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INTRODUCTION TO THE PACE PROGRAM

PACE Program Background Information

The majority of Ontarians do not get the recommended amount of physical activity. This is particularly concerning, since there is strong evidence linking low physical activity levels contribute to the development of chronic illnesses. Regular physical activity is an important part of achieving and maintaining a healthy lifestyle.

The 'Physical Activity Community Educator' or PACE Program, is a funded through the Ontario Sport and Recreation Communities Fund. The program aims to remove barriers to physical activity by providing access to free physical activity programs and equipment, as well as provide individuals with the support they need to be more physically activity. The PACE program will train volunteers with the skills and knowledge to become Peer Activity Educator (PAE).

PAEs will:

- Facilitate physical activity groups and one-on-one mentoring
- Staff physical activity lending libraries
- Present community physical activity workshops

These services will allow others in the community to learn and develop the skills necessary to lead an active lifestyle. The program aims to make a long-term impact on physical activity and improve the health of clients of the Grand River Community Health Centre and individuals living in the Downtown and Holmedale neighbourhoods.

Program Objectives

- Increase capacity to provide free, accessible physical activity programs in the Holmedale and Downtown neighbourhoods.
- Provide support to individuals who want to increase their level of physical activity as well as connect individuals with other community programs and resources.
- Improve community health by increasing participation in daily physical activity.
- Increase physical activity knowledge of PAEs and participants.

The Peer-Based Model¹

The PACE program utilizes a peer-led leadership model. Community members will be trained to educate and guide others to improve their fitness by increasing the amount of physical activity they are involved in. The peer led model was selected because of its sustainability and social benefits. Training peers to educate and improve a community allow participants to develop strong relationships with their peer leaders and allows for a community driven program.

When involved in peer led programs participants feel they are better able to develop a sense of belonging in their communities. After participating in a peer led program participants come away with a new found sense of meaning, empowerment and confidence in their abilities. This

model is mutual beneficial to participants and PAEs. PAEs gain experience leading community programs, they are able to; improve their self confidence, enhance their leadership skills, develop long lasting relationships and gain satisfaction from giving back to their community.

How Can Peers Help?²

Peer Activity Educators (PAE) will be provided with the knowledge necessary to educate, support and motivate others to take an active role in their health by increasing their level of physical activity. Through community presentations, group physical activity sessions and one-on-one peer mentoring opportunities PAEs will be able to inform participants of the importance of physical activity. PAEs will guide them through the process to incorporate -physical activity into their day-to-day lives by modeling active behaviour and demonstrating effective goal setting. PAEs provide three valuable services to their community:

Educate	Support	Connect
<ul style="list-style-type: none">• Inform participants about the importance of physical activity.• Demonstrate Fundamental movement skills.	<ul style="list-style-type: none">• Provide emotional support and encouragement to program participants.	<ul style="list-style-type: none">• Direct participants to available resources and programs in the community.• Connect participants with one another, to develop a strong sense of community.

Training Manual

This training binder has been created to be a resource for you in your role as a Peer Activity Educator. You are free to share information contained in this binder with program participants and mentees. The "Additional Resources" portion of the binder contains worksheets, community resources and sample documents that you may find useful. Please note, items throughout the training manual that are in a ***bolded and italicized*** font, can be found in the "Additional Resources" section, at the end of the training materials.

UNDERSTANDING YOUR ROLE AS A COMMUNITY EDUCATOR

Training

PAEs are expected to attend all training sessions. Training will include n class as well as practical (shadowing) components. If you are for some reason unable to attend a training session, please notify the PACE coordinator immediately so alternate arrangements can be made.

Training sessions are important, as they will give you tools needed to effectively complete your role as a PAE. Training topic include:

- Introduction to the PACE Program and the Peer Activity Educator Role
- Introduction to Physical Activity
 - Benefits of physical activity
 - Dangers of inactivity
 - Types of physical activity
- Mentoring and the Behaviour Change Process
- Limitations to physical activity
- Tools to support individuals as they adopt a new health behaviour
- Emergency procedures to ensure a safe exercise environment.
- Understand how you can mentor and support others through the behaviour change process.
- Understand the lending guidelines for the physical activity library.

Roles

The Peer Activity Educator role has four main components:

1. Leading Group Activity Programs:

Group activities could include walking groups, general fitness classes, DVD led exercise classes etc.

