



SNAP-Ed Physical Activity (PA) Integration: Moving Towards Successful and Sustainable PA

Location:

Date:

Time:



This material was produced by institutions that represent SNAP-Ed in California, known as CalFresh, with funding from USDA SNAP-Ed. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663.



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Signature of model _____

Name (please print) _____

Address _____

Phone _____ Date _____

Witnessed by _____

Agent _____

If the person signing is under 18, consent should be given by parent or guardian, as follows:

I, the undersigned, hereby warrant I am the parent/guardian of _____

_____, a minor, and have full authority to authorize

the above release which I have read and approved.

Signature of Parent or Guardian _____

Name (please print) _____

Witnessed by _____

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SNAP-Ed Physical Activity (PA) Integration: Moving Towards Sustainable PA

AGENDA



Location:
Date:
Time: 9am-4pm

Overview

The goal of this training is to provide training participants the knowledge and skills essential to maximize the impact of Physical Activity (PA) and create sustainable PA strategies in SNAP-Ed programs. The training content includes information for integrating PA into SNAP-Ed focus areas and interventions, tools for developing sustainable school and community based PSE strategies that incorporate PA, and more.

Activities

- Participate in a welcome and warm up
- Identify current public health PA research reviews and implications for PA integration
- Break/PA
- Discuss opportunities to integrate PA strategies into SNAP-Ed focus areas and interventions
- Lunch
- Discuss maximizing PA impact through partnerships, community engagement and social support
- Break/PA
- Discuss maximizing PA impact through community based and youth based PSE/PA strategies with highlights of best practices
- Wrap Up

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SNAP-Ed Physical Activity (PA) Integration: Moving Towards Successful & Sustainable PA

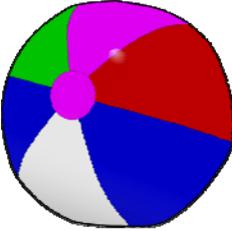
On behalf of the California Department of Social Services, the California Department of Public Health Nutrition Education and Obesity Prevention Branch, UC CalFresh, California Department of Aging, and Catholic Charities of California, we are pleased to welcome you to the California SNAP-Ed training: **SNAP-Ed Physical Activity (PA) Integration: Moving Towards Successful and Sustainable PA**




Learning Objectives

- Connect how SNAP-Ed physical activity (PA) and other public health research findings support strategies for PA integration
- Identify and apply opportunities to integrate PA strategies into SNAP-Ed focus areas and interventions
- Explain why partnerships, community engagement and social support are essential to maximize the impact of PA
- Describe strategies and resources to also maximize the impact of PA through community and school based PSE activities
- Review best practices and PSE success stories for PA integration

Warm-Up: Incentives for PA



- Under the basket on your table, in the envelope, are cartoons of several pieces of PA equipment or a PA symbol
- On the back of these is a possible benefit for doing PA
- Pick one
- Throw the beach ball from person to person at your table for each person to discuss: **Do you think that this benefit may be important to the SNAP-Ed population and why or why not?**

Once upon a time...



Sol Fagin

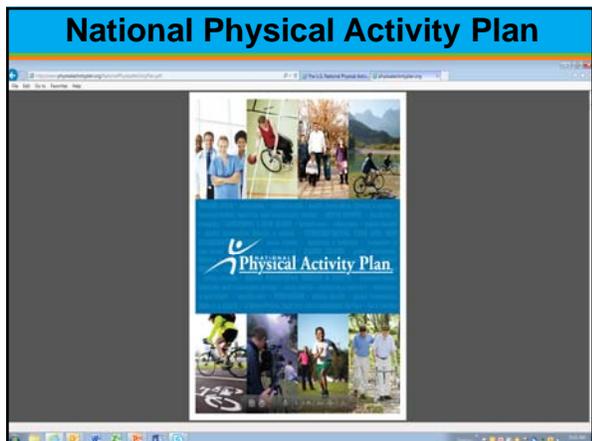
Are you a PA Super Star?

Maintaining physical fitness requires major lifestyle changes.
True or False?



Current PA Public Health Research and Implications for PA Integration





The "2014 United States Report Card on Physical Activity for Children and Youth"

- Assessed levels of PA and sedentary behaviors
- Supports and barriers for PA
- Related health outcomes



[The National Physical Activity Plan Alliance: The Report Card Research Advisory Committee](http://www.physicalactivityplan.org/reportcard/NationalReportCard_longform_final%20for%20web.pdf)
http://www.physicalactivityplan.org/reportcard/NationalReportCard_longform_final%20for%20web.pdf

Report Card for PA Grades

Overall PA:
The proportion of U.S. children and youth attaining 60 or more minutes of moderate-to-vigorous physical activity on at least 5 days per week
Grade: D-

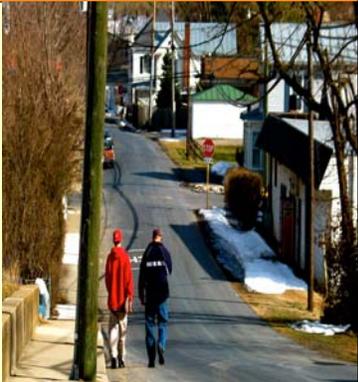
Sedentary Behaviors:
The proportion of U.S. youth engaging in 2 hours or less of screen time per day
Grade: D



Report Card for PA Grades

Active Transportation:
The percentage of U.S. children and youth who usually walk or bike to school.
Grade: F

School:
The proportion of U.S. high school students attending at least one physical education class in an average week.
Grade: C-



And some good and not so good news...

Community and the Built Environment:
A majority of American children and youth live in neighborhoods with at least 1 park or playground.
Grade: B-

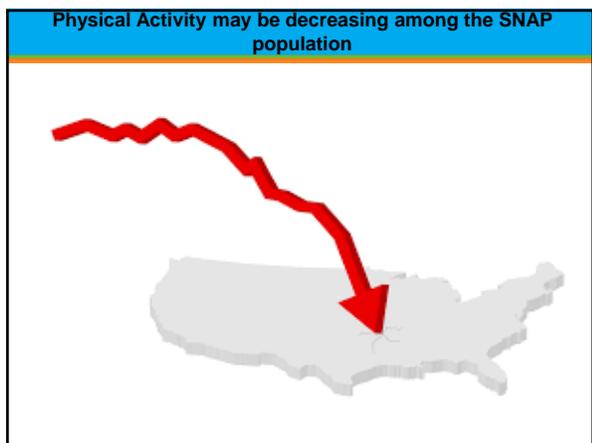
However, significant disparities exist by ethnicity and socioeconomic status.



