help celebrate your healthy resolutions.

TIP #3: Free handouts

Local grocery stores and gyms, including the YMCA, often have free health and wellness hand-outs about nutrition that you can distribute to your participants.

Lesson #2:

If any participants refuse to add fruit to their spring water bottle, invite them to drink the water without the fruit. Proper hydration may be more appealing to some with additional flavor added, but plain water still works!

Lesson #3:

Do your best to stop participants from eating the fruit and/or drinking the water before the fruit fusion activity begins (you may need to store food elsewhere until activity begins). You won't be able to implement the activity if the fruit and water is consumed too early.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

Heart Health

LEARNER OBJECTIVE

Participants will learn ways to take care of their heart muscle to prevent heart disease.

What You Will Need Before You Begin



TIME

Prep Time	30 Minutes
Event	3 Hours
Clean Up	30 Minutes
Total	4 Hours



LOCATION

Choose a venue large enough to hold enough tables and chairs for all participants with extra space for exercises.



WHAT TO WEAR

Comfortable clothes and sneakers. If a guest health professional attends, have them wear their professional uniform.



BUDGET

Supplies for Healthy Message Cards	\$15
Food Supplies	\$40
Total	\$55



MATERIALS & DOCUMENTS

- ▶ Music player and speakers
- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 4: Heart Health Clinic](#)
- ▶ [Document 5: Healthy Message Cards](#)
- ▶ [Document 6: Wheelchair Boxing](#)
- ▶ [Document 7: Fruit and Vegetable Food Sampling](#)



INTERNET RESOURCES

- ▶ [The American Heart Association](#)
- ▶ [The American Heart Association Video Library](#)
- ▶ [Smokefree.gov](#)
- ▶ [Love Your Heart Blog Article](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all healthy resolution activities and keeping the lesson running on time.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor, and helping participants with all activities. Each person should be assigned a specific role.

ONE GUEST HEALTH PROFESSIONAL

Guest health professionals will present information on ways to keep your heart healthy and prevent heart disease. They will also take participant's heart rate and blood pressure during a heart health clinic.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Identify a room that is large enough to accommodate all participants with a large area for dancing. You will need enough tables and chairs set up for participants to sit in. If hosting a heart health clinic, a private area for taking blood pressures will also be needed.

Send out an invitation/consent form to all participants informing them of the lesson and activities. Check your organization's consent policies and ensure that every participant submits a form before beginning activities if needed. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

Try to find a licensed nurse or other health professional (physician, EMT, or dentist) that is interested in giving a presentation on healthy eating or the relationship between dental hygiene and a healthy heart. In addition, or in lieu of a presentation, also ask the health professional if they can take participants' blood pressure and heart rate during the heart health clinic. If you cannot find anyone to lead the clinic or give a presentation, have a staff member that has a significant amount of nutritional knowledge give a presentation on keeping your heart healthy.

DUE DATE: Beginning of lesson

Step 2: Introduce Lesson

The lead instructor will start off the lesson with an introduction of the activities for the day and a discussion of why it is so important to take care of your heart. Key aspects to focus on include:

- ▶ Health eating: Avoid foods high in sodium and cholesterol (Example: frozen meals, salted peanuts, potato chips, French fries)
- ▶ Physical activity: Recommend 30 minutes/5 days a week
- ▶ No smoking (or quit if you currently smoke)
- ▶ Do not drink alcohol excessively

Step 3: Activities

HEART HEALTH CLINIC

If feasible, have a guest health professional or nurse from your organization take participant's heart rate and blood pressure. The health professional should be located in a private area to maintain confidentiality. Participants can see the health professional one-by-one throughout the lesson. [Document 4](#) will illustrate how to set up a heart health clinic.

HEALTHY MESSAGE CARDS

Participants will create greeting cards with personal heart health messages for friends and family. Learn how to create your cards in [document 5](#).

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Falling

RECOMMENDATION:

Be sure the dance floor is free from electrical cords, throw rugs, wet areas, and other obstacles that can cause falls.

HAZARD #2: Avoid Red Food Dye

RECOMMENDATION:

Avoid using foods that are prepared with red food dye. Some people can have allergic reactions and may be unaware of their sensitivity until their first exposure to the red dye.

WHEELCHAIR BOXING

Wheelchair boxing is a great cardio activity that works your upper body and gets your heart pumping. [Document 6](#) illustrates some boxing moves that participants can do together as a group. Participants that don't need the assistance of a wheelchair or walker can do these moves sitting in a chair.

The lead instructor will demonstrate each exercise in front of the group. Make sure there is more than enough space between each participant to ensure that nobody is accidentally hit by another person.

If participants enjoy these moves, there are also several videos online for free or for purchase to choose from. A simple online search using key words such as “wheelchair boxing” and “beginner” will yield examples of appropriate level exercise videos.

FRUIT AND VEGETABLE FOOD SAMPLING

Participants will taste and learn about different fruits and vegetables to promote healthy eating. Fruits of other colors can be used, but red/pink foods can help participants associate them with healthy hearts. [Document 7](#) will show how to create your fruit and vegetable sampling.

Step 4: Dance Time

Remind participants that your heart is a muscle that needs a work out. Dancing is a form of exercise that brings your heart rate up and over time helps lower your blood pressure. Participants should be encouraged to spend the remaining time after activities dancing and interacting with peers. Teaching a dance that participants can do as a group (ex: electric slide, cha cha slide) is a good way to get everyone involved at once. Michael Jackson songs are also always a favorite!

Step 5: Wrap-Up

Participants will meet together at the end of the lesson to review the main takeaway messages. The lead instructor should do his/her best to ask each person to name at least one way that they can keep their heart healthy, emphasizing the need to:

- ▶ Eat right
- ▶ Stay active
- ▶ Not smoke (or quit as soon as possible)
- ▶ Not drink excessive amounts of alcohol

Step 6: Clean up

All staff and volunteers should help to clean up all materials and food.

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Customize

If implementing this lesson around Valentine's Day, you can tailor activities to relate to a Valentine's Day theme.

TIP #2: Music

Using a free app, such as Pandora or Spotify, will allow you to create or pick a fun playlist for participants during the dance portion.

Lessons Learned

The following suggestions are traps to avoid or items that were executed with little success from previous implementations of the lesson.

Lesson #1:

Provide a private setting if you host a heart health clinic activity to protect an individual's privacy. Be respectful of individual's confidentiality and HIPAA Laws.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

Nutrition Education

LEARNER OBJECTIVE

Participants will learn about healthy eating, the five food groups, and portion control.

What You Will Need Before You Begin



TIME

Prep Time	1 Hour
Event	2.5 Hours
Clean Up	30 Minutes
Total	4 Hours



LOCATION

Choose a venue large enough for participants to sit at tables and watch a demonstration and has extra space for the yoga activity.



WHAT TO WEAR

Comfortable clothes and sneakers. If a guest health professional attends have them wear their professional uniform.



BUDGET

Proper Portion Activity	\$60
Packing a Lunch Activity	\$60
Fab 5 Activity	\$20
Total	\$140



MATERIALS & DOCUMENTS

- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 8: The “Fab 5” Food Groups](#)
- ▶ [Document 9: Yoga](#)
- ▶ [Document 10: Proper Portion Control](#)
- ▶ [Document 11: Packing a Healthy Lunch](#)



INTERNET RESOURCES

- ▶ [ChooseMyPlate](#)
- ▶ [10 tips to eating out](#)
- ▶ [Academy of Nutrition and Dietetics](#)
- ▶ [Serving size chart](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all nutrition activities.

THREE TO FOUR STAFF/ VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

ONE GUEST NUTRITIONIST OR DIETICIAN

If available, try to obtain a nutritionist or dietician to give a presentation on healthy eating and nutrition. They can also help lead the activities with the lead instructor as well.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Send out an invitation/consent form to all participants informing them of the event. Check with your organization on your policies and ensure every participant needs to turn in a consent form before beginning activities. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

Try to recruit a dietician, nutritionist, or registered nurse to provide a presentation on nutrition or lead one of the activities with the participants. Local grocery store chains may have free dietician services for in-store and community events.

DUE DATE: A month before lesson

Purchase all materials necessary for nutrition activities. See [document 8](#), [document 10](#), and [document 11](#).

DUE DATE: A few days before lesson

Set up room with display tables up front for activities and enough tables and chairs for each participant to sit at. Set up items (that are not perishable) for each activity beforehand.

DUE DATE: An hour before lesson

Step 2: Introduce Lesson and Group Discussion

Lead instructor will start off with welcoming everyone, introducing all staff, and letting them know about the different activities for the day.

The lead instructor (or guest nutritionist if available) will start with a group discussion of the main topics for the day. For this lesson, the key messages to focus on are:

- ▶ Eating healthy keeps us feeling good and affects our body in many ways: weight loss/maintenance, prevents heart disease, reduces cholesterol, prevents diabetes (type 2), and boosts our mood/energy levels.
- ▶ The five food groups are: fruits, vegetables, grains, protein, and dairy (Give examples of foods from each group).
- ▶ How to create a well-balanced meal using the five food groups.
- ▶ The importance of portion control and making sweets a weekly (not daily) treat.

Step 3: Activities

THE "FAB 5" FOOD GROUPS

Participants will use MyPlate to help them create their own paper plate diagram depicting the proper portion of each food group that they should have on their plate during meals. [Document 8](#) will give instructions for implementing this activity.

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Food Allergies

RECOMMENDATION:

Many of these activities involve making and eating food items. Ensure you know all participants' allergies and alter food items as need for each activity.

YOGA

Eating healthy is a huge part of losing and maintaining weight. However, exercising and being physical activity is also a key element. The group will complete some simple yoga poses to get them up and moving. The yoga poses in [document 9](#) help to improve flexibility, strength and balance. Always have water available for participants during exercising.

