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# NE LESSON CF-000-19

## *Bring the Outside In*

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### OBJECTIVES

Participant will name

- a way that regular physical activity would benefit their family.
- an easy-to-do, 10-minute, physical activity they could do at home.
- a way to include 10 or more minutes of physical activity in their daily routine. (OPTIONAL)

### MATERIALS

- Television and VCR
- “A Healthy Body Suits Me” handouts, attached
  - “Benefits of Regular Physical Activity”
  - “Physical Activities You Can Do In or Near Your Home”
- Notepaper and pencils
- Flip chart sheets, markers, and masking tape
- Instructions for Making Flip Charts, page 4
- Instructions for Evaluations and Surveys, page 2
- Evaluation Tools
  - Written evaluation of learning, pages 6 and 7
  - Oral evaluation of learning, page 12
  - Participant lesson survey, page 13
  - Staff lesson survey, page 14

### VIDEOTAPE

*A Healthy Body Suits Me*, 14 minutes, 2002 TDH English, Spanish

To educate families about the link between healthy eating, physical activity and chronic disease prevention, this video shows people like you and me who point out how chronic diseases can be prevented or controlled. The lessons that go with it, CF-000-18 “Breakfast is for champions,” and CF-000-19 “Bring the outside in,” can be used with parents and caregivers of children and in general nutrition classes.

The video, *A Healthy Body Suits Me*, uses different scenarios to support five core messages. The core messages are stay active, turn off the TV, reduce portion sizes, eat meals at regular times, drink more water. Because the video rapidly covers many ideas, it can be shown with both lessons without losing its impact.

## PREPARATION

Suggested Time to Prepare To Teach The First Class	1 – 1.5 hours
Class Time	24 – 30 minutes

### Instructions for Using Evaluations and Lesson Surveys

#### Tools

1. Written evaluation of learning, pages 6 and 7, see instruction #1 below
2. Oral evaluation of learning, page 12
3. Participant lesson survey, page 13
4. Staff lesson survey, page 14

#### Instructions

Use the various evaluation tools this way:

1. Written Evaluation of Learning  
On one side of a blank page photocopy the page “BEFORE Class: What You Know About Physical Activity.” On the other side of the same page, photocopy the page “AFTER Class: What You Learned About Physical Activity.”

#### First month you teach the lesson

Use this tool to evaluate what 10 – 15 participants knew before and learned during class. Participants will answer the questions on one side **before** class and the other side **after** class.

They will **NOT** do the Oral Evaluation of Learning on page 12.

2. Participant Lesson Survey, page 12  
During the first month you teach this lesson, as with all new lessons, participants will complete the Participant Lesson Survey.
3. Staff Lesson Survey, page 13  
Staff members who teach the class during the first month will complete this survey.

Collect the Participant and Staff Lesson Surveys, and the 10-15 copies of the **Written** Evaluation Of Learning, and send them to the WIC state office:

Delores Preece  
Texas Department of Health  
Bureau of Nutrition Services  
1100 W. 49<sup>th</sup> St  
Austin, TX 78756

4. Oral Evaluation of Learning, page 12  
**After the first month** you teach the class OR when you obtain **10-15 Written** Evaluations Of Learning, use only the Oral Evaluation Of Learning with participants.

## **About The Lesson**

The video promotes physical activity and play as a great way to reach and maintain a healthy weight. Rather than focus on weight, the lesson focuses on how regular physical activity can result in a healthy body, at any age. Participants will learn about benefits of active play and physical activity for themselves and their families. They may discover that they can do healthy activities IN the house.

The questions increase participation in the class. Smaller classes allow time to discuss the optional question, “Making Time For Physical Activity.” This discussion helps people realize they do have time for short bursts of activity and that better health begins with simple changes in daily habits.

## **Instructions for Group Activities**

People will work in groups of three or four. Classes of five or fewer people can work together as one group. Arrange people in groups as they enter the classroom. Give each group one piece of paper and a pencil. Ask for a volunteer in the group to write down the ideas for the rest of the group.