NEOPB PA Surveys

2014 and 2015 NEOPB Media Evaluation survey
Conducted with 1,023 mothers from households with incomes at or below 185% of the Federal Poverty Level

2013 and 2014 NEOPB Champions for Healthy Change survey
Conducted with 18,968 mothers, teens, and children from SNAP households



NEOPB PA Findings

SNAP Moms
Decrease 2013 to 2014, for PA during last month

- E.g., running, Zumba, gardening or walking

SNAP-Ed Moms
Significant decline from 2014 to 2015 for mothers who met the 150 minutes/week recommended level of physical activity

- 2014 = 61.9%
- 2015 = 52.2%

A photograph of two women jogging on a path in a park-like setting with trees in the background.

PA Findings Cont.

Found a **reduction** in the proportion of **SNAP-Ed Moms** who stated that every day they:

- "make it easy for their children to be physically active"
- "are physically active with their children"

A photograph of a young girl with her back to the camera, sitting on a concrete path outdoors. She is wearing a light-colored shirt and dark pants.

Obstacles to Being Active for SNAP-Ed Communities

Latino communities tend to have fewer parks and less access to recreational facilities



“Physical Activity Moving Towards Obesity Solutions: Workshop Summary” National Academy of Sciences

Latinos tend to live in communities with higher crime rates (perceived crime keeps families indoors)



Unsafe streets decrease opportunities for non-structured PA

“Physical Activity Moving Towards Obesity Solutions: Workshop Summary” National Academy of Sciences

Latino youth often attend schools with few recreational resources, have few opportunities for active play and after school, and are less likely to participate in organized sports



“Physical Activity Moving Towards Obesity Solutions: Workshop Summary” National Academy of Sciences



In addition to not maintaining a healthy weight, Latinas are not meeting recommendations for physical activity during pregnancy

PA during pregnancy influences pregnancy weight gain

Research Review presented in Salud America! January 2015

Robert Wood Johnson Foundation

Kids were less likely to be overweight or obese if the mother reported moderate exercise during pregnancy than if the mother reported remaining sedentary



Salud America! January 2015

Robert Wood Johnson Foundation

Latinas face barriers to exercise during pregnancy:

- limited knowledge of how to exercise safely
- lack of support from husbands
- lack of friends to exercise with
- lack of childcare
- cultural beliefs that emphasize rest over exercise
- unsafe streets
- social isolation



Salud America! January 2015

Robert Wood Johnson Foundation

Solutions for Latino Communities



- Shared/joint use agreements have helped to increase accessibility to safe and free public places in Latino communities
- In schools, culturally relevant school programs have shown success in increasing PA among Latino children and their families

Healthcare providers should use pre-delivery education to help pregnant Latinas overcome the barriers that can cause sedentary behaviors



As we proceed through the training, please put yourself in the place of a SNAP-Ed Mom or Dad:

Despite your challenges, it is important for you to:

- “make it easy for your children to be physically active every day”
- “be physically active with your children every day”

What would you need to help you overcome these challenges?



Activity: Challenges to PA

Let's start the discussion at your tables:

- As a SNAP-Ed participant, what do **you** think are your biggest challenges and barriers to being active?
- What can SNAP-Ed do to help you overcome these challenges and barriers?

Examples of barriers

Unsafe neighborhoods

Lack of support from family

Limited pedestrian friendly streets and parks

- We will share a few of your ideas with the large group

PA Break and Great Resource



Physical Activity Resource

<http://www.schooltube.com/video/71bf2d215e604d02bd7c/Fit%20for%20a%20Healthier%20Generation:%20Zumba%20Ghostbusters>

Strategies for Incorporating PA into SNAP-Ed Programs and Interventions



Incorporating PA: Direct and Indirect Education

Approved PA Resources



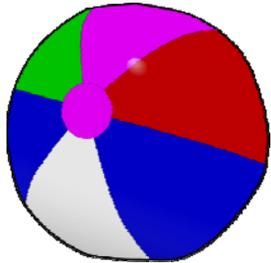
The collage features several educational resources: 'SPARK' logo, 'CATCH' logo, 'Harvest of the Month' logo, 'Yoga' logo, 'Power Up in T5' logo, and 'Instant Recess' logo. It also includes photos of children and adults in classroom settings, one showing a teacher and students at a table with fruit, and another showing a woman and a child.

Activity: Approved PA Curricula and Resources

“SNAP-Ed Approved PA Resources /Curricula”:

- Find and review the hand-out in your binder
- Throw the beach ball from person to person at your table and each person discusses:

Which are your favorite “go to” items for your nutrition education and PA from the list and why?



The beach ball is a standard six-segmented ball with colors: green, pink, red, blue, white, and a small purple segment in the center.

Incorporating PA: Social Marketing/Media



The graphic shows a young boy in a yellow and blue soccer uniform sitting on a bench, holding a soccer ball. The text reads: 'Play Better', 'switch video games for ball games', and 'CaChampionsForChange.net'. There are also logos for 'CaChampionsForChange.net' and 'CHAMPIONS FOR CHANGE'.

[Be Better Campaign](https://www.youtube.com/watch?v=ntl5lrkvjOo&feature=youtu.be)

<https://www.youtube.com/watch?v=ntl5lrkvjOo&feature=youtu.be>

Incorporating PA: Community Wide Events

Support family friendly PA opportunities throughout the year

Encourage area fun runs and walks and participation in community events such as:

- National Bike Month in May
- Walk to School Day in October
 - ✓ Collaborate with partners to promote local activities
 - ✓ Identify local champions
 - ✓ Address health benefits in messaging

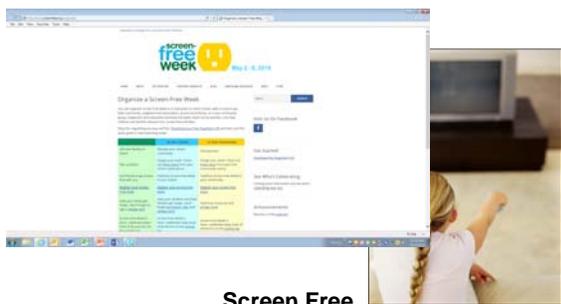


Yolo County NEOP Community Events



Promoting safe walking and biking:
Walk to School Day and National Bike to School Day

Screen Free



Screen Free

<http://www.screenfree.org/organize/>

- Risk factor screenings, health fairs with PA counseling
- Walking groups
- Organized groups to build or repair walking trails



Are you a PA Super Star?



