Your Health Matters: Growing Active Communities

TRAINER HANDBOOK

Free and reproducible materials for Community Health Workers to implement in local community education programs
Your Health Matters: Growing Active Communities

Acknowledgements

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This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the Texas Department of State Health Services (DSHS) Nutrition, Physical Activity and Obesity Prevention Program.
Your Health Matters: Growing Active Communities

Trainers Notes

The Your Health Matters: Growing Active Communities training for Community Health Workers was developed by The University of Texas Health Science Center at Houston, School of Public Health, Brownsville Regional Campus with a grant from the Texas Department of State Health Services.

Attendees will leave this training with an understanding of why regular physical activity is important for a healthy lifestyle and will be able to recognize and discuss the growing obesity epidemic in the United States and the policy improvements, systems and environmental changes that can be made to improve the problem. Participants will gain knowledge and skills to identify and analyze policy, systems, and environmental barriers in their community that contribute to a sedentary lifestyle. Participants will also practice skills to engage community partners and prioritize strategies to create policy improvements, systems and environmental changes that “Grow Active Communities.” Finally, attendees will develop an action plan to share with decision makers and community leaders that will support policy improvements, systems and environmental changes that will increase physical activity in our communities. This training complements Your Health Matters: Nutritious Eating and Your Health Matters: Fitness for Life.

The Your Health Matters: Growing Active Communities has been certified by the Texas Department of State Health Services for 9.0 continuing education units (CEUs) for community health workers (CHWs) and 12.0 CEUs for community health worker instructors (CHWI), if they complete the additional take-home assignment.

Materials needed:
- Self-stick Wall Note Pads
- Sticky Notes
- Markers
- Pens
- Name tents
- Agendas that are marked with a unique ID number that participants will put on both pre and post tests and other evaluation forms, example # 0413-09 (#MMDD-ID) for April 13th and this was the 9th person in the training
- Pre-tests and Post-tests on two different colors of papers
- Evaluations on a third color paper
- Your Health Matters: Growing Active Communities PowerPoint presentations
- Your Health Matters: Growing Active Communities PowerPoint videos
- Computer
- External speakers
- Projector
- Internet connection (may need to bring a mobile hotspot device)
- Extension cord
- Paper clips, binder clips
Objectives by section:

1. The Issue
   a) Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
   b) Communicate current physical activity recommendations.

2. Communities Can Change
   c) Discuss why it is important to listen to members of your local community.
   d) Determine what defines a community i.e. culture, language, geography.
   e) Define policy improvements, systems and environmental change as it relates to physical activity.

3. Consider What Works
   f) Identify evidenced-based strategies to support increased physical activity in your community.

4. Community Assessments
   g) Identify ways to determine gaps and assets which influence physical activity in your community.

5. Partners
   h) Identify potential community partners to work with to create an active community.
   i) Practice techniques to increase confidence in and ability to engage community partners and grow active communities.

6. Prioritize Strategies
   j) Prioritize evidenced-based strategies to support increased physical activity in your community.

7. Take Action
   k) Describe the roles of decision makers to influence public policy and create active communities.
   l) Communicate effectively with your community leaders and decision makers.
   m) Identify appropriate techniques to evaluate physical activity initiatives.

8. Conclusion
   n) Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote physical activity and identify two policy improvements, systems or environmental changes that should be introduced to further enhance physical activity in your community. (CHWIs only)
   o) Talk to a community leader or decision maker about the needed policy improvements, systems or environmental changes to improve physical activity in your community. (CHWIs only)

Both CHWs and CWHIs may attend the same training, as the materials and content are relevant for both groups. CHWIs may receive an additional 3.0 CEUs by completing the additional take-home assignment, in which they will address objectives (n) and (o). For this assignment they will write about their experiences identifying and taking part in policy improvements, systems or environmental changes, as well as their experience talking with a community leader or decision maker.
Symbols within the training:

<table>
<thead>
<tr>
<th>Image on slide:</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Worksheet Icon]</td>
<td>There is a worksheet associated with this slide. All worksheets can be found in the resource section of the binders.</td>
</tr>
<tr>
<td>![MY PLAN Icon]</td>
<td>This is an activity introduced in “Communities Can Change” and completed in the “Conclusion” that allows participants to use everything they learned throughout the day to address an issue in their own community.</td>
</tr>
<tr>
<td>![Welcome to Unhealthy, Texas USA]</td>
<td>This references an activity based on a fictitious city called Unhealthy, Texas. You will return to this activity throughout the day.</td>
</tr>
<tr>
<td>![Activity Breaks Icon]</td>
<td>These are 10-minute activity breaks to give participants a break from sitting and show them examples of ways to incorporate physical activity into their communities.</td>
</tr>
</tbody>
</table>

**Trainer script:**
The curriculum has a built in script for the trainers, you will find this in the notes section of each PowerPoint. The script also contains the instructions for the various activities or games. Parts of the script written in italics are sub-notes just for the instructor. The regular typed script can be read to the participants.

**Activity Breaks:**
There are a total of 3-10 minute activity breaks, one is a walk outside, and the other two can be instructor led or led by a video from the DVD or YouTube links provided. The order of these breaks may be changed, to allow you to do the outdoor walk when the weather is favorable.

**Timing:**
This is a full 9 hour training. A breakdown of the times for each section, activity, and video has been provided in your trainer’s manual. Please stick to the time schedule provided, or you risk not finishing, not completing all the activities, and not covering all of the material. You may find the training easier to cover if you have the option of delivering it in two days. To help you stay on track please limit the examples you give throughout the curriculum to the ones provided in the manual with a few additional if you know of some specifically from the area. Participants will also offer examples from their communities.

**Lunch:**
Considering the topic of this training, please arrange for a healthy lunch and snacks to be part of this training.
### Your Health Matters: Growing Active Communities

#### Time Schedule (set for an 8am-5pm training)

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Length of Activity</th>
<th>Length of Section</th>
<th>Time Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Issue</strong></td>
<td></td>
<td></td>
<td>1 hour, 35 minutes</td>
<td>8:00-9:35am</td>
</tr>
<tr>
<td>Knowledge Questionnaire</td>
<td></td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome</td>
<td></td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designed for Movement:</td>
<td>Increasing Physical Activity Video</td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communities Can Change</strong></td>
<td></td>
<td>1 hour, 40 minutes</td>
<td>9:35-11:15am</td>
<td></td>
</tr>
<tr>
<td>Communities</td>
<td></td>
<td>5 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence Ruler</td>
<td></td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unhealthy, Texas:</td>
<td>Barriers to Physical Activity</td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Plan</td>
<td></td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s Move!</td>
<td></td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consider What Works</strong></td>
<td></td>
<td></td>
<td>45 minutes</td>
<td>11:15am-12:00pm</td>
</tr>
<tr>
<td>Unhealthy, Texas:</td>
<td>What Works</td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>12:00-12:30pm</td>
</tr>
<tr>
<td><strong>Community Assessments</strong></td>
<td></td>
<td></td>
<td>1 hour</td>
<td>12:30-1:30pm</td>
</tr>
<tr>
<td>Draw Maps of Your Community</td>
<td></td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s Move!</td>
<td></td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td></td>
<td></td>
<td>55 minutes</td>
<td>1:30-2:25pm</td>
</tr>
<tr>
<td>Guess Who? Game</td>
<td></td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prioritize Strategies</strong></td>
<td></td>
<td></td>
<td>35 minutes</td>
<td>2:25-3:00pm</td>
</tr>
<tr>
<td>Unhealthy, Texas:</td>
<td>Establish Priorities</td>
<td>10 minutes</td>
<td></td>
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</tr>
<tr>
<td>Unhealthy, Texas:</td>
<td>Take Action</td>
<td>10 minutes</td>
<td></td>
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</tr>
<tr>
<td>Let’s Move!</td>
<td></td>
<td>10 minutes</td>
<td></td>
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</tr>
<tr>
<td>Take Action</td>
<td>45 minutes</td>
<td>3:00-3:45pm</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Neighbors Unite to Promote a Healthier Community Video</td>
<td>10 minutes</td>
<td></td>
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</tr>
<tr>
<td>Who do you need to talk to?</td>
<td>5 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you need to say?</td>
<td>10 minutes</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>1 hour, 15 minutes</th>
<th>3:45-5:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Plan</td>
<td>20 minutes</td>
<td></td>
</tr>
<tr>
<td>What will you do…</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>Confidence Ruler</td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td>Knowledge Questionnaire</td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td>Evaluations</td>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Your Health Matters: Growing Active Communities
Knowledge Questionnaire

1. The Centers for Disease Control states that ____ out of 5 individuals are not physically active enough to achieve health benefits.
   a. 1
   b. 2
   c. 3
   d. 4
   e. I don’t know.

2. House cleaning is an example of which level of activity?
   a. Light
   b. Moderate
   c. Vigorous
   d. House cleaning does not count as being active.
   e. I don’t know.

3. Posting mile markers on trails and other areas for physical activity is an example of ____.
   a. Policy improvement
   b. Environmental change
   c. Systems change
   d. Nature change
   e. I don’t know.

4. “Evidence-based strategies” are recommended because:
   a. They are shown to work in scientific studies.
   b. They are trendy.
   c. They are less expensive.
   d. All of the above.
   e. I don’t know.

5. Which of the following assessment tools best allows community members to take an active role in determining the safety of a route in their neighborhood?
   a. Observations.
   b. Discussion groups.
   c. Walkability survey.
   d. PhotoVoice.
   e. I don’t know.
6. Which of the following are important partners to consider having in a coalition?
   a. Business and faith communities
   b. Clinics and health care centers,
   c. Schools and community members
   d. All of the above.
   e. I don’t know.

7. An effective coalition is made up of representatives who all share the same background.
   a. True
   b. False
   c. I don’t know.

8. For policy improvements, systems and environmental change, I should prioritize changes that are:
   a. Important and doable.
   b. Inexpensive and easy.
   c. Important and easy.
   d. Doable and inexpensive.
   e. I don’t know.

9. Which of the following statements is true?
   a. Evaluation is something to do once and you can be done with it.
   b. Evaluation is a whole new set of activities that we do not have time or resources for.
   c. Evaluation is not important because I have asked my community and they have told me what works.
   d. None of the above.
   e. I don’t know.

10. Which of these is NOT an example of policy improvements, systems or environmental change?
    a. Increasing safety with better crosswalks, traffic speed reduction measures, and street lighting.
    b. Agreements between schools and the community that let the community use school grounds after school hours.
    c. A health fair focused on healthy eating and physical activity.
    d. Posting mile markers on trails and other areas for physical activity.
    e. I don’t know.
Script: Welcome to the Your Health Matters: Growing Active Communities training.
Acknowledgements

This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the Texas Department of State Health Services (DSHS) Nutrition, Physical Activity and Obesity Prevention Program.
So why is this training different?

- Attention on policy improvements, systems and environmental change to promote physical activity.
- Beyond an individual focus.
- Working with partners to create system changes.

**Script:** So why is this training different?

- We focus on the roles that policy improvements, systems and environmental change play in increasing physical activity.
- We do not only focus on the individual.
- Learning about what physical activity is and how to do it is only one part of the answer. But many people have lots of knowledge about physical activity and still do not do it, they do not meet the guidelines for physical activity.

This training is different because it will build capacity for empowering the community to create long lasting, system wide changes to make physical activity, and create easier choices for whole community.
Script: Today, as we learn about Growing Active Communities we will be learning about each of these sections. We will start with The Issue, followed by learning about how our Communities Can Change, next we will Consider What Works, then we will learn how to do Community Assessments in our own communities, followed by learning which Partners should be involved, learning how to Prioritize Strategies to improve policy and change systems and environment in your communities, and lastly before wrapping up with the Conclusion we will learn how to Take Action to improve policies and change systems and the environment in which we live.

Note the changes in color, the materials in each section will have the same color to help you navigate the sections and materials.
Special Features in this Training

**Symbol**
- Worksheet associated with this slide.
- A continuing activity focusing on different aspects from different sections.
- Fictitious city used in activity.
- 10-minute activity breaks to keep us moving throughout the day.

*Welcome to Unhealthy, Texas USA*
Curriculum Materials

- Binders
  - PowerPoint slides
  - Evaluations
  - Pre/post tests
  - Activity sheets
  - Assessment tools
- CD
  - PowerPoints
  - Activity sheets
  - Assessment tools
  - Videos
Script: Before we get started, please take out the pre-test that is located in the front of your binder. Don’t forget to write your number on the test, this way we can compare your answers to your post-test.

Administer Knowledge Questionnaire located in the front of the participant binders for pre-training assessment.

Tell participants to not write their names on the pre-test. Instead, give each participant a unique number. Either go around the room assigning numbers (1, 2, 3, 4…) or put the numbers on the agendas in advance. Remind them they will use this same number on the post-test so the scores can be compared.
Introductions

- What is your name?
- Head, Hands, and Heart
  - What knowledge do you have? (Head)
  - What skills do you have? (Hands)
  - What passions do you have? (Heart)

Example: My name is _____, and as a community health worker I have knowledge of _____, I am skilled at _____, and one of my passions is ______.

Use this slide to introduce the facilitators as well as allow everyone a chance to introduce themselves (write the things they hope to gain from the training on a large piece of paper and post in room).

We all have knowledge, skills, and passions that make us who we are and why we are community health workers. Introduce yourself, share your name and your head, hands, and heart.

Make a list of all of the knowledge, skills, and passions the group has.
Community Health Workers are…

– Connected to the community
– Understand strengths, needs, and resources
– Respected in the community
– Known as a source of good information

Script: Community Health Workers have a variety of skills that set them up for achieving policy improvements, systems and environmental change.

