

¡JUNTOS NOS MOVEMOS!

Parents and Children Making the Time to Move Together



This publication was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$450,000 with 0% financed with non-governmental sources. The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

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¡JUNTOS NOS MOVEMOS!

WHAT IS *JUNTOS NOS MOVEMOS*?

Juntos Nos Movemos is an adaptation of the principles of Head Start's "I Am Moving, I Am Learning" curriculum for agricultural worker families, with a specific focus on increased physical activity as a means of reducing and ultimately preventing childhood obesity in agricultural worker children. *Juntos Nos Movemos* focuses on increasing both the frequency and variety of physical activity that agricultural worker parents can engage in with their children during their free time. *Juntos Nos Movemos* seeks to help parents make the most of limited free time with their children by giving parents the skills to identify several short (15 to 20 minutes) blocks of time in which to engage in a variety of fun and culturally appropriate physical activities with their children.

Promotores de salud or community health workers/outreach staff at migrant health centers and family service workers at Migrant and Seasonal Head Start centers will be trained on the *Juntos Nos Movemos* curriculum and will in turn share skills gained in this training with agricultural worker parents.

WHO IS *JUNTOS NOS MOVEMOS* FOR?

Juntos Nos Movemos is designed as a train-the-trainer model. Community health workers, outreach staff, and family service workers will be the trainers and their primary audience is agricultural worker parents. They in turn will train other staff at the health centers and Migrant and Seasonal Head Start centers (or applicable sites), sharing the skills and knowledge taught in the training, while simultaneously providing staff with the opportunity to deepen and refocus different aspects of the training to better address realities and challenges of physical activity experienced by agricultural workers in their community.

HOW SHOULD THE *JUNTOS NOS MOVEMOS* CURRICULUM AND MATERIALS BE USED?

Juntos Nos Movemos provides training participants with materials, including a flipchart for trainers and a worksheet for families. The *Juntos Nos Movemos* curriculum, flipchart and

worksheet are intended to be used together to achieve the greatest impact. The curriculum is designed as a training manual for outreach workers, family service workers, and other applicable staff. The flipchart is designed for use with agricultural worker families; the curriculum contains a component for staff to learn how to use this tool most effectively with their intended audience. Additionally, there is a user-friendly guide for the flipchart that helps guide the trainer in a page by page approach. The *My Week* Worksheet is a take-home resource for agricultural worker families to help them track their physical activity after they receive the training.

WHAT ARE THE OBJECTIVES OF *JUNTOS NOS MOVEMOS*?

- Provide health center and Migrant Head Start staff with the skills to identify barriers, opportunities, and resources surrounding physical activity for agricultural worker families in their community.
- Provide agricultural worker parents the skills to incorporate physical activity into their family's schedules in a way that is manageable, consistent, fun, and culturally appropriate.

AGENDA SAMPLE ONE: (HALF DAY)

1. **Icebreaker** - 20 minutes
2. **Deep Dive into Physical Activity Guidelines** - 30 minutes
3. **Guided Visualization** - 20 minutes
4. **Community Mapping** - 40 minutes
5. **Break** - 15 minutes
6. **Effective Training Strategies** - 20 minutes
7. **Flipchart Practice** - 60 minutes
8. **Closing Activity** - 30 minutes

AGENDA SAMPLE TWO: (FULL DAY)

1. **Icebreaker** - 20 minutes
2. **Deep Dive into Physical Activity Guidelines** - 30 minutes
3. **Guided Visualization** - 20 minutes
4. **Community Mapping** - 60 minutes
5. **Break** - 15 minutes
6. **Case Studies** - 30 minutes
7. **Lunch** - 1 hour
8. **Effective Training Strategies** - 20 minutes
9. **Flipchart Practice** - 2 hours
10. **Closing Activity** - 30 minutes

These agendas are meant as guides and can be altered according to the preferred time-frame of the facilitator.

