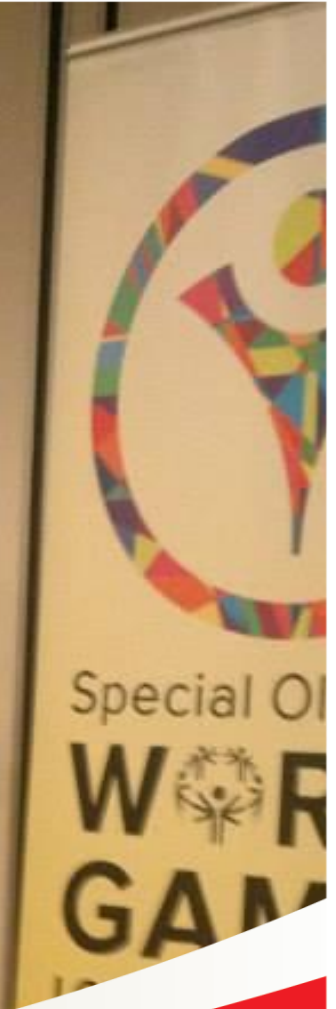


SpecialOlympics.org/health



Athlete Health Advocates Toolkit

Special Olympics, Inc. – Updated April 2014

This toolkit is designed to equip Special Olympics Programs with several promising practices learned from the Programs participating in the Healthy Communities initiative. The "Athlete Health Advocates" toolkit outlines ways athletes in Special Olympics Programs champion health within their communities and why it makes such a tremendous difference.

Special Olympics





Athlete Health Advocates

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Special Olympics Athlete Leadership Programs (ALPs) allow athletes to explore opportunities for greater participation in the Movement beyond sports training and competition: as coaches, officials, team captains, spokespeople, and Board and committee members. Through ALPs, SO athletes are able to take on different types of leadership roles while gaining valuable skillsets that will help them throughout their lives. Some athlete leaders become mentors to other athletes in their Program. With a bit of training, these leaders can become “athlete health advocates” who support their peers in improving their health.

I. Project planning

The project planning section of this guide will help you identify and analyze the health needs faced by your athletes/population, develop an objective and activities to address the needs, budget for what it will take to implement, and measure and report on your success.

We encourage you to make an effort to include athletes in every stage of the planning process. Consider bringing together an “athlete council” to gather input and guide the design of your project. Athletes have keen insight into the health problems they face as well as ways these problems can be addressed. If you are planning to create an athlete health advocate program, your athletes are essential in helping you develop a project that is appropriate, effective, and has the commitment of your athletes. In addition to consulting with athletes, it is a good idea to learn as much as you can by talking to coaches, caregivers, Clinical Directors, and others. Each of these groups can provide you with valuable insight that will aid in project planning.

Problem analysis

Before you can start planning how you will use athlete health advocates in your Program, you need a clear understanding of the knowledge and behaviors you want to address. In many cases, peer education through athlete health advocates will be one component of a larger strategy to address a health need in your Program.



To begin, identify the issue you want to address in this project. When thinking about your problem, you should attempt to identify the root causes rather than just the symptoms. Many problems are more complex than they might appear on the surface, and an in-depth understanding of the problem and its causes and effects is important in order to have a successful project. The root causes are what you should tackle if you want a sustainable, long-term impact on the health of your athletes.

For example, you might choose to focus on the fact that 70% of your athletes are overweight or obese. Why are so many of your athletes overweight or obese? As you analyze your problem, you discover that many of your athletes don't engage in physical activity outside of their Special Olympics practice. Why not? They think sports practice is enough exercise to prevent obesity. Why do they think this? They don't know that they need to engage in physical activity multiple times each week. This is a root cause, and high rates of obesity is a symptom.

Here are a few tools that might help you in your problem analysis:

1) Problem tree analysis (odi.org.uk/publications/5258-problem-tree-analysis)

2) But Why? technique (ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/root-causes/main)

Objective and activities

Once you have a comprehensive understanding of your problem and its causes, you are ready to start designing your program. First, develop an objective that represents the change you are hoping to see as a result of your project. Your objective should be SMART (specific, measurable, achievable, relevant, and time-bound). Once you have your objective, you can begin selecting activities that address the earlier identified root causes, involve athlete health advocates, and will ideally lead to achievement of your objective.

Many Programs will choose to use athlete health advocates to provide health education to their peers, but you are encouraged to be creative in developing your own ideas. Below are a few examples:

- Healthy Athletes: Have athlete health advocates stationed outside each discipline, engaging athletes in discussions about the screenings and health education offered; have athlete health advocates encourage their teammates and friends to attend Healthy Athletes and escort those who need assistance
- Sports: Have athlete health advocates roam through sports events providing health education and distributing related materials where and when athletes need them (e.g. water during and after games, sunscreen near the field, hand washing materials next to the restrooms); have athlete health advocates give short presentations to their teams during sports practice about making healthy choices



- Family Health Forums: Engage athlete health advocates to participate in presentations to athletes and caregivers about health topics, sharing their own experiences and encouraging their peers to share
- Wellness: Empower athlete health advocates to lead wellness opportunities for other athletes, such as biking clubs and nutrition challenges

When selecting activities, try to focus your efforts. Consider limiting your activities to a certain health message, specific target audience, and/or a defined geographic location so you can see and measure a real impact on the health of a group of athletes rather than trying to expand your reach too far and risk having no impact. Look for measurable success that can be expanded and brought to scale later.

Sample objective and activities:

Sample objective: Engage 10 athlete health advocates and provide them with the training and tools necessary to reach 50 athletes each with health education, health mentoring, and/or engagement in wellness opportunities by the end of the project period.

