Unit I: Getting to Know You: Welcome and Introductions

Session 1

Program Overview and Physical Activity

**Purpose**

The purpose of session one is to provide an overview of the Chicago Fathers and Sons Program. This session is also designed to acquaint participants with one another and initiate interaction within the group. Participants’ expectations of the program and the program’s expectations of them are discussed. Other discussion topics include safety as it relates to physical activity.

**The primary focus of this session is to:**

* Begin to build rapport among participants and between participants and project staff so that a foundation for benefiting from future intervention sessions may be possible.
* Demonstrate the importance of safety and physical activity

**The particular emphasis will be on:**

* Discussing program and participant expectations
* Promoting safety before, during and after recreation and sports
* Father-son communication during physical activity
* Engaging

**Knowledge – Attitudes - Skills Expected**

**At the end of session one participants will be able to:**

1. Articulate expectations for the Fathers and Sons Program
2. Properly prepare physically and mentally before engaging in physical activity

|  |
| --- |
| Sit-ups, push-ups, and running |
| Activities  * Affirmation & Meditation * Ice Breakers * Discussion: Physical Activity Safety Tips and Strategies * Stretching for Safety * Endurance, Speed, and Strength Exercises |
| Homework Due  * None |
| Homework Assigned  * “Let’s Get Acquainted” Exercise * PALA+ Physical Activity and Nutrition Log #1 |
| Materials Needed  * **Program Folders** * **Information Cards**: Includes contact information of participants * **Project Camera**: Staff member to take pictures of fathers’ and sons’ interactions with each other and program staff * **Sticky notes:** for “Who am I?” Ice Breaker * **Flip chart/Markers or Chalkboard:** for “brainstorming” * **Handouts:** Warm-up and Stretching Exercises; PALA Log * **Log sheets:** for Endurance, Speed, and Strength exercises * **Stop Watches** (2) |
| Suggested Staff  * Project Coordinator * Project Assistant(s) * Facilitator to teach curriculum * Observer to record notes to evaluate the session |

**Session Outline**

**(Total Session Time: 2 hours)**

Logistics (35 minutes)

* Introductions and Participants’ Program Expectations (10 minutes)
* Description of Check-In/Check-Out Procedure (5 minutes)
* Overview of Program Folder (5 minutes)
* Roles and Responsibilities (10 minutes)
* Filling out Information Cards (5 minutes)

Activities (65 minutes)

* Affirmation & Mediation (10 minutes)
* Ice Breakers (15 minutes)
  + I Have a Link
  + Who am I?
* Health Promotion Discussion (10 minutes)
* Stretching for Safety (10 minutes)
* Endurance, Speed, and Strength Exercises (20 minutes)

Homework Assignment (5 minutes)

Closing Summary (5 minutes)

Questions and Answers (5 minutes)

Check-Out (5 minutes)

**NOTE**: 1) Shaded area is description of activity for facilitator; 2) Box is instruction to facilitator; 3) No shading or box is language the facilitator uses to convey information to participants.

**Logistics**

**Introductions**

***Facilitator should introduce him/herself to the group and begin the session by having participants introduce themselves. Ask if anyone wants to volunteer to start introductions. If not, proceed to choose someone.***

**Participants’ Program Expectations**

Description

The purpose of this discussion is for participants to begin a discussion of what they hope to gain from the Fathers and Sons Program.

Please tell us why you wanted to come to the Fathers and Sons Program.

***Facilitator should lead a discussion about what participants hope to gain from the Fathers and Sons Program. On a flip chart, write down separate expectations for “fathers” and “sons.” After the discussion, let participants know that they will receive a copy of these expectations at a future session to place in their memory books. They can reflect on these expectations throughout and at the end of the program, they can see how many of them have been met and in what*** ***ways.***

“Check-In/Check-Out”

Description

Every session time is set aside at the beginning called “check-in” and at the end called “check-out” to give participants an opportunity to talk about anything that has been on their mind since the last meeting. This will also be a good time for them to share any thoughts or reactions they have about the current session.

At the beginning of every meeting we will have a “Check-In” and a “Check-Out” at the end of the meeting so that you can talk about anything on your mind about what’s happening in the program or even outside the program. This is you time to share with the group what’s on your mind or other information you think might be helpful to the group or what was especially helpful during the program.