TRAINING MATERIALS (EACH ACTIVITY DETAILS THE MATERIALS NEEDED)

- Flipchart paper
- Markers
- Music
- CD player, phone, or other mode of playing music
- Hat
- Compendium of materials (Pre- and Post-tests, Physical Activity Guidelines, Flipchart Guide, Case Studies)
- Flipchart

Appendix Guide:

- A. Pre- and Post-Test
- B. Physical Activity Guidelines for Children
- C. Case Studies

ICEBREAKER

Goal: To create a comfortable atmosphere for working and sharing together throughout the training.

Estimated time: 20 minutes

Materials: Music, slips of paper with questions, hat, pre-tests (**see Appendix A**)

PART ONE: MOVING TOGETHER

1. Ask all participants to think of a small series of 2-3 movements that represent a type of exercise or physical movement that they enjoy.
2. Have all participants gather in a circle and begin the music.
3. One at a time, have each participant demonstrate their movement.
4. Then identify the first person to begin the chain of movements. The first person performs their movement; the second person performs the first person's movement and then does their own; the third person performs the first and second person's movement and then does their own; etc. This continues around the circle until it reaches the last person. Then have the first person do everyone's movement all over again.
 - a. For extra fun, make the challenge that all the movements have to happen before the end of the song.

PART TWO: INTRODUCTIONS

1. Gather participants in a circle.
2. Pass around a hat filled with the following questions:
 - a. What is a favorite activity to do with a child in your life?
 - b. Why is physical activity important for you and your family?
 - c. What is your favorite meal to cook with your family?
 - d. What was your favorite game to play as a child?

3. Participants will introduce themselves and then reach into the hat, choose a question, answer it for the group, and put the question back into the hat.

PART THREE: PRE-TRAINING EVALUATION

1. Pass out the Pre-Training Test (**Appendix A**)
2. Ask participants to fill out their pre-test, taking time to read each question aloud.
3. Have participants hold onto their completed pre-test so that it can be used for the post-test at the conclusion of the training.

DEEP DIVE: PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN

Goal: To provide training participants the parents a framework in which provide guidance on age-appropriate physical activities to families.

Estimated time: 30 minutes

Materials: Flipchart paper, markers, copies of Physical Activity Guidelines to distribute to participants (**see Appendix B**)

PART ONE: DISCUSSION

1. Begin by engaging participants in a discussion about physical activity with the following questions. Take notes on a piece of flipchart paper or ask if a participant would like to take notes at the front of the room.
 - a. What kinds of activities do young children do?
 - b. How long do they think children should be active:
 - i. During the school day?

- ii. While at home?
2. Now distribute the Physical Activity Guidelines (**Appendix B**) to participants. Lead participants in a discussion of the following information, taking notes of participants' thoughts on the flipchart paper.
- a. Explain that children need a variety of types of activity.
 - b. Explain that activity can be **structured** (like a game of soccer) or **unstructured** (like children playing on a playground).
 - c. Explain that children are divided into two groups: **preschool** (ages 3-5) and **school-aged** (ages 6-17).
 - d. Explain that **preschool-aged children** should be physically active throughout the day in a variety of types of activity.
 - i. They should be **as active as possible**, including all types of activity. It's great to let children of these ages play **and** have structured activity.
 - e. Explain that school-aged children should be **active for at least one hour a day**.

PART TWO: ROUND ROBIN SMALL GROUP ACTIVITY

1. Divide participants into three groups.
2. Describe the following types of activities to participants. Give one example of each type.
 - a. **Aerobic activity:** moving large muscle groups for long periods of time (playing tag).
 - b. **Muscle-strengthening activity:** making muscles work more than they would otherwise (using the monkey bars).
 - c. **Bone-strengthening activity:** activities that have an impact on the bones. These help kids' bones grow strong (jumping rope).
3. Assign each group one kind of activity and ask them to generate a list of several activities for their category.
4. Tell participants, keeping in mind what they just learned about age-appropriate physical activity, to come up with a short skit that involves these activities and a teaching component to explain their type of activity to the large group.

- a. Example: skit and review questions, or “teaching skit,” etc.
5. Have each group perform their skit for the large group.
6. Then assign each group a new activity area and have them follow the same steps until they’ve completed all three types of activities.
7. After all the rounds of skits are completed, lead the participants in the reflection questions noted below.