Prepare the room ahead of time. If possible, arrange chairs in an open circle or U-shape. When they can see each other, adults interact better. Also, they will feel less like they are in school. Place the opening of the circle or U facing the flip chart sheets. The instructions below explain how to prepare the three flip chart sheets before class.

## **Instructions for The Flip Chart Sheets for Group Activities**

Make a separate flip chart sheet for each discussion topic, three sheets total, by writing one topic along the side of each sheet. List one or two examples below each topic. So that you don’t have to make new topic/example sheets for each class you teach, see the illustrations for a WIC-clinic tested, timesaving way to prepare the flip charts. Wait until it’s time to discuss the topic on the sheet before you show that topic and examples.

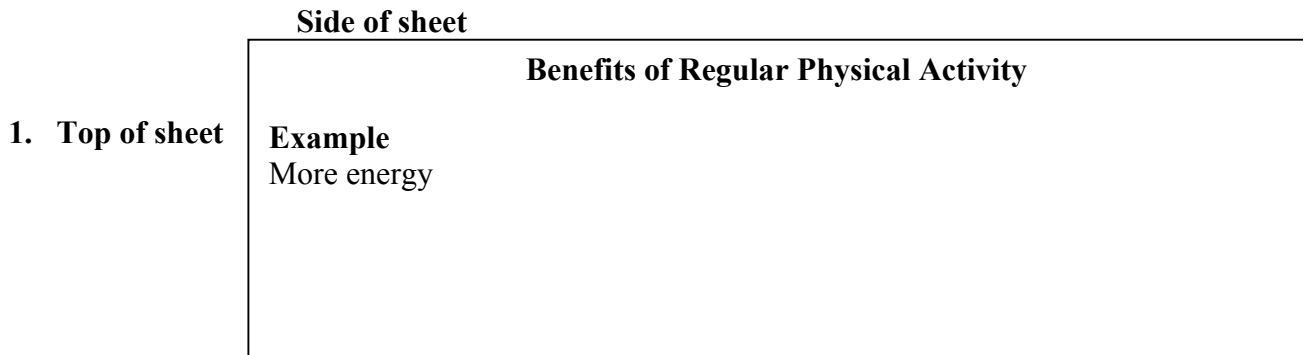
See “Illustrations for Preparing Flip Chart Sheets”, on the next page.

## Illustrations for Preparing Flip Chart Sheets

These illustrations could also represent a large tablet with three pieces of paper or a whiteboard divided into three sections.

