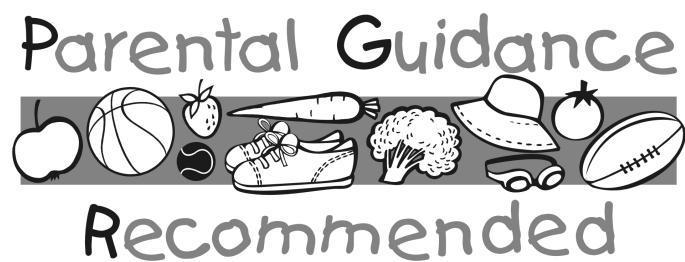


PGR Educator's Manual



A Guide to Conducting Parent Workshops

Fourth Edition v 2

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Fourth Edition

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PGR is an initiative of the Cancer Council WA and is proudly funded by the Department of Health, Western Australia.

Cancer Council WA acknowledges the Commonwealth of Australia for permission to include The Australian Guide to Healthy Eating, funded by the Commonwealth Department of Health and Family Services under the National Food and Nutrition Policy Program. Prepared by the Children's Health Development Foundation, South Australia, and Deakin University, Victoria, 1998.

PGR Educator's Manual – A guide to conducting parent workshops
Fourth Edition

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ISBN 1 876628 97 9
December 2009

Contents

Introduction	5
Background	5
Aims	6
Objectives	6
Program overview	6
Manual overview	7
PGR Educator training	8
Role of the PGR Educator in delivering parent workshops	8
Role of the PGR Educator with parent action groups	9
Role of the PGR Project Officer	9
Preparation for parent workshops	10
The Stages of Change model	11

Workshop A: Healthy Eating, Healthy Behaviours

Part 1: Workshop Lesson Plan

Part 2: Presentation and Background Information

Purpose	1
Introduction	2
Children's current eating habits	3
Dietary Guidelines for Children and Adolescents	4
The Australian Guide to Healthy Eating	11
Food labelling	14
Healthy eating habits for children	21
Food behaviours and the family food environment	22
Fussy eating scenarios	26
Physical activity	30
Changing behaviour and the benefits of change	31
Learning process model	32
Healthy food and drink choices in schools	34
Common questions and answers	37
Conclusion	43
Resources	44

Part 3: Handouts and Evaluation Form

Workshop B: Spending Food Money Wisely

Part 1: Workshop Lesson Plan

Part 2: Presentation and Background Information

Purpose and Introduction	1
Comparing the price per kilo	2
Getting value for money	4
10-plan shopping guide	5
Seasonal fruits and vegetables	7
Growing fruit and vegetable gardens	7
Resources	9

Part 3: Handouts and Evaluation Form

Workshop C: Cooking and Tasting

Part 1: Workshop Lesson Plan	
Part 2: Presentation and Background Information	
Purpose and Introduction	1
Involving children in cooking	1
Food safety	2
Recipe Modification	3
Cooking and tasting	4
Resources	6
Part 3: Handouts and Evaluation Form	

Workshop D: Physical Activity: Fit for Life

Part 1: Workshop Lesson Plan	
Part 2: Presentation and Background Information	
Purpose	1
Introduction	2
Current physical activity habits	3
Benefits of physical activity for children	4
Physical activity recommendations	6
Fundamental Movement Skills	8
Reducing screen time	15
Physical activity ideas	17
Overcoming barriers to increase physical activity	19
Weather	19
The importance of being SunSmart	20
Lack of time	22
Cost	23
Safety	24
Physical activity programs available in WA	28
Action Plans and Conclusion	30
Part 3: Handouts and Evaluation Form	

Supplement Workshop: Healthy Communities

Please Note: The Healthy Communities Supplement can be added to all workshops (30 minutes) or presented as a 'stand alone' session (45 minutes).

Part 1: Workshop Lesson Plans	
Part 1a) Use when adding to another workshop	
Part 1b): Use when running as a 'stand alone' session	
Part 2: Presentation and Background Information	
Purpose	1
Introduction	2
Healthy food and drink choices in schools	4
How food choices can be improved in the community	6
How Physical Activity Options Can be Improved	7
How to Find People Who Agree With Your Ideas and Want to Help	8

Choosing a Vision, Mission, Objectives and Strategies	9
What You Can Do Next	12
Conclusion	13
Contacts and Resources	15
Part 3: Handouts and Evaluation Forms	

Appendices

Resources

Non Government and Community Organisations

Government Organisations

Other Useful Resources

Websites

Video

Attendance Form

DVD

Newsletters

Introduction

The 'PGR Educator's Manual – A Guide to Conducting Parent Workshops' has been developed to train volunteers, health professionals and school staff to educate parents about improving their children's eating and physical activity habits.