Read slide.
A Strong Leader is able to:

- Direct
- Encourage
- Engage
- Guide
- Shape
- Focus
- Connect

**Script:** A strong leader is able to:

- Provide direction and structure for participants.
- Encourage participation from a diverse group of community participants.
- Engage members during group meetings and events.
- Guide effective communication.
- Shape and encourage new leaders.
- Focus on small and large tasks.
- Connect to members of coalition and community.
Lead or Partner?

- Select your role.
- Who do you need to compliment your strengths and weakness?

**Script:** Not everyone feels comfortable taking the lead, but who is willing to team up with someone to accomplish this? Both leaders and team members are important in a coalition to create a change.
The Issue: Learning Objectives

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
- Communicate current physical activity recommendations.

Script:
Now we are ready to get started with the Introduction. In this section we will learn to:

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
- Communicate current physical activity recommendations.
This slide has animation.

**Script:** Calories are another word for energy, they are the energy provided by food.

Energy balance is the balance of calories consumed through eating and drinking compared to calories burned through physical activity. What you eat and drink is ENERGY IN. What you burn through physical activity is ENERGY OUT.

You burn a certain number of calories just by breathing air and digesting food. You also burn a certain number of calories (ENERGY OUT) through your daily routine. For example, children burn calories just being students—walking to their lockers, carrying books, etc.—and adults burn calories walking to the bus stop, going shopping, etc.

--Maintaining your weight in a healthy range requires a balance between the calories you take in through food and drink and the calories you burn through physical activity.  
--To lose weight: Consume fewer calories than you burn each day. Either cut back on the calories you consume, exercise more, or do both.  
--To gain weight: Tip the balance the other way. Take in more calories than
your body uses. However, your body still needs physical activity to remain healthy, so keep moving.

Note that it says “OVER TIME,” these effects don’t happen over night, they take time. Your ENERGY IN and OUT don't have to balance every day. It's about having balance **over time** that will help you stay at a healthy weight for the long term. Maintaining a health weight is important since being overweight or obese is a major risk factor for conditions such as diabetes.
So what is physical activity? Physical activity is any body movement. Generally, when it takes more energy to do an activity and when more time has passed, you will receive more benefits. Vigorous activities work your heart and lungs more and tend to burn more calories. Moderate levels of activity are also excellent for your health. When you exercise for 30 minutes or more for the majority of the days in a week, at a moderate or vigorous level of intensity you can reduce the risk of cardiac illnesses.

Housework, gardening, and other activities of this level, with slower movements, pauses, or those that do not last at least 10 minutes do not provide the same benefits to your health as moderate or vigorous activity. These less intense physical activities are done more slowly, which are considered to be a light exercise and do not burn sufficient energy for added benefits.

Ask participants: What physical activity do you do?
To meet these physical activity guidelines, we need to be exercising for 30 minutes, daily. If you are just starting out, begin by walking or swimming at a slow pace. Thirty minutes of daily exercise, every day, is the goal. We may need to build up to that, for instance, do ten minutes of exercise three times a day instead of trying 30 minutes all at once. While there are different ways to exercise, the best might be walking. As time goes on, we want to increase the time we spend exercising, as well as the way we exercise—walk one day, swim the next, change it up. Think “Be Active”—take the stairs instead of the elevator.

**Examples of Activities**

To gain health benefits, activities should last for continuous periods of at least 10 minutes.

- **Light Exercise:** slow walk, light gardening, house cleaning, caring for children, etc.
- **Moderate Exercise:** walking quickly, riding a bike, dancing, etc.
- **Vigorous Exercise:** aerobics, Zumba®, playing soccer, running, swimming laps, etc.

**Script:** To meet these physical activity guidelines, we need to be exercising for 30 minutes, daily. If you are just starting out, begin by walking or swimming at a slow pace. Thirty minutes of daily exercise, every day, is the goal. We may need to build up to that, for instance, do ten minutes of exercise three times a day instead of trying 30 minutes all at once. While there are different ways to exercise, the best might be walking. As time goes on, we want to increase the time we spend exercising, as well as the way we exercise—walk one day, swim the next, change it up. Think “Be Active”—take the stairs instead of the elevator.
How much physical activity do you need?

Children and adolescents
- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.
- Don’t just think that children do 1 hour of physical activity in school.

**Script:** So how much physical activity do we all need?

Children and adolescents age range is generally considered to be aged 5-17 years. Typically children are active, their hearts are beating faster and they are perspiring, when they play; this will produce health benefits.

It is important to encourage young people to participate in physical activity that is appropriate to their age, that makes them happy, and gets them moving, while offering a variety benefits.
How much physical activity do you need?

**Adults 18-64 years old**

- At least 150 minutes a week at a moderate intensity — or — at least 75 minutes a week at a vigorous intensity — or — a combination
- At least 10 minutes of activity at a time, adding up to 30 minutes, 5 days a week

*Activity at work is usually not sustained for 10 minutes at a moderate level of intensity.*

**Script:**

All adults should be active. Adults should exercise for at least 150 minutes each week at a moderate intensity or for at least 75 minutes at a vigorous intensity. Adults can try combining moderate and vigorous levels of intensity, but should still be active for at least 10 minutes at a time. Activity at work is usually not sustained for 10 minutes at a moderate or vigorous level so it often does not lead to the same health benefits.
How much physical activity do you need?

Older Adults 65 and above
- Same main recommendations as adults 18-64
- Do activity that enhances balance and prevents falls three or more days per week
- Older adults should be physically active according to their abilities

Script:
The same recommendations for adults also apply to older adults. Older adults should also do activity to enhance their balance three or more days per week, this will help prevent them from falling. Yoga and stretching helps to enhance balance. Older adults should determine their level for physical activity in relation to their physical condition. They should ask their doctor if they are not sure.
Script: Did you know that 4 out of 5 Americans are not physically active enough to achieve health benefits? The 2008 National Health Interview Survey found that 36.2% of adults report no leisure-time physical activity and 81.8% do not meet current federal guidelines for physical activity and muscle strengthening.

Results from the 2009 Youth Risk Behavior Surveillance System found that 81.6% of adolescents do not meet current guidelines for aerobic physical activity.
Economic Costs of Inactivity

• Billions of dollars every year to the government and costs you too:
  – loss of productivity at work,
  – more doctors visits and medications
    • obesity and related conditions

Script:
• An “absence of physical activity” costs the government billions of dollars every year.
• Absence of leisure-time physical activity, can cost you and your family money each year as well in:
  • loss of productivity at work,
  • more doctors visits,
  • more medications, etc.
The following maps represent changes in the rate of obesity in the US between 1985 and 2010. Obesity is one of the many consequences of not being physically active. I don’t want you to memorize any specific numbers and changes, but rather to get a broad sense of what is happening in our country. These maps are based on the Behavioral Risk Factor Surveillance System (BRFSS).

When this surveillance first started only three categories were needed. The states where 10 – 14% of the population were classified as obese are shaded in the darker blue color. The white states are states who did not collect data this year.

Obesity is defined as having a body mass index (BMI) of 30 or higher. These maps do not include individuals who are overweight, only those who are obese.
More states begin collecting the surveillance data. Most states are classified as having less than 10% of their population meeting criteria for obesity or no data yet.
Script:
This is the first year Texas collects surveillance data and has 10 – 14% of the population meeting the criteria for obesity already.
Obesity Trends Among U.S. Adults
BRFSS, 1988

Just view briefly and move on.
Obesity Trends Among U.S. Adults
BRFSS, 1989

Just view briefly and move on.
The majority of states are now classified as having 10-14% of their population meeting obesity criteria, very few states have obesity rates below 10%
Script:
This is the first year a new category has to be added for states with 15 – 19% of their population meeting the obesity criteria.
Just view briefly and move on.
Just view briefly and move on.
Script:
All states are now collecting the surveillance data. No state has less than 10% of their population meeting the obesity criteria.
Obesity Trends Among U.S. Adults
BRFSS, 1995

Just view briefly and move on.
Script:
Now the majority of states have 15-19% of their population meeting the obesity criteria. We have now seen 10 years of maps.
Script:
A new category has to be added this year for those states that have 20 – 24% of their population meeting the obesity criteria.
Just view briefly and move on.
Script:
Texas now joins the growing trend of states with 20 – 24% of its population meeting the obesity criteria.
Obesity Trends Among U.S. Adults

BRFSS, 2000

Just view briefly and move on.
Script:
Another new category is added this year for states that have 25-30% of their population who meet the obesity criteria.
There are now no states with any light blue categorization. All states have at least 15% of the population meeting obesity criteria.
Obesity Trends Among U.S. Adults
BRFSS, 2003

Just view briefly and move on.
Script:
Texas now joins the states with 25-30% of population meeting obesity criteria.
Another new category is added for states that have 30 – 34% of the population who meet the obesity criteria.
Just view briefly and move on.
Script:
Colorado is still the only state in blue who has not crossed the 20% obesity mark.
Obesity Trends Among U.S. Adults
BRFSS, 2008

Just view briefly and move on.
Just view briefly and move on.
Several interesting things are noted this year.

1. Texas has been classified as having 30 – 34% of its population meeting the obesity criteria.
2. No state is classified in dark or light blue. At least 20% of the population in every state meets the obesity criteria.
3. All indications show that people living in our country will continue to become more obese and suffer the many health consequences associated with obesity. In fact, it is now predicted that our children will have a shorter expected life span that their parents due to obesity and its health consequences.
Script:
Now that we have talked about physical activity and obesity of individual people, let’s think about the whole community. What limits physical activity in a community?

*Ask participants to respond. Brainstorm as a group.*

Urban and environmental policies can make a huge impact on increasing the physical activity levels in the community.

Examples of these policies include ensuring that walking, cycling, and other forms of active transportation are accessible and safe for all. Another example is that schools have safe spaces and facilities for students to spend their free time actively.
Our environment is not always set up to support activity with the time we spend driving, with our kids riding the bus instead of walking to school, with sidewalks that lead nowhere, with no nearby playgrounds or many that go unused.

Script:

Traffic, sidewalks leading to nowhere, underused playgrounds
**Script:** Sometimes if there are areas to walk or play, they may not be safe or operational.
Unfortunately, very few states require daily physical education in grades K through 12. Many children are not getting the recommended 60 minutes of daily physical activity, a portion of which should be provided at school. There is less time being spent in Physical Education (P.E.) classes and less time being active at recess.

As of 2012, the state of Texas does not mandate physical education in elementary, middle/ junior high or high school. Local school districts establish minimum requirements. Texas does not require elementary schools to provide daily recess, but does require a minimum weekly amount of 101-150 minutes of physical activity time for elementary school students. The state also requires a minimum weekly amount of 101-150 minutes of physical activity time for middle school/junior high school, but does not have a minimum weekly requirement for high school students. Classroom physical activity breaks are not required. While some requirements have been gaining, others have been chopped.
If physical activity is so important, why are people not doing it?

- Not important to community leaders
- Not enough time
- Our community isn’t designed for it
- Can’t afford a gym
- No motivation
- It’s not convenient
- No support
- No parks or sidewalks
- Fear of injury

**Script:**
Given the health benefits of regular physical activity, we might have to ask why 4 out of 5 Americans are not active at recommended levels. Can you think of other ideas?
**Script:** This is a video created by the Department of State Health Services and talks about the issue of physical activity in communities throughout Texas.

*Show this video.*
Switch to

*Communities Can Change*

PowerPoint
Script: In this section, we will be learning how our Communities Can Change.
In this section we will learn to:

Discuss why it is important to listen to members of your local community.

Determine what defines a community i.e. culture, language, geography.

Define policy improvement, systems and environmental change as it relates to physical activity.
A healthy community means more than just the absence of disease.
Healthy Communities

- A healthy community has sidewalks, schools, and playgrounds.

**Script:** A healthy community has roads, schools, playgrounds, and other services to meet the needs of the people in that community. These items are often referred to as “infrastructure.”
Healthy Communities

• A healthy community is safe.

Script: A health community is safe for adults and children. This may include street lights, walking paths, and clearly marked bike paths.
So what makes YOUR community healthy? Let’s brainstorm. What makes YOUR community unique?

Write down the groups thoughts and post them in the room.

Some possible responses for a unique community may be:

Because our own communities have a variety of:

- Cultures
- Languages
- Local flavors
- Local settings
- Leadership
- Players
- Unique qualities present in each community

Knowing what already exists in your community and why your community is unique can help to create more sustainable changes.
Each Community is Unique

- Culture
- Language
- Local flavor
- Community spirit
- Collaborative leadership style

Script: Each of our communities are unique. They vary in cultures and languages, have local flavors and spirit, and have different ways the leadership works together. One person cannot speak for the entire community, we need to look throughout the community and listen to many people.
We have been talking generally about community now. Here is a definition from Merriam-Webster on community:

- **a unified body of individuals**
- **the people with common interests living in a particular area**
- **an interacting population of various kinds of individuals in a common location**
- **a group of people with a common characteristic or interest living together within a larger society**
- **a group linked by a common policy**
- **a body of persons having a common history or common social, economic, and political interests**
- **a body of persons of common and especially professional interests scattered through a larger society**
While we are talking about community, let’s brainstorm as a whole group what communities we belong to and why.

Write all of these communities out on poster paper and stick up on the wall.
• It's no secret that physical activity plays a role in obesity prevention and improves quality of life.

• Policy improvements, systems and environmental changes play a big role in promoting physical activity. Improving access to sidewalks, bike lanes, trails and parks can lead to more physical activity at the community level, which helps all people in the environment. These changes to the environment to make neighborhoods more walkable and bike friendly are key obesity interventions. Sometimes these changes are referred to as the built environment.
WHAT ARE POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES?

**Script:** We are now going to talk about what policy improvements, systems and environmental changes are so that we can become more familiar with these terms.

