

Find Fun in Physical Activity: ENERGY OUT

Lesson Overview

This lesson will focus on the ENERGY OUT part of the energy balance equation. Participants will learn the importance of physical activity and will discuss ways to increase the amount of physical activity that they and their family get daily.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- List three reasons that being physically active is fun.
- List three ways of adding physical activity into their family's daily lives.
- List three ways to overcome challenges to getting more physical activity.
- Identify the amount of time that adults and children should be physically active daily.

Lesson Activities

- Warm-Up (5 minutes)
- ENERGY OUT: **We Can!** Find Fun in Physical Activity (25 minutes)
- Stretch Break! (5 minutes)
- **We Can!** Fit In Daily Physical Activity (20 minutes)
- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Lesson 4:



Total Time
60 Minutes

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Find Fun in Physical Activity: ENERGY OUT

- Three easels and three sheets of large paper
- Three to six markers
- We Can!** Make Physical Activity Fun! handout, p. 125

We Can! Fit In Daily Physical Activity

- We Can!** Fit In Daily Physical Activity planner, p. 123
- Pencils

We Can! Try Tips To Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator's Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Find Fun in Physical Activity: ENERGY OUT

- Set up three stations with an easel, large paper, and 1 or 2 markers at each
- Photocopy handout (one for each participant)

We Can! Fit In Daily Physical Activity

- Photocopy handouts (one for each participant)

We Can! Try Tips To Eat Well and Move More

- Photocopy handouts (one for each participant)

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the lesson.

3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Find Fun in Physical Activity: ENERGY OUT (25 minutes)

1. **SAY:** *As you know, this program is about how we can keep our energy balanced so that we can maintain a healthy weight. We've talked a lot about limiting the number of calories you take into your body—your ENERGY IN—but today we're going to focus on spending those calories through physical activity—your ENERGY OUT.*

We've all heard that Americans don't get enough physical activity. We drive everywhere instead of walking or biking. We have jobs where we sit at a desk all day long. Our children sit all day at school. Many schools are even cutting back on recess and physical education (P.E.) time. We have to make an effort if we want to be physically active and get our ENERGY OUT.

And while it's true that most Americans aren't getting enough physical activity, a lot of us ARE regularly physically active or HAVE BEEN at some point in our lives.

*Let's not think about all Americans now, let's talk about all of us in the room. **We Can!** be more active! Let's talk about what's easy and fun about being physically active. I want you to really think about a time when you were regularly physically active, if it's now or in the past.*

Facilitator's Note: Write the participant's thoughts down on a large paper so they can reflect on it at a later point. Keep this paper for an activity in Lesson 5.

2. **ASK:**
 - How do you feel after a workout, or after doing something physically active?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- I feel energized.
- Working out relieves stress.
- Being active improves my mood and sense of well-being.
- I get an adrenaline "high" after I work out that feels great.
- I feel productive, like I accomplished something.

- What makes being physically active FUN for you? What makes you go back for more?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- I get to spend quality time my friends/workout buddies.
 - I get to spend time with my family.
 - Certain activities are really fun (for example, I love to play tennis or go biking).
 - I get to spend time outdoors.
 - It is time that I get to spend alone with my thoughts; it's meditative.
- We know it's important to be physically active to help keep our muscles, bones, and heart strong, and on top of it, it's fun to do and feels great—so why do you think a lot of us, including children, still aren't getting enough physical activity?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- Not enough time in the day.
- Not safe to be outside in my neighborhood.
- I don't have the equipment or skill to work out.
- I don't have the motivation, it's hard to get started.
- I'm tired at the end of the day and would rather relax.

3. **SAY:** *Even though there are challenges to being physically active, we have ways to overcome those challenges.*

4. **HAND OUT** the **We Can! Make Physical Activity Fun!** handout.

5. **SAY:** *Here are some tips for overcoming challenges to being physically active. Please read through this list for a few minutes. ALLOW participants 2–3 minutes to read the handout.*

6. **ASK:** Has anyone ever tried one of these tips in the past and been successful in increasing or maintaining their level of physical activity? What did you do and why do you think it worked?

7. **LISTEN** to responses from participants.

SAY: *Now we're going to brainstorm some ideas of activities we can do that are easy, fun, and realistic to do.*

8. **DIVIDE** the participants into three equal groups. **ASK** each group to go to one of the large paper and easel stations you have set up around the room. **ASK** each group to select a person to record the group's answers on the large paper.

9. **TELL** each group that they have 10 minutes to come up with a list of as many things that they can think of as physical activity that are EASY, FUN, and REALISTIC for them and their families.

10. **REMIND** the participants that physical activity does not always mean organized sports or exercise like soccer or aerobics. Physical activity also includes things like building a snowman with the children.

11. **REMIND** participants when they have 1 minute remaining.

Facilitator's Note: These physical activity lists will be used in the next activity.

12. **ASK** the participants to hang their large paper on the wall and then come back into a large group. **CHOOSE** a volunteer to read his or her group's list to the rest of the class. **ASK** the other groups to add any activities from their lists that have not been mentioned. **ASK** another volunteer to write down these additions on the first list, so as to create a "master list" of ideas.

13. **SAY:** *You all just came up with a great list of things you can do for yourselves and with your families to be more physically active and burn those calories to maintain a healthy weight. With the tip sheet you have on how to overcome challenges to being active, and the knowledge that physical activity is fun and feels great, you are on your way to helping your family maintain a healthy weight by being physically active. Let's take a stretch break that overcomes one of the challenges to being active—having a desk job.*

Stretch Break! (5 minutes)

SAY: *Some jobs, such as nursing, require you to walk around a lot. Construction workers usually carry heavy equipment and do a lot of physical activity while they work. But those people who work desk jobs don't have the opportunity to get physical activity when they are sitting a good portion of the day. But all is not lost. You can do most of the stretches we have done in this course at your desk. Here a few more stretches you can do while sitting at your desk or in front of the television. Not only will it expend a little bit of energy, but it also may energize and refresh you.*

Sit up straight in a chair with both feet flat on the floor. Look straight ahead. Slowly reach around behind yourself with your right hand. Grasp the top right corner of your chair with your right hand. Complete the stretch by moving your left hand as close as possible to your right hand. Stretch as far as you can and hold it for 15 seconds. Repeat five times on each side, twisting left and right, aiming to turn the body a little farther each time.

Next, move your chair away a little bit from your desk so you have room to stretch. Interlock your fingers, turn your palms outward and extend your arms away from your body as far as you can. Keeping your back straight and arms parallel to the table or the desk, bow your head slightly. Count to five and lift it back up slowly. Repeat this, slowly five more times.

While sitting, extend your arms in front of you and then lift them slowly straight over your head as you inhale deeply. As you exhale, let your arms, head, and shoulders curl down and dangle toward the floor. Curl back upward, slowly and gently. Repeat three times.

Place your fingertips on your shoulders, elbows pointing out to the sides (so you look like a "chicken"). Pull your elbows back as far as you can. Push your elbows forward and try to touch them together. Repeat 10 times. Now, keeping your fingertips on your shoulders, lift your elbows up and then push them down to your sides, as if you're trying to fly. Repeat 10 times.

You can do these stretches when you're sitting at your desk, or even in front of the television. They are not vigorous activity, but they get your body moving and your blood flowing. Stretching your muscles is an important part of staying active in order to maintain a healthy weight.

We Can! Fit In Daily Physical Activity (20 minutes)

1. ASK:

- How much physical activity should we, as adults, be getting each day?

If necessary, **GUIDE** participants to the following responses:

- At least 30 minutes of moderate-intensity physical activity, above usual activity, at work or home on most days of the week.
- For most people, greater health benefits can be achieved by engaging in physical activity of more vigorous intensity or longer duration.
- To help manage body weight and prevent gradual, unhealthy body weight gain in adulthood: Engage in approximately 60 minutes of moderate-to-vigorous-intensity activity on most days of the week while not exceeding caloric intake. (Some activities are either moderate- or vigorous-intensity physical activity depending on the rate at which they are carried out. For example, walking at 3.5 miles per hour is moderate intensity activity, while jogging for 5 miles per hour is vigorous.)
- To sustain weight loss in adulthood: Participate in at least 60 to 90 minutes of daily moderate-intensity physical activity while not exceeding caloric intake requirements. Some people might need to consult with a health care provider before participating in this level of activity.

- How much physical activity should your children get?

If necessary, **GUIDE** participants to the following responses:

- At least 60 minutes of physical activity on most, preferably all, days of the week.

2. **SAY:** *If these numbers sound intimidating to you, don't worry. It's not as hard as it might seem to fit 60 minutes of physical activity into your daily schedule. It doesn't have to be all at once. Experts say that you can do separate, shorter sessions of physical activity and get the same benefits. For example, you can do sit-ups and stretching for 15 minutes in the morning, take a 15-minute walk during lunch, and walk for 30 minutes after dinner with the dog and/or family or friends.*

3. **ASK:** How many of the easy, fun, and realistic activities you wrote down earlier can you do in short spurts throughout the day?