Each PGR Educator will find the manual useful in different ways. It is not expected that all trained Educators will find all topics useful. You should pick and choose what you need, and what suits your setting (e.g. child health centre, school, P&C group) and target audience. The manual can be used in different settings and with different time commitments.

The manual provides hands-on practical activities for parents, focusing on healthy eating and physical activity. It is hoped that PGR Educators and parents who attend workshops will act as role models and encourage good nutrition and regular physical activity among children, families, schools and in the wider community.

Please note the term 'parents' will be used throughout the manual, however this term will also represent all carers of children between 2-12 years of age.

Background

The National Child Nutrition Program, an initiative of the Commonwealth Department of Health and Ageing, is a grants program aimed at improving child nutrition in Australia. In 2001, the Cancer Council Western Australia was successful in obtaining funding for the Parental Guidance Recommended (PGR) project under this grants program.

Children are one of the most nutritionally vulnerable groups in our community. Evidence suggests that poor eating and activity habits developed during childhood and continued throughout life, increase the risk of chronic diseases (such as some cancers, heart disease and diabetes) developing in adulthood.

Scientific evidence linking cancer and diet has been available for some time and is growing. Around 30-40 percent of cancers are preventable by appropriate diet, regular physical activity and avoidance of obesity.¹ Factors such as a low intake of fruit and vegetables, excess energy (kilojoules/calories), inadequate physical activity, a high intake of fatty/processed meats and highly salted foods are thought to promote the development of cancer.² There is convincing evidence that being overweight or obese increase the risk of the following cancers: oesophagus, pancreas, bowel, postmenopausal breast, endometrium (womb) and kidney.¹ Guidelines for healthy eating, which also reduce cancer risk, are included in this manual. For example the Dietary Guidelines for Children and Adolescents in Australia³ and The Australian Guide to Healthy Eating.⁴

The PGR project provides nutrition and physical activity education to parents to improve the dietary intake of their children. It is hoped that in the long term, this will reduce their risk of developing diet-related diseases.

Aims

The goal of the PGR project is to:

- promote increased consumption of vegetables, fruits, breads and cereals by Western Australian children aged 2-12 years, and
- promote increased levels of physical activity by Western Australian children aged 2-12 years.

Objectives

- To train sufficient numbers of PGR Educators in the competent delivery of the PGR program throughout Western Australia.
- To increase parent’s nutrition skills to enable them to act as role-models and improve the eating habits of their children aged 2-12 years.
- To increase parent’s physical activity knowledge to enable them to act as role-models and encourage their children to engage in sufficient physical activity.
- To increase parent’s skills to take action in the home in ways that support the adoption of healthier eating habits and regular physical activity by their children aged 2-12 years.
- To encourage group parent action to advocate for improved eating habits, food choices, physical activity habits and physical activity options outside the home for children aged 2-12 years.
- To provide an education tool aimed at parents attending workshops.

Program Overview

PGR Educator’s Manual – A Guide to Conducting Parent Workshops



Educator Training	→ Parent Workshops	→ Parent Action Groups
Child health nurses, dietitians, health promotion officers and others are invited to attend training sessions. It is expected that a commitment will be made to run parent workshops in their school or community and to support any parent action groups that form as a result of the workshops.	Trained PGR Educators will run parent workshops throughout the State. Information provided will include general nutrition, food labeling, budgeting, cooking, eating behaviours, physical activity and advocating for healthy food/physical activity choices. Educators will receive support from the PGR Project Officer.	It is expected that parent action groups may form as a result of the education received at the parent workshops. These groups will be owned and run by parents with support from the trained PGR Educator and the PGR Project Officer.

Manual Overview

The PGR manual outlines the role of the PGR Educator in delivering parent workshops. The manual also provides resources and resource ordering information needed to prepare for a workshop. Included in the appendices at the back of the manual is a resource list and attendance sheet. Each section has an evaluation form for parents to complete at the end of workshops.

The manual includes the following workshops;

Workshop A: Healthy Eating, Healthy Behaviours

Workshop B: Spending Food Money Wisely

Workshop C: Cooking and Tasting

Workshop D: Physical Activity, Fit for Life

Supplement Workshop: Healthy Communities (which can be added to every workshop or run as a 'stand alone' session).

Each workshop consists of three parts:

Part 1: Lesson Plan

The lesson plan outlines approximate times for each subject and activity and the resources and handouts needed. It suggests methods of delivering information to parents (e.g. lecture, discussion or activity). Not all of the required and useful resources are included in the manual. To order a required resource a contact telephone number, postal or web address is included in the relevant workshop.

Part 2: Presentation and Background Information

Background information is provided for discussion with each slide. It will depend on the time you have and the group as to how much detail you go into.