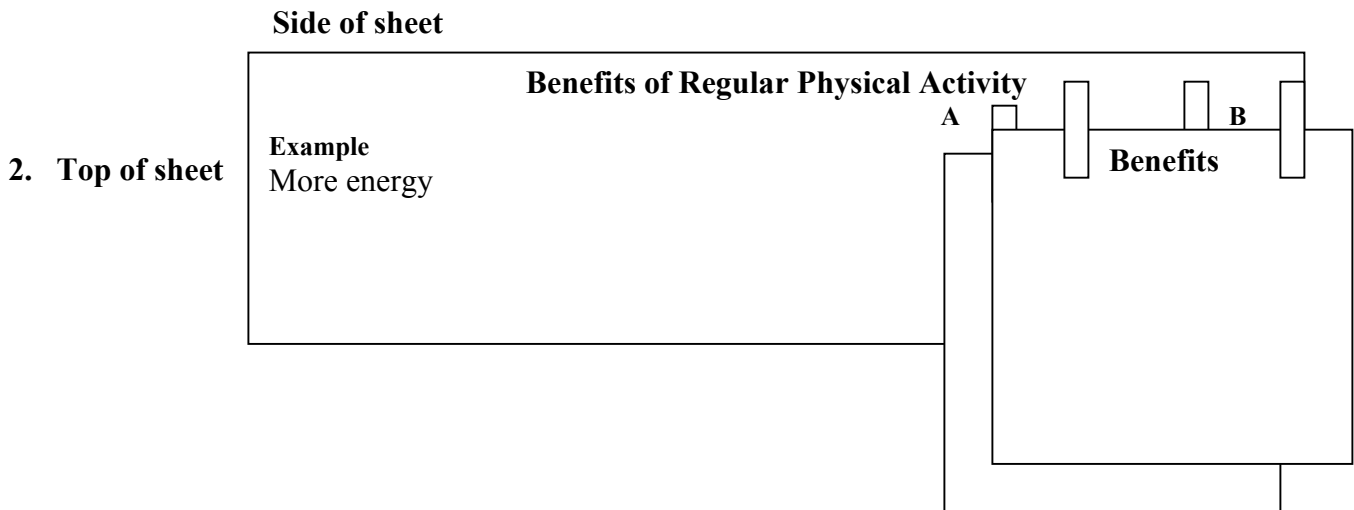
### Step 1

In large print, write the topic along the side of the flip chart sheet, rather than at the top end of the sheet. So that people can easily see it, write a benefit below the topic. See illustration 1 below.



### Step 2

Tape two sheets of blank flip chart paper to the original sheet at points A B, leaving the examples on the left side of the sheet easily visible. You will write group responses on the top blank sheet.



### Step 3

After writing their responses, you will remove the top sheet with writing and tape it to the wall. A blank sheet is ready for the next class. This method works well in the clinic. If you have a way that works better for you, feel free to use it.

### Step 4

Repeat the process for each topic. After each class you will remove the sheets with class answers from the wall. The three topics and their examples are listed next.

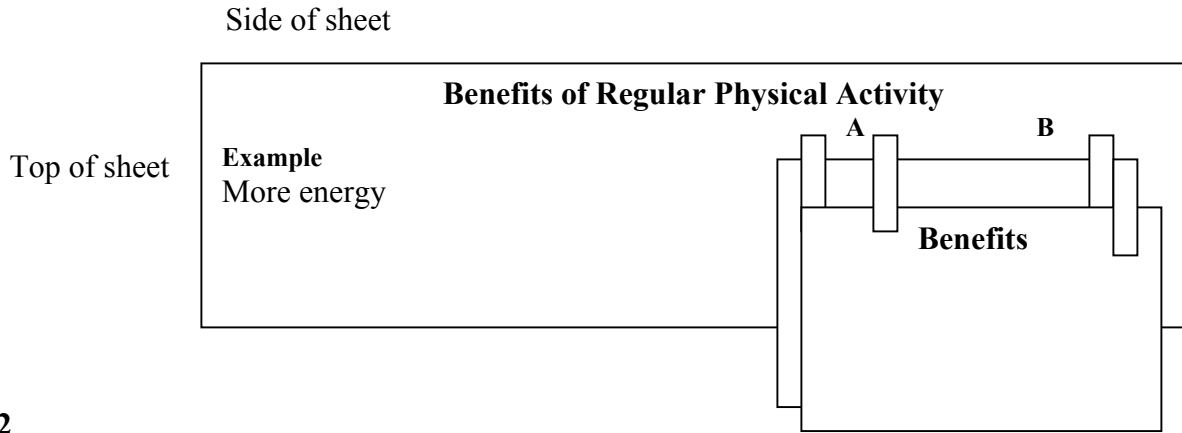
# Flip Chart Sheets, Large Tablet, or White Board