Sample activities:

- Identify and recruit partners to participate in the program
- Recruit potential athlete health advocates
- Train and provide necessary equipment to athlete health advocates
- Work with advocates to develop ways to engage fellow athletes in health opportunities
- Provide support and monitor progress of athlete health advocate initiatives

Monitoring and evaluation

You must be able to measure the impact of your project in order to know how successful you were, make improvements in future projects, and satisfy the requirements of your donors and partners. During the planning phase, you should select an indicator or multiple indicators that you will measure to show whether you are on your way to achieving your objective, and at the end of the project, whether you have achieved your objective.

For example, if your objective is “Engage 10 athlete health advocates and provide them with the training and tools necessary to reach 50 athletes each with health education, health mentoring, and/or engagement in wellness opportunities by the end of the project period,” then indicators of success will be:

- Number of athletes trained and equipped to become athlete health advocates
- Number of athletes reached by athlete health advocates



Budget

Your budget should reflect what it will cost to implement your project. In many cases, partners can offset some of these costs. This will reduce your costs and allow you to do more with your resources. Try to find partners who are willing to provide what you need at no or low cost to your Program. Partnerships also increase the likelihood that your project will be sustainable and extend beyond the grant period.

When developing your budget for athlete health advocates, some expenses to consider include:

- Facility rental for training
- Stipends for trainers
- Transportation to trainings and events
- Uniforms and meals for athlete health advocates
- Notebooks for athletes to use during training or to record their health education activities
- Supplies for interactive peer education (e.g. healthy snacks, sunscreen, soap for handwashing demonstrations)
- Program staff time

II. Implementation Process

1) Develop training materials and plan training session

Once you have figured out how you are going to utilize athlete health advocates, you need to think about how best to prepare them to perform their duties. In most cases, you will need to **develop training materials and plan a training session**. The type of training you provide will depend on the role you have chosen for the athlete health advocates and the type of health messages they will provide to their peers. Be sure to give your athlete health advocates the health information they need, tips on how to communicate that information to their peers, and an interactive portion where they can practice what they learned and become comfortable with their role. Consider the health knowledge and literacy levels of your advocates- you might want to work with health partners or others with expertise in developing training materials that are appropriate for your advocates. See Attachment A for tips on meeting with potential partners. A good source of materials and training tools for various health topics and programs is the Resources page at resources.specialolympics.org.

When is the best time to conduct the training? You should try to make it as easy as possible for your advocates to attend. Some Programs will choose to offer a training on the day before or day of an event so the material is fresh in the trainees' minds and it is easier for them to attend. Others will choose to spread the training over multiple weeks and offer short training sessions in conjunction with other regular meetings attended by your advocates. If appropriate, you might offer trainings at special schools or other locations where your athlete health advocates live, work or practice.



Where and when you conduct the training session or sessions will depend on your Program and the needs of your advocates. At the training, provide your athletes with ample breaks, refreshments, and opportunities for fun.

2) Select, train, and equip your advocates

There are a few different options for **selecting your athlete health advocates**. You might have existing athlete leaders who would be natural fits for the program. Alternatively, you might ask coaches, teachers or volunteers to nominate athletes who they consider leaders. You could also invite interested athletes to complete a short application or discuss their interest with a staff member or volunteer. Don't assume an athlete would like to participate just because he or she was nominated. Be sure to ask the athlete directly whether he or she is interested in becoming an athlete health advocate and, as appropriate, get approval from his or her caregiver.

Once you have selected and trained your athlete health advocates, **equip them** with what they need to be successful in their roles. Provide t-shirts or uniforms in advance so the advocates can wear them to the event, but bring extra in case any are forgotten. Other materials can be provided to the advocates at the event itself, including flyers or brochures on select health topics and health-related items like sunscreen, snacks or water.

3) Support advocates and capture data

Check in with your advocates periodically to monitor their work and provide any necessary **support**. Consider asking health volunteers, teachers or coaches to work with your athlete health advocates and assist them as they serve in their new roles. The advocates should have someone in your Program to go to if they need more materials, are asked a question they can't answer, or need any additional support. If your advocates are helping at a sports event, make sure you schedule them to work as health advocates during times when they are not scheduled to compete.

Be sure to **capture data** on the indicators you developed during project planning. Keep track of the number of athletes you train and who become active athlete health advocates. In order to measure the number of athletes reached (e.g. provided with peer education, mentorship, engagement in wellness opportunities, etc.) through your athlete health advocates, consider creating some sort of reporting form that you collect periodically. This form could be filled out by the coach, school, or advocates themselves. The structure of the reporting form and the type of information collected depends on the activities of your advocates. If they are giving presentations, they could record the number of athletes in attendance. If they are engaging athletes in conversation outside of a Healthy Athletes screening, they could record the number of athletes with whom they spoke.

Make an effort to also capture qualitative data, including inspirational stories and feedback/suggestions from the advocates and those with whom they interact. Arm yourself and/or your team members with a camera and digital video recorder. This content can be used for a later pitch to media and to share the best stories with your internal network and with the wider Special Olympics Movement. Have a few copies of your Program's model release form on hand and keep



track of the signatures you receive. See Attachment B for advice on how to tell compelling stories about your health activities.

4) *Recognize and debrief*

Recognize your advocates for their hard work and any partners for their contributions. Here are a few ways to provide recognition:

- Present them with a Certificate of Appreciation (see template in Attachment C) and/or Special Olympics gear (e.g., T-shirts)
- Distribute a press release with photos of participants (see example in Attachment D)
- Post the story on your website and social media channels
- Submit your success story to Special Olympics International for posting on national media channels

(specialolympics.org/Stories/Share_Your_Stories_about_Special_Olympics.aspx)

The final step is to meet with your athlete health advocates to discuss the program and lessons learned. You might choose to **debrief** with the advocates following events, quarterly, or at the end of the grant period. Take their opinions seriously and use the feedback to shape future peer education programming.