2. One-on-one Mentoring:

Participants who indicate they would benefit from one-on-one guidance will be paired with a PAE to assist them in setting their physical activity goals. In this situation participants will be matched with a mentor. As a mentor you will provide support and encouragement to your mentee as they work to be more physically active. One-on-one mentoring may include:

- Assisting with goal setting.
- Accompany your mentee to PACE physical activity programs

- Connect your mentee with community programs and resources they need to meet their physical activity goals.

As a mentor you will be asked to complete a **Communication Log** to document time spent with mentees. Mentees will also be asked to complete an evaluation form once they have completed their one on one mentoring sessions, to help us assess the success of the sessions and to identify ways we can improve the service

3. Community Education Workshops:

Community organizations and programs will have the opportunity to request physical activity workshops by the PACE program. In these presentations PAEs will present information about the importance of physical activity, the dangers of inactivity as well as share strategies for effective goal setting.

4. Physical Activity Library:

Physical activity libraries will give community members access to physical activity equipment. Both the Grand River Community Health Centre and TB Costain Community Centres will have a lending library. Volunteers will oversee the libraries and document pieces of equipment being loaned out/ or returned.

Responsibilities

As a Peer Activity Educator you will be a leader and role model in the community, you will be a leader and a connection to other community leaders and resources. It is important that you understand the responsibilities that come with this role, as a PAE some of your responsibilities to your group and mentees include:

Documentation

If facilitating a group activity program you will be required to complete documentation for first time participants:

- **PAR-Q**
- **PACE Participant Information & Consent**

Participant Attendance and **Communication Logs** are to be filled out for each program as a means of tracking program attendance and to communicate with the PACE Coordinator.

*Please note that urgent concerns should be communicated directly to the PACE coordinator following the class either by phone 519-754-0777 ext 253 or email: pacebrantford@grchc.ca.

Punctual attendance to all group and one-on-one meetings

Participants are making the effort to attend and be a part of your session, out of respect for their time be punctual for activities and meetings. It is also important that you allot sufficient time for set up for any group exercise sessions, please arrive 10 minutes prior to the start of any PACE activities so ensure activities can begin on time.

Ensure the safety of all participants

Ensuring the safety of participants begins before the first exercise session. Keeping an up to date record of all participants and their documentation is the first step in ensuring their safety. In addition to maintaining up to date documentation, you can ensure the safety of program participants by following recommendation outlined in the ***Safe Exercise tip sheet***. In the case of an emergency follow the steps outlined in the PACE Program ***Emergency Procedures***.

Listening

As a Peer Activity Educator it is your responsibility to share knowledge gained from this training with program participants, but also listen to the needs of participants. Creating an environment in which participants feel comfortable and confident sharing what their experiences have been or voicing concerns is key to the success of the program.

The goal of this training is to provide you with the knowledge as well as the skill-set to motivate and encourage your peers to make the necessary changes needed to improve their overall health. At the end of the training process we also hope that we will have given you the tools to be effective leaders in all areas of your life.

Limitations³

Through personal experience, and knowledge gained during PACE training, peer educators will share that information with program participants and members of their communities. However, it is important to remember that there are limitations to the amount and type of information you are able to share with participants. Peer educators are not healthcare professionals and should never provide information regarding:

- Medical advice, this includes recommendations about medications or diagnoses.
- Physical activity information or recommendations outside of this training material.

Confidentiality

You will be expected to keep any personal or privileged information you are exposed to, confidential. Confidential information includes any information regarding client participation in PACE program and client health information.

INTRODUCTION TO PHYSICAL ACTIVITY

Benefits of Physical Activity^{4, 5, 7}

To fully appreciate the benefits of physical activity it is important to first understand the impact inactivity and chronic disease. Chronic diseases are a category of diseases that affect an individual long-term and are not contagious. These diseases typically develop gradually over a period of time and progress slowly. There are a number of factors that can influence the development of chronic diseases, these are known as risk factors. Risk factors can range from: hereditary, lifestyle and environmental factors. Some risk factors are beyond the control of the individual. However, risk factors associated with lifestyle can be eliminated by modifying lifestyle habits and behaviours. We can take an active role in improving our health by decreasing involvement in health behaviours that are risk factors.