## Sheet 1

### Benefits of Regular Physical Activity

#### Example

More energy

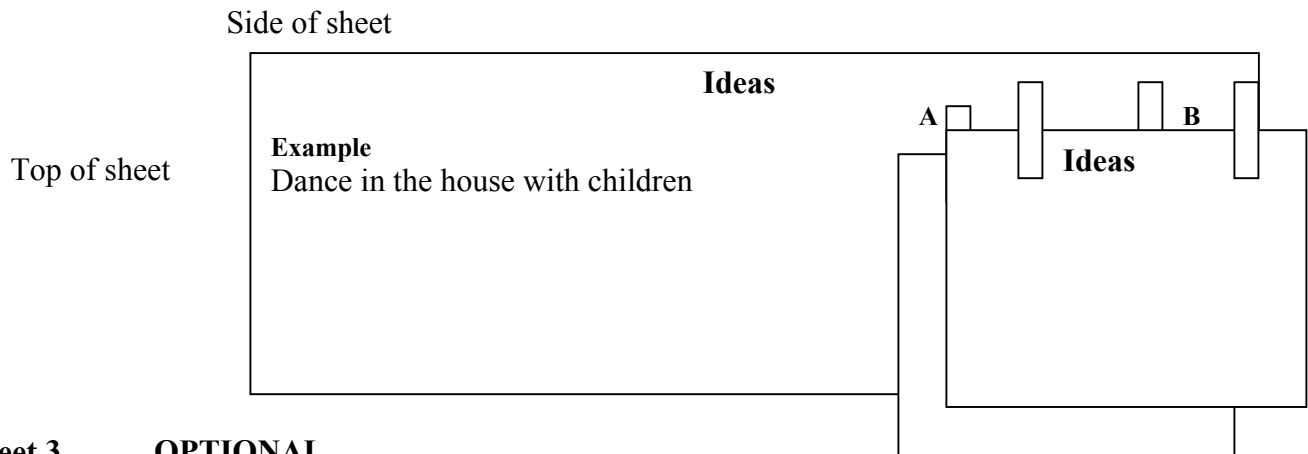


## Sheet 2

### Regular, 10-minute, Physical Activities

#### Example

Dance in the house with children



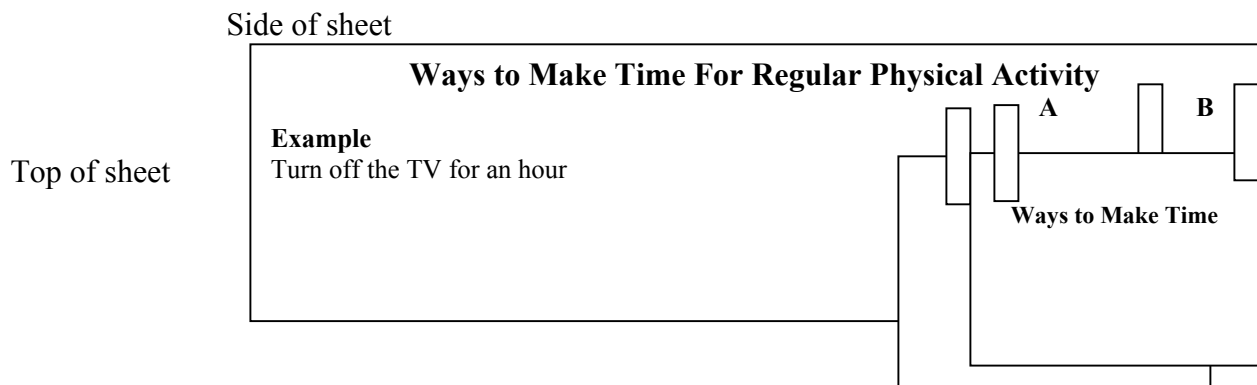
## Sheet 3

### OPTIONAL

### Make Time For Regular Physical Activity

#### Example

Turn off the TV for an hour



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**NE LESSON CF-000-19**

***Bring The Outside In***

**Written Evaluation**

**BEFORE Class: What You Know About Physical Activity**

**1. Circle the number of days a week you do at least 10 minutes of physical activity.**

0 days    1 day    2 days    3 days    4 days    5 days    6 days    7 days

**Check one, two or all of the correct answers.**

**2. A child weighs too much to be healthy if he or she**

- has trouble breathing because of weight.
- measures above the 85<sup>th</sup> percentile on the growth chart.
- refuses to play because of their weight .

**3. Health risks for children who are overweight include**

- diabetes, heart disease, high blood pressure.
- some forms of cancer.
- depression, low self esteem.