III. Examples from the Field

Program: Special Olympics South Africa

Title: Health Heroes

Focus: All Disciplines

Partners: Special Schools

Contact: Lauren Quin, Healthy Athletes Regional Manager for Africa,
lquin@specialolympics.org

Special Olympics South Africa (SOSA) created a program called “Health Heroes” in which athlete leaders promote healthy behaviors among their peers. These Health Heroes use a variety of platforms to educate other athletes, with the goal of reinforcing the messages the athletes receive at Healthy Athletes and during other health-related activities.

In South Africa, many SO athletes are part of the special school system. Early in the program, SOSA met with these schools to explain the goals and get the support of the school staff. The schools provided SOSA with a list of who they considered to be leaders, and SOSA contacted these athletes about becoming Health Heroes. Those who accepted the invitation received introductory information from the school provided by SOSA. The day before the Healthy Athletes screening



event, the Health Heroes received a thorough overview of each HA discipline and then chose which one would be their focus.

Stationed outside each HA discipline, these Health Heroes start conversations with other athletes about the screening the athletes are about to attend. In addition to their presence at Healthy Athletes, SOSA looks for ways to involve Health Heroes at other types of SO events to reinforce health messages. At sport events, Health Heroes are given a 5 minute platform to present on a health issue for everyone in attendance. Heroes provide information on a regular basis to their teammates. In the future, SOSA plans to utilize them during Family Health Forums as well.

The Health Heroes program provides valuable education to athletes as well as the heroes themselves. SOSA has found that becoming a Health Hero inspires athletes to change their own behavior as an example to the other athletes. When athletes see the Health Heroes dressed as official volunteers rather than in their regular school uniform, it sparks their interest and provides an opportunity for the Health Hero to explain his or her role and the importance of taking care of your health.

Program: Special Olympics New Jersey
Title: Athlete Leadership in Health Promotion
Focus: Sun Safety, Hydration, Nutrition
Partners: ShopRite
Contact: Andrea Picariello, Healthy Communities Manager, ap@sonj.org

The athletes at SO New Jersey (SONJ) have taken a leadership role in promoting healthy behaviors among their peers as well as improving the health environment for SONJ athletes, volunteers and Unified Partners. Inspired by SO South Africa's Health Heroes program, six Health Heroes from SONJ's Athlete Congress set up a table outside the Healthy Athletes screening area at the last Summer Games. They distributed sunscreen samples, water and healthy snacks (donated by ShopRite), and discussed healthy behaviors with their peers. Additionally, the Athlete Congress has written and passed a number of motions related to health: healthier food and beverage options at state events, a ban on high caffeine/energy drinks at all SONJ events, a requirement that all SONJ local training programs have fitness goals and tracking for all athletes, and designated times for all athletes to attend Healthy Athletes during Summer Games.

The Health Heroes were volunteers from the Athlete Congress, which meant they had received athlete leadership training as Global Messengers and as Athlete Congress members. At the next Summer Games, SONJ is planning to recruit additional Health Heroes and scatter tables throughout the event outdoors rather than just inside Healthy Athletes. This way, the Heroes can bring health messages to their peers right when and where they need to hear them. For example, the Heroes might have a sunscreen education and distribution table next to the outdoor track to remind competing athletes of the importance of sun safety.



SONJ's Athlete Congress consists of 19 athletes and 10 facilitators that meet once per quarter. During Summer Games, the members conduct surveys with athletes to hear about their concerns and what they would like changed. Based on the results of these surveys, the Congress members develop motions and then vote on them. For those that pass, they devise a plan for implementation and present it to SONJ staff and the board of directors for their approval. These ideas come directly from the athletes themselves and are crafted into plans by athletes in the Congress. Many of the recent motions have been related to changing the health environment of SONJ so that it becomes easier for athletes and others to make healthy choices. Clearly health is a major concern for SONJ athletes, and the Program and athletes have developed a method for turning these concerns into actions.

IV. Tips/Recommendations

- 1) Think about ways to engage your athlete health advocates beyond just the initial training and Healthy Athletes events. To keep them interested and active in their role, it's a good idea to offer additional training opportunities so they can expand their skills, and to involve them in activities throughout the year.
- 2) Try to connect your athlete health advocates to local organizations and health initiatives in their communities. In some countries, you might also connect Heroes to Special Olympics global partnerships such as the Red Cross, Catholic Relief Services, UNICEF, etc. If one of these organizations is having a health event, your athlete health advocates could participate. This would increase awareness about Special Olympics, give the athletes a chance to expand their knowledge, and strengthen partnerships by allowing partners more opportunities to interact with athletes rather than just SO staff.
- 3) To increase your impact, combine the athlete health advocate program with other health and wellness programming in the schools. Your athlete health advocates could help lead and manage the new programs, which would provide them additional opportunities for growth.
- 4) The athletes health advocates training should be as interactive as possible, and facilitators should solicit opinions from the athletes so he or she can tailor the training to their knowledge levels. Facilitators should also be thinking about ways each athlete could be used in SO health programming as he or she gets to know them during the training.
- 5) Rather than just having a table outside of Healthy Athletes, consider having your athlete health advocates roam around your sports or health event providing health education and materials when the athletes need them. For example, if you are focusing on nutrition, you might have a group of athlete health advocates stationed near where food is served to discuss healthy food options and remind athletes to choose water instead of sugar-sweetened beverages.
- 6) There are many companies and organizations who would be willing to donate health-related materials to your Program for distribution by athlete health advocates. You might consider approaching grocery stores, pharmaceutical companies, hospitals or private clinics, universities, or



food companies. Many will be willing to make donations in exchange for recognition on t-shirts, banners, etc.

