

Exercise and You Facilitation Guide

This guide will help you through the process of preparing for and facilitating the workshop, followed by how to evaluate the success of the workshop. Prior to the workshop, it is essential that you prepare yourself well in advance so that you feel as comfortable as possible with what needs to be done before, during and after to help mitigate any potential surprises.

There are a number of resources associated with this workshop. They are as follows:

- Exercise and You - Facilitation Guide
- Exercise and You - Presentation
- Exercise and You - Workshop Plan
- Exercise and You - Workshop Guide
- Get Active Questionnaire
- Workshop Sign-In Sheet
- Workshop Evaluation Form

1. PREPARE

You will want to make sure to read through and print:

- a. this document (**Exercise and You - Facilitation Guide**)
- b. the **Exercise and You - Workshop Plan**
- c. The **Get Active Questionnaire**, **Exercise and You - Workshop Guide** - one per participant, with a few extras

2. ORGANIZE

- a. Decide on a co-facilitator and discuss how you will work together
- b. Check to make sure that the PowerPoint (**Exercise and You - Presentation**) for this workshop will work on your computer
 - i. You will want to do this, ideally, the day before the workshop so that if an unexpected issue arises, you will have time to address it without ample time.
- c. You will also want to print off a copy of the **Workshop Sign-In Sheet**
- d. The **Workshop Evaluation Form** can be sent out as part of an email or printed out and distributed within the workshop for more immediate feedback.
- e. For each participant, they will require a pen or pencil to participate in the activities and complete their workshop guides.

3. ROOM SET-UP

For this workshop, the learning activities require a lot of movement as the participants will be engaging in physical activity with some elements of writing

- a. We recommend setting up the room to have rows of chairs for all participants, which can be moved and spread out when needed
- b. Setting up some tables around the room will be helpful for specific activities which may require some writing, particularly during the Starter and Cool-down Activities
- c. Once the tables and chairs have been set up, you will want to distribute the workshop guides (one at each chair) as well as the pens/pencils.
 - i. This will make it easier for participants to enter into the room and begin the workshop without interruptions.

4. THE WORKSHOP

At the beginning of the workshop, as the participants are arriving

- a. Greet participants at the door
- b. Encourage attendees to find their seats
- c. Encourage attendees to begin the *starter activity*
- d. Direct attendees to sign-in

FYI



This image will indicate that there is a question to be asked to the group to help transition between slides or to engage the group in an activity.

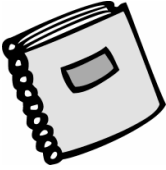


This image will indicate that there is an activity for the participants.

Slide 1 - Title Slide

- You will probably want this slide up before the start of the workshop so that as participants enter the room, they know they are in the right location
- Transition to Slide 2 when the workshop has officially begun

Slide 2 - Starter Activity



- encourage participants to begin the starter activity when they take their seats, completing the **Get Active Questionnaire**
 - circulate around the room so that you can help anyone who is having difficulty completing the activity - give the group 2 minutes to complete the activity
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- This is also the time when you will pass out the **Workshop Sign-In Sheet**

Slide 3 - Agenda

- Once the starter activity is complete, review the agenda for the workshop

Slide 4 - Learning Objectives

- review the learning objectives with the group
 - set the tone for the workshop by engaging the participants in volunteering to read the objectives aloud, ideally having a different volunteer read a single objective
 - These will identify specifically what the participants should expect to know by the end of the workshop
 - The **Exercise and You - Workshop Guide** has been designed to help the participants achieve this goal

Slide 5 - How to navigate the slides

- Reviewing the structure of the slides will help the participants quickly navigate the information presented
- This slide should help you relay the information from each slide more efficiently

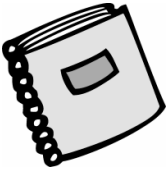
Slide 6 - Workshop Guide

- Encourage the participants to complete the **Exercise and You - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Exercise Guidelines

- Section title slide used to indicate the start of the next section of the presentation.
- Read the title of the section and transition to the next slide

Slide 8 - What do you already know?



Direct participants to discuss the following questions with the person next to them.

- What types of exercises should you include?
 - What are the benefits?
 - How often should you do each type of exercise?
 - Is walking enough?
-
- Briefly, ask participants to share their ideas with the group
 - This question will help transition into the following slide

Slide 9 - Canadian Physical Activity Guidelines

- Review the Canadian Physical Activity Guidelines and briefly compare this slide to the responses you received from the previous question and highlight the aspects that were successfully identified.
- The goal of these early slides in this section is to draw from the previous knowledge of the participants
 - We want to engage them to build upon what they already know so that they can make meaningful connections between old and new concepts while challenging any misconceptions they might have previously held

Slide 10 - Exercise for Bone Health

- Review these key points regarding the recommendations by Osteoporosis Canada
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 11 - Your Exercise Routine for Bone Health

- Review the types of exercises to include in your routine based upon the recommendations presented on the previous slides with the participants by briefly summarizing the slide yourself or have volunteers read the bullet points to the rest of the group
 - Remind participants that if they have osteoporosis, aerobic exercise is not enough. Strength and balance training is essential to maintain bone and muscle, and prevent falls.