No pain, no gain" is a workout myth.
True or False

[Funny or Die Website](http://www.funnyordie.com/videos/32216dbb77/history-of-exercise-with-nick-offerman-and-first-lady-michelle-obama?_cc=__d__&_ccid=5fa902e0-205b-45e6-a8bf-2c816c0a2db5)

http://www.funnyordie.com/videos/32216dbb77/history-of-exercise-with-nick-offerman-and-first-lady-michelle-obama?_cc=__d__&_ccid=5fa902e0-205b-45e6-a8bf-2c816c0a2db5

Incorporating PA: CX3 and Retail Interventions

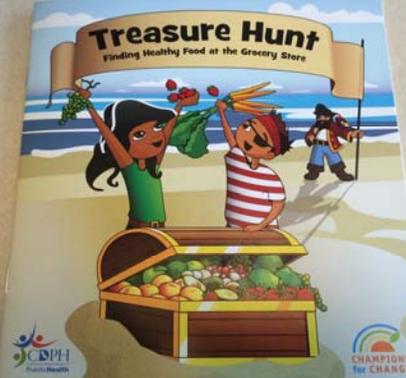
CX3 Tools

"On-The-Ground Store Environment - Safety and Walkability Survey"



Retail Program

- Encourages PA in store tours
- Kids can go on a fruit and vegetable hunt on a retail store tour



The image shows a colorful illustration for a 'Treasure Hunt' program. A banner at the top reads 'Treasure Hunt Finding Healthy Food at the Grocery Store'. Below the banner, a woman in a green shirt and a child in a striped shirt are shown holding up bags of produce. In the foreground, a wooden treasure chest is overflowing with various fruits and vegetables. The background features a beach scene with a pirate character. Logos for 'COPH Public Health' and 'CHAMPIONS For CHANGE' are visible at the bottom.

Incorporating PA: Retail Interventions Cont.



Retail sponsored "Fruit and Veggie Fest" events also promote PA

The image shows an outdoor event titled 'Fruit and Veggie Fest'. Several people, mostly women in pink shirts, are participating in a fitness activity on a paved area. They are standing on blue and purple mats. In the background, there are white tents and other people, suggesting a community fair or festival setting.

Incorporating PA: NEOPB Faith Based Initiatives



Gospel Instant Recess Break

The image is a video player showing a group of men in suits performing a 'Gospel Instant Recess Break'. One man in the center is raising his arms in a gesture of praise or dance. The setting appears to be a church or a formal event space with wood paneling.

Incorporating PA: Worksites

Promote and support PA in low-wage workplaces



Worksite Wellness Programs

LIAs can provide PA materials to encourage stretching, other appropriate exercises and adequate breaks for companies to enhance their worksite wellness program.



Successful PA at the Worksite



[Healthier U](https://www.youtube.com/watch?v=jVfzuxDqjM&feature=youtu.be)

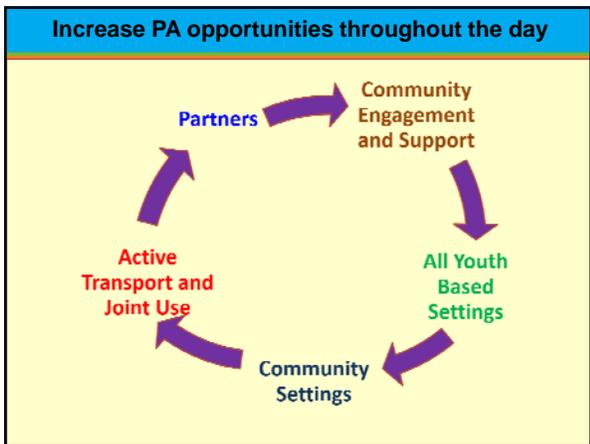
<https://www.youtube.com/watch?v=jVfzuxDqjM&feature=youtu.be>

Lunch



Maximizing Impact: Creating Sustainable PA







Why Partner?

Potential Partners at the Local Level

<ul style="list-style-type: none"> • Parks and Recreation • Law Enforcement • Business leaders • College athletics infrastructure and programs • Gyms and trainers • Hospital health promotion programs • City/County Planners • Transportation agencies • Public Works 	<p><u>Examples</u></p> <p>Partnering with a community center to train staff on how to make low cost, fun PA equipment (hula hoops, jump ropes, etc.)</p> <p>Partnering with PA students from a local University to teach and/or demo PA classes.</p> 
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Successful Local Partners



“Ready, Set, Swim” Program Makes a Splash in Desert Hot Springs

- County of Riverside Department of Public Health

Potential Partners at the National Level

- Department of Transportation
- National Recreation and Park Association
- CDC- Division of Nutrition, Physical Activity, and Overweight (DNPAO)
- Association for the Advancement of Retired People (AARP)
- National Coalition for Promoting Physical Activity (NCPA)
- Active Living Research
- YMCA of the USA



YMCA Healthier Communities Initiatives



[YMCS Guide](http://www.ymcaeastvalley.org/wp-content/uploads/YMCA-Spring-2016-Guide.pdf)

<http://www.ymcaeastvalley.org/wp-content/uploads/YMCA-Spring-2016-Guide.pdf>

Activity: Partnership Strategy Sharing

Changing back into your role as your local agency:

At your table, with everyone standing:

- Discuss what other partners you are connecting with now or are planning to connect with at the various levels to engage in PA interventions/programs?
- How will you or how have you formed those partnerships?
- How do you plan to sustain these relationships?
- Have one person record these ideas and successes on flip chart paper for everyone to see and we will discuss*

Community Engagement and Support



Strategies to Engage the Community



Engaging Parents

INSPIRING PARENTS TO DEMAND COMMUNITIES WHERE ALL CHILDREN CAN GROW UP AT A HEALTHY WEIGHT

Edna Wood James
President

Add this important question to your nutrition education:
"In the area where you live, are there things that make it hard to eat healthy food and keep your children active?"

