

five for five



5 MINUTES TO BETTER HEALTH

A Physical Activity Add-On Curriculum

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INTRODUCTION: “FIVE FOR FIVE” – FIVE MINUTES TO BETTER HEALTH

Thank you for picking **Five for Five** to add to your existing program! The **Five for Five** physical activity (PA) add-on curriculum consists of the following components: Mindfulness, Cardiovascular Endurance, Muscular Endurance and Bone Strengthening, Muscular Strength, and Flexibility and Balance.

Five for Five has an overall goal of increasing the rate of PA for all ages. Nationwide, the number of youth and adults currently engaged in regular PA is 26% and 54%, respectively (United States Department of Health and Human Services 2018). By choosing to use this add-on curriculum within your existing programs, you are giving your participants access to new, fun, and achievable types of activity which they can take with them.

In 2019, University of Idaho Extension educators reached over 440,793 face-to-face contacts. Your role within Extension is a perfect match to share the **Five for Five** curriculum in your communities to get people more excited about being physically active and to improve their overall well-being.

As an educator, **Five for Five** benefits your programming and participants by:

- Enhancing an individual's ability to concentrate and maintain focus
- Improving their motivation and engagement in the learning process
- Increasing their amount of daily PA through a planned PA break
- Improving the flow of instruction

Five for Five is designed to be offered in just “5” minutes time! We recommend moving through each of the five key components in the following order:

1. Mindfulness 
2. Cardiovascular Endurance 
3. Muscular Endurance and Bone Strengthening 
4. Muscular Strength 
5. Flexibility and Balance 

While it is important to offer all components, instructors may choose activities within each section to select combinations that best suit their audience. Included with the **Five for Five** curriculum are PA posters and resistance bands to help with instruction, PA cards for your participants to take home, and a social media presence to help participants stay involved.

Physical Activity Guidelines for Americans (2018): All components of the **Five for Five** curriculum are only intended to last for one minute. Discuss with your participants during this time the recommended amount of activity needed for overall health per their age group.

- **Preschool-aged children** (ages 3–5) should be physically active throughout the day to enhance growth and development.
- **Children and adolescents** (ages 6–17) should participate in at least 60 minutes of moderate-to-vigorous activity per day.
- **Adults** should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours)

of moderate-intensity aerobic physical activity every week or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) of vigorous-intensity activity every week instead. Spread aerobic activity throughout the week.

- **Older Adults/Varying abilities:** Participants with chronic conditions and/or disabilities should understand whether and how their conditions affect their ability to do regular physical activity safely. If participants cannot do 150 minutes of moderate-intensity aerobic activity each week because of chronic conditions, they should be as physically active as their abilities and conditions allow.

Safety Statement (provide to participants)

When performing physical activities and exercises, please consider your personal health and safety. Talk to the instructor about modifying the activity for your own fitness level and health conditions. Do not do the exercise if you are not comfortable performing it. Talk to your health care provider about any concerns related to your personal health and fitness. Exercises are performed at your own risk, and you are responsible for your own medical expenses related to any injuries sustained during the exercises.

1. Work at your own pace and comfort level.
2. Use a chair, table, or wall for support, as needed.
3. Keep your core tight while performing the majority of exercises. This will support your spine and keep your form consistent with recommendations.
4. Do not hold your breath while exercising—breathe “through” the movement to avoid spikes in blood pressure.
5. Try to stand with your legs somewhat relaxed and do not lock your knees.
6. All movements should be intentional and controlled.
7. Practice social distancing and follow current Centers for Disease Control and Prevention guidelines when engaging in group fitness.
8. If using exercise equipment, disinfect the equipment before and after use.

Evaluation

The **Five for Five** curriculum is a new and innovative way to increase physical activity levels for Extension program participants. We are excited that you agreed to use this add-on curriculum and would greatly appreciate your help in getting feedback.

Please take a moment and print out the participant survey (see Surveys section) which you can either include with your evaluation or hand out separately. Gaining insight via the Educator Survey as to how this program worked is crucial in determining its overall impact. When you've completed it, please scan/email or mail back to Kirstin Jensen, kdjensen@uidaho.edu, Idaho County Extension, 320 W. Main St., Courthouse Rm. 3, Grangeville, ID 83530.