Some of the behaviours that can modify to improve health include:

- Physical inactivity
- Poor diet
- Tobacco use
- Excessive alcohol consumption
- Chronic stress

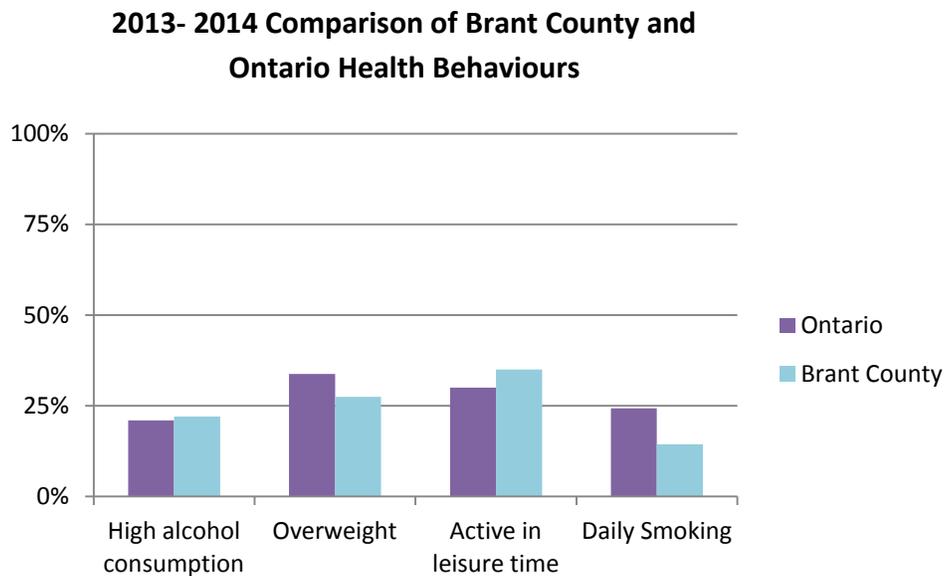


Figure 1. Demonstrates risky health behaviours in the Brant County and Ontario residents⁶.

Our communities are increasingly becoming sedentary (inactive), only 35% of residents from the Brand County report participating in physical activity during their free time. This increase in sedentary behaviours puts individuals more at risk of developing a chronic disease. In Canada 3

of 5 Canadians over the age of 20 suffer from a chronic illness, and 4 out of 5 or the remaining Canadians are at risk of developing one. By modifying this one behaviour and incorporating more physical activity into daily life individuals can decrease their risk of developing cardiovascular disease, osteoporosis, stroke, diabetes, hypertension and some types of cancer.

Mental Health Benefits of Physical Activity^{8,9}

The benefits of physical activity are not limited to your physical health; improvements in mental health are associated with increased physical activity. Individuals who regularly participate in physical activity show improved self-esteem, decreased stress levels an improved sense of well-being, and better overall mood. In some individuals regular physical activity can decrease the severity of symptoms associated depression and acute anxiety.

What is Physical Activity?^{4,7,10}

Physical activity is any bodily movement produced by skeletal muscles. Exercise is a type of physical activity that is structured, planned and typically has more specific goals. It is possible to be physically active without exercising! Physical activity can include activities like walking, dancing, gardening, house chores, and active play.

There are three types of physical activity:

1. Aerobic or cardio activities: These are rhythmic, repeated and continuous movements of the same large muscle groups. Cardio activities lead to stronger and more efficient cardio-vascular systems (heart and lungs).

Examples of aerobic exercise include activities like swimming, biking, walking, running or rowing.

2. Resistance or strengthening activities: These activities require the use of muscular strength to work against a resistance load. Over time strength training will increase muscle and bone strength.

Examples of resistance activities include weigh lifting, heavy yard work, carrying groceries.

3. **Flexibility:** These are movements that result in the gentle stretching of muscles. Incorporating stretching into a physical activity routine will maintain muscle flexibility and joint range of motion.

Examples of flexibility activity include yoga, stretches and Tai Chi.

How much is enough? ¹¹

An individual's physical activity needs are dependent on age. The Canadian Society for Exercise Physiology recommends adults between the ages of 18- 64 participate in at least 150 minutes of moderate to vigorous aerobic physical activity in bouts of at least 10 minutes, along with at least 2 resistance sessions weekly. The Canadian Society for Exercise Physiology has outlined **Physical Activity Guidelines** for all age groups.

