

PHYSICAL ACTIVITY

T LKIT

A Guide for Implementing Physical Activity for Children and Adults with Disabilities



We are excited you have taken the time to review the booklet and contents of the physical activity toolkit. The purpose of this booklet is to provide activities that can be implemented in most settings (school, community, home) by any adult (parent, teacher, coach, neighbor) to increase children and adults with disabilities physical activity. For each activity in this booklet, we have provided ways to tailor these activities for all abilities (including those with disabilities). Activities can be modified for individual, small, or large groups. Once you have completed the Stages of Change Assessment, go to your color or the color that best represents the individual or group you are working with. Modify activities to get the level of intensity you want/need from the current stage.

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Additional copies of this Toolkit can be downloaded and printed from **cedwvu.org/physical-activity/toolkit**. All printed materials are available in alternate formats upon request. WVU is an EEO/Affirmative Action Employer – Minority/Female/Disability/Veteran.

Table of Contents

I. What is physical activity and why is it important?.....	1
II. What is a facilitator: Materials for being an effective facilitator.....	2
III. Stages of Change Assessment	8
IV. How to match the activity with someone’s readiness to be active	
A. Not even thinking about it engaging in physical activity.....	9
B. Thinking about it but not active yet.....	10
C. Getting ready to get active.....	11
D. Already doing a few activities.....	13
E. Keeping up the good work.....	15
V. Themes and Activities for Groups.....	16
A. Small Group Activities	
B. Large Group Activities	
VI. Developing your own toolkit.....	17
VII. How to Use the Fitbit Flex	18
VIII. Resources	21

What is physical activity and why is it important?

Physical activity is any activity where you move any part of your body. This movement requires you to use energy. Some moves and activities require more energy than others and are often called moderate activity or vigorous activity. Activity can also work the muscles and be good for bones. Finally, activities that work on flexibility are also counted as physical activity.

Remember: Physical activity is not = to exercise!

Not everything we do activity wise, needs to be planned, structure or intentional such as the case with exercise. Again, physical activity is any movement our muscles do that would require energy.¹

How often should we try to be physically active?

People who have studied physical activity, its impact on our health, and how much activity it takes to live a healthy life have given different recommendations for the amount of activity based on age. Here is the breakdown:

Children and Adolescents (6-17 years): 60 minutes (1 hour) of activity a day

Adults (18 years and older): 150-300 minutes (2.5-5 hours) of activity a week

These recommendations are for children, adolescents, and adults with, and without, disabilities. The key for anyone is to vary the types of activities you do and modify them as needed. Of course, the more you do, the more you get back for your health and energy. Muscle-strengthening activities (2 or more days/week) help strengthen your core, balance, and energy. Individuals should consult a health care professional or physical activity specialist about the types and amounts of activity appropriate for their abilities and interests.² The Physical Activity Readiness Questionnaire (PAR-Q+)³ for Everyone will also tell participants whether it is necessary for them to seek advice from a doctor before becoming more physically active. For more information about the PAR-Q+, go to page 9 (Preparation - Green Section).

No matter what you do, just avoid being inactive! Remember, any movement is good for you!

Do people have trouble meeting these recommendations?

Yes! Many people are inactive or less active than they should be.

Much of the research reports common barriers to being as active, including:

- Lack of having space to be physically active,
- Limited equipment that can be used,
- Few activities that are tailored for their level, experience, or ability
- Having few friends and family who are active
- Worrying activity would cause more harm than good²⁻³

Barriers can start to add up and keep us from doing activities that are easy and within our abilities. It can become easy to tell ourselves why we can't be active, especially when options are limited or not tailored to our physical abilities.

What is a facilitator:

Materials for being an effective facilitator

What is a facilitator?

If you received this booklet and a toolkit, you have been identified as a potential facilitator. A facilitator can be a parent, teacher, work supervisor or colleague, a coach, a neighbor, and more. A facilitator is a person who knows is interested in getting others to be more active, even if they are already pretty active.

What is your role as a facilitator?

If you choose to be a facilitator, you will work with at least one other person (of any age and ability) to identify activities in this book and items in the toolkit that you will try over the next few days/weeks. As a facilitator, you may find that it helps if you:

- Find times that work for everyone to be physically active
- Figure out what each person's interests and abilities are and help fit those to activities
- Check in with everyone to see how they are doing, how they feel about the activity, and if they would want to do it again later
- Problem solve issues with items that may need adapted or equipment that isn't working correctly
- Reach out to experts for help
- Motivate, motivate, motivate

Ways to motivate others to be more physically active

To effectively motivate someone else, we need to know what motivates them. The things that motivate us, may not motivate someone else. Before you get started, talk to those you will be working with to learn more about why they might want to do some of the physical activities with you and others. Perhaps it's because they like doing something as a group in a social setting. Others might like how they feel after the activity. Still, others may think it helps stress or brings the family closer to one another.

Once you know what motivates everyone to engage in physical activity, you may want to remind them how they felt or why they wanted to try it in the first place. Please feel free to use an on-line resource document at cedwvu.org/physical-activity/toolkit that provides an opportunity for people to answer short questions about how they felt before the activities, what they would tell others, and what they would like to do in the future. Also know that motivators can change over time. Be sure to check in with others often to see how they continue to feel about the activities and whether they would like other options.