Resource

United States Department of Health and Human Services. 2018. *Physical Activity Guidelines for Americans*. 2nd ed. US Department of Health and Human Services: Washington, DC.

FIVE FOR FIVE: MINDFULNESS COMPONENT

Lesson Title: Mindfulness Activities

Key Term: Mindfulness

Learning Objective: Participants will practice relaxed breathing using several strategies to promote emotional well-being.

Reminders: Choose types of physical activity that are appropriate for your audience's current fitness level, ability, and health goals. Mindfulness activities are always optional; respect participants who choose not to engage.

Definition: Mindfulness relates to being intentional about your thoughts, movement, and actions. Using mindfulness strategies may help you to relax and improve your well-being throughout the day. Mindfulness is thinking or contemplating an action, in this case, relaxing.

Mindfulness relates to the ability to bring focus and attention to the present moment, with nonjudgment and acceptance, that is, with kindness to oneself regardless of what is arising in the present moment (e.g., a difficult thought, a challenging emotion)" (Le 2014).

Breathing is key to mindfulness and relaxing. Our breathing is automatic, so often we do not think about it. Being intentional about each breath can have a calming effect on our body. Practicing breathing takes concentration but helps our mind redirect our focus, which may help us cope with stressful situations.

Recommendation: The **Mindfulness** component of the **Five for Five** curricula is only intended to last for one minute. An option for *A Friend* activity is to use a small stuffed animal or pillow, because using a soft object when relaxing often helps children to discover an important coping mechanism. Having a stuffed animal or soft object offers a child beneficial options, like taking a nap or going to bed, when dealing with anxiety-evoking situations. For older youth, using a pillow to practice breathing is equally effective.

Learning Indicator: Participants easily practiced breathing to clear their mind and relax their body.

Resources

Banks, B., S. Bercaw, and K. Johnston. 2018. "GEM: Get Experience in Mindfulness." University of Delaware. Shop4h.org, <https://shop4-h.org/products/gem-get-experience-in-mindfulness> and National 4-H Council Meet the Authors video, <https://www.youtube.com/watch?v=UBJFGTh936Q>.

Fortuna, K., L. Baor, S. Israel, A. Abadi, and A. Knafo. 2014. Attachment to Inanimate Objects and Early Childcare: A Twin Study. *Frontiers in Psychology* 5: 486. doi: 10.3389/fpsyg.2014.00486.

Harris, K., and O. Green. 2014. University of Arkansas Division of Agriculture, Research and Extension. Cooperative Extension Service. "Yoga for Kids."

Le, Thao N. 2014. Mindfulness-Based Adventure Camp for Military Youth. *Journal of Extension* 52(2): Article 2FEA5. <https://archives.joe.org/joe/2014april/a5.php>.

Lesson Author: Maureen Toomey, Area Extension Educator, Associate Professor of Healthy Living, University of Idaho Extension, mtoomey@uidaho.edu

MINDFULNESS ACTIVITIES

Supplies:

- Mindfulness Activities Poster
- Timer
- Stuffed animal or pillow (optional)

Pre-Lesson Preparation: Select a quiet space to sit or lie flat.

Directions: Mindfulness activities calm your body and mind and prepare you to engage in cardio, endurance, flexibility, and muscle-strengthening activities. Select one mindfulness activity to start your Five for Five. See corresponding graphics and descriptors on pages 21–22.