The Importance of Social Support

Social support interventions in community settings can increase physical activity

Actions that can provide friendship and support:

- Buddy systems
- Contracts with others to complete specified levels of physical activity
- Walking groups



Impact of Social Support

“According to the researchers, many exercise programs focus too much on individual factors – like changing peoples’ expectations about exercise and encouraging people to believe in their ability to exercise – that affect health behavior adoption, *“underestimating the power of social factors, group membership, and the social environment and the influence of other people as a group.”*”

March 2015 Journal of Applied Social Psychology, Grant, Hogg and Crano, Claremont Graduate University

Everybody Active/Todos Activos



<http://www.ibachsd.org.unixweb-7.nethere.net/everybody-active-todos-activos/>

Shape Up Sisters



[Shape Up Sisters](http://shapeupsisters.com)
<http://shapeupsisters.com>

PA Break: GoNoodle



[Go Noodle](https://app.gonoodle.com/channels/koo-koo-kanga-roo/zap-it?source=channel)
<https://app.gonoodle.com/channels/koo-koo-kanga-roo/zap-it?source=channel>

PSE Strategies that Integrate PA



Activity

Let's Create a Mural:
Write or draw on the paper on the wall:
The 2-3 best things about the community where you live that contributes to a PA friendly and healthy environment



Community Based PSE Strategies



Parks and Recreation

The Power of Parks

Health Power: Increased access to places for PA leads to a 25% increase in people exercising 3 or more days/week

Community Power: Parks strengthen community ties and bring diverse populations together

Safety Power: In Macon, GA, a revitalized park that included new programming and beautification efforts reduced incidence of crime and violence by 50%

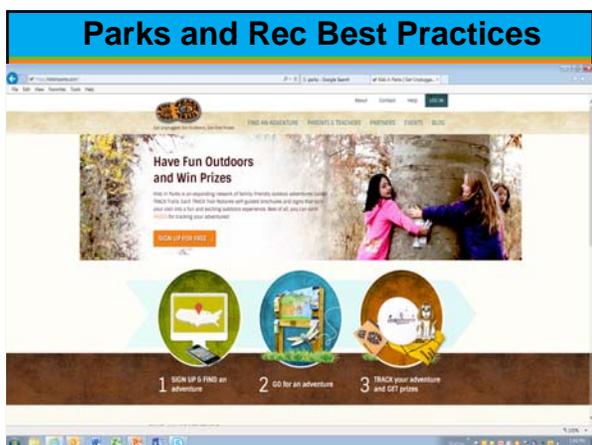
National Recreation and Parks Association (NRPA)





National Recreation and Parks Association (NRPA)

NRPA national initiative:
“Park Prescriptions”
 Links the health care system and local parks to improve health behavior
[NRPA Connect](http://www.nrpaconnect.org)
<http://www.nrpaconnect.org/home>





Parks and Rec Resources

[Funding Complete Parks, Strategies for Local Public agencies in California](http://www.changelabsolutions.org/publications/funding-complete-parks)
<http://www.changelabsolutions.org/publications/funding-complete-parks>

[Complete Parks Playbook](http://www.changelabsolutions.org/publications/complete-parks)
<http://www.changelabsolutions.org/publications/complete-parks>

Joint Use Agreements

Three Joint Use Strategies

- Basic joint use
- Joint development for joint use
- Joint use partnerships

- Expanded outdoor recreational opportunities
- Expanded indoor recreational opportunities
- Shared performance arts facilities
- Public or private meetings, events, and activities
- Broader land development and/or local revitalization



[Increasing Physical Activity Through a Joint-Use Agreement- Spotlight: West Sacramento](#)
<https://www.youtube.com/watch?v=EwMjwEG81I8&feature=plcp>



Joint Use Resources

Change Lab Solutions:
<http://www.changelabsolutions.org/publications/playing-smart>

Center for Cities and Schools:
<http://citiesandschools.berkeley.edu/>

Joint Use.org: <http://www.jointuse.org/>

Active Living Research: <http://activelivingresearch.org/promoting-physical-activity-through-shared-use-school-and-community-recreational-resources>

Joint Use Calculator: <http://citiesandschools.berkeley.edu/joint-use.html>

Shared Use Clearinghouse:
<http://shareduse.saferoutespartnership.org/>

Are you a PA Super Star?



Active people need extra protein or protein supplements to build muscles.

True or False

Complete Streets/Walkability



Are these "complete streets?"

<http://www.smartgrowthamerica.org/documents/cs/impl/taking-action-on-cs.pdf>

Why Walk?

- People living in walkable neighborhoods are active 5-7 minutes more every day. 5-7 minutes/day amounts to 100 miles of walking/year
- This translates to about 10,000 extra calories expended that could prevent a weight gain of approximately 3 pounds

James F. Sallis, Ph.D.,
University of California, San Diego/ Neighborhood Quality of Life study



Step It Up!

STEP IT UP!

[The Surgeon General's Call to Action to Promote Walking and Walkable Communities](http://www.surgeongeneral.gov)

<http://www.surgeongeneral.gov>

[Walkable Communities – Surgeons General Call to Action. \(Video\)](https://www.youtube.com/watch?v=mq3DxArKAEo)

<https://www.youtube.com/watch?v=mq3DxArKAEo>



© 2010 U.S. Department of Health and Human Services. www.SurgeonGeneral.gov



Walkable Communities

- Safe street crossings
- Reduced traffic speeds



Walkable Communities

- Adding bike lanes
- Visual and physical barriers to traffic

Support Walking in Communities

Alternative Places for Walking

- Health, fitness, and recreational facilities
- Schools, colleges, and universities
- Malls
- Senior centers
- Worksites

Photo at <http://munfitnessblog.com>



Support Walking in Communities

Establish a walking group in your community

- Engage partners and organize resources
- Canvas the community
- Recruit walking leaders

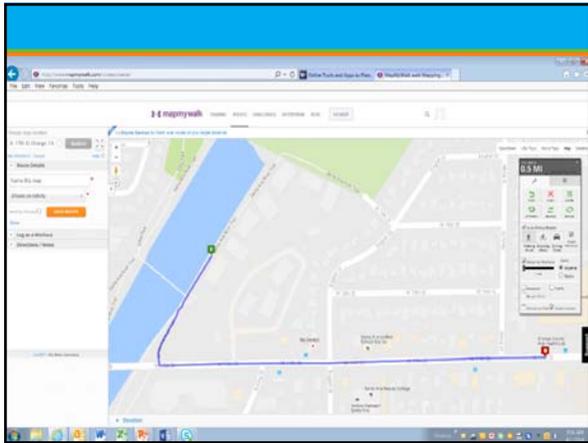
Photo from Emory University- Emory Report





[Walking Route Planners and Apps](http://walking.about.com/od/trails/a/routeplanner.htm)

<http://walking.about.com/od/trails/a/routeplanner.htm>





The Community and CX3 Tools Support Walking in San Diego

National Partners

- Federal Highway Administration
- National Highway Traffic Safety
- America Walks
- Pedestrian and Bicycle Information Center
- Safe States Alliance

California Partners

- Caltrans
- California Highway Patrol

- California WALKS
- SafeTREC
- Department of Motor Vehicles
- ITS Berkley Tech Transfer
- WALKSanDiego
- WALKSacramento
- WALKSF



Activity: Community PSEs and Social Support for PA

Walk While you Talk

In your role as a SNAP-Ed mom or dad

Find a partner to walk with and discuss:

- What community PSE activity(s): parks, joint use, walkable communities, others, as well as what type of social support, would provide more opportunities and encouragement for you and your family to increase PA?
- We will share a few with the group

Please return in 10 minutes

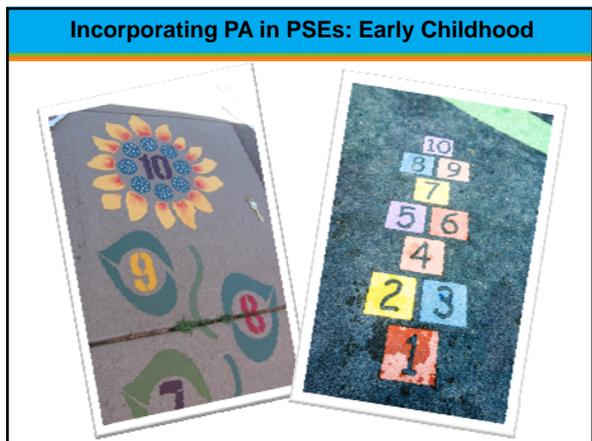


Incorporating PA in PSEs: Youth Settings



Incorporating PA in PSEs: Early Childhood





ECE Draft Physical Activity Policy

Policy under development

Two part goal:

- To be general enough for use in *all types of childcare facilities*
- To foster a greater awareness of the importance of PA for young children

ECE Draft Policy Outline

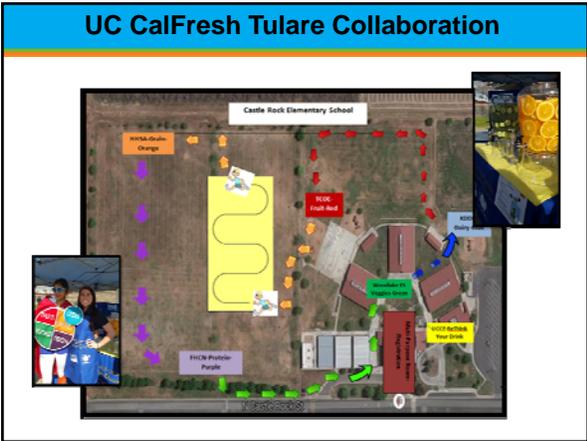
- How a policy is used and why
- Who needs to have a policy in place
- Birth – Age 5-specific recommendations and guidelines for how much and what type of PA is needed
- Recommendations for children with special needs
- Training and educational opportunities









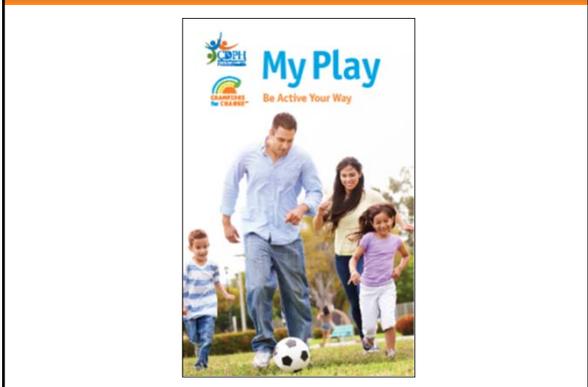




UC CalFresh Youth Engagement and After School Best Practice



"MyPlay: Be Active Your Way" Review



We are almost to the finish line!



Activity: PA "Goodies"

Each table will get a "goodie" bag

With your table mates, using all of the objects in the goodie bag, create a 3 minute skit on integrating sustainable PA in your communities using any of the topics that we have discussed today such as:

- Integrating PA into SNAP-Ed programs and interventions
- Forming partnerships
- Engaging the community
- Creating more PA opportunities in early childcare, schools, after schools, parks, joint use agreements, walkable communities, etc.

Most Important: Have fun!

Final Activity

Now, think about you:
Where does PA fit in your life and would additional opportunities make it easier for you to have PA be a routine part of your life?



Thank you for Attending!

This material was produced by institutions that represent SNAP-Ed in California, known as CalFresh, with funding from USDA SNAP-Ed. These institutions, the California Department of Social Services, the California Department of Public Health, UC CalFresh, California Department of Aging, and Catholic Charities of California, are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663.

Please fill out the electronic evaluation when you receive it



Get Active, Drink Water... Feel Better!

Start Moving

Regular physical activity can improve your health, maintain a healthy weight and help prevent chronic diseases.



Children and teens, ages 6-17, need to be active at least 60 minutes every day. This includes muscle and bone strengthening 3 times a week.



Adults need 150 minutes of activity a week and should do muscle and bone strengthening 2 times a week.



- Active kids tend to become active adults.
- Active kids do better in school.



Muscle and bone strengthening includes weight bearing activities like jumping and running.

10 minutes at a time is fine! 150 minutes a week sounds like a lot, but you don't have to do it all at once. You can break it up during the day by doing 10 minutes at a time.

Be Active at the Park

- Ride your bike or walk to the park
- Run and do workouts along a park path
- Play soccer or football with your kids and their friends



- Check out park and rec leagues for you and your kids
- Bring lunch and plan a day of activities and games

Drink More Water



Drink water before, during and after activities

Drink 8 to 12 cups of water every day (1 cup is 8 ounces)



Fill up a water bottle at home and take it with you to the park, work, or on walks

When passing a water fountain, stop, take a drink and fill up your water bottle

Use a refillable water bottle

Drinking water helps control your body temperature during active play.



Find new ideas for being active at CaChampionsForChange.net



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.



Create Safe Places to Play

Making Safe Spaces

Try these steps to make your community a great place to be active and stay healthy.

Choose what's important for safety.

- Improve water stations in schools and parks for easy access to clean drinking water.
- Create safe and well-lit sidewalks to promote walking and use by people with limited mobility.
- Add and repair bike lanes for safe routes to schools and parks.
- Keep school gyms and green spaces open for everyone to use after school hours and on weekends with Joint Use agreements.



Talk to everyone you know.

- Talk with friends and neighbors – you'll be surprised how many people agree with you and will want to help.
- Team with community and faith based leaders to talk to local police, public health, parks, traffic safety and other county officials.



Get Started!

Everyone should have a safe place to be active, play and access to clean drinking water.



Adults should be active 150 minutes or more a week to help prevent chronic disease.



Making sure young people play outdoors for at least 60 minutes a day is important for their health and well-being. Active play outdoors helps fight against childhood obesity and chronic diseases.

Don't give up!

It might seem like hard work at first, but small changes will make a big difference.