PROPER PORTION CONTROL

Participants will learn about appropriate serving sizes for different food items. Portion control plays a large part in helping to lose/maintain weight goals. Instructions for this activity can be found in [document 10](#).

PACKING A HEALTHY LUNCH

Participants will learn how to use all of the five food groups to create a healthy well-balanced meal. Lunches can be eaten following the activity or can be taken home and used for lunch the next day. Instructions for this activity can be found in [document 11](#).

Step 4: Healthy Snack & Wrap-Up

After completing the activities, the lead instructor will ask participants about what they learned in the activities. The lead instructor should ask participants to name the five food groups and give an example of a food in each group. Before closing the discussion, the lead instructor should also ask participants why eating healthy is so important and name the benefits to healthy eating (see information listed in Step 2).

Step 5: Clean up

All staff and volunteers should help to clean up all materials and food.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Make it a Meal

This lesson could be completed during lunch time. The salad/lunch prepared during the lesson could be eaten as participants' meals.

TIP #2: Music

Using a free app, such as Pandora or Spotify, will allow you to create or pick a fun playlist for participants during the dance portion.

Exercise Bootcamp

LEARNER OBJECTIVE

Participants will engage in a variety of physical activities with friendly competition.

What You Will Need Before You Begin



TIME

Prep Time	1 Hour
Event	2.5 Hours
Clean Up	30 Hour
Total	4 Hours



LOCATION

Choose a venue large enough for an obstacle course race. Courses can be inside or outside. Tables and chairs are needed for all participants.



WHAT TO WEAR

Comfortable clothes and sneakers. Camouflage theme helps to create boot camp feeling. If a guest health professional attends, have them wear their professional uniform.



BUDGET

\$75 for materials



MATERIALS & DOCUMENTS

- ▶ 2 Tables
- ▶ 10 chairs
- ▶ 2 large bouncy balls (ex: kickball)
- ▶ 2 different color bandanas/wristbands
- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 12: The Marching Soldiers](#)
- ▶ [Document 13: Exercise Obstacle Course](#)
- ▶ [Document 14: The Health-Nut's Banana Pop Recipe](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all boot camp activities.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

ONE GUEST FITNESS INSTRUCTOR OR MILITARY VETERAN (IF FEASIBLE)

Guest fitness instructor or military veteran will help to promote physical activity and encourage participants to be more active. A military veteran has the experience of doing cadence calls which helps to create the boot camp feel.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Send out an invitation/consent form to all participants informing them of lesson and activities involved. Check with your organization on your policies and ensure every participant turns in a consent form before beginning activities. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

Try to find a fitness instructor or military veteran that would be interested in attending the event. Ask him/her to deliver a short presentation on the importance of staying physically active and to encourage participants during activities.

DUE DATE: A month before lesson

Set up obstacle course. Set up two identical obstacle courses (side by side). The course includes:

1. A starting line
2. A set of five chairs
3. A table

Have enough distance between the two courses (10 or more feet) to ensure that participants do not bump in to each other. Be sure to leave enough room for people that use wheelchairs. More detailed information on how to set up your course can be found in [document 13](#).

DUE DATE: A hour before lesson

Step 2: Introduce Lesson and Group Discussion

Lead instructor will start off with welcoming everyone, introducing staff and explaining the concept; this is an exercise boot camp where participants learn new skills and participate in friendly competition.

Instructor (or guest fitness instructor if available) will start with a presentation about the importance of being physically active emphasizing that exercise helps to improve:

- ▶ Coordination
- ▶ Strength
- ▶ Endurance
- ▶ Weight loss (or maintenance)
- ▶ Mood/energy levels

Step 3: Activities

THE MARCHING SOLDIERS

In order to warm up for the obstacle course race participants will do marching activities to get their heart rate up and blood flowing. Marching soldiers instructions can be found in [document 12](#).

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Outside Environment

RECOMMENDATION:

If the lesson is implemented outside, beware of high temperatures (to avoid overheating). The obstacle course should be set up in an area free of holes, tree roots, broken pavement, trash, and other hazards that could cause participants to fall.

EXERCISE OBSTACLE COURSE

Participants will compete in a friendly obstacle course race. Learn obstacle course rules and how to set up the course in [document 13](#). Feel free to customize the obstacle course to fit your space, supplies, and participant's physical level of ability.

THE HEALTH-NUT'S BANANA POP RECIPE

After exercising participants will gather together to create a healthy snack. Learn how to make banana pops in [document 14](#).

Step 4: Wrap-Up and Group Discussion

When all activities are complete, the lead instructor will ask the participants which different muscles they used in the marching soldiers and obstacle course race activities. The lead instructor should do his/her best to ask each person to name at least one muscle. Before closing the discussion, remind participants that when exercising it is important to stay hydrated and drink water before/during/after the activity.

Step 5: Clean up

All staff and volunteers should help to clean up the obstacle course.

Lessons Learned

The following suggestions are traps to avoid or items that were executed with little success from previous implementations of the lesson.

Lesson #1:

Place faster moving participants toward the front of the group during the marching soldier activity to reduce participants getting pushed into.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Teams

Obstacle teams can be separated by different color bandanas, wristbands, etc. This helps to encourage team bonding.

TIP #2: Music

Using a free app, such as Pandora or Spotify, will allow you to create or pick a fun boot camp themed playlist for the background during activities. The Rocky theme music is a favorite for this lesson.

Sun Protection and Hydration

LEARNER OBJECTIVE

Participants will learn how to protect themselves from the sun and stay hydrated when spending time outdoors.

What You Will Need Before You Begin



TIME

Prep Time	1 Hour
Event	1.5 Hours
Clean Up	30 Minutes
Total	3 Hours



LOCATION

Choose a venue large enough for participants to stand or sit with arms spread out to their sides and not touch each other. Extra space for tables/chairs for all participants is also needed.



WHAT TO WEAR

Comfortable clothes and sneakers.



BUDGET

\$50 for materials



MATERIALS & DOCUMENTS

- ▶ Yoga/activity mat for each person
- ▶ Chair for each person
- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 15: Dressing for The Sun](#)
- ▶ [Document 16: Indoor Swimming](#)
- ▶ [Document 17: Melon Ice Slushy](#)



INTERNET RESOURCES

- ▶ [Sun Safety information](#)
- ▶ [Poster about sun safety](#)
- ▶ [Poster on heat stroke](#)
- ▶ [Poster on water safety](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all sun protection activities.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Send out an invitation/consent form to all participants informing them of event and activities involved. Check with your organization on your policies and ensure every participant turns in a consent form before beginning activities. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

DUE DATE: A month before lesson

Set up room with chairs around the outside and a larger area in the middle for participants to congregate as a whole.

DUE DATE: An hour before lesson

Step 2: Introduce Lesson and Group Discussion

Lead instructor will start off with welcoming everyone, introducing staff, and then lead into a group discussion about the main take-away message for the lesson: the sun can be very powerful and cause health-related problems if we don't protect our skin.

Health-related problems include sunburns and heat exhaustion.

We need to make sure we protect ourselves when we're outdoors by:

- ▶ Wearing proper clothing: light weight and light colored clothing
- ▶ Applying sunscreen every 2 hours (Discuss different levels of SPF: 30 or higher is recommended)
- ▶ Drinking water before, during, and after spending time in the sun or exercising to help prevent dehydration

Step 3: Activities

DRESSING FOR THE SUN

Proper clothing and protection is essential when in the sun. This activity emphasizes the importance of wearing protection to shield your eyes and skin, and remember to apply sunscreen before and during time spent in the sun. Instructions for this activity can be found in [document 15](#).

A fun addition for this activity could be some inexpensive sunglasses or white hats that participants can decorate to remind them to dress appropriately in the sun.

INDOOR SWIMMING

One thing many people like to do outside in the sun is swimming. Participants will use the motions from different swimming strokes to work their arms and legs. Instructions for this activity can be found in [document 16](#).

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Space

RECOMMENDATION:

Make sure there is plenty of room for participants to do the indoor swimming exercise to prevent participants hitting/kicking each other.

MELON ICE SLUSHY

After exercises are complete participants will have a refreshing snack of melon ice slushies. This snack is a healthier version of the popular snow cone treat and encourages participants to drink water. Learn how to make melon ice slushies in [document 17](#).

Step 4: Wrap-Up

After completing all activities, the lead instructor will ask the participants what they learned about sun protection and hydration – emphasizing proper clothes and sun screen, and drinking water before/during/after exercising or spending time in the sun. The lead instructor should do his/her best to ask each person to name at least one thing they learned about sun safety.

Step 5: Clean up

All staff and volunteers should help to clean up all materials and food.

Lessons Learned

The following suggestions are traps to avoid or items that were executed with little success from previous implementations of the lesson.

Lesson #1:

If this lesson is held outside, ensure water is available and participants have the proper sun protection including hats and sunscreen. If sunscreen is unavailable, be sure the group is in a shaded area.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Music

Using a free app, such as Pandora or Spotify, will allow you to create or pick a fun summer themed playlist for the background during indoor swimming exercises. The Beach Boys are always a favorite for this lesson.

TIP #2: Dance

For additional exercise you can use extra time at the end for participants to dance. Listening to beach-themed music (Jimmy Buffett, etc.) can allow participants to incorporate the swimming exercises into their dance moves.

Fall Prevention

LEARNER OBJECTIVE

Participants will learn how to prevent falls in their homes and day programs.

What You Will Need Before You Begin



TIME

Prep Time	1 Hour
Event	2.5 Hours
Clean Up	30 Minutes
Total	4 Hours



LOCATION

Choose a venue large enough to accommodate tables and chairs for participants to view an interactive presentation with extra space for exercises.



WHAT TO WEAR

Comfortable clothes and sneakers.