Using Social Media to Motivate Others

Many families use social media from their phones to check in with others. What activity others get involved in, particularly when it includes physical activity, might be a great influence for children and other members in their family. Different people use different types of social media: Snapchat, Instagram, Twitter, and Facebook. As you work with people in your group to identify what motivates them, ask them whether they use social media. If you have access to one or more of these types of social media, you may want to consider sending motivational messages regularly to them to keep them interested in being physically active or encourage them to post about their activities.

Resources for Facilitators

This booklet is designed to include much of the information you need to run a group (small or large). Some activities refer to "students". These activities can be used with individuals of all ages and abilities – in and outside of the classroom. As we developed this booklet, we noticed other wonderful resources that had been developed in addition to Activate! These are listed with a description below.

Pocket Tool for Adapted Physical Education Teachers. The National Center on Health, Physical Activity and Disability (NCHPAD) designed this tool for Physical Education Teachers to provide adapted physical education (APE) for activities, games, rhythms, and sports. Use this link to download the initial brochure and lessons: https://www.nchpad.org/fppics/NCHPAD_Adapted%20Physical%20Education.pdf⁵

How to use social media to motivate self and others

Social Media is a place where the group members can feel supported. Let your members know you value their experiences and you want to hear about their experiences! Consider using comments, pictures, or a poll to initiate interaction. Examples of things to post include a new park space in the community, or an interesting physical activity post. Once the family action plan is completed and the Fitbits are distributed (see page 16), add posts asking how the family action plan is going and include badges and trophies earned through Fitbit challenges. On an individual level, share messages specifically tailored to members to help improve and motivate physical activity behaviors.

- How are they maintaining their progress?
- What motivates them to keep going?
- What activities are they planning to do as the weather gets warmer?

See page 19 for instructions to create a Facebook Group⁴. Additional social media posting examples can be accessed at these resource websites: cedwvu.org/physical-activity/toolkit

Working with small groups, children, and individuals with varying disabilities

You may be a parent who wants to do more activity with your children or a supervisor at work who wants to incorporate activity in the day-to-day office activities. In each situation, you may be working with individuals who may require more support or different planning. Below are some suggestions for group coordination, working with children, and working with diverse groups:

Safety comes first! Make sure to address barriers to physical activity including size of space, condition of equipment, and number of assistants needed. Choose appropriate types of physical activity based on current fitness level and health care provider recommendations. Increase gradually over time. Also consider protective equipment - helmets, eye protection, mouth guards, wrist, knee and elbow pads, protective cup, and proper footwear. Warm up. Do not participate if you are hurt. Follow the rules of the game.^{1,8}

Special needs categories include medical, sensory, social-psychological, mobility – balance – coordination, and cognitive. The following are tips to help with inclusion:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) Medical
- Limit the duration and intensity. 2) Sensory
-Use repetition, demonstrations, and physical assistance. 3) Social-psychological
-Provide one-on-one communication and offer pre-practice. | <ol style="list-style-type: none"> 4) Mobility – Balance - Coordination
- Consider seated or peer-assisted activities. 5) Cognitive
- Limit directions and activity to 1–3 sequential items. |
|---|--|

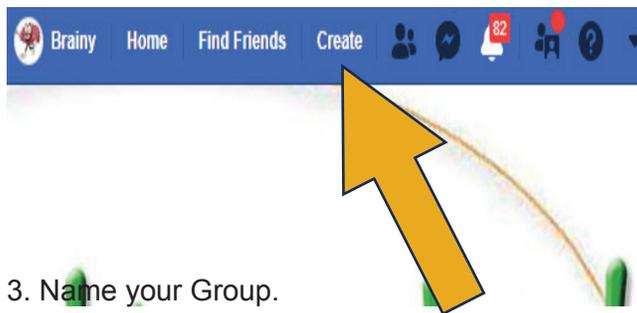
The benefits of physical activity are the same for individuals with and without disabilities. However, physical activity may have added benefits for individuals with disabilities including controlling the progress of chronic disease, increasing independence, improving overall inclusion, and enhancing socialization.^{4,9}

Creating a Facebook Group Instructions

Use the following steps to create a Facebook Group. Creating a group will give those you are working with an opportunity to touch base with one another, share challenges, and celebrate accomplishments anytime.

1. Sign into Facebook.

2. At the top of the page, click on Create.



3. Name your Group.

4. Add Members.

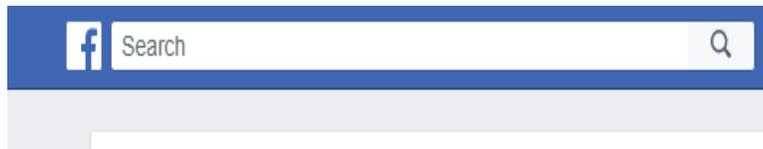
5. Choose Privacy Settings selecting Closed Group.