We are going to give you examples that promote physical activity and healthy food choices, even though this is not our main topic, just so you can see a variety of examples.
Policy Change

Definition:
Policies are laws, regulations, and rules (both formal and informal) that reflect a point of view. These policies can be altered to support healthy lifestyles.

Read slide and ask if there are questions

Ask students to identify a few policy changes they have seen before continuing with examples.
Policy Examples

• Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)

Read slide and ask if there are questions
Policy Example

- Zoning regulation improvements that allow communities to have grocery stores within neighborhoods (reducing food deserts and making communities more walkable)

Read slide and ask if there are questions
Policy Example

- Screen time limits (including television and computer use) in child care centers, schools and worksites

Read slide and ask if there are questions
Environmental Changes

Definition:

Environmental interventions are modifications to the economic, social, or physical environments.

Read slide and ask if there are questions

Ask students to identify a few environmental changes they have seen before continuing with examples.
Environmental Example

- Extending park trails to increase access to physical activity and make communities more walkable and/or bike friendly.

Read slide and ask if there are questions
Environmental Example

• Starting farmers markets or a community garden to improve access to fresh fruits and vegetables

Read slide and ask if there are questions
Environmental Example

- Posting signs in school cafeterias to promote healthy and locally grown food options

Read slide and ask if there are questions
Environmental Example

- Posting mile markers on trails and other areas for physical activity

Read slide and ask if there are questions
Definition of System Change

• Changes to the formal and informal components of a system to alter the way it provides a service or product.
• Types of systems:
  – Schools, transportation, parks and recreation

Read slide and ask if there are questions

Ask students to identify a few policy changes they have seen before continuing with examples.
System Change Example

- Agreements between schools and the community that let the community use school grounds after school hours

Read slide and ask if there are questions
System Change Example

- Worksite Wellness programs that encourage employees to be active, by providing rewards for employee physical activity, such as paid time for non-work-related exercise, onsite fitness areas at work, and reduced fees for health club memberships.

Read slide and ask if there are questions
Invite all participants to the front of the room, read the question and ask them to stand along the ruler by the number they think they are. You will be forming a human ruler.

**Script:**

On this scale, with zero being not at all confident to help your community make changes to be physically active, and 10 being very confident to help your community make changes to be physically active, which point best reflects how confident you are that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity?

After participants have all decided which number they are, ask for a few volunteers who are on different parts of the ruler to share their number.

Why did you chose a # (the number they chose) and not a # (lower number than given)? *Example: If the person chose a 5: Why did you chose a 5 and not a 3?* What would it take for you to become a # (higher number than given)? *Example: If the person chose a 5: What would it take for you to become a 7?* After a few volunteers have shared, ask participants to sit back in their seats.
Pedestrian Fatalities

Can you think of a child or adult in your community that was injured or killed by an automobile while being physically active?

“Few pedestrians have ever injured a motorist in an accident. We need streets and spaces to be safe for all.”

Script: If we haven’t convinced you yet that policy improvements, systems and environmental changes are important please consider this question.

The strength of community health workers is sharing these kind of stories.
These deaths could NOT have been prevented by:

- Health screenings
- Health education
- Doctor’s visits
- Counseling

**Script:** Community health workers are often focused on educating and working with people on an individual level. But these deaths could not have been prevented by health screenings, health education, doctor’s visits, or counseling.
These deaths COULD have been prevented by:

• Policies that support physical activity.
• Environmental changes that support physical activity.

Script:

• Many pedestrian deaths occur as youth and adults are walking or cycling in communities that don’t have the infrastructure and policies to support it, such as protected bike lanes, more crosswalks, better lighting, speed limits, etc.

• We often think the only way to improve health is through education or access to healthcare.
**Defining Problems: Individual and Policy/Systems/Environmental**

<table>
<thead>
<tr>
<th>Individual Level</th>
<th>Policy, Systems, and Environmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I don’t feel safe walking in my neighborhood with the stray dogs.</td>
<td>• Animal policies do not exist in my community or they are too lenient.</td>
</tr>
<tr>
<td>• I’m afraid I’ll get hit by a car because there are no sidewalks.</td>
<td>• City planners and other stakeholders need to create ordinances requiring sidewalks on new streets as well as adding sidewalks to the old streets.</td>
</tr>
<tr>
<td>• There is no place close to my house for my family to be active.</td>
<td>• The school systems have policies that lock up the playgrounds after school hours.</td>
</tr>
</tbody>
</table>
Script: Now let’s think of some examples from our own community. Can you identify a problem from both perspectives?
**Script:** Now we are ready for an activity. We are all going to pretend to be citizens a fictitious city called Unhealthy, Texas.

*The trainer will role play a facilitator at a community meeting.*

*Community Health Workers will role play community members.*
Read this to participants and refer to the map to help them with a visual of the city.

Script:

- Unhealthy, Texas is a medium-sized city which is split into different areas, the north end and the south end.
- The resources available are different in each end. The majority of parks, sidewalks, and recreational facilities are in the north end of the city. There are some nice trails in this area, but they don’t connect to other areas of town.
- The south end has the reputation of being more dangerous. There are abandoned houses and vacant lots. This area has few parks and playgrounds. There is a busy highway that cuts through the south end with lots of truck traffic. There are railroad tracks that run through the south side, but train use is scheduled to shut down in the next year.
- There are schools with playground areas in the north and south ends, but the gates are locked after school hours and the residents are not allowed to use the areas.
- The bus system throughout the city is reliable but doesn’t reach the large manufacturing plant where many on the south side work.
- The north end has a nice grocery store with fresh fruits and vegetables; however, the south end has only a convenience store.
Script: With this community in mind, let’s discuss these questions as a whole group.
For this part of the activity, you will need to use the Unhealthy, Texas Board Activity Sheets in the trainers manual, please set them up in the same manner as the slide. If you are in a room where there is a pull down projection screen you could shine this image onto the wall behind the projector and do the activity there or just create it on another wall in the training room. This activity will be continued throughout the training, so it is important to have it set up in an area that won’t be disturbed.

Script: We will be using this activity throughout the day and referring back to our fictitious city, Unhealthy, Texas. For the purpose of this activity, this half of the room is from the north side and this other half is from the south side. Divide the room into two groups. Right now we are going to break into small groups. In your small groups please discuss some barriers to physical activity that the community members of Unhealthy, Texas face in your part of town. Please write these barriers on the cards or sticky notes that will be given to you. When you are ready bring them up to the board and stick them underneath the header of “Barriers to Physical Activity” under the appropriate North or South side header.

After the groups have finished, sort the cards into related groupings and place them in groups on the board.
Create concise but complete header cards for each final group. The header should capture the essential link for all of the cards below it.

Debrief the exercise: What are the headers telling us? What is suggested? Discuss any links that may be seen between headers.
We are now finished with the Communities Can Change section, let’s review some of the things we learned:

• A community’s unique cultural features should influence how change happens.
• A community’s environment can be modified.
• Policy, systems, and environmental approaches create long-term change toward healthier communities.

Script: We are now finished with the Communities Can Change section, let’s review some of the things we learned:

• A community’s unique cultural features should influence how change happens.
• A community’s environment can be modified.
• Policy, systems, and environmental approaches create long-term change toward healthier communities.
What are your community’s current resources that promote physical activity?

What policy, system, or environmental change can be made in your community to improve physical activity?

Script: Thinking back to the section “Communities Can Change,” please think through these questions:

- What are your community’s current resources that promote physical activity?
- What policy improvement, systems or environmental change can be made in your community to improve physical activity?

If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.
Script: With all this talk about needing to move more… let’s move with a short activity break!

Let’s take 10 minutes to do an Instant Recess. Instant Recesses introduce short activity breaks throughout your day. These can be done at work, at school, at church, in the library, or at sporting or cultural events. Check out http://www.instantrecess.com/ for some free tools to help you get started.
Switch to

Consider What Works

PowerPoint
Script: In this section, we will be talking about why we should Consider What Works when choosing what to do next and what it could look like in our communities.
In this section we will learn to:
  • Identify evidenced-based strategies to support increased physical activity in your community.
Why look at past examples?

- Evidence-based strategies have been shown to work in scientific studies.

**Script:**
- Evidence-based strategies have been shown to work in scientific studies.
- Using them means you are using the best approach.
- Why “reinvent the wheel” if there are programs and approaches that are shown to work.
Use evidence-based strategies instead of:

- Trendy
- Cost effective
- Quick fixes
- “We’ve always done it this way”

**Script:** Instead of using trendy, cost effective, or quick fix strategies look for ones that have been shown to work in multiple places and with multiple groups. This way you make the most of your resources and money and engage the community effectively. There may be good programs and strategies that work, but if they have not been evaluated it is harder to know if they are really making a difference.
The Community Guide summarizes research from programs all over the nation. It tells which strategies work and determines the effectiveness of the programs. It is a resource that gives examples of evidence-based strategies that have been shown to work all over the nation.

The Community Guide is only in English and can be used and shared with decision makers, your coalition, or community leaders to help guide your actions to:

- Identify what laws and policies promote public health and at what cost
- Draft evidence-based policies and legislation
- Justify funding decisions and proposals
- Support policies and legislation that promote the health of their communities and improve policies and legislation that do not
Script: The State of Texas has a website in English and Spanish that has useful examples of programs and evidence-based strategies that have been proven to increase physical activity and health.

Click on the link within the slide to open in an internet browser. Use the pull-down menus and check marks to complete the form and click “Get Directions” to show the content of the website.
Examples of Evidence-Based Strategies

Script: In the following slides we will be talking about examples of evidence-based strategies and how to make them happen in your community.
Strategy #1: Expand Opportunities to be Physically Active at Existing Locations

- Increase access to existing public facilities and spaces year round for physical activity at free or low-cost.
- Increase programs for physical activity.
- Close streets at certain times to provide a community space for recreation and fun.
- Provide year-round access to physical activity facilities such as parks, trails, recreation areas, and bike share programs.

Script:

Funding:

• Look for free spaces first, churches and schools may be willing to cover the electricity for the time you’re there if it reaches their church members or children’s families.
• Work with your City Parks and Recreation Department to discuss low-cost options for additional programming.
• Parking lots can be a great space on weekends or evenings, when cars are not parked there.

What to do:

• Assess the needs of your community and discuss them with community, county and city leaders.
• Speak with coalitions and the city council about improving trails and posting signs, such as walking maps and mile markers, in the community, as well as bus routes to public facilities.
• Access public school gymnasiums or grounds, universities, malls, parks, recreational trails, bike-friendly streets and community recreation centers.
• We are not building new facilities, we are simply changing how we use them by expanding the hours, access, and offering more programs (classes, teams, etc.)
An option to make the next few slides more interactive is to have the trainer introduce the strategies and have groups of community health workers present the examples in groups. This may take a little longer though. If you choose to do this, create groups and pass out the examples to the groups, they can also add examples they have seen in their own communities that relate to each strategy.
Script: Churches, schools, and parks are providing space for their area residents to have the opportunity to exercise in neighborhoods where residents didn’t have the opportunity before. The classes came about because community health workers identified a need. Community health workers were telling people to exercise, but the people had no where to go.

• These classes are provided free of charge and are led by CHWs and volunteers.
• CHWs worked with neighborhood churches, schools and community centers to get free space and advertise.
• CHWs attended training to become certified instructors.
• CHWs recruited volunteer instructors from the gyms and the University.
• Hundreds of people attend their daily classes.
• The community response to these classes has demonstrated to the City Parks and Recreation Department that as opportunities for physical activity expand, more people become active.
• Joint Use Agreements are used to share the space; this is a formal agreement between two separate entities, this time between a school and a church, that sets the conditions for shared use of a property or facility.
SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.


**Example 2: Cedar Brook Elementary School in Spring Branch, Texas**

SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.

The first step to having your community school participate in the SPARK program is to have the principal send a letter of interest requesting a SPARK Park. Schools in areas most in need of park development are usually the first ones selected to participate. The neighborhood must demonstrate a willingness to help plan and fund the SPARK Park.

*Play the youtube.com video if you have internet access.*
Example 3: San Antonio Síclovía (Open Streets)

Script:

• Open Street days are occurring all over the country as a way to encourage people to go outside and be physically active. These events pull people out of their homes and back onto the streets. They turn downtown streets into a safe, fun place to walk, jog, bicycle, and enjoy the outdoors. Some cities call these Open Street days a Ciclovia, named after the original program that started in Bogota, Columbia over 30 years ago. Bogota shuts down 80 miles of streets every weekend for their Ciclovia.
• San Antonio is one of the cities in Texas to adapt this project and call it a Síclovía.
• More than 40,000 people biked, skated, ran, walked or wheeled their way up and down the two-mile stretch of Broadway Street.

Funding:
The City of San Antonio through the San Antonio Metropolitan Health District received the Communities Putting Prevention to Work (CPPW) grant from the American Recovery & Reinvestment Act (ARRA) to address obesity in Bexar County.

To address obesity, CPPW initiatives seek to increase physical activity and improve nutrition in the community by implementing strategic, evidence-based policy improvements, systems and environmental changes. Strategies include creating and implementing social marketing, providing safe, attractive, accessible places for activity, and protecting “vulnerable users.”
Discuss how you would make this happen?

Continue the discussion
Strategy #2: Create streets that are safe and accessible everyday

– Get your community to provide street access for **all** users, including pedestrians (wheelchairs, strollers), bicycles, buses, and cars.

– Connectivity, visually pleasing, and connected to places people want to go

**Script:** Sometimes this is called “complete streets.” Complete streets is the concept of creating streets that are safe for everyone to use, walkers, bikers, and drivers. One way of doing so is by making the road for one-way traffic, lower the speed limits, put in off-street parking, create bike lanes, and put sidewalks and crosswalks in places people will use them.

