

Welcome to PHL!

FACILITATOR GUIDE

Intro

Welcome to Project Healthy Lifestyle (PHL), a unique “Train-the-Trainer” guide for teen peer leaders and others who want to teach and motivate youth to be healthy and fit.

PHL emphasizes the importance of balancing nutrition and exercise as the key to a healthy life.

There are four modules:

- Module 1: Healthy Eating & Bone Health Basics
- Module 2: Making Healthy Food Choices
- Module 3: Fad Diets & Healthy Weight Management
- Module 4: Fun Fitness

Modules 1-3 include a PowerPoint presentation and “Talking Points”. *All* of the modules include interactive games, health guides, and handouts that are easy to follow. You may download each module along with the handouts, and make copies for group participants. All the materials have been created by the Center for Young Women’s Health staff at Boston Children’s Hospital. Our staff includes nutritionists, fitness instructors, health care providers, and designers.

This introductory section (“*facilitator’s guide*”) begins by answering the most frequently asked questions about giving presentations. It also offers tips on how to make your presentations effective, step-by-step instructions on how to get ready, and icebreakers to help get started with your group.

The team would like to thank the following youth agencies in the Boston and Cambridge areas of Massachusetts who helped us to pilot this project: Cambridge Action Project (CAP), H.O.P.E. - Hispanic Office for Planning and Education, and Soceidad Latina.

Congratulations! You are on your way to spreading awareness about the benefits of healthy eating and exercise.

Background Info

Balancing nutrition and fitness is the key to living a healthy life. Our goal is to teach you about eating well and being physically active so that you can spread the word to others. Healthy eating is about including a variety of nutrient-rich foods in your diet, while still allowing yourself to eat treats or fast food once in a while. Learning to eat when you are hungry and stop when you are full is another important part of eating well. Healthy eating will give you all the nutrients your body needs to provide steady, long lasting energy.

The following modules are meant to teach you skills that will empower you to help others understand the benefits of a healthy diet and physical activity. Project Healthy Lifestyle is an introduction to the basics. You will gain a good understanding of nutrition and fitness, and will become a great resource to your family, friends, and teens in your community.

We recommend that you take every opportunity to learn more about nutrition and fitness. One way to do this is by reading the health guides and taking the quizzes on our website, youngwomenshealth.org. The staff at the Center for Young Women's Health is also available to answer your questions. You can contact us via e-mail at cywh@childrens.harvard.edu, or call us at **617-355-2994**.

Frequently Asked Questions

How many modules are there, and do you need to complete them all?

This curriculum consists of four modules: **1) Healthy Eating & Bone Health Basics, 2) Making Healthy Food Choices, 3) Healthy Weight Management, and 4) Fun Fitness.** Although each module stands alone, Module 1 is an introduction to basic nutrition and the lessons in the following modules build on this foundation. However, when giving presentations in your community, you are free to choose different lessons and activities from each module. Just remember to introduce basic nutrition facts before covering more specific topics such as weight management or fad diets.

How long are the modules?

Each module takes about 60 to 90 minutes to complete, but you may decide to spend more or less time on each module. Depending on how much time you have for your presentation, you can modify the activities to meet your time frame.

Can the modules be used with diverse teen groups?

Yes. We recognize that this curriculum will be used in many different settings with teenagers from different backgrounds. We encourage you to add discussions and scenarios that are relevant to the teens who are participating. For example, when discussing food choices, be sensitive to the cultural and ethnic backgrounds of all of the participants. Encourage discussion around how traditional foods fit into MyPlate.

Is there anything I should do to prepare for each training session?

Although it is not required that you do homework before each session, we strongly recommend that you take time to read the introductory information at the beginning of the module that you will be presenting.

You can also take our fun nutrition and fitness quizzes by logging on to:

www.youngwomenshealth.org/quiz_menu.html. While you're there, feel free to check out our health guides. Later, when you are ready to present a module to a group in your community, it will be useful to read the module over again so that you and your co-presenters will be ready and feel confident.

What are the basic parts of each module that we will be teaching?

Each module begins by giving the facilitator a quick review of the purpose of the module and also identifies what participants are expected to learn. The facilitators should set ground rules, choose an icebreaker and 1-2 activities (*with the exception of module 4, where all of the activities are included within the module instead of a PowerPoint lesson*), and leave time to wrap up at the end of the session. The icebreakers are located at the end of this introductory section, and the games and activities that complement the lessons are located at the end of each module.

Should we offer a snack to the groups we present to?