Intensity ^{4, Borg}

Intensity is an indicator of how hard an individual is working while participating in an activity. Determining intensity is subjective, that is to say that for the same activity, intensity will vary from person to person. There are two helpful tools that can quickly be used to help individuals gauge what intensity level they are working at.

The Talk Test uses an individual's ability to talk during an activity to measure intensity. The talk test indicators are explained in detail in the table below.

Intensity Level	Indicators (talk test)	Examples
Moderate Activities	You will be able to talk but not sing.	Bike riding Brisk walk
Vigorous Activities	You will not be able to say more than a few words without needing to catch their breath.	Running Basketball Soccer Cross-country skiing

Intensity can also be monitored by using a tool called the Rating of Perceived Exertion (RPE) Scale. The RPE is a 10 point scale that gives a value of zero for no exertion at all and a rating of 10 would indicate the hardest you could possibly work. To be in the moderate physical activity range, aim to be between 3-5 on this scale. Both the **Talk Test** and **Perceived Rating of Exertion** are tools participants can use to determine how hard they are working and will allow participants to adjust their intensity accordingly.

Rating of Perceived Exertion	Description
0	Complete rest
1	Very, very easy
2	Easy
3	Moderate
4	Somewhat hard
5	Hard
6	
7	Very hard
8	
9	
10	Extremely hard (Maximal Effort)

Planning a Safe Exercise Program

When beginning a new exercise program it is important to consider the components necessary for a complete exercise program. The F.I.T.T principle is a guide when thinking of beginning a new physical activity program to ensure you have a complete and safe exercise program.

F.I.T.T stands for frequency, intensity, type and time. These are four factors to consider when preparing a physical activity program.

1) Frequency

Refers to how often an individual is participating in a physical activity program (3 days a week, 5 days a week, etc). After any physical activity session your body will require time to rebuild and replenish. Build a physical activity program that allows for enough rest between each session. Finding a balance between challenging your body and providing enough rest for healing is an important part of a physical activity plan. This will give your

body the opportunity to adapt to changes in your level of physical activity, as well as decrease the risk of injury.

2) Intensity

It is important to remember that intensity is unique to the individual participating in the activity. Not everyone has the same level of physical fitness, so it is important that each individual is working at an intensity level that is appropriate for them.

3) Type

A complete physical activity plan should include all types of activities (endurance, resistance and flexibility), as they are all important to maintaining good health.

4) Time

It is recommended that adults get at least 150 minutes of moderate-vigorous physical activity each week, with 2 sessions of resistance activities. This can be broken up over the course of the week into shorter more manageable sessions. Not all participants will be able to meet the Canadian Society for Exercise Physiology guidelines. Starting with small manageable activity sessions and slowly increase to meet Canadian guidelines.

Mentoring and the Stages of Behaviour Change

Mentoring⁴

As a community educator you may have the opportunity to act as a mentor to participants. Mentors are an important part of the PACE program model, since they have the ability to create personal relationships with those who need support and information to adopt a new lifestyle. A mentor will assist people as they work to achieve their physical activity goals.

Mentors will do this by:

- Helping their mentee identify what motivates them to be more physically active.
- Teach them how they can incorporate physical activity into their daily lives.
- Connect mentees with other community resources available to them (subsidies, Active Grand initiatives, etc).
- Assist mentees to set and monitor physical activity goals.
- Provide encouragement and support to their mentee.

Making the Change^{13, 14, 15, 16}

Making the change from a sedentary lifestyle to one that includes more physical activity can be challenging. In order to successfully adopt a new health behaviour, and lead a more active lifestyle individuals need to understand:

1. How their current lifestyle is harmful to their health.
2. How changing their level of physical activity will improve their overall health.
3. How they can overcome potential barriers to effectively make the change.

The PACE Program will provide information to participants to help increase their understanding of the dangers of inactivity and the variety of benefits of physical activity. These are valuable to those looking to increase their level of physical activity. Motivating an individual to participate in physical activity requires understanding their potential limitations to physical activity and providing the support and resources needed overcome these limitations.