PART THREE: REFLECTION

1. Describe something new you learned or something that surprised you.
2. What are some potential challenges that agricultural workers might face in incorporating these types of activities?
3. Is there anything else you’d like to share about this section?

GUIDED VISUALIZATION

Goal: To identify the elements of and reflect on after school routines for agricultural worker families in their communities.

Estimated time: 20 minutes

Materials: Music

PART ONE: GUIDED VISUALIZATION

1. Ask participants to make themselves comfortable in their space, allowing them to stretch out, create extra space, etc. As they situate themselves, set the background

music. Explain that the idea of this part of the activity is for them to simply close their eyes, relax, and visualize the responses to the prompts being asked, included below:

- a. Put yourself in the shoes of one of the families that you work with, or if you have experience as an agricultural worker, please draw from your own experiences.
 - b. What you are doing as you finish up your work day and are heading to pick up your child/children. Do you come directly from work? Do you go home first? How are you feeling in this moment? Do you feel rushed/tired/happy?
 - c. Where is your child being cared for as you work? Imagine the Migrant Head Start center or child care facility and your journey to get there. Are you driving or walking? What are your first impressions as you arrive?
 - d. What are the children doing as you arrive? Are they playing outside or inside the classroom? What happens when your child sees you? Does your child seem happy, tired?
 - e. Once you arrive home, what do you do? What happens as you first walk through your door? If you're just arriving home from work, what are some things you need to do for yourself before you spend time with your child?
 - f. Once you and your child are settled into your home, what do you do next? Are you preparing dinner, relaxing, visiting with other family members? How are you feeling in this moment?
 - g. What happens next in your evening? What are some things you typically have to make sure you do before your child goes to bed in the evening? How does your evening feel to you?
 - h. When you are ready to eat dinner, what does this look like? Are you able to sit down together as a family? If so, visualize where you are all gathered. What is a favorite meal that you are sharing?
 - i. Imagine one of your best evenings or moment in the evening with your child. What is happening here? What makes this feel good to you and your child?
2. Now let participants know that as they finish visualizing that moment, they can open their eyes and join the circle again.

PART TWO: GROUP DISCUSSION

1. Ask the participants how they felt about the guided visualization. Was this hard for them to do? If so, why? What did they enjoy about the activity?
2. If you put yourself in the shoes of an agricultural worker parent or family, what did that feel like? What was most difficult? Why?
3. What were some of the clearest moments for them to imagine? What moments felt the calmest and most satisfying? Why?
4. What were some of the realizations you had while imagining these after school schedules?

COMMUNITY MAPPING

Goal: To identify best practices and challenges in creating/maintaining a healthy after school routine within the family and community settings.

Estimated time: 40 to 60 minutes (depending on length of training)

Materials: Flipchart paper, markers

COMMUNITY MAPPING ACTIVITY

Divide participants into small groups of 3-4 participants each. Make sure each group has flipchart paper and markers.

1. Choose a participant or take turns recording notes for the following series of questions. Again, the participants can respond to the questions from their own perspective or from the knowledge they've gained from agricultural worker families in their respective communities.
 - a. What are activities that you and your family enjoy? Where do you go for these activities? Do these activities change throughout the year?
 - b. What are the biggest challenges community members face in being able to achieve an active lifestyle? What resources do you think would be helpful to have to encourage a more active lifestyle for community members?