ACTIVITY	DIRECTIONS
Sitting	<ol style="list-style-type: none"> 1. Take a seat on a chair, floor, or bed. 2. Change your position, trying another comfortable position. 3. Get settled and relax the muscles in your arms, legs, and back. 4. Take a few deep breaths, letting each out slowly. 5. When ready, hold the position while breathing and do not move your body for 30 seconds. Adjust your neck and head as needed. 6. Repeat, but hold your comfortable pose for one minute.
A “Friend”	<ol style="list-style-type: none"> 1. Lie down in a comfortable position and wiggle your body around. Shift your shoulders backwards, opening your chest. 2. Place your favorite stuffed animal (or pillow) on your abdomen (belly). Take a deep breath and try to raise your “friend” up with your belly. Gently breath out and let your “friend” settle comfortably on your belly. 3. Keeping your eyes on your “friend”, practice five in-breaths and out-breaths, each time watching your “friend” rise and lower on your belly. 4. Breath slowly so that your “friend” does not fall off.
Finger Pyramid	<ol style="list-style-type: none"> 1. Take a seat on a chair or floor and ease into a comfortable position. 2. Match each finger on your left hand with the fingers on your right hand, creating a pyramid. 3. With your eyes on your fingertips, take an in-breath and slowly let it out. Notice the touch of your fingertips. 4. Take a second in-breath and release your thumbs followed by each matching finger, opening the pyramid. On your out-breath, roll your fingertips back together. 5. Practice five slow in-breaths and out-breaths, each time rolling the finger pyramid open and closed. 6. Try five additional breath sets with your eyes closed, just focusing on the touch of your fingertips.

ACTIVITY	DIRECTIONS
Intentional Breathing	<ol style="list-style-type: none"> 1. Sitting or lying, wiggle your body around. Shift your shoulders backwards, opening your chest. Find a relaxed pose—nothing exaggerated, just comfortable. 2. Place one hand on your chest and the other on your abdomen (belly). Take a deep breath, noticing which rises more, your chest or your belly. 3. Take an in-breath and push the air into your lower lungs. Your belly hand should rise more than your chest hand. Slowly let the breath out. 4. Practice five in-breaths and out-breaths. Each time, think about pushing air into your lower lungs and then all the way out.
Sense Your Surroundings	<ol style="list-style-type: none"> 1. Take a seat on a chair or the floor, finding a comfortable position. Relax the muscles in your arms, legs, and back. 2. Take a few deep breaths, letting each out slowly. 3. Carefully observe your surroundings for a minute. <ul style="list-style-type: none"> <i>What do you hear?</i> <i>What do you see in front of you?</i> <i>What do you smell?</i> <i>What do you feel?</i>
Contemplation	<ol style="list-style-type: none"> 1. Sitting comfortably, shift your shoulders backwards, opening your chest. 2. Take a deep in-breath and slowly breathe out. 3. Close your eyes and think of one theme, like colors. This opens space in your mind for a specific thought. Try to see the color in your mind. <ul style="list-style-type: none"> <i>What is your favorite color?</i> <i>Think of all the shades of your favorite color.</i> 4. Continue to breathe slowly and think of only one theme for a minute.

Reflect

- How did you adjust your breathing during the activity?
- What changes did you notice in your body after practicing slow breathing?
- How did it feel to clear your mind?

FIVE FOR FIVE: CARDIOVASCULAR ENDURANCE COMPONENT

Lesson Title: Cardiovascular Endurance Activities

Key Terms: Endurance, aerobic, youth, fitness, physical activity

Learning Objective: Participants will learn beginner cardiovascular or aerobic physical activities to promote physical and emotional health and well-being.

Reminder: Choose types of physical activity that are more appropriate for your audience's current fitness level as some activities are safer than others.

Definition: Cardiovascular endurance exercise is one of the four types of exercises along with strength, balance, and flexibility. Cardiovascular endurance, also known as aerobic (with oxygen) physical activity, is the ability of the heart, lungs, and blood vessels to deliver oxygen to working muscles and tissues, as well as the ability of those muscles and tissues to utilize that oxygen. Cardiovascular endurance exercise activities increase your breathing and heart rate and keep your heart, lungs, and circulatory system healthy while improving your overall fitness.

Learning Indicator: Participants felt their heart rate increase slightly and develop a general knowledge about different cardiovascular endurance activities, which should encourage them to do the exercises on their own for a longer period to meet recommendation standards.

Resources

Mittleider, J., T. Gibson, and M. Arnett. 2017. *Fit and Fall Proof Class Leader Training Manual*. 2nd ed. Idaho Department of Health and Welfare, Division of Public Health: Boise.