Those who are not familiar with physical activity or do not know how to safely increase their level of physical activity can feel uneasy about making that change. Like any behaviour change, increasing physical activity is influenced by a number of things. There may be combination of physical and perceived limitations to participation in a physical activity program. If a participant feels these limitations are too great, they are less likely to feel ready to make the necessary changes. Once an individual feels ready to make that change, a trigger or cue is required to turn

this readiness to act into action. A reminder call from a health care provider, encouragement from a friend, developing symptoms of an illness or pain are all examples of cues to action.

Dedicate time during your initial meeting with mentees to understand the limitations they believe they will encounter. Having an understanding of these limitations will allow you to provide your mentees with the resources and support they need to feel ready to make the necessary changes.

Here are some of the common limitations to increasing physical activity, as well as tools to overcome these limitations.

Limitations	Suggestions to overcome limitations
<p>Lack of time</p>	<p>Physical activity does not have to be completed in lengthy sessions. Participants can set physical activity goals that break physical activity up into shorter more manageable sessions.</p>
<p>Access</p> <ul style="list-style-type: none"> • Participant does not have access to affordable physical activity programs. • Participant doesn't feel safe being physically active in their neighbourhood. 	<ul style="list-style-type: none"> • PACE program offers free physical activity programs at 2 locations. • Physical activity equipment is available at the two locations for those who cannot attend physical activity groups. • Peer educators will have access to information about community physical activity programs available in the communities.
<p>Knowledge</p> <ul style="list-style-type: none"> • Participants do not know what chronic illnesses are. • Participant does not believe that they are at risk of developing a chronic illness. • Participant doesn't know the benefits of physical activity. 	<p>During community education sessions peer educators will provide information to community members. Community members will learn about the incidence of chronic disease, the dangers of inactivity and the benefits of physical activity.</p>

Lack of Confidence

Participant does not believe they have the ability to properly participate in physical activity programs

- PACE program will focus on skill building and teaching goal setting.
- Programs will provide modifications to accommodate all levels of physical ability.
- Goal setting can be used to build confidence and track progress.

Lack of Motivation

- Verbal feedback and encouragement
- Reducing stress or negative emotions
- Learning with peers

Lack of Support

- Relationships built in group sessions and one-on-one mentoring will provide supports to participants.
-

The Stages of Behaviour Change¹⁷

Adopting a new health behaviour is a process, and individuals who make the decision to develop healthy habits move through phases, (stages of change) as they work to incorporate their new health behaviours into their everyday lives.

In order to effectively assist and guide PACE participants through these changes it is important to understand each stage and potential strategies that can be used to guide participants to the next stage.

The table below provides an explanation of each stage of the behaviour change process in addition to highlighting effective strategies to progress to the next stage.

Table 3: Stages of Behaviour Change¹⁸.

Stage	Definition	Potential Strategies
Pre-Contemplation	In this stage an individual is unaware of their need to change unhealthy behaviours. These individuals have no intention of taking action towards behaviour change.	<ul style="list-style-type: none"> – Educate individuals about at risk populations and the prevalence of negative health outcomes. – Highlight risks of inactivity and sedentary lifestyles.
Contemplation	Individuals realize their need to change their behaviours and intend to take action in the next six months	<ul style="list-style-type: none"> – Motivate – Encourage to make specific plans – Connect individuals with others who have successfully made behaviour changes.
Preparation	Individual is planning how to begin their new health behaviours.	<ul style="list-style-type: none"> – Assist individual with developing S.M.A.R.T goals and an action plan.
Action	In this stage the individual has changed behaviour for a short period of time (less than 6 months).	<ul style="list-style-type: none"> – Provide individual with feedback, problem solving strategies, social support and encouragement.
Maintenance	Individual has been successful in achieving their target behaviour changes for more than 6 months.	<ul style="list-style-type: none"> – Assist by providing reminders, providing tools to prevent a slip back into a sedentary lifestyle.

Goal Setting⁴

Setting goals is a great way to assist in the behaviour change process. An effective goal will challenge and motivate an individual to work towards achieving that goal. By using S.M.A.R.T goal setting guidelines appropriate goals can be generated. S.M.A.R.T is an acronym that acts as a reminder of things to consider when setting goals.