If your organization has funds to offer snacks to your audience, it is always a welcome treat. Offer healthy food snacks mid-way through, or at the end of your presentation. For example, you might want to offer different kinds of cut up fruits and veggies. Unless you have access to a refrigerator, remember to choose treats that don't need to be kept cold. Before you offer any type of food (*especially nuts*), ask if anyone in the group has any food allergies, and/or check with the adult group coordinator before your presentation.

How do we know if we did a good job as presenters?

As a presenter, you should always use an evaluation tool to help gather feedback from your audience. The Participant Evaluation Forms are located at the end of each module. After you give a presentation, you and your co-presenters should also take a few minutes to meet and talk about "what worked" and "what didn't work." Take turns writing these thoughts down on the Facilitator Evaluation Form. The form is located directly after this FAQ section.

Reflecting on your presentation and reading the feedback from your audience will help you improve future presentations. Remember, don't be too hard on yourself or your co-presenters. Being skilled at public speaking takes time. You will gain confidence with each presentation. Knowing the material and practicing with your co-presenters is the key to a successful presentation.

Are there any activities a group can do after the modules to reinforce the material?

Yes. Activities and games will reinforce the lessons being taught in each module and can be done after the module is completed. These activities will promote further understanding of the information taught during the presentation.

Facilitator Evaluation Form

Date of event:

Name of event and/or presentation topic:

Location:

Description of audience (*age, gender, grade level, number of participants and mentors*):

Facilitated by:

Purpose of presentation (ex: *"To increase awareness about the benefits of balanced nutrition and exercise"*):

EVALUATION SUMMARY

Brief description of presentation:

What worked:

What didn't work:

Suggestions for future presentations on this topic

Safety Issues

Working with Peer Groups

As a facilitator, you'll need to be sensitive to the age and life experiences of the group you will be presenting to. It is important that you set the ground rules with each group (see *"Getting Started" on the next page*) before you begin. All of the participants should understand that any personal issues that may come up should not be discussed with anyone outside the group. However, if a group member discloses inappropriate or concerning information, you should redirect the group conversation. Notify the adult group coordinator, and gently tell the participant that he/she should stay after the group to discuss this further. The adult group coordinator can then make sure that the individual knows about local resources and can facilitate outreach and involvement of trusted adults and parent(s) or guardian.

Getting Started

1. Set the Ground Rules

Most organizations set rules to make sure that the groups run in an orderly way, with respect and support for all participants. You should spend 3-5 minutes at the beginning to talk about ground rules with the participants.

You can begin by asking the group what ground rules they think are important and then write them on a chalkboard or piece of paper. If the following basic rules are not covered, be sure to include them:

- 1) Respect other group members and their answers.**
- 2) Listen to others. Do not interrupt.**
- 3) Keep things general. Do not bring up private or personal information.**
- 4) Do not discuss information that participants may share with people outside of the group.**
- 5) Pay attention to everyone, and avoid private conversations.**
- 6) No name-calling or put-downs.**

All group members are encouraged to sign or initial the list of ground rules. The ground rules should be displayed for the duration of the module for all group members to see.

2. Choose an Icebreaker

Icebreakers take about 10 minutes and are a good way to “break in the group” and allow participants to become comfortable with each other before you start the module.

The icebreaker activities can be used with any module.

3. Pre-Survey (optional)

If you are planning on completing *all* of the modules with your group, we have included Pre and Post-Survey forms (*complete with an answer key for facilitators*). The questions asked are directly related to the material that you will be presenting. Have participants complete the Pre-Survey before you start Module 1.

4. Choose a Module

It's best to start with Module 1 (*Healthy Eating & Bone Health Basics*) because it reviews basic nutrition. All of the other modules build on the information taught in this section. Read the entire module, paying special attention to the "Directions for Facilitator". Next, review the PowerPoint presentation and look over the step by step "Talking Points" that will help you explain the information in the PowerPoint slides. After this preparation, you will be ready to begin the module with your group.

Note: Modules 1-3 include a PowerPoint presentation and talking points, Module 4 does not.

5. Choose 1-2 Games/Activities

The games and activities are located at the end of each module, with the exception of Module 4, where the activities are built into the module itself. Each game and activity lists a goal that briefly states its purpose. Choose activities based on the size of the group, how long they take, materials needed, and the amount of preparation involved.

6. Wrapping up

At the end of your presentation, it's important to summarize the key points. Ask yourself- what do you really want the group to remember? Pass out appropriate handouts and thank the participants for their attention.

7. Evaluating your Presentation

Be sure to leave time for the group to complete the evaluation form.

1. Explain to the group that you value their feedback, and that it helps you to improve future presentations.
2. Pass out the evaluation forms and allow 5-10 minutes for participants to complete them.
3. Collect the forms and thank the participants for taking the time to fill them out.