6. Click Create.

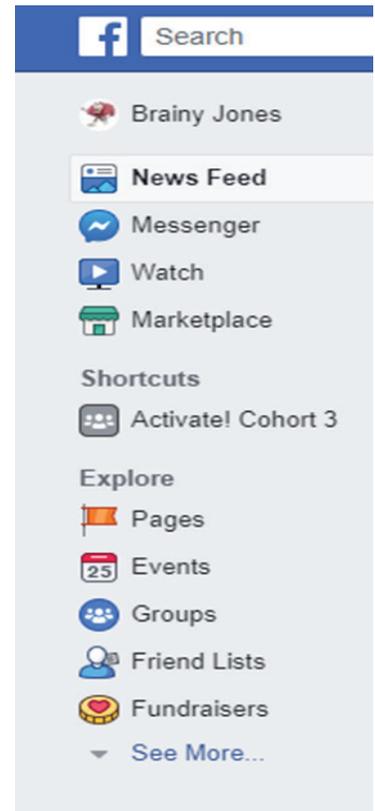
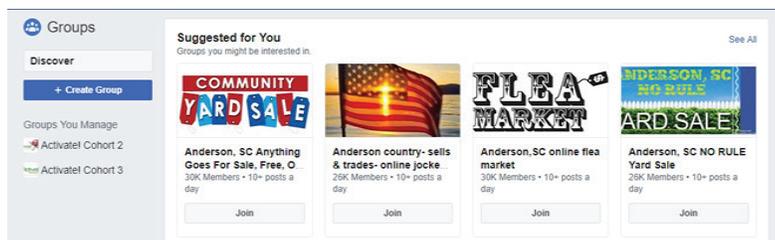
7. Edit as needed.

How to Log Into & Join the Facebook Page

1. In order to get to the Facebook group, click Groups in the left menu on your News Feed.
2. Type in the link or Group Name the Facilitator has provided in the search bar at the top of the page.



3. Once you find the group, click Join Group. The Facilitator has to approve your request, if you do not have an approval within 48 hours, please contact your Facilitator.



4. Once you have signed up you will have access to the private group features pending approval from Facilitator. The Homepage will feature the main group feed along with general program information, discussions, a list of all of the members in the group, events, photos, files, and posts. Below is an example from the Activate! group page.



Planning

Planning the week in advance is helpful and only takes about 15 minutes. Having a plan incorporates even just a little physical activity into a busy day. Use any calendar (on-line or paper) to write in the activities you and the group would like to do throughout the week. The activity list will then let you know what materials you will need.

Plan to provide 1 hour or more of moderate or vigorous activity each day with vigorous intensity at least 3 days per week. Bone and Muscle strengthening should occur 3 days per week each for kids.¹ The following example shows a weekly activity plan.

The on-line resources also provide examples of moderate or vigorous activities you might want to consider in your planning. You also have the activities throughout this booklet that you can use.

Weekly Moderate/Vigorous Bone and Muscle Strengthening Activities

<p>Monday Moderate Bone</p> <p>What? I will toss a ball and play hopscotch with my child. How much? For 60 minutes. When? During homework.</p>	<p>Tuesday Vigorous Bone</p> <p>What? I will jump rope and play tag with my family. How much? For 60 minutes. When? After supper.</p>	<p>Wednesday Moderate Muscle</p> <p>What? I will play tug of war and use resistance bands. How much? For 60 minutes. When? Before supper.</p>
<p>Thursday Moderate Bone</p> <p>What? I will take a brisk walk with my family. How much? For 60 minutes. When? Before bedtime.</p>	<p>Friday Vigorous Muscle</p> <p>What? I will dig in the garden and push mow the grass. How much? For 60 minutes. When? After supper.</p>	<p>Saturday Vigorous</p> <p>What? I will ride my bike with my family. How much? 60 minutes. When? After breakfast.</p>
<p>Sunday Moderate Muscle</p> <p>What? I will do yoga and then bicep curls with hand weights. How much? For 60 minutes. When? After lunch.</p>	<p>Notes</p>	
<p>Muscle strengthening at least 3 days/week.</p> <p>Bone strengthening at least 3 days/week.</p> <p>1 hour or more a day of moderate or vigorous & vigorous intensity at least 3 days/week</p>		

Measuring progress

For some people, knowing whether something is making a difference is a powerful motivator. Desires to lose weight should be long-term. While long-term goals are good to keep in mind, it is important to develop short-term goals that can be reached in a few days/weeks. For example, maybe a goal would be to have completed a certain number of activities. Another might be to feel a little more energetic.

Before you get started, have everyone list one thing they hope to get from doing this activity. Bring those items back out and review as you go through the program to see if they reach the goal. If so, identify another goal for the next few days/weeks. The on-line resources include three questions you can ask each time you meet. These questions ask about anticipations, what advice people would give others who haven't tried the activity, and ways to change the activities.

Common questions/answers

How do I introduce the idea of using the toolkit and activities to someone else?

There are several ways you can talk to someone about physical activity and using the toolkit. For instance, a doctor may help the person understand why physical activity is so important. You could also encourage the fun side of physical activity. The more he/she enjoys it, the more likely he/she may continue it. Be sure to pick activities in the toolkit that fit the person's abilities. Provide a safe environment and equipment and talk to the person about wearing comfortable clothes for physical activity. Be a role model. People who regularly see others enjoying sports and physical activity are more likely to do so themselves. Get involved in the activity with the person. Finally, make time to do physical activity and introduce the toolkit as something to do for fun.

How many people is too many for a group to use this?

Think about the activities you have planned with your group and the amount of space you have available. You don't want anyone potentially being unsafe because they would bump into walls or fall over furniture.

What if I have questions? Who can I contact?

Questions come up and we want you to have what you need while you are planning and putting the toolkit into practice. Use the following contact information for when you have a question.

Lesley Cottrell 304-293-2914 (office) lcottrell@hsc.wvu.edu (email)

What should I do if some people are obviously not interested in the activity?

Not everyone will want to do more physical activity and some may not want to do all of the activities in your plan. That is ok and you should build flexibility into your plans for changes because of this. For those who don't want to do an activity, think about why they don't want to do it.