**Funding:**
- Most cities do this in phases as they do regular maintenance on streets.
- Use the Safe Routes to School infrastructure grants programs for such improvements.
- Most cities do this in phases as they do regular maintenance on streets.

**What to do:**
- Organize neighbors, churches, school groups and contact the city council and local government officials and suggest Complete Streets programs and policies for your community.
- Attend city council meetings and speak in support of this effort.
- Get involved in your neighborhood association and work to develop and improve pedestrian and bicycle safety measures.
Example 1: Improve sidewalks, crosswalks, bicycle paths

Make walking, biking, and using mass transit the easy thing to do.

Safe Routes to School

http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Script:
In 1969, 48% of children 5 to 14 years of age usually walked or bicycled to school. In 2009, only 13% of children 5 to 14 walked or bicycled to school.

Funding options:
Use the Safe Routes to School infrastructure grants programs for such improvements.
Most cities do this in phases as they do regular maintenance on streets.

What to do:
• Ask local businesses and organizations in your community to offer bike racks close to their buildings.
• Ask local transit authorities to ensure bike racks are available on buses.
• Form family walking programs within your neighborhood or community.
• Form healthy competitions within your community to track and compete for the most mileage logged through walking, jogging or biking.
• Seek donations, such as bikes and helmets, from local businesses.
Script:

• Team Better Block along with volunteers and city staff realigned the four lane block of Grand Avenue and converted the roadway to make room for a wide pedestrian walkway, on street parking, and maintained two lanes for vehicle traffic.
• The overall effect created a safer street which accommodate pedestrians, and slowed vehicle traffic to turn the area into a destination.
• Intersection enhanced to direct pedestrian traffic while giving the area a walkable feel.
• This is a temporary project that usually lasts for one day. This allows communities to experience what their neighborhood could look like with the intent to get business owners, city officials, and residents to make improvements.
Script:
Funding: The City of Houston received federal funding for bike and pedestrian projects. They have also collaborated with a variety of local groups to make it happen, such as Texas Department of Transportation’s Houston District, the Metro system, government officials, cyclists, and transportation professionals.

Results:
The City of Houston offers over 300 miles of interconnected bikeway network spanning across 500 square miles. The network includes bike lanes, bike routes, signed-shared lanes and shared-use paths, commonly referred to as ‘hike and bike’ trails, which includes rails to trails, and other urban multi-use paths. In addition to these bicyclist transportation facilities, there are over 80 miles of hike and bike and nature trails found in the City of Houston parks. In addition, Harris County and many municipal utility districts have constructed over 160 miles of bikeways within the City limits.

The top photo here is of an unprotected path, there are marked areas for the bikers, however, nothing is preventing the car from driving in the bike lane. In the bottom photo, taken in New York City, shows a protected path. The bikers are protected from the moving traffic by a row of parked cars and shrubbery. The pedestrians are even further protected from the bikers and the cars.
Discuss where some places are in your community that could benefit from improved sidewalks, crosswalks, and/or bicycle paths? How?

Have the participants discuss where the community could benefit and how it would benefit from these changes.
Strategy #3: Increase awareness to encourage physical activity in places where people make decisions

– Place posters encouraging stair usage, signs that mark distance, and maps of walking routes to help people decide to be more physically active.

– Create awareness of parks by adding signs that tell the activities the park has to offer, for example swimming, biking, camping, or fishing.

Script:
Funding:
This can be one of the easiest and cheapest strategy to encourage community change.
Ask businesses to provide the printing materials and look for spaces that are not being used to post the signs.

What to do:
Ask your neighbors to volunteer to post signs in the neighborhood and community.
Work with your employer, schools, church, or businesses to post the prompts.
Work with Parks and Wildlife programs to post signage along a road and within their parks to draw people into the parks and let them know what activities are available there.
Script: The Learn to Love it Healthy Living Campaign was started by individuals who wanted to encourage physical activity and healthy eating in their community. They took photos of people being active around the community and created a poster with the photo and a quote from the active person.

They collaborated with the City Health Department for printing and asked at the local mall to place the signs wherever available advertisement space existed. When someone pays for the advertisement space the signs will be taken down and moved to another spot that hasn’t been paid for yet. The mall is a great place to place signs encouraging individuals to be active.

This mall has also put in tracks and mile markers around the inside of the mall for individuals who are looking for a cool, comfortable place to walk. Other buildings have put mile markers around their parking lot for their employees or community members to walk.
Script: Now we’re back to Unhealthy, Texas.

*Use this script below as a reference if participants have questions about the city.*

- **Unhealthy, Texas is a medium-sized city which is split into different areas, the north end and the south end.**
- **The resources available are different in each end. The majority of parks, sidewalks, and recreational facilities are in the north end of the city. There are some nice trails in this area, but they don’t connect to other areas of town.**
- **The south end has the reputation of being more dangerous. There are abandoned houses and vacant lots. This area has few parks and playgrounds. There is a busy highway that cuts through the south end with lots of truck traffic. There are railroad tracks that run through the south side, but train use is scheduled to shut down in the next year.**
- **There are schools with playground areas in the north and south ends, but the gates are locked after school hours and the residents are not allowed to use the areas.**
- **The bus system throughout the city is reliable but doesn’t reach the large manufacturing plant where many on the south side work.**
- **The north end has a nice grocery store with fresh fruits and vegetables;**
however, the south end has only a convenience store.
Script:
Break into small groups. Look at the barriers you came up with within the first part of this activity. Now use the evidence-based strategies we have learned about to address the barriers to physical activity.

In your groups, choose one evidence-based strategy and write it onto a card or self-stick note. Bring them up to the board and stick them on underneath the header “What Works.”

We will then get back into the large group and share the strategy you picked and why.

*Post all of the cards and self-stick notes on the board and save for the rest of the activity in the Prioritize Strategies section.*
We are now finished with the Consider What Works section, let’s review some of the things we learned:

- Evidence-based strategies should be used.
- PlanHealthyTexas.org is a great resource to help you take steps toward using evidence-based strategies.
- There are several strategies that you can implement with partners in your community.

**Script:** We are now finished with the Consider What Works section, let’s review some of the things we learned:

- Evidence-based strategies should be used.
- PlanHealthyTexas.org is a great resource to help you take steps toward using evidence-based strategies.
- There are several strategies that you can implement with partners in your community.
Switch to

Community Assessments

PowerPoint
Script: In this section, we will be learning about Community Assessments.
Community Assessments: Learning Objectives

• Identify ways to determine gaps and assets which influence physical activity in your community.

Script: In this section we will learn to:

• Identify three ways to determine gaps and assets which influence physical activity in your community.
Power of a Community Assessment

- Assessments provide evidence to:
  - Improve a policy
  - Change a system
  - Enhance the environment
- Multiple assessments can better examine an issue and involve the community in:
  - Helping to collect data
  - Helping to generate meaning
  - Helping to share findings and create action plans
- Assessments can be targeted to specific “problem areas.”

Script: A community assessment is powerful. It provides evidence for the need to improve a policy, change a system, or enhance the environment. We can use multiple assessments to examine an issue, each assessment tool helps us to look at different aspects. These assessments can be used to engage the community in the change effort. They can help collect data, help generate the meaning and help to share the findings and create an action plan. Assessments can be targeted to look at specific “problem areas.”
Script: Now that we have defined what community is, let’s make sure we look and listen within our communities for answers to questions like this: “Why is there a lack of physical activity in your community?”

We can’t answer this question on our own…even when we think we can. We need to hear others’ perceptions.

There are a variety of simple ways to hear from your community, these include:

• Observations
• PhotoVoice
• Walkability/Bikeability Audits
• Discussion Groups
• Surveys

We will be learning about each of these ways.
Observations

- Allows you to gather clues and generate conclusions about specific places or experiences.

Script: Some examples include:
Selecting various street corners to watch the ease or difficulty with which pedestrians can cross streets or move around in this area. “Windshield tours” make visual observations of a neighborhood or community while driving.
### Observations

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relatively inexpensive</td>
<td>Provide only an overview of community</td>
</tr>
<tr>
<td>Efficient</td>
<td>Require closer observation to identify previously unrecognized assets/issues</td>
</tr>
<tr>
<td>Can be conducted on foot</td>
<td></td>
</tr>
</tbody>
</table>

**Script:** All of the ways we can look in and listen to our communities have advantages and disadvantages. You will need to evaluate each way for yourself weighing the pros and cons for your group and community.
Script: This is a great way to get youth and adults involved in an active way in their community. PhotoVoice combines teaching participants (youth or adults) how to take good photos and then gives them a camera and a topic. For instance, “take photos of things in your community which prevent physical activity.” After the participants have taken the photos, they are printed out or developed and the participants write captions for their favorite photos. The captions should describe why they took that photo and what in the photo impacts their lives. Participants can discuss these photos with community members and often set up a photo gallery.

Community members view and discuss the photos and any solutions for change. This works well for introducing issues to local government officials. It is a tangible way for community members and decision makers to see the issues faced by members of their community.
Physical activity in your community is...

“Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn’t locked up by my house.”

**Script:** This is an example of a PhotoVoice photo. The student was asked to take photos of where they saw physical activity in their community. This student took this photo and wrote that “Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn’t locked up by my house.”
There are advantages and disadvantages to PhotoVoice as well.

**Script:**

**Advantages**
- Describes the community from the viewpoint of those who live there
- Records their community’s strengths and concerns
- Promotes dialogue and knowledge about community issues

**Disadvantages**
- Can be complex due to the volume of information
- Requires photo release form
- Can be expensive to print photos
Walkability/Bikeability Assessment

• Designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful.

Script: We can also use Walkability/Bikeability Assessments to learn about our communities. These assessments are designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful.
Walkability/Bikeability Assessment

Advantages
- Examination of the walking/biking environment
- Can also be performed at different stages of development including planning and designing, construction, and on completed or established facilities or walking/biking environments

Disadvantages
- Inexperience in conducting walkability/bikeability audits
- Can be time-consuming

Script: There are advantages and disadvantages to Walkability/Bikeability Assessments as well.
Script: Here are two examples of assessments. We will use the walkability checklist at the end of this section as we walked around the area here. These assessments put the focus on the environment and help us to develop coalitions around specific areas that people want to be walkable or bikeable.

These are in the resource section of your binders.
Discussion Groups

- These small groups of 8-10 people gather information and opinions of the participants and are guided by a trained facilitator.

**Script:** Discussion groups involve gathering information and opinions from a small group of people (8-10 per group). They often provide insights that might not come out in interviews.
Discussion Groups

**Advantages**
- Can assess body language
- Observers can be present without distracting participants
- Can be recorded to share with others who couldn’t attend through quotes
- Can be done at natural gathering places for example churches and schools

**Disadvantages**
- Responders are not anonymous
- Logistical challenge in rural areas or small towns

**Script:** There are advantages and disadvantages to discussion groups as well.
Postal Survey

• Mailing self-completion questionnaires to a selected group of people.

**Script:** Surveys provide a great way to potentially get some basic information from your community. They can be sent out in the mail, asked over the phone, or in person. Each way has advantages and disadvantages.
Postal Survey

Advantages
- Relatively inexpensive
- No interviewer training required

Disadvantages
- Suitable for short and straightforward questions
- Data collection takes a long time
- Relatively low response rates
- Moderate literacy level required

Read slide.
Telephone Survey

• Collecting information from a group of the community with a standardized questionnaire by telephone.

Read slide.

Point out the example of a telephone survey that is in their tools section.
Open-ended questions are questions that can't simply be answered with a yes or no response. For example an open-ended question could look like this: tell me about the sidewalks in your neighborhood. A close-ended question could be: do you have sidewalks in your neighborhood. A closed-ended question tells you if the person has sidewalks in their neighborhood, but an open-ended question may tell you the condition or size of the sidewalks, where they are in, and if people use them.
Face-to-face Survey

• The interviewer travels to the respondent’s location to conduct a personal interview.

Script: The interviewer travels to the respondent’s location to conduct a personal interview. This could be at someone’s home or other quiet place such as a library or community center.

There are sample physical activity surveys provided at the link within this slide.
Face-to-face Survey

**Advantages**
- Minimizes missing data
- Allows physical measurements and direct observations
- Minimizes literacy level issues

**Disadvantages**
- High likelihood of socially desirable responses
- Time-consuming

*Read slide.*
Web-based Surveys

- A group of individuals are invited to participate in completing an online survey, their responses are submitted and tracked electronically on the Internet.
- Social media (Facebook, twitter, blogs, etc.) can be a great way to get web-based surveys out.

Read slide.
Web-based Surveys

**Advantages**
- Can be relatively inexpensive
- Relatively quick method of data-collection
- Lets people participate from where they are on their own time

**Disadvantages**
- Basic computer skills required
- No information on people who do not participate

Read slide.
Tools for Web-based Surveys

- www.SurveyMonkey.com allows you to create your own surveys for free and email the link to participants or post them on a webpage or social media site.

**Script:** A free and easy to use tool for creating and sending web-based surveys is www.surveymonkey.com. You can create 10 question surveys and receive responses from 100 people with a free account.
**Where to look for tools?**

- University of Kansas Community Toolbox
  (http://ctb.ku.edu/en/default.aspx)
  - Creating and Maintaining Coalitions and Partnerships
  - Analyzing Problems
  - Developing Action Plans
  - Developing an Intervention
  - Advocating for Change
  - Influencing Policy Development
  - Evaluating the Initiative
  - Sustaining the Work

- [www.activelivingresearch.org](http://www.activelivingresearch.org)
  - Walkability/Bikeability Assessment
  - Park Observation Forms
  - Physical Activity Assessments
  - Urban and Rural Physical Activity Assessments

**Script:** The University of Kansas Community Toolbox is a helpful website that will give you templates for everything from assessment to community meetings and events.