**4. With regular physical activity you could**

- prevent diabetes.
- control high blood pressure.
- have more energy and feel good.

**5. Physical activities that you can do inside the house include**

- dancing.
- stair stepping to music.
- playing actively with young children.

**6. Which of the following are true?**

- Children see more than 10,000 food ads each year.
- Most ads during children's TV shows promote candy, fast foods, sodas, and sugary cereals.
- Advertisers want children to influence their parents to buy what children see on TV.

**7. I can make time for 10 minutes of physical activity by**

- turning off the TV.
- walking my child to school.
- other \_\_\_\_\_.

**8. How sure are you that you could do a 10-minute physical activity five days a week?**

1                      2                      3                      4                      5  
Not sure                      Fairly sure                      Very sure

**Thank you for your answers!**

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NE LESSON CF-000-19  
*Bring The Outside In*

**Written Evaluation**

**AFTER Class: What You Learned About Physical Activity**

**Check one, two or all of the correct answers.**

- 1. A child weighs too much to be healthy if he or she**
  - has trouble breathing because of weight.
  - measures above the 85<sup>th</sup> percentile on the growth chart.
  - refuses to play because of their weight .
  
- 2. Health risks for children who are overweight include**
  - diabetes, heart disease, high blood pressure.
  - some forms of cancer.
  - depression, low self esteem.
  
- 3. With regular physical activity you could**
  - prevent diabetes.
  - control high blood pressure.
  - have more energy and feel good.
  
- 4. Physical activities that you can do inside the house include**
  - dancing.
  - stair stepping to music.
  - playing actively with young children.
  
- 5. Which of the following are true?**
  - Children see more than 10,000 food ads each year.
  - Most ads during children’s TV shows promote candy, fast foods, sodas, and sugary cereals.
  - Advertisers want children to influence their parents to buy what children see on TV.
  
- 6. I can make time for 10 minutes of physical activity by**
  - turning off the TV.
  - walking my child to school.
  - other \_\_\_\_\_.

**7. How sure are you that you could do a 10-minute physical activity five days a week?**

1	2	3	4	5
Not sure		Fairly sure		Very sure

**8. Comments**

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**Thank you for your answers!**

NE LESSON CF-000-19  
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**WRITTEN EVALUATION**

**First month you teach the lesson**

Use the written evaluation, pages 6 and 7, until **10-15 participants** have completed them. In subsequent classes use only the oral evaluation.

**Before Class**

As each participant arrives for class, give them a pen or pencil and a copy of “BEFORE Class: What You Know About Physical Activity.” It should be photocopied on the front and back. For more instructions about the evaluation see PREPARATION, Instructions for Using Evaluations and Lesson Surveys, page 2.

**INTRODUCTION**

**FOR JUST THE FIRST MONTH**, use this introduction.

Greet the class. Introduce yourself. Say the name of the class, the language in which it will be taught. Then say,

**We are going to begin and end this class the same way. I’d like for everyone to answer the questions on the side of the page that says “BEFORE Class: What You Know About Physical Activity.” At the end of class you will answer the same questions printed on the other side of the page. You do not need to put your name on this page.**

Give participants a few minutes to complete the questions.

Now you can begin the icebreaker.

**AFTER THE FIRST MONTH**, use this introduction.

Greet the class. Introduce yourself. Say the name of the class, the language in which it will be taught. Then do the icebreaker.

**ICE BREAKER**

Suggested Time: 2 – 4 minutes

**Give your name and say one physical activity that you really enjoy. I’ll start. My name is \_\_\_\_\_ and I love to \_\_\_\_\_.**

Name an easy activity you like. Give everyone a chance to answer.