4. **ASK** participants if they have any other ideas for short bursts of activity that they can do during their regularly scheduled days. **ADD** these to your master list.

If necessary, probe for the following additional responses:

- Take the stairs instead of the elevator (if you have many floors to go, try walking halfway up to your destination, then take the elevator the rest of the way).
- Take a walk around the school parking lot while you're waiting for your child to get out of band practice.
- Take a walk break instead of a coffee break with a co-worker.

5. **SAY:** *Every day gives us opportunities to be more active. But sometimes it's hard to remember to do so and it's hard to keep track of whether or not we've gotten in 60 minutes of activity, and when we need to add a little more.*

6. **HAND OUT** the **We Can! Fit In Daily Physical Activity** planner and a pencil to each participant.

7. **SAY:** *Please take the next 10 minutes to fill out this **We Can! Fit In Daily Physical Activity** planner with the types of activities you think you and your family could realistically do, and the times of the week and day you think you can do them. Feel free to discuss ideas with the people sitting around you. Remember, be realistic. Don't sign your family up to run a marathon if you've never run one block. Start out small with those short segments of activity that you can fit into your day and work your way up to longer and more involved activities. Remember, to prevent weight gain, you and your children should be aiming for at least 60 minutes of moderate-intensity physical activity a day.*

8. **ALLOW** participants 10 minutes to discuss with their group and fill out the forms. **REMIND** them when they have 1 minute remaining.

9. **SAY:** *When you go home, ask your family if they would be willing to review this list, add to it, and change anything if necessary. You should keep it in a place where everyone can see it and refer to it if necessary. Try to check back once a week to see if you're achieving these goals. If not, you may need to change them. You may consider offering a non-food-related reward for achieving a certain number of the goals. You can download more copies at <http://wecan.nhlbi.nih.gov>.*

We Can! Try Tips To Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ASK** participants to pick two new nutrition and physical activity tips to try this lesson and write them down on the **We Can! Try Tips to Eat Well and Move More** tracking grid. **ASK** one or two participants to share which tips they plan on trying this session and how they plan to overcome any challenges to trying those tips.
3. **SAY:** *Remember to add your new tips to the master tracking grid you started in Lesson 1 so you can keep everything in one place.*
4. **ENCOURAGE** them to continue to try the tips they picked during the last lesson if they worked.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed the ENERGY OUT part of the energy balance equation. Remember, being physically active is an important part of keeping your energy balanced and maintaining a healthy weight. Take home what you learned today and apply it to any challenges that your whole family has to being physically active.*
2. **ASK:** Can anyone tell me how much screen time the average American youth spends each day? (By screen time, I mean total amount of time watching TV, DVDs, playing videos games, and recreational computer use.) Do you know how much time your children spend in front of a screen? Join us next time as we talk about another way to increase ENERGY OUT... by reducing screen time.
3. **THANK** participants for participating in this session. **ASK** whether they have any questions or comments.

We Can! Fit In Daily Physical Activity

Type of Activity	What day of the week	What time of the day	Who will participate	Other notes	Did we do it?
<i>Example 1:</i> Walking the dog	Every day	7 AM and 5 PM	Mom and Sally Dad and John	At least 15–20 minutes!	Yes! Sally and John switched on Wednesday.
<i>Example 2:</i> Frisbee™	Sunday	3 PM	Everyone	River View Park	Yes—we played for 2 hours each Sunday this month.
<i>Example 3:</i> Get off the school bus one stop early	Monday–Friday	2:30 PM	Sally and John	Be careful crossing Main Street.	Yes, except for Friday when we were tired.
Your activity:					
Your activity:					
Your activity:					
Your activity:					
Your activity:					
Your activity:					

We Can! Make Physical Activity Fun!

Make time

- Identify available time slots. Monitor your daily activities for 1 week. Identify at least three 30-minute time slots you could use for physical activity.
- Add physical activity to your daily routine. For example, walk or ride your bike to work or shopping, organize school activities around physical activity, walk the dog, exercise while you watch TV, park farther away from your destination.
- Make time for physical activity. For example, walk, jog, or swim during your lunch hour, or take fitness breaks instead of coffee breaks.
- Select activities requiring minimal time, such as walking, jogging, or stair climbing.

Bring others into it

- Explain your interest in physical activity to friends and family. Ask them to support your efforts. Plan a time to be physically active with your children.
- Invite friends and family members to exercise with you. Plan social activities involving exercise. Plan a party involving physical activity for children's friends.
- Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.

Energize yourself

- Schedule physical activity for times in the day or week when you feel energetic.
- Convince yourself that if you give it a chance, physical activity will increase your energy level; then try it.

Stay motivated

- Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar.
- Invite a friend to exercise with you on a regular basis and write it on both your calendars.
- Join an exercise group or class.
- Select activities requiring no new skills, such as walking, climbing stairs, or jogging.
- Exercise with friends who are at the same skill level as you are.

Prevent injury

- Learn how to warm up and cool down to prevent injury.
- Learn how to exercise appropriately considering your age, fitness level, skill level, and health status.
- Choose activities involving minimum risk.

Build new skills

- Find a friend who is willing to teach you some new skills.
- Take a class to develop new skills.

Use available resources

- Select activities that require minimal facilities or equipment, such as walking, jogging, jumping rope, or stretching and strengthening movements.
- Identify inexpensive, convenient resources available in your community (such as community education programs, park and recreation programs, and worksite programs).

Make the most of all conditions

- Develop a set of regular activities that are always available regardless of weather (such as indoor cycling, aerobic dance, indoor swimming, stretching and strengthening movements, stair climbing, rope skipping, mall walking, dancing, and gymnasium games).
- Look at outdoor activities that depend on weather conditions (such as cross-country skiing, outdoor swimming, and outdoor tennis) as “bonuses”—extra activities possible when weather and circumstances permit.

Be physically active even when you travel

- Put a jump rope in your suitcase and jump in your room.
- Walk the halls and climb the stairs in hotels.
- Stay in places with swimming pools or exercise facilities.
- Join the YMCA or YWCA (ask about partner membership agreement).
- Visit the local shopping mall and walk for half an hour or more.
- Bring a small tape recorder and your favorite aerobic exercise tape.

Work around your busy schedule

- Trade babysitting time with a friend, neighbor, or family member who also has small children.
- Exercise with the kids: Go for a walk together, play tag or other running games, get an aerobic dance or exercise tape for kids (there are several on the market) and exercise together. You can spend time together and still get your exercise.
- Hire a babysitter and look at the cost as a worthwhile investment in your physical and mental health.
- Jump rope, do stretching and strengthening movements, ride a stationary bicycle, or use other home gymnasium equipment while the kids are busy playing or sleeping.
- Try to exercise when the kids are not around (such as during school hours or their nap time).
- Encourage exercise facilities to provide child care services.

*Adapted from: "How Can I Overcome Challenges to Physical Activity? Centers for Disease Control and Prevention's Division of Nutrition and Physical Activity.
www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm*

Less Sit, More Fit: Decrease Screen Time and Increase ENERGY OUT

Lesson Overview

This lesson will teach participants about another way to increase the ENERGY OUT part of the energy balance equation. It strives to reduce screen time to no more than 2 hours a day by replacing at least some of that time with physical activity. This strategy will help adults and youth meet the recommendations of 60 minutes of physical activity each day.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- Assess the amount of time family members spend in front of screens (for example, TV, DVDs, and nonschool- or work-related computer use).
- List three ways the family can limit screen time to no more than 2 hours per day.
- List three physically active things they can do instead of screen time.

Lesson Activities

- Warm-Up (5 minutes)
- **We Can!** Help Children To Reduce Screen Time, Part 1 (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Children To Reduce Screen Time, Part 2 (25 minutes)

Lesson 5:



Total Time
60 Minutes

- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Help Children To Reduce Screen Time, Part 1

- Screen Time Statistics handout, p. 141
- We Can!** Help Children To Reduce Screen Time, p. 143
- We Can!** Reduce Children’s Screen Time Log, p. 145

We Can! Help Children to Reduce Screen Time, Part 2

- Spinning Dial of Ideas template, p. 147
- Metal brads, markers, scissors
- Easel and large paper
- Master list of physical activities from Lesson 4
- Less Sit, More Fit Role Play, p. 149
- Watch or timer

We Can! Try Tips To Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator’s Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Help Children To Reduce Screen Time, Part 1

- Photocopy handouts (one for each participant).

We Can! Help Children To Reduce Screen Time, Part 2

- Photocopy handouts (one for each participant).
- Hang large paper.
- Post master list of physical activities from Lesson 4.
- Create sample of Spinning Dial of Ideas (one for class demonstration).
- Purchase supplies needed for activity.

We Can! Try Tips To Eat Well and Move More

- Photocopy handouts (one for each participant).

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the lesson.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Help Children To Reduce Screen Time, Part 1 (20 minutes)

1. **SAY:** *Many people are concerned with how much time young people spend in front of screens—TV, video games, computers. In this lesson, we’re going to discuss what we mean by “screen time” and why screen time is an issue for energy balance and weight maintenance.*
2. **ASK:** Why do health experts recommend no more than 2 hours of screen time a day and at least 60 minutes of physical activity each day for children?