Overview of Program Folder

*Facilitator should now give an overview of program materials – see participant folder. The following materials should be covered with participants:*

**III. Middle of Folder**:

Study Overview

**IV. Right Side Pocket**:

Opening Agenda

Program Calendar

Feedback Form

Recruitment Material

**I. Outside front cover:**

Office contact information

**II. Left Side Pocket**:

Welcome Letter(s)

Program Fact Sheet

Rules and Guidelines

Payment Plan for Interviews

Note pad

Roles and Responsibilities for Sons

At the end of each session, I will ask that one or more sons volunteer for the following roles for the next session:

Role #1: Time Keeper aka “The Clockwork”

Role #2: Rule Keeper aka “The Parliamentarian”

Role #3: Note Taker aka “The Scribe”

Role #4: Set-Up Helper aka “The Craftsman”

Role #5: Session Assistants aka “The Assistant Pilots”

Role #6: Next Session Reminder aka “The Cue”

Role #7: Clean-Up Helpers aka “The Environmentalists”

*Facilitator reads a list of the seven roles and gives a description of what the responsibilities are for each role. Refer to the resource section for Session one, for index cards with descriptions of each role. Some roles can be assigned to more than one son.*

Filling out Information Cards

The purpose of this activity is to gather important information on fathers and sons so that the staff can stay connected to you all. It is important to have an alternative contact person. Sons may need to take their cards home if they need additional information. If you already filled this out with staff or at the orientation, you do not need to fill it out again.

For Facilitators:

Here is an example of what the information card can look like:

Father’s Full Name: Nickname:

Father’s Address (Street Number, City, State and Zip Code):

Father’s Telephone Number (with area code):

Son’s Full Name: Nickname:

Son’s Address (Street Number, city, state, and zip code):

Son’s Telephone Number (with area code):

Other parent or guardian name, address, how they can be reached:

“Affirmation & Meditation”

Description

Every session time is set aside at the beginning called “Affirmation & Meditation” to give participants a chance to relax and get in a good mood for the session. Affirmation & Meditation also promotes self-respect, and helps reflect and get ready to focus. During meditation participants will close their eyes and try to focus their mind and overcome any stress they may be feeling.

***The following affirmation leads into a 5 minute (can be varied in time***

***duration) meditation. It is to be repeated 5 times in unison following the session facilitator before participants close their eyes for the meditation.***

Please stand and form a circle, holding hands. Repeat after me; we are going to repeat these statements 5 times and then close your eyes for a few minutes; until I speak again. This activity is meant to relieve stress and build pride in who we are as African American people.

I Know Me

I Accept Me

I Love Me

I Forgive Me

A Higher Power Lives Within Me

Please close your eyes for silent meditation.

***Participants will now close their eyes and meditate silently.***

***Coming out of the meditation, with eyes still closed, facilitator will begin to recite the following. Participants will join in. Repeat the following 3 times. On the third repetition, participants will open their eyes, and make eye contact with everyone in the circle.***

I am a unique and precious human being,

always doing the best I can,

always growing in wisdom and love.

Activities

Ice Breaker: I Have a Link

Since we will be spending the next few weeks together, it is important that we get to know each other. In order to begin that process, we will do a couple of ice breakers. The first ice breaker is called “I Have a Link.”

*Facilitator reads instructions below.*

For this activity one person stands in the center of the group and states a fact about themselves (Example: I like chocolate ice cream -OR- My favorite color is green). When someone in the group has something in common with something they’ve said, they say “I have a link” and links arms with the person in the middle. The second person then starts stating facts about themselves until someone else comes up with something in common with them. The activity continues until all group members (linking one at a time) are “Linked Up,” meaning the first and last person will state facts about themselves until they find something in common and link arms to form a circle.

Ice Breaker: Who am I?

*Facilitator reads instructions below.*

For this activity you will each have one sticky note placed on your back. On each sticky note there is the name of a famous person (ex. Cam Newton) or cartoon character (ex. Spongebob). Your job is to figure out who you are, but you can only do so in the following manner.

1. Find a partner and read each other's sticky notes. You may ask the other person three yes or no questions. For example, “Am I a singer?”
2. Once your questions have been asked and answered, make a guess as to who the person is on your back.
3. If you are correct, move the sticky note to your chest and you become a "consultant" who gives clues to those still trying to figure out their identities.
4. If you are not correct, find a new partner and repeat the process until you’ve guessed your character.