BUDGET

\$35 for food activity



MATERIALS & DOCUMENTS

- ▶ Computer with internet
- ▶ 1 chair per participant
- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 18: No More Falls](#)
- ▶ [Document 19: Back and Core Muscle Exercises](#)
- ▶ [Document 20: Pumpkin Patch Salad](#)



INTERNET RESOURCES

- ▶ [NCOA Fall Prevention Video](#)
- ▶ [Preventing Falls for Individuals with ID Blog](#)
- ▶ [CDC Fall Prevention Checklists](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading all fall prevention activities.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Preparation

Distribute invitation/consent form to all participants informing them of the event and activities. Check with your organization regarding if consent forms are required. [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

DUE DATE: A month before lesson

Set up one side of the room as a mock living area for the No More Falls activity (see [document 18](#)). Set up the other side of the room with tables and chairs for participants to eat on. There should also be enough open space between these two areas so participants can spread out and complete exercises.

DUE DATE: An hour before lesson

Step 2: Introduce Lesson

The lead instructor will start off with welcoming everyone, introducing staff, and explaining the different activities for the lesson.

The lead instructor will start with a group discussion about how dangerous falling can be and that there are many ways to prevent future falls. The lead instructor should describe each of these potential hazards to the group:

- ▶ Cords or wires stretched across the room
- ▶ Items on the floor
- ▶ Spills on hard surfaces
- ▶ Throw rugs on the floor
- ▶ Unclear pathways
- ▶ Items stored in high places that are hard to reach

After discussing potential hazards, the lead instructor should ask the group to name some ways to help prevent falls. Look for these suggestions from the group and add them if they are not mentioned:

- ▶ Keeping pathways clear and tidy
- ▶ Ensuring rooms are well lit
- ▶ Wearing corrective lenses, if needed
- ▶ Keeping items where they can easily be reached at all times
- ▶ Securing throw rugs to the floor with double sided tape
- ▶ Making sure hard surfaces and floors are dry
- ▶ Wearing shoes and/or socks with grips on the bottom
- ▶ Securing railings and handles on stairs and in bathrooms

Step 3: Activities

NO MORE FALLS

The lead instructor will invite participants to become a part of the Fall Risk Safety Team. The participant's job will be to spot items in a room that can cause falls and learn how to correct these hazards during this interactive presentation. Instructions for this activity can be found in [document 18](#).

BACK AND CORE MUSCLE EXERCISES

The lead instructor will tell the group about the importance of having strong core muscles and good posture. S/he will add that these help us with coordination and balance. The lead instructor will ask the group to do some simple strengthening exercises for their core and back. Instructions for this activity can be found in [document 19](#).

For more exercises, there are several videos online for free or for purchase that demonstrate additional balance exercises. A simple online search using key words such as “balance exercises”, “senior”, and “fall prevention” will yield examples of appropriate level exercise videos.

PUMPKIN PATCH SALAD

Playing off the word “fall” participants will create a seasonal fall “pumpkin patch” salad to eat as a healthy snack. Instructions for this activity can be found in [document 20](#).

Step 4: Wrap-Up

After all of the activities are completed, the lead instructor will lead participants in a discussion to review what they learned about fall prevention. The lead instructor should ask each participant to name:

- ▶ One possible hazard that the group found during the No More Falls activity
- ▶ One way we can help to prevent falls in the future

Step 5: Clean up

All staff and volunteers should help to clean up all materials and food.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

Flu Prevention Clinic

LEARNER OBJECTIVE

Participants will learn about ways to prevent the spread of the flu virus and be able to obtain a flu shot.

What You Will Need Before You Begin



TIME

Prep Time	30 Minutes
Event	2.5 Hours
Clean Up	1 Hour
Total	4 Hours



LOCATION

Choose a venue that has a private area to set up a flu clinic space. You will also need a sink for hand washing demonstrations and open space for exercises and dancing.



WHAT TO WEAR

Comfortable clothes and sneakers. If a guest health professional attends, have them wear their professional uniform.



BUDGET

\$45 for food/drink



MATERIALS & DOCUMENTS

- ▶ Music player and speakers
- ▶ Handwashing soap
- ▶ Paper towels
- ▶ Tissues
- ▶ [Document 1: Invitation/Consent](#)
- ▶ [Document 21: Circuit Training](#)
- ▶ [Document 22: Proper Handwashing Technique](#)
- ▶ [Document 23: Citrus Fusion Drinks](#)



INTERNET RESOURCES

- ▶ [Flu Information](#)
- ▶ [Infection: Don't pass it on](#)
- ▶ [Cover your cough](#)
- ▶ [Flu Fact Sheets](#)

Roles and Responsibilities

Below is a list of each personnel and their responsibilities.

ONE LEAD INSTRUCTOR

The lead instructor is in charge of leading the flu clinic and all additional activities.

THREE TO FOUR STAFF/VOLUNTEERS

Staff/volunteers are responsible for assisting and supporting the lead instructor and helping participants with all activities. Each person should be assigned a specific role.

ONE PHARMACIST (OR NURSE)

A guest pharmacist or nurse will deliver flu shots to interested participants. S/he will also provide information on why it's important to get a yearly flu shot.

Procedure

Please follow these step-by-step instructions to implement the lesson.

Step 1: Contact Local Pharmacy

Contact a local pharmacy or grocery store chain with a reputable pharmacy department and request to hold a clinic at your organization. It is now common practice for well-known pharmacies such as CVS, Rite Aid, and Walgreens to set up flu clinic sites at businesses and other locations for employees and other guests.

Step 2: Obtain Consent Form

The participating pharmacy may have a consent form that they use. Try to obtain the form prior to the flu clinic, so they can be distributed with the invitation about the event. Review your organization's policies and speak with the pharmacist/nurse to determine if a guardian needs to be present during the clinic. If the Pharmacy does not have their own consent form [Document 1](#) is an example invitation. The information should be customized to fit your organization's needs.

DUE DATE: A month before lesson

Step 3: Preparation

Set up a separate private area with a small table and three chairs (one for the pharmacist/nurse, one for an assistant (if needed) and one for the participant. A second table is needed to store medical supplies, the sharps container, consent forms, and any other necessary materials.

DUE DATE: An hour before lesson

Step 4: Introduce Lesson

The lead instructor will kick off the flu clinic by welcoming everyone and introducing the staff and the guest pharmacist/nurse. The guest pharmacist/nurse will then lead a discussion on ways to help prevent spreading/catching the flu virus. Key points to emphasize are:

- ▶ Recommend a yearly flu shot
- ▶ Make sure to wash your hands properly, especially before eating or handling food
- ▶ Eating a healthy diet rich in vitamins and nutrients is needed to fight off germs
- ▶ Sneeze into a tissue, paper towel or your upper arm to prevent the spread of germs

Step 5: Flu Clinic

After the presentation, the guest pharmacist/nurse will be set up in the corner of the room and throughout the event will encourage participants that would like a flu shot to come up one-by-one.

SAFETY RECOMMENDATIONS

Please beware of these potential safety hazards before you begin your lesson:

HAZARD #1: Pharmaceutical Tools

RECOMMENDATION:

Ensure that all medication, needles, etc. are in a safe place at all times and never left unattended during event.

HAZARD #2: Allergy to eggs

RECOMMENDATION:

Individuals that want to obtain a flu shot and are allergic to eggs should inform the pharmacist/nurse about their allergy. Some flu shots are produced using an egg base and could cause an allergic reaction.

Step 6: Activities

CIRCUIT TRAINING

Having the flu can give you many aches and body pains. Stretching and strengthening your muscles can help to help alleviate some of those pains. The circuit training activity in [document 21](#) is a great way to help keep your body healthy and strong to help fight off germs and illnesses.

PROPER HANDWASHING TECHNIQUE

Participants will watch a demonstration on how to properly wash their hands. The lead instructor will note the importance of washing hands to remove germs, especially during flu season. One-by-one participants will come up to the sink and their wash hands. The hand washing activity can be found in [document 22](#).

When participants are finished washing hands they can go to designated dance/meet-up area to hang out and dance while waiting for the rest of their peers to finish the activity.

CITRUS FUSION DRINKS

Once all participants' hands are washed the group will make citrus fusion drinks. Instructor should explain to participants that vitamin C helps boost your immune system which helps to fight off the flu. Citrus fusion drink instructions can be found in [document 23](#). After the drinks are created, the lead instructor will demonstrate how the water bottles can be used as weights and lead the group in arm exercises.

DANCE TIME

This is a designated area where participants can feel free to dance/ socialize with their peers in between activities and again at the end of the event as well. Having a volunteer to get participants to do a group dance (electric slide, cha cha slide, Macarena, etc.) will help to encourage everyone to participate.

Step 7: Flu Prevention Take-Away Messages

After completing the activities, the lead instructor should ask each person to name at least one way they can help to prevent the spread of the flu. If the following items are not mentioned the lead instructor should prompt participants to remember to:

- ▶ Wash hands frequently
- ▶ Cover your mouth/nose when you cough or sneeze (Using the crook of your arm though, not your hands!)
- ▶ Get a flu shot every year
- ▶ Drink and eat foods high in vitamin C and nutrients that your body needs to fight off germs
- ▶ Engage in physical exercise or dancing to keep in shape and alleviate body pain

The lead instructor will send every participant home with a flyer about flu prevention and proper hand washing.

TIPS

The following suggestions are promising practices from previous implementations of the lesson.

TIP #1: Music

Using a free app, such as Pandora or Spotify, will allow you to create or pick a fun playlist for participants to listen to throughout the event and while waiting on others to finish the hand washing activity.

TIP #2: Unscented Soaps

Recommend using hypoallergenic unscented/ fragrance free soap for the hand washing activity. Scents can activate individuals' sensitives/ allergies.

TIP #3: Privacy

Providing a private setting for the flu clinic activity will not only protect an individual's privacy, it will also create a more calming environment for the participant receiving the shot.