If necessary, **GUIDE** participants to the following responses:

- When people are in front of a screen, they are usually not being physically active. The more time in front of a screen, the fewer calories they are burning through activity.
 - Studies have shown that people often eat when they are in front of a screen, and that can be a double challenge for weight maintenance—lots of ENERGY IN and very little ENERGY OUT.
 - People are exposed to food commercials when they watch TV, which can encourage them to eat. Many of the foods advertised on TV are high in calories and low in nutrients (SLOW and WHOA foods). Every year, the average child is exposed to 40,000 television ads: 32 percent are for candy, 31 percent for cereal high in added sugar, and 9 percent for fast foods.
3. **DISTRIBUTE** the **We Can! Help Children to Reduce Screen Time** handout. **ASK** adults to follow along on the handout. **READ** the tips and start the following discussion.

4. **SAY:** *The first tip is to know what we mean by screen time. Then you can figure out how much screen time and physical activity your family is getting. Pay attention to how your children are spending their time. Do they watch TV, play video games, or surf the Internet for hours a day? Then, determine how much physical activity they're getting. Do they play actively with their friends, play sports, or spend time with you being active? Once you learn how much screen time they spend and how much activity they get, you will be more aware of their amount of ENERGY OUT. The goal is for youth to spend no more than 2 hours of screen time a day and get at least 60 minutes of physical activity each day to help maintain a healthy weight.*

Facilitator's Note: The following questions are intended to get participants thinking about the topic of screen time. It's not supposed to be a lengthy conversation about how much TV they watch and what their favorite shows are and how they spend their time.

5. **ASK:**

- How much screen time do you think the average American child gets?
- Which type of screen media does the average American kid spend the most time watching?
- Do you think you get more than 2 hours of screen time a day? Does this amount increase on weekends?
- Do you know how much screen time your children spend?
- Are you concerned about how much time your family spends with screens?

After briefly discussing these questions, **HAND OUT** the **Youth Screen Time Statistics** handout. **ASK** participants to look through these statistics.

Youth Screen Time Statistics*

Every day, on average, 8- to 18-year-olds spend:

- Nearly 4 hours watching TV, videos, DVDs, and prerecorded shows
- Just over 1 hour on the computer
- About 50 minutes playing video games

Media in the Bedroom

- Two-thirds of young people have a TV in their bedroom; 1/2 have a video game player and nearly 1/3 have a computer in their bedroom.
- Youth who have TVs in their rooms spend almost 1 1/2 more hours a day watching TV than youth without a set in their room.

Parental Rules

- About half (53 percent) of all 8- to 18-year-olds say their families have no rules about TV watching.
- Forty-six percent said they do have rules, but only 20 percent said the rules are enforced “most” of the time.
- Youth with TV rules that are enforced most of the time report 2 hours less daily media exposure than in homes without rules enforced.

**Source: Henry J. Kaiser Foundation. Generation M: Media in the Lives of 8- to 18-Year-Olds, March 2005. www.kff.org/entmedia/entmedia030905pkg.cfm*

ASK: Were you surprised by these statistics?

6. **BRING** participants back to the tips in the **We Can! Help Children to Reduce Screen Time** handout. Briefly **SUMMARIZE** each tip. **ASK** the following questions after each tip to stimulate discussion.

- **TALK TO YOUR FAMILY.** Explain to your children that it’s important to sit less and move more so they can maintain a healthy weight, be more energized, have a chance to practice certain skill sets (such as riding a bike or shooting hoops), and socialize with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.

ASK:

- Have you tried to talk to your family about reducing screen time?
- If so, what did you say and how did they react?

- **SET LIMITS ON SCREEN TIME.** Set a house rule that your children may spend no more than 2 hours a day of screen time (TV, DVD, video games, nonwork- or school-related computer or Internet use). More importantly, enforce the rule once it’s made.

ASK:

- Have you thought about doing this?
- What things do you think you could try to get your family to commit to this?

- **MINIMIZE THE INFLUENCE OF TV IN THE HOME.** Do not put a TV or computer in your child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1 1/2 hours more in a typical day watching TV than their peers without a set in their room.

ASK:

- How many of your children have TVs in their room?
 - Has anyone tried this and how did it work?
 - What things do you think you can do to achieve this?
- **MAKE MEAL TIME, FAMILY TIME.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule in family meals at least two to three times a week.

ASK:

- Has anyone thought about doing this?
 - If so, what approach did you take and how did it work?
- **PROVIDE OTHER OPTIONS/ALTERNATIVES.** Watching TV can become a habit for your child. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.

ASK:

- What suggestions or opportunities have you provided and how did it work?
- **SET A GOOD EXAMPLE.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.

ASK:

- What things have you done to be a good role model?

7. **SAY:** *Please share what else you've tried that's worked for you and is not listed here.*
8. **SAY:** *As I mentioned before, health experts recommend that everyone spends no more than 2 hours of screen time a day. One way to find out how much screen time your family is actually spending is by using a **We Can! Reduce Screen Time Log**.*
9. **DISTRIBUTE** the **We Can! Reduce Screen Time Log**.
10. **SAY:** *We're going to start a **We Can! Reduce Screen Time Log** in class, which you will complete at home with your family. The purpose of the **We Can! Reduce Screen Time Log** is to help you see how much time your family is spending in front of the screen. If they're spending too much screen time, we'll talk about ways that you can replace that time with something more active to increase your ENERGY OUT.*
11. **EXPLAIN** how to fill out the log. Participants will fill out the amount of time they spend every day on each screen time activity: TV, DVD, video games, and computer and Internet use that is not related to school or work.
12. **SAY:** *For practice, you will fill out a log for your screen time from the last 3 days.*
13. **ASK** participants if they have any questions.
14. **EXPLAIN** that participants should take home the log and talk to their families about filling it out. Participants should tell their family that it's important to know how much screen time they are spending, so they can make sure they spend no more than 2 hours a day in order to help them maintain a healthy weight. Each family member should keep track of their screen between the lessons. **MENTION** that they may need to help younger children fill out the log. **ASK** them to assess their family's screen time use between lessons and set goals accordingly.
15. **ASK** if anyone has any questions. **EXPLAIN** that it's time for a 5-minute activity break.

Stretch Break! (5 minutes)

SAY: *It's time to take a stretch break. Today, we're going to do something a little different and work on your core muscles. Can anyone tell me where in your body are your core muscles? (ANSWER: Abdomen, lower back, bottom and hips—the entire central region of your body) Why are core muscles important? (ANSWER: They help to align your spine and keep you straight and strong in the center. Solid core muscles, even though you usually can't see them bulge, are some of the most important muscles to keep strong and healthy.*

It's easy to work on your core muscles anytime, anywhere! First, let's start by standing up straight. Tighten your abdomen as if you are pulling your belly button through to the back. Hold this for 20 seconds. Practice breathing while your stomach muscles are still tightened. Repeat this five times. Try this exercise throughout the day while you're walking, sitting, going up and down stairs, driving in the car, pushing a shopping cart, anywhere! Can anyone suggest other places to try this exercise?

Another move you can do is when you're walking, tighten the muscles in your lower body, particularly your gluteus (in your bottom), hamstrings (back of thigh), and quadriceps (front of thigh). Combine this with the tightening of your abdomen and you are really working your core muscles. Try this for 20–30 seconds walking around the room right now. Terrific if you can tighten your muscles for up to 1 minute. For added benefit, try this while walking up and down the stairs. Using the stairs requires more muscles to be used and will help to firm up everything even more. If you take the stairs over the elevator or escalator, you also are getting some heart-pumping aerobic activity that counts towards your 30-minute minimum per day.

Facilitator's Note: If you have time, go to a staircase in the community center for participants to practice doing this once or twice.

For this last exercise, sit up in a chair with your back straight and not resting on the back of the chair. Tighten your abdominal muscles for this entire exercise just like we've been practicing. Take a deep breath while your stomach is still tight. Exhale as you lift up your right knee a few inches off the floor. Inhale as you slowly place it back on the floor. Repeat this on the left side. Repeat each side 10 times. This exercise strengthens primarily your abdominal and quadriceps muscles. Try this at home or at work when you want to take a break.

I hope you enjoyed learning about your core muscles. Now that we're energized, let's start the next activity.

We Can! Help Children to Reduce Screen Time, Part 2 (25 minutes)

1. **SAY:** *We're going to create a **Spinning Dial of Ideas** to help remind you and your family of things you could do at home instead of using screen media. This will help your family increase ENERGY OUT.*
2. **WRITE** the following participant responses on a piece of large paper.

ASK:

- What kind of things does your family like to do together for fun? What do your children do for fun by themselves or with their friends?