- c. What is transportation like in the community? Is there readily accessible public transportation? Do most agricultural workers have their own modes of transportation? What resources are in the community that support transportation?
 - d. What are the resources available in your community that support families? (food banks, WIC, etc.)
 - e. Is there easy outdoor access for community members? What kinds of outdoor activities are possible in your community? (parks, walking trails, swimming pools, sporting activities, etc.)
 - f. How far do families have to travel to take part in outdoor activities?
 - g. What are the organizations in your community that provide support or assistance to families? Please describe.
 - h. Are there organizations, school programs, etc. that provide opportunities for engaging in exercise for children or adults? What are these opportunities and where are they offered?
 - i. What resources do you feel are lacking in your community? Are there other towns/cities that offer these resources? Do you have access? If so, how far do you have to travel?
2. Once the above questions have been discussed, have each small group work together to create a map representing their communities. They can include homes, schools, organizations they identified, etc. Participants should think about the information discussed in the series of questions above. Using this information, they can note where resources are missing as well as distances necessary in order to locate these resources. These maps can be colorful and creative and are entirely up to the groups to devise.
 3. After all the groups create their maps, have participants come back together in the large group to share. Prepare a flipchart paper for notetaking with the following types of columns: medical resources, educational resources, transportation resources, general family resources, community strengths, community challenges. Ask each group to present their community maps to the large group and identify highlights from their discussions and record these on a piece of flipchart paper, using the above categories as a guide.

CASE STUDIES

Goal: To provide training participants with a practice framework in which to imagine new afterschool/weekend routines.

Estimated time: 30 minutes

Materials: Case studies (**see Appendix C**), flipchart paper, markers

1. Tell participants we will now practice brainstorming activity plans for families. Tell them that these families come from a variety of backgrounds, have a variety of caregiver situations, and live in a variety of environments. Tell them that the goal for these families is to add **two to three** blocks of activity (each block is **10 to 20 minutes long**) into each of these families' schedules during the week and on the weekends.
2. Split participants into small groups. Give each group a case study and flipchart paper. Depending on how many participants there are, multiple groups may have the same case studies.
3. Have each group read and analyze their case study, and take notes on the flipchart paper.
4. Briefly have participants discuss their case studies with the large group.
5. Have participants return to their small groups. Ask groups to use their case studies to list afterschool/after work activities that incorporate movement or exercise.
6. Ask participants:
 - a. What are three changes you think should be made in your case study's after-school/weekend routine?
 - b. Think about what challenges you might face in making these changes -- what are they?
 - c. What support would the family need to be successful in making these changes?
7. Once participants have finished, ask them to join together as a large group.
8. Record highlights from the large group discussion asking participants to share:
 - a. Identified challenges
 - b. Proposed changes to their routines
 - c. Additional support they need that will make these changes successful

EFFECTIVE TRAINING STRATEGIES

Goal: To have participants recognize a variety of interactive training techniques that they've observed throughout the workshop and set the groundwork for using interactive models in their future presentations.

Time: 20 minutes

Materials: Flipchart, markers, and hat

Write each training component (listed below) on a separate slip of paper and put them in a hat. Then have the participants gather in a seated circle and ask for a volunteer. Have the volunteer pass the hat around and for each slip of paper that is drawn out, have the group discuss their ideas around each component mentioned. Ask them to use examples from the training they've attended today as well as prior trainings and workshops.

Components of this training:

- **Asking Questions:** Draw the information out from the participants rather than standing in front and lecturing. Use simple lead-in questions to encourage participation and allow ample time for answers to emerge. Find out about particular problems or experiences that participants have had. This will also help you not to belabor points with which the participants are already familiar, and to spend more time on the areas that need more explanation/discussion.
- **Demonstration:** Instead of explaining concepts with only words, use a more creative format to make your point.
- **Visuals:** Use props to help illustrate your points. For example, colorful signs, photos, and other physical props for role play can make a longer-lasting impact than words used alone. When appropriate, reinforce what you are saying with physical, concrete examples.
- **Role Play:** This is a great technique to use when you are looking for participants to come up with their own creative solutions to a particular issue. Have your participants act out scenarios that they might encounter in the fields, community arena, or at home, and use this as a starting point for discussion.
- **Volunteers:** Ask for participation from the audience. Use this volunteer to help you with a demonstration.