Champion Example

Greenfield Walking Group

The Greenfield Walking Group creates safe areas for physical activity for everyone in Bakersfield, CA.

The group, started by mothers, wanted to get together for walks in their local park. The park was dirty and unsafe – so they took action!

The women did a walk safety audit with support from California Walks. They talked to city transportation and parks policy makers to initiate a park clean up and makeover.



Youth Can Lead Change!

- Young people are an important voice in the health and well-being of their communities.
- Youth programs help prepare them to be active voices and positive role models.
- Youth mature and develop life skills like teamwork, leadership and self-confidence when they are involved in youth-focused programs.
- Get involved, ask church leaders, teachers, and local non-profits if they know of local programs for youth.

Champion Example

Youth lead change against child obesity in Watsonville

Jovenes Sanos, a group supported by The United Way, was started by a high school student in Watsonville, CA. The group has created car-free events called Open Streets Watsonville, where community members can bike, walk and play for the day.



Find new ideas to help change your community

CaChampionsForChange.net



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-Education, an equal opportunity provider and employer.



Steps to Starting a Safe Routes to School Program (SRTS)

- Identify community stakeholders and form a multidisciplinary team of partners committed to working together in developing a community vision, developing project applications, and implementing those projects if selected for funding
- Inventory and identify safety needs/hazards around schools; seek out resources; and propose alternatives that would correct those needs/hazards
- Prioritize alternatives and select the best alternative that proposes short-term and long-term safety solutions in the form of projects
- Develop a plan: include major strategies, a timeline for each strategy, a map of the area covered by the plan, and how the program will be evaluated
- Submit an application to compete for funding for the project when a call for projects cycle is underway
- Act on the plan: Hold a fun kick-off event and invite the media

Resources:

District Safe Routes to School Coordinator List

The SRTS Technical Assistance Resource Center (TARC) at the California Department of Public Health (CDPH) is available to assist communities with SRTS program related questions



Activity: Challenges to PA

Let's start the discussion with your table:

- As a SNAP-Ed participant, what do you think are your biggest challenges and barriers to being active?
- What can SNAP-Ed do to help you overcome these challenges and barriers?

Examples of barriers

Unsafe neighborhoods

Lack of support from family

Limited pedestrian friendly streets and parks

-
- We will share a few of your ideas with the large group

Activity: Approved PA Curricula and Resources

- Find and review the hand-out in your binder: “**SNAP-Ed Approved PA Resources/Curricula**”
- Throw the beach ball from person to person at your table and each person discusses:

Which are your favorite “go to” items for your nutrition education and PA from the list and why?

Activity: Partnership Sharing Strategies

Changing back into your role as your local agency:

At your table, with everyone standing:

- Discuss what other partners you are connecting with now or are planning to connect with at the various levels to engage in PA interventions/programs?
- How will you or how have you formed those partnerships?
- How do you plan to sustain these relationships?
- Have one person record these ideas and successes on flip chart paper for everyone to see

Activity 4: Community PSEs and Social Support for PA

Walk While You Talk

Find a partner to walk with and discuss:

- In your role as a SNAP-Ed mom or dad, what community PSE activities (parks, joint use, walkable communities) as well as the type of social support would provide more opportunities and encouragement for you and your family to increase PA?
- We will share a few with the group

Please return in 15 minutes



Store Information and Walkability Around Store

1) Store ID:

County - Neighborhood - Store Code

2) Census Tract:

3) Name of Store:

4) Coder Name/ID:

5) Date of visit: _____

6) Disposition: 1 Completed
(circle one) 2 Partial

7) Starting point:(cross streets)

Mark an "x" in the blank next to each item under a question. Then based on the items you marked, determine a rating for each question with 1 being the lowest and 5 the highest. Use the number of "x's" to guide you in a rating from what you encounter on the walk. When you are done, enter the rating for each question in the box at the bottom. Locations with good walkability will get lower scores and locations with poor walkability will get higher scores.

Q1. Did you have room to walk?

- _____ No sidewalks, paths or shoulders
- _____ Sidewalks were broken or cracked
- _____ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
- _____ Sidewalks or paths started and stopped
- _____ Something else _____

Description of problems: _____

Rating: (circle one) 0 1 2 3 4 5

Q2. Was it easy to cross streets?

- _____ Road was too wide
- _____ Traffic signals made us wait too long or did not give us enough time to cross
- _____ Needed striped crosswalks or traffic signals
- _____ Needed curb ramps or ramps needed repair
- _____ Something else _____

Description of problems: _____

Rating: (circle one) 0 1 2 3 4 5

Q3. Did drivers behave well?

Drivers

- Did not yield to people crossing the street
- Turned into people crossing the street
- Drove too fast
- Sped up to make it through traffic lights or drove through traffic lights?
- Something else _____

Description of problems: _____

Rating: (circle one) 0 1 2 3 4 5

Q4. Was it easy to follow safety rules?

Could you and your child ...

- Yes No Cross at crosswalks or where you could see and be seen by drivers?
- Yes No Cross with the light?
- Yes No Make it across the street before the light changed?
- Yes No Walk on side of the road facing traffic where there are no sidewalks?
- Yes No Easily stop, look, and listen

Rating: (circle one- use # of no's) 0 1 2 3 4 5

Q5. Did you feel safe on your walk?

- Loitering outside of buildings
- Panhandling
- Unleashed dogs
- Graffiti
- Something else _____

Description of problems: _____

Rating: (circle one) 0 1 2 3 4 5

Q6. Was your walk pleasant?

- Needed more grass, flowers, or trees
- Dirty, lots of litter or trash
- Dirty air due to automobile exhaust
- Bad smells or odors
- Something else _____

Description of problems: _____

Rating: (circle one) 0 1 2 3 4 5

Adapted from the Pedestrian and Bicycle Information Center Walkability Checklist

Reminder for question rating:
Good walkability- closer to 0 or 1
Poor walkability- closer to 5

Enter your ratings for each question and add them up for a total score! ➔

- Q1. _____
- Q2. _____
- Q3. _____
- Q4. _____
- Q5. _____
- Q6. _____

Total: _____

Fitness Breaks In Meetings



My Bonnie

Size of group: ANY

Props needed: NONE

Room layout: ANY

Activity level: MODERATE

This is an exercise to raise the groups' energy and attention. The group must sing the following song, and for every "O" in the song, they must either sit down or stand up. The song is:

My bOnnie lies Over the Ocean,
my bOnnie lies Over the sea,
my bOnnie lies Over the Ocean
sO bring back my bOnnie tO me,
bring back bring back, Oh bring back my bOnnie tO me.

Repeat as many as three times, going faster each time. You can also do this with the "B"s rather than the "O"s. Other songs can be used.

