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# *JUNTOS NOS MOVEMOS -* PARENTS AND CHILDREN MAKING THE TIME TO MOVE TOGETHER: A FLIPCHART TRAINER'S GUIDE

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**Purpose:** This flipchart guide is meant to be used by the trainer in conjunction with the flipchart. It provides an overview of the important points on each page and offers tips for a successful presentation.

**Time frame:** Ideally, the trainer would have about two hours to provide this information to parents and community members but there is a lot of flexibility. The trainer can pick and choose from the provided activities depending on the time frame available and the number of participating workers. Additionally, if the trainer has multiple visits with the same family or families, different activities can be done during each encounter. We've provided suggested times but again, the amount of time spent on each activity depends on what works best for both the trainer and participants!

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## AGENDA SAMPLE

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1. **Introduction to Juntos Nos Movemos** - 5 minutes
2. **Icebreaker activity** - 10 minutes
3. **Participant introductions** - 10 minutes
4. **What is the training about** - 5 minutes
5. **Thinking about your day/Group sharing** - 15 minutes
6. **Make your map** - 30 minutes
7. **Popcorn game** - 5 minutes
8. **Creating an activity plan (*My Week worksheet*)** - 20 minutes
9. **Group reflection** - 15 minutes
10. **Closing activity** - 10 minutes

## MATERIALS LIST

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Music (CD player, phone, or other mode for playing music)

Flipchart paper

Markers

Hat, box or bag

Ball

Appendix A: The *My Week* worksheet will be used during the training and handed out to the training participants as a tool to use at home to track their families' level of daily physical activity.

This guide will follow the flipchart page by page that the trainer will see when they are using the flipchart. It includes helpful tips for each activity.



# ¡Juntos Nos Movemos!

Parents and Kids Making the Time to Move Together!

A curriculum developed by Farmworker Justice and National Migrant and Seasonal Head Start Collaboration Office

This publication is 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 \$40,000 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

Suggested time: 5 minutes

Helpful tip: Take a moment to introduce yourself and briefly explain why you are doing the presentation. There will be time after the icebreaker to go into more depth about the training, but make sure your participants know your organization and why you are interested in meeting with them.

## Icebreaker Activity: Let's move!

### Materials

-Music (from your phone, a radio, etc.)

1. Have all participants gather in a circle.
2. Begin the music.
3. Ask each participant to think of a movement or dance move.
4. One at a time, have each participant demonstrate their movement.
5. Starting with the person on your left, ask them to perform their movement.
6. Then the second person performs the first person's movement **and** their own.
7. Then the third person performs the first **and** second person's movement.
8. This continues around the circle until it reaches the last person. Then have the first person do everyone's movement all over again.
9. For extra fun, make the challenge that all the movements have to happen before the end of the song.

Suggested time: 10 minutes

Helpful tip: Make sure to have lively music that appeals to your participants for this activity! Bring a CD player or use your phone as long as you have decent speakers. Ask for a volunteer to begin or offer to go first if you sense your participants are hesitant. Get ready for a lot of laughter as your participants respond to the creative dance moves generated by their fellow participants.

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## Introductions

### Materials

- Printed questions, cut into strips
- Hat, box, or bag to hold the questions

1. Gather participants in a circle.
2. Pass around a hat filled with the following questions:
  - a. What is your favorite thing to do with your child?
  - b. What was your favorite physical activity as a kid?
  - c. Why is physical activity important for you and your family?
  - d. What is your favorite meal to cook with your child?
  - e. What was your favorite game to play as a child?
3. Have participants reach into the hat, choose a question, answer it for the group, and put the question back into the hat.

Suggested time: 10 minutes

Helpful tip: Make sure to have your questions prepared ahead of the training and be sure to include a few extra in case more participants attend than you expect. As each person draws their question out of the hat, have them introduce themselves to the group. Consider using name tags as well if you feel that would work well for your group.

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## What is this training about?

Explain to participants that:

- We want to help you and your kids be as active as you want to be
- We are going to ask you questions about what you and family do when you're not working
- Together, we will come up with easy ways you can be more active with your family, all together!