I'm not sure I want to join. If a person isn't attracted to the activities or group it may be because the purpose of the group doesn't fall within their interests. You might want to clarify what the group is doing but if it is still not an interest, let the person get involved with something else.

I don't have anything to offer. New people may hold back from getting involved. You may want to talk about the importance of what they contribute to the group and how they make the group stronger.

It's too much work. People may hear physical activity and think it is a lot of work. Emphasize the fun part of the activities and note everyone is there to help support them.

I don't know anybody. Some people may be shy to be part of a group even when the focus is on individual activities. Emphasize that the group is delighted to have a new member and welcome that person. It might be a great way for them to meet other people.

I'm not able to do the activities that others are doing. All of us have different abilities and ways of going about something. Physical activity is no different. For each activity provided in the toolkit and in the on-line resources, we have provided suggestions for how you can tailor them to fit your abilities. To find where we provide this information, go to cedwvu.org/physical-activity/toolkit.

Tailoring Activities

As you consider incorporating the activities in this booklet and in the on-line resources, think about what ways you may need to tailor the activities to fit the activities of the group and/or individuals.¹⁰

Consider the proper positioning

If an individual is in a wheelchair ensure he/she had the necessary supports for trunk stability. Use chair with arm rests and consider activities that can be done on the table or flat surface about 2 inches above the elbows.

Activities may also be tailored for individuals who may do best on their side in a positioning device or propped with wedges and pillows.

Stages of Change Assessment

What is the *Stages of Change* approach and why is it important?

When we try to get one or more people to start something they haven't done or keep up what they are doing, we can either treat them all the same way OR consider that they are all coming from different points. If we use the *Stages of Change* approach, we need to figure out if someone has:

1. Not even thought about engaging in physical activity
2. Has thought about being more physically active, but hasn't done anything yet
3. Prepared to find activities they want to do
4. Currently engaged in some type of activity
5. Been engaging in activities for a while

We might find that one or more people in our group come with different levels of experience with physical activity. These different levels point to potentially different ways they can be motivated to move to the next level.

STEP 1:

Ask everyone in your group to answer the following questions.

Are you physically active regularly (based on recommendations)?

YES. I have been for MORE than 6 months.

YES. I have been for LESS than 6 months.

NO, but I intend to in the next 30 days.

NO, but I intend to in the next 6 months.

NO, and I do NOT intend to in the next 6 months.

STEP 2:

Determine what stage best represents that person.

STEP 3:

The next chapter is divided into each stage. We have provided different steps and tips for each stage. These are color-coded by stage as follows:

1. Not thinking about engaging in activity (precontemplation) – **PURPLE**
2. Thought about it but hasn't done it (contemplation) – **BLUE**
3. Preparing to engage in activity – (preparation) – **GREEN**
4. Engaging in activity – (action) – **ORANGE**
5. Continuing to be active – (maintenance) - **RED**

Ready To Go!

Not Thinking About Engaging in Activity (Pre-Contemplation)

Description:

People in this group haven't thought about engaging in physical activity. They may have no intention to start in the future.

Facilitators Should Consider:

- Provide more information about physical activity
- Think about what motivators or incentives are needed for the person to consider being more active. What have they tried in the past to get more active? Did it work? What keeps them motivated to do other things?
- Ask them to think about the benefits they would expect from being physically active every day. Would they feel better overall? Lose weight? Feel less stress? What are some of the negative consequences of not being more physically active?

Messages (see social media post resource library on-line).

- No matter how slow you go, you are still lapping everyone on the couch!
- Find what motivates you.
- One small try is all it takes.

Activities You Can Do With Your Group:

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group.

- **Activate! Barriers to Being Active Quiz**
Ask participants to complete the barriers checklist based on challenges for obtaining steps. Identify which barriers impact their physical activity the most. Discuss potential solutions to the barriers.

- **Too Much Time Not Moving**

Participants will learn what they can do about the health risks of too much sitting.

- **Problem Solving**

Guide participants through the five steps to solving a problem that is getting in the way of being more active. Brainstorm options and make a positive action plan!

Materials You Will Need from the Toolkit

The following materials from your toolkit can be used for at least one of the activities listed above:

- Hand weights
- Exercise Band
- Jump Rope
- Physical activity for disabled adults: Infographic <https://www.gov.uk/government/publications/start-active-stay-active-infographics-on-physical-activity>

Have Thought About It but Hasn't Done It (Contemplation)

Description:

People in this group have not been physically active yet but are wanting to do more in the next few months.

Facilitators Should Consider:

- Give more information about physical activity – benefits
- Try to address barriers to being physically active
- Think about what motivators or incentives are needed for the person to consider being more active
- Motivate by showcasing role models and success stories
- Reinforce the work they have done so far
- Ask them how will they look, act, feel when they have become physically active on a regular basis?

Messages (see social media post resource library on-line).

- Surround yourself with people that force you to do better!
- Almost there! Go for it!
- Make a plan and pick a partner!

Activities You Can Do With Your Group:

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group.