Active Living Research can provide you with some samples of different assessments as they relate to physical activity.

*If there is internet, click on the link on the bottom of the slide to briefly show the website.*
Where can I find local data?

- Texas Department of State Health Services
  [http://www.dshs.state.tx.us/](http://www.dshs.state.tx.us/)
  (Go to “Health Data”)

- County and City Health Departments

- Local Universities
  (Nursing/Public Health/Kinesiology/Education/Policy departments)

- Hospitals and Clinics

- United Way

- Community/non-profit Organizations
  (Individuals who write grants and may have local data)

Script: Local data is powerful. Here are other places you can find local data:
- Texas Department of State Health Services website
- County and City Health Departments
- Local Universities, look for a variety of departments depending on what you are looking at
- Hospitals and Clinics
- United Way
- Community/non-profit organizations
Statistics and Stories

• Results can be presented simply.
• Highlight comparisons to national and state findings, ask these questions when looking at the data:
  – What is the obesity level in my community compared to the rest of the state or nation?
  – What percentage of my community are meeting the physical activity recommendations?

• Combine the data with your own stories.
  – Your personal stories are very important.
  – They have a huge impact on their own, but with a few simple statistics they can have an even larger impact.
**Script:** This image shows the percentage of people in each county who are physically inactive. The CDC defines a person as physically inactive if during the past month, other than a regular job, he or she did not participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise. Let’s find our county on this map, which percentage category is it in? What is the percentage in some of the surrounding counties? Is your county more active or less active than other surrounding counties?

We can use this map to compare our county to other surrounding counties and state data on physical inactivity.

You can also use the maps from earlier, in the section “The Issue,” to compare your state with other states.
Script: Now let's think about our own communities. Take out this paper out of the resource section in the back of your binders and use the back side to create a map of your own community. This can be the city as a whole or a smaller neighborhood that you are familiar with. Think about the following:

- Schools, parks, playgrounds
- Sidewalks, crosswalks, street lights
- Bus stops
- Grocery stores
- Churches
- Major roads
- Housing (apartments, condos, houses on larger lots, vacant lots)

This activity can be done to “collect data” from your home communities. This is another way to learn about your community and its resources and the community’s perceptions.
Community Assessments: 
*Key Point Recap*

- Use any or all of the previous ways to look at your community.
- Think about what methods will work best for your community, all methods have positives and negatives.
- Don’t forget to ask your community what they want!
- Have community members help lead the assessment.
- Specific, local stories and evidence can help to make the case.

**Script:** We are now finished with the Look and Listen section, let’s review some of the things we learned:

- Use any or all of the previous ways to look at your community.
- Think about what methods will work best for your community, all methods have positives and negatives.
- Don’t forget to ask your community what they want!
- Have community members help lead the assessment.
- Specific, local stories and evidence can help to make the case.
In advance, plan where to walk to evaluate an area, either walking to a grocery store or a route for physical activity. Use the walkability assessment tool to assess how walkable this route is.

**Script:** With all this talk about needing to move more… let’s move with a short activity break!

Let’s take a 10 minute walk outside, look at your surroundings while you walk and talk with others about what you see. We will use the Walkability Checklist in the resource section of your binder so we can learn more about the area we will be walking in.
Switch to

Partners

PowerPoint
Script: In this section, we will be talking about how we can partner with others in our community for a common goal.
In this section we will learn to:

- Identify potential community partners to work with to create an active community.
- Practice techniques to increase confidence in and ability to engage community partners and grow active communities.

**Script:**

In this section we will learn to:

- Identify potential community partners to work with to create an active community.
- Practice techniques to increase confidence and ability to engage community partners and grow active communities.
What is a coalition?

• A coalition is a group of people taking action together to reach a common goal.

SCRIPT:

• No single person, group, or program can reduce or prevent overweight and obesity alone, but together we can work to reduce the obesity epidemic through policy improvements, systems and environmental changes.
• Individuals and organizations can work together on issues such as obesity prevention, physical activity and nutrition policies and community development by forming collaborations or coalitions.
What coalitions already exist in your community that are focused on health?

Are community health workers already a part of these?

Script:

- Natural groups: groups that are already formed with a common purpose; groups you may already be associated with
- Community Health Worker Associations
- School PTA’s/Parental Involvement Groups
Why would you have a coalition?

- Sets priorities based on multiple perspectives
- Has subcommittees allowing for lots of work to be done
- Decisions are shared by more people
- Decisions made in coalitions can reach broader networks
Diverse Representation

• Coalitions should represent:
  – Different neighborhoods
  – Cultural groups
  – Faith-based organizations
  – A mix of ages
  – All genders
  – All abilities

Script:
• Leadership teams should include representatives from different neighborhoods and/or cultural groups, including faith-based organizations, will be more able to reach more of community.
• Understanding how to reach various neighborhoods and cultural groups is a critical part of improving the health of the whole community.
Script: Choosing your team is much like picking players for a band or orchestra. There are a variety of different roles that must be filled with a diverse team representing multiple sectors and may vary based on the issues. Inviting a diverse group of people to join your coalition will give you partners with a variety of skills and contacts. Let’s look at some of these partners. We also have to consider what will engage them long-term.
Always Changing

- Coalitions change:
  - Depending on the task at hand.
  - As priorities change.
  - As the project grows.

Script:
- Our team will need to change depending on the task at hand. New coalition members may need to be added as priorities change.
- Much like a music group, changes depend on the music selected. A string quartet will not include a trombone player as his skill set is not needed.
- We want to always be thinking of who may be missing from the coalition and invite them to join.
Businesses

- **What they contribute:**
  - Advertising.
  - Awareness in the community.
  - Aligning their products to physical activity.

- **Interests in common:**
  - *Increasing employee wellness.*
  - *Reducing health insurance costs and increasing employee productivity.*

**Script:** Thriving communities are good for business and help larger corporations attract high quality employees.

*Read slide.*
Faith Communities

• **What they contribute:**
  – Space.
  – Access to congregation.
  – Desire for mind, body, and soul wellness.

• **Interests in common:**
  – *Belonging and connection.*
  – *Building character.*
  – *Enhancing opportunities for service.*

**Script:** Many religious communities are committed to making the world a better place for children, developing youth leadership, and making a difference at the local level. Faith communities are connected to communities. These groups are often active and interested in social change and community service.

*Read slide.*
Health Care

- **What they contribute:**
  - Facilities.
  - Trained people with a passion for health, expertise in measuring improvement, access to local statistics about the community.

- **Interests in common:**
  - *Improving health outcomes.*
  - *Connecting the community to services during patient visits.*

**Script:** Health care providers are connected to the community. Health care providers bring power as well as special expertise to the table.

*Read slide.*
Decision Makers

- **What they contribute:**
  - Power to create solutions.
  - Understanding of the policy process.
  - Connections between economic development and planning.

- **Interests in common:**
  - *Interest in a vibrant community.*
  - *Enhancing community connections.*

**Script:** Decision makers want solutions. Mayors, county/city/town/village boards and their committees and staffs, state legislators and their aides are all interested in being involved in winning solutions. Decision makers are critical to creating sustainable change.

*Read slide.*
Schools

- **What they contribute:**
  - Facilities and a functioning system of personnel with expertise on reaching children and their families
    - School nurses
    - PE teachers
    - Health teachers
    - Human Resources
  - Policy making power

- **Interests in common:**
  - Producing whole, healthy individuals.
  - Implementing physical education as a part of curriculum.
  - Using neighborhood facilities (athletic fields, gyms, swimming pools, playgrounds).

**Script:** Schools want health and productive communities too, which start with their students and employees.

*Read slide.*
Departments of local cities and counties have access to resources, policies, and ordinances that can positively influence the health of the community. For example, a city planning department can set policies about development like requiring sidewalks and green spaces that can increase physical activity. A health department can push for city non-smoking ordinances.

**Script:** Departments of local cities and counties have access to resources, policies, and ordinances that can positively influence the health of the community. For example, a city planning department can set policies about development like requiring sidewalks and green spaces that can increase physical activity. A health department can push for city non-smoking ordinances.

*Read slide.*
Community Members

- **What they contribute:**
  - Community members have voting power.
  - Volunteer base.
  - Different areas of expertise.
  - Valuable opinions about what should be done and how to sustain it.

- **Interests in common:**
  - *Creating a trust and connection in communities.*
  - *Building a safer, desirable community.*

**Script:** Community members have voting power and a voice. Work with community members to create active communities through information, instruction, and access to places and spaces for physical activity.

*Read slide.*
Script: We are now going to play the game Guess Who? I will need 4 volunteers who are willing to come up to the front of the room. I will be asking these 4 volunteers to turn away from the screen, a coalition members role will be shown on the screen and each volunteer will have 3 questions they may ask to determine who their role is.
Use this slide to set the scene for the Game. This is the background for a coalition you are pretending to start and are trying to get the right members for. Please read this slide aloud to the participants before continuing.

Invite 4 people to the front of the room. The 4 volunteers will turn with their backs to the presentation slides and should be asked to not turn around. Give the 4 volunteers a list of the questions they should use (the same ones the rest of the group will see on the screen). The slide behind the volunteer has a potential coalition members role on it. The volunteer will ask the three following questions to the whole group, ask the group to respond to the questions to help the volunteer guess their coalition member:

• Why am I, as a coalition member, interested in improving physical activity?
• What type of power do I, as a coalition member, have in the community?
• How would I, as a coalition member, benefit from participating in your physical activity coalition?

Once you guess which coalition member you have, be prepared to present to the rest of the group along with a sentence you could use to ask them to be a part of your coalition.
Guess Who? Questions

• Why am I, as a coalition member, interested in improving physical activity?
• What type of power do I, as a coalition member, have in the community?
• How would I, as a coalition member, benefit from participating in your physical activity coalition?

Read the slide aloud. These are the questions the 4 volunteers will have to ask, as the whole group responds with some answers, they can feel free to use some of the suggestions on the screen. Give a slip of paper with the questions on it to each volunteer, this paper with questions is in the resource section of your binder.
Invite 1 of the volunteers up to the front.

Instruct the volunteer to read one question at a time and have the audience answer with the tips on the slide and other things they think of.
Invite 1 of the volunteers up to the front.

Instruct the volunteer to read one question at a time and have the audience answer with the tips on the slide and other things they think of.
Invite 1 of the volunteers up to the front.

Instruct the volunteer to read one question at a time and have the audience answer with the tips on the slide and other things they think of.
Invite 1 of the volunteers up to the front.

Instruct the volunteer to read one question at a time and have the audience answer with the tips on the slide and other things they think of.
Guess Who?
Add another coalition member

- My coalition member is ____________, and this person should be involved in my coalition because:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Who in your community would be critical members of a coalition to increase physical activity?

What existing groups?
Which individuals?
What organizations?

**Script:** Remember before when we talked about the communities we are a part of. We will start with some key partners and continue coming back to talk about partners to determine who else we should add.
Who else…

- Community members who would benefit from improvements in policies, systems or environmental changes.
- Examples?

Script: Now let’s discuss this question as a whole group: “Who else would benefit from improvements in policies, systems or environmental changes which improve physical activity?”

Examples:
- Elderly
- Children
- Family
- People walking pets
- Youth would have a place to play
Script: We are now finished with the Partners section, let’s review some of the things we learned:

- Coalitions should consist of a diverse group of individuals who have a variety of skills and backgrounds.
- Remember to include:
  - Community members
  - Businesses
  - Faith communities
  - Health care
  - Decision makers
  - Schools
  - City and county governments
Switch to

*Prioritize Strategies*

PowerPoint
Script: In this section, we will be learning to prioritize evidence-based strategies.
Script: In this section we will learn to:

- Prioritize evidenced-based strategies to support increased physical activity in your community.
Script: Let’s revisit this. Both individual and policy improvements, systems and environmental changes are important, but policy improvements, systems and environmental changes reach more people and can have a lasting impact.

Now that we have addressed the barriers to physical activity and looked at what some of the research says works, it’s time to see what we can improvements and changes at a policy, systems, and environmental level.
Script:
Now we’re back to Unhealthy, Texas.
**Script:** Thinking about our Welcome to Unhealthy, Texas Activity, what are some of the individual issues that you have created policy improvements, systems and environmental changes for?

Some examples will fly in, ask participants to give their ideas as well.
Now we have identified what prevents us from being physically active, listened to what our community wants, and learned about what works in other places, it is time to decide what we will change in our community. Part of the process of deciding what will be our priority is determining how important and doable the project is. We can ask ourselves these questions:

How important is it?:
- Is it a strategy that has been proven to work?
- Is it something the community really wants?
- Will it reach people who most need it?

How doable is it?:
- Do you have partners and resources to make this happen?
- Is it likely to continue on its own? (Are their organizations and individuals to maintain the project? Are there continued sources of funding?)
- Will it work within the culture of your community?
- Is it dependent on any larger change? (For example, if park renovations aren’t scheduled for another year and our project is changing an aspect of the park that will be redone next year, maybe the project should wait and another priority be chosen.)
- Are there any deadlines we need to be aware of?
Script: Let’s use these rulers to help us prioritize our cards/sticky notes from the previous “What Works” section associated with Unhealthy, Texas. We will first start with importance. Let’s rank this first card/sticky note on the diagram from less important to more important. *Use the questions on the previous slide to help the group come to a consensus.* Next let’s look at how doable this option is. Can you rank this card/sticky note on the diagram from less doable to more doable? *Again use the questions on the previous slide to help the group come to a consensus.*

Repeat this process with all of the cards/sticky notes. You may need to move some of the previous cards around as the group realizes some things are more or less doable or important than others.

