



# Special Olympics **Health Promotion**

Clinical Director Manual  
Chapter Six:  
Lesson Plans



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## Lesson Plan 1 “I Choose to Change” Behavior Change Tool

### Activity Description

The “I Choose to Change” Series is designed to be given to athletes as they leave the Health Promotion venue. Use of the cards helps athletes to set health behavioral goals and take control of their well-being. Concepts of evidence based practices, self-determination, motivation, goal setting, choice making, and health literacy form the basis of the “I Choose to Change” series.

The lesson plan suggests one of several ways the “I Choose to Change” series to effectively encourage athletes to begin to make small changes toward health goals that interest them.



### Purpose:

To provide visual cues and first steps to positive behavior changes for health recommended in the Health Promotion venue. The cards are also useful reminders of key messages for each station for your volunteers—have the relevant card available for volunteers to reference at their station.

### Trainee/Volunteer Objectives:

Volunteers will demonstrate effective communication skills with athletes when sharing the “I Choose to Change” information.

### Athlete Objectives:

1. Athletes will choose one Health Promotion topic to focus on.
2. Athletes will verbally state, mark, or point to which actions on their selected “I Choose to Change” card they will work on first.
3. Athletes will acknowledge the recommended follow-up for body mass index, bone density or blood pressure screening results by repeating verbally, marking, or pointing to the recommendation.

### Method or Activity Instructions:

1. Provide “I Choose to Change” cards that match the venue topics. For example, if your venue does not include a smoking cessation education area, do not include that card.
2. After completing all stations in Health Promotion, ask each athlete to select their chosen topic at the Check-Out Station.

3. Share the screening scores with the athlete using the Health Promotion Athlete Personal Health Report, completing the bone density (BMD) body mass index (BMI) and blood pressure scores. Note: If your program does not use the Athlete Personal Health Report, the reverse side of the Choose to Change card may be used to share that information with the athlete.

**BMI:** Referring to the HAS form say: *"Today we measured your height and your weight, which gave me this number. It tells me if you need to gain weight, lose weight, or stay the same. What do **you** think you need to do?"* Many athletes know if they need to lose weight or gain weight. Show the athlete the recommended follow-up as you mark it. Have the athlete re-state, point to, or mark the action you wish them to take after the venue.

**BMD:** Referring to the HAS form say *"When you put your foot in the machine, we measured how strong your bones are. This number means \_\_\_\_."* If they need to follow up, be specific about what they need to do if you can. Show the athlete the recommended follow-up as you mark it. Have the athlete re-state, point to, or mark the action you wish them to take after the venue.

**BP:** Referring to the HAS form say *"When we checked your blood pressure, we measured how hard your heart beats. Your blood pressure result means \_\_\_\_."* If they need to follow up, be specific about what they need to do if you can. Show the athlete the recommended follow-up as you mark it. Have the athlete re-state, point to, or mark the action you wish them to take after the venue.

4. Review the athletes' educational topic choice and potential goals for the topic.
  - a. Ask, *"You chose (insert topic of card). What is it about (topic) that you would like to work on?"*
  - b. Have the athlete choose one action step they are interested in taking by pointing, marking, or verbally stating their choice.
  - c. Encourage them and remind them that goal setting is a great way to make changes for better health.

### **Adaptations:**

Educational materials must fit the situation. You may want to change photos of foods and options that are culturally appropriate for your program. Please let us know if you want to adapt the card photos to better reflect foods and actions that best fit your region. ***"I Choose to Change" series.***

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### **Resources:**

**The following cards are examples of the available cards in English.**

You can find the printable Choose to Change Cards (in a variety of languages) on the SOI website:

[http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Choose\\_to\\_Change.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Choose_to_Change.aspx)

Printing the "I Choose to Change" Cards: ***The PDF files are formatted to print four cards per page, front and back. Print the cards double sided on bright-white card stock using colored ink, for the best contrast. This makes it easier for the athletes to read the messages.***

***NOTE: If you are using the Personal Health Report to share the screening results with the athlete, you do not need to print the back-side of the Choose to Change Cards.***



## I choose to eat more fruits and vegetables

I choose to change!

Here are things I can choose to do:

- Eat a fruit a day with lunch.
- Make half my plate fruits and vegetables every day.
- Have a salad for lunch.
- When I want crunchy foods, I can eat apple slices, little carrots, celery sticks, or snap peas.
- Make a fruit smoothie with skim milk or nonfat plain yogurt for dessert.



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## I choose to control my blood pressure

I choose to change!

Here are things I can choose to do:

- Eat fruits and vegetables instead of junk food.
- Eat more whole grain foods.
- Drink low-fat milk or eat low-fat yogurt every day.
- Eat my food without adding extra salt.
- Exercise 30 minutes every day.
- Not smoke.



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## I choose to protect myself in the sun

I choose to change!

Here are things I can choose to do:

- Stand in the shade when I can.
- Wear clothes that cover my skin when I am in the sun a long time.
- Wear a hat.
- Wear shades.
- Use sunscreen.
- I will buy sunscreen with SPF 15 or higher.
- Take a vitamin D pill every day.



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## I choose to drink water every day

I choose to change!

Here are things I can choose to do:

- Drink water instead of sweetened drinks once each day.
- Eat fresh, juicy fruits when I am hot, like berries, watermelon, oranges, and apples.
- Drink one bottle of water before my event.
- Drink one bottle of water after my event.
- Drink a glass of water before each meal.



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### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
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3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

## I choose to have clean hands

I choose to change!

Here are things I can choose to do:

- Use soap every time I wash my hands.
- Wash my hands with soap for 20 seconds and scrub the front and back of my hands and wrists and:
  - Between my fingers and thumbs.
  - Under my fingernails.
- Wash my hands with soap every time:
  - After I use the toilet.
  - After I change a diaper.
  - Before I touch food or eat.
- Cough or sneeze into my elbow instead of my hand.



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## I choose to have strong bones

I choose to change!

Here are things I can choose to do:

- Drink a glass of milk instead of a soda.
- Keep working on my sport!
- Choose not to smoke.
- Eat foods that build my bones:
  - Broccoli
  - Almonds
  - Dark leafy lettuce
  - Yogurt
- Take a vitamin pill with calcium and vitamin D.
- Take a vitamin D pill every day.



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## I choose sports— not tobacco

I choose to change!

Here are things I can choose to do:

- If I smoke, I will ask to my Doctor to help me quit.
- If I chew tobacco, I will ask my Doctor to help me quit.
- If I smoke or chew tobacco, I will ask my friends and family to support me to quit.
- If I do not use tobacco, I choose not to start.
- I will ask people not to smoke around me.



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### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.

### Personal Health Card

Today we measured three things that tell about your health:

1. How much body fat you have **(BMI)**
2. How strong your bones are **(BMD)**
3. Your blood pressure **(BP)**

Your BMI is:

- ☐ You are at a healthy weight.
- ☐ Your weight is not healthy.  
Show this card to your doctor.

Your BP is:

- ☐ Your blood pressure is normal.
- ☐ Your blood pressure is too high or too low. Show this card to your doctor.

Your BMD score is:

- ☐ Your bones are healthy.
- ☐ Your bones need to be stronger.  
Show this card to your doctor.





## **Lesson Plan 2: Milk Mustache Photo Booth (MMPB)**

### **Activity Description:**

Stage your own Milk Mustache Photo Booth (MMPB) to draw athletes to the Health Promotion Venue and promote drinking milk to build strong bones. The MMPB provides a dynamic, fun, and memorable activity for the bone health aspect of Health Promotion.

Athletes receive a copy of their photo taken in front of a special backdrop with a “milk mustache” to take home and share with friends and family.

### **Purpose:**

The MMPB activity reinforces many of the strong bones messages with a visual reminder for athletes that “Milk builds strong bones.” The activity should be placed to reinforce the health education messages of the Health Promotion area. That is, position the MMPB near the bone density screening or food tasting rather than next to the Sun Safety area. This is a great activity to position in the middle of the bone density and bone health area to keep things moving.

The photo can be used as a “give-away” for the athlete as well. Take the photo near the beginning of the screening and pick it up at the end as a “thank you” for coming through the venue and a visual reminder regarding the role of milk products and bone health.

### **Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to:

- State key messages that relate to the “Got Milk?” message.
  - *Dairy products are great foods to build strong bones.*
  - *Milk is a great food for building strong bones.*
  - *Athletes who don't use dairy products need to find an alternate beverage with protein, calcium and vitamin D.*
- Use effective communication and listening skills with athletes for the process of creating the milk mustache photo.

### **Athlete Objectives:**

By participating in the MMPB, athletes will:

- Have fun and be able to take home a visual reminder that milk builds strong bones and a souvenir from the HP Venue.

### **Materials Needed:**

- Camera.
  - Smart phone or digital camera- athlete or friend can take picture on their personal phone/camera- no need for printer, etc.
  - If you chose to print photos for athletes and their teams, you'll need a digital camera: photo paper, printer, docking station, multiple memory cards or multiple cameras and electricity.
- Lighting if in a dark area.
- Backdrop for photo (see resources below).
- A table and chairs for volunteers and to store supplies.
- Milk Mustaches:
  - “Real” mustaches: use milk shakes, ice cooler, blender, dish soap, hand soap, place to rinse blender, small cups, tissue and garbage can.
  - Milk Mustache stickers (preferred) may be obtained directly from Special Olympics.
- Dairy products (kept at appropriate temperatures) to taste. (optional) Contact your local health department to check out local food service regulations if you are going to mix and use a dairy product based moustache.

### **Method or Activity Instructions:**

Some considerations when conducting the MMPB:

- This is an optional activity.
- Using the athlete, athlete's friend or coach's smart phone or digital camera are the simplest options for this activity.
- Make sure to spend a few minutes training volunteers in communication strategies and answer any questions they may have.

### **Adaptations:**

There are few adaptations needed for this activity. Plan the location of the MMPB for easy to access for all athletes.

### **Resources:**

To order **Got Milk?** Incentive items including milk mustache stickers, celebrity posters, lanyards, backdrops, inflatable cows and more.

<http://www.spartanestores.com/gotmilk/>

To find the National Dairy Council Affiliate for your location, go to the National Dairy Council URL and click on your state in the drop down box.

<http://www.nationaldairycouncil.org/Pages/Home.aspx>  
<http://www.nationaldairycouncil.org/AboutNDC/DairyCouncilDirectory/Pages/Select%20State....aspx>

Local photography studios may be interested in volunteering to take photos for your event.

Local retailers who sell cameras, printer ports, film and other photo supplies may donate these supplies for your event.



### **Additional Information:**

Obtaining Backdrops

- Contact Special Olympics International Health Promotion manager to request a celebrity backdrop, if you are a US Program.
- Use the natural setting of the venue as the back drop (tennis court, photos in a field, etc.).
- Create a theme-based backdrop for your venue. Some past ideas include Harry Potter (magician robes, crowns, wands, with a star-filled back drop) and farm scenes (hay bales, pumpkins, hay covered tables or chairs, and so on).

Plan how you will hang the backdrops before the event. Have the necessary tools with you will need to hang the laminated Got Milk banners which are perfect for photo backdrops.



## Lesson Plan 3: Strong Bones, Strong Athletes

### **Activity Description:**

People with ID are at higher risk for bone fracture than the general population. An important component of the Health Promotion Venue is to provide educational opportunities to promote health. The *Strong Bones, Strong Athletes* section outlines the primary educational messages to promote bone health. Included are ideas for visual tools to enhance the experience. Although not a game, this is an interactive, facilitated discussion.

This instruction plan includes three activities designed to promote the key messages for bone health:

- Loss of a Bone Easel (see Supplies and Equipment Ordering Information)
- Foods I Like that Build Strong Bones
- Activities that Build Strong Bones and

It is not necessary to include all of these activities. Choose the activities that will fit your environment and athlete's best.

### **Purpose:**

The purpose of the *Strong Bones, Strong Athletes* discussion is to introduce athletes to key messages that promote bone health. In the media, bone health is seen as a concern for older women. However, people with intellectual and developmental disabilities are at a greater risk for bone health issues than the general public. Therefore, it is important to introduce athletes, parents, support personnel, and coaches to targeted approaches for promoting strong bones as early as possible. The key messages for the *Strong Bones* venue are:

- **Message: Good nutrition helps build strong bones and helps keep them strong for life.**
- **Message: Being active helps keep bones strong, and balance steady to prevent falls.**
- **Message: If bones are not strong, they can break more easily.**

### **Trainee/Volunteer Objectives:**

Using this instruction plan, volunteers will be able to:

1. Present and explain, using visual tools and plain language, the key Strong Bones messages to athletes.
2. Set up a functional and pleasant *Strong Bones* station with both physical and educational accessibility.

### **Athlete Objectives:**

Through participation at this station, athletes will:

1. Match, select, or name foods and beverages that promote bone health.
2. Describe or show physical activities that enhance bone health.
3. Choose one step they will take to promote bone health from the *Choose to Change* card.
4. Identify a healthy, strong bone using a model for bone health (see materials).

## **Activity 1: Loss of Bone**

### ***Materials Needed:***

1. Food pictures with foods, beverages and supplemental sources of vitamins D and K.
2. Instruction card showing a variety of examples of physical activity including sports that are weight bearing, strength building and balance enhancing
3. Loss of a Bone Easel

### ***Method or Activity Instructions:***

Discuss how strong bones help us to get around, handle falling. Using the *Loss of a Bone Easel*, ask the athlete to guess which of the two bones is stronger. Discuss the visual difference between strong and weak bones. The following are some suggestions for building a conversation around the *Loss of Bone Easel*.

<b><u>Conversation Starters</u></b>	<b><u>Key Messages</u></b>
<ul style="list-style-type: none"><li>• <i>Can you tell which of these bones is broken?</i></li><li>• <i>How does it look compared to the other bone?</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Eat foods that promote bone health.</i></li><li>• <i>These are foods that include calcium, vitamins D and K.</i></li></ul>
<ul style="list-style-type: none"><li>• <i>What sorts of activities help to keep your bones nice and strong?</i></li><li>• <i>What sports do you participate in that are good for your bones?</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Weight bearing activities such as running, walking, jumping, balancing on one foot.</i></li><li>• <i>Point to pictures on physical activity sheet that promote bone health.</i></li></ul>

### ***Adaptations:***

Those staffing the station need to be able to adapt their delivery to the capability of the athletes through questions, observation of non-verbal behaviors, and expressed level of interest and communication competence of the athlete. Some ideas include:

- Bringing visual tools (food models, *Loss of a Bone*) to eye-level.
- Use photos or photo cards of foods and activities that will answer the questions.
- Pointing to pictures on the food cards that contain calcium, vitamins D and K.
- Pointing to weight-bearing sports on food cards.
- Ask athletes to select the foods and beverages they like, grouping them in one area of the table.
- Ask athletes to identify the bone enhancing activities they enjoy. Discuss those that are particularly helpful e.g. swimming doesn't promote bone health, but is excellent for overall health.
- If photos are laminated, bring a dry erase pen so athletes can mark or circle the foods they like with a dry-erase pen.



## Activity 2: Identifying foods that Promote Strong Bones

### Materials Needed:

1. Nasco plastic food models including 8 oz. milk, yogurt, cheese\*
2. Empty carton of orange juice fortified with calcium and vitamin D\*
3. Food pictures with foods, beverages and supplemental sources of vitamins D and K.

**Teaching Tip:** *Most athletes won't care about the vitamin or minerals found in food (calcium, Vitamin D or K). They may take home the message, "these are foods that build strong bones." Keep the message simple and strong. Those who want more information about "how" or "why" will ask. Too much information will confuse the message.*

### Method or Activity Instructions: Food Models and Photos

This activity provides a way for athletes to discover which foods they like to eat that are good for building strong bones. Encourage the athlete to talk about their decisions to improve bone health with the parent or caregiver.

Conversation Starters	Action
<p>Take a look at these pretend foods. They all promote strong bones.</p> <ul style="list-style-type: none"><li>• Can you put the foods you like in this group over here? (Indicate a spot on the table)</li><li>• How often do you eat these foods or drink these beverages?</li></ul>	<p>Group the food models or cards together.</p> <ul style="list-style-type: none"><li>• Ask the athlete to group their preferred foods in that group of foods on to a plate, placemat, or another specific area on the table.</li><li>• Have them take out foods they might like to try and put them in a different spot on the table</li></ul>
<ul style="list-style-type: none"><li>• Is there a food you would like to try? Which one? Put them over here.</li><li>• How often do you eat these foods you like?</li><li>• Here are four things you can do to keep your bones strong.</li><li>• What will you do at home to keep your bones strong?</li></ul>	<ul style="list-style-type: none"><li>• Wait for an answer. Any answer is ok. Try to get a feel for how much influence they have on their food choices.</li><li>• Listen carefully. Reinforce positive decisions and choices. Do not respond or correct those that are off-base. Read through options on the Choose to Change Card and check the one that the athlete seems most interested in.</li></ul>

If you do not have plastic food models, use high quality photos to create printed sheets with foods that are good sources of vitamins D and K. Or you may want to use photo food models from the Dairy Council using those foods that are good sources of vitamins D and K. Learn how often they eat these foods to determine something of a food frequency.

### **Method or Activity Instructions:** Sport and Activity Photos

Using high quality photos, use the same technique to create a conversation about weight-bearing activities.

<b>Conversation Suggestions</b>	<b>Action</b>
<ul style="list-style-type: none"><li>• <i>"What are your favorite Special Olympics sports?"</i></li><li>• <i>"This is a great sport for building strong bones. It helps you do this by...."</i></li><li>• <i>"What other sports or activities are you involved in?" "How often do you do this?"</i></li><li>• <i>"What kind of work do you do?"</i></li><li>• <i>"Do you think this helps build strong bones?" "Are there activities you would like to do? Let's see if we can find them!"</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Work with the athlete to find a photo of the sport and put it in a separate place.</i></li><li>• <i>Describe actions in the sport that promote bone health such as walking, running, jumping, etc.</i></li><li>• <i>Locate images of those sports. Try to learn about frequency of activity and encourage a regular schedule.</i></li></ul>

### **Adaptations:**

Volunteers for this station will adapt their delivery to the athlete's interests. Some ideas include:

- Bring visual tools (food models or photo sheets) to eye-level.
- Have photos or photo cards of foods and activities that will answer the questions.
- Point to bone enhancing foods and beverages on the food cards when discussing with an athlete.
- Ask athletes to put foods or beverages they like in defined area of the table so they can see how many options there are.
- Have athletes to point to the bone enhancing activities they enjoy.
- If photos are laminated, have athletes use a dry erase pen to mark the foods they like

### **Resources:**

1. **Dairy Council:** "Google "dairy council" plus your state, for example, Dairy Council Ohio). Call to see if your region is able to help with materials, sending a "milk tasting travel trailer", dairy products and handouts for your event. →



2. **MilkPep:** Google "MilkPep California merchandise" to select incentives for enhancing your area including items like GotMilk posters, Frisbees, cups.

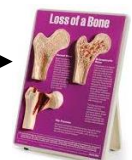
3. **Spartan Stores:** [www.spartanestores.com/gotmilk/](http://www.spartanestores.com/gotmilk/) Source of GotMilk incentives, stick on Milk Moustaches inflatable cows. →



4. **Nasco:** To order plastic food models → [www.nasco.com](http://www.nasco.com)



5. **Health Edco:** To order Loss of a Bone easel go to [www.healthedco.com](http://www.healthedco.com) →





## Lesson Plan 4: Mystery Fruits & Vegetables Box

### **Activity Description:**

The *Mystery Fruits and Vegetables Box* introduces athletes to a variety of fruits and vegetables. This interactive activity is a fun ice breaker for conversations about increasing the number of fruits and vegetables eaten or trying new ones. The activity involves reaching into a box to pull out different fruits and vegetables. Use foods of different shapes, sizes, and textures to provide depth to the activity. This is a sensory-oriented activity, which may be challenging for some athletes. This activity can be modified for other education topics.

### **Purpose:**

To provide an opportunity for interaction between the athlete and volunteer that focuses on fruits and vegetables. Use the activity to lead into goal setting with the *Choose to Change Card* for fruits/veggies.

### **Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to:

- To describe or discuss attributes (sensory or health-related) of fruits and vegetables in the Mystery Box with athletes.
- To apply concepts for effective communication with athletes when executing the activity.
- To be able to describe the taste, smell, texture, and health benefits of the foods in the Mystery Box.
- To be able to describe how to incorporate foods in the Mystery Box to meet healthy eating goals.

### **Athlete Objectives:**

After participating in this activity, athletes will be able to:

- Match food to photo, or name foods in the mystery box.
- Select a new fruit or vegetable they will explore or taste from the Mystery Box.

### **Materials Needed:**

- Paper bag or box/black cloth cover
- Fruits and vegetables (about 5-7) representing different shapes, size, and texture such as:
  - apple- smooth and round,
  - kiwi fruit- small, round and fuzzy,
  - banana- long and smooth,
  - star fruit
- Samples of fruits and vegetables in the mystery box for tasting. Keep these out of sight to further the discussion. Note- the fruits should be cut and prepared prior to the event, some local health codes do not allow any food preparation at the site without a food handler permit or there are not adequate facilities to wash and cut fruit.
- Napkins, small cups, sanitizing wipes or hand sanitizer, garbage can.
- Utensils and small cutting board to cut samples.
- Choose to Change Card-Fruits and Vegetables:  
<http://resources.specialolympics.org/Topics/Healthy Athletes/Healthy Athletes Choose to Change.aspx>

### **Directions for making the Bag or Box:**

**Bag** (Choose a paper bag big enough that the fruits and vegetables have room to move around.)

- Place the fruits and vegetables in the paper bag.
- Roll up the top so athletes cannot peek in.

#### **Box**

- Place the fruits and vegetables in the box,
- Cover the box with the black cloth or turn the box upside down and cut a hole in the top or side large enough for a hand to reach in the box

### **Method or Activity Instructions:**

- Describe the activity to the athlete with words and show them how to do it. For example, *"You will reach in the box through this hole. When you find a fruit or vegetable in the box, feel it. Try to describe it. Tell me what you think it is. Or you can point to the picture of what you think it might be on this card."*
- Ask the athlete to:
  - Reach in the bag/box,
  - Feel an item
  - Guess the item by naming it, describing it, or pointing to the picture of the item.
- Talk with the athlete about the fruit or vegetable.
  - Is it one they have tried before?
  - What do they know about it?
  - If they do not like it, explore why not.
  - Would they like to try it?
  - Is this something they'd like to learn how to cook?
- Repeat 3-5 times.
- Offer the athlete a sample of the fruit/vegetables they found, asking:
  - How does it taste?
  - How does it smell?
  - What does it feel like?
  - Would they like to eat that more often?

### **Additional Information:**

#### *Suggestions for food samples:*

- Cut the fruit/vegetable samples ahead, choose items that do not have to be refrigerated and can be a grab and go snack.
- Ask local grocery store or farmers' market to donate the foods.

**Sensory defensiveness or aversion** may be a problem for some athletes with this activity. They may not want to reach into a box or bag they cannot see. If so, start by offering to share what is inside the box. Show them other samples of the fruits and vegetables. Ask them to find \_\_ in the box/bag. Athletes may not want to taste the food. Or they may not want to keep it in their mouth. If hesitant about trying a new fruit or vegetable, let them know they do not have to eat it. Also assure them that if they try it and they do not like it, they can just spit it into their napkin to throw away. There is **no** obligation to try anything.

If sensory aversion or defensiveness is present, focus instead on the size, shape, texture, and smell of the food. Describe it. Talk about what it does for the body. The more exposure to a new and different food without pressure, the better the chance the athlete will attempt to try it later.

#### *Communication*

For athletes with communication issues, or who speak a different language than the volunteer, use photos of the fruits and vegetables in the box to name them. A communication board with background-free photos of the foods in the box or bag will assist in most conversations regardless of communication skills.

#### *Mobility*

- Set up the activity at an appropriate height for the athlete to reach in. Athletes using wheel chairs or scooters may find it easier to use the bag method.
- Make the hole in the box large enough for all sizes and shapes of hands.
- Keep the box or bag somewhere that is easy for the athlete to reach into, such as the edge or corner of a table.
- Avoid having athletes make an extended reach, lean on the table, or bend over to reach into the box/bag.

### **Resources:**

Kranowitz, CS. *The Out of Sync Child and The Out of Sync Child has Fun*. These are essential to read for more information on sensory issues.



## Health Promotion Lesson Plan 5: Spin the Water Wheel Hydration



### **Activity Description:**

Spin the Water Wheel uses an inexpensive prize wheel, to focus attention on healthy hydration practices. The Prize Wheel can be used for any topic and with a variety of educational goals and can be adapted for various literacy levels. It is a fun, engaging way to promote healthy behaviors.

### **Purpose:**

The purpose of this activity is to promote water as the primary source of hydration during sporting events. The purpose is to show the benefits of water and adequate hydration with this fun and interactive game.

### **Trainee/Volunteer Objectives:**

Using this instruction plan, the trainee or volunteer will be able to:

- Use the Prize Wheel with Water Inserts to engage athletes.
- Describe and execute the activity for athletes verbally and through gestures.
- Initiate conversations or opportunities to communicate insights with athletes regarding hydration or drinking water.

### **Athlete Objectives:**

Through participation in *Spin the Water Wheel*, athletes will:

- Communicate answers or engage in activities on the Prize Wheel.
- Communicate where they can find water during the current sporting event and at practice.
- Communicate what beverages are healthy options that promote good sport performance.

### **Materials Needed:**

- Prize Wheel
- Visuals of healthy beverages (water, juice, etc.).
- Bottles of water to give participants (see HP Manual for ideas on donations).

### **Method or Activity:**

Use the Prize Wheel Game templates to make the questions to insert in spaces on the wheel. There are twelve slots to fill. Sample templates are available on the Health Promotion Resources web page under Graphics and Brochures-

[resources.specialolympics.org/Topics/Healthy Athletes/Disciplines/Health Promotion.aspx](https://resources.specialolympics.org/Topics/Healthy_Athletes/Disciplines/Health_Promotion.aspx)

### *Steps to the Game*

- Invite the athlete to participate in the game and spin the wheel.
- When the wheel stops, ask the question or read the activity that goes with the slot. (i.e. Are You Thirsty? Then ask the question-How do you know you are thirsty?)
  - Create templates for conversations around each question before starting the game. This helps keep the conversation focused on an education topic.

### **Additional Information:**

- Drinking water – or making an effort to be very well hydrated – is often more important for people with disabilities than those without. Many people with disabilities take medications that impact hydration.
- Consider including information about washing water bottles that are reused.

### **Adaptations:**

#### *Mobility*

- Ask athlete permission to spin the wheel for them.
- Provide a step for those who may be short, but able to reach.

#### *Communication*

- Provide visuals (communication board or cards) for those who need visual cues or who speak a different language.
- Keep in mind the keys to effective communication, especially giving time for an answer.
- Use gestures and sign language that make sense to augment the question.

### **Resources:**

1. Free bottled water for athletes

2. Spin the Wheel Game- available from [www.Prizewheel.com](http://www.Prizewheel.com)

*"The Prize Wheel is simple to customize! You determine your own prizes and create your own inserts. We provide templates in Microsoft Word or Adobe Illustrator format. You can use a color printer or colored paper. You add your company logo or any other images you like. It is easy and fun!"*



3. Dry erase wheel available at [www.spinningdesigns.com](http://www.spinningdesigns.com)

*"Using dry erase markers, write and erase over and over. **Dry erase prize wheels** can be anything you want them to be, customize them yourself. Choose your size and sections. Complete, ready to spin, made from wood, with adjustable clicker, hardwood table stand, rubber tipped pegs, and rubber edge trim. Add a custom stationary logo to the center of your wheel!"*



## **Activity Description:**

The incidence of skin cancers (non-melanoma and melanoma) has been increasing in the past decade. The primary factors that predispose an individual to skin cancer are recreational exposures to the sun and a history of sunburn. Following simple action steps can reduce an individual's risk of sunburn and contribute to the prevention of skin cancer. Action steps include; seeking shade, being aware of the UV index in your area, limiting time in the midday sun, wear protective clothing, use sunscreen, and avoid tanning parlors and sunlamps. Encourage athletes to ask your doctor if their vitamin D blood level is in the healthy range.

The activities in the Sun Safety Education Lesson Plan focus on key messages used by the U.S Centers for Disease Control (CDC), World Health Organization, and the Vitamin D Council. The goal of the activity is to provide repeated exposure to key messages that reduce risk of sun burn, and yet assure vitamin D adequacy. Suggestions include a variety of activities that meet athletes' different learning styles.

## **Purpose:**

To introduce athletes to icons (visual cues) which correspond to actions to promote Sun Safety behaviors:



Wear a hat



Wear UV shades



Cover up!



Seek shade



Wear sunscreen



Have safe sun exposure



Take vitamin D pills

## **Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to:

- Understand why sun safety and UV exposure in all seasons is an important issue for Special Olympic athletes.
- Recall that many athletes use medications that make them more sun-sensitive.
- Explain that skin cancer is among the most common cancers in the U.S. and is increasing throughout the world.
- Explain that vitamin D supplements may be needed by athletes who limit their sun exposure.
- Demonstrate or describe best practice of communicating sun safety concepts to the athletes.

## **Athlete Objectives:**

After participating in the Sun Safety education activities, athletes will be able to demonstrate knowledge of key messages by repeating, gesturing, or describing

- The messages of the Sun Safety icons.
- What is safe sun exposure
- When to wear UV protective sun glasses
- When it's important to seek shade
- How much sun screen to put on.
- Ways to cover up to protect from the sun.
- What to do when the UV bracelet turns color.
- The need for supplemental vitamin D.

### **Materials Needed:**

1. Choose to Change Card for Sun Safety <http://media.specialolympics.org/soi/files/healthy-athletes/choose-to-change/Choose%20to%20Change%20Sun%20-%20English.pdf> for your volunteers to reference for key messages.
2. Solar Active bracelets
3. A colorful umbrella to emphasize shade
4. Examples of hats for men and women, including hats with neck covering
5. Sunglasses with UV protection labels
6. Pictures of people in the shade vs. direct sun
7. Samples of broad spectrum UV protecting lip balm and sun screen
8. Vitamin D supplement bottles
9. Grapes (plastic ones are okay) and raisins
10. Doll that is washable for practicing application of sun screen
11. Colorful tablecloths and items like beach balls, sand pails in summer to display
12. The Sun Safety Game (bean bag toss game that reinforces the sun safety messages) or
13. The Spin the Wheel Game (with sun safety messages)

### **Method or Activity:**

- Have the athletes play the Sun Safety Game to begin to see the visual images that should be emphasized at the venue.
- If the game is unavailable, then use the Sun Safety banner doing the same activity by tossing a Nerf ball, tennis ball or bean bag at each of the sun safe activity symbols. The volunteer should ask the athlete what the symbol means to them and then to ask the athlete how can they apply these concepts when outside during training and competition.
- The Prize Wheel Game may be used to discuss the Sun Safety messages. Graphics are available on the Health Promotion Resource page under Graphics & Logos.
- Using grapes and raisins, explain how the sun over time causes the change in the fruit. Use this teachable moment to help athletes understand the importance of avoiding sun burn.
- Using a washable doll, the athlete can apply sunscreen with the volunteers help so they become aware how much to apply to the skin.
- Show vitamin D supplement bottle and discuss the need to take vitamin D if they avoid the sun.
- Some programs borrow a **UV Derma Scan Device** from local dermatologists, universities or clinics. This device shows individuals evidence of unprotected sun exposure on their face.

### **Adaptations:**

Be watchful for those who may have trouble getting the bracelet on. Offer to help if needed. Some athletes have very sensitive skin so the volunteer might ask the coach or the parent if using the sunscreen provided by the venue is ok for the athlete. Do not pass out sunscreen without asking some questions about this.

Most athletes will visit the Opening Eyes (OE) venue. If athletes receive sun glasses at the OE venue, reinforce the importance of wearing sunglasses. If the athlete has not visited OE, encourage them to attend and receive their free UV protective sunglasses.

Sun Safety Squad- An innovative Activity: Members of the University of Milwaukee Basketball Team roamed throughout the athletic fields during the Special Olympics events. Wearing colorful hats and carrying bright baskets, they distributed sun safety bracelets and sunscreen samples to fans and athletes. This activity could be enhanced to include distribution of water to athletes and fans.





**Resources:**

1. American Academy of Dermatology provides basic information on skin cancer prevention and how to contact dermatologists all over the U.S [www.aad.org](http://www.aad.org)
2. Centers for Disease Control & Prevention: [www.cdc.gov/cancer/skin/chooseyourcover/](http://www.cdc.gov/cancer/skin/chooseyourcover/)
3. World Health Organization: [www.who.int/uv/sun\\_protection/en/](http://www.who.int/uv/sun_protection/en/)
4. Vitamin D for Health: A Global Perspective; [Arash Hossein-nezhad](#) , MD, PhD; [Michael F.Holick](#), PhD, MD Mayo Clinic Proceedings , Volume 88 , Issue 7 , 720 – 755
5. Sun Safety Game Order- [www.baggo.com](http://www.baggo.com) & Prize Wheel [www.prizewheel.com](http://www.prizewheel.com)
6. If a US-based program. Request UV Awareness Bracelets and Sun Safety Banner's through Peyton Purcell ([ppurcell@specialolympics.org](mailto:ppurcell@specialolympics.org))
7. Sun Smart Victoria (Australian site- information on prevention and activities in communities) [www.sunsmart.com.au/](http://www.sunsmart.com.au/)



### **Background:**

Tobacco use by Special Olympics Athletes varies considerably. Some athletes may not use tobacco themselves, but may be in the presence of others who smoke, and therefore are exposed to second hand smoke. The tobacco avoidance station will help address the concerns relevant to each athlete. Some may use chew or cigarettes, and want to quit. Some may want to know how to ask others around them to not smoke in their air. Still others may be worried about the tobacco use of family or friends. The suggested activity helps demonstrate the long term impact of cigarettes on breathing.

### **Activity Description:**

Athletes will first breathe through a straw and again after vigorous activity (running in place or jumping jacks). After the vigorous activity, the athlete will experience some difficulty in breathing. This experience is similar to breathing problems a person who smokes may have.

### **Purpose:**

The purpose of this activity is to demonstrate the effect of cigarette smoking on the athlete's ability to exercise and then breathe.

### **Trainee/Volunteer Objectives:**

Volunteers will guide the athlete in an activity to demonstrate the effect of cigarette smoking on their breathing.

### **Athlete Objectives:**

1. Demonstrate the physical impact of cigarette smoking on the athlete's breathing after vigorous activity.
2. Engage the athlete in a discussion on tobacco use and the effect on their health and sports performance.
3. Explore ways an athlete can comfortably ask others to not smoke in the "athlete's airspace".
4. Athlete will state the harmful effects of tobacco use.

### **Materials Needed:**

- Disposable drinking straws cut to approximately 20 cm (just under 8 inches).

### **Method or Activity:**

This activity is best done with a small group of athletes together (3-5 individuals)

1. Explain to athletes that they will see how smoking affects their breathing after exercise.
2. Give each athlete a straw and ask them to breathe through the straw.
3. Ask the athletes how they feel- it was easy and all is OK.
4. Ask the athletes to run in place for 30 seconds and then breathe through the straw again. (You run with them and if music is available, you can run to the beat of the song.)
5. Ask the athletes if they feel different? Most will say yes, it is harder to breathe and some may be coughing.
6. Explain to the athletes that cigarette smoking is not good for their health and sports performance.

### **Additional Information:**

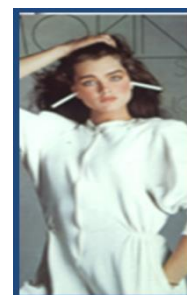
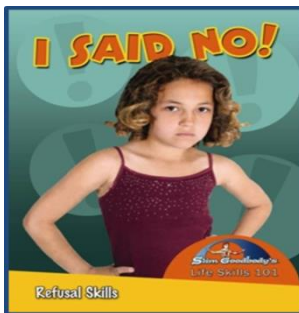
Other educational materials at the Tobacco station may be used to reinforce the no smoking message. For example, government sponsored anti-tobacco posters can be helpful conversation starters; eg. Ask athletes what they think posters such as those below, mean to them?

### **Adaptations:**

Athletes who cannot participate in the activity can observe and see the experiences of those participating.

### **Resources:**

1. Choose To Change Card-Tobacco  
[http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Choose\\_to\\_Change.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Choose_to_Change.aspx) for your volunteers to reference for key messages.
2. Boom box with fast paced music, if space allows.
3. Tobacco avoidance posters. (Google, "anti-tobacco posters")
4. Volunteers: local health departments, university respiratory therapy programs, American Lung Association and American Heart Association representatives.





### **Activity Description:**

Disgust is sometimes used to motivate health behavior. Handwashing with soap education should provide the connection between a disgust elicitor, an object contaminated by it, and the hand that touches that object. This “disgust” may provide the motivation for participants to wash their hands.

The germ demo visually demonstrates to Special Olympics athletes how germs live on hands, how they can be transmitted from person-to-person, and how properly washing hands with soap can help get rid of germs that make people sick and make our hands clean and smell good.

### **Purpose:**

The germ demo is a fun, interactive activity designed to help athletes develop the habit of washing their hands with soap, using proper technique, at critical times throughout the day.

### **Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to:

1. Assess athletes’ frequency, technique and barriers to handwashing with soap.
2. Using plain language, explain how germs from coughing, sneezing or from going to the latrine can live on our hands and make us sick. Athletes’ who are ill don’t compete at their best. Daily handwashing with soap at critical times helps remove germs from their hands so that they don’t get sick as much.
3. Visually illustrate to athletes how many germs are on hands before they are washed, and how they are spread by our hands from person-to-person.
4. Demonstrate the proper technique for handwashing with soap and review the critical times to do so each day.

### **Athlete Objectives:**

After participating in this activity, athletes will know:

1. Germs from coughing, sneezing or from using the latrine, live on our hands and make us sick.
2. Germs on hands can be passed from person-to-person.
3. Handwashing with soap is more effective than handwashing with just water at killing germs and preventing illness.
4. The critical times each day to wash hands with soap.
5. The proper technique for handwashing with soap.

### **Materials Needed:**



The Glo Germ Kit contains special solution for a hand washing activity. Fluorescent particles “germs” are used and if not completely washed off, will show under an UV light. If the Glo Germ Kit is not available the instructions and materials below can be used.

**Warm running water and paper towels are REQUIRED for this activity. Handwashing gels and sprays will not remove the Glo Germ particles or the alternate solution.** If this station does not have a source of running water, a portable handwashing unit may be used. One example is the Cambro Handwashing Unit.



Alternate Solution for demonstration - Vegetable oil, butter or other sticky, non-toxic substance; cinnamon (or coffee grounds, or other powdered or grainy, non-toxic substance); soap; water; proper technique for handwashing with soap poster or brochure.

You may want to demonstrate using one athlete to teach a group of athletes, to simplify teaching and to avoid sticky and dirty hands throughout the HP venue.



Potential giveaway items: soap, hand sanitizer packets, silly band bracelets (hand shaped), stickers

### **Volunteers Needed:**

Health educators and nurses are preferred, but general volunteers can be trained.

### **Method or Activity Instructions:**

1. HAS questions
  - Ask the HAS handwashing with soap questions and complete that portion of the form.
2. Ask the athletes if they know why washing our hands with soap is important. If they say “yes,” have them tell you. Confirm or tell them that:
  - When we cough, sneeze or go to the latrine germs live on our hands and make us sick, and being sick doesn’t let us compete at our best.
  - Germs on our hands can be passed to other people and make them sick, so we should wash our hands after we use the latrine and before we eat to clean the germs off our hands.
  - It makes our hands feel clean and smell good.
3. Visually illustrate to athletes how many germs are on our hands before we wash them, and how they are spread by our hands from person-to-person.
  - Mix vegetable oil with cinnamon in a small bowl. Let one athlete rub “cinnamon oil” on his or her hands and tell them it is what germs are like on our hands.
  - If you’re working with only one athlete, have them try to rub the “germs” off over a large plastic tub; if you’re working with more than one athlete have the one with the “germs” shake hands with the athlete next to him/her and have each athlete continue to shake hands.
4. Go to the sink, portable handwashing unit or tippy tap to scrub the “germs” off.
  - First have the athlete use water only, to see how many “germs” they can get off, then have them use soap and water.
  - The volunteer should:
    1. Explain how rinsing hands with water alone removes fewer germs than washing hands with soap. Soap breaks down grease, oil, dirt and feces that carry the germs that make us sick. Using soap also makes your hands feel clean and smell good.
    2. Demonstrate proper handwashing technique:  
Cover wet hands with soap; scrub all surfaces, including palms, back of hands, between the fingers, thumbs, wrists and especially under fingernails for about 20 seconds; rinse well with running water rather than still water, and dry on a clean cloth or by waving in the air.

NOTE: Have the athletes sing “Row, row, row your boat”, or their favorite song for 20 seconds to help them gauge how long they should wash their hands.

5. Remind the athlete(s) that to avoid getting sick or making other people sick, it’s important to wash their hands with soap after using the latrine, after changing a person’s diaper and before eating.
6. Provide athlete with soap or hand sanitizer to take home.

### Do the Global Handwashing Dance! | UNICEF

This YouTube video on handwashing is another interactive and fun dance to show at the hand washing station. Volunteers may lead groups of athletes in the dance using exaggerated motions to add to the fun. You’ll need a flat screen TV or laptop computer screen to show the film.

<https://www.youtube.com/watch?v=825qGELjB98>



### Adaptations:

Germ: Glo germ kit, craft glitter, non-toxic, washable magic markers.

Water: Proper handwashing requires soap and only a small amount of water. Running water from a tap is not necessary; a small basin of water, buckets or “Tippy Tap” - cans or plastic bottles that release just enough for a clean hand wash each time they are tipped are sufficient.

*Teaching Tip: To limit the amount of germs transmitted, if you are using a tap with a spout, one volunteer should be assigned to turn the water on/off.*



Commercial hand sanitizer is not a sustainable solution to proper handwashing with soap and water. Hand sanitizer may be used where access to soap and water is not available to demonstrate proper handwashing technique.

### Choose to Change- Clean Hands

[http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Choose\\_to\\_Change.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Choose_to_Change.aspx) for your volunteers to reference for key messages.



### Resources:

- 1 Handwashing with soap poster, brochure and tippy tap instructions (for display and distribution): [http://resources.specialolympics.org/Sections/Healthy\\_Athletes/Resources.aspx](http://resources.specialolympics.org/Sections/Healthy_Athletes/Resources.aspx)
- 2 Glo germ kit: <http://www.teachersource.com/BiologyLifeScience/Germs/GloGerm.aspx>
- 3 Teaching the Importance of Handwashing: Instructions for using cinnamon and oil strategy. [blog.calverteducation.com/calvert/a-great-way-to-teach-the-importance-of-handwashing/](http://blog.calverteducation.com/calvert/a-great-way-to-teach-the-importance-of-handwashing/)



### Activity Description

This activity encourages athletes to explore healthy food choices that can replace items that may taste good but are high calories compared their nutrients. Using plastic food replicas, food packages, cans or bottles with labels; pictures of foods and drinks on “card stock”, athletes will select items they like to eat or drink, and will be asked to sort them into those that make them health and strong, and ones that don’t.

After the athlete has selected and sorted a few items, the volunteer comments on what the athlete has correctly place on the “healthy face”. Items that were mistakenly identified as “healthy” e.g. french fries, sugared beverages, candy or cookies can be replaced with similar items that are healthier choices. Suggested comparisons might be:

Athlete chooses	Volunteer replaces with to suggest	Have comments about the healthier choices
<b>Candy</b>	<b>Fresh fruit or nuts:</b> Eating 1.5 ounces per day of peanuts: almonds, hazelnuts, pecans, pistachios or walnuts, can reduce heart disease risk."	Nuts (or fruit) help to make your hair shiny and your skin soft. Nuts are a better choice than cookies, chips and other such snacks.
<b>Chips</b>	<b>Carrots or raisins:</b> Vegetables and fruits are full of vitamins and minerals. They help your body become strong, fit and healthy. What are your favorite vegies? Your favorite fruits?	Chips don't make muscles and skin and good eyes, but carrots and raisins make you healthy.
<b>Cookies</b>	<b>Bagels or nuts:</b> Go for whole wheat bagels, and cut into small pieces. Choose unsalted nuts or sunflower seeds instead. Share info about eating half a bagel rather than a whole one.	Do you like nuts? What's your favorite kind of nuts?
<b>Corn or whole grain tortillas</b>	<b>Flour tortilla (white), corn tortillas, whole wheat tortillas</b>  6 inch corn tortilla = 58 calories 1g fat 12 g carb 1g fiber, 1g protein 6-inch flour tortilla = 94 calories 2.5 g fat 15 carb 1g fiber 2.5g protein (Whole wheat tortilla = 2 g fiber)	Corn and whole wheat tortillas are healthy foods. Which one do you like best?
<b>French fries or chips</b>	<b>Baked potato:</b> French fries have about 500 calories a cup. A baked potato has about 200. Add a pat of butter or sour cream, and it's still less than 300 calories.	When you eat out, can you ask for fruit or a baked potato instead of fries?
<b>Hot dogs, bologna.</b>	<b>Beef, chicken or tuna (packaged) hard boiled eggs:</b> Hot dogs and bologna aren't as healthy for us as some other foods.	Our bodies need protein, not salt, flavoring, and preservatives. Try to eat eggs, real meat, chicken and fish.

Athlete chooses	Volunteer replaces with to suggest	Have comments about the healthier choices
<b>Juice</b>	<b>Milk a better choice:</b> Unlike fruit juice or soda, milk provides seven to eight grams of high-quality protein per cup, and it is recognized as an aid to muscle recovery after intense workouts. The proteins in milk are invaluable to muscle-building, and when compared with soy protein, milk protein comes out on top in recovery.	Cow's milk and soy milk help make you get taller and have strong bones, muscles and teeth."
<b>Packaged sweets</b>	<b>Carrot slices, nuts, dried fruit, whole wheat toast.</b> Help the athletes start to recognize other "whole foods" as snacks that taste good, are nice colors, and make them healthier.	Carrots make your eyes work well so you see more. Have you ever seen a rabbit with glasses?"
<b>Ramen noodles</b>	<b>Whole wheat macaroni</b> and <b>regular macaroni</b> in zip lock bags: Ramen noodles and "cup noodles" are deep fried in saturated fat then dried. The flavor packet has lots of salt, preservatives and flavor agents: <ul style="list-style-type: none"> <li>• Whole wheat pasta=125 calories per cup + 4 mg sodium</li> <li>• White pasta = 220 per cup + 8 mg per sodium</li> <li>• Ramen = 300 per cup plus +1700 mg sodium</li> </ul>	Ramen has lots of salt that isn't good for your heart. Macaroni tastes good too and makes you healthy.
<b>Sugar sweetened cereals</b>	<b>Cereals</b> that are not sugar sweetened (use little boxes). The average sweetened cereal has 3 teaspoons of sugar a serving. If you think your cereal needs sugar, just add a little yourself. Put fruit on top to make it healthier.	Sugary cereal can cause cavities but un-sugared cereal fills you up!
<b>Sugar sweetened soda or drinks</b>	<b>Water:</b> Sugared beverages have up to one teaspoon of sugar per ounce. They do not make us healthy; they make us fatter and can damage our teeth. Do you like water? When?	When you are thirsty, water is a good choice for your body. Soda has sugar and will make you even thirstier.
<b>Sugared yogurt or ice-cream</b>	<b>Plain fat free Greek yogurt:</b> Protein is vital for your body because it helps promote healthy skin, bone and muscles <ul style="list-style-type: none"> <li>• 8 oz. of nonfat yogurt contains 120 calories,</li> <li>• 8 oz. of full-fat yogurt has 170 calories</li> <li>• Yogurt with "added fruit" which is mostly added sugar, puts another 80 calories of sugar.</li> </ul> Get plain fat free yogurt and add fruit or a little jam for flavor.	Greek yogurt makes your bones, muscles and teeth stronger than sugared yogurt
<b>White bread</b>	<b>Whole wheat breads'</b> fiber keeps the digestive system clean and running smoothly. High fiber foods are more filling, helping prevent overeating. When joined with ample fluid intake, fiber helps move food through the digestive system and might reduce the risk of certain cancers, diabetes, heart disease, and digestive disorders.	"White bread is good for you but whole wheat bread is even better"



**Purpose:**

This activity provides a fun and positive way to help the athletes feeling more confident in making good food choices. All kinds of foods and beverages can be used to help athletes learn how to choose what's healthiest. It's easy to become confused about what foods make us healthy and strong, and which foods don't. Use the "Smiley Face, Sad Face" sorting activity to help athletes learn to make healthier choices.

**A Special Olympics athlete from Greece shows volunteers which foods he likes.**

**Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to effectively listen and communicate with athletes to teach which food choices make them health and which don't. Help athletes see better alternatives to the food and drinks that add more calories than nutrition.

**Athlete Objectives:**

By participating in "Foods that Make Me Healthy", athletes will learn to substitute healthier choices for foods and drinks that don't promote health

**Materials Needed:**

- Black electrician tape; one long table and at least 4 chairs.
- An assortment of plastic foods, popular snack food packages, beverage containers, pictures of foods.
- Choose To Change Card-Fruits and Vegetables  
[http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Choose\\_to\\_Change.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Choose_to_Change.aspx) for your volunteers to reference for key messages.

### **Method or Activity Instructions:**

Some considerations when conducting the **Foods that Make Me Healthy** activity:

- It works well, following the healthy habits interview.
- It can be used with individual athletes or with two or more.
- Be sure to spend a few minutes training volunteers in communication strategies and answer any questions they may have.
- Make sure athletes leave having had a good time.

### **Resources:**

- **Health Edco Nutrition Replicas** [www.healthedco.com/](http://www.healthedco.com/)
- **Nasco Plastic Food Models** [www.nasco.com/](http://www.nasco.com/) Life/form® food replica kits
- **Firehouse Medical** [www.firehousemedical.com/store3/health-management/nutrition.html](http://www.firehousemedical.com/store3/health-management/nutrition.html)



Firehouse Medical



Nasco EL11082HR



Nasco WA28381HR



Health Edco HE-79716



Check EBay for “play food”





## Lesson Plan 10: Physical Activity

### **Activity Description:**

This is an interactive educational area designed to show athletes a variety of ways to increase their physical activity outside of Special Olympics training.

### **Purpose:**

Teach the health benefits of physical activity, increase awareness of daily physical activity requirements, demonstrate fun examples of how to achieve daily physical activity requirements.

### **Trainee/Volunteer Objectives:**

Using this lesson plan, trainees or volunteers will be able to:

1. Assess athletes frequency, type and barriers to physical activity
2. Present and explain to athletes in plain language the recommended daily physical activity requirements and how exercise improves health and athletic performance.
3. Demonstrate a variety of examples to athletes to exercise outside of Special Olympics training.

### **Athlete Objectives:**

After participating in this activity, athletes will know:

1. Physical activity makes your heart, lungs and bones strong.
2. Physical activity helps you lose weight OR helps you to maintain your weight.
3. Adults should do 2 hours and 30 minutes (150 minutes) a week of moderate-intensity, or 1 hour and 15 minutes (75 minutes) a week of vigorous-intensity aerobic physical activity
4. Aerobic activities or vigorous activities are important to include and they should do at least 1 hour and 15 minutes (75 minutes) in a week. Episodes of at least 10 minutes should be the standard time.
5. Children/adolescents should do 1 hour (60 minutes) or more of physical activity every day.
6. Physical activity is anything you like to do that makes you MOVE.

### **Materials Needed:**

Deck of cards, Photo Cubes, Prize Wheel Game- each of these resources can be customized to offer a variety of physical activity selections. Examples of activities include:

- **Warm Up**
  - March in place
  - Arm swing- swing arms overhead (inhale up, exhale down)
  - Shoulder shrugs
  - Trunk twists
- **Exercise**
  - Jump Rope 10 times, increase the speed during the activity
  - Side Step or Toe Touch -slide together to the right, slide to the left- pick up the pace
  - Knee Side Step
  - Front Punch- slight bend in the elbow and punch the air in front of you to the right, then the left and back and forth.
  - Dance, jog in place, beach ball toss
- **Cool Down**
  - Arm swing- swing arms overhead (inhale up, exhale down)
  - Shoulder rolls
  - Neck Rolls- roll forward and sideward **not** backward
- **Stretches**
  - See examples in Physical Activity Appendices

### **Volunteers Needed:**

Personal trainers, exercise scientists or student, physical activity teachers or students, fitness instructors

### **Method or Activity Instructions:**

1. HAS questions
  - Ask the HAS physical activity questions and complete that portion of the form.
2. Deck of Cards- Cards customized for Health Promotion- not Fit Deck Cards. Have the athlete choose a physical activity from the deck of cards.
  - Demonstrate that activity for the athlete.
  - Have the athlete perform that activity 5-10 times.
    - Correct form as needed.
  - Allow the athlete to choose from the deck of cards as often as they like.
3. Soft Block Toss- ask the athlete to toss the block, after the toss the block will land side up with a picture of a physical activity.
  - Demonstrate that activity for the athlete.
  - Have the athlete perform that activity 5-10 times.
    - Correct form as needed.
  - Allow the athlete to toss the cube as often as they like.
4. Prize Wheel - have the athlete spin the wheel to select an activity for the group
  - Demonstrate to the athlete the activity that the spinner lands on.
  - Have the athlete perform the activity for the two minutes and spin the wheel for a second activity
  - Spin the wheel for a minimum of 5 times to allow for 10 minutes of physical activity
  - If there are not additional athletes waiting, allow the athlete to spin the wheel as often as they like.

Ask the athletes if they know why physical activity is important. If they say “yes,” have them tell you. Confirm or tell them that:

- Physical activity makes our hearts, lungs and bones strong.
- Physical activity helps us lose weight OR helps us to maintain your weight.
- Adults should do 2 hours and 30 minutes (150 minutes) a week of moderate-intensity, or 1 hour and 15 minutes (75 minutes) a week of vigorous-intensity aerobic physical activity
- Aerobic activities or vigorous activities are important to include and they should do at least 1 hour and 15 minutes (75 minutes) in a week. Episodes of at least 10 minutes should be the standard time.
- Children and adolescents should do 1 hour (60 minutes) or more of physical activity every day.
- Physical activity is anything you like to do that makes you MOVE.

Ask the athlete if there is anything they like to do for exercise.

- Point out some other not-so-common things listed that can be considered physical activity. (example: gardening, dancing, walking the dog, cleaning their room)

Encourage! It is important to motivate and encourage the athletes during the physical activity challenge, for example:

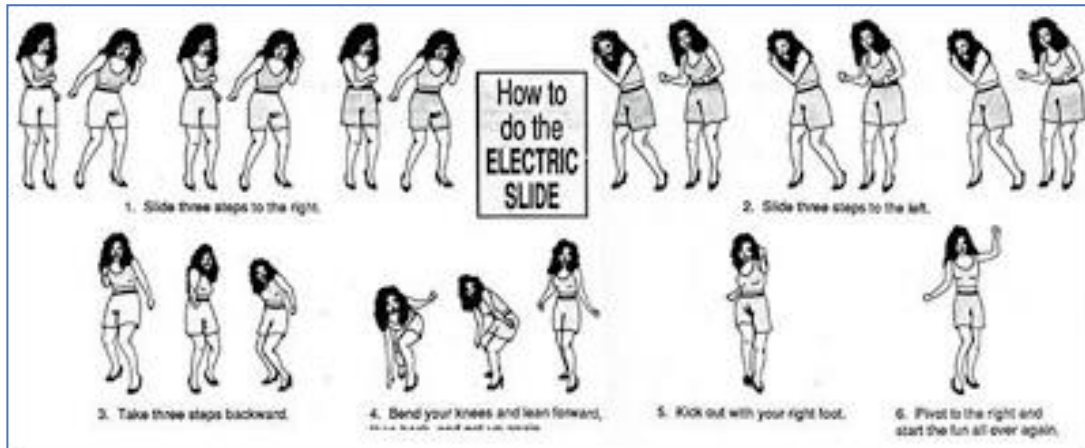
- Everybody is looking great, keep it up!
- You are doing a great job!
- Remember to: clap with the beat, keep your arms up, and bend your knees!
- Your body thanks you!
- You are next for Dancing with the Stars!

### **Adaptations:**

All athletes can participate in the physical activity area. Adaptations should be made for athletes with physical disabilities and exercise options should be available. (e.g.: seated arm swing) or those in a wheelchair- beach ball toss and catch, arm exercises. Partner with mobile individual for dancing and group activities. Exercises can be done in groups (as a team) to offer a more fun and engaging area.

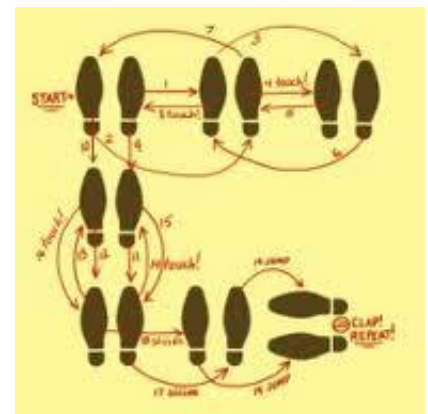
Dance and Music: Music and dance enhances the physical activity experience and adds to the fun, especially for group activities- suggested resources include:

**Electric Slide**- Moves can be seen on YouTube at: [www.youtube.com/watch?v=-mOY2eWO2qw](http://www.youtube.com/watch?v=-mOY2eWO2qw)



This "line dance" is fun and easy to learn:

- Three slides to the right (the clap)
- Three slides to the left (then clap)
- Three steps backwards (then clap)
- Left knee up and lean forward
- Jump to turn your body to the right.
- Start all over again.



**Chicken Dance** - Moves can be seen on YouTube -

[www.youtube.com/watch?v=4xmV5uHWNag](http://www.youtube.com/watch?v=4xmV5uHWNag)

- Pinch your fingers and thumbs together in front of your chest 4 times.
- Flap your arms 4 times.
- Wiggle side to side 4 times while getting your back side as close to the ground as you can
- Clap 4 times.
- Swing your partner and start at step 1 for a second round.

**Macarena**- feel free to simplify, instructions are helpful if leader is not familiar with the dance.

Dance moves can be seen on YouTube at [www.youtube.com/watch?v=TBeq7puGPU8](http://www.youtube.com/watch?v=TBeq7puGPU8)



**Resources:**

1. Custom physical activity cards with selection of activity choice, dance routines and physical activity questions on the card.
2. Prize Wheel with custom inserts for activity choices, dance routines and questions on the wheel. [www.Prizewheel.com](http://www.Prizewheel.com) See HP Resources page Graphics and Brochures for Prize Wheel templates for this lesson plan.  
[resources.specialolympics.org/Topics/Healthy Athletes/Disciplines/Health Promotion.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Disciplines/Health_Promotion.aspx)
3. Photo Stacking Blocks (customize for activities) [www.amazon.com/Constructive-Playthings-Photo-Stacking-Blocks/dp/B002S3RW62](http://www.amazon.com/Constructive-Playthings-Photo-Stacking-Blocks/dp/B002S3RW62)
4. CD or MP3 Player for music
5. Recommended daily physical activity guidelines for your country