Attachments

Attachment A: Tips for Meeting with Potential Partners

Attachment B: Telling Your Story

Attachment C: Certificate of Appreciation Template

Attachment D: Press Release Example

Additional Tools/Resources

1) Peer education curriculum developed with UIC

2) http://resources.specialolympics.org/Topics/Athletes/ALPs_Training_Resources.aspx

HEALTH MESSAGES PROGRAM

Healthy Lifestyle Coaches: Coaching Manual

Rehabilitation Research Training Center
on Aging with
Developmental Disabilities



Sponsored by



Special Olympics

Special Olympics, Inc.

This training manual belongs to:

Health Messages Program: Peer Coaches

Peer coaches are leaders who can share information and resources with people who are about the same age with common interests so they can take better care of their bodies.



Acknowledgement

The Health Messages Program for Healthy Lifestyle Coaches (HLC) was developed by Beth Marks, Jasmina Sisrak, and Joan Medlen (Phronesis Publishing) through the Rehabilitation Research Training Center on Aging with Developmental Disabilities in the Department of Disability and Human Development at University of Illinois at Chicago in partnership with Special Olympics International Amy Harris and Janelle Nanavati, Special Olympics Florida (Nancy Sawyer), Special Olympics Indiana (Michael Furnish and Pam Eakin).

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Using Your Coaches Manual

Welcome to the Health Messages Program

A new and exciting Special
Olympics program.

This manual will
help you become
a confident and
knowledgeable
peer health coach

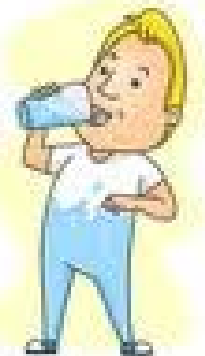
~
**Healthy Lifestyle
Coach!**

What do I do with this Training and the Coaching Manual?



1. Learn how physical activity
and drinking water can
help our bodies.

2. Talk about health messages
to be more physically active
and drink more water.



3. **Become a Healthy Lifestyle Coach!** Practice
talking about health messages on being
physically active and having enough
water with your peers as a Healthy
Lifestyle Coach.

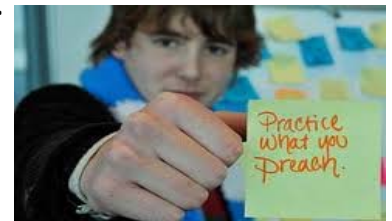
How Can I Be a Healthy Lifestyle Coach?

As a Healthy Lifestyle Coach (peer educator), you can give health messages to your peers in small groups or individuals contact in different places, such as, your sports training or sports events.



The training and this manual will show you how to be Healthy Lifestyle Coach.

You will hear new things about water and physical activity, practice teaching health messages, and ask questions.



How can you help people change their health behaviors?

We can support new behaviors, by using the old saying...



"Tell me...
I forget,



show me...
I remember,



involve me...
I understand."

Healthy Lifestyle Coaches (HLC) Manual

These are the health messages classes that you will coach each week for 3 months.

Page

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Week 1: Welcome



Agenda (1 Hour)

1. Greetings (5 minutes)
2. Icebreaker (15 minutes)
3. Surveys (30 minutes)
4. Ground Rules (5 minutes)
5. Take Charge (5 minutes)



Talking Points

Your first class will talk about the health messages program. You can also ask people what they know and what they hope to get from the class.



Time

This first class will take about 1 hour.



Materials

HLC Coaching Manual
Sign in Sheet
Pens/pencils
Ground Rules Posters
Questionnaires

Leadership Checklist



This week you can focus on the following *Delivery* activities:



Greet everyone warmly.



Use a loud voice for everyone to hear.



Present health message in order: 1) Warm-up; 2) Get Ready; 3) Take Charge; and, 4) Pass It On.



Provide an overview of the class.



Use examples and pictures.



Explain unknown or difficult words.



Summarize the main points at the end.

Notes

Greetings, Icebreaker, & Questionnaire

ACTIVITY

SCRIPT

GREETINGS

During the next 3 months we will talk about being healthy, becoming more physically active, and drinking more water. We will also talk about what you think about physical activity and drinking water.

ICEBREAKER

See

Pages 10 & 11

We are going to start with a fun way to learn something new about each other! We want you to introduce yourself and share your favorite food. We will start. I am _____, and my favorite food is _____. Continue with each coach (or helper) and athletes. If you have time, you can do icebreaker #2 & 3 (see Page 10 and 11). Thank participants for doing the icebreaker.



SURVEYS

Athlete Surveys

We would like to learn more about what you know about physical activity and drinking water. We are also interested in learning how you feel about athletes telling you about health messages. You don't have to answer any question you don't want to. Your responses are confidential and will not be shared with anyone. Asking people what they think before and after a program, can help us make a program better and keep it going.



Ground Rules & Final Questions

ACTIVITY

SCRIPT

GROUND RULES Post Handout

Have people list important rules, make sure the list includes:

- **Confidentiality.** People may share information with outside class as long as we don't use people's names.
- **Respect.** People must show respect to everyone. This means not yelling at people. Use 'I' statements, such as, "I feel...", rather than, "No, you're wrong, this is right..."
- **Attentiveness.** Listen to what other people say. You may learn something and people will feel better.
- **Openness.** Encourage people to speak about their own experiences and not to speak for others. Try something new and don't be afraid to say what you think as long as you are not mean.
- **Active Participation.** Actively participate in classes. Having the right to stop an activity if you don't want to participate.