Now that we have ranked all of the cards we can see the one/ones that are more important and more doable. This is the item that will become our priority. *If there is a tie for the top card, ask the group to vote.*
Script:
Now we can fill in our priority. We will be using this priority to develop our action plan.

Write the priority on the line labeled “Our Priority.”
**Script:** Now that we have decided what we would like to do, it’s time to start planning for how we will accomplish it.
Action Plans are Important…

- They tell you what to do next.
- They keep you on schedule.
- Tells you who is going to take the lead.
- Tells you how to measure success.

Read slide.
Script:
Now we’re back to Unhealthy, Texas.
Script: Let’s think back to our fictitious city, Unhealthy, Texas. Here we will be discussing a plan to act on our priority. Let’s use this table to create our plan. *Go to the next slide for the table.*
Let’s think about the next steps we will need in order to accomplish our priority. *Brainstorm as a whole group to fill in the next steps and other columns of the table.*

Creating an action plan is always a team effort. Share the work load and you will be able to accomplish more.

*Some examples of next steps may be to meet with a specific decision maker, find the city layouts, or find funding for the project. Help the group think through various next steps in their fictitious city.*
Prioritize Strategies:

*Key Point Recap*

- Prioritize strategies that are important and feasible.
- An action plan helps guide your team and helps them stay on schedule.

**Script:** We are now finished with the section Prioritize Strategies, let’s review some of the things we learned:
  - Prioritize strategies that are important and doable.
  - An action plan helps guide your team and helps them stay on schedule.
Script: With all this talk about needing to move more… let’s move with a short activity break!

Choose from a 10-minute aerobic exercise or another activity of your choice, make sure it lasts for 10 minutes. Zumba may be a good option for this activity.
Switch to

Take Action

PowerPoint
Script: In this section, we will be talking about how we can Take Action in our communities.
In this section we will learn to:

• Describe the characteristics of leadership that are important to influence public policy and create active communities.
• Communicate effectively with your community leaders and decision makers.
• Identify appropriate techniques to evaluate physical activity initiatives.

Script:
In this section we will learn to:

• Describe the characteristics of leadership that are important to influence public policy and create active communities.
• Communicate effectively with your community leaders and decision makers.
• Identify appropriate techniques to evaluate physical activity initiatives.
Decision makers play an important and influential role in shaping the environments in which children and adults live, learn and play. Through laws, regulations, appropriations and other policy tools, decision makers can:

- Encourage environments that facilitate walking, running and biking.
- Promote access to trails, parks and recreational facilities that support active living.
- Encourage the provision of nutritionally balanced meals in schools.
- Increase the amount of school time dedicated to high-quality physical education.
- Increase access to fresh fruits and vegetables in neighborhoods with few resources.
- Reduce healthcare costs by focusing on preventative measures.

Decision makers are individuals that have power to make decisions about policies, ordinances or laws that will effect our local community. They may be based locally, regionally or at the state or national level, but their decisions have some direct impact on communities and neighborhoods.
Script: Here are some examples of different positions and responsibilities in a local community. It is important to identify individuals who hold these positions and offices so we can begin to engage them in positive initiatives.

The term **built environment** refers to the man-made surroundings, such as buildings, parks, and transportation systems, sometimes it includes access to healthy food, such as farmers' markets and community gardens.
Script: Let's look at how a group of individuals in West Brownsville, stopped the development of a toll road in their neighborhood and are turning it into a walk and bike trail instead.
Neighbors Unite to Promote a Healthier Community Video Discussion

- What role did the community members of Brownsville play in stopping the toll road?
- What would be your first step to start a change like this in your community?

**Script:** Let’s discuss the movie we just watched as a whole group.
Script: We need to begin by talking about how do you engage decision makers in discussions about policy improvements, systems and environmental changes to improve physical activity.

We will cover:
1. who are the leaders to connect with for your issue
2. What information to provide
3. ways to communicate with them
Script:
Connect with decision makers and their citizens.
   Build a relationship.
   Know who the key players are and who to target.
Educate decision makers about new and important findings and changes in your community.
   Be able to provide data to talk about health issues in community.
   Identify specific policy goals and a realistic strategy to achieve them.
   Demonstrate community support.
Build ongoing, credible relationships.
   Use networking to connect and reach out to decision makers.
Script: Now that we know how to educate decision makers and inform them about the needs and desires of our communities, let’s learn about who our local decision makers are.

Refer to the handout associated with this slide called “Who are the decision makers in my area?”

Participants often ask about local, county, and state level decision makers. Here are some links if they have questions:

- [http://www.fyi.legis.state.tx.us/Zip.aspx](http://www.fyi.legis.state.tx.us/Zip.aspx)
- [http://www.dshs.state.tx.us/regions/default.shtm](http://www.dshs.state.tx.us/regions/default.shtm)
- Look up local city and county websites
How would you communicate this information?

- Communicate in a variety of ways.
- Prepare.
- Be concise.

**Script:** Some ways work better than others, but the most effective way to communicate and influence is usually in person. If that is not possible, phone call, emails, and other forms of contact can have an impact as well such as:
  - Written letters
  - Invitation to meetings
  - Petition
  - Media spots
  - Town hall meetings

You can get free media spots by inviting television channels to cover an event you are having.
Script: Think of someone you would want to share your elevator speech with. It can be hard to say what is important when you have a very short time period to speak with a decision maker. Preparing your “speech” is important, even if the conversation will be more informal. You want to grab the person’s attention, define the problem and communicate a solution in a matter of a few minutes. This can take some practice.

I’ll show you one first:

- Hi my name is insert your name here. I live in the community you represent and have three children who go to school in your city.
- Obesity is a problem in our city among our youth. One reason for obesity is the lack of physical activity. Kids in our city can’t get physical activity by walking to school because there are no sidewalks. I try to take my kids to school walking and we have to walk in the street. We have been nearly hit by a car too many times to count. As you know, recently, a mother of a child was hit and killed while walking their child to school.
- I want you to increase the funding for sidewalks each year so sidewalks can be built in the area around my children’s school and around other schools in our city.

You can use this when talking to:

- Community members
• Decision makers
Read through the entire handout (questions 1-3) with the participants and then have them break into pairs and practice, first preparing individually by filling in the handout and then practicing with their partner as if one is the decision maker and one is the person making the pitch.

**Script:** Here is an outline you can use to prepare for an opportunity to speak with a decision maker. Pretend you run into them on an elevator, or are given only a very brief appointment to speak with them. These speeches are important even if you can only speak with the decision maker’s secretary or staff. They too need to be influenced in order to gain access to the person who can ultimately help your cause or initiative. Prepare, prepare, prepare.
Script:
Demonstrate the difference between national or regional data and your community. Share data and opinions that you have collected from your community. Identify the issue your community is dealing with. Be concise and know your facts.
**Script:** Let the decision maker know why they should be interested in this issue and what you would like them to do, whether it is to support you at a town hall meeting, bring up the issue with other decision makers, or become a spokesperson for the community around this issue and its prevention.
Let’s Practice!

• Design your elevator talk and share it with a partner.

• Give feedback to your partner:
  – What is one thing they need to improve?
  – What was one thing they did really well?

Script:
• Use examples from your own community and issues your community faces.
• Tell real stories of families and individuals who are constituents of the decision maker or community leader with whom you are meeting.

Ask everyone to find a partner to practice their speeches with and ask them to give each other feedback. Give the first person 2 minutes and then switch to give the other partner 2 minutes to practice.
The Right Time

- In some cultures it might be uncomfortable to say this right away.
- How could we make the switch to this conversations?

**Script:** In some cultures I might be uncomfortable to make this speech right away. Let’s discuss how we could make the switch to this conversation.
Script: Let’s change gears here and think about the future now, how do we know if our program is working? *Take a few moments to discuss this as a group.* We are able to see changes in the community if we measure our success. It is important to know if our action is working so we can continue to gain support, and if it is not make important changes. This is called evaluation. Evaluation doesn’t have to be scary.

*There is a more extensive tool for evaluation in the resource section of the binder called the Physical Activity Evaluation Handbook if participants are interested in it.*
Barriers and Myths: Evaluation

• Evaluation is...
  – Too complex.
  – Something to do once and you can be done with it.
  – A whole new set of activities that we do not have time or resources for.
  – Not important because I know what is good for my community.

Script: Often evaluation is thought of as...
  • Too complex.
  • Something to do once and you can be done with it.
  • A whole new set of activities that we do not have time or resources for.
  • Not important because I know what is good for my community.

These are all barriers and myths. Evaluation does not have to be complicated and should be ongoing to see how the project is going over time. Evaluation can be done at the same time as many of the other activities and we have already learned how important assessments can be used to evaluate our communities thoughts, opinions, and desires.
Measuring Our Success: Evaluation

• Here are a variety of measures:
  – Pre- and post-tests examining change
  – Changes in minutes of physical activity and blood pressure
  – Observational strategies for environmental changes

• Use the initial assessment of need as baseline and then repeat to assess the change.

Script:
Here are a variety of simple measures you can use for evaluation:
  Pre- and post-tests examining change – earlier this morning we filed out a pre-test to see how much you knew about the topic today, at the end of the session we will be taking the same test as a post-test to see how much you have learned.
  Changes in minutes of physical activity and blood pressure – you can keep track of these in a log book.
  Observational strategies for environmental changes – when we went on the walk outside earlier, we used an observational form to keep track of the changes in our environment.

These measurements can demonstrate success and motivate your community to continue or do more. They can also show you what is not working.
It is important to measure your community before, during, and after your program.
**Script:** Bring the issues back to your group of community partners and ask them for suggestions and help. Measuring success (evaluation) will help identify problems before it's too late. Sometimes dealing with problems lead to new opportunities.
Take Action

Key Point Recap

- Decision makers are community leaders who hold multiple roles in the community and each one is able to make different changes.
- It is important to engage decision makers by creating ongoing, positive relationships.
- Do not forget to make sure your project is successful!

Script: We are now finished with the section Take Action, let’s review some of the things we learned:

- Decision makers are community leaders who hold multiple roles in the community and each one is able to make different changes.
- It is important to engage decision makers by creating ongoing, positive relationships.
- Do not forget to make sure your project is successful!
Switch to

Conclusion

PowerPoint
Script: This is the final section, we will be wrapping up the Your Health Matters: Growing Active Communities training.
Script: Even when all of the components of a healthy, active community are known, sometimes we still have to wait for the external elements to line up. We can use the analogy of planting a garden, we may have the seeds and dirt, but the seeds will not have a good chance to grow in a hurricane nor in a drought. We have to wait for or create a healthy environment for the seedlings to grow.

For policies, this may mean having to wait or nurture relationships until the time is more favorable for the desired change.

These three elements let us look at the aspects that surround a policy improvement, systems and environmental change, when they converge we have a much better chance of making changes in our communities. With only two of these elements a change is less likely to happen.
**Script:** Let’s look at examples of each of the external elements. This will help us to see how they all fit together to open a window of opportunity.

*Read slide.*
Recognizing “Windows of Opportunity”

Windows open and close frequently

Open Windows
• Time to take action

Closed Windows
• Keep working on identifying the problems, finding feasible solutions, and engaging decision maker

**Script:** Recognizing when the windows are open helps us know when to take action that will result in positive change. If the windows are still closed, it means it’s time to keep working on identifying the problems, finding feasible solutions, and engaging decision makers. We can use all of the resources we’ve learned to do this.
Apply what you have learned about policy improvements, systems and environmental changes to your local community

**Script:** We have covered a lot of material today. Now we want to be able to apply what we have learned about policy improvements, systems and environmental changes to our local communities.
Bringing Policy, Systems, and Environmental Changes Home

- Think of your community for this final activity.
- Work with others to develop your MY PLAN worksheet!

Script: Let’s think about an action plan for what we can do when we leave this training today for our own communities. Next slide.
**Script:** Turn to the back of your binders and take this page from the resource section. We will move through each of the sections together, but think on your own or with another person from your community to fill out this page specifically for your community. This will give you something to start with when you return to your own community.
Script: Thinking back to the section “Consider What Works,” please think through these questions:

- Have you seen any of these initiatives in your community?
- Which of these examples do you think will work in your community?

If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.
Script: Thinking back to the section “Community Assessments,” please think through this question:

• What method of community assessment will you use in your community?

If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.
Script: Thinking back to the section “Partners,” please think through this question:

- Who are you going to partner with?

*If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.*

Examples: transportation, faith-based, school
Script: Thinking back to the section “Prioritize Strategies,” please think through these questions:

• How will you prioritize issues in your community?
• What might make it difficult to prioritize and plan in your community?

If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.
Lastly, thinking back to the section “Take Action,” please think through these questions:

- What actions can you take in your community?
- Who can share your story and plan with?

*If time permits, have people work in groups who are from the same smaller communities and have all of the groups report back. If time is limited, do this activity as a whole group talking about their larger community.*
**Script:** Think about your own community and MY PLAN worksheet. Work in groups to complete this.

You can also use this as a tool to complete at home to help you continue.

<table>
<thead>
<tr>
<th>Next steps to accomplish it</th>
<th>Role of person heading up this step</th>
<th>Start and end dates of step</th>
<th>Measurement of success</th>
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</table>
Take-Home Learning Activity

- Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote physical activity and identify two policy improvements, systems or environmental changes that should be introduced to further enhance physical activity in your community.
- Talk to a community leader or decision maker about the needed policy improvements, systems and environmental changes to improve physical activity in your community.

Please submit the take-home assignment identifying the various policy improvements, systems and environmental changes you see in your community and outlining your experience meeting with a community leader or decision maker, which will demonstrate completion of the two objectives above.

Use this slide only for CHW Instructor trainings.