Rodgers, A. B. 2009. *Exercise and Physical Activity*. 2009. National Institute on Aging/ National Institutes of Health/US Department of Health and Human Services: Washington, DC. Publication 09-4258. https://www.umassmed.edu/globalassets/eap/documents/exerciseguide_final_aug2010.pdf.

United States Department of Health and Human Services. 2018. *Physical Activity Guidelines for Americans*. 2nd ed. US Department of Health and Human Services: Washington, DC.

Lesson Author: Shelly Johnson, Extension Educator, Professor, Nutrition, Fitness and Health Promotion, University of Idaho Extension, sjohnson@uidaho.edu

CARDIOVASCULAR ENDURANCE ACTIVITIES

Supplies:

- Cardiovascular Endurance Activities Poster
- Chair without wheels (i.e. folding chair). Make sure you can comfortably rise from a seated position. Wheelchair locked in place is acceptable for those unable to stand.

Pre-Lesson Preparation:

- Ensure that the activity space is large, clean, and safe enough for the intended group of participants, (i.e., no trip hazards, offers a clear wall space for activities).
- Provide access to water.

Directions:

- Ensure ample space for proper and safe movement. Stand shoulder-width apart and stretch your arms out to your sides (approximately 1–2 feet away from other class participants).
- Remind participants to exercise at their own pace. They should be able to talk through all activities while performing them slowly and in controlled movements. Remind
- participants to breathe through the exercises.
- This component should only be performed after completing the **Mindfulness** component to ensure participant's muscles have warmed up.
- See corresponding graphics and descriptors on pages 23–26.

Warm-Up Phase:

1. The **Cardiovascular Endurance** component should always start with an activity from the Light Intensity Subgroup to ensure that their muscles are warmed up effectively.

Activity Phase:

1. Choose only two or three cardiovascular exercises from the Intensity-specific activity sheets to perform in the one-minute allotted time, (i.e., 30 seconds of each activity for two exercises or 20 seconds of each activity for three exercises). See corresponding graphics and instructions in the Component Descriptors section.
2. Know your audience. Choose a combination of Light, Moderate, or Vigorous Intensity activities appropriate for your age group.

Cool-Down Phase:

1. Should include approximately 15 seconds of walking in place and/or gathering components to prepare for the next **Five for Five** exercise component, **Muscular Endurance and Bone-Strengthening**.

AUDIENCE	LIGHT INTENSITY (LI)	MODERATE INTENSITY (MI)	VIGOROUS INTENSITY (VI)
<p>All Age Groups</p> <p><i>Youth Combination</i></p> <p><i>Suggestions:</i></p> <p>LI + MI + VI MI + MI + VI MI + VI + VI</p> <p><i>Adults and Participants with Varying Abilities</i></p> <p><i>Combination</i></p> <p><i>Suggestions:</i></p> <p>LI + LI + LI LI + LI + MI LI + MI + VI</p>	<p>Walking in Place*</p> <p>Marching in Place*</p> <p>Heel Taps in Place*</p> <p>Knee Lifts in Place*</p> <p>Side Jack</p> <p><i>*Circle around the room for added interest.</i></p>	<p>Running in Place</p> <p>Low Stance Jacks</p> <p>Power Skips</p> <p>Air Punches</p>	<p>Burpees</p> <p>Jumping Jacks</p> <p>Mountain Climbers</p> <p>Squat Jumps</p>

LI: Light Intensity; **MI:** Moderate Intensity; **VI:** Vigorous Intensity

Reflect

- How many minutes of cardiovascular endurance should *you* get each day/week?
- What are your favorite forms of cardiovascular endurance/aerobic activities?

FIVE FOR FIVE: MUSCULAR ENDURANCE AND BONE-STRENGTHENING COMPONENT

Lesson Title: Muscular Endurance and Bone-Strengthening Activities

Key Terms: Muscular endurance, weight bearing, physical activity, youth, adults, seniors

Learning Objective: Participants will learn to move their body through a series of muscular endurance and bone-strengthening activities to promote physical and emotional well-being and reduce the risk of many adverse health outcomes.