8. Talk to an adult facilitator when you have questions

Don't hesitate to ask for advice from an adult facilitator in your organization. They likely have experience leading groups, and will be able to offer advice and support. The staff at the Center for Young Women's Health is also available to help answer your questions. You can contact us via e-mail at: cywh@childrens.harvard.edu, or call us at: **617-355-2994**.

9. Be confident about the material you are presenting

This curriculum is meant to teach adolescents about the benefits of healthy eating and regular exercise, but every participant may not agree with what you have to say. Present the facts and respect the values and opinions of every participant. Keep in mind that change takes time. You will eventually help even the most skeptical teens in your group make healthy food and fitness choices.

10. Post-Survey (optional)

As mentioned in step 3, if you are planning on completing *all* of the modules with your group, you should have the participants fill out the Post-Survey after completing Module 4.

Comparing the Pre and Post-Surveys will allow you to see how much your group has learned throughout the course of the training.

Tips for Effective Presentations

1. Read the materials before presenting the modules.

This will help you feel sure of yourself and relaxed when you give your presentation.

2. Choose the activities and games with your particular group in mind.

The material is fairly straightforward, but you will need to consider the age of your audience to make sure that they will understand your presentation.

3. Try not to lecture or be bossy.

While it is important to set ground rules and guide the discussions, teenagers won't appreciate it if you talk down to them or act like you are better than they are. Try to get the group to be interactive and give positive feedback such as, "that's a great question", and respond without judgment. Never make fun of or laugh at a wrong answer. Instead, try saying "I can see how you might think that ... but...", and share the correct response.

Icebreaker: I Do Too!

GOAL

This is a fun activity that helps participants recognize similarities as well as differences among the group. It involves some physical activity, and therefore works best when played in a large room or outside.

AGES

12-18

This activity works best with a group of 5 or more participants

ESTIMATED TIME

15-20 minutes

MATERIALS NEEDED

Chairs (*optional*), mats, small towels, or something similar for players to sit/stand on

PREPARATION

Gather enough mats, small towels, or something similar for participants to sit or stand on so that you have enough for one less than the amount of players participating in the game.

VARIATIONS

Nutrition Theme

One person stands inside the circle and says one fact about herself, such as: “I know how to cook scrambled eggs”, “I like to eat raw lemons”, or “I’m allergic to peanuts”.

All other players who have this in common would say, “I do too”, then run around the circle and find a spot to return to. The person who is unable to find a spot must enter the circle, say something about herself, and so forth.

Fitness Theme

One player stands inside the circle and says a fact about herself, such as: “I like to ride my bike”, “I want to improve my soccer skills”, or “I don’t like to exercise.” All other players who have this in common would say, “I do too”, then run around the circle and find a spot to return to. The person who is unable to find a spot must enter the circle, say something about herself, and so forth.

DIRECTIONS FOR FACILITATOR

1. Arrange the mats/towels in a circle.
Use one less than the amount of players participating in the game.
2. Have participants stand or sit on the mats.

3. To begin the game, one person must stand in the center of the circle. Ask for a volunteer or choose the person with the next birthday.

4. The person in the center of the circle starts the game by stating his/her name and saying something true about him/herself.
Example: "My name is Maria and I like to swim".

5. If anyone else in the circle likes to swim, they should stand up and say, "I do too" and then run around the outside of the entire circle once then sit or stand on a spot. The person left standing without a spot is the next person in the middle, and so forth.

6. Play until everyone gets a turn, or time runs out.

Icebreaker: Autograph Bingo

GOAL

This activity is a fun way for teens to learn more about basic nutrition and the food preferences of the other participants.

AGES

12-18

ESTIMATED TIME

10 minutes

MATERIALS NEEDED

Autograph Bingo game cards, pens or pencils (*one for each participant*), prizes (*optional*)

PREPARATION

Copy an **Autograph Bingo** game card for each participant

VARIATION

You can use the blank **Autograph Bingo** template to make up your own version of the game.

DIRECTIONS FOR FACILITATOR

1. Pass out **Autograph Bingo** game cards to all participants.
2. Instruct participants to walk around the room and find other people who can answer yes to the questions located in the squares on the game card.

Example: Player X walks around the room and approaches another teen in the group, and says, “Do you like spinach?” If that person answers “yes”, Player X will then ask him/her to sign (*or initial*) the box on the game card that asks “Do you like spinach?”. The other person will then get a chance to ask Player X a question.

3. Players should continue finding matches and getting autographs until the card has an autograph in every box. (*Encourage participants to talk to different people rather than ask one or two people all the questions.*)
4. The first person that has an autograph in every square should raise his/her hand and call out “Bingo!”.
5. If 10 minutes have passed and no one has bingo, the participant with the most autographs wins.