Suggested time: 5 minutes

Helpful tip: Use a brief story of a family you know that was positively impacted by this training or share a personal story of why this topic is important to you and why you believe it will be important and useful for your participants.

After describing the points in this flipchart page, briefly describe what your training session will look like; go through your agenda together and ask if there are any questions. Also take this opportunity to discuss creating a safe and positive learning environment. Make sure that participants agree that the personal information shared will stay in the room and ask if they have other suggestions for how everyone can feel most comfortable.



## Thinking About Your Day

**Materials**  
-Music (from your phone, a radio, etc.)

1. Ask participants to make themselves comfortable, allowing them to stretch out, and create extra space. As they situate themselves, play calming background music (optional).
2. Ask them to close their eyes and think silently about their after-work hours:
  - a. Imagine what you are doing as you finish up your work day and are heading to pick up your child/children.
  - b. Where is your child being cared for as you work? Imagine what happens as you collect your child to return home at the end of the day
  - c. Once you arrive home, what do you do?
  - d. Who prepares dinner, and how?
  - e. Imagine one of your best evenings or moment in the evening with your child.

Suggested time (for “Thinking About Your Day” and “Group Sharing”) - 15 minutes

Helpful tip: This is an activity that can feel quite different for many participants. They might not be used to sitting still with their eyes closed in a room full of people but encourage them that this is all part of the learning experience. Choose relaxing music ahead of time that will appeal to your group, and test the volume ahead of time so that it is just loud enough to fill some of the quiet moments between questions.



## Group Sharing

Ask the participants about the exercise

- Was this exercise difficult? If so, why? What did you enjoy about the activity?
- Which parts of your day were easiest to imagine? Which moments felt the calmest and most satisfying? Why?
- Which part of your day is the most challenging? What is going on in these moments?
- Can you share a story about what your morning looks like? What are some opportunities for activity before work?
- How can you fit being active into your days off?

Helpful tip: After you've finished leading the group through the series of "thinking about your day" questions, it's really important for them to have the chance to share their feelings and observations of the activity. Make sure to let your participants know that all of their reflections are very important to the group as a whole. Gently invite some of the more reluctant participants to share their ideas so that all the stories are included in the room.

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## Make Your Map, Part One: Brainstorming!

Explain that participants are going to make a map of their community. Show parents how to create a map (have visual example on the other side). Use a large image of your community or draw a grid to begin your map.

Materials  
-Markers  
-Paper

Ask and draw the following questions:

1. What activities do you and your family enjoy? Where do you go for these activities? Do these activities change throughout the year?
2. Why is it hard to achieve an active lifestyle? What resources would make it easier? How can community members help each other and share the labor?
3. What are the organizations in your community that provide support or assistance to families? Please describe. (Instructions continue on next page)

## Make Your Map, Part Two: More Brainstorming and Drawing!

1. Is there easy outdoor access for community members? What kinds of outdoor activities are possible in your community? (parks, walking trails, swimming pools, sports)
2. How far do families have to travel to take part in outdoor activities?
3. Are there organizations, school programs that provide opportunities for engaging in exercise for children or adults? What are these opportunities and where are they offered?
4. What resources 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?

Suggested time: 30 minutes

Helpful tip: Depending on the size of your group you can break the participants into smaller groups or work together as one large group. Have a few colorful examples of community maps you've created posted around the room but encourage participants to come up with their own ideas. Each map is unique and adds to the learning in the room! Have each small group discuss the questions first and then create their map. At the end of this activity, allow each group to present their map to the large group and have them describe their highlights.

## Popcorn Game

### Materials

- Music (from your phone, a radio, etc.)
- Inflatable or paper ball

**Activity:** The facilitator asks questions about the last activity and tosses a ball to a participant to answer. Each participant must shout out their answer before they "popcorn" the ball to someone else.

### Questions:

1. What surprised you about drawing the map?
2. What places haven't you visited in a while?
3. What places or items in the map do you want to use more in the future?