- **Story-telling/sharing:** Use real-life examples to illustrate a point. Be sure to ask the participants if they have similar experiences to share at relevant points throughout your training.
- **Humor:** Inject humor when appropriate. This can be a great way to diffuse tension and relax participants. Avoid sarcasm and make sure that the joke is “on you” and not on your participants. Be careful not to detract from the seriousness of your topic at hand and always be sure to gauge the comfort levels of your audience.
- **Song and Dance:** Music and dance can be an effective way to captivate your audience. Bring a guitar with you (if you have one and know how to play!), and some objects that can be used as drums (you can often use what you find around you; pails, sticks, spoons, etc. can make great instruments). Time permitting, work with your participants to come up with a catchy way to deliver your messages—or bring the show on the road and deliver it to them!
- **Review Questions:** Ask review questions throughout your presentation to ensure that the information you are giving is clear for everyone. Use inventive forms like “hot potato” or play “Charades” or “Jeopardy” to make the review fun and enticing.
- **Incentives:** Offer small incentives throughout your presentation to reward participation. Prepare “gifts” ahead of time to offer each participant after the presentation concludes; small bags filled with toiletries and first aid kits are just some of the ideas that you can use.
- **Handouts:** Handouts and brochures can be helpful. Remember: if you’re not going to refer to these during the presentation, wait until after you finish to hand them out so that participants don’t get distracted.
- **Clear Language, Common Terms:** Use language that everyone will understand. Identify important terms or concepts that you will discuss in your training and make sure that there is clear comprehension on these important topics for everyone.
- **Personalize the training:** Always strive to make your training as meaningful for each participant as possible. Gauge your participants’ reactions as you are covering different topics, and make sure that the examples you are using are both relevant and impactful for everyone in the room. The more the information resonates with the participants, the more likely they are to take the information you are giving, share it with others, and enact positive change in their lives.
- **Seating Arrangements:** Arrive ahead of your scheduled training so that you are able to arrange the seating for your participants in a manner that will be most effective for optimum learning and sharing. Keep in mind the size of your group to determine the best possible arrangement. For example, if it’s a small group (15 or

less) you might want to arrange the seats in a circle to encourage the spirit of community.

Participants respond best when there is an energized, enthusiastic, dedicated trainer present. Be flexible and willing to spend more time in certain areas (depending on participants' needs), while making sure that you are covering all of the information you are there to present. And of course, know your material. If you believe in the importance of the material you are presenting, the participants will be more likely to believe in it as well.

FLIPCHART PRACTICE

Goal: To provide training participants the opportunity to practice presenting the information and activities from this curriculum.

Estimated time: 2 hours total (If you have a shorter amount of time available, focus on Part Two.)

Materials: Flipchart, flipchart guide

This activity will be divided into three sections, allowing the participants to increase their confidence in public speaking and presentation skills as they build their knowledge through each of the designated practice sessions.

PART ONE: (20 MINUTES)

1. Divide participants into pairs.
2. Distribute flipchart guides and flipcharts to each pair.
3. Give participants 20 minutes to walk through the flipchart together in their pairs, taking time to familiarize themselves with the different sections and the general

flow of the flipchart. They should read through the information provided on each page so they have a general idea of what is covered during each activity.

PART TWO: (40 MINUTES)

1. Ask each pair to begin following the instructions in the flipchart and flipchart guide to begin practicing their presentations. They can each take a turn presenting the information on each page and then swap with their partner.
2. After they've gone through the whole flipchart once, ask them to return to the same exercise, incorporating what they've learned from the "Effective Training Strategies" into their presentation (for example, presenting to one another and asking questions rather than just stating the information, etc.)
3. Once each pair has finished with the above steps, have them join together with another pair and present to each other.
4. After each pair presents to each other ask them to provide feedback, offering both challenges and successes for each presentation.

Break: 15 minutes

PART THREE: (45 MINUTES)

1. Divide participants into two groups.
2. Ask the two groups to practice their presentation, in preparation for presenting it to the large group.
3. Offer feedback to each group as they practice.

4. Have each group present to the large group. After each group has presented lead a discussion with the following questions:
 - a. How did they feel presenting to their partner?
 - b. How did they feel presenting to the large group?
 - c. How did they feel about the material?
 - d. What do they feel they did well? What would they like to improve on before presenting to a larger group?

CLOSING ACTIVITY

Goal: To reflect on the information learned, and to conduct the post-training evaluation.