Vacation Stretch Break

Size of group: ANY

Props: NONE

Room layout: ANY

Activity level: LOW

This is a quick stretch. Have everyone stand up. They stretch upward. Roll their heads slowly from side to side. Put hands on hips and bend to the right and then to the left. Return to center.

With the right hand still on the hip, use the elbow to "write" the name of a place you would like to take a vacation.

With the left hand still on the hip, use the elbow to "write" the name of the person you would like to vacation with.

Stretching up with both arms to the sky, reach up and grab the money, and time to go there.

Rainstorm

Size of group: Works best with at least 20 – 30 people

Prop:s NONE

Room layout: ANY Can be adapted for a circle, tables or a auditorium set up

Activity level: LOW

This one helps everyone feel refreshed. The facilitator asks the participants not to talk and to listen to the rain coming over the forest.

Like a wave at a sports game, each person copies the person on the right. The facilitator starts, rubbing his/her hands together

Everyone should imitate the person on their right. The facilitator completes in this order:

- Lightly rubbing your hands together
- lightly clapping (or snapping)
- Third time slap your thighs,
- Fourth time slap thighs and stamp feet,
- Fifth time return to just slapping your thighs,
- the sixth time, back to clapping hands (or snapping)
- the seventh time back to rubbing your hands and
- finally turn in silence. The rainstorm is over.

Clean Up Your Room

Size of group: 8 – 30 or so

Props needed: Soft objects to throw – at least one per participant and a way to mark 2 halves area used for the activity

Room layout: Central open space

Activity level: HIGH

Form two groups facing one another in a line.

Draw an imaginary line in the center.

Give each person at least one soft object to throw.

Explain the imaginary line is the center of the room and they are responsible for keeping their side of the room clean by throwing all objects to the other side.

When the sound is made time is up and the side with the “cleanest room” wins.

On the Ball

Size of group: 8 – 20 or so

Props: 3 – 6 soft balls (various sizes and shapes) or rolled up socks

Room layout: Place to stand in large circle

Activity level: MODERATE

This one energizes the room and gets everyone laughing. Side benefit –folks can learn each other's names.

First get everyone to raise one hand. Tell everyone that all that they need to remember is who they got the ball from and who they threw it to. (You can have everyone stand in a circle, if you prefer)

Then throw the ball to someone who has raised their hand, and have them do the same until everyone has been passed the ball. They can call out the person's name to get their attention.

When the last person has received the ball, have him/her throw it back to the facilitator who started it.

Repeat the pattern a number of times with one ball and then slowly introduce the other ones.

End the exercise by slowly taking the balls out of circulation.

Shake Down

Size of group: ANY

Props: NONE

Room layout: ANY

Activity level: MODERATE

This can be done sitting or standing, preferably standing.

Have the participants raise their hands in the air.

Begin by shaking the right hand 10 times

Next, shake the left hand 10 times, the right foot 10 times, and the left foot 10 times.

Instruct them to count out loud as they do it.

Repeat cycle for 9 shakes, 8 shakes, etc counting down to zero with each hand and foot.

It is also fun to speed up the counting as the numbers go down.

What Are You Doing?

Size of group: 2 - 15

Props: NONE

Room layout: Place to stand in a circle to see each other

Activity level: LOW

NOTE: With 4 or more people, stand in a circle.

First person begins miming activity.

Second person asks first person "What are you doing?"

First person continues doing the same activity BUT says they are doing something totally different. (eg – they may be pretending to comb their hair, but when they respond they say they are dancing)

The second person starts miming the action the first person SAID (first person can stop now)

The next person asks second person: "What are you doing"?

Second person continues to do the same activity they started but says they are doing something totally different from that activity.

The next person then starts miming this new activity

Continue until group gets tired of it or starts running out of ideas

Rules – no repeating activities and no stopping to think about activities –keep it moving!

Everything's Ducky

Size of group – ANY

Props- Objects that can balance on someone's head – one per person

Room layout: Ability to walk around tables or in a large open space

Activity level: MODERATE

Everyone puts object on their heads – such as a beanbag, or inverted bowl

People walk like a duck, knees bent, arms flapping and quacking,

Most either go around a circle or cross a room without object falling off heads.

When object falls, someone else must rescue it. No one can but the object back on their own head.

Finish when everyone completes the circle or crosses the room successfully w/object still on head

Balloon Activities

Size of group: ANY

Props: 1 balloon/person

Room layout: central open space

Activity level: MODERATE

- With a partner – standing 4 feet apart - toss a balloon back and forth
- Take a step back and continue tossing the balloon
- Take another step back and keep tossing the balloon
- Come in closer and try tossing 2 balloons at once
- Combine pairs so 3 or 4 people toss, two or more balloons
- With a partner – place balloon between hips and try walking
- Place balloon between backs and trying walking
- Making a train – with balloons between each person and try walking
- As a large group - keep as many balloons in the air as possible

Balloon Stamp

Size of group: ANY

Props: 1 balloon/person, string for tying balloon around ankle, Boom box or anything that will play music, music

Room layout: central open space

Activity level: HIGH

- Everyone must take a balloon with a string
- Tie the balloon around your right ankle
- When the music begins to play, begin moving around the room
- Go to other players and try to step on and pop their balloon, at the same time avoid others from popping your balloon
- Once player's balloon has been popped the player must leave the circle and cheer on all other players
- The last person standing with an un-popped balloon is the winner

Mirror Activity

Size of group: ANY

Props: NONE

Room layout: ANY

Activity level: LOW to MODERATE

Pair up with a partner. Decide which of you will be the “lead” or the actor, and which will be the “mirror”. The lead will mime a series of actions, and the mirror will try to do exactly what the lead goes. (Demonstrate w/someone else) What are your questions?

1. First we are going to wash your car:
 - Start by collecting all the materials you will need: the bucket, a brush, some soap, some rags, and set them down by the car.
 - Now, pull out the hose...go to the tap, and turn it on
 - Fill up the bucket w/water and add soap
 - Spray water over the entire car – the front, the left side, the right side, the back, the hubcaps, the grill
 - Now brush soapy water, all over car – get it good and clean (try not to get soap in your eyes)
 - Rinse the car thoroughly with the hose
 - Would you like to clean the windshields?
 - Did you miss anything?
 - Stand back and admire your clean car!