- **The Readiness Ruler**
This ruler represents readiness to begin increasing your daily physical activity. The numbers range from 0 – not even thinking about it to 10 – currently making a change. Circle the number on the ruler that represents readiness to begin. What would it take to move from the current number to the next?
- **Move Your Way Video – Tips for Getting Motivated**
Move Your Way is a campaign designed to help people live healthier lives through increased physical activity. This video was developed to share with others and thinking about ways to find a partner or develop a simple activity routine. <https://health.gov/paguidelines/moveyourway/#videos>
- **Be Physically Active**
This video provides ways to incorporate a little bit of physical activity in a busy lifestyle. <https://youtu.be/9moJtr9PAso>

Materials You Will Need from the Toolkit

The following materials from your toolkit can be used for at least one of the activities listed above:

- Readiness Ruler handouts
- Move Your Way video
- Be Physically Active video
- <https://www.gov.uk/government/publications/start-active-stay-active-infographics-on-physical-activity>

Preparing to Engage in Activity (Preparation)

Description:

People in this group have been seriously thinking about engaging in physical activity and have even taken steps to do some activity.

Facilitators Should Consider:

- Give more information about physical activity – benefits
- Try to address barriers to being physically active
- Think about what motivators or incentives are needed for the person to consider being more active
- Reinforce the work they have done so far
- Provide immediate feedback to behavior (e.g., use Fitbit Flex for feedback about amount of activity)
- Start with any amount of minutes you have available for activity for a couple of days/week that might include walking during break, stretching, moving to a favorite song – it all adds up!
- Create a family challenge with a set (and small) goal of activity in minutes.
- Celebrate getting involved in even one activity.
- Notice what adjustments are needed in the environment and your activity plan.

Messages (see social media post resource library on-line).

- Don't wait until you've reached your goal to be proud of yourself
- Group challenges through social media
- Celebrate accomplishments

Activities You Can Do With Your Group:

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group.

- **PARQ+:** <http://eparmedx.com/wp-content/uploads/2013/01/January2018PARQPlus.pdf>

The Physical Activity Readiness Questionnaire for Everyone will tell participants whether it is necessary for them to seek advice from a doctor before becoming more physically active.

- **Move Those Muscles (Goal, What to Expect, When to Stop Exercise, Benefits of Exercise)**

This lesson will let participants know what to expect of the activity program including the difference between spontaneous and planned activity, when to stop exercising, and the benefits of an active lifestyle.

- **In Home Inventory (Activate! Home PA Equipment Inventory)**

Review the form using the equipment you have access to in your home. The information on the form will identify equipment that can be incorporated into the Action Plan for Physical Activity.

- **Items Needed to Be More Active**

Once you have reviewed what equipment and resources a person already has in their home, school, or work to be physically active, you may identify things that are needed. Another resource on-line provides examples of items that someone can add to their equipment list. Reviewing ideas with those in your group could help them recognize how to add items that will help them be more active.

- **Set Goals with blank copy of Action Plan (Activate! Action Plan and Kids Action Plan)**
This form is a starting point for each individual in the group or the whole family to plan goals to increase physical activity along the way. It is important for each person to think about his/her individual goal but also how that will be part of the larger group's effort (if you are running a group). Review these goals on a regular basis – decide what the group or individual would prefer (e.g., twice weekly, weekly).
- **List of Game Ideas**
The list of game ideas will provide participants with active games by number of players, equipment needed, and categories of tag games, games with a ball, and skipping songs. Ways to modify these activities to best fit all abilities are also included. Participants can use the list for ideas of how to develop their Action Plan.
- **Family Health Tree**
Participants will use this tree to discover which health conditions may run in their family. By knowing which health conditions and diseases are in their family, they can make the right healthy choices to help prevent those conditions from continuing. We include this because being physically active contributes to an overall healthier life (less obesity, reduced heart risks, reduced diabetes risk).
- **My Healthy Habits Check List**
Ask participants to complete the My Healthy Habits Check List to decide which healthy habits they will try. Check to see if they might need help reviewing the document and possibly go through it with them. By keeping these healthy habits, they can help reduce their risk for getting the health conditions and diseases listed on their Family Tree.
- **Heart Health**
Participants can read about heart disease including risk factors, facts about cholesterol, blood pressure, and preventing/managing heart disease. Even one lifestyle change can make a difference.

Materials You Will Need from the Toolkit

The following materials from your toolkit can be used for at least one of the activities listed above:

- Types of Equipment (Activate! Family Fitness Equipment Order Form)
- Beach ball or Bean Bag
- Jump Rope
- Gym Floor Tape
- Pool Noodle

Engaging in Activity Already (Action)

Description:

People in this group have already been engaging in physical activities for the past several months.

Facilitators Should Consider:

- Provide immediate feedback to behavior (e.g., use Fitbit Flex for feedback about amount of activity). What advice can you offer to someone just preparing to be more active?
- Track progress and celebrate successes
- Note social influence on getting more activity
- Focus on varying the activities
- Have they met any of your short-term goals? If they have, spend time thinking about how they got there. If not, what got in the way. What would be needed next time?

Messages (see social media post resource library on-line).

- Take control of your environment.
- What keeps you going?
- Energize others with your progress.

Activities You Can Do With Your Group:

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group. Below are short descriptions of activities listed on-line for those who are in the Action stage.

Get Active!

Participants will make a pledge to Get Active and review why physical activity is important and how much activity is recommended.

21 Easy Ways to Add Physical Activity to Your Day

Provide participants with the brochure of ways to add physical activity to their daily routine by turning household chores into a workout.

100 Ways to Add Steps

Provide participants with the list of 100 ways to add 2,000 steps a day at home, work, and at play to reduce 100 calories each day. Steps can also be measured by distance and other efforts for individuals who are in a wheelchair (see Fitbit section of this booklet).

