

## Lesson Overview

### GOAL:

To increase knowledge about community resources and understand that a healthy community creates a healthy individual. These resources will encourage healthy choices to prevent/control diabetes and cancer.

### OBJECTIVES:

By the end of the class, participants will:

1. Understand what a healthy community looks like.
2. Locate community resources to increase physical activity and fruit and vegetable consumption
3. Compare own community to a healthy design and recognize distinguishable differences.
4. Understand how to bring about a healthier community through policy change.
5. Weekly Challenge

### MATERIALS:

1. Handouts/Worksheets/ Visuals.
2. Equipment for PowerPoints and other audiovisuals when applicable.

## BHL Week 11 BHL Week 11 Guide for Instructors

### A BOLDER Community



## Getting Started:

### HOUSEKEEPING

- Welcome the class & introduce yourself.
- Cover questions/comments/concerns related to both fitness and/or nutrition, and refer to the appropriate BHL staff member if unable to answer or console.
- Review the past week's *FADS* and *Weekly 3 C's*.
- Review the past week's *Weekly Challenge* when applicable.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, ask if the material is clear and if there are any questions.

## Today's Lesson:

### #1 A Healthy Community

- B.O.L.D Healthy Living Program: *Draw Your Neighborhood* (Handout#1, ENG)
- B.O.L.D. Healthy Living Program: *A BOLDER Community—Slides 1-7* (PowerPoint, ENG)

### TOPICS

- 1. Introduction:** Ask participants what they think a healthy community is. Ask them to draw their neighborhood on Handout #1. Remind them to include residential buildings, businesses, parks, corner stores etc. Compare and contrast the participants neighborhoods.
- 2. Activity:** Before you through the slides, go around the room and have each person say one thing that they believe a healthy community should include. Does their community have this?
- 3. Presentation:** Go through slides and answer questions about what a healthy community looks like.
  - Major parts that make up our health include: family health history, behavior/lifestyle, environment. Can the class think of any others that they would view as important?
  - Now that you know what built includes can you name some built environment

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things that your community may need. Also name a few that you may already have and would like to avail of more.

## #2 Locate Community Resources

- B.O.L.D. Healthy Living Program: *A BOLDer Community—Slides 8-23* (PowerPoint, ENG)
- B.O.L.D. Healthy Living Program: *Bronx Physical Activity Resource Guide (Handout #2, ENG)*
- NYC Bike Maps: *Bronx Bike Map* (Handout #3, ENG)
- Grow NYC: *Greenmarket Map 2012* (Handout #4, ENG)
- Grow NYC: *What's in Season* (Handout #5, ENG)
- B.O.L.D. Healthy Living Program: *Bronx Community Gardens by Zip Code (Handout #6, ENG)*

## TOPICS

1. **Presentation:** Follow the rest of the slides. Ad-lib informative comments, facilitate discussion, and pause frequently for questions and clarifications. Refer to the PowerPoint's notes prior to class for presentation script and discussion topics. Integrate the following resource handouts (corresponding resource start with the slide number indicated):

**Handouts #2&#3—Bronx Physical Activities and Bronx Bike Map (slide 8)**– Ask participants to find fitness programs in their area and start being more active today! Discuss findings and use handout #3 to find bike routes near participants neighborhood.

- Think of two more activities that you can do on foot that you currently use your car for or some other technology of convince. Make a goal to do each of those activities once this week. Once you have thought of your two activities tell the person sitting next to you. Share ideas.
- An over all goal is to increase your daily activity out of a gym. By making your life naturally more active by simple choice or circumstance, you will see a difference over long term.
- Encouraging activity for younger children is especially important because it will lead to a life of healthy habits ( e.g. biking to school, walking to the grocery store, going for runs as a hobby instead of playing on a computer or watching television)

**Handouts #4 &#5—Farmers Market Map and Buy in Season (slide 15)**- It is important to know where to buy fresh fruits and vegetables. Have participants review the NYC GrowNYC Farmers markets and find locations close to their homes or work. Discuss findings and some feasible days and times each participant can make it to a nearby market. Troubleshoot problems getting to markets and encourage participation in another market if the one closest to them is unrealistic. Review Handout #5 and have participants pick out seasonal fruits and vegetables they would like to try. Discuss some easy cooking options and review how participants can incorporate these foods into their diets.