TAKE CHARGE

Say: *Does anyone have any questions?*
Next week we will talk about what being healthy means to you. Between now and next week, think about what makes you feel healthy.



Icebreakers

Icebreakers are done before class to help people feel comfortable.



Exercise 1: Pass the Beat¹

OBJECTIVES: People get to know each other and work together.

TIME: 5 to 10 minutes

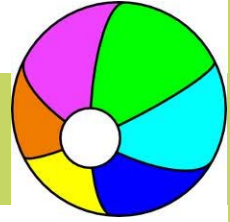
MATERIALS: None

PROCESS: Have all participants form a circle.

- Say: "I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [show]."
- Turn to the left and clap hands at the same time with the person next to her or him. We will 'pass the beat' around the circle.
- Let's try it now and remember to make eye contact and try to clap at the same time." The rhythm builds up and the facilitator can call out "faster" or "slower" to increase the speed of the game.
- Once the handclaps have passed around the circle, say: "Now we will try to make the beat go faster and faster."
- Always be ready because we might begin to send additional rounds of handclaps around the circle, chasing the first one." The 'beat' begins to be passed around the circle, from one person to the next. Remind people to keep it going, even if it stops for a moment when someone misses the beat.
- When the first round of handclaps is well-established, start a new round. Eventually there might be three or four beats going around the group at the same time. This will often result in a sort of enjoyable, high-energy chaos in the group with lots of laughter.



CLOSURE: Ask everyone if they enjoyed the game. Have people describe, without picking on anyone, what happens in a group game if someone doesn't do what they should do. Remind everyone that if we work together, we can get good results. Give people time to talk about their expectations for the training and any questions they may have about peer education Responses are recorded on a flip chart. At the end of the session, a review of these initial expectations could be part of the evaluation.



Exercise 2: Ball Toss Name Game²

OBJECTIVES: People learn each other's name and communication skills.

TIME: 30 minutes

MATERIALS: Three paper or very lightweight balls for each group.

PROCESS: Have people stand in a circle with a safe space behind each group in case the participants move backwards to try to catch a ball. "In this game, we will try to learn each other's names in the small groups."

- Have everyone say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember one or two names. Explain that in the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her; demonstrate how this is done.
- "The person who receives the ball makes eye contact with another person, calls out that person's name, and tosses the ball to them. If you forget someone's name and want to be reminded of it, you can ask her/him to repeat it to you. You can also throw the ball back to the person who threw it to you."
- **Playing the game.** Begin the game as described above. After a couple of minutes, when the participants start to remember several names, add in a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then aim at throwing and catching each ball, all the while calling out the receiver's name, ten or 15 times without dropping the balls; if a ball is dropped, they must start counting again. All three balls must be used in the exercise.
- **Discussion.** When finished with throwing the ball, ask how people felt playing the game. Discuss how throwing the ball from one person to another can relate to how we communicate as peer educators. Ask people to think about what actions were necessary to ensure that the game was successful (e.g., making eye contact, calling someone by name, making sure the person was ready to receive the ball (or message), throwing it directly to the person, not throwing it when another ball was coming in, etc.



CLOSURE: Discuss how a key to peer education is good communication. This game can be used as a guide for coaches to ask themselves if they are using the best possible communication skills in their teaching.

Week 2: Being Healthy Means?



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about what “being healthy” means to everyone.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules and Fun Facts Posters

Leadership Checklist



This week you can focus on the following *Delivery* activities:



Greet everyone warmly.



Use a loud voice for everyone to hear.



Present health message in order: 1) Warm-up; 2) Get Ready; 3) Take Charge; and, 4) Pass It On.



Provide an overview of the class.



Use examples and pictures.



Explain unknown or difficult words.



Summarize the main points at the end.

Notes

Being Healthy Means?

HEALTHY IS BEING
WEALTHY!

ACTIVITY

SCRIPT

WARM-UP

Say: *Today is the first class that we will have to talk about healthy lifestyles and how to increase physical activity and drink more water. If we know more about health we can make better choices. Learning how to take care of our health is a lifelong process.*

Say: *Today's topic is the meaning of health for each of us!*

GET READY

Distribute & Discuss "Healthy is Being Wealthy" Booklet.

Healthy Is Being Wealthy Booklet

Ask: *"What does "being healthy" mean to you?"*
Get responses.

Say: *Being healthy means different things to different people. Some people feel healthy when they:*

- *are not sick*
- *feel comfortable where they live and work*
- *happy with their relationships*
- *feel good and being able to do the things they want to do*
- *feel of satisfaction and happiness.*

Being Healthy Means?

ACTIVITY

SCRIPT

Have
Participants
Do Activity
in their
*Healthy is
Being
Wealthy
Booklet*

Say: On page 2 of your booklet, please circle what being healthy means to you.

Ask: *Does anyone want to share what being healthy means to you?*

TAKE CHARGE!

Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you stay healthy.*



Ask: *What's your goal for this week?*

PASS IT ON...

Ask: Who can you tell?



Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 3: Get Ready, Be Active!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about the difference between physical activity and exercise.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Visual Aids* activities:

- ___ Use visual aids.
- ___ Make sure visual aid could be easily seen by everyone.
- ___ Say the message in a clear and simple way.
- ___ Do not block the visual aid.
- ___ Talk to the group rather than to the visual aid.
- ___ Use key words rather than sentences.

Notes

Week 3: Get Ready, Be Active!

GET READY BE ACTIVE!