If necessary, **GUIDE** participants to the following responses:

- Play active games (ball, catch, hopscotch, double-dutch).
- Go for a walk, hike, or bike ride.
- Swim in the lake, ocean, or community pool.
- Visit local sites (museums, zoo, community park, hiking trails, etc.).
- Do yard work/gardening, fix the car, house chores.
- Play inside games, such as charades, or put on some music and dance.

3. **THANK** participants for their responses. **EXPLAIN** to them that they're going to use those suggestions to create their own **Spinning Dial of Ideas**.
4. **SHOW** participants an example of a **Spinning Dial of Ideas**.
5. **PASS OUT** the **Spinning Dial of Ideas** template, one brad, a pair of scissors, and a marker for each participant. **INSTRUCT** participants to cut out the preformed circle and write a fun "active" activity in each section of the circle. Be sure to include indoor as well as outdoor activities. Participants can come up with ideas of their own or use ideas from the list they made earlier in Lesson 4.
6. **TELL** participants that after they finish writing down their ideas on the dial, they will need to attach the arrow. **DEMONSTRATE** each step:
 - a) Cut out the arrow and the dial.
 - b) Use the metal brad to poke a hole through the paper in the middle of the dial and through the arrow.
 - c) Insert the metal brad through the arrow and the paper. Separate the two prongs of the brad. Practice spinning to make sure the arrow works. If the dial isn't spinning very well, just adjust the brad so that there is more space between it and the paper dial.

7. **ENCOURAGE** participants to tape the **Spinning Dial of Ideas** by their TV or computer to remind their family that there are a lot of activities they could be doing instead of watching TV.
8. **SAY:** *The **Spinning Dial of Ideas** will help you be prepared with suggestions to help your family reduce their screen time and increase physical activity. We're going to do an activity now that will help you with some of the challenges you might face in carrying out this strategy.*
9. **DISTRIBUTE** the **Less Sit, More Fit Role Play** activity. **ASK** participants to break into groups of three to five people. **GIVE** each group one of the following scenarios to work with.
 - My child comes home after school and immediately flips on the TV and sits down with a snack.
 - The TV in the kitchen is on during dinner and everyone is watching while they eat.
 - After dinner, the children go into their own rooms to play video games.
 - It's a rainy day and the kids and their friends are watching a DVD; one family member is also playing on the computer.
 - The kids watch hours of cartoons each Saturday morning.
10. **EXPLAIN** that each group should take 2 minutes to come up with a plan that reduces or eliminates the amount of time the people in their scenario are watching the screen.
11. **ENCOURAGE** participants to draw on their own situations and experiences to come up with practical and realistic solutions. **ASK** the groups to begin, and tell them when their 2 minutes are up. **ASK** for a volunteer to present his or her group's solution. **ALLOW** all the other groups to present their solution in turn. After all the groups have presented, **CONGRATULATE** them on their creative and helpful solutions. **ASK** whether anyone has any comments, questions, or additional suggestions.

We Can! Try Tips to Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** tracking grid.
2. **ASK** participants to pick two new eating well and moving more tips to try this session and write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid to take home. **SUGGEST** that they choose a tip that helps them reduce screen time and increase physical activity. **ASK** one or two participants to share which tips they plan on trying this session and how they plan on getting their children to help them with the tip.
3. **SAY:** *Remember to add your new tips to the master tracking grid you started in Lesson 1 so you can keep everything in one place.*
4. **ENCOURAGE** them to continue to try the tips they picked during the last lesson if they worked.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed the ENERGY OUT part of the energy balance equation. We focused on how to reduce screen time and replace it with physical activity. You now have some more tools to take home to your families to help them maintain a healthy weight.*
2. **SAY:** *The next lesson is the last class. Join us to find out ways to keep up the good work you've been doing these last few lessons to help your family maintain a healthy weight. The positive changes you've made in how your family eats and moves should be continued for a lifetime. Sometimes, one can have setbacks. Join us next time to find out how to handle setbacks and challenges to maintaining a healthy weight and how to practice healthy weight behaviors for life!*
3. **THANK** participants for participating in this session. **ASK** whether they have any questions or comments.

Youth Screen Time Statistics

Screen Time

- Every day, on average, 8- to 18-year-olds spend:
 - Nearly 4 hours watching TV, videos, DVDs, and prerecorded shows
 - Just over 1 hour on the computer
 - About 50 minutes playing video games

Media in the Bedroom

- Two-thirds of young people have a TV in their bedroom; $\frac{1}{2}$ have a video game player and nearly $\frac{1}{3}$ have a computer in their bedroom.
- Youth who have TVs in their rooms spend almost $1\frac{1}{2}$ more hours a day watching TV than youth without a set in their room.

Parental Rules

- About half (53 percent) of all 8- to 18-year-olds say their families have no rules about TV watching.
- Forty-six percent said they do have rules, but only 20 percent said the rules are enforced “most” of the time.
- Youth with TV rules that are enforced most of the time report 2 hours less daily media exposure than in home without rules enforced.

Source: Henry J. Kaiser Foundation. *Generation M: Media in the Lives of 8–18-Year Olds*, March 2005. www.kff.org/entmedia/entmedia030905pkg.cfm

We Can! Help Children Reduce Screen Time

Here are a few simple tips to help your children reduce their screen time and increase physical activity in order to maintain a healthy weight.

- **KNOW HOW MUCH SCREEN MEDIA AND PHYSICAL ACTIVITY YOUR FAMILY IS GETTING.** By knowing how much screen media, including TV, DVD, video games and nonschool- or work-related computer and Internet use, your family spends and how much physical activity they get, you will be more aware of how much ENERGY OUT they are burning. The goal is for them to spend no more than 2 hours of screen time a day and get 60 minute of moderate-intensity physical activity each day.
- **TALK TO YOUR FAMILY.** Explain to your children that it's important to sit less and move more so they will stay at a healthy weight, be more energized, have a chance to practice certain skill sets (such as riding a bike or shooting hoops), and socialize with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.
- **SET LIMITS ON SCREEN TIME.** Set a house rule that your children may spend no more than 2 hours a day of screen time (TV, DVD, video games, nonwork- or school-related computer or Internet use). More importantly, enforce the rule once it's made.
- **MINIMIZE THE INFLUENCE OF TV IN THE HOME.** Do not put a TV or computer in your child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1½ hours more in a typical day watching TV than their peers without a set in their room.
- **MAKE MEAL TIME, FAMILY TIME.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule in family meals at least two to three times a week.
- **PROVIDE OTHER OPTIONS AND ALTERNATIVES.** Watching TV can become a habit for your child. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.

- **SET A GOOD EXAMPLE.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.
- **DON'T USE TV TO REWARD OR PUNISH A CHILD.** Practices like this make TV seem even more important to children.
- **BE A SAVVY MEDIA CONSUMER.** Don't expect your child to ignore the influences of television advertising of snack foods, candy, soda, and fast food. Help your child develop healthy eating habits and become media savvy by teaching them to recognize a sales pitch. Try asking your child why their favorite cartoon character is trying to get them to eat a certain brand of breakfast cereal. Explain to them that this is a way for advertisers to make the cereal more appealing to young people so that they ask their parents to buy it for them and the company can make money.

We Can! Reduce Children's Screen Time Log

Complete this log to determine how much time you are spending in front of a screen. Help your family do the same. You can print additional logs on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. Place the log in an easy location for everyone to use and see, such as near the family television, by the computer, or on the refrigerator. If screen time for you or your family members is less than 2 hours a day, pat yourselves on the back! If it's 2 hours or more, then check out the **Spinning Dial of Ideas** to help you reduce your screen time and switch to some physically active alternatives.

SAMPLE LOG

Name: Billy (age 11)

Week of: 6/6/2005

We Can! Reduce Children's Screen Time Log					
	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday	2 hours	1 hour		1 hour	4 hours
Tuesday	3 hours	1½ hours		1 hour	5½ hours
Wednesday	1½ hours	1 hour	2½ hours	½ hour	5½ hours
Thursday	4 hours			1 hour	5 hours
Friday	4 hours	1 hour			5 hours
Saturday	3 hours	2 hours	2 hours	1 hour	8 hours
Sunday	2 hours	1 hour	2 hours	2 hours	7 hours
					TOTAL: 40 hrs