**The video we will watch today shows people like us who have information about how regular physical activity makes us feel better and helps to prevent diseases such as diabetes. We will also hear about other things we can do to have healthy bodies. Listen for information about physical activity to get new ideas.**

Show videotape

*A Healthy Body Suits Me*

Time: 14 minutes

**ACTIVATE PRIOR LEARNING**

Suggested Time: 2 minutes

**What did you see or hear that you’ve heard before?** Wait for a few responses.

**What information surprised you?** Wait for responses.



## Teaching Tip

Waiting quietly for 30 seconds encourages people to respond. If people don't respond after 30 seconds, start the conversation with,

**“When I saw the video for the first time I was surprised by \_\_\_\_\_. Tell me what surprised you?”**

## DISCUSSION

### **Question #1 Benefits of Regular Physical Activity**

Suggested Time: 3 minutes

**In your group discuss the benefits of regular physical activity and write down two benefits.**

Allow a minute to come up with two benefits. Go to Sheet 1 “Benefits of Regular Physical Activity.”

**Let's list some benefits of regular physical activity. I'll start off with an example, more energy.**

List benefits as people name them. Try to get at least six benefits. If needed, probe with **“What other benefits could I add to the list?”**

**While I tape this list to the wall, decide which benefit is the most important to you and your family.**

#### Possible Benefits

- Children behave better
- More time with children
- More energy
- Sleep better
- Healthy weight
- Family fun
- Good example
- Stronger body
- Fewer aches and pains
- Body more flexible
- Fewer colds and miss less work
- Children spend less time begging for stuff on TV
- Prevent heart disease, high blood pressure, diabetes
- Better stress management
- Children more likely to talk to me while we do things together
- Children stay healthier and have fewer days home
- Good for muscles and to prevent strains
- Decreases moodiness
- Lowers cholesterol
- Increases self-esteem
- Good for heart

**Question #2 Ideas for 10 – Minute Activities** Suggested Time: 3 minutes

**Physical activity, in just 10-minute sessions, can result in health benefits. If you don't participate in regular physical activity now, think about starting with a 10-minute activity once a day. As you get stronger, think about adding another ten-minute session. Don't forget to drink plenty of water before, during and after physical activity or exercise.**

**In your group discuss some physical activities you could do in 10 minutes, and write down two.** Allow time before asking for their ideas. Go to flip chart sheet 2 "Regular 10-Minute Activities."

**Let's list your ideas for regular 10-minute physical activities.** If needed, probe with "What other activities can we include?" As people name them, write the activities. List about 6 activities.

Possible 10-Minute Activities

- Wash your car by hand
- Walk to the library
- Stair-step inside house or on front steps
- Do standing push ups against the wall inside house
- Walk your dog
- Dance with partner or children in house
- Play hide and seek
- Jump rope
- Ride bicycles
- Walk with your children to and from school
- Go to school playground or community center and shoot hoops with your children

**While I tape this list to the wall, think of an activity you can do with your children tomorrow.**

**Question #3 Make Time for Regular Activity** Suggested Time: 3 minutes  
OPTIONAL

**In your group, discuss ways you and your family can make time for physical activities in your daily routine. See if you can come up with a couple of ways.**

Allow about a minute. Go to flip chart sheet 3 "Make time for regular physical activities"

**Let's make a list. What could your family do daily to fit in 10 minutes of activity?**

As people name them, list ideas on sheet 3. If needed, probe with "What other ideas can we include?"

Possible Ways to Make Time For Regular Physical Activity

- Daily, use TV time for active play or dance time
- Sweep instead of vacuum
- Climb stairs instead of using the elevator
- Walk to nearby destinations, rather than ride
- If nearby, ride bike instead of bus
- Speed-walk while walking the dog
- Make family get-togethers, "active play-togethers"
- Teach older children to play active games with younger children
- Get off one bus-stop away from your regular stop and walk the distance

- Stair step on the curb while waiting for the bus
- Pace back and forth while waiting for the bus
- Get a friend to pace or stair step with you

#### When It's Hot!

- When at the mall, walk quickly for 10 minutes before shopping
- Add an early morning dog walk
- Add a dog walk just before sunset
- Take indoor dance breaks to your favorite music
- Trade 10 minutes of cartoon-time for dancing indoors with your children
- Trade 10 minutes of telephone time for indoor quick-pace walking in place
- Play actively with children in the swimming pool
- Walk briskly to the grocery store early in the day and cool off while shopping
- Play indoor sports with children at community center
- Play indoor volleyball with your family at the YMCA or community center on the weekend

**We have come up with a number of ideas for including physical activity in our lives.**

**What questions or ideas do you have about physical activity or about this class?**

## EVALUATIONS

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### WRITTEN

Suggested Time: 1-2 minutes

After participants finish the written evaluation and the participant survey, offer them the HANDOUTS described below the ORAL Evaluation.