Step 8: Clean up

All staff and volunteers should help to clean up the space and ensure the pharmacist/nurse does not leave any medical equipment behind.

Evaluation

GOAL: 90% of the group participated in at least one activity.

The lead instructor, staff/volunteers and/or guest health professionals should ask themselves:

1. How did the group respond to these activities?
2. What should we change the next time we implement this lesson?

Supporting Documents

Each lesson throughout this toolkit refers to several individual activities. The following documents will guide you in implementing each activity.

Example Invitation/Consent Form

YOU ARE CORDIALLY INVITED TO ATTEND A **HEALTH AND WELLNESS** EVENT ON:

How to Keep Your Heart Healthy

Join us as we learn more about ways to improve our health and wellness!
This event will include fun activities such as:

- ▶ Creating Healthy Message Cards
- ▶ Wheelchair Boxing
- ▶ Food Samplings

Date/Time: Thursday, March 31 at 2:00 – 3:00pm

Place: The Arc of Gloucester – Meeting Room A

RSVP by: Friday, March 25th

Please sign the consent form on the reverse side of this invitation.



Participant Consent Form

I give my permission as legal guardian/conservator to allow _____ to fully
participant
participate in the physical activities listed in the invitation for this event on _____.
event date

LEGAL GUARDIAN/CONSERVATOR (IF REQUIRED):

Name _____ Date _____

Signature _____

Healthy Resolution Posters

PURPOSE

To encourage participants to have a healthier lifestyle and start by improving one aspect in their life.

Materials

- ▶ Poster board (4 or 5 depending on group size)
- ▶ Markers or crayons
- ▶ Health or cooking magazines
- ▶ Plastic scissors
- ▶ Glue

Preparation

Set up tables and chairs. Place the materials on a table where participants can access them.

Steps

1. Describe the definition of a resolution and answer any questions from the group about resolutions.
2. Explain that today:
 - ▶ We'll identify several different healthy resolutions
 - ▶ Each person will decide which healthy resolution interests them
 - ▶ We'll support each other to achieve these healthy resolutions together
3. Ask participants for their suggestions of healthy resolutions. The lead instructor can add eating healthier, drinking more water, or exercising more if they were not mentioned by the group.
4. Identify three or four main health resolutions. Designate one table for each resolution. Direct participants to sit at the table with the resolution of their choice.
5. Distribute materials at each table. Invite the groups to work together to create a Healthy Resolution Poster using pictures, phrases, etc. relating to successfully achieving the resolution. Depending on participant's level of independence, pictures from magazines may need to be pre-cut so that participants can just glue them on posters or a support person can help during the activity to do the cutting.
6. After each group is finished, ask participants to present their poster and describe the steps they are going to take to carry out that goal.

Fruit Fusion Water Bottles

PURPOSE : To learn about the importance of staying hydrated and drinking water.

Materials

- ▶ Plastic knives and plates (1 per person)
- ▶ 2 plastic bottles of water
- ▶ Fresh watermelon (strawberries, kiwi, pineapples also work well.)
For additional fruit fusion water flavors, try some of these [mixtures](#)

Preparation

Ask each participant wash their hands before engaging in this activity.

Steps

1. Help participants to cut up the fruit into very small fine pieces to be inserted into their water bottles.
2. Remind participants to take a few sips of water out of each water bottle before inserting cut up fruit so that the water will not overflow.
3. Insert cut up fruit and seal cap tightly. Shake or flip water bottle back and forth to mix the fruit into the water.
4. Add participant's initials with a marker on the top of the cap or on a blank adhesive label and tapped to the bottle so they don't confuse their water bottle with others.

Water Bottle Weight Exercises

Participants will use the water bottles as hand weights to do the following exercises. Try to do 8-10 repetitions of each move. Depending on participants physical abilities you can do 1 or 2 sets.

The lead instructor will demonstrate the following exercises:

BICEP CURLS: Start by holding arms straight down by side. Bend at elbows to curl lower arm upwards the chest keeping upper arm as still and close to the body.

ARM EXTENSIONS: Start by holding arms straight down by side. Then lift arms straight out in front of body

ARM EXTENSIONS TO THE SIDE: Start by holding arms straight down by side. Then lift arms straight out from the sides of the body.

SHOULDER PRESSES: Lift arms straight up in the air above head

Heart Health Clinic

PURPOSE Participants will learn about their heart rate and blood pressure.

Materials

Pink or red construction paper cut into heart shapes

Preparation

- ▶ Set up a small semi-private area where a medical professional can work with participants on a one-on-one basis.
- ▶ Pre-cut heart shapes out of construction paper.

Steps

1. Designate a nurse or other medical professional, such as an EMT to volunteer and take participant's heart rate and blood pressure.
2. After taking each participants heart rate and blood pressure, the health professional will write down the participant's readings on one of the pre-cut heart shaped papers for participants to take home with them.
3. If a blood pressure or heart rate reading is at a dangerous level the health professional should immediately notify the lead instructor and the lead instructor should implement their organization's policy.
4. If applicable, the health professional should provide some recommendation to each participant about how they can lower their blood pressure or heart rate. Examples can include eating less salty foods like potato chips or reducing caffeinated beverages, such as sodas and coffee can help lower blood pressure.

Healthy Message Cards

PURPOSE : To create greeting cards for friends and family that promote healthier living.

Materials

- ▶ Pink, red, white construction paper
- ▶ Markers or crayons
- ▶ Stickers: healthy foods/hearts
- ▶ Plastic scissors
- ▶ Glue

Preparation

Set up table and chairs for enough participants to sit at. Distribute markers/crayons, stickers, etc. amongst tables.

Steps

1. Give each participant a piece of white construction paper and have them fold it in half horizontally to create a card.
2. Ask each participant to address the card to someone they know (family, friend, care taker, etc.) and write a healthy message that relates to taking care of your heart. An example of this would be: “Dear Dad, Let’s exercise more to keep our hearts strong. I love you.”
3. Participants can then decorate their cards using the markers/crayons, stickers and construction paper to cut out and glue on heart shapes (depending on level of functionality you may need to pre-cut heart shapes before the activity).
4. Participants will give cards to whomever they were created.

Wheelchair Boxing

PURPOSE : To improve upper body and arm strength and work the heart muscle.

Materials

Chair for each participant

Preparation

The room should be large enough to accommodate all participants sitting in a chair (or their wheelchair) with each participant spread out at least 2 feet apart from each other to ensure nobody hits another participant.

Steps

1. Have all participants sit up straight in their chair or wheelchair with feet firmly planted on the ground.
2. The lead instructor will demonstrate each of the following boxing moves in front of the group so participants can copy his/her movements. Volunteers should circulate through the room to help participants with correct form.

The lead instructor will demonstrate the “resting position” first. This position can be used in between moves to make sure participants are ready to begin. If you choose not to use a fist position for participants, they can be instructed to keep their hands open with fingers spread apart (as if you were going to push against a wall)

Boxing Moves

1. **RESTING POSITION:** both hands with fingers closed into a fist held up in front of the body at about chin level.
2. **FORWARD PUNCHES:** alternating arms punch straight out in front of your body.
 - ▶ 10 punches on each arm (20 total)
3. **SKY PUNCHES:** alternating arms punch straight up in the air above your head.
 - ▶ 10 punches on each arm (20 total)
4. **SIDE PUNCHES:** alternating arms punch across your body to the opposite side.
 - ▶ 10 punches on each arm (20 total)
5. **DOWN PUNCHES:** alternating arms punch straight down at the side of your body towards the floor.
 - ▶ 10 punches on each arm (20 total)
6. **BAG PUNCHES – RIGHT SIDE:** hold both arms up in the air towards the right side of your body. Continuously do small punches in the air like you have small maracas in your hands and are shaking them.
 - ▶ 10 punches on each arm (20 total)
7. **BAG PUNCHES – LEFT SIDE:** hold both arms up in the air towards the left side of your body. Continuously do small punches in the air like you have small maracas in your hands and are shaking them.
 - ▶ 10 punches on each arm (20 total)
8. **CORE PUNCHES:** this is similar to an “uppercut” punch. Hold hands at your sides near your hips with palms facing up. Keeping palms facing towards your body punch upwards.
 - ▶ 10 punches on each arm (20 total)

Based on participant’s ability level, you can choose to repeat some or all of the moves twice.

Fruit and Vegetable Food Sampling

PURPOSE Participants will taste and learn about different fruits and vegetables to promote healthy eating.

Materials

- ▶ Pink or red fruits and vegetables (grapefruit, strawberry, watermelon, tomato)
- ▶ Vanilla yogurt (optional)

Preparation

Place one large table in a location where the lead instructor can be easily seen by all participants.

Steps

1. One by one hold up a fruit or vegetable and ask participants to name the fruit/vegetable. Once participants have provided the correct answer peel and cut up the fruit/vegetable into small pieces.
2. As the lead instructor cuts up each item tell the participants about how these fruits/vegetables contain important nutrients and are good for your body. These resources will be helpful as you plan your lesson:
 - ▶ [Nutrients in different fruits](#)
 - ▶ [Nutrients in different vegetables](#)
3. Using small paper cups, give participants a sample of each fruit/vegetable.
 - ▶ It's recommend that you do not create a buffet-style service. Mixing the different fruits/vegetables together will make it more difficult for participants to identify which fruit/vegetable they liked and did not like.
 - ▶ You may use vanilla yogurt as a fruit dip (optional). Keep dips in individual servings to avoid spreading germs between participants.

The “Fab 5” Food Groups

PURPOSE : To teach participants how to create a healthy meal that includes all 5 food groups.