Estimated time: 30 minutes

Materials: Post-test (**see Appendix A**), flipchart paper

PART ONE: POST-TRAINING EVALUATION

1. Ask participants to turn to the Post-Training Test (**Appendix A – opposite side of pre-test**) and read through each question.
2. Give participants time to fill out the test.
3. Collect the tests.

(please send the completed post-test and the date of your training to Rebecca Young at ryoung@farmworkerjustice.org)

PART TWO: REFLECTION

1. Have all participants sit in a circle.

2. Ask all participants to think of a word, short phrase, or picture that describes how they feel about the topic of childhood obesity/physical activity and have them write their chosen thought in large letters on the flipchart paper.
3. As a large group, gather in a circle and ask each participant to say why they chose their specific word or phrase.
4. Ask the participants:
 - a. a moment they enjoyed from the training; and/or
 - b. how relevant they felt the training was to their life; and/or
 - c. something they wish had been included in the training; and/or
 - d. something that challenged them; and/or
 - e. one piece of their routine they will change as a result of the training.

APPENDIX A: PRE AND POST TEST

PRE-TEST

How confident are you that you can provide a training to agricultural worker families? (1 to 5 scale, circle your answer below)

- 1 – Not at all confident
- 2 – Somewhat confident
- 3 – Moderately confident
- 4 – Very confident
- 5 – Extremely confident

How knowledgeable are you about the physical activity guidelines for children? (1 to 5 scale, circle your answer below)

- 1 – Not at all knowledgeable
- 2 – Somewhat knowledgeable
- 3 – Moderately knowledgeable
- 4 – Very knowledgeable
- 5 – Extremely knowledgeable

Are you familiar with effective training strategies? (circle your answer below)

- Yes
- No

If you are familiar with effective training strategies, please list the strategies you are familiar with? (short answer)

POST-TEST

Overall, how satisfied are you with this training? (1 to 5 scale, circle your answer below)

- 1 – Not at all satisfied
- 2 – Somewhat satisfied
- 3 – Moderately satisfied
- 4 – Very satisfied
- 5 – Extremely satisfied

How confident are you that you will be able to provide the training to agricultural workers at your health center/Migrant Head Start site? (1 to 5 scale, circle your answer below)

- 1 – Not at all confident
- 2 – Somewhat confident
- 3 – Moderately confident
- 4 – Very confident
- 5 – Extremely confident

Based on your level of knowledge prior to the training, how would you rate changes to your knowledge as a result of this training? (1 to 5 scale, circle your answer below)

- 1 – No knowledge gained
- 2 – Minimum level of knowledge gained
- 3 – Moderate level of knowledge gained
- 4 – High level of knowledge gained
- 5 – Extremely high level of knowledge

Do you plan to share the training with your colleagues? (circle your answer below)

Yes

No

APPENDIX B: PHYSICAL ACTIVITY GUIDELINES

Physical activity can be fun for the whole family. It also helps keep your child healthy: active children are less likely to be overweight. They are also less likely to develop Type 2 diabetes.

RECOMMENDED ACTIVITY TIME

Age group	Recommended active time per day ^{1,2}	Examples
Preschoolers (3 to 5 years)	<ul style="list-style-type: none">• At least 60 minutes of structured physical activity.• At least 60 minutes of unstructured physical activity, and up to several hours.	Structured: <ul style="list-style-type: none">• A game of soccer Unstructured:
School-age children (6 to 17 years)	<ul style="list-style-type: none">• At least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week, including several periods of physical activity lasting 15 minutes or more each day.	<ul style="list-style-type: none">• Playing on the playground

RECOMMENDED TYPES OF ACTIVITIES

Type of activity		Examples ³
Aerobic	<ul style="list-style-type: none">• Rhythmic movement of large muscles for long periods of time.	<ul style="list-style-type: none">• Playing tag• Riding a bicycle• Brisk walking
Muscle-strengthening	<ul style="list-style-type: none">• Making muscles work more than they would otherwise.	<ul style="list-style-type: none">• Using the monkey bars• Hopping, skipping, jumping• Climbing a tree or rope
Bone-strengthening	<ul style="list-style-type: none">• Activities that have an impact on the bones.	<ul style="list-style-type: none">• Jumping rope• Playing soccer• Running

¹ SHAPE America. *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Edition*. Available at: <https://www.shapeamerica.org/standards/guidelines/activestart.aspx>.