Part 3: Handouts

A set of master PGR handouts are included plus the evaluation forms.

Also included with the manual:

CD Rom - contains the PowerPoint presentations, handouts, evaluation forms and a copy of the attendance sheet.

DVD - a 17 minute educational DVD - Childhood Eating Habits Last a Lifetime, which reinforces the content of the workshops.

Newsletters – a section to file the electronic newsletters that the PGR Project Officer will send to PGR Educators.

PGR Educator Training

By training as a PGR Educator, you will learn how to use the PGR Educator's Manual to successfully conduct your own parent workshops.

The PGR Educator training aims to give educators the skills to provide information in an interesting way. After training, you can deliver parent workshops in your community and we will support you to do this.

Role of the PGR Educator in Delivering Parent Workshops

As the PGR Educator, you can organise parent workshops either with existing parent groups that you are involved with, or by wider advertising in your community. A parent and carer information brochure is available for you to promote PGR workshops.

Parents and carers come to the workshops with different knowledge and skills. PGR Educators need to take this into account when running parent workshops. Remind the parents that the PGR program is a whole family approach. Think of yourself as a guide rather than a teacher.

These notes give you the background information you need for each workshop. You are not expected to know everything. At the beginning of the workshop, discuss with the audience what they want to learn from the workshop. If the topic is not covered during the session and you are unable to answer it, record their contact details and let the parent/s know that you will provide the information later. After the session you can ask the PGR Project Officer for information.

Encourage your group to share information, comments and tips so that everyone participates and has something to offer. You may like to run your workshop in an informal way, such as a coffee morning. We suggest that during the workshop you check with the audience to see whether they understand the content.

Refer to the lesson plans for approximate times for each workshop. A suggested group size is up to 15 people. If you prefer to share information on a one-to-one basis, or with smaller or larger groups of people, you can do so.

For all PGR Parent Workshops you will be required to forward a copy of the attendance list and evaluation forms to the PGR Project Officer. This is vital for us determine the reach of the program in WA, and to continuously improve it.

At PGR Parent Workshops you are asked to provide a smokefree environment and if food is available, ensure healthy snacks are offered.

Role of the PGR Educator with Parent Action Groups

PGR Educators are encouraged to promote and support the formation of Parent Action Groups at parent workshops. Although group ownership, organisation and priorities rest with parents and other workshop attendees.

Role of the PGR Project Officer

The PGR Project Officer is there to support you, the PGR Educator, and parents who form Parent Action Groups.

The PGR Project Officer is located at the Cancer Council Western Australia head office, with contact details listed below.

Mailing address: 46 Ventnor Avenue WEST PERTH WA 6005

Ph: (08) 9212 4333

Fax: (08) 9212 4334

Email: education@cancerwa.asn.au

The PGR Project Officer will conduct PGR Educator training sessions, distribute the 'PGR Educator's Manual – A Guide to Conducting Parent Workshops,' support PGR Educators and Parent Action Groups.

Preparation for Parent Workshops (what you will need)

Suitable venue

- Well ventilated
- Appropriate seating
- Air conditioning/heating if needed

Data projector and lap top plus screen or suitable wall. If you use an overhead projector contact the PGR Project Officer for overhead transparencies of the slides.

Training resources

The PGR Educator's Manual contains workshop resources which include:

- Workshop lesson plans
- Copies of activities
- Copies of handouts
- Resources or contacts for further information
- CD containing PowerPoint presentations, handouts, evaluation forms and attendance sheet.
- DVD

Each lesson plan will outline what is needed for that particular workshop.

NB: Handouts and evaluation forms will need to be photocopied from the manual or printed from the CD. As identified in each workshop, some resources will need to be ordered from the Department of Health WA.

Attendance list (found in the Appendices)

An attendance list is necessary. The PGR Educator is responsible for marking the attendance list at each workshop. On completion of each workshop the attendance list and evaluation forms are to be posted/faxed to the PGR Project Officer.

Stationery

Name tags and extra pens/paper are useful at the parent workshops.

Displays

Books, pamphlets and brochures from professional organisations may be displayed to introduce parents to useful take home resources.

Promotional items

A range of promotional items have been produced for the project. An order form is available from the PGR Project Officer.

Ingredients and cooking equipment (Workshop C only)

More details about what you need are included in the workshop.

Evaluation forms

It is necessary for evaluation forms to be completed by each participant at

every workshop. The PGR Educator is responsible for forwarding these to the PGR Project Officer.