Name: _____

Week of: ____ / ____ / ____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

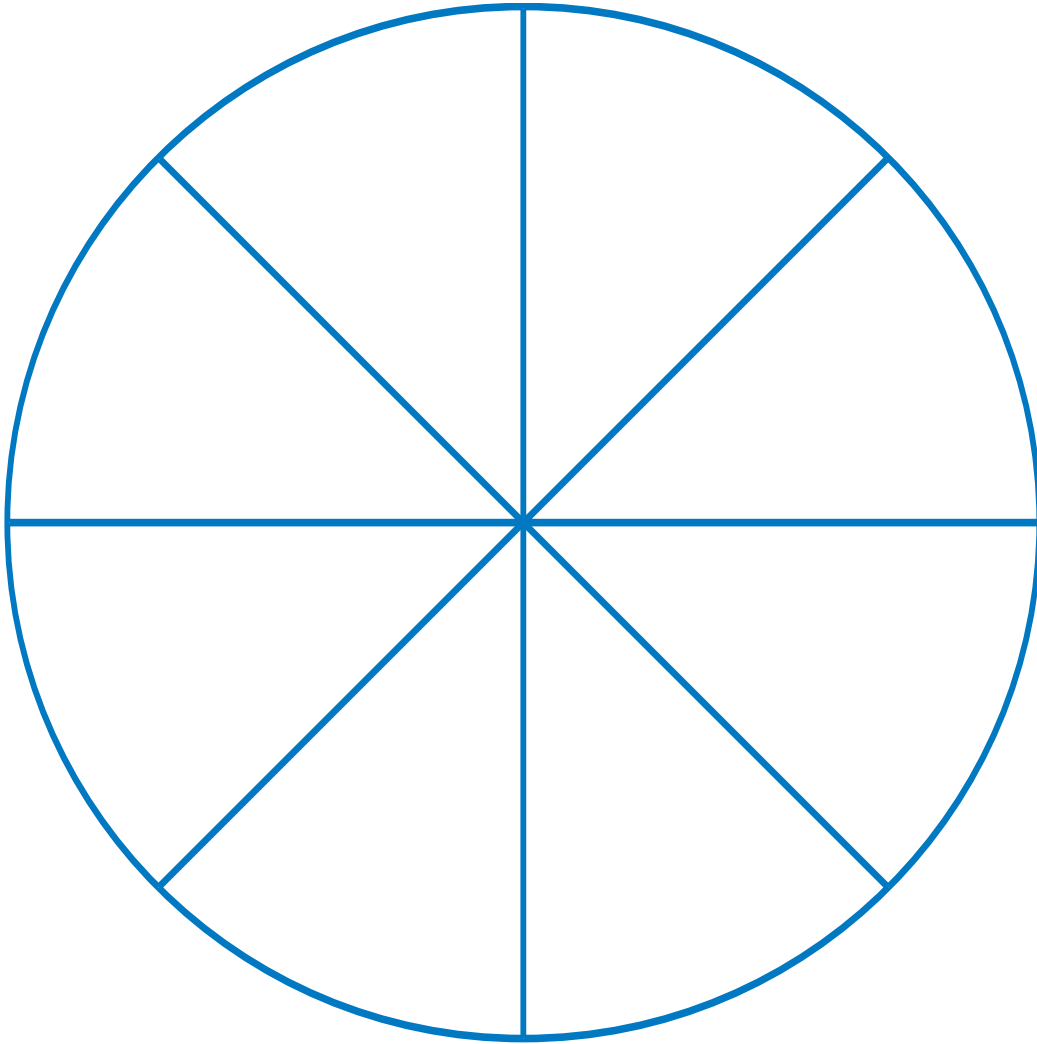
	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Spinning Dial of Ideas



Less Sit, More Fit Role Play

Each group will be assigned a role play scenario. Please think of a solution for the family to reduce their screen time and increase their physical activity.

Scenarios:

1. Child comes home after school and immediately flips on the TV and sits down with a snack.
2. The TV in the kitchen is on during dinner and everyone is watching while they eat.
3. After dinner, the children go into their own rooms to play video games.
4. It's a rainy day and the kids and their friends are watching a DVD; one family member is also playing on the computer.
5. The kids watch hours of cartoons each Saturday morning.

Maintain a Healthy Weight... for Life!

Lesson Overview

Lesson 6 teaches participants how to sustain energy balance, stay motivated, and handle setbacks in order to maintain a healthy weight for life. Participants will be provided with a resource list for more information on maintaining a healthy weight. Lastly, they will complete a **Tell Us What You Think Now** activity.

Lesson Objectives

By the end of this lesson, the parents/caregivers will be able to:

- List three ways to sustain energy balance, handle setbacks, and stay motivated to maintain a healthy weight for life.
- Identify three resources to go to for more information on maintaining a healthy weight.
- Complete and hand in the **Tell Us What You Think Now** activity.

Lesson Activities

- Warm-Up (5 minutes)
- **We Can!** Maintain a Healthy Weight...for Life (20 minutes)
- Stretch Break (5 minutes)
- Resources (5 minutes)
- Tell Us What You Think Now (15 minutes)
- **We Can!** Try Tips to Eat Well and Move More (5 minutes)
- Wrap-Up (5 minutes)

Lesson 6:



Total Time
60 Minutes

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Maintain a Healthy Weight...for Life

- We Can!** Help Children Maintain a Healthy Weight for Life handout, p. 159

Resources

- We Can!** Healthy Weight Resources, p. 161
- Large paper (with list of what they hoped to get out of the class from Lesson 1)

We Can! Try Tips to Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Tell Us What You Think Now Activity (Download from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>)

- Tell Us What You Think Now activity
- Pencils or pens and a box to collect the Tell Us What You Think Now forms

Wrap-Up

- We Can!** Certificate of Completion, p. 163

Facilitator's Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Maintain a Healthy Weight...for Life

- Photocopy handout (one for each participant).

Resources

- Photocopy handout (one for each participant).

We Can! Try Tips to Eat Well and Move More

- Photocopy handout (one for each participant).

Tell Us What You Think Now

- Photocopy handout (one for each participant).

Wrap-Up

- Prepare a certificate with each participant's name (one for each participant).

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the last lesson.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Help Children to Maintain a Healthy Weight for Life (20 minutes)

1. **SAY:** *In the last session, we talked about maintaining a healthy weight by limiting screen time to no more than 2 hours a day and increasing physical activity to meet the recommendation of 60 minutes of physical activity each day.*
2. **SAY:** *Today we're going to focus on how to help you sustain energy balance, deal with setbacks, and stay motivated to maintain a healthy weight.*
3. **SAY:** *You should be very proud of all that you've learned in the last six lessons and how your actions will benefit your family's health in the long run. Now that you and your family have taken action to balance out the energy equation, I'm going to give you some tips to help you continue practicing these healthy behaviors to maintain a healthy weight for life.*
4. **HAND OUT** the **We Can! Help Children Maintain a Healthy Weight for Life!** handout. **ASK** participants to follow along as you read each tip aloud.

Facilitator's Note: The suggested questions below will help you guide a discussion with participants to identify ways they can sustain healthy nutrition and physical activity behaviors and learn new ones to help them maintain a healthy weight.

- **MAKE A COMMITMENT.** You need to make a commitment to yourself and your family to eat nutritious foods and get regular physical activity.

ASK:

- Have **you** made a commitment to maintain energy balance?
- Has **your family**?
- What are some of the specific things you've committed to doing?

- **GET A SUPPORT NETWORK.** It helps to have a strong network of family, friends, and colleagues who will support you in your new lifestyle habits. Families can serve low-fat meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make healthier choices at the cafeteria or vending machine. Let as many people as possible know what your goals are. Maintaining a healthy weight is good for everyone!

ASK:

- Do you have a strong support network to help you achieve your goals?
- What did you do to create that support network?
- Has anyone in your support network joined you in your commitment to maintain a healthy weight?
- What can you do to build support into your program?

- **SET REALISTIC GOALS.** Effective goals are specific, attainable, and forgiving (it's okay that you won't always be able to achieve your goal). "Eat three servings of fruit a day" is a better goal than "Eat more fruit."

ASK:

- List one specific and attainable goal that has worked for you?
- Did you find the suggested activities in the **We Can! Try Tips to Eat Well and Move More** easy and do-able?

- **TRACK PROGRESS.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you're not meeting your goals. Continue to use the tracking tools provided to you: **We Can! Try Tips To Eat Well and Move More** tracking sheet, **We Can! Fit In Physical Activity** planner, and the **We Can! Reduce Screen Time** log.

ASK:

- Have you continued to use these tracking tools?
- Have they been helpful in meeting your goals?
- Do you have any other suggestions for tracking your progress?

- **BE READY.** Having ideas and alternatives will help you help your family stay in energy balance. The **We Can! Try Tips to Eat Well and Move More** handout and the **Spinning Dial of Ideas** can help you to be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.

ASK:

- Have you used the **Spinning Dial of Ideas** with your family?
 - Did the **We Can! Try Tips to Eat Well and Move More** you've been doing each lesson help you with some ideas?
 - Have you been to the **We Can!** Web site to find more information on how to maintain a healthy weight?
 - Do you have any other suggestions of where to get ideas?
- **LEARN HOW TO HANDLE SETBACKS.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, "it won't happen to me!" Being committed, setting realistic goals, and being prepared with alternatives will help you handle setbacks.

ASK:

- What setbacks has your family experienced and how have you handled them?
- **REWARD YOURSELF.** One way to help your family stay motivated is to regularly reward them. Choose nonfood-related rewards, such as a day at the local lake or beach or a trip to the park to ride bicycles, roller blade, or fly a kite. You also can buy gifts to help your family stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

ASK:

- How have you rewarded your family's efforts?
- Did this motivate them to keep making healthy nutrition and physical activity choices?

