

Posture and Balance Exercises 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:

- Posture and Balance Exercises - Facilitation Guide
- Posture and Balance Exercises - Presentation
- Posture and Balance Exercises - Workshop Plan
- Posture and Balance Exercises - 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 (**Posture and Balance Exercises - Facilitation Guide**)
- b. the **Posture and Balance Exercises - Workshop Plan**
- c. the **Get Active Questionnaire, Posture and Balance Exercises - Workshop Guide** - one per each 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 (**Posture and Balance Exercises - 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 the transition between slides or to engage the group in an activity.

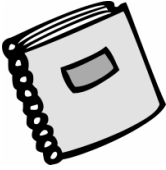


This image will indicate that there is an activity for the participants.

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
 - 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 **Posture and Balance Exercises - 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 **Posture and Balance Exercises - 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.

Slide 8 - Canadian Physical Activity Guidelines

- Review the Canadian Physical Activity Guidelines
- 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 9 - 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.



What is balance training?

- Call on a couple of volunteers to offer their opinions/ideas on what balance training means to them

Slide 10 - What is Balance Training?

- Briefly review the definition of balance training with the group

Slide 11 - Why Should I Do Balance Training?

- Review the advantage of balance training with the participants by briefly summarizing the slide or by encouraging the participants to volunteer to read the bullet points aloud

Slide 12 - Activities that Require Good Balance



- Using the images as a guide, ask participants about daily activities that would require good balance
- Call on a couple of volunteers to offer their opinions/ideas on what balance training means to them

Slide 13 - General Rules for Balance Training

- Review the general rules for balance training with the participants by briefly summarizing the slide or by encouraging the participants to volunteer to read the bullet points aloud

Slide 14 - Before You Start Exercising

- Remind participants to check with their healthcare provider before they start any exercise program and to ensure that it is right for their needs
- Share a copy of the Get Active Questionnaire with each participant or make the questionnaire available for everyone to take at the end of the workshop

Slide 15 - Osteoporosis and Falls

- Remind participants to focus on technique rather than intensity and recommend that they seek a qualified exercise professional to help tailor their exercise program

Slide 16 - 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 17 - Posture Exercises

- 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 18-20 - Various Posture Exercises

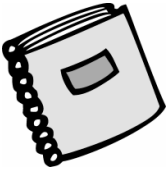


- Encourage participants to spread around the room with their chairs
- Remind participants that the goal for these exercises is to ensure that everyone is engaging in the correct movement and they should only be doing enough repetitions until they are comfortable with the movement necessary for the exercise
- 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 21 - Static Balance Exercises

- 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 22-23 - Static Balance Exercises



- Encourage participants to spread around the room with their chairs
- Remind participants that the goal for these exercises is to ensure that everyone is engaging in the correct movement and they should only be doing enough repetitions until they are comfortable with the movement necessary for the exercise
- 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 24 - Dynamic Balance Exercises

- 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 25-28 - Various Static Balance Exercises



- Encourage participants to spread around the room with their chairs
- Remind participants that the goal for these exercises is to ensure that everyone is engaging in the correct movement and they should only be doing enough repetitions until they are comfortable with the movement necessary for the exercise
- 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 29 - 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

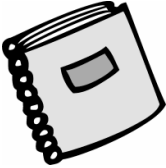
Slide 30 - Planning and Goal Setting



- Encourage participants to consider the following and begin to write down their ideas into their **Posture and Balance Exercises - 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 31 - How do I set goals?



- Encourage participants to complete the fill-in-the-blank activity in their **Posture and Balance Exercises - 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 32 - 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 33 - Cool-down Activity



- Encourage participants to review their balance exercise routine from the starter activity in their **Posture and Balance Exercises - Workshop Guide**
- Participants should consider the following questions and record their responses in the appropriate section of their **Posture and Balance Exercises - 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 to 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...