Suggested time: 5 minutes

Helpful tip: This can be a great energizer for participants. Ask them to stand and gather in a circle. Choose appealing, lively music and encourage people to jump for the ball, etc. to bring their energy up.

## Creating an activity plan

**Materials**  
 -“My Week” worksheet for each participant OR large sheet of paper  
 -Markers

1. Have participants talk in small groups about their typical after-school/after work activities; then ask about their children’s activities. Trainer writes down their ideas on a large sheet, and then together the group marks which ones incorporate movement or exercise.
2. Ask participants:
  - a. What are three changes you would like to make in your family’s after-school/evening routine?
  - b. What are some challenges you might face in making these changes?
  - c. What support do you need to be successful in making these changes?
3.
  - a. Circle parts of the day where there are no activities
  - b. Ask participants what types of activities they might be able to do during these gaps!
4. Pass out “My Week” worksheet to participants and explain how they can use this resource at home.

Suggested time: 20 minutes

Helpful tip: Rather than having participants work on their own, ask them to work together in pairs or groups of three. Read the questions aloud before they separate into groups so that everyone is comfortable with the information being asked. At the conclusion of the activity, ask participants to share their discussions and plans with the larger group.

## “My Week” worksheet

MY WEEK

Activity (minutes)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
60							
45							
30							
20							
10							
5							



The *My Week* worksheet is a tool for families to use at home to track their level of daily physical activity. Explain to participants that they can mark the amount of time each day that they engage in physical activity with their families. Encourage them to put it on the refrigerator or other place where they will view it frequently.

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### Group Reflection

1. Once participants have created their new plans, ask them to join together as a large group.
2. Ask participants the following questions, and write down ideas from the large group discussion:
  - a. Why is it difficult to add more activity? What are some challenges to moving more?
  - b. How can you change your day to add more activity?
  - c. How can you collaborate with other parents to add more activities together?
  - d. What support do you need to successfully make these changes and keep them up?

Suggested time: 15 minutes

Helpful tip: This is an important part of the training because problem solving as a group can provide a lot of motivation for participants. As a participant describes a challenge he or she might be having in regards to creating a more active lifestyle, ask the group for their responses and solutions. Each situation and family is different but some possible ideas include: doing a kitchen dance while preparing dinner; heading right to the park or outside to throw a ball, run, skip, etc. before starting the evening routine; ask other parents to meet up with their families to help with accountability, etc.

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## Closing

- 1) Summarize the goal of the training
  - a. Now parents can envision places, times, and ways they can be active with their children.
  - b. They have an additional resource ("My Week" chart) to think creatively about their day.
- 2) Invite parents to share:
  - a. a moment they enjoyed from the training
  - b. something they wish had been included in the training
  - c. something that they learned
  - d. one piece of their day they will change as a result of the training

Suggested time: 10 minutes

Helpful tip: Have the participants gather in a circle. After thanking everyone for their time and their participation, provide a brief summary of the training. After each parent has had the opportunity to share, conclude with your own words of motivation so that everyone leaves feeling energized.

APPENDIX A: *My Week* worksheet (front and back)

**MY WEEK**

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<b>Activity (minutes)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
60							
45							
30							
20							
10							
5							

# Let's Move... Together!

Physical activity is important for everyone's health.

There are many ways to be active together with your kids during the week, even when you only have a few free minutes.

Use the other side of this sheet to track the amount of physical activity you do during the week.

Then, look at the activities below for ideas of active things you can do together.

Every movement counts!

## **If you have 5 minutes...**

- Challenge your child to a push-up contest!
- See who can touch their toes. Try, try again!
- Show your child how to use a wall to stretch

## **If you have 10 minutes...**

- Go to the kitchen and use kitchen objects, like cans and jars, to do bicep curls together
- Jump in place for as long as you can... then rest two minutes and do it again!
- Dance around the house

## **If you have 15 minutes or more...**

- Get outside!
- Go for a walk and point out different birds, trees, cloud shapes, or cars
- Kick a soccer ball
- Throw a baseball or Frisbee
- Race your kids to the top of a hill
- Sit on the ground and help each other stretch
- See who can do the most squats
- Walk to meet friends in the park