

Your Daily Routine 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:

- Your Daily Routine - Facilitation Guide
- Your Daily Routine - Presentation
- Your Daily Routine - Workshop Plan
- Your Daily Routine - Workshop Guide
- Workshop Sign-In Sheet
- Workshop Evaluation Form

1. PREPARE

You will want to make sure to read through and print:

- a. this document (**Your Daily Routine - Facilitation Guide**)
- b. the **Your Daily Routine - Workshop Plan**
- c. the **Your Daily Routine - 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 (**Your Daily Routine - 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.
- f. If possible, you might also require long wooden dowels or pvp piping that participants can use to monitor their posture during some activities

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 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 **Your Daily Routine - 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

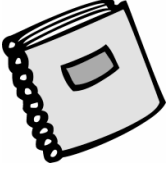
Slide 6 - Workshop Guide

- Encourage the participants to complete the **Your Daily Routine - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Your Posture and Protecting Your Spine

- Section title slide used to indicate the start of the next section of the presentation.

Slide 8 - What is proper posture?



Direct participants to discuss the following questions with the person next to them.

- What does having proper posture look like to you?
 - What are the benefits of having proper posture?
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- Briefly, ask participants to share their ideas with the group
 - While reviewing the next few slides in this section, encourage participants to think about their responses to these questions and reflect on how this information might change their opinions and ideas

Slide 9 - What is Proper Posture?

- Review the description of proper posture and briefly compare this slide to the responses you received from the previous question and highlight the aspects that were successfully identified.
- The goal of these early slides in this section is to draw from the previous knowledge of the participants
 - We want to engage them to build upon what they already know so that they can make meaningful connections between old and new concepts while challenging any misconceptions they might have previously held

Slide 10 - How to Maintain a Proper Posture



- Play the video on Slide 10 [3:21]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- You may want to ask participants to stand and spread out around the room for this video, depending on the room set-up and whether participants will be able to see the video

Slide 11 - What if we do not protect our spine?

- Review the importance of protecting our spines with the group
- 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 12 - Guidelines for Safe Movement

- 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 13 and 14 - Standing and Sitting

- Review the guidelines for safe movement while standing and sitting with the group
- Encourage participants to engage physically with these guidelines by using the space to put them into practice
 - I would recommend reviewing the guidelines for standing and then allowing the participants to practice those guidelines before transitioning to the guidelines for sitting
- 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 15 - Moving between Standing and Sitting



- Play the video on Slide 15 [2:59]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- You may want to ask participants to stand and spread out around the room for this video, depending on the room set-up and whether participants will be able to see the video

Slide 16 - Getting In and Out of a Car

- Review how to get into and out of a car with the group
- Allow the opportunity for participants to try these movements before transitioning to the next slide
- 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.

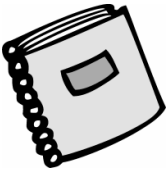
Slide 17 - Walking

- Review the guidelines for safe movement while walking with the group
- Encourage participants to engage physically with these guidelines by using the space to put them into practice
- 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.
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Slide 18 - Coughing or Sneezing

- Review the guidelines for safe coughing or sneezing with the group
- Encourage participants to engage physically with these guidelines by using the space to put them into practice
- 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 19 - STABLE Acronym



- Encourage participants to complete the fill-in-the-blank section of their **Your Daily Routine - Workshop Guide** to complete the note as a quick reference for ensuring safe movement in all activities

Slide 20 - The Hip Hinge

- 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 21 - Bending with a Neutral Spine

- Briefly review this slide with the group highlighting how common bending over and leaning forward is in our day-to-day lives

Slide 22 - The Hip Hinge

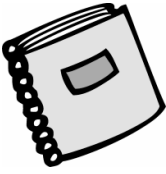
- Briefly review the hip hinge with the group highlighting the importance of keeping your back straight and bending from the hips

Slide 23 - The Hip Hinge



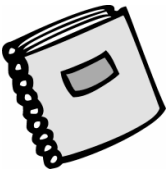
- Play the video on Slide 23 [3:48]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- Have participants spread around the room and encourage participants to work in groups of 2 or 3 to practice the hip hinge
- Ensure that these small groups have a long wooden dowel or pvc pipe (if available), otherwise encourage them to be vigilant that their partners are maintaining a straight back throughout the movement
- Circulate the room to help provide feedback to the groups as they practice

Slide 24 - Safe Lifting and Carrying



- Play the video on Slide 24 [2:53]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- Have participants spread around the room and encourage participants to work in groups of 2 or 3 to practice the this movement by lifting objects in the room or personal items
- Circulate the room to help provide feedback to the groups as they practice

Slide 25 - Safe Sweeping



- Play the video on Slide 25 [1:08]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- Have participants spread around the room and encourage participants to work in groups of 2 or 3 to practice the this movement with the dowel or pipe (if available) or by miming the motion, ensuring to keep their spine neutral
- Circulate the room to help provide feedback to the groups as they practice

Slide 26 - Activities of Daily Living

- Encourage participants to access the website shared in their **Your Daily Routine - Workshop Guide** to watch videos on how to practice safe movement when engaging in other common daily activities

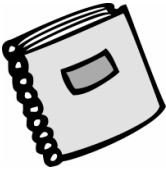
Slide 27 - The Do's and Don'ts of Safe Movement

- 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 28-30

- Review the do's and don'ts of safe movement with the group
- These lists are provided in their **Your Daily Routine - Workshop Guide**
- 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 31 - Cool-down Activity



- Encourage participants to review their activity list from the starter activity in their **Your Daily Routine - Workshop Guide**
 - Participants should identify for which activities they are engaging in safe movement practices and for which modifications are necessary
 - Once they have completed this analysis, encourage participants to discuss what changes they can make to ensure they are practicing safe movement
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- 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 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...