**Health Promotion Discussion**

Description

This discussion is designed to have participants discuss the importance of being physically active and why it is important to guard against injury when participating in physical activities. In addition, discussing ways to stay healthy and safe during all types of recreation, including sports and weight lifting are discussed. Participants will also discuss how physical activity can be used as a time when fathers and sons can talk and grow closer.

***Facilitator leads a discussion dealing with recreation and safety (see resource on Children and Sports Injury in the resources/activities section). The facilitator should start by soliciting examples from participants of how someone can injure themselves during physical activities and ways to protect themselves. Ask participants to list ways they can stay safe when engaging in sports. Remember to write the examples on the flipchart!***

***This discussion should cover the following areas:***

* *The most common injuries and ways people become injured*
* *Simple ways to prevent injury and what to do if you become injured*
* *Safety tips during exercise, with emphasis on stretching, drinking fluids,*

*working out with a partner, and getting proper instructions before using*

*any machinery*

* *How dads and sons can help each other to improve their skills*
* *How you can communicate through recreation (i.e., picking up on nonverbal cues)*
* *How proper exercise can help keep you fit and active*
* *Protecting yourself before, during, and after an exercise routine*
* *Stopping all activity when injured or when pain occurs*

Stretching for Safety

This activity is designed to allow participants to learn the mechanics behind safety during exercise. Participants will learn some basic stretching techniques to loosen the muscles of the body and to help guard against injury.

Description

***Facilitator leads the group in stretching techniques, making sure that everyone is doing the moves correctly. Handouts on stretching and safety (Fitness Link) are passed out. (See participant handouts section for these materials.)***

Endurance, Speed, and Strength Exercises

Description

The purpose of this activity is to collect baseline measurements of each participant’s endurance, speed, and strength. Participants will complete this activity again in session fourteen.

For this activity, we are going to do three different exercises to measure your endurance, speed, and strength. To measure endurance we will record the number of sit-ups you complete in one minute. For this activity, two people will do sit-ups at a time, so we ask that each of you keep track of the number of sit-ups you do (preferably count in their head) and then report that number to the staff member in your group. To measure strength, we will record the number of push-ups you complete in one minute. To measure speed, we will record the number of seconds it takes you to run 100 meters. You will go one at a time for this activity. Fathers will go with (insert facilitator’s name) and sons will go with (insert observer’s name).

***Facilitator will lead fathers through each activity and record their results on the log sheet. Facilitator should proceed through the activities with fathers in the following order: 1) Endurance, 2) Strength, 3) Speed Observer will lead sons through each activity and record their results on the log sheet. Observer should proceed through the activities with sons in the following order: 1) Speed, 2) Endurance, 3) Strength. For the endurance and strength activities, two people can complete the activity at the same time. Remind participants to keep track of how many sit-ups and push-ups they complete in one minute and report it to the staff member in their group.***

**Homework Assignments**

**“Let’s Get Acquainted” Exercise**

The purpose of this homework assignment is for you to get to know each other better. Each of you will complete a list of your favorite things to turn in next session (hand out homework assignment). You will also name a celebrity or cartoon character that best describes your personality. Once you have done this, write why this is the best character for you. You will receive this information back in a colorful form you can include in your memory book. Come prepared to share some of your answers in the next session.

**PALA+ Physical Activity and Nutrition Log #1**

The purpose of this homework assignment is for you to track your nutrition and physical activity throughout the program. Each of you will get your own log. The log allows you to track your weekly healthy eating goals and the physical activity you complete every day. For every week, please circle each healthy eating goal you achieve (you may circle more than one). You can also enter your daily physical activity in minutes and add up the total at the end of the week. If you accomplish your physical activity goal, circle the total. You will receive two logs over the course of the semester. This log is due at session 9 and you will get your second log at that session.

**Closing-Summary**

Facilitator provides a brief summary of what was covered in the session. Make sure to include all of the key headings in the outline and provide a brief description of what was covered in each. Also, make sure to provide a brief description of what participants can expect for the next session. Include the date, time, location and purpose of the next session.

**Check-Out**

***Facilitator checks to see if there is anything the participants would like to share before ending the meeting. Thank them for coming and participating. Let them know that they can ask questions at any time. End on a positive note!***

**Reference**

Presidential Council on Fitness, Sports & Nutrition. (n.d.) Presidential Active Lifestyle Award (PALA+). Retrieved from <https://www.hhs.gov/fitness/index-b.html>