Autograph Bingo

<p>Do you eat breakfast every morning?</p>	<p>Do you like spinach?</p>	<p>Can you name a food that is high in Vitamin C?</p>
<p>Do you like pizza?</p>	<p>Can you name something that rhymes with the word carrot?</p>	<p>Do you know what color a pomegranate is?</p>
<p>Do you like Mexican food?</p>	<p>Can you name a kind of carbohydrate?</p>	<p>Do you eat 5 to 7 servings of fruits/veggies each day?</p>

Autograph Bingo

Nutrition & Fitness Pre-Survey

I. Match the nutrients with their functions.

- | | |
|-----------------------|--|
| 1) _____ Carbohydrate | A. Helps you to feel full after eating |
| 2) _____ Fiber | B. Is a component of salt |
| 3) _____ Sodium | C. Is the main source of energy for the brain |
| 4) _____ Protein | D. Is used to build muscle and fight infection |
| 5) _____ Fat | E. Carries oxygen in the blood |
| 6) _____ Iron | F. Helps with digestion |
-

II. Write T for true or F for false.

- | | |
|---|---|
| 7) _____ Skipping meals is a safe and effective way to lose weight. | 15) _____ A piece of meat the size of the palm of your hand is about 5 ounces. |
| 8) _____ Eating healthy snacks is a good way to keep your energy up. | 16) _____ Your body can make vitamin D from sunshine. |
| 9) _____ You should avoid eating any carbohydrates if you want to lose weight. | 17) _____ Saturated fat is sometimes called a “healthy fat”. |
| 10) _____ Athletes should always drink sports drinks during games/competition. | 18) _____ There are six types of nutrients: water, protein, carbohydrates, fat, vitamins, and minerals. |
| 11) _____ People need to eat fat to be healthy. | 19) _____ Following a fad diet is a healthy way to lose weight. |
| 12) _____ The most important thing to look for on the nutrition facts label is calories. | 20) _____ A balanced fitness routine should include stretching, toning, and cardio exercise. |
| 13) _____ There are no good foods or bad foods. | |
| 14) _____ Walking for 30 minutes several times per week can improve your cardio strength. | |

III. Circle the letter of the correct answer (A, B, C, or D)

- 21) **Which of the following vitamins helps your body use calcium?**
- A. Vitamin A
 - B. Vitamin D
 - C. Vitamin E
 - D. Vitamin K
- 22) **Which of the following foods is not a good source of protein?**
- A. Chicken
 - B. Banana
 - C. Milk
 - D. Peanut butter
- 23) **Which of the following is not a good source of monounsaturated fat?**
- A. Nuts
 - B. Olive oil
 - C. Avocado
 - D. Cheese
- 24) **Which of the following is not a good source of Omega-3 fat?**
- A. Salmon
 - B. Nuts
 - C. Butter
 - D. Flaxseeds
- 25) **How many grams of fiber do teen girls need each day?**
- A. 12
 - B. 20
 - C. 26
 - D. 38
- 26) **How many milligrams of calcium do teens need each day?**
- A. 500
 - B. 1000
 - C. 1300
 - D. 1500
- 27) **Dairy foods are high in which nutrient:**
- A. Calcium
 - B. Protein
 - C. Vitamin D
 - D. All of the above
- 28) **If you think a friend is eating too little or dieting too much, you should:**
- A. Talk to a trusted adult
 - B. Tell your friend exactly what to eat
 - C. Ignore it
 - D. Tell other friends to be on the look out

Nutrition & Fitness Post-Survey

I. Match the nutrients with their functions.

- | | |
|-----------------------|--|
| 1) _____ Carbohydrate | A. Helps you to feel full after eating |
| 2) _____ Fiber | B. Is a component of salt |
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| 4) _____ Protein | D. Is used to build muscle and fight infection |
| 5) _____ Fat | E. Carries oxygen in the blood |
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Survey Answer Key

I. Match the nutrients with their functions.

- | | |
|------------------------------|--|
| 1) <u> C </u> Carbohydrate | A. Helps you to feel full after eating |
| 2) <u> F </u> Fiber | B. Is a component of salt |
| 3) <u> B </u> Sodium | C. Is the main source of energy for the brain |
| 4) <u> D </u> Protein | D. Is used to build muscle and fight infection |
| 5) <u> A </u> Fat | E. Carries oxygen in the blood |
| 6) <u> E </u> Iron | F. Helps with digestion |
-

II. Write T for true or F for false.

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| 7) <u> F </u> Skipping meals is a safe and effective way to lose weight. | 15) <u> F </u> A piece of meat the size of the palm of your hand is about 5 ounces. |
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