<u>ACTIVITY</u>	<u>SCRIPT</u>
WARM-UP	Say: <i>How did everyone do with their goal this week? What went well? What needs work?</i>
<i>Athlete Weekly Self Review</i>	Say: <i>Great job if it went well. Or, What can you do differently next week?</i> Say: <i>Today's topic is physical activity and exercise!</i>
GET READY	Distribute & Discuss "Get Ready, Be Active" Booklet. Ask: <i>"Is physical activity the same as exercise?"</i>
Get Ready, Be Active! Booklet	Get responses. Say: <i>Physical activity is not the same as exercise. Although exercise is a type of physical activity is. For example, physical activity is:</i> <ul style="list-style-type: none"> • <i>any form of exercise or movement;</i> • <i>an activity that you do such as walking, running, basketball, or other sports; and,</i> • <i>daily activities, such as, household chores, yard work, gardening, walking the dog.</i> <p><i>Exercise has a goal of changing how our body looks using 4 types activities (FABS): 1) flexibility, 2) aerobics, 3) balance, and 4) strength.</i></p>

Get Ready, Be Active!

ACTIVITY

SCRIPT

**Have
Participants
Do Activity
in their
Get Ready,
Be Active!
Booklet**

Say: Please circle pictures that are physical activities and put an X on pictures that are only exercises.

Ask: *Does anyone want to share which of the activities are physical activities? Which activities are exercise?* ANSWERS: Physical Activities include walking, gardening, mopping, raking, dancing, bowling (running and weight lifting are physical activities and exercises).

TAKE CHARGE!



Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you be more physically active.*

Ask: *What's your goal for this week?*

PASS IT ON...



Ask: Who can you tell?

Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 4: Drink Water, Be Hydrated!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about water and how it helps our body.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Safety and Ground Rules Posters

Leadership Checklist



This week you can focus on the following *Body Language* activities:

- ___ Maintain good eye contact with everyone.
- ___ Act friendly and smiled.
- ___ Use body language to help communicate messages.

Notes

Drink Water, Be Hydrated!

**DRINK WATER, BE
HYDRATED!**

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is water!*

GET READY

Distribute & discuss *"Drink Water, Be Hydrated!"* Booklet.

Drink Water, Be Hydrated! Booklet

Ask: *"Why is water important?"* Get responses.

Say: *We all need water to live! Water helps us:*

- *digest (change) food;*
- *gives your body energy;*
- *stay cool in hot weather*
- *be warm in cold weather; and,*
- *get rid of toxins (poisons) in your body.*

*We can **lose** water when we:*

- *sweat during exercise or when it's hot;*
- *breathe hard;*
- *vomit or spit up; and,*
- *have a high fever.*



Drink Water, Be Hydrated!

ACTIVITY

Have
Participants
Do Activity
in their Drink
Water, Be
Hydrated!
Booklet

SCRIPT

Say: *Please circle how you can get more water every day and how you can lose water.*

Ask: *Does anyone want to share how they can drink more water each day, how much you should drink, and how you can lose water from your body?* ANSWERS: Drink at least 3-4 (16 oz) bottles of water every day, drink water when your mouth feels dry, drink water before, after, and every 15 minutes while you exercise, and you can lose water when you vomit, breathe fast, have diarrhea, sweat, or have a high fever.

TAKE CHARGE!



Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you stay hydrated.*

Ask: *What's your goal for this week?*

PASS IT ON...



Ask: *Who can you tell?*

Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 5: Do FABS!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about different types of exercises: flexibility, aerobics, balance, and strength (FABS).



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Audience Participation* activities:

- ___ Involve everyone.
- ___ Answer questions and feedback in a friendly manner.
- ___ Ask questions during the discussion.
- ___ Give clear instructions for all of the activities.
- ___ Restate questions to encourage people to participate.

Notes

Do FABS!

BE FABS: FLEXIBILITY, AEROBICS, BALANCE, AND STRENGTH

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is different types of exercises such as flexibility, aerobics, balance, and strength (FABS).*

GET READY

Distribute & discuss "Be FABS?" Booklet.

Do FABS! Booklet

Ask: *"What are different types of exercises that you can do?"* Get responses.

Say: *we can do four different types of exercises called FABS: 1) Flexibility, 2) Aerobics, 3) Balance, and 4) Strength. Let's try one of each!*

Say: *Exercise has many benefits such as:*

- 1. weight control*
- 2. improved posture*
- 3. strong bones and muscles*
- 4. heart works better*
- 5. more energy*
- 6. fun!*

Do FABS!

ACTIVITY

SCRIPT

Have
Participants
Do Activity
in their
Do FABS!
Booklet

Say: *Please circle the pictures that answers the questions in your booklet about exercise.*

Ask: *Who can share what pictures go with FABS?*

ANSWERS: **F**lexibility is Arm Circles **A**erobic is Jumping Jacks, **B**alance is Heel to Toe, and **S**trength is Sit to Stand.

ANSWERS: to 2 questions on page 3:

- 1) Which activity needs the most energy?
(Jogging, Playing ball)
- 2) If you want to lose weight, you should?
(Walk, Ride bike, Exercise)

TAKE CHARGE!

Say: *Using the pictures of FABS in your booklet, pick 1 goal this week to do a FABS exercises.*



Ask: *What's your goal for this week?*

PASS IT ON...

Ask: Who can you tell?



Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 6: Finding My Exercise Groove!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



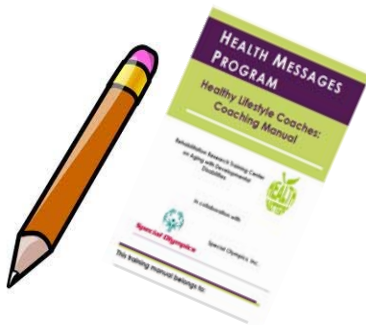
Talking Points

This class will talk about finding different exercises that you like to do.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Technical Competency* activities:

- ___ Teach the messages correctly.
- ___ Answer questions from everyone.
- ___ Change the message so everyone can understand.
- ___ Provide messages in plain (everyday) language.