Materials

- ▶ Plain white paper plates (non-glossy)
- ▶ 6-8 ounce white paper or Styrofoam cups
- ▶ Scissors
- ▶ Crayons or Markers
- ▶ Food/Dining magazines
- ▶ Non-toxic glue sticks
- ▶ 3 poster boards in primary colors (red, blue, and yellow)
- ▶ ChooseMyFoodPlate.gov hand-out - <http://www.choosemyplate.gov/sites/default/files/printablematerials/MyPlateOnePageGraphic.pdf>
- ▶ Actual (or faux) food examples from each of the 5 food groups (OPTIONAL)
 - ▶ Fruits: Apple
 - ▶ Vegetables: Celery
 - ▶ Whole Grains: Pasta
 - ▶ Dairy: Yogurt
 - ▶ Protein: Eggs

Preparation

- ▶ Set up enough tables and chairs for all participants, staff, and volunteers.
- ▶ Each participant’s space should have one hand-out and one paper plate, and one cup.
- ▶ Each table should have a generous supply of crayons, markers, glue sticks, scissors, and magazines in the middle for participants to share.

Due to varying ability levels a simple method is to have pre-cut pictures of foods from all five food groups already cut out and on the table, so participants can just identify and paste which foods go into which group.
- ▶ The three colorful poster boards will become the healthy meal display boards for the participant’s completed food plate projects. Label the yellow poster board as “My Healthy Breakfast”. The red poster board will be labeled as “My Healthy Lunch”. The blue poster board will be labeled as “My Healthy Dinner”.
- ▶ Try to recruit or hire a dietician, nutritionist, or registered nurse to provide this nutrition presentation. Local grocery store chains may have free dietician services for in-store and community events. A knowledgeable staff member can also be designated to provide this presentation.

Steps

1. Hold up the ChooseMyPlate.gov hand-out and introduce it to the participants by pointing out the 5 food groups – giving examples of different foods in each group.
2. Explain to participants that they will be creating a healthy meal comprised of all of the 5 food groups. Participants can choose which meal they want to create (Breakfast, lunch or dinner). Or, the lead instructor can also assign one table of participants to work on breakfast, lunch, or dinner.
3. Help the participants draw a vertical line that divides the plate in half.
4. Help the participants to draw a horizontal line down the middle of the plate which will divide the plate in 4 quarters.
5. Tell participants that half of their meal plate should have fruits and vegetables and the other half of the plate should have proteins and grains.

6. Tell participants to color in the upper left quarter of the plate with red and label it “Fruits”. While coloring the lead instructor should go over examples of the fruit group and ask participant to give examples of their favorite fruit. Participants can either cut out pictures of fruits to paste into this quadrant of the plate or have a volunteer help to write in their favorite fruit.
7. Repeat the step above for each of the other 3 quadrants using the colors and labels below:
 - ▶ Lower left quadrant: color green and label “Vegetables”
 - ▶ Upper right quadrant: color brown and label “Grains”
 - ▶ Lower right quadrant: color purple and label it “Protein”
8. Have participants pick up the paper cup that is provided for them and label the outside of the cup as “Dairy”. The presenter will provide a brief introduction to dairy products, giving examples and encouraging low fat dairy products. Lead instructor should ask participants to give examples of their favorite dairy product. Have participants cut out a dairy product from a magazine and paste to the outside of the cup.
9. Help participants to glue their finished meal plate to the appropriate display poster boards – breakfast, lunch or dinner.

The breakfast, lunch, and dinner posters can be posted in an area for participants to remember the main food groups and how much of each should be included in every meal.

Yoga

PURPOSE : To work on flexibility and muscle strength.

Materials

Yoga Mats (if available – if not a carpeted area will do)

Preparation

- ▶ Spread out yoga mats so participants have enough space to spread arms out wide and not touch each other.
- ▶ It is important for the lead instructor to view each pose before implementing with your group. There are many poses, so not all poses listed need to be completed at once. The lead instructor should choose which moves to do based on allocated time and participants ability level. Participants who have balance issues can use a chair, wall or volunteer to hold on to.
- ▶ Lead instructor should demonstrate each pose so participants can copy their movements. Have volunteers circulate around the room helping participants complete each pose.
- ▶ Try to hold each pose for 30 seconds.

Steps

1. Explain to participants that they will be completing a variety of yoga poses and that yoga helps blood circulation throughout the body as well as improving balance, strength, and coordination.
2. Ask each participant to lay flat on his/her back on their yoga mat.
3. Instruct participants to perform these five poses following the instructions under preparation above:
 - ▶ [Corpse Pose](#)
 - ▶ [Upward Extended Feet Pose with Support](#)
 - ▶ [Knee Press, both legs](#)
 - ▶ [Left Leg Wind Freeing Pose](#)
 - ▶ [Right Leg Wind Freeing Pose](#)
4. Ask participants to move to a sitting position on their mats.
5. Ask participants to perform these two poses following the instructions under preparation above:
 - ▶ [Bound Angle Pose](#)
 - ▶ [Easy Crow Pose](#)
6. Ask participants to move to a standing position on their mats.
7. Ask participants to perform these four poses following the instructions under preparation above:
 - ▶ [Mountain Pose with Upward Stretch](#)
 - ▶ [Right Bend](#)
 - ▶ [Left Bend](#)
 - ▶ [Chair Pose](#)
8. Ask participants to move back down to sitting position on their mats.
9. Ask participants to perform these four poses following the instructions under preparation above:
 - ▶ [Cat Pose](#)
 - ▶ [Downward Facing Dog](#)
 - ▶ [Upward Facing Dog](#)
 - ▶ [Reverse Corpse Pose](#)

For other yoga poses and more advanced moves, refer to Yoga.com

For moves specific to individuals who use a wheelchair check out this [website](#).

Proper Portion Control

PURPOSE : To teach participants about proper portion sizes using household objects for comparison.

Materials

HOUSEHOLD ITEMS

- ▶ 1 Baseball
- ▶ 7 Cotton balls in a clear cup
- ▶ 1 Light bulb
- ▶ 3 Dominos
- ▶ 1 Deck of cards
- ▶ 1 Standard ice cream scoop
- ▶ 1 Silver dollar or shot glass
- ▶ 1 Plastic bin or straw basket

FOOD

(1 serving for each participant)

- ▶ Spring garden lettuce or chopped romaine lettuce (1 cup)
- ▶ Grapes or berries cut up in a bowl (about a handful)
- ▶ Fresh broccoli, cleaned and chopped in a bowl (1/2 cup)
- ▶ Shredded mozzarella cheese or cheddar cheese (1.5 oz.)
- ▶ Grilled chicken breast cutlets cut into bite sized pieces (3 oz.)
- ▶ Whole wheat pasta (1/2 cup)
- ▶ 1 large bottle of Italian dressing (2 tbs.)

ADDITIONAL ITEMS

- ▶ Large mixing bowl for salad
- ▶ Individual Salad bowls
- ▶ Napkins
- ▶ Disposable utensils
- ▶ 1 bin for all of the cooking utensils to go into

Preparation

Set-up 3 display tables at the front of the room that participants can easily see.

- ▶ The first table will be for the food.
- ▶ The second table will be for the miscellaneous objects.
- ▶ The third table will have the large mixing bowl; where a huge group size salad will be created from the ingredients that are used in the game and provided to participants as a snack afterwards.
- ▶ Participants will be gathering at the front of the room so that they can see the presentation close up. This is an interactive activity where participants will be passing the portion sized objects around to look and feel them.
- ▶ The lead instructor may want to color code the objects to match its corresponding food item to avoid confusion. For example: The baseball and the bag of salad greens could both have a red sticker on them because a single serving of salad greens should be about the size of a baseball.
- ▶ Hire or obtain a dietician, nutritionist, or nurse to present this activity if possible. These professionals will be able to answer questions freely and guide the group with nutritional advice. If one is not available, a staff member with a lot of nutritional knowledge can give the presentation.

Participants will be trying to guess which object represents a single-serving size for each food item displayed.

Steps

1. Pass around the bin/basket of household objects so participants can see each object.
2. Explain that each object represents a single-serving size portion of one of the food items on the table.
3. Ask the group to gather around the food table. Describe each item.
4. Ask participants to take their seats. Pass around the bin/basket and ask each participant to select one item.
5. Ask each participant, one-by-one to take their object and move to the food table. Ask each participant to select the food item that matches the size of the household object.

NOTE: Here is a list of matching household objects and food items

HOUSEHOLD OBJECTS	FOOD ITEMS
1 baseball	Spring garden lettuce or chopped romaine lettuce (1 cup)
7 cotton balls in a clear cup	Grapes or berries cut up in a bowl (about a handful)
1 light bulb	Fresh broccoli, cleaned and chopped in a bowl (1/2 cup)
3 dominoes	Shredded mozzarella cheese or cheddar cheese (1.5 oz.)
1 deck of cards	Grilled chicken breast cutlets cut into bite sized pieces (3 oz.)
1 standard ice cream scoop	Whole wheat pasta (1/2 cup)
1 silver dollar or shot glass	Italian dressing (2 tbs.)

6. Provide the participant with feedback (Yes, you picked the correct food item or that household object is not the same size as that food, can you try again?)
7. Repeat steps five and six until everyone has had a chance to match a household object and food item
8. Take the bin/basket, hold up each household object one at a time and ask which food item single-sized serving of that food matches the household object. Participants should be called on to answer and the correct answer should be given.
9. Place each food item in the mixing bowl (on the 3rd table) after each object/item is matched.
Portions for the salad should be based on the number of people that will be eating the salad. For example, if 10 participants and volunteers will be eating the salad, add 10 shot glass sized servings of Italian dressing into the big salad bowl to show how the serving sizes are used in making bigger meals.
10. Toss the salad and place in individual portion sized bowls for each participant.
11. Once everyone has eaten their salad, hold up each household item, one at a time, and see who can remember which food it represented.

Beware of individuals allergies before implementing this activity. If you need to switch out food items, some other food portion examples that you could use for your salad can be found in this [portion size guide](#).