SAY: *Now we're going to take a 5-minute stretch break.*

Stretch Break! (5 minutes)

SAY: *It's time to take a stretch break and get your blood pumping and body moving. We're going to focus on our backs today. I'm sure we've all experienced a strained back from picking up our children or carrying heavy grocery bags and other items. Even sitting at a desk for too long can strain your back. We're going to do a few stretches to help ease back tension.*

First, I want you to stand up straight with your feet together and face forward. Place your hands at your sides. Take a deep breath. Exhale as you slowly lean forward and bend at your waist so that your head is down by your ankles. Be sure to keep your knees straight, but not locked. If you're more flexible, put your hands flat on the floor to the side or in front of your feet. Breathe normally while holding this position for 20 seconds. Be sure not to bounce. Inhale as you slowly roll your upper body back up each vertebrae at a time until you're standing straight again. Repeat stretch one more time. You may notice that you're able to go down further this second time.

This next one you can do either standing up or sitting down anywhere! Stand up straight. Take a big breath. Exhale as you move your shoulders and elbows back and stick out your chest so that your shoulder blades are touching. Count to five and inhale as you come back to a resting position. Repeat this slowly five more times.

Okay, our last one is going to stretch your sides. Stand up straight. Feet are shoulder width apart. Put your arms straight out to your sides. Take a big breath. Exhale as you twist your entire upper body side to side, while your lower body is facing forward. Rotate to the right side and then the left side with each swing. Remember to inhale and exhale every other twist of your upper body. Repeat this 10 times. Each time you twist to each side, you should feel a little more of a stretch.

That should have made you feel a little more loose and limber. These stretches are good to do anytime you start to feel tight and tired. Now that we're energized, let's move onto our next activity.

Resources (5 minutes)

SAY: *As I mentioned in the beginning of the program, the goal of this class was to teach you a little about nutrition and physical activity to help you maintain a healthy weight. I'm going to give you a handout now that provides a list of resources you can go to for more information.*

1. **HAND OUT** the **We Can! Healthy Weight Resources** handout. **REVIEW** the resources available to them.

*Facilitator's Note: EXPLAIN that the **We Can!** Web site, created specifically for parents and caregivers of youths ages 8–13, will be particularly helpful to them. This Web site contains useful tips and tools for families to maintain a healthy weight. They can find the Web site address on the resource list. The **We Can!** Web site will be continuously updated with helpful tips and information.*

2. **ASK** participants if they have any questions.

Tell Us What You Think Activity (15 minutes)

1. **DISTRIBUTE** pens or pencils and the post-curriculum activity.
2. **SAY:** *Before we end the activity, I'd like you to take 10 minutes to fill out the **Tell Us What You Think** activity similar to the one you filled out in the first lesson. This will help us determine if this course had the right information to help you and your family.*
3. **INSTRUCT** participants to put the post-curriculum activity in the large folder or box when completed.
4. **REMIND** participants when they have 1 minute remaining.
5. **ASK** participants if they have any questions.

We Can! Try Tips To Eat Well and Move More...for Life (5 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ENCOURAGE** participants to pick a new nutrition and physical activity tip to try every week for the rest of their lives. Each week they can write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid. **ASK** one or two participants to share which tips they plan on trying this week and how they plan on getting their children to help them with the tip.
3. **SAY:** *Remember to add your new tips to last lesson's **We Can! Try Tips To Eat Well and Move More** grid so you can keep everything in one place. Participants can download more tracking forms on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.*
4. **ENCOURAGE** them to continue to try the tips they picked in previous sessions.

Wrap-Up (5 minutes)

1. **THANK** participants for participating in the six-lesson course.
2. **ASK** whether they have any questions or comments.
3. **PRESENT** each participant with a **We Can! Certificate of Completion**.
4. **SAY:** *You're on your way to helping your family maintain a healthy weight. Maintaining a healthy weight will take work and commitment, but the rewards are worth it! Good luck!*

We Can! Help Children Maintain a Healthy Weight: How to Stay in Energy Balance for Life

Here are a few simple tips to help your family sustain energy balance, stay motivated, and handle setbacks in order to maintain a healthy weight for life.

- **MAKE A COMMITMENT.** You need to make a commitment to yourself and your family to eat nutritious foods and get regular physical activity.
- **GET A SUPPORT NETWORK.** It helps to have a strong network of family, friends, and colleagues who will support you in your new lifestyle habits. Families can serve low-fat meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make healthier choices at the cafeteria or vending machine. Let as many people as possible know what your goals are and, hopefully, they will not only support you, but join you in your efforts. Maintaining a healthy weight is good for everyone!
- **SET REALISTIC GOALS.** Effective goals are specific, attainable, and forgiving (not perfect). “Eat three servings of fruit a day” is a better goal than “Eat more fruit.”
- **TRACK PROGRESS.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you’re not meeting your goals. Continue to use the tracking tools provided to you in the **We Can! Try Tips to Eat Well and Move More** tracking sheet, the **We Can! Fit In Physical Activity** planner, and the **We Can! Reduce Children’s Screen Time** log.
- **BE READY.** Having ideas and alternatives will help you help your family stay in energy balance. The **We Can! Try Tips to Eat Well and Move More** handout and the **Spinning Dial of Ideas** can help you be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.
- **LEARN HOW TO HANDLE SETBACKS.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, “it won’t happen to me!” Being committed, setting realistic goals, and being prepared with alternatives will help you handle setbacks.
- **REWARD YOURSELF.** One way to help you stay motivated is to regularly reward yourself. Choose nonfood-related rewards, such as a day at the local lake or beach or go to the park to ride bicycles, roller blade, or fly a kite. You also can buy yourself a gift to help you stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

We Can! Healthy Weight Reference List

If you want other **We Can!** ways to get your family to eat well and get more physically active, call 1-866-35-WE CAN or visit the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. The Web site is full of information about maintaining a healthy weight, nutrition, and physical activity. You can also visit the Web site for recipes, healthy tips, and additional resources.

NATIONAL INSTITUTES OF HEALTH (NIH) <http://www.nih.gov>

- National Heart, Lung, and Blood Institute (NHLBI), <http://www.nhlbi.nih.gov>
 - Aim For A Healthy Weight, http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/index.htm
 - Portion Distortion Quiz, <http://hin.nhlbi.nih.gov/portion/>
 - Calculate Your Body Mass Index (BMI), <http://www.nhlbisupport.com/bmi/>
 - Heart-Healthy Latino Recipes, http://www.nhlbi.nih.gov/health/public/heart/other/sp_recip.htm
 - Heart-Healthy Home Cooking African American Style, <http://www.nhlbi.nih.gov/health/public/heart/other/chdblack/cooking.htm>
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), <http://www.niddk.nih.gov>
 - Weight-Control Information Network, <http://win.niddk.nih.gov/>
- National Institute of Child Health and Human Development (NICHD), <http://www.nichd.nih.gov>
 - Milk Matters, <http://www.nichd.nih.gov/milk/>
- National Cancer Institute (NCI), www.nci.nih.gov
 - Cancer Control PLANET, http://cancercontrolplanet.cancer.gov/physical_activity.html
 - Eat 5 to 9 A Day, http://5aday.gov/homepage/index_content.html
 - Body and Soul, http://5aday.nci.nih.gov/about/print_key_soul.html

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (DHHS)

- Steps to a Healthier U.S., <http://www.smallstep.gov>
- HHS/USDA Dietary Guidelines for Americans 2005, www.healthierus.gov/dietaryguidelines
- Healthier US.Gov, <http://www.healthierus.gov/>

U.S. DEPARTMENT OF AGRICULTURE (USDA) PROGRAMS

- Eat Smart, Play Hard™ , <http://www.fns.usda.gov/eatsmartplayhard/>

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) www.cdc.gov

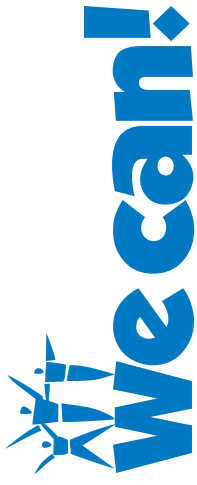
- Overweight and Obesity, <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm>
- Nutrition and Physical Activity, <http://www.cdc.gov/nccdphp/dnpa/>
- VERB™ , <http://www.cdc.gov/youthcampaign/>
- 5 al Día, <http://www.cdc.gov/nccdphp/dnpa/5AIDia/index.htm>
- Body Mass Index, <http://www.cdc.gov/nccdphp/dnpa/bmi/>

U.S. FOOD AND DRUG ADMINISTRATION (FDA) <http://www.fda.gov>

- Food Label Education Tools and General Information, <http://www.cfsan.fda.gov/~dms/lab-gen.html>
- Consumer Nutrition and Health Information, <http://www.cfsan.fda.gov/~dms/lab-cons.html>
- Information about Losing Weight and Maintaining a Healthy Weight, <http://www.cfsan.fda.gov/~dms/wh-wght.html>

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS <http://www.fitness.gov/>

- President's Challenge, http://www.fitness.gov/home_pres_chall.htm



**Energize our Families:
Curriculum for Parents and Caregivers**

Certificate of Completion

Awarded to _____ for successfully completing the six-lesson **We Can!**
(Ways to Enhance Children's Activity & Nutrition)
Program at the _____ Community Center.