Make Social Cues Work for You

Participants will learn about Social Cues including problematic and helpful cues. Encourage them to work through changing problem cues and adding helpful cues to their daily routine.

Use Family Contract to Prepare for Long Term Success (Activate! Family Contract)

The contract will provide steps to prepare for long-term success including team-building sections "we will count on you to" and "you can count on us to".

Slippery Slope

Participants will consider times when they do not follow their plans for healthy eating or being active noting that slips do not hurt progress, what hurts progress is the way they react to slips.

Activities on the Cards

Your toolkit includes a lot of short activities on a ring. These activities are called **Brain Boosters**, which are short bursts of physical activity that prepares the brain for learning by activating both sides of the brain. So, not only are they easy to implement activities, they help keep you sharp, focused, and ready for school, work, or other challenges. Tailoring tips are provided on the back to best fit a variety of abilities.

Integrated Physical Activity (IPA) activities are also available in these cards. IPA activities are primarily designed for the classroom to help incorporate more movement during lessons. Tailoring tips are also on the back of these cards for students of all abilities. These activities are also good for outside of the classroom and might be helpful to review other lesson plans or work-related tasks being learned by individuals in different settings.

Exercise Program for Individuals with Spinal Cord Injuries: Tetraplegia DVD & Quick Series Booklet

This video and booklet combo were developed for individuals with tetraplegia by NCHPAD. These resources include 25-minute aerobic segments with warm-up and cool down sections. They also include strengthening segments using elastic resistance bands or free weights and a flexibility segment. The booklet compliments the video but can also be used separately listing individual activities.

Exercise Program for Individuals with Spinal Cord Injuries: Paraplegia DVD & Quick Series Booklet

This video and booklet were also designed by the NCHPAD for individuals with paraplegia. Similar to the other videos and booklets in this series, the video includes a 25-minute aerobic segment, strength, and flexibility sections. The booklet is also included in the toolkit to provide introductory activities.

Exercise with Limb Loss Video

This video (NCHPAD-supported) was designed for individuals with limb loss with a focus on Veterans returning from war. The video includes preparatory steps, considerations, and individual activities.

Discover Accessible Fitness Booklet

This booklet can serve as a tool for facilitators to become familiar with key considerations for wheelchair users using fitness equipment and to broaden knowledge to help more people. Safety, stability, adaptive equipment, accessibility, and precautions are included in these materials.

Materials You Will Need from the Toolkit

The following materials from your toolkit can be used for at least one of the activities listed above:

- Activate! Family Contract
- Certificate of Completion template
- Activity Cards
- Playing Dice
- Jumbo Dice
- Giant Foam Dice
- Chinese Jump Rope
- Education Ball
- Beach ball or Bean Bag

Continuing To Be Active (Maintenance)

Description:

People in this group have already been engaging in physical activities and plan to continue their activities.

Facilitators Should Consider:

- Provide consistent feedback about achievement. Use the Fitbit to keep track of activities so you can continue to improve.
- Track progress. How is the group doing toward their goals? Do they need new ones?
- Overcome problems that arise. When they have been active, they can sometimes fall into a rut. Try to keep activities fresh by varying them or trying new activities.
- Social role models. Are you still doing the activities with the group/others? Participating in activity regularly with them helps them develop remember the value of physical activity as you model it.

Messages (see social media post resource library on-line).

- Control or limit distractions that may come up.

Activities You Can Do With Your Group:

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group.

Take Charge of What's Around You (Calendar Template)

Participants will learn about activity cues and ways of adding positive cues and getting rid of cues for inactivity.

Ways to Stay Motivated

Help participants review their physical activity progress and recognize ways to stay motivated. Note how they react to stress and have them list things they enjoy but rarely do.

Materials You Will Need from the Toolkit

The following materials from your toolkit can be used for at least one of the activities listed above:

- Activity Cards
- Exercise Band
- Jump Rope
- Education or Beach Ball

Themes and Activities for Groups

The activities listed for this group can be accessed on the Toolkit's webpage. The page will provide each activity and the opportunity to print the number of copies you need for your group.

Small Group Activities (3-5 people)

Brain Activity

Provide the poster Think in Colors. Participants will write what the poster means to them on post it notes and place the notes on the poster. This activity is designed to show how physical activity can increase brain activity for individuals of all ages and abilities. You can spend any amount of time you would like for the group to ask questions and learn.

Aerobic Rock, Paper, Scissors

Participants will use their legs as Rocks – legs together, Scissors – legs one in front & one in back, and Paper – legs in a straddle/jumping jack position to challenge their partner.

Keep It Up (Educational Ball)

Provide participants with the Education Clever Catch Ball with content questions. Participants seated or standing will toss and catch ball to answer questions. You can tailor this activity by handing the object to people in the group instead of tossing the item.

Heartbeat Math

Guide participants on how to count their heart beat. Participants will use the number of beats counted to perform math problems.

Large Group Activities (6 or more people)

Snowball

Provide the group with white socks or beanbags to try different activities treating the socks/bean bags like a basketball (over the head catch, under leg) or throwing and catching the socks/beanbags like snowballs. Participants can recreate the snowballs with socks at home.

Trip to the Beach: Beach Ball Activities (Calendar Template)

Provide the group with beach balls. Guide the participants through the list of Beach Ball activities. Discuss how they could bring the beach to their home and how many steps it would take to walk to the beach. Participants can log the steps at home on the calendar template.