Script: Since this is a training for CHW Instructors, you have the opportunity to earn three additional CEUs by completing this take-home activity.

Read slide.
Use the handout in the back of the binder. Ask participants to fill in the actions they will take in the next 7 days, 30 days, and 60 days.
Don’t forget…

• This same process can work for creating policy improvements, systems and environmental changes for improved nutrition:
  – Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)
  – Building farmers market stands or starting a community garden to improve access to fresh fruits and vegetables
  – Labeling menus with calorie information in restaurants

**Script:** The same process we have worked on today for physical activity can also work to create policy improvements, systems and environmental changes for improved nutrition.
Remember…

- Creating changes in your community is hard work, you may have to talk to TEN different people to find the ONE person who can join you in making that change!
Invite all participants to the front of the room, read the question and ask them to stand along the ruler by the number they think they are. You will be forming a human ruler.

Script:
On this scale, with zero being not at all confident to help your community make changes to be physically active, and 10 being very confident to help your community make changes to be physically active, which point best reflects how confident you are that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity?

After participants have all decided which number they are, ask for a few volunteers who are on different parts of the ruler to share their number.

Script:
Why did you chose a # (the number they chose) and not a # (lower number than given)? Example: If the person chose a 5: Why did you chose a 5 and not a 3?
What would it take for you to become a # (higher number than given)? Example: If the person chose a 5: What would it take for you to become a 7?

After a few volunteers have shared, ask participants to sit back in their seats.
As we wrap up, please fill out the post-test that is in the back of your binder. Don’t forget to write the same number you wrote on your pre-test on this test.

Pass out post-tests on any colored paper (to keep separate from the pre-tests) if it is not already in the binders.

Also pass out and collect trainer evaluation (these do not need identification numbers on them).
THANK YOU!
Communities

• What communities do you belong to?
  ____________________________________________
  ____________________________________________
  ____________________________________________

• Why do you belong to these communities?
  ____________________________________________
  ____________________________________________
  ____________________________________________
Welcome to
Unhealthy, Texas USA
Welcome to
Unhealthy, Texas USA

Barriers to Physical Activity

What Works

Establish Priorities: Important and/or Doable

Take Action

Our Priority:

COMMUNITY INPUT

Next Steps
Who
When
Measure
Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you’ll need to pick a place to walk, like the route to school, a friend’s house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you’ve rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community’s score. You’ll find both immediate answers and long-term solutions under “Improving Your Community’s Score...” on the third page.
Take a walk and use this checklist to rate your neighborhood’s walkability.

How walkable is your community?

### Location of walk

<table>
<thead>
<tr>
<th>1. Did you have room to walk?</th>
<th>Rating Scale: awful</th>
<th>many problems</th>
<th>some problems</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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<tbody>
<tr>
<td>![ ] Yes</td>
<td>![ ] No</td>
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<td>![ ] Some problems:</td>
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<tr>
<td>❑ Sidewalks or paths started and stopped</td>
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<tr>
<td>❑ Sidewalks were broken or cracked</td>
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<tr>
<td>❑ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.</td>
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<tr>
<td>❑ No sidewalks, paths, or shoulders</td>
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<td></td>
</tr>
<tr>
<td>❑ Too much traffic</td>
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<tr>
<td>❑ Something else</td>
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<tr>
<td>Rating: (circle one)</td>
<td>1 2 3 4 5 6</td>
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### Rating: (circle one) Locations of problems:

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<table>
<thead>
<tr>
<th>2. Was it easy to cross streets?</th>
<th>Rating Scale: awful</th>
<th>many problems</th>
<th>some problems</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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<td>![ ] Yes</td>
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<td>![ ] Some problems:</td>
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<tr>
<td>❑ Road was too wide</td>
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<tr>
<td>❑ Traffic signals made us wait too long or did not give us enough time to cross</td>
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<tr>
<td>❑ Needed striped crosswalks or traffic signals</td>
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<tr>
<td>❑ Parked cars blocked our view of traffic</td>
<td></td>
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<td></td>
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<tr>
<td>❑ Trees or plants blocked our view of traffic</td>
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<tr>
<td>❑ Needed curb ramps or ramps needed repair</td>
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<td>❑ Something else</td>
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<td>Rating: (circle one)</td>
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<thead>
<tr>
<th>3. Did drivers behave well?</th>
<th>Rating Scale: awful</th>
<th>many problems</th>
<th>some problems</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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<td>![ ] Some problems:</td>
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<tr>
<td>❑ Backed out of driveways without looking</td>
<td></td>
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<tr>
<td>❑ Did not yield to people crossing the street</td>
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<tr>
<td>❑ Turned into people crossing the street</td>
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<tr>
<td>❑ Drove too fastp</td>
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<tr>
<td>❑ Sped up to make it through traffic lights or drove through traffic lights?</td>
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<td>❑ Something else</td>
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<td>Rating: (circle one)</td>
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<tr>
<th>4. Was it easy to follow safety rules?</th>
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Could you and your child...

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<tr>
<th>![ ] Yes</th>
<th>![ ] No</th>
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<tbody>
<tr>
<td>Cross at crosswalks or where you could see and be seen by drivers?</td>
<td></td>
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<tr>
<td>Stop and look left, right and then left again before crossing streets?</td>
<td></td>
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<tr>
<td>Walk on sidewalks or shoulders facing traffic where there were no sidewalks?</td>
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<tr>
<td>Cross with the light?</td>
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<tr>
<td>Rating: (circle one)</td>
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### Rating: (circle one) Locations of problems:

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<tr>
<th>5. Was your walk pleasant?</th>
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<table>
<thead>
<tr>
<th>![ ] Yes</th>
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<tr>
<td>Needed more grass, flowers, or trees</td>
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<tr>
<td>Scary dogs</td>
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<td>Scary people</td>
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<tr>
<td>Not well lighted</td>
<td></td>
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<tr>
<td>Dirty, lots of litter or trash</td>
<td></td>
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<tr>
<td>Dirty air due to automobile exhaust</td>
<td></td>
</tr>
<tr>
<td>Something else</td>
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<td>Rating: (circle one)</td>
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<tr>
<th>How does your neighborhood stack up?</th>
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Add up your ratings and decide.

| 1. |   | 26–30 | Celebrate! You have a great neighborhood for walking. |
| 2. |   | 21–25 | Celebrate a little. Your neighborhood is pretty good. |
| 3. |   | 16–20 | Okay, but it needs work. |
| 4. |   | 11–15 | It needs lots of work. You deserve better than that. |
| 5. |   | 5–10  | It's a disaster for walking! |
| Total: |   |

Now that you’ve identified the problems, go to the next page to find out how to fix them.
Now that you know the problems, you can find the answers.

## Improving your community's score

### 1. Did you have room to walk?

**What you and your child can do immediately**
- pick another route for now
- tell local traffic engineering or public works department about specific problems and provide a copy of the checklist

**What you and your community can do with more time**
- speak up at board meetings
- write or petition city for walkways and gather neighborhood signatures
- make media aware of problem
- work with a local transportation engineer to develop a plan for a safe walking route

#### Problems:
- Sidewalks or paths started and stopped
- Sidewalks broken or cracked
- Sidewalks blocked
- No sidewalks, paths or shoulders
- Too much traffic

#### Solutions:
- **Did you have room to walk?**
  - Backed without looking
  - Did not yield
  - Turned into walkers
  - Drove too fast
  - Sped up to make traffic lights or drove through red lights

### 2. Was it easy to cross streets?

**What you and your child can do immediately**
- pick another route for now
- share problems and checklist with local traffic engineering or public works department
- trim your trees or bushes that block the street and ask your neighbors to do the same
- leave nice notes on problem cars asking owners not to park there

**What you and your community can do with more time**
- push for crosswalks/signals/ parking changes/curb ramps at city meetings
- report to traffic engineer where parked cars are safety hazards
- report illegally parked cars to the police
- request that the public works department trim trees or plants
- make media aware of problem

#### Problems:
- Road too wide
- Traffic signals made us wait too long or did not give us enough time to cross
- Crosswalks/traffic signals needed
- View of traffic blocked by parked cars, trees, or plants
- Needed curb ramps or ramps needed repair

### 3. Did drivers behave well?

**What you and your child can do immediately**
- pick another route for now
- set an example: slow down and be considerate of others
- encourage your neighbors to do the same
- report unsafe driving to the police

**What you and your community can do with more time**
- petition for more enforcement
- request protected turns
- ask city planners and traffic engineers for traffic calming ideas
- ask schools about getting crossing guards at key locations
- organize a neighborhood speed watch program

#### Problems:
- Backed without looking
- Did not yield
- Turned into walkers
- Drove too fast
- Sped up to make traffic lights or drove through red lights

### 4. Could you follow safety rules?

**What you and your child can do immediately**
- educate yourself and your child about safe walking
- organize parents in your neighborhood to walk children to school

**What you and your community can do with more time**
- encourage schools to teach walking safely
- help schools start safe walking programs
- encourage corporate support for flex schedules so parents can walk children to school

#### Problems:
- Cross at crosswalks or where you could see and be seen
- Stop and look left, right, left before crossing
- Walk on sidewalks or shoulders facing traffic
- Cross with the light

### 5. Was your walk pleasant?

**What you and your child can do immediately**
- point out areas to avoid to your child; agree on safe routes
- ask neighbors to keep dogs leashed or fenced
- report scary dogs to the animal control department
- report scary people to the police
- report lighting needs to the police or appropriate public works department
- take a walk with a trash bag
- plant trees, flowers in your yard
- select alternative route with less traffic

**What you and your community can do with more time**
- request increased police enforcement
- start a crime watch program in your neighborhood
- organize a community clean-up day
- sponsor a neighborhood beautification or tree-planting day
- begin an adopt-a-street program
- initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)

#### Problems:
- Needs grass, flowers, trees
- Scary dogs
- Scary people
- Not well lit
- Dirty, litter
- Lots of traffic

### A Quick Health Check

**What you and your community can do immediately**
- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along
- walk along shaded routes where possible
- use sunscreen of SPF 15 or higher, wear a hat and sunglasses
- try not to walk during the hottest time of day

**What you and your community can do with more time**
- get media to do a story about the health benefits of walking
- call parks and recreation department about community walks
- encourage corporate support for employee walking programs
- plant shade trees along routes
- have a sun safety seminar for kids
- have kids learn about unhealthy ozone and the Air Quality Index (AQI)
Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
www.pedbikeinfo.org
www.walkinginfo.org

National Center for Safe Routes to School
Chapel Hill, NC
www.saferoutesinfo.org

For More Information about Who Can Help
Address Community Problems
www.walkinginfo.org/problems/help.cfm

State Bicycle & Pedestrian Coordinators
http://www.walkinginfo.org/assistance/contacts.cfm

PEDESTRIAN SAFETY

Federal Highway Administration
Pedestrian and Bicycle Safety Team
Office Of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

National Highway Traffic Safety Administration
Traffic Safety Programs
Washington, DC
www.nhtsa.dot.gov/people/injury/pedbimot/pedSAFE

SIDEWALK ACCESSIBILITY INFORMATION

US Access Board
Washington, DC
Phone: (800) 872-2253;
(800) 993-2822 (TTY)
www.access-board.gov

FEDERAL POLICY, GUIDANCE AND FUNDING SOURCES FOR WALKING FACILITIES

Federal Highway Administration
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC
www.fhwa.dot.gov/environment/bikeped/index.htm
Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!
Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Can you get to where you want to go by bike?
Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score. Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride
Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific):  
Rating Scale:  

1 awful  2 many problems  3 some problems  4 good  5 very good  6 excellent

1. Did you have a place to bicycle safely?
   
a) On the road, sharing the road with motor vehicles?

   □ Yes  □ No
   □ Some problems (please note locations):
     □ No space for bicyclists to ride
     □ Bicycle lane or paved shoulder disappeared
     □ Heavy and/or fast-moving traffic
     □ Too many trucks or buses
     □ No space for bicyclists on bridges or in tunnels
     □ Poorly lighted roadways
     Other problems:
     ____________________________________________________________

b) On an off-road path or trail, where motor vehicles were not allowed?

   □ Yes  □ No
   □ Some problems:
     □ Path ended abruptly
     □ Path didn't go where I wanted to go
     □ Path intersected with roads that were difficult to cross
     □ Path was crowded
     □ Path was unsafe because of sharp turns or dangerous downhills
     □ Path was uncomfortable because of too many hills
     □ Path was poorly lighted
     Other problems:
     ____________________________________________________________

   Overall "Safe Place To Ride" Rating: (circle one)  
   □ 1  □ 2  □ 3  □ 4  □ 5  □ 6

2. How was the surface that you rode on?

   □ Good  □ Some problems, the road or path had:
     □ Potholes
     □ Cracked or broken pavement
     □ Debris (e.g. broken glass, sand, gravel, etc.)
     □ Dangerous drain grates, utility covers, or metal plates
     □ Uneven surface or gaps
     □ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
     □ Bumpy or angled railroad tracks
     □ Rumble strips
     Other problems:
     ____________________________________________________________

   Overall Surface Rating: (circle one)  
   □ 1  □ 2  □ 3  □ 4  □ 5  □ 6

3. How were the intersections you rode through?

   □ Good  □ Some problems:
     □ Had to wait too long to cross intersection
     □ Couldn't see crossing traffic
     □ Signal didn't give me enough time to cross the road
     □ Signal didn't change for a bicycle
     □ Unsure where or how to ride through intersection
     Other problems:
     ____________________________________________________________

   Overall Intersection Rating: (circle one)  
   □ 1  □ 2  □ 3  □ 4  □ 5  □ 6

Continue the checklist on the next page...
4. Did drivers behave well?