- Encourage them to take their partner/ buddy with them and try out one of these new markets with seasonal foods. Not only is the food more fresh it is also organic and lacks the preservatives that many packages foods may contain.

**Handout #6—Community Gardens (slide 22)**- Find community gardens near participants home and work. Discuss how gardens and parks can relieve stress and tension and support mental health and well being.

- The more recreation parks and areas there are in a community the more people are encouraged to keep them safe and clean. This becomes a n outlet for children to be active in a comfortable environment. This also connects a community more bringing its people closer together.

### **#3 Compare Communities to Healthy Design and Recognize Differences**

- B.O.L.D. Healthy Living Program: *A BOLDer Community—Slides 24-26* (PowerPoint, ENG)

#### **TOPICS**

1. Return to handout #1 and compare the healthy communities discussed to the participants neighborhoods they drew. Discuss whether there is room for improvement and where these improvements could be accomplished.
2. What is one important thing that they could add to their community right now. The smaller things count as well. Could they help clear a path to make it safer and easier for people to walk? Have the group brain storm.
  - Is there a grocery store that people could access on foot through creating a new path? Get to know your neighbors and organize group walks with others.
  - Get high school students look for community service opportunities involved in cleaning up wasted land. By cleaning up this land they are helping the community and creating more opportunity for activity.

### **#4 Influencing Change—Policy in Action**

- B.O.L.D. Healthy Living Program: *A BOLDer Community—Slides 27-31* (PowerPoint, ENG)

#### **TOPICS**

1. It is important to be involved in your local government and help to support healthy decisions in city planning and projects for citizens. Resources are available to help you voice your opinion and discuss with decision makers how your community can become healthier. Discuss how participants can get active in their own communities and get involved with policy change. Review the websites they can view to get involved.
2. *Slide 30-* have the group think of examples of things written in this slide. What would be an example of having access to public transit? Or an example of environmental equality? This will help them clarify what these terms mean in their own words.

### **#5 Weekly Challenge**

B.O.L.D Healthy Living Program: *Weekly Challenge #4* (Handout #7, ENG).

#### **TOPICS**

1. Participants should review the weekly challenge. Ask them to use the farmers market map and attend a farmers market before the next session during week 12. Have them note one food or item they would have never bought or considered before this point. How did the farmers market change what they pur-

## Closing:

### HOUSEKEEPING

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week.
- Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

## Material References:

### PowerPoint:

Centers for Disease Control and Prevention. Healthy Community Design (PowerPoint). Available at: <http://www.cdc.gov/healthyplaces/media.htm>. Accessed July 18, 2013.

American Cancer Society. Nutrition and Physical Activity (PowerPoint). Available at: <http://www.cancer.org/healthy/eathealthygetactive/acsguidelinesonnutritionphysicalactivityforcancerprevention/nupa-guidelines-toc>. Accessed July 18, 2013.

The Garden Grocery: Shoppint at a Farmers Market. Univesity of Nebraska-Lincoln Extension Website. Available at: <http://lancaster.unl.edu/food/farmmkt.pdf> . Accessed July 18, 2013.

### Handout #1:

B.O.L.D. Healthy Living Program. *Draw Your Neighborhood*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

### Handout #2:

B.O.L.D. Healthy Living Program. *Bronx Physical Activities*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

### Handout #3:

Bronx Bike Map. NYC Bike Maps Website. Available at: <http://www.nycbikemaps.com/maps/bronx-bike-map>. Accessed July 18, 2013.

### Handout #4:

NYC Farmers Market Map. GrowNYC Website. Available at: <http://www.grownyc.org/files/gmkt/map.pdf>. Accessed July 18, 2013.

### Handout #5:

Greenmarket—What's Available. GrowNYC Website. Available at: <http://www.grownyc.org/greenmarket/whatsavailable>. Accessed July 18, 2013.

### Handout #6:

B.O.L.D. Healthy Living Program. *Community Gardens*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

### Handout #7:

B.O.L.D. Healthy Living Program. *Weekly Challenge #4 (Worksheet)*. Psychosocial Oncology Program, Albert Einstein College of Medicine, Bronx, NY; 2010.