Now, switch roles, and the person who was the “mirror” will be the “leader” and the partner will be the follower

2. Imagine that you are about to change a baby’s diaper.
 - Pick up the baby and carry her to the changing table
 - Get the clean diaper, wipes, new outfit, and whatever else you need
 - Now undress baby – shirt over the head, arms; pants over the legs
 - Undo baby’s diaper and dispose of it. (How dirty was it?)
 - Clean baby’s diaper area thoroughly – throw out wipes
 - Grab the clean diaper and put it on
 - Dress baby in clean outfit.
 - Pick up baby – and then - guess what? Baby needs to be changed again!

In the River on the Bank

Size of group: ANY

Prop: a rope or string to separate two sides of the floor

Room layout: Central open space

Activity level: MODERATE

- One side of the room will be the river and the other will be the bank
- There will be one person that calls out “River” or “Bank”
- All participants will stand on the rope in the beginning
- When river is called out all must be on the river side of the floor, when bank is called out all must be on the bank side of the floor
- Any persons on the opposite side of the calling will be out of the game
- This will continue until one person is left standing

Dance to the Music – Kid’s or Adult’s

Size of group: ANY

Props: Appropriate music (Hokey Pokey, Head, Shoulders, Knees and Toes, Chicken Dance – or Cha Cha Slide)

Room layout: Enough room for people to move around in place

Activity level: MODERATE

For the first two songs - simply follow the instructions in the lyrics

Chicken dance is another good dance. The steps are:

1. Fingers and thumbs open and close four times.
2. Flap arms four times.
3. Shake bottom back and forth four times.
4. Clap four times. Arm swings with a partner

Sources of children’s music: Raffi, Greg and Steve, Music for Little People.

A good tune that’s more adult oriented is Cha-Cha Slide (available on Amazon.com). Again – simply follow the instructions in the song

The Great Wind Blows

Size of group: 8 – 30 or so

Props: NONE

Room layout: Chairs arranged in circle

Activity level: HIGH

A fun icebreaker and energizer. Ask each participant to sit in one of the chairs. There should be enough chairs for everyone. Tell the participants if they agree with your statement, they should stand up and move to another chair.

Stand in the center of the circle. And say “My name is _____ and the great wind blows for everybody who...” “Choose an ending that would apply to nearly everyone in the group, such as “likes ice cream” or “enjoys being hugged”.

At this point, everyone who likes ice cream gets up and run to an empty chair. As the participants move, make sure you occupy one of the empty seats. Therefore, one participant will have no seat to occupy and will replace you as the person in the center.

Have the new person in the center finish the same incomplete sentence, “My name is ____ and the great wind blows for everybody who...” with a new ending. It can be humorous (sleeps with a night light) or serious (is worried about the federal deficit)

Play the game as often as seems right to get everyone energized. You can prepare a list in advance if you like and make the material relevant to the topic. Or you can have pairs in the center instead of just one.

Follow the Leader: Animal Version

Size of group: 8 – 30 or 40

Props: Music is recommended

Room layout: Ability to walk around large open space or the perimeter of a room

Activity level: MODERATE

Leader calls out the name of an animal and starts walking in the fashion of this animal.

Participants follow

After one pass around the room let someone else choose an animal and lead the group.

Variation – The leader can do any movements they like, not necessarily related to an animal

Beans

Size of group: ANY

Props: NONE

Room layout: Enough room for people to move around in place

Activity level: MODERATE

An activity for a group not afraid to get moving. The participants stand up and make a little room around them to move. The facilitator calls out names of beans and the participants do set actions to them.

Baked beans - make a small shape with your body

Broad beans - make a wide, stretched out shape

String beans - make a tall string like shape

Jumping beans - jump up and down (sometimes I say 'small jumping beans' for small jumps and 'big jumping beans' for the opposite)

Runner beans - run on the spot

Chili beans - shiver and shake as if it was cold

Jelly beans - wobble and shake like jelly (or jello)

French beans - do the can-can, high kicks

Vegetable Soup

Size of group: 8 – 30 or so

Props: NONE

Room layout: Chairs arranged in circle

Activity level: HIGH

A nutrition version of musical chairs.

Make sure there are just enough seats in the circle for everyone except you.

Assign names of vegetables on a list you have made (e.g. tomatoes, carrots, onions, potatoes) in such a way that there are at least three people having the name of each fruit or vegetable.

Then call out one food and those having that name swap seats. The leader also tries to get a seat. The person without a seat call out the next vegetable

If s/he calls "Vegetable Soup" then everyone must change seats.

You can use characteristics of the vegetable – such as by color, shape, flavor, texture etc.

Can vary this with a "Fruit Basket"

Ha Ha

Size of group: 8-15 or so

Props: NONE

Room layout: Stand in a circle or around a table

Activity level: MODERATE

This is more a revitalizer than a fitness break. The facilitator tells the group the object of this game is to pass the word "ha" around the circle, without laughing. The first person says Ha. The next Ha Ha. The third says three Has. And so until the Ha Has are so numerous everyone laughs.

Fit WIC Activities

Size of group: ANY

Props: soft objects like a ball, bean bag, yarn ball, sponge ball - One per pair of participants.

Room layout: Stand in a circle or around a table

Activity level: MODERATE

Individually

Balance-Ask them to balance the object on their shoulder, elbow, back of hand? Foot. On shoulder and walk in circle? Try the other shoulder and go the other direction.

Locomotor-Jump forward over the object. Turn around, jump over it again. Gallop around, skip around, side slide around.

Toss and Catch-toss at low, medium, high and catch each time?
Toss, clap one or two times and catch again?

Partner Activities--One object to share.

Twist and Turn. Stand back to back with partner. Turn to one side and pass your object to your partner, continue passing by twisting and turning from side to side. Change direction.

Bend and Stretch-Back to back with step's distance between. Pass object overhead, exchange it partner's hands, then bend over and pass the object between the legs. Continue bending and stretching with the object being exchanged.

Activity: PA “Goodies”

Each table will get a “goodie” bag

With your table mates, using all of the objects in the goodie bag, create a 3 minute skit on integrating sustainable PA in your communities using any of the topics that we have discussed today such as:

- Integrating PA into SNAP-Ed programs and interventions
- Forming partnerships
- Engaging the community
- Creating more PA opportunities in early childcare, schools, after schools, parks, joint use agreements, walkable, communities, etc.

Most Important: Have fun!



Physical Activity Pledge

I, _____ pledge to give myself the gift of physical fitness

Check the benefits that are important to me

- To maintain a healthy weight
- To have more energy
- To feel better
- To be a good role model for my children
- To spend more time with family
- To have time for myself
- To reduce stress
- For a social activity
- For fun
- To avoid Diabetes
- To avoid high blood pressure
- To look more attractive
- To live longer
- To be stronger

I pledge to commit to _____ times/week for _____
minutes
your favorite physical activity