² SHAPE America. *A Statement of Guidelines for Children 5 - 12, 2nd Edition*. Available at: <https://www.shapeamerica.org/advocacy/positionstatements/pa/?hkey=205f5d8e-98b2-4cc4-9018-c203549b4714>.

³ Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services. *2008 Physical Activity Guidelines for Americans* [Chapter 3.] Available at: <https://health.gov/paguidelines/2008/>.

APPENDIX C: CASE STUDIES

Case Study #1

Estela lives with her 3 year old son, David, in a small apartment on the outskirts of Fresno. They share this apartment with Estela's sister and her three children – ages 4, 7, and 11. When everyone is home all at once the apartment feels full, and with a small living room and kitchen as the common spaces there is not a lot of extra room to move around. Estela and her sister both work long days at a canning factory close to their apartment. During busy harvest times, they are able to pick up extra hours in the fields as well. By the time they arrive home in the evenings they are often exhausted; yet they still have many tasks in front of them. Usually one of them picks up the younger children from the Migrant Head Start center and the other retrieves the older children from the after-school program. Once they are home, they focus on preparing dinner and getting the children ready for bed. While they are preparing dinner, the children often ask to go to a local park so that they can play after being cooped up inside for much of the day. Unfortunately, the park is too far away (they would have to cross several busy intersections walking) and both Estela and her sister feel they have to get the necessary chores done in order to prepare for the next day. Recently at David's check-up, she learned that he is over the desired weight for his height. She would like to provide a more active lifestyle for him but isn't sure where to begin.

Questions:

1. Briefly discuss what is happening in your case study.
2. What are the challenges Estela and her sister face in their daily routine?
3. What are changes Estela and her sister can make to provide the children with a more active lifestyle?

Case Study #2

Miguel and Sara live with their two children, Rosa (10 years old) and Ivan (4 years old), in a small house on the edge of a vineyard in New York where both adults work. During the harvest and other busy parts of the year, Miguel and Sara spend long days at work, and although they are grateful they work so close to their home, they still have to drive a good distance to pick up Ivan from his Migrant Head Start classroom and Sara from her after-school program at the local elementary school. By the time they arrive home they are all tired, hungry and ready to relax. Usually either Miguel or Sara get into the shower while the other one begins dinner preparations. The children generally entertain themselves, playing together until one disagreement or another erupts. Sara is often pulled into the fray, and since she is already well into making dinner and taking care of other necessary tasks, she often puts a movie in to help keep the children calm while she finishes with her work. Sara loves to cook but also finds this stressful because the grocery store is far away and doesn't contain the selection of ingredients that she prefers. Fruits and vegetables in particular are very expensive at the market where she shops. She also finds that after a long day in the fields it's hard to have time and energy to cook the nutritious meals she would prefer for her family.

Questions:

1. Briefly discuss what is happening in your case study.
2. What are the challenges Sara, Miguel and their children face in their daily routine?
3. What are changes Sara and Miguel can make to provide the children with a more active lifestyle?

Case Study #3

Marcos, Lilia and their three children share an apartment close to Watsonville, CA. Marcos works in the strawberry fields and has a schedule that often fluctuates with the changing tasks through the season. Lilia works at a landscaping company that has pretty consistent yet long hours and is a 45 minute drive from her home. Although Marcos works in close proximity to their home his hours, too, are long. Their two youngest children attend the local Migrant Head Start Center and their oldest is at the neighborhood elementary school. Because of their erratic schedules, often a relative or family friend will pick up the children and bring them to their own house until one of the parents has finished with work. This makes it difficult to follow an after-school routine. Marcos and Lilia have talked about the importance of making sure their children are active after school but are unsure about how they can make this happen while they are often still at work.

Questions:

1. Briefly discuss what is happening in your case story.
2. What are the challenges Marcos, Lilia and their children face in their daily routine?
3. What are changes Marcos and Lilia can make to provide the children with a more active lifestyle?