Reminders: Choose types of physical activity that are appropriate for your audience's current fitness level, ability, and health goals. Have participants exercise at their own pace; if any movement causes pain or discomfort, stop the activity.

Definitions: Muscle endurance activities include bone-strengthening/weight-bearing activities, causing the muscles to exert force over a given period thus promoting bone growth and strengthening.

Learning Indicator: Participants practiced the exercises with confidence and proper form.

Resource

United States Department of Health and Human Services. 2018. *Physical Activity Guidelines for Americans*. 2nd ed. US Department of Health and Human Services: Washington, DC.

Lesson Author: Kirstin Jensen, Extension Educator, Associate Professor, Health, Nutrition and Fitness, University of Idaho Extension, kdjensen@uidaho.edu

MUSCULAR ENDURANCE AND BONE-STRENGTHENING ACTIVITIES

Supplies:

- Muscular Endurance and Bone-Strengthening Activities Poster
- Chair without wheels (i.e. folding chair). Make sure you can comfortably rise from a seated position. Wheelchair locked in place is acceptable for those unable to stand.
- Exercise mats (one per participant)

Pre-Lesson Preparation:

- Ensure that the activity space is large, clean, and safe enough for the intended group of participants, (i.e., no trip hazards, offers a clear wall space for activities).
- Provide access to water.

Directions:

- Ensure there is ample space for proper and safe movement. Stand shoulder-width apart and stretch out your arms to your sides (approximately 1–2 feet away from other class participants).
- All activities should be performed slowly and with controlled movements. Remind participants to breathe through the exercises.
- This component should only be performed after completing the **Cardiovascular Endurance** component to ensure that participants' muscles have warmed up.
- See corresponding graphics and descriptors on pages 27–29.

Activity Phase:

1. Choose only two or three muscular endurance/bone-strengthening exercises from the age-specific activity table to perform in the one-minute allotted time, (i.e., 30 seconds of each activity for two exercises or 20 seconds of each activity for three exercises). See corresponding graphics and descriptors on pages 27–29.
2. Know your audience. Choose a combination of activities based on your age group(s) and/or abilities and available space.

Cool-Down Phase:

1. Should include approximately 15 seconds of walking in place and/or gathering components while preparing for the next **Five for Five** exercise component, **Muscular Strength**.

YOUTH	ADULTS	OLDER ADULTS/ VARYING ABILITIES
<p>Plank (elbows or straight arms)</p> <p>Body-Weight Squats</p> <p>Soldier Walk</p> <p>Side Bends with Leg Lifts</p>	<p>Plank (elbows or straight arms) or Wall Push-Ups</p> <p>Walking Lunges</p> <p>Body-Weight Squats</p> <p>Soldier Walk</p> <p>Side Bends with Leg Lifts</p>	<p>Wall Push-Ups (wide and narrow)</p> <p>Body-Weight Squats</p> <p>Knee Bends with Chair</p> <p>Side Bends with Chair</p> <p>Straight Leg Kick-Backs</p>

Reflect

- How do you feel after performing these muscle endurance exercises?
- What health benefits do you feel could be achieved by practicing these exercises on a regular basis?

FIVE FOR FIVE: MUSCULAR STRENGTH COMPONENT

Lesson Title: Muscular Strength Activities

Key Terms: Muscular strength, physical activity, youth, adults, seniors

Learning Objective: Participants will learn to move their body through a series of muscular strength activities to promote physical and emotional well-being and reduce the risk of many adverse health outcomes.

Reminders: Choose types of physical activity that are appropriate for your audience's current fitness level, ability, and health goals. Have participants exercise at their own pace; if any movement causes pain or discomfort, stop the activity.

Definitions: Muscle-strengthening activities include resistance training and weightlifting that causes the body's muscles to work or hold against an applied force or weight. There are three components to muscle-strengthening activities:

- **Intensity**—how much weight or force is used relative to how much a person is able to lift
- **Frequency**—how often a person does the muscle-strengthening activity
- **Sets and Repetitions**—how many times a person does the muscle-strengthening activity (i.e. lifting a weight or doing a push-up)

Learning Indicator: Participants practiced the exercises with confidence and proper form.