☑️ Good
☐ Some problems, drivers:
☐ Drove too fast
☐ Passed me too close
☐ Did not signal
☐ Harassed me
☐ Cut me off
☐ Ran red lights or stop sign
☐ Other problems:

Overall Driver Rating: (circle one)
1 2 3 4 5 6

5. Was it easy for you to use your bike?

☑️ Good
☐ Some problems:
☐ No maps, signs, or road markings to help me find my way
☐ No safe or secure place to leave my bicycle at my destination
☐ No way to take my bicycle with me on the bus or train
☐ Scary dogs
☐ Hard to find a direct route I liked
☐ Route was too hilly
☐ Other problems:

Overall Intersection Rating: (circle one)
1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:
☐ Wore a bicycle helmet
☐ Obeyed traffic signal and signs
☐ Rode in a straight line (didn't weave)
☐ Signaled my turns
☐ Rode with (not against) traffic
☐ Used lights, if riding at night
☐ Wore reflective and/or retroreflective materials and bright clothing
☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?
☐ Never
☐ Occasionally (one or two)
☐ Frequently (5-10)
☐ Most (more than 15)
☐ Every day

Which of these phrases best describes you?
☐ An advanced, confident rider who is comfortable riding in most traffic situations
☐ An intermediate rider who is not really comfortable riding in most traffic situations
☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate?
Add up your ratings and decide.
(Questions 6 and 7 do not contribute to your community's score)

2. ______ 21–25 Your community is pretty good, but there's always room for improvement.
3. ______ 16–20 Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
4. ______ 11–15 Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. ______ 5–10 Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you’ll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.
Now that you know the problems, you can find the answers.

Improving your community's score

### 1. Did you have a place to bicycle safely?

<table>
<thead>
<tr>
<th>a) On the road?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)</td>
</tr>
<tr>
<td>Bicycle lane or paved shoulder disappeared</td>
</tr>
<tr>
<td>Heavy and/or fast-moving traffic</td>
</tr>
<tr>
<td>Too many trucks or buses</td>
</tr>
<tr>
<td>No space for bicyclists on bridges or in tunnels</td>
</tr>
<tr>
<td>Poorly lighted roadways</td>
</tr>
</tbody>
</table>

#### What you and your child can do immediately

- pick another route for now
- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

#### What you and your community can do with more time

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider “Share the Road” signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

### 2. How was the surface you rode on?

| Potholes |
| Cracked or broken pavement |
| Debris (e.g. broken glass, sand, gravel, etc.) |
| Dangerous drain grates, utility covers, or metal plates |
| Uneven surface or gaps |
| Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings) |
| Bumpy or angled railroad tracks |
| Rumble strips |

#### What you and your child can do immediately

- report problems immediately to public works department or appropriate agency
- keep your eye on the road/path
- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

#### What you and your community can do with more time

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider “Share the Road” signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

### 3. How were the intersections you rode through?

| Had to wait too long to cross intersection |
| Couldn’t see crossing traffic |
| Signal didn’t give me enough time to cross the road |
| The signal didn’t change for a bicycle |
| Unsure where or how to ride through intersection |

#### What you and your child can do immediately

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

#### What you and your community can do with more time

- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop-detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections
4. Did drivers behave well?

<table>
<thead>
<tr>
<th>Drivers:</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drove too fast</td>
<td>• report unsafe drivers to the police</td>
<td>• ask the police department to enforce speed limits and safe driving</td>
</tr>
<tr>
<td>Passed me too close</td>
<td>• set an example by riding responsibly; obey traffic laws; don’t antagonize drivers</td>
<td>• encourage your department of motor vehicles to include &quot;Share the Road&quot; messages in driver tests and correspondence with drivers</td>
</tr>
<tr>
<td>Did not signal</td>
<td>• always expect the unexpected</td>
<td>• ask city planners and traffic engineers for traffic calming ideas</td>
</tr>
<tr>
<td>Harassed me</td>
<td>• work with your community to raise awareness to share the road</td>
<td>• encourage your community to use cameras to catch speeders and red light runners</td>
</tr>
<tr>
<td>Cut me off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ran red lights or stop signs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Was it easy for you to use your bike?

| No maps, signs, or road markings to help me find my way                | • plan your route ahead of time                                                | • ask your community to publish a local bike map                             |
| No safe or secure place to leave my bicycle at my destination         | • find somewhere close by to lock your bike; never leave it unlocked           | • ask your public works department to install bike parking racks at key destinations; work with them to identify locations |
| No way to take my bicycle with me on the bus or train                 | • report scary dogs to the animal control department                          | • petition your transit agency to install bike racks on all their buses       |
| Scary dogs                                                            | • learn to use all of your gears!                                              | • plan your local route network to minimize the impact of steep hills        |
| Hard to find a direct route I liked                                   |                                                                                  | • establish or join a bicycle user group (BUG) at your workplace             |
| Route was too hilly                                                   |                                                                                  |                                                                                |

6. What did you do to make your ride safer?

| Wore a bicycle helmet                                                 | • go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night | • ask the police to enforce bicycle laws                                     |
| Obeyed traffic signals and signs                                      | • always follow the rules of the road and set a good example                   | • encourage your school or youth agencies to teach bicycle safety (on-bike) |
| Rode in a straight line (didn’t weave)                               | • take a class to improve your riding skills and knowledge                     | • start or join a local bicycle club                                         |
| Signaled my turns                                                     |                                                                                  | • become a bicycle safety instructor                                         |
| Rode with (not against) traffic                                      |                                                                                  |                                                                                |
| Used lights, if riding at night                                      |                                                                                  |                                                                                |
| Wore reflective materials and bright clothing                         |                                                                                  |                                                                                |
| Was courteous to other travelers (motorists, skaters, pedestrians, etc.) |                                                                                  |                                                                                |
Great Resources

BICYCLING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.pedbikeinfo.org
http://www.bikinginfo.org

National Center for Safe Routes to School (NCSRTS)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.saferoutesinfo.org

STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials (AASHTO)
Washington, D.C.
http://www.aashto.org

Institute of Transportation Engineers (ITE)
Washington, D.C.
http://www.ite.org

Association of Pedestrian and Bicycle Professionals (APBP)
Cedarburg, WI
http://www.apbp.org

Federal Highway Administration (FHWA)
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC

EDUCATION AND SAFETY

National Highway Traffic Safety Administration (NHTSA)
Bicycle Safety Program, Office of Safety Programs
Washington, DC
http://www.nhtsa.gov/portal/site/nhtsa/
menuctem.810acaee50c651189ca8e410db00460a/

Federal Highway Administration (FHWA)
Pedestrian and Bicycle Safety Team, Office of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/
SafeKids World-wide
Washington, D.C.
http://www.safekids.org

HEALTH

Centers for Disease Control and Prevention (CDC)
Division of Nutrition and Physical Activity
Atlanta, GA
http://www.dcd.gov/nccdphp/dnpa

Centers for Disease Control and Prevention (CDC)
Childhood Injury Prevention
Atlanta, GA
http://www.dcd.gov/ncipc

ADVOCACY GROUPS

Alliance for Biking and Walking
http://www.peoplepoweredmovement.org

League of American Bicyclists (LAB)
http://www.bikeleague.org

National Center for Bicycling and Walking (NCBW)
http://www.bikewalk.org

PATHS AND TRAILS

Rails to Trails Conservancy
Washington, DC
http://www.railtrails.org

National Park Service (NPS)
Washington, DC
http://www.nps.gov/index.htm

FUNDING SOURCES

Transportation Enhancement Activities:
http://www.fhwa.dot.gov/environment/te/

Safe Routes to School Program:
http://safety.fhwa.dot.gov/saferoutes/

Recreational Trails Program:
http://www.fhwa.dot.gov/environment/rectrails/

National Scenic Byways Program:
http://www.bywaysonline.org/

Federal Lands Highway Program:
http://flh.fhwa.dot.gov/
Draw Your Community

• Now that you’ve seen an example of a fictitious community, think about your own community, whether it is the city as a whole or a smaller neighborhood and draw it to the best of your knowledge.

• Think about the following:
  – Schools, parks, playgrounds
  – Sidewalks, crosswalks, street lights
  – Bus stops
  – Grocery stores
  – Churches
  – Major roads
  – Housing (apartments, condos, houses on larger lots, vacant lots)
Guess Who? Questions

• Why am I, as a coalition member, interested in improving physical activity?
• What type of power do I, as a coalition member, have in the community?
• How would I, as a coalition member, benefit from participating in your physical activity coalition?
Guess Who?
Add another coalition member

• My coalition member is ________________, and this person should be involved in my coalition because:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Welcome to 
Unhealthy, Texas USA

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
<th>Measurement of success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Meet with __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Find city layouts</td>
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<tr>
<td>Example: Find funding</td>
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</tbody>
</table>
What do local community decision makers do?

City Councils and Commissioners
- Carry out policy improvements that promote increased physical activity
- Uphold zoning regulations
- Determine the allocation of funding

Mayor’s Offices
- Organize and lead forces to promote fitness and health
- Attend community events focused on health
- Designate city resources and priorities toward health initiatives

School Boards
- Improve policies regarding physical activity for school-age children (K-12)
- Regulate the use of playground areas after school hours

Parks and Recreation Departments
- Implement and maintain built environment
- Promote access to facilities that promote physical activity
- Provide physical activity opportunities for all ages and abilities

Law Enforcement
- Promote and support security
- Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

City and Urban Planning Departments
- Shape the development of new built environments
- Build sidewalks with all new roads
- Create parks in areas without them
- Create ordinances for healthy growth and development
WHO ARE THE DECISION MAKERS IN MY AREA?

Local Level (County and City)

- Elected Officials: City and County Commissioners, Mayors, County Judges, City Planners
- Parks and Recreation Departments (Parks Board)
- City and County Health Departments
- Transportation Officials
- Department of Public Works

Organizations

- Local businesses (especially those with wellness programs)
- School Board Members
- Local law enforcement

Resources to find other decision makers:
http://www.fyi.legis.state.tx.us/Zip.aspx
http://www.dshs.state.tx.us/regions/default.shtm
What do you need to say?

1. HOOK: ABOUT YOU
   - Smile and open with a statement or question that grabs attention: a *hook* that prompts your listener to ask questions.
   - Tell who you are: describe yourself and your company.
   - Tell why you matter.

2. LINE: WHAT IS THE ISSUE?
   - Why does the issue matter?
   - Explain why this issue is important to your community.
   - Provide local data/comparisons to others.
   - Tell your story.

3. SINKER: ASK FOR COMMITMENT
   - What do you want from the person?
   - Ask them to support your issue, introduce a bill, etc.
   - You should always find out how you will be able to follow up. You will likely want an appointment with the decision maker or staff after the speech.
**MY PLAN: POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE IN MY COMMUNITY**

**Communities Can Change**

- What are your community’s current resources that promote physical activity?
- What policy, system, or environmental change can be made in your community to improve physical activity?

**Consider What Works**

- What policy, systems, or environmental strategy will you consider?

**Community Assessments**

- Of the assessment options we talked about, what method of community assessment will you use in your community?

**Prioritize Strategies**

- How will you prioritize issues in your community?
- What might make it difficult to prioritize and plan in your community?

**Take Action**

- What actions can you take in your community?
- Who can you share your story and plan with?

**Partners**

- Who are you going to partner with?
### MY Action PLAN!

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
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</tbody>
</table>
Thinking about policy improvements, systems and environmental change to promote physical activity:

• What will you do…
  – In the next 7 days?
  _________________________________________
  – In the next 30 days?
  _________________________________________
  – In the next 60 days?
Resources/Recursos

**Disponible en español**

The Issue/El Problema

Energy Balance
www.cdc.gov

10 Facts on Physical Activity
www.who.int

Obesity Trends Among U.S. Adults Maps
http://www.cdc.gov/obesity/data/adult.html

Shape of the Nation: Status of Physical Education in the USA 2012 Report

Growing Community Designed for Movement: Increasing Physical Activity Video
http://planhealthytexas.org/English/Success-Stories/Videos.aspx

Communities Can Change/Las comunidades pueden cambiar

Healthy People in Healthy Communities: A Community Planning Guide Using Health People 2010

**Plan Healthy Texas: Welcome to Healthy Texas/Bienvenido a Sano, Texas**
http://planhealthytexas.org

Active Texas 2020: Taking Action to Improve Health by Promoting Physical Activity

Instant Recess:
www.instantrecess.com
http://youtu.be/m01GJIOQg6E
http://recess.keenfootwear.com/recess-at-work/

Consider What Works/Consideren que funciona

The Community Guide
www.thecommunityguide.org/pa/index.html

SPARK: School Park Program
www.sparkpark.org
Communities Putting Prevention to Work
http://www.cdc.gov/communitiesputtingpreventiontowork/

Safe Routes to School
http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Better Block Project
http://betterblock.org

Community Assessments/Evaluaciones comunitarias

Community Health Assessment aND Group Evaluation (CHANGE) Action Guide
www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm

International Physical Activity Questionnaire: Sample physical activity surveys
http://sites.google.com/site/theipaq

Survey Monkey: Online survey tool
www.surveymonkey.com

**University of Kansas Community Toolbox/La Universidad de Kansas caja de herramientas comunitarias

Active Living Research
www.activelivingresearch.org

**Texas Department of State Health Services/El Departamento Estatal de Servicios de Salud de Texas
www.dshs.state.tx.us / www.dshs.state.tx.us/Spanish.aspx

Partners/Socios

ACT for Youth: Engaging Partners
http://www.actforyouth.net/youth_development/communities/partners/business.cfm

Take Action/Actúen

Leadership for Health Communities PowerPoint
www.leadershipforhealthycommunities.org/index.php?option=com_content&task=view&id=173

Evaluation Presentation by the Kansas Department of Health and Environment