NOTE: Another optional and/or additional portion control game that could be played is: [Portion Size My Plate Bingo](#). This game helps students to learn about proper portion sizes. It is recommended by the USDA's My plate.

Packing a Healthy Lunch

PURPOSE

Participants will choose a healthy resolution to make an effort to start making healthier choices in their life.

Materials

- ▶ Whole wheat bread
- ▶ Low-fat mayonnaise
- ▶ Lettuce
- ▶ Tomatoes
- ▶ Cheese slices
- ▶ Turkey lunch meat
- ▶ Apples or applesauce cups
- ▶ Yogurt cups
- ▶ Spring water bottles
- ▶ Brown paper bags
- ▶ Sandwich bags
- ▶ Plastic disposable utensils
- ▶ Napkins
- ▶ Paper plates

Purpose

To teach participants how to pack a healthy well-balanced meal.

Preparation

Set up a clean centralized food prep station for the presenter to lead the group through this activity. Have participants wash their hands before the activity. Each participant should have their own place setting that includes a paper plate, napkin, utensils, and a brown paper bag.

Steps

1. Introduce each of the five food groups: Grains, vegetables, fruit, meats/poultry/fish, and dairy.
2. Instruct participants on how to make their own lunch comprised of each of the food groups by showing each food item and what food group it represents. The lunch will be made up of:
 - ▶ Grains – whole wheat sandwich bread
 - ▶ Vegetable – lettuce / tomato on sandwich
 - ▶ Meat/Poultry – turkey on sandwich
 - ▶ Fruit – apple or cup of applesauce
 - ▶ Dairy – yogurt cup or cheese on sandwich
 - ▶ Water bottle as a drink
3. Emphasize the following while participants prepare their lunch:
 - ▶ Whole wheat bread is healthier option than white bread
 - ▶ Condiments should be used sparingly – low-fat options are healthier
 - ▶ More fruits and vegetables can be added to meals if there is not enough food
4. Invite participants to eat or package their sandwiches in sandwich bags/brown lunch bags once their preparation is complete.
5. Invite those who packaged in their lunch to use as lunch for the next day.

Using a [diagram](#) from [ChooseMyPlate](#) during the presentation will help participants see the five groups split out onto a plate for each meal.

NOTE: Be aware of gluten allergies and other food allergies and special diets. Vegan, kosher, and other food substitutions can be made for each food group. Altered consistency diets may require the use of a blender.

The Marching Soldiers

PURPOSE : To promote physical exercise and walking.

Materials

None

Preparation

Create a wide safe path (indoors or outdoors) on even ground or flooring. To make the activity more fun – all participants can be referred to as soldiers and the lead instructor as the captain/general/major, etc.

Steps

1. Line all participants, volunteers, and staff members in an orderly fashion with even rows of marching soldiers, similar to how you would see a marching band line up.
2. Direct participants to follow the lead instructor's physical moves including:
 - ▶ Walking
 - ▶ Stopping
 - ▶ Marching (walking but trying to pick knees up higher)
 - ▶ Turning right or left
3. Participants will follow the instructor as s/he walks around the room/building leading the group.

NOTE: If you are in a small space everyone can march in place.
4. The lead instructor will choose commands based on group's physical capabilities.
5. Commands can include, but are not limited to:
 - ▶ March forward
 - ▶ Stomp right foot
 - ▶ Stomp left foot
 - ▶ Turn right
 - ▶ Turn left
 - ▶ Raise hands in the air
6. **NOTE:** This is designed to be a fun activity and instructors are invited to be creative. The more energy provided by the instructor, the more participants will respond.
7. The instructor should use healthy messages for the group to sing a cadence call (a call and response type song) as they march. Below is an example that can be used (also feel free to come up with your own calls):

INSTRUCTOR SINGS: It is important to exercise
THEN THE PARTICIPANTS WILL REPEAT BACK: Marching makes us fit and wise
INSTRUCTOR SINGS: Sound off
PARTICIPANTS SINGS: One, two
INSTRUCTOR SINGS: Sound off
PARTICIPANTS SINGS: Three, four
INSTRUCTOR SINGS: Sound off
PARTICIPANTS SINGS: One, two, three, four

*This activity's time frame can be modified to meet the physical needs and/or restrictions of the participants in the group. Some groups may do a 3 minute march/walk, while others can handle 10 minutes.

Exercise Obstacle Course

PURPOSE : To promote physical activity with friendly competition

Materials

- ▶ Colored duct tape or cones
- ▶ 2 Large light weight balls
- ▶ 10 Chairs without wheels
- ▶ 2 Rectangular tables
- ▶ Bandanas/sweatbands (in 2 different team colors or patterns)
- ▶ 1 Whistle

Preparation

- ▶ Select a large spacious room or outdoor area for this activity.
- ▶ Set up two identical obstacle courses. Space the two courses at least a ten feet apart to assure that participants don't bump into each other.
- ▶ Be sure that there is enough room for people that use wheelchairs.
- ▶ Create a starting line for each of the courses with duct tape or cones.
- ▶ Place five chairs lined up next to each other in the first half of each course.
- ▶ Place the rectangular table in the 2nd half of the course.
- ▶ Ask for two people to serve as team captains.
- ▶ Invite the team captains to select their team, inviting participants, volunteers, and staff members to join them.
- ▶ Have the team captains distribute bandanas or sweatbands to each team member.

Steps

1. Direct participants to line up behind the starting line with their team members. The lead instructor will blow the whistle to start the race.
2. One participant from each team will start the obstacle course with a ball in his/her hand.
3. The participant will walk or roll towards the line of five chairs.
4. Once s/he arrives at the chair s/he must sit down (or next to the chair if using a wheelchair) and raise the ball over their head 3 times.
5. After doing this the participant will move to the next chair and do the same thing (raise the ball three times over their head) until they have done this at all 5 chairs.
6. Assistance should be provided for people using wheelchairs.
7. After sitting in all five chairs, the participant will walk or roll to the rectangular table and bounce the ball 4 times while walking around the table.
8. After the participant has walked around the table s/he will come back to the starting line and give the ball to the next person in line.
9. The team that completes the obstacle course first, wins.

Depending on participants ability level you can have each participant complete the course one or two times during the race.

Bouncing the ball while walking helps to build participants coordination and gross motor skills. Muscle groups that are being utilized are:

- ▶ Legs and core/abdominal muscles – walking, sitting/standing up
- ▶ Arms and shoulders – raising ball over head

The Health-Nut's Banana Pop

PURPOSE : To create a healthy snack

Materials

- ▶ Bananas
- ▶ Granola
- ▶ Honey
- ▶ Vanilla Greek yogurt
- ▶ Popsicle sticks
- ▶ Paper plates
- ▶ Napkins

Preparation

Set a place setting with materials needed for each participant to create their own nut banana pop.

Steps

1. Peel the bananas and cut them in half horizontally.
2. Insert the popsicle stick into the cut end of the banana and push it into the banana without going through the other end. If participants are having trouble keeping the banana on their stick just use a fork to roll, dip and eat the banana.
3. Dip the banana pop into the Greek yogurt until the banana is covered with yogurt.
4. Roll the banana pop onto a plate of granola until the entire banana is covered with granola.
5. Drizzle honey over the banana pop.
6. Eat and enjoy this healthy snack. It's messy, so use your napkins!

Assistance should be provided as needed to participants.

NOTE: Nuts are a common allergy—be aware of participants allergies beforehand and offer alternatives, such as replacing granola (which commonly contains nuts and is usually not gluten free) with Cheerios to cover the banana.

Dressing for the Sun

PURPOSE To teach participants how to protect themselves while in the sun.

Materials

- ▶ Items that people use or wear to protect them from the sun such as:
 - ▶ Sun-screen hypoallergenic (SPF factor of 30 or greater recommended)
 - ▶ Sweat resistant active wear
 - ▶ Baseball cap, sun-visor, or beach hat
 - ▶ Sun-glasses
 - ▶ Large one piece bathing suit, bathing trunks, or summer clothing
 - ▶ Bottle of water, Gatorade, or PowerAde
- ▶ Chairs for the group

Preparation

- ▶ Place table in the front of the room.
- ▶ Set up chairs so the group can view the materials on the table.
- ▶ Place all materials on the table.

Steps

1. The instructor will ask for two volunteers to come up and be the sun safety models for the group.
2. The instructor will set up a scenario explaining that the models are getting ready to go out into the sun for the day.
3. One-by-one the instructor will pick up an item from the table and discuss how it keeps you safe while in the sun.
For example: sunscreen protects your skin from the sun's harmful rays or the hat helps keep your face covered from sun. (Noting the SPF level and recommending 30 or higher)
4. Models will put on sunscreen on arms/face, or place the hat on their head, etc.
5. The instructor continues to ask the group, "What else do these models need to wear to protect themselves from the sun?"
6. The instructor will provide feedback to the group on their answers.
7. The instructor and models will continue this until all items from the table are discussed.
NOTE: The bathing suits or summer themed clothing can be put on over top of the models clothing for added fun.
8. The instructor will note that comfortable light weight (and light colored) garments help to prevent overheating, perspiration, and dehydration.
9. Once the models are wearing all of the sun protection accessories and sun screen, the instructor will engage the group in a discussion and ask them "What should you drink if you plan to be outside in the sun?"
 - ▶ There should be a bottle of water/Gatorade on the table for each model.
 - ▶ The instructor will emphasize importance of staying hydrated and drinking plenty of fluids like water, Gatorade, etc.
 - ▶ The instructor will advise the group that certain drinks, such as soda, coffee, and alcoholic beverages can dehydrate our bodies. Therefore, we should avoid those types of drinks when we spend time in the sun.

NOTE: A fun giveaway for participants at the end of this activity could be some inexpensive sunglasses or white hats that everyone can decorate with markers as reminders to dress appropriately in the sun.