- By completing the **We Can!** program, I promise to continue to:
- Increase the availability and accessibility of healthy foods in the home.
 - Enjoy small portions at home and at restaurants.
 - Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low nutrient value.
 - Support and enable physical activity.
 - Support and enable reduced screen time.

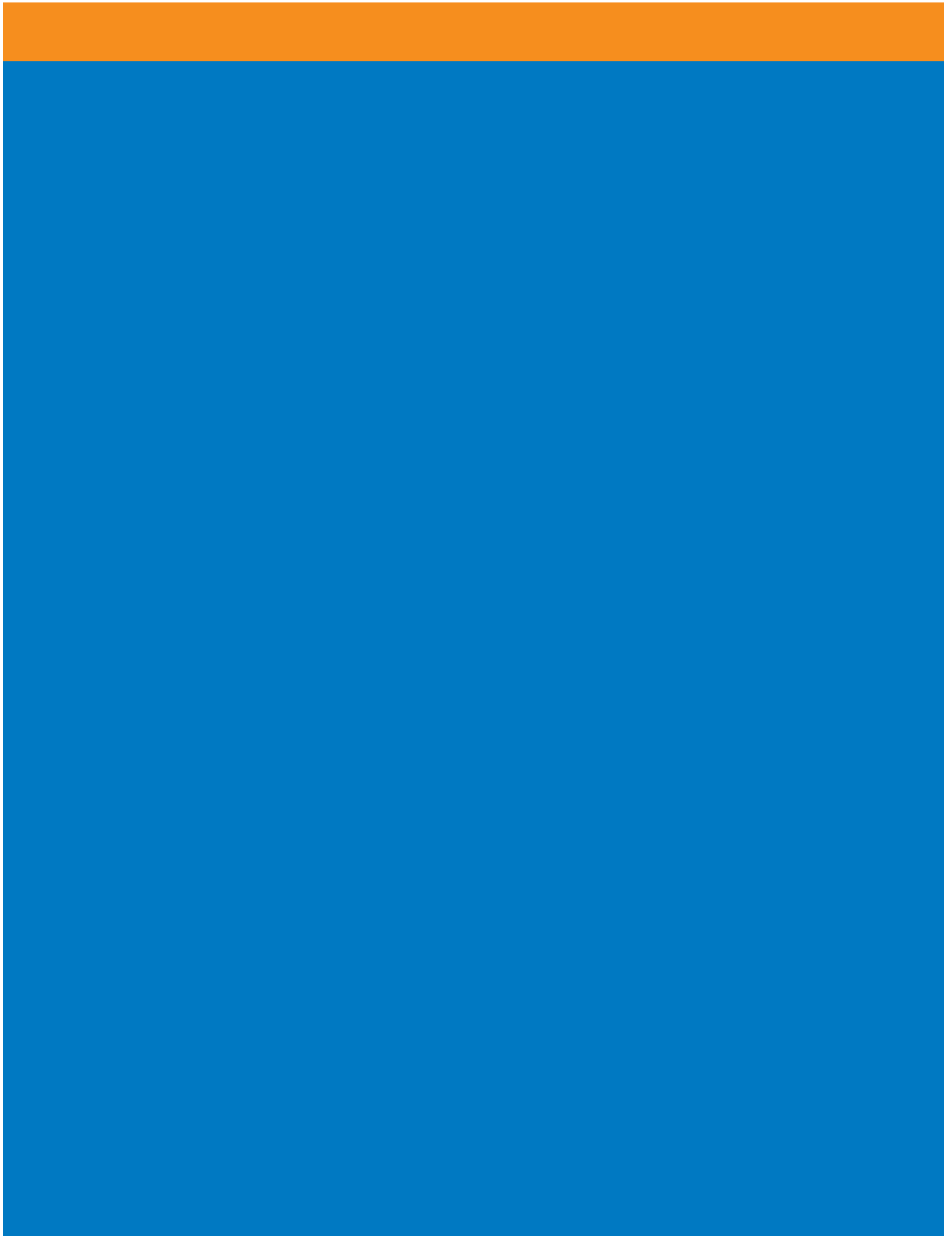
Name: _____ Date: _____

FOR MORE INFORMATION:

The National Heart, Lung, and Blood Institute (NHLBI) Health Information Center is a service of the NHLBI of the National Institutes of Health. The NHLBI Health Information Center provides information to health professionals, patients, and the public about the treatment, diagnosis, and prevention of heart, lung, and blood diseases and sleep disorders. For more information, contact:

NHLBI Health Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
Phone: 301-592-8573
TTY: 240-629-3255
Fax: 301-592-8563
Web site: <http://www.nhlbi.nih.gov>

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We Can! Community Events and Projects

Get your whole community involved in **We Can!** by organizing community events and projects to promote the message of maintaining a healthy weight. Families will have a chance to come together to learn and practice nutrition and physical activity behaviors in an enjoyable atmosphere with others in your community.

Here are some ideas for **We Can!** Community Events and Projects, as well as tips on how to plan events for your site. Try these ideas or others that fit your community's needs and resources. Some of the events are 1-day activities; others are longer, community-wide projects. Each of these activities is designed to support at least one of the **We Can!** objectives.

Brainstorming

Here are a few questions to ask yourself before planning an event for your community:

- **What are the goals of the event?**
Start to think about what you want the community members to get out of participating in a community event.
 - If you want them to get up and get moving, you can organize a **Fun Run/Walk** or **Walk Around the World Contest**.
 - If you want to focus on nutritious foods to eat, organize a **5-to-9 A Day Challenge** or **Community Herb Garden** and **Cookbook Project**.
 - If you want to focus on these health topics and more, organize a **Community Health Fair**.

We Can! Program Objectives

- Choose a sufficient amount of a variety of fruits and vegetables per day.
- Decrease consumption of high-fat foods and energy-dense foods that are low in nutrient value.
- Enjoy small portions at home and at restaurants.
- Substitute water, fat-free, or low-fat milk for sweetened beverages.
- Engage in at least 60 minutes of moderate physical activity on most—preferably all—days of the week.
- Reduce sedentary activity by limiting screen time to no more than 2 hours per day.

This section includes the following materials and information to help you kick-start your plans:

- Descriptions of all suggested activities
- Tools
- Resources and references

Be creative! The possibilities are endless.

- **What are my resources?**
First, determine your budget. Other things to think about are:
 - Potential partners who can contribute funding, food, prizes, or materials
 - The type and size of the space available
 - Rain-date plans if the event is outside
 - Others in the community who can participate, including hospitals and local schools

Planning

- **PLANNING TEAM.** Gather a team of community center staff to head the planning of the event. Round out the planning team with several community residents who are active members of your center. Consider including youth as well. Their perspectives and contacts with young people in your community will be an invaluable asset to your planning.

- **PLANNING TOOLS.** Use the **We Can!** Community Event and Project Planning Guide to help you organize the logistics of the event. Feel free to create your own tools to help you stay organized. You also will find a suggested list of activities, give-a-ways and prizes.
- **SET A DATE AND TIME.** Make sure you have enough time to plan the event. The amount of planning time available will affect the type and size of event you're planning. For example, it may take several months to plan a **Health Fair** or **Fun Run/Walk**, but only weeks to plan a **Healthy Mural** or **Photo Contest**.
- **PARTNERS.** Community partners can be very helpful when planning a community event. They can donate money to help purchase supplies or pay for advertising and marketing. They also can donate services—the local hospital can provide health screenings, area chefs can do cooking demonstrations, or the local grocery store can donate food and drinks. The number of partners you will need depends on the type and size of event that you are planning. See *Chapter 5: We Can! Partnering* for more information on working with community partners.

- **PROMOTION.** Promotion directly to community members and to the media is very important for a successful event. If the event will be large, consider partnering with the local newspaper, television station, or radio station for free promotion. See *Chapter 4: We Can! Public Visibility* for more information on promoting **We Can!**
- **Designate a point-of-contact person** to handle all tough questions and inquiries from participants, media, and volunteers. The entire planning team should be knowledgeable enough to handle basic information. For big or long-term events, consider setting up a phone hotline or e-mail address designated specifically for questions from participants.

Doing

Once the event is planned, you're not done yet. You still need to carry it out. Here are some suggested tips that may help you on the few days before and during the event:

- **Designate a team leader** who will determine roles for each planning team member and volunteer so that everyone knows what the roles and responsibilities are for each person.
- **Create a check list** for the planning team. This will help to ensure that all tasks are done on time.
- **Draft an event agenda** for the committee so they know where they should be during the event and what's going on at all times.

- **Arrive extra early** to set up. This will help if you need time to get any additional materials or respond to issues.
- Have fun!

Be sure to visit the **We Can!** Web site (<http://wecan.nhlbi.nih.gov>) for examples and highlights of events that other community centers are organizing. The Web site will include case studies from all around the country and all shapes and sizes to give you some ideas of how to organize a successful community event. Consider submitting your story to post on the Web site!

Monitoring and Evaluating

A critically important part of carrying out community events is knowing whether they were successful. What worked and why? What could be done better the next time? What lessons learned from one event can you apply to others? Monitoring and evaluating your programs doesn't have to be complicated or expensive. Here are some easy ways to help you answer these monitoring and evaluation questions:

- **KEEP TRACK OF THE PROCESS.**

How many people showed up at each event and who were they (men, women, youth, senior citizens)? How many materials did you hand out? How many events did you sponsor in a year? How did people find out about your events (newspaper articles, word-of-mouth, community center flyers)? Which partners did you enlist to help you with events and what did these partners contribute? Use tools like sign-up sheets at events, inventory lists of materials, and notes from your planning team to keep track of the community event process. This information will be particularly useful in making sure that long-running or often-repeated community events go smoothly.

- **ASSESS SUCCESS.** Did community members enjoy your events? What did they especially like or find useful? What suggestions do they have for improving future events? If possible and practical, ask community members to fill out short evaluation forms after an event. Ask your planning team members for their feedback as well.

We Can! Community Events and Projects Planning Guide

Event:			
Proposed dates(s):			
Brief Description:			
Task	Staff	Due	Notes

We Can! Suggested Community Events and Projects

1. FUN FIT RUN/WALK. This event gets community members active by either walking or jogging a 5K or 10K loop through the community. The community also can host a special 2K fun run for kids. At a post-run event, members will receive healthful snacks and information from local vendors. A local personal trainer can offer stretching and warm-up exercises and tips both before and after the event.

Consider holding a multiweek training program before the event to help participants get ready for the run/walk.

2. COMMUNITY WALK/HIKE. Depending on the area resources, community members can participate in local trail walks, hikes, or walking tours of historic sites.

For trail walks/hikes, community center staff and local park rangers help lead walks/hikes in area parks and hiking trails. Park rangers can begin the event by discussing trail safety and appropriate gear (walking shoes/hiking boots, day packs, water bottles, sunblock). Fitness staff at your community center can lead stretching before longer hikes. A nutritionist can discuss healthy snacks or meals to fuel up for the walk/hike that are appropriate to bring along in your pack.

For historic site walking tours, local historians and community center staff can lead participants on the tour and discuss points of interest.

3. COMMUNITY BIKE TOUR. Your community center can organize a bike tour through the community with the help of local community partners. The tour is not a race, but just a safe and easy way for community members to ride their bicycles through the area and enjoy some exercise. Local police can block off certain roads, provide escorts, and discuss the importance of wearing helmets to ensure riders' safety. The length of the tour can vary depending on the area and partner participation.

At a post-ride event, community members will receive healthful snacks and information from local vendors.

4. FAMILY HEALTH FAIR. A Family Health Fair is a way to get community members to come together and learn about nutrition and physical activity and other healthful tips. Set up as a series of booths, local partners such as the heart association, diabetes association, department of health, hospitals, restaurants, and farmer's market can provide information and tastings, give-aways, or demonstrations of healthful habits and activities. Ask local schools to put on skits or dances with health messages.

5. WALK AROUND THE WORLD

CHALLENGE. Community members can travel around the world or to the destination of their choice simply by walking or engaging in other physical activity. Every 10 minutes spent walking or being physically active earns them 10 miles toward their “trip.” Whoever travels the farthest earns prizes. Families who travel together can earn extra points. The “Walk Around the World” Challenge will have a kick-off event where community members will learn about the benefits of physical activity, safe ways to stretch, warm-up/cool-down, appropriate gear, sunblock, and other tips. For the kick-off and closing ceremony, plan a theme party, such as a Hawaiian luau or African dance party, to celebrate the exciting destinations that participants reached with their “Walk Around the World.” Ask local travel agencies to help by providing brochures and posters.

6. “5-TO-9 A DAY THE COLOR WAY”

CHALLENGE. Community members participate in the “5-to-9 A Day the Color Way” Challenge in which they strive to eat at least five servings of fruits and vegetables a day. Families who participate together will earn extra bonus points. Bonus points also are awarded for eating a wide variety of fruits and vegetables, particularly colorful ones. Prizes are awarded for the individuals and families with the most points (go to www.5aday.gov for more

information) The Challenge will begin with a kick-off event in which a dietitian or nutritionist talks about the benefits of fruits and vegetables and chefs can demonstrate healthful ways to prepare dishes with fruits and vegetables. The Challenge will culminate with a closing ceremony where prizes are awarded. Prizes are donated by local partners.

Community members contribute their favorite fruit or vegetable recipe to a community 5-to-9 A Day cookbook (see Home Grown: Recipes for a Community Health Book).

7. FIT AND HEALTHY PHOTO CONTEST.

Community members are asked to contribute pictures for a Healthy Photo Contest. The photos must include an image of one or more people engaged in some action that involves nutrition or physical activity. Pictures must involve children between the ages of 8–13 years. Contest winners will receive prizes donated by community partners, such as gift certificates for a smoothie shop, healthy foods, cookbooks, or pedometers.

With permission, pictures may be used to create a community calendar, greeting cards, decoration at the community center, or used for promotional and marketing materials, such as brochures or posters.

8. HEALTHY COMMUNITY MURAL.

Community center youth, with the help of adults, can design and paint a mural somewhere in the community that has to do with one or more of the **We Can!** goals of improving nutrition, increasing physical activity, and reducing screen time.

9. COMMUNITY “TV TURN-OFF” WEEK.

The community participates in a “TV Turn-Off” Week, in which community members pledge to spend no more than 2 hours of screen time a day (including TV, DVD, video games, and computer and Internet use not related to school or work). The community can kick-off “TV Turn-Off” Week with a ceremony and organize other events during the week (see: Family Health Fair) to get people away from the TV. End “TV-Turn Off” Week with a party to celebrate the community’s efforts.

10. COMMUNITY HERB AND VEGETABLE GARDEN.

Community members start an herb and vegetable garden on a plot of land at the community center or elsewhere in the community. They learn about the health benefits of vegetables as well as how to grow and prepare vegetables and herbs. Participants can take home what they grow along with recipes on how to use the herbs and vegetables. Favorite recipes can be collected for a community cookbook (see Home Grown: Recipes for a Community Healthy Cookbook).

11. HOME GROWN: RECIPES FOR A COMMUNITY HEALTHY COOKBOOK.

Community members donate their favorite recipes to create a community center cookbook. Before recipes are included in the cookbook, a dietitian or nutritionist reviews them to make sure they are nutritious, low in fat (particularly saturated fat and trans fat) or contain more healthful unsaturated fats, low in added sugar, and low or moderate in calories. If recipes are modified by the dietitian to meet these criteria, both the original version and the new version could be published to show how recipes can be modified. The cookbook can be featured at other community events such as the Family Health Fair.

12. HEALTH-O-WEEN PARTY.

The community center can host a Health-O-Ween party for its members at Halloween time. Traditional games, such as apple bobbing, can take place and healthy treats will be served rather than candy and sweets.

Younger children can participate in a costume parade and contest. Older youth can have a Halloween Monster dance.

13. WALKING SCHOOL BUS.

The Walking School Bus has become increasingly popular in the last few years. A walking school bus provides children with a safe and healthy mode of transportation to school. A designated adult supervisor “picks up” each student, house by house, on foot. The group of students walks to school together along a set route, all the while enjoying fresh air, exercise, and friendly conversation. A different adult “drives” the bus each day.

14. MOVIE SCREENING AND GROUP

DISCUSSION. Organize a special screening of a movie with a weight or physical activity theme (such as the 2004 documentary movie, “Super Size Me”) and hold a discussion afterwards.

Super Size Me takes a look at the legal, financial, and physical costs of America’s hunger for fast food. Is America obese because it lacks self-control or are the fast-food corporations to blame? The producer, Morgan Spurlock, shares his experience eating nothing but McDonald’s for an entire month.

Following the movie, a dietitian or nutritionist can discuss nutrition and a doctor can talk about the health impact of weight gain. A personal trainer can lead the group in stretching and aerobic activity during breaks or after the screening.

We Can! Community Events Suggested Healthy Prizes and Give-Aways

Ask partners to donate prizes and give-aways as incentives for your community members. The following are some suggestions. Please use resources that are available to your community center and area.

Be creative!

Pedometers	Passes to bowling, ice skating, roller skating, pool, rock climbing wall
Water bottles	Passes to entertainment park
T-shirts	YOUR IDEAS HERE....
Hand towels	
Hats/Visors	
Key chains	
Magnets	
Shoe laces	
Fanny packs	
Coupons to healthy restaurants, food stores	
Jump rope	
Hand weights	
Stability ball	
Stretch bands	
Socks with We Can! logo	
Sporting equipment (balls, bats, gloves, cleats, helmet, etc.)	
Gift certificate to sporting goods store	
Entertainment vouchers to sporting events	
Cookbooks	
Books	
Passes to area gyms	