Resource

United States Department of Health and Human Services. 2018. *Physical Activity Guidelines for Americans*. 2nd ed. US Department of Health and Human Services: Washington, DC.

Lesson Author: Kirstin Jensen, Extension Educator, Associate Professor, Health, Nutrition and Fitness, University of Idaho Extension, kdjensen@uidaho.edu

MUSCULAR STRENGTH ACTIVITIES

Supplies:

- Muscular Strength Activities Poster
- Chair without wheels (i.e. folding chair, dining table chair). Make sure you can comfortably rise from a seated position. Wheelchair locked in place is acceptable for those unable to stand.
- Resistance Bands

Pre-Lesson Preparation:

- Ensure that the activity space is large, clean, and safe enough for intended group of participants, (i.e., no trip hazards, offers a clear wall space for activities).
- Provide access to water.

Directions:

- Ensure there is ample space for proper and safe movement. Stand shoulder-width apart and stretch out your arms to your sides (approximately 1–2 feet away from other class participants).
- Remind participants that the effects of muscle-strengthening activities are limited to the muscles doing the work. It is important to work all the major muscle groups of the body—the legs, hips, back, abdomen, chest, shoulders, and arms.
- All activities should be performed slowly and in controlled movements. Remind participants to breathe through the exercises.
- This component should only be performed after the **Muscular Endurance and Bone-Strengthening** component to ensure participants' muscles have warmed up.
- See corresponding graphics and descriptors on pages 30–31

Activity Phase:

1. Choose only two or three muscular-strengthening exercises from the age-specific activity table to perform in the one-minute allotted time, (i.e., 30 seconds of each activity for two exercises or 20 seconds of each activity for three exercises). See corresponding graphics and descriptors on pages 30–31 .
2. Know your audience. Choose a combination of activities based on your age group(s) and/or ability and available space.

Cool-Down Phase:

1. Should include approximately 15 seconds of walking in place.

AUDIENCE	YOUTH	ADULTS	OLDER ADULTS/ VARYING ABILITIES
Supplies: Resistance Bands	Sumo Squats Resistance Bands: <ul style="list-style-type: none"> • Biceps Curl • Triceps Press • Upright Row • Body Squats • Shoulder Press 	Sumo Squats Resistance Bands: <ul style="list-style-type: none"> • Biceps Curl • Triceps Press • Upright Row • Body Squats • Shoulder Press 	Body-Weight Squats / Knee Bends with Chair Resistance Bands: <ul style="list-style-type: none"> • Biceps Curl • Triceps Press • Upright Row • Body Squats • Shoulder Press

Reflect

- How do you feel after performing these muscle-strengthening exercises?
- What health benefits do you feel could be achieved by practicing these exercises on a regular basis?

FIVE FOR FIVE: FLEXIBILITY AND BALANCE COMPONENT—FLEXIBILITY

Lesson Title: Flexibility Activities

Key Terms: Flexibility, fitness, well-being, physical activity

Learning Objective: Participants will learn beginner flexibility exercises to promote physical and emotional health and well-being.

Reminders: Choose types of physical activity that are appropriate for your audience's current fitness level, ability, and health goals. Have participants exercise at their own pace; if any movement causes pain or discomfort, stop the activity.

Definitions: Flexibility is one of four types of exercises, along with strength, balance, and cardiovascular. Training in flexibility allows the muscles to relax, extend, increases the range of motion of joints, and decreases overall bodily stiffness.

Recommendations: The **Flexibility** component of the **Five for Five** curriculum is only intended to last for one minute.

- Work at your individual comfort level, being aware of how your body is feeling.
- Continuous flow of breath; do not hold your breath.
- Equally work both sides of the body with slow, controlled movements.
- If any movement causes pain, change or stop the movement.

Learning Indicator: After one minute of engagement, participant felt that their muscles were warmed up, pliable, and stretched.

Resources

Knopf, K. 2017. *Stretching For 50+*. Berkeley, CA: Ulysses.

Mittleider, J., T. Gibson, and M. Arnett. 2017. *Fit and Fall Proof