Indoor Swimming

PURPOSE : To encourage physical activity using fun indoor swimming-type exercises.

Materials

- ▶ Yoga/activity mat for each participant
- ▶ Chair for each participant (not on wheels)

Preparation

Set up mats for participants to complete exercises on. Make sure to space mats far enough apart so participants have enough space to spread arms out wide and not touch other participants.

Swimming is a fun activity that people like to do outside in the sun. This exercise is mimicking swimming type movements to encourage physical activity and improve participant's range of motion and build muscle endurance.

Steps

1. Ask all participants to sit on their mats with legs out in front of them.
2. The instructor will demonstrate each movement and have participants copy him/her.
3. Try to do each exercise two to three times with rest in between sets as needed.

FREESTYLE

Participants will hold one arm straight out in front of their body and hold towards the back of their head. Simultaneously participants will switch arms to opposite positions bringing the arm that is stretched out in front of them towards the back of their head while the other arm is extended out in front of their body. Both arms equals 1 cycle. Repeat 10 cycles.

THE BACKSTROKE

Participants will start lying on their backs with both arms down flat on the mat against their sides. Keeping their arm straight, they will slowly raise each arm (one at a time) all the way over their head until it hits the mat again and then bring it back to the beginning position. Both arms equals 1 cycle. Repeat 10 cycles.

THE DOGGY PADDLE

Have participants sit up on their mats. Raise arms straight out in front of the body with palms facing down. Keeping arms raised, continuously move arms up and down in short movements in front of chest. Continue for 30 seconds.

KICKS

This move can be done either sitting in a chair or by lying flat on your back on the mat (lying on the mat is a more difficult position for this move than the chair).

- ▶ If in a chair, have participants hold on to the sides of the chair for balance. Participants will extend both legs straight out in front of themselves and do small flutter kicks moving their legs up and down. If this is too difficult have them extend one leg out at a time and continuously keep switching legs. Participants should be reminded to keep their backs straight and stomach/core muscles tightened.
- ▶ If lying flat on their back on the mats, have participants keep their arms by the side of their body. Keeping their legs straight, have participants lift legs in the air and do short up and down kicks. Remind participants to try not to arch their backs while lying down, but keep them flat on the mat. Continue for 30 seconds.

Melon Ice Slushy

PURPOSE : To create a healthier version of the popular snow cone treats and encourage proper hydration.

Materials

- ▶ Blender or Nutri-Bullet
- ▶ Fresh watermelon, cantaloupes, and/or honeydew melons
- ▶ Ice cubes
- ▶ Truvia, stevia or other sugar substitute (honey could also be used for an all-natural sugar)
- ▶ Water
- ▶ Cups for each participant (6-8 oz.)
- ▶ Disposable spoons
- ▶ Napkins

Preparation

- ▶ Set-up a table in the front of the room with the fruit and blender.
- ▶ Be sure that all participants can see the demonstration.
- ▶ Volunteers and staff should cut the melons and remove all the seeds beforehand.
- ▶ A place setting for each participant should be set up with a cup, napkin, and spoon.

Steps

1. Fill the blender about one-fourth of the way full with ice.
2. Scoop out circles or cubes of the different melons of your choice so the blender is about three-fourths full. Pause before each fruit is added to explain the name of the fruit and why it's healthy for you.
3. Fill the final one-fourth of the blender with water.
4. Add about 5 - 6 packets of Truvia/Stevia or other sugar substitute.
5. Turn the blender to "crush" mode and blend for about 30 seconds or until it creates a thick slushy type texture.
6. Fill each participant's cup with mixture and enjoy!

No More Falls

PURPOSE Participants will choose a healthy resolution to make an effort to start making healthier

Materials

- ▶ 1 Table
- ▶ A couple chairs
- ▶ 1 Throw rug
- ▶ 1 Small cup of juice or colored beverage (or paper cut out of a “spill”)
- ▶ 1 Handful of dirt or cereal
- ▶ Electrical extension cord plugged into a lamp.
- ▶ 1 Trash can/bag
- ▶ Paper towels
- ▶ Magazines
- ▶ 1 Soda can
- ▶ 1 Pair of socks
- ▶ 1 Pair of slip resistant shoes or slippers
- ▶ 1 Broom and dustpan set
- ▶ 1 Mop
- ▶ 1 Pair of glasses

Purpose

Participants will learn to spot potential hazards in a room that could cause an individual to fall and ways to help prevent falls.

Preparation

Secure a large room where an interactive presentation can be delivered. The presentation area should be designed as a cluttered room.

Participants will need to have a good view of the cluttered area, but will not be walking through it.

Set-up the scene, prior to the participant’s arrival by creating a cluttered room full of potential items that could cause someone to fall:

- ▶ Set up the front of the room as if it is a kitchen or dining room area with a table and chairs.
- ▶ Place a throw rug on the floor near a faux entrance, as if it were a welcome mat.
- ▶ Place shoes and socks on the floor in a pathway.
- ▶ Spill a visible amount of juice or colored fluid in an obvious area. If you have carpet or don’t want to use real liquid cut out a piece of colored construction paper, label it “water” and place on floor.
- ▶ Spread a handful of dirt or cereal in another area of the room.
- ▶ Drag an extension cord across the room (plugged into a lamp or other typical household item).
- ▶ A few magazines and a can of soda could be placed on the floor near one of the chairs.

Steps

1. Tell participants that they are going to work together as a “Fall Risk Safety Team” to convert this dangerous cluttered area into a safe living space.
2. Ask participants, one-by-one, to find all the potential hazards in the room that could cause someone to fall. Don’t let participants shout out answers as it creates too much confusion.
3. After each hazardous item is recognized the lead instructor should acknowledge it and remove that hazard from the cluttered room. The lead instructor should then provide a simple explanation of why the item was dangerous.
4. After all of the hazards are removed, the dirt swept and spill mopped up, the lead instructor will place the broom or mop in an *unsafe* area. The lead instructors should wait to see if participants redirect him/

her to put the broom away in a closet or designated area to prevent falls. If they do not, the lead instructor or other staff can help prompt participants to do so.

5. Now that the room “looks safe” the lead instructor should address some additional, potential hazards. This can be done by engaging the group in a conversation where the lead instructor prompts participants to respond to questions such as these:

QUESTION	DESIRED ANSWERS
Is a floor safe even after we’ve cleaned up the mess?	<ul style="list-style-type: none"> ▶ No, it may not be. ▶ We may have to dry the floor with towels ▶ We should place a cone/warning sign indicating wet floor
If someone is supposed to wear eyeglasses/ contacts and they don’t have them on are they still safe?	No, it’s easy to miss something if you don’t wear your glasses/contacts
Can people fall on a floor that’s clean and dry?	Yes, sometimes very clean floors can still be slippery
A room or hallway with a lot of light can help prevent falls. Can you tell me why?	<ul style="list-style-type: none"> ▶ You can see things in the hallway or room more clearly ▶ You don’t have to walk through a dark room to turn on a lamp or light switch.

6. At the end of the presentation praise the Fall Risk Safety Team for a job well done! Fun certificates could be made for each participant to take home certifying them of passing the Preventing Falls Safety Inspection test.

Back and Core Muscle Exercises

PURPOSE

To teach participants how to perform basic exercises that help to support their back/core muscles and posture.

Materials

- ▶ Chair for each participant (not on wheels)
- ▶ Yoga/exercise mat (or beach towel) for each participant
- ▶ Hand towel for each participant (optional)

Preparation

The room should be large enough to accommodate all participants with everyone spread out at least 2 feet apart from each other.

Steps

The lead instructor will demonstrate each of the following three exercises in front of the group so participants can copy his/her movements. Volunteers should circulate through the room to help participants with correct form.

EXERCISE 1: The Super-Star Sit-Ups

- ▶ Instruct participants to lie down flat on their backs on their exercise mats.
- ▶ With their arms straight out by their sides have participants reach toward their feet until shoulders lift slightly off the floor.
- ▶ Hold for 5 seconds and then slowly lower back down on the mat.
- ▶ Don't anchor your feet down and do not let anyone hold your feet as this puts a strain on your back.

Repeat 5-10 times. (Try to do 2-3 sets)

EXERCISE 2: The Butt & Gutt-ercise

- ▶ This move can be done while you're lying down, sitting, or standing.
- ▶ Have participants sit, stand, or lay in a position that is comfortable for them.
- ▶ Slowly tighten and squeeze your stomach muscles.
- ▶ Hold for 5 seconds and then slowly release the muscles and relax. Repeat 3 times
- ▶ Slowly tighten and squeeze your buttock muscles.
- ▶ Hold for 5 seconds and then slowly release the muscles and relax. Repeat 3 times
- ▶ Slowly tighten and squeeze both your stomach and buttock muscles at the same time now.
- ▶ Hold for 5 seconds and then slowly release the muscles and relax. Repeat 3 times

EXERCISE 3: The Proper Posture Driver

- ▶ Have participants sit straight up in a chair with their back against the back of the chair, feet flat on the floor, and knees bent at a 90 degree angle.
- ▶ Instruct participants to hold their arms out in front of their chest as if they have them on a large imaginary steering wheel. (If you have hand towels participants can grip onto the ends of that to provide more structure).
- ▶ While keeping the core of the body as still as possible slowly rotate your shoulders and arms to the right bringing the left arm all the way across the body till you feel a stretch in your left side/lower back. Hold for 30 second.
- ▶ Then come back to the middle and repeat on the other side, twisting the shoulders and bringing the right arm all the way across the body until you feel a stretch in your right side/lower back. Hold 30 seconds. Repeat 3 times on each side. Participants should feel a stretch in their back and sides.

Pumpkin Patch Salad

PURPOSE Participants will learn to create a fun and healthy snack.