Another example or challenge is provided in the on-line resources for later in the year: Reach the North Pole Activity.

Hula Hoop Activities

Provide the group with materials and instructions on how to build a Hula Hoop. Guide the participants through the list of Hula Hoop activities. Participants can use the Hula Hoops at home to increase physical activity.

Materials You Will Need:

- Activity Cards
- Bean bags (or white socks)
- Education Clever Catch Ball
- Beach balls
- Hula hoops/Material to make a hula hoop

Developing Your Own Toolkit

The following items are needed to make a toolkit. These items match the activities within the toolkit but could also be used for other activities you might find on-line or elsewhere.

Checklist of Tool Kit Equipment:

Fitbit Flex

Activity Cards

Small Beach Ball

Hand weights or cuff weights

Pool Noodle

Jump Rope

Exercise Band

Gym Floor Tape 1" X 60 yds.

Chinese Jump Ropes 8' long

Bean Bags 5" X 5"

Jumbo Dice 2 ½ "

Storage Container

Giant Foam Dice w/Dots 5"

Playing Dice set of 10 16mm white dice/colored pips

American Educational Vinyl Clever Catch Ice Breaker Ball, 24" Diameter

How to Use Fitbit

Physical Activity Intensity

The Fitbit Flex has been provided in this toolkit as a tracking device for those participating in the group activities.^{12,13} The Fitbit can track steps, distance, calories burned, active minutes, and sleep patterns. All of these can be reviewed using the Fitbit app on a phone or computer <https://www.fitbit.com/activity-index>.

Challenges

Challenges are a great way to motivate a group or individual through the Fitbit Flex. Individuals can compete with one another over minutes in activity or intensity or push to meet personal goals. There are different types of challenges one can choose: Goal Day (daily step goal); Weekend Warrior (most activity over the weekend); Daily Showdown (most activity during the day); and Workweek Hustle (Monday through Friday activity).

Up to 10 people can be in a challenge. Anyone can initiate one and invite friends. Each person can be in up to 5 challenges.

<https://community.fitbit.com/t5/Fitbit-Challenges-Adventures/All-About-Challenges/td-p/1562188>

Upper body adaptations

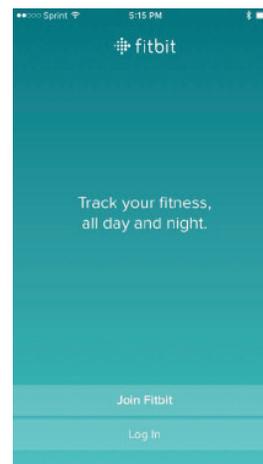
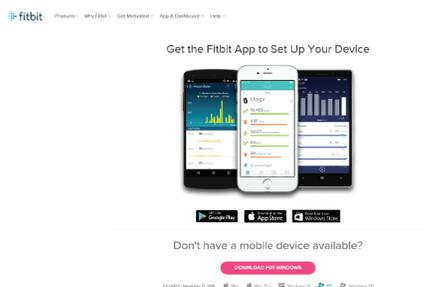
The Fitbit Flex can be used to track physical activity for individuals who are in wheelchairs, walkers, or other device. Any movement can be counted as “steps” including arm movements that might be required to propel a wheelchair forward.

For propulsion, place the accelerometer on a person’s arm rather than his/her wrist or the wheelchair seat.

Setting up your Fitbit Flex account and helping others get ready

To Setup Your Fitbit (on your smartphone):

1. **Make sure Bluetooth is turned on**
2. **Download the App from your App Store**
3. **Select ‘Join Fitbit’**



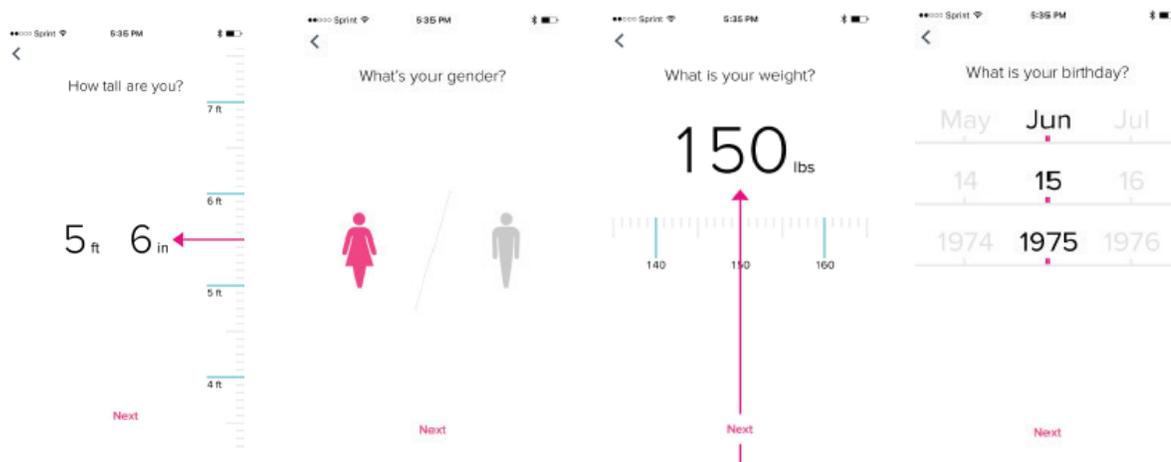
4. **Scroll until you find 'Flex'**
5. **Select 'Flex'**