Slide 12 - Why Should I Exercise?

- Section title slide used to indicate the start of the next section of the presentation.
- Read the title of the section and transition to the next slide

Slides 13-14 - The Importance of Exercise; Exercise for Your Bone Health

- Review these key points regarding the importance of exercise

- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
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Slide 15 - Let's Begin... Exercise Tips!

- Section title slide used to indicate the start of the next section of the presentation.
- Read the title of the section and transition to the next slide

Slide 16 - Before You Start Exercising

- Review these key points regarding the benefits of exercise and how to get started
 - Remind participants to check with their healthcare provider before they start any exercise program and to ensure that it is right for their needs

Slide 17 - Osteoporosis and Spine Fracture

- Review these key points regarding exercising with osteoporosis and a spine fracture

Slides 18-19 - Movement Guidelines - Spine Sparing

- Review these key points regarding the guidelines for Spine Sparing movement
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

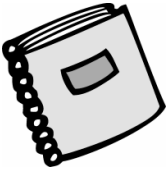
Slide 20 - When Exercising

- Review these key points to remember while engaging in an exercise routine
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 21 - Home Exercise Routine

- Introduce that the next few slides will help outline a handful of exercises that the participants can do safely in their homes with minimal equipment
- Encourage everyone to spread around the room with their chairs
 - They should be able to stand behind their chairs with enough room to spread their arms out wide in all directions

Slides 22-27 - Various Exercises

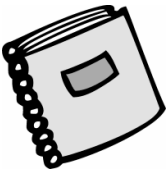


- Remind participants that the goal for these exercises is to ensure that everyone is engaging in the correct movement and they should be able to perform 5 repetitions of each exercise using the proper technique
- Encourage participants to work in pairs to help coach each other through the exercises and follow the instructions on each slide for each exercise
- Circulate the room to help guide participants and provide feedback where needed

Slide 28 - SMART Goal Setting

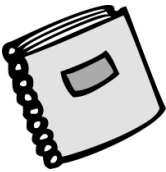
- Section title slide used to indicate the start of the next section of the presentation.
- Read the title of the section and transition to the next slide

Slide 29 - Planning and Goal Setting



- Encourage participants to consider the following and begin to write down their ideas into their **Exercise and You - Workshop Guide**
 - decide how you want to continue with safe movement and bone health exercise
 - identify how you will take action to benefit from the information you have learned
 - identify goals that will help you stay motivated
- They should continue to work on these questions even after they leave the workshop and ideally should revisit these ideas periodically

Slide 30 - How do I set goals?

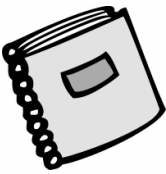


- Encourage participants to complete the fill-in-the-blank activity in their **Exercise and You - Workshop Guide**
- Discuss briefly each of the 5 elements of the SMART goal system and how it can help them create realistic and achievable goals that will set them up for success

Slide 31 - Hints to Stay Motivated

- Review the hints to stay motivated while they engage on this journey
 - It is important to highlight that this is a journey and will take time and to be patient with themselves
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 32 - Cool-down Activity



- Encourage participants to review their **Get Active Questionnaire** handout from the Starter Activity
- Participants should consider the following questions and record their responses in their **Exercise and You - Workshop Guide**
 - What changes do you need to make to your daily routine?
 - How can you make these changes?
- Once they have completed this analysis, encourage participants to create a SMART goal for improving their exercise routine that they can work towards over the next week.
- The Cool-down Activity is an important part of the learning process as it helps the participants make meaningful connections between previous knowledge and new knowledge, but it also encourages reflection and opportunities for development and improvement

5. AFTER THE WORKSHOP

Following the workshop, it is important to gather as much feedback as possible so that you can determine how successful the workshop was at meeting the learning objectives and your own goals.

- a. Encourage participants complete the **Workshop Evaluation Form** or your own evaluation form and have them submit the form before they leave the workshop or via email following the workshop
 - i. Collect these responses and use them to help improve future workshops
- b. Engage in a self-reflection activity following the workshop as a method of evaluating its success

Self-Reflection Activity

One effective tool is to assess the workshop in terms of two statements:

1. “What went well?”
 - Identify ALL of the positives aspects of the workshop and even aspects that surprised you
 - which activities went according to plan, which questions elicited a positive response from the participants or even what are some issues/concerns that you handled well
2. “Even better if...”
 - Identify which areas or aspects of the workshop could use some development or improvement and how would you change them the next time you ran this workshop

What went well?

Even better if...