Materials

- ▶ Mandarin oranges cleaned with skin on (you could also use clementine's or cuties)
- ▶ Celery stalks with the greens attached cut in 2-3 inch long pieces
- ▶ Spring garden lettuce in 6-8 oz. cups
- ▶ 2-3 Tablespoons of crispy fried egg noodles in individual cups
- ▶ 2 Tablespoons of thinly sliced almonds or raisins in individual cups
- ▶ Asian ginger sesame dressing (Ken's or Paul Newman's is recommended)
- ▶ Large disposable bowls
- ▶ Napkins
- ▶ Disposable utensils – knife, fork and spoon

Preparation

- ▶ Prepare ahead by setting up a place setting for each participant that includes a large bowl, napkin, fork, knife, and spoon.
- ▶ The lead instructor, or a volunteer, should cut small holes in the top of each mandarin orange prior to the activity (a celery stalk will be pushed into the top later).
- ▶ All participants should be asked to wash their hands before handling food.

Steps

1. Pass out one cup of spring garden lettuce to each participant. Instruct participants to line their bowl with the lettuce like they were creating a pie crust.
2. Give each participant a paper cup with a serving of the fried egg noodles. Instruct participants to sprinkle the noodles around the bowl on top of the lettuce.
3. Give each participant two mandarin oranges. These will be placed in the bowl as if they were pumpkins in a patch. Keep the skin on.
4. Give each participant two celery stalks (pre-cut into 2-3' pieces). The celery stalks will create the pumpkin stems. Participants will push the celery in the top middle portion of the mandarin orange with the bushy end of the celery sticking out of the top as the pumpkin's stem.
5. Give each participant a serving of sliced almonds to spread throughout bowl.
6. At the end each participant has created a healthy pumpkin patch food craft. When participants are ready to eat their snack, they will be told to peel their mandarin orange, add salad dressing, and mix everything up in the bowl to create a salad. Staff assistance may be needed with peeling oranges.

NOTE: Be aware of participant's allergies. For nut allergies, substitute almonds with raisins and ginger sesame dressing with raspberry vinaigrette dressing. Many salad dressings are also not gluten free.

Circuit Training

PURPOSE : To increase strength and endurance by using different aerobic exercises.

Materials

Chair for each participant

Preparation

The room should be large enough to accommodate all participants. Each participant should be spread out far enough to be able to extend arms fully and not touch any other participants.

Steps

The lead instructor will demonstrate each of the following moves in front of the group so participants can copy his/her movements. Volunteers should circulate through the room to help participants with correct form.

Stretching / Warm-Up

- ▶ **WINDMILLS:** Start with legs spread out a little wider than shoulder width apart and arms straight up in the air over your head. Slowly bend over bringing both arms down to touch your right foot and then come back up to standing position with arms above your head. Do the same thing to the other side, slowly bringing both hands down to touch your left foot and coming back up to starting position. Touching both feet counts as 1 windmill. **REPEAT 5 – 10 TIMES.**
- ▶ **CLOSED WINDMILLS:** Same as regular windmills except you will be standing with feet together instead of spread apart and slowly bring your arms down to touch both feet at same time. **REPEAT 5 – 10 TIMES.**
- ▶ **TORSO TWISTS:** Start standing up with legs just a little bit wider than your normal stance to help provide some extra stability. Arms should be stretched out in front of your chest. Keeping your feet planted on the floor, twist your shoulders and arms all the way to the right until you feel a stretch and then switch to the other side stretching all the way to the left until you feel a stretch. This should be a slow continual back-and-forth movement. **TWIST TO EACH SIDE 5 – 10 TIMES.**

Circuit Exercises

Participants should work as hard as they can to complete all repetitions of each exercise while still maintaining control and being safe. Between each move should be a 30 second to 1-minute rest before moving on to the next exercise. Water should be available to participants during the exercises. Based on participant's ability level, you can choose to complete the full cycle once or twice.

- ▶ **JOGGING:** Start jogging in place as fast as you can while still maintaining control. **JOG IN PLACE FOR 1 MINUTE.**
- ▶ **HIGH KNEES:** Start in a normal standing position. Lift one knee up till it's about even with your hip level (or as high as is possible / comfortable) and lower back down. Switch to lift the other knee up to hip level and lower back down. (For added exercise, you can tap your knee with both hands every time you lift your leg up.)
Modification: Participants can hold on to a chair/the wall if needed for extra stability.
 Both knees equals 1 set. **TRY TO COMPLETE 8 – 10 SETS.**

- ▶ **CHAIR SQUATS:** Start sitting down in a chair with feet firmly on the floor. Raise yourself up to a standing position. Then sit back down in the chair. **TRY TO STAND AND SIT BACK DOWN 8 – 10 TIMES.**
- ▶ **JUMPING JACKS:** Start in a standing position with feet together and arms down by your side. At the same time jump your feet out wide and raise your arms out from your sides (keeping your arms straight) so that they are straight up over your head. Then jump your feet back together and lower your arms back down by your sides.
Modification: If participants are having trouble with coordinating their arms and legs at the same time have them keep their hands on their hips or out in front of them and just focus on jumping their feet in and out. Individuals in wheelchairs / walkers can just focus on the arm portion.
TRY TO COMPLETE 8 – 10 JUMPING JACKS.
- ▶ **PLANKS:** Start on your hands and knees on the floor. Extend your legs out straight to hold your body up by your arms and feet only (in a push-up position). Try to keep your body as straight as possible and don't let your stomach sag towards the ground or arc your hips too far up. **TRY TO HOLD THE POSE FOR 15 SECONDS – GRADUALLY INCREASING THE TIME DEPENDING ON PARTICIPANT'S ABILITY LEVEL.**

Stretching / Cool-Down

- ▶ **V STRETCH:** Sitting on the floor with legs extended out in front of your body spread legs open to create a V shape. Reach as far as you can towards your right toes. Hold 30 second. Reach as far as you can straight out in front of your body. Hold for 30 second. Then reach as far as you can towards your left toes.
HOLD 30 SECONDS.
- ▶ **ARM STRETCH:** Take your right arm and reach it across your body to the left side. Using your left hand pull your right arm closer to your body by grabbing under neither your elbow and pulling in. Repeat on the other side – taking your left arm and stretching it across the body, using your right arm to grasp and pull it in closer to your body. **HOLD FOR 30 SECOND ON EACH ARM.**

Proper Handwashing Technique

PURPOSE

To teach participant's how to use proper hand washing techniques to help prevent the spread of the flu.

Materials

- ▶ [Proper Handwashing Techniques posters and hand-out](#)
- ▶ Antibacterial soap (fragrance free)
- ▶ Hand sanitizer (fragrance free)
- ▶ Disposable paper towels
- ▶ Sink station

Preparation

Activity will be completed at a sink station area with minimal distractions. Be sure to test the water temperatures at the sink ahead of time to ensure that the participants will not get burned. Fragrance free soaps and sanitizers are preferred due to skin sensitivities and allergies.

Steps

1. Gather participants together at the sink station where they can easily see the demonstration. The lead instructor will demonstrate proper hand washing techniques by:
 - ▶ Scrubbing between fingers and under their finger nails
 - ▶ Washing their palms, wrists, and backs of their hands
 - ▶ Rinsing well afterwards to remove all lather
2. Participants will take turns one at a time, washing their hands with warm water and soap for at least 20 seconds. Paper towels will be distributed for hand-drying.
3. While participants are waiting to wash their hands the lead instructor should ask participants to answer the question of “when should we wash our hands?” Participants should give, or be prompted to give, answers including:
 - ▶ Before eating or touching food (and again after touching raw meat)
 - ▶ Before and after caring for someone who is sick
 - ▶ After going to the bathroom
 - ▶ After being outside
 - ▶ After handling garbage
 - ▶ After petting/touching pets or animals
 - ▶ After sneezing or coughing. (Remind participants that they should sneeze into a tissue if available. If a tissue is unavailable always sneeze or cough into your upper arm and not your hands to prevent the spread of the flu.)

[Learn more about the flu virus and how to prevent spreading it.](#)

Citrus Fusion Drinks

PURPOSE : To learn about the importance of staying hydrated and drinking water.

Materials

- ▶ Plastic knives and plates (1 per person)
- ▶ Plastic bottles of water (1 per participant)
- ▶ Citrus fruits high in vitamin C and other immune boosting antioxidants and nutrients: oranges, grapefruit, lemons, limes, kiwi
- ▶ Blank adhesive labels (1 per person)
- ▶ [Information about benefits of eating citrus fruits](#)

Preparation

Have each participant wash their hands before engaging in this activity. Place half of each citrus fruit at each person's seat.

Steps

1. The lead instructor and additional staff will help participants to cut up the fruit into very small fine pieces to be inserted into their water bottles.
2. Participants will take a few sips of water out of each water bottle before inserting cut up fruit so that the water will not overflow.
3. Insert cut up fruit and seal cap tightly. Shake or flip water bottle back and forth to mix the fruit into the water.
4. Participant's initials can be written with marker on the top of the cap or on a blank adhesive label and tapped to the bottle so they don't confuse their water bottle with others.
5. Drink and enjoy the immune boosting benefits of citrus fruits!

Water Bottle Weight Exercises

Participants will use the water bottles as hand weights to do the following exercises. Try to do 8-10 repetitions of each move. Depending on participant's physical abilities you can do 1 or 2 sets.

The lead instructor will demonstrate the following exercises:

- ▶ **BICEP CURLS:** Start by holding arms straight down by side. Bend at elbows to curl lower arm upwards the chest keeping upper arm as still and close to the body.
- ▶ **ARM EXTENSIONS:** Start by holding arms straight down by side. Then lift arms straight out in front of body
- ▶ **ARM EXTENSIONS TO THE SIDE:** Start by holding arms straight down by side. Then lift arms straight out from the sides of the body.
- ▶ **SHOULDER PRESSES:** Lift arms straight up in the air above head