S.M.A.R.T stands for:

Specific- Encourage participants to select goals that are specific and not vague. Specific goals make it easier to create a focused action plan, and prevent individuals from being distracted.

Measurable- When goals are made, there should be clear criteria to measure whether or not goals have been met. For example, instead of saying “I would like to walk more” a more measurable goal would be: “I would like to walk for 20 minutes every day”. Setting the goal this way gives the individual a specific target to work towards and a way to measure their progress.

Attainable- Goals that are attainable are the best way to set goals. It is great to have ambitious, long term physical activity goals, but it is also important to remind participants to set goals that are also attainable in the short-term. It can be discouraging if participants do not feel that they are making improvements. By setting smaller goals that can be attained in the short-term, progress can more easily be monitored and new goals can be set at any time. This gives a sense of accomplishment and keeps participants engaged and motivated.

If a participant would like to set larger more long term goals it can be useful to create a set of goals broken down into short term, mid term and long term timeframes.

Realistic- Goals that are realistic, refers to the participant's willingness and ability to accomplish the goal. For example if an individual does not enjoy swimming, even though it is a great form of activity, a goal of swimming 3 times weekly is not realistic. Also, if an individual does not have access to a swimming pool, they do not realistically have the ability to achieve a goal of swimming 3 times a week.

Timely- Set a timeframe to complete goals! A goal without a timeline makes it easier to procrastinate in changing behaviours. A deadline will provide a time for an individual to assess their progress and establish new goals once current goals are met.

**An example of a complete goal statement following
S.M.A.R.T principles:**

*I will complete a 5 kilometre walk by the
end of August of 2016.*

Creating an action plan⁴

Once S.M.A.R.T goals have been set it is helpful to have a specific strategy to achieve that goal. An action is a specific plan outlining the steps that will be taken to achieve goals. These plans should be behaviour specific and outline exactly what you will do to accomplish your goal.

An effective action plan will answer all of the following questions:

- 1) Exactly what are you going to do?
- 2) How much will you do?
- 3) When will you do this?
- 4) How often will you do this activity?

The goal setting and action plan worksheet can be used to assist with the goal setting and action planning process, you will also find a complete action plan.

SAFETY

Environmental Safety Considerations¹⁹

When leading an exercise program pay close attention to the exercise environment to prevent accidents or injuries. For programs taking place indoors ensure the temperature of the room is appropriate, conducting an exercise class in a space that is too warm can be unsafe as it puts participants at a greater risk of overheating during the activity. In the same way if the exercise space is too cold participants will be at an increased risk of injury. It is difficult to complete a full warm up or stretching prior to exercise if the room is too cold so the muscles are never properly prepared to for exercise.

Check the exercise space for any tripping or safety hazards, exercise equipment on the floor, uneven flooring or sticky or slippery spots on the floor.

Group Exercise Programs

Prior to every group physical activity session ensure that all new participants have completed their paperwork:

1. New participant and emergency contact forms
2. Completed Par-Q
 - a. Medical clearance from their physician (if concerns are raised on the Par-Q)

*Please note: Participants may not participant in the session if they have not completed all of the above paperwork. Individuals are welcome to observe any physical activity sessions without completing any paperwork.

General Safety Guidelines²⁰

Please remind new participants of the following safety guidelines to keep themselves safe during each physical activity session. A copy of these reminders will be provided to you, to be presented when new participants join the group.

- Wearing proper footwear (secure on your feet, closed toe and closed heel).
- Have a water bottle; it is important to drink water before, during and after physical activity.
- Wearing loose and comfortable clothing
- Eat before exercising: Our body needs the fuel from meals to meet the increased energy demands of a physical activity session.

What to Watch For²⁰

When engaged in physical activity our bodies must adjust to the increased energy demands, as a result, there are some expected responses while you are physically active. There are also some responses that you need to watch since they could be a warning sign for something more serious. The table below lists some of the normal and abnormal responses to physical activity.