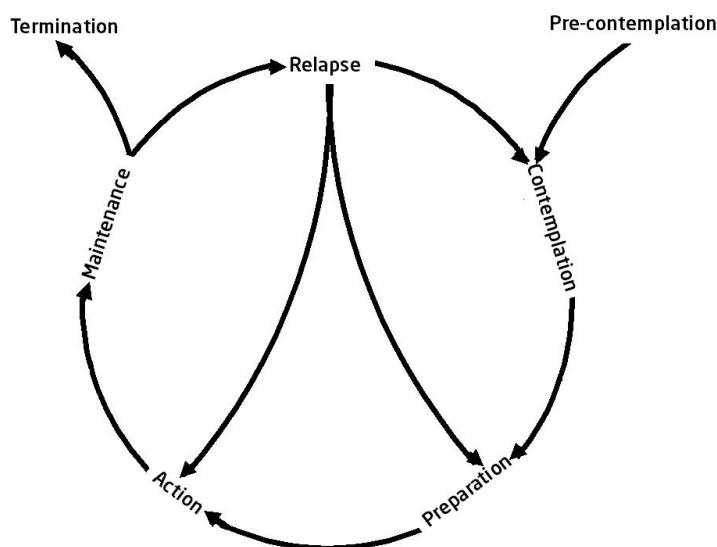
It is expected the 'PGR Educator's Manual – A Guide to Conducting Parent Workshops' will be a teaching aid and that as you become more familiar with the manual and material you will develop your own wording and style.

Something to keep in mind: **The Stages of Change Model⁵**

When trying to influence people to make changes, it is useful to identify what stage they are at. The 'Stages of Change' model, developed by Prochaska and DiClemente in 1983, talks about the following stages: pre-contemplation, contemplation, preparation, action, maintenance / relapse, termination.

Each stage indicates 'readiness' to change, on a continuum from 'not ready at all' (pre-contemplation), to 'thinking about it' (contemplation), to 'ready' (preparation), to 'changing' (action). A change may then be sustained (maintenance), may 'relapse' at any time or become 'free from temptation to return to old behaviours' (termination).

This is represented in the diagram below:



Movement through the stages towards change is, in general, not straight forward. Some people may move from 'pre-contemplation' to 'contemplation' to 'preparation' to 'action' to 'maintenance' to 'termination' without many complications, but most take a more complicated route. Some 'pre-contemplators' will never move into the change cycle, e.g. they remain smokers or they never take any exercise or attempt to improve their diet.

Pre-contemplation

Example: I have not changed the amount of fruit in my diet in the past two years, and I do not intend to make any changes in the next six months.

People at this stage are not thinking about changing their habits. This may be because they are unaware that a problem exists or they resist confronting the problem. People in pre-contemplation are unlikely to get help by seeking professional advice or attending a group education session, and if they do, it is probably with reluctance and with the persuasion of others.

Contemplation

Example: I have not yet made any changes to the amount of fruit in my diet, but I do intend to do so within the next six months, or I'll start eating my two pieces of fruit each day next week.

This is the stage where people become aware of a problem and acknowledge the problem. They are seriously considering the possibility of change. Although they see many benefits of changing, they are often distressed about what they may have to give up to achieve change.

This tussle between the advantages and disadvantages of change can mean that people stay in this stage for long periods of time. They are very open to information about the problem and how to solve it.

Preparation

Example: I have tried to increase the fruit in my diet in the last six months and I intend to try again in the next month.

People in the preparation stage have decided to make a commitment to change. Most people in this stage will make an attempt at change in the very near future (within three months). Although committed to change, many people are still ambivalent about it and are engaging in decision making processes. This means that change is not inevitable and care is required not to hurry these people into action.

Action

Example: I am actively trying to increase the amount of fruit in my diet and have made changes to what I eat in the last six months.

This is the stage when people actually start making some changes to their behaviour. The action stage tends to be the shortest of the stages, lasting up to six months. Other people are often very aware of the person's attempts at change as they seek reassurance and reinforcement for their efforts. It is common for people in the very early part of action to be confident in their ability to sustain change. However, moving into the action stage does not guarantee success.

Maintenance/Relapse

Example: I eat at least two pieces of fruit each day and have been doing this for at least six months.

This is the stage where people attempt to continue with or sustain the

progress that they achieved during action. An important component of the maintenance stage is the avoidance of 'slips' or relapse to a less desirable behaviour. People in maintenance, particularly those who have made many change attempts, are often anxious about relapsing. Although they may be doing well at any given time, they constantly struggle with thoughts of relapsing and the temptation to relapse.

Termination

Example: I always eat at least two pieces of fruit each day, I enjoy eating it and couldn't imagine not eating at least two pieces of fruit every day.

Termination occurs when the person is free from the temptation to return to old behaviours and is not continually struggling to ward off relapse. Termination is difficult to achieve, as most successful behaviour changers can stay in maintenance forever, always seeing themselves as still hanging, having never quite broken free of temptation and never feeling 100 percent confident about avoiding relapse.

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