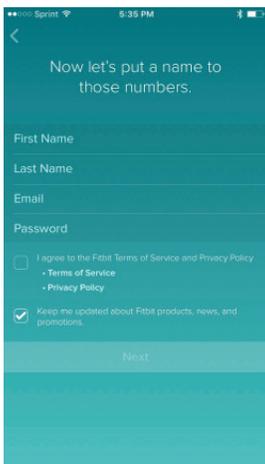
6. **Click 'Set Up Your Fitbit Flex'**



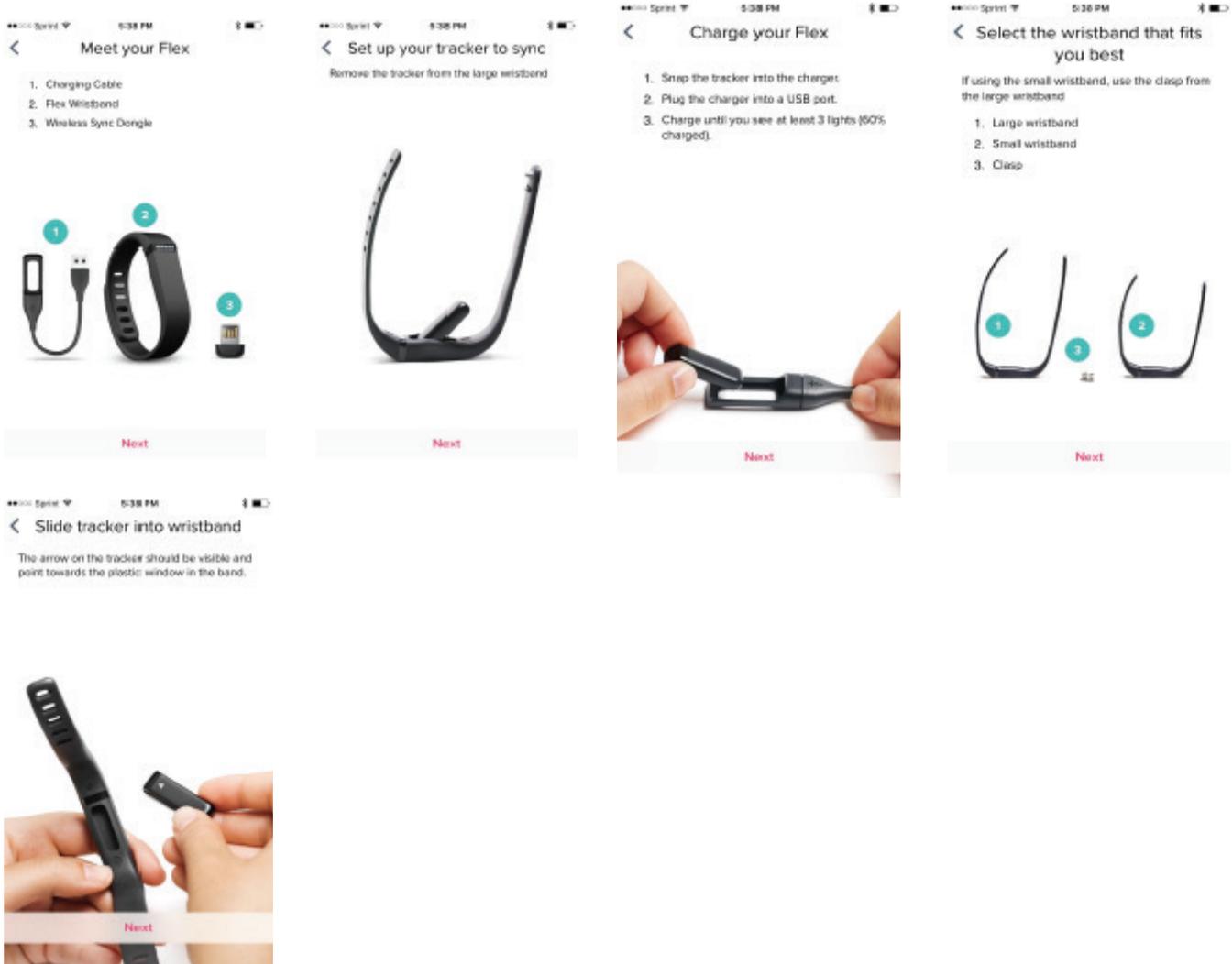
7. **Enter information about yourself (height, gender, weight, and birthday).**



8. **Enter Name, e-mail, and password information**



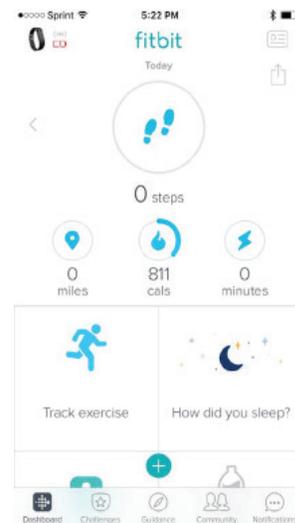
9. Follow instructions to sync and set up your Fitbit device.



10. Double tap the Fitbit once it has synced and you see the flashing lights.



- 11. It will direct you to your Fitbit dashboard. You can see all of your stats here.
- 12. It is important to go to your email and click on the new message from Fitbit. Once you confirm your email, the account set up is complete.



Resources

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