Table 4. Normal and Abnormal Responses to Exercise²⁰

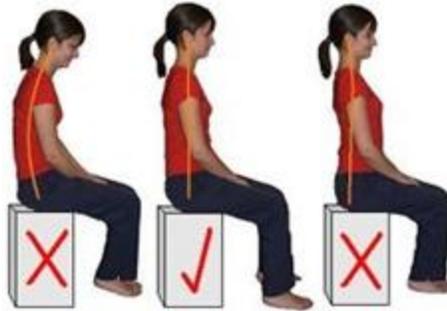
Normal response to physical activity	Abnormal response to physical activity
<ul style="list-style-type: none">• Light to moderate breathlessness• Sweating• Some Fatigue• Some muscle burning• Light muscle or joint pain following exercise, this should decrease in the following days.	<ul style="list-style-type: none">• Chest pain• Intense joint pain• Dizziness or vertigo• Heart palpitations• Severe and prolonged breathing difficulty• Headache• Wheezing

*If you or a participant is experiencing any of these abnormal responses to exercise before or during physical activity ask them to STOP advise them to contact their healthcare professional before participating in another physical activity program.

Quick Tips and Reminders^{3,20}

Sometimes it can be helpful to remind participants of things they can do while exercising to keep themselves safe and reduce their risk of any injury. For example:

- 1) **Rhythmical breathing:** Some individuals may hold their breath while performing an exercise. Your body needs more oxygen for your working muscles so remind participants to breathe in and out rhythmically to ensure they are receiving all the oxygen they need.
- 2) **Good posture:** Proper posture is very important to make sure participants do not injure themselves. Remind participants to keep good posture, chest up with shoulders down and back.



3) **Stay hydrated**: It is important to replenish fluids lost during physical activity due to sweating. Drink water before, during as well as after any physical activity will help to prevent dehydration.

- Encourage participants to bring a water bottle and ensure you give breaks during the sessions for participants to drink some water.

Managing Emergency Situations

The PACE training will provide you with tools to manage an emergency situation and assist an injured or ill individual until trained first responders arrive. This training will NOT provide you with the depth of knowledge to act as a certified first responder in a serious emergency situation EMS (911) should be contacted to assume responsibility of the situation.

When providing assistance in the case of an injury it is important to be aware of the surrounding environment. When approaching an emergency situation use the STOP Principle:

S = Stop

T = Think

O = Observe

P = Plan

Once you have done this and have determined that action is required, or that the situation is beyond your skill or comfort level, call 9-1-1

Communication

- 1) **Attention**: Keep your attention on the injured individual or patient. speak at their eye level.

- 2) **Personal Space:** Respect their personal space, both for their comfort as well as for your own safety until you can establish that the area is safe.
- 3) **Listen:** Allow the patient to explain in their own words what happened.
- 4) **Body language:** Watch the patient's body language to get cues of how they may react. Also consider your own body language and how it may be perceived.
- 5) **Terminology:** Use plain language, avoid medical terminology to avoid confusion.
- 6) **Politeness/ Professionalism:** Do not use inappropriate language or comments. Do not make up answers if you do not know the answer.

Patients have the right to expect that any information they provide to you regarding their medical history will be kept confidential. Information can be shared with EMS responders when they arrive or other healthcare professionals.

Emergency Plan^{20, 21}

In the case of an emergency PAEs will follow the steps indicated below to assist the participants:

Note:

At the Grand River Community Health Centre to contact site staff to initiate EMS (Call 9-1-1) use the phone located in the community room dial 9-9-1-1.

At T.B Costain/ SC Johnson Community Centre, phone in main office can be used to call 9-1-1.

Participant is displaying abnormal responses to physical activity (Chest pain, dizziness, heart palpitations, wheezing) :

1. Instruct the participant to stop and rest
2. Call 9-1-1, notify site staff that EMS have been contacted.

Participant is feeling faint or lightheaded

1. Quickly assist the participant to a seated or lying position.
2. Instruct another participant to keep the remaining participants from crowding the affected participant.
3. Monitor the participant until he/ she recovers.

Participant collapses during a physical activity program:

1. Call 9-1-1, notify site staff that EMS have been contacted.
2. Instruct another participant to escort remaining participants to another area where they will not interfere with the efforts of first responders when they arrive.
3. If the participant is conscious reassure the participant that assistance is on the way. Gather information to assist first responders. For example: Medications taken and when, pain or abnormal sensations they are experiencing
4. Do not move the injured participant, unless they are in a life threatening situation
5. Continue to monitor the injured party, take note of any changes in their condition until assistance arrives.
6. Continue to monitor the participant until EMS arrive.

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