Notes

Finding My Exercise Groove!

FINDING MY EXERCISE GROOVE!

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is finding exercises that we like to do with flexibility, aerobics, balance, and strength*

GET READY

Distribute & discuss “Finding My Exercise Groove!” Booklet.

Finding My Exercise Groove! Booklet

Ask: *“Why is it good to find exercises that we like to do?”* Get responses.

Say: *We all like to do different types of exercises. If we find something we like to do, we will keep doing it.*

Finding My Exercise Groove!

ACTIVITY

SCRIPT

Have
Participants
Do Activity
in their
*Finding My
Exercise
Groove!
Booklet*

Say: *Please circle the pictures of FABS that you like to do.*

Ask: *Does anyone want to share the pictures of FABS that you like?*

Does anyone want to share which activity needs the most energy and will help you lose the most weight. ANSWERS 2 questions on page 3:

1) Which person do you think might lose the most weight? (Running)

2) Which activity would help you lose the most weight? (Hiking)

TAKE CHARGE!



Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you do a FABS that you like to do.*

Ask: *What's your goal for this week?*

PASS IT ON...



Ask: *Who can you tell?*

Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 7: Water is Best, Forget the Rest!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about the difference between drinking soda, water, and coffee.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Delivery* activities:



Greet everyone warmly.



Use a loud voice for everyone to hear.



Present health message in order: 1) Warm-up; 2) Get Ready; 3) Take Charge; and, 4) Pass It On.



Provide an overview of the class.



Use examples and pictures.



Explain unknown or difficult words.



Summarize the main points at the end.

Notes

Water is the Best, Forget the Rest!

**WATER IS THE BEST,
FORGET THE REST!**

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is the difference between drinking soda, water, and coffee!*

GET READY

Distribute & discuss “Water is the Best, Forget the Rest!” Booklet.

Water is the Best, Forget the Rest! Booklet

Ask: *“Why should we drink more water and less soda, and coffee?”* Get responses.

Say: *Soda, tea, and coffee all have caffeine. Soda, tea, and coffee can have other things in them like sugar and cream or milk that add to the calories you eat. **Water does not.***



Say: *It is important to drink water that does not have sugar, fat, or caffeine every day to be healthy. It is very important to drink water when you exercise.*

Say: *Drinking water is the best choice for your body to stay healthy.*

Water is the Best, Forget the Rest!

ACTIVITY

SCRIPT

Have
Participants
Do Activity
in their
*Water is the
Best, Forget
the Rest!
Booklet*

Say: *Please circle your answers to the questions in your booklet.*
Ask: *Does anyone want to share your responses?*
ANSWERS: Apple juice has no caffeine, water has no sugar, and flavored water with no sugar.

TAKE CHARGE!

Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you stay hydrated.*



Ask: *What's your goal for this week?*

PASS IT ON...

Ask: Who can you tell?



Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 8: Cool as a Cucumber!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about the difference between physical activity and fitness.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following **Visual Aids** activities:

- ___ Use visual aids.
- ___ Make sure visual aid could be easily seen by everyone.
- ___ Say the message in a clear and simple way.
- ___ Do not block the visual aid.
- ___ Talk to the group rather than to the visual aid.
- ___ Use key words rather than sentences.

Notes

Cool as a Cucumber!

COOL AS A CUCUMBER!

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is talking about how to get water from foods!*

GET READY

Distribute & discuss "Cool as a Cucumber!" Booklet.

Ask: *"Can you get water from eating foods?"*

Get responses.

Cool as a Cucumber! Booklet

Say: *We have talked about the importance of water for your body, especially during exercise. Did you know you can get water from food, too?*

Say: Some foods that are mostly water are:



Grapefruit



Watermelon



Cucumbers



Tomato



Berries



Broccoli



Spinach



Celery

Cool as a Cucumber!

ACTIVITY

SCRIPT

Have Participants Do Activity in their Cool as a Cucumber! Booklet

Say: *Please circle the foods that you like with a lot of water in them (all of the foods are high in water).*

Ask: *Does anyone want to share your responses?*
ANSWERS: *All of the foods are high in water.*

TAKE CHARGE!

Say: *Using the pictures in your booklet, pick 1 goal to work on this week to eat a food high in water.*

Ask: *What's your goal for this week?*



Ask: *Who can you tell?*

ON...



Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 9: When It's Hotter, Drink Water



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about the difference between water and sports drinks.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Body Language* activities:

- ___ Maintain good eye contact with everyone.
- ___ Act friendly and smiled.
- ___ Use body language to help communicate messages.

Notes

When It's Hotter, Drink Water!

WHEN IT'S HOTTER, DRINK WATER

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is water and sports!*

GET READY

Distribute & discuss “*Water or Sports Drink?*” Booklet.

When It's Hotter, Drink Water Booklet

Ask: “What do you drink when you are exercising, practicing or competing for your sport: Water or a Sport Drink?” Get responses.

Say: *Sport drinks seem like the first choice to drink when exercising or participating in sports. However, we only need sports drinks when you are doing heavy exercises for 1 hour or more.*

Say: *Sport drinks have as many calories from sugar as soda. Water has no calories. Drinking water is best to help keep your weight in control.*

Most of the time, water is the best choice! It costs less and has fewer calories, too.

When It's Hotter, Drink Water

ACTIVITY

SCRIPT

Have
Participants
Do Activity
in their
When It's
Hotter, Drink
Water!
Booklet

Say: *Please circle when you should drink water instead of sports drinks.*

Ask: *Does anyone want to share your responses?*

ANSWERS: 1) drinking water costs less than drinking a sport drink, sport drinks have as many calories from sugar as soda, water has no calories, and drinking water is best to help keep your weight in control.