### NOTE

Use the written evaluations until **10-15 participants** have completed them. In subsequent classes, use **ONLY** the oral lesson evaluation.

### AFTER Class: What You Learned

**Now that you have participated in class, we'd like to find out what you learned about physical activity and good health. Please take a minute to complete the lesson survey and to answer the questions on the page titled, "AFTER Class: What You Learned About Physical Activity."**

**Thank you for coming to class!**

Give participants a few minutes to complete the questions. After they finish, collect the Written Evaluations and the Participant Lesson Surveys as participants leave.

Send the 10-15 copies of the Written Evaluations Of Learning, all of the Participant and Staff Lesson Surveys to the WIC state office:

Delores Preece  
 Texas Department of Health  
 Bureau of Nutrition Services  
 1100 W. 49<sup>th</sup> St  
 Austin, TX 78756

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## **ORAL**

Suggested Time: 3 minutes

After you finish the oral evaluation, offer the HANDOUTS listed below the oral evaluation.

**Now that we have discussed physical activity, let's talk about what you learned.**

Oral Evaluation

- 1. Name a way that regular physical activity would benefit your family.**
- 2. Name an easy-to-do, 10-minute, physical activity you could do at home.**
- 3. Name a way to include 10 or more minutes of physical activity in your family's daily routine.**

(OPTIONAL)

## **HANDOUTS**

**We have two handouts. Please feel free to take any of the ones you want.**

- a. "Benefits of Regular Physical Activity"**
- b. "A Healthy Body Suits Me: Physical Activities You Can Do In or Near Your Home"**

**Thank you for coming to class today!**

LA# \_\_\_\_\_

**NE LESSON CF-000-19**  
***Bring the Outside In***

**Participant Survey**

**1. I am (circle all answers that describe you)**

- Pregnant
- Breastfeeding
- Mother/Father Of An Infant
- Mother/Father Of A Child
- Teen, Younger Than 19 Years Old
- Friend
- Family Member

**2. I am a relative of someone who has (circle all answers that apply)**

- diabetes
- heart disease
- hypertension
- cancer
- over weight

**3. Circle all of the words you would use to describe this class.**

- helpful
- uncomfortable
- important
- I already know it
- practical
- too long
- comfortable
- I want more like this

**4. What is the most important thing you learned in class today?**

**5. What ideas would you or your family like to try?**

**6. What would make this class better for you?**

a.

b.

**7. Comments**

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**Thank you for your answers!**

LA # \_\_\_\_\_

**NE LESSON CF-000-19**  
*Bring the Outside In*

**Lesson Survey - Staff**

**1. I am a relative of someone who has**

- diabetes
- heart disease
- hypertension
- cancer
- over weight

**2. What did you learn from the video?** \_\_\_\_\_

**3. What did you learn from the lesson plan?** \_\_\_\_\_

**4. What did you like about this class?**

- 
- 

**5. What would you change about this class? How?**

- 
- 

**6. How did participants respond to the class? (circle one)**

Strong participation    Moderate participation    Little participation    No participation

**7.**

<b>Participants Who Met the Objectives</b> Check the correct box for each objective.	<b>Most People</b>	<b>Some People</b>	<b>Very Few People</b>
<b>Objective 1</b> Benefits Of Physical Activity			
<b>Objective 2</b> Regular 10 Minute Activities			
<b>Objective 3</b> Ways To Make Time For Activity			

**8. Other comments about this lesson:**

**Thank you for your answers!**