TAKE CHARGE!



Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help drink more water and less soda, coffee, and sports drinks.*

Ask: *What's your goal for this week?*

PASS IT ON...



Ask: *Who can you tell?*

Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 10: Team Up and Set Goals!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about the difference between physical activity and fitness.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Audience Participation* activities:

- ___ Involve everyone.
- ___ Answer questions and feedback in a friendly manner.
- ___ Ask questions during the discussion.
- ___ Give clear instructions for all of the activities.
- ___ Restate questions to encourage people to participate.

Notes

Team Up and Set Goals!

TEAM UP AND SET GOAL!

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is getting support to be physically active and drinking enough water!*

GET READY

Distribute & discuss “Team Up and Set Goals!” Booklet.

Team Up and Set Goals! Booklet

Ask: *“What can you do to get support for being physically active and getting enough water into your body?”* Get responses.

Say: *Having support can give you encouragement to stick with your exercise and keep your body hydrated (enough water in your body).*

Team Up and Set Goals!

ACTIVITY

SCRIPT

**Have
Participants
Do Activity
in their
Team Up
and Set
Goals!
Booklet**

Say: Please circle the things that can support you in being physically active and having enough water in your body.

Ask: Does anyone want to share your responses?

TAKE CHARGE!

Say: *Using the pictures in your booklet, pick 1 goal to work on this week to help you stay healthy.*



Ask: What's your goal for this week?

PASS IT ON...

Ask: Who can you tell?



Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Week 11: Take Charge of Your Health!



Agenda (30 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will talk about how you can keep being physically active and drinking water.



Time

This class will take about 30 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Technical Competency* activities:

- ___ Teach the messages correctly.
- ___ Answer questions from everyone.
- ___ Change the message so everyone can understand.
- ___ Provide messages in plain (everyday) language.

Notes

Take Charge of Your Health!

TAKE CHARGE OF YOUR HEALTH

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is taking charge and finding things that help us stick with our exercise goals and getting enough water for our body.!*

GET READY

Distribute & discuss "Take Charge of Your Health!" Booklet.

Take Charge of Your Health Booklet

Ask: *"How can we take charge of meeting our goals?"* Get responses.

Say: *Meeting our goals can help us feel good about ourselves and keep us motivated to stick with our program. For example, to stay interested in exercising we can:*

- *have things that remind us to be active;*
- *keep exercise clothes conveniently located so we can exercise whenever we have time;*
- *wear tennis shoes at work so we can walk at lunch time.*

Take Charge of Your Health!

ACTIVITY

SCRIPT

**Have
Participants
Do Activity
in their**

**Take
Charge of
Your Health!
Booklet**

Say: Please circle the pictures that can help you be more physically active and have enough water in their body.

Ask: Does anyone want to share the activities that will help you be physically active and stay hydrated?

**TAKE
CHARGE!**



Say: Using the pictures in your booklet, pick 1 goal to work on this week to help you be more physically active and stay hydrated.

Ask: What's your goal for this week?

**PASS IT
ON...**



Ask: Who can you tell?

Say: Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.

Week 12: Stay on Track, Stay HEALTHY!



Agenda (60 minutes)

1. Warm-Up (5 minutes)
2. Get Ready (10 minutes)
3. Take Charge! (10 minutes)
4. Pass it On (5 minutes)



Talking Points

This class will review what we've learned and wrap-up the class.



Time

This last class will take about 60 minutes.



Materials

- HLC Coaching Manual
- Sign in Sheet
- Pens/pencils
- Questionnaires
- Ground Rules, Fun Facts, & Safety Posters

Leadership Checklist



This week you can focus on the following *Technical Competency* activities:

- ___ Teach the messages correctly.
- ___ Answer questions from everyone.
- ___ Change the message so everyone can understand.
- ___ Provide messages in plain (everyday) language.

Notes

Stay on Track Stay HEALTHY!

PASS IT ON—GET MORE
SUPPORT TO BE PHYSICALLY
ACTIVE AND DRINK WATER!

ACTIVITY

SCRIPT

WARM-UP

Say: *How did everyone do with their goal this week? What went well? What needs work?*

Athlete Weekly Self Review

Say: *Great job if it went well. Or, What can you do differently next week?*

Say: *Today's topic is on how to pass on our health messages to people we know!*

GET READY

Distribute & discuss “Stay on Track Stay HEALTHY!” Booklet.

Stay on Track Stay HEALTHY Booklet

Ask: *“How can we stay on track with our physical activity and hydration goals?”* Get responses.

Say: *Coming up with a plan to stay on track with our goals can help us stick with our goals even when we are having a hard time being physically active or making good choices with what we drink.*

Stay on Track Stay HEALTHY!

ACTIVITY

SCRIPT

Have Participants Do Activity in their Stay on Track Stay HEALTHY! Booklet

Say: Please circle the activities that show us how to stay on track with being physical activity and staying hydrated.

Ask: Does anyone want to share the activities that will help you stay on track with your physical activity and hydration goals?

TAKE CHARGE!



Say: *Using the pictures in your booklet, pick 1 goal to work on that will help you stay on track and stay healthy.*

Ask: What's your goal for staying on track?

PASS IT ON...



Ask: Who can you tell?

Say: *Please take a "Pass It On" Health Message for yourself and someone else. During the week, give your "Pass It On" Health Message Bracelet to someone you know to share the message.*

Surveys



Pass out follow up questionnaires to see what people liked about the classes and what they learned.

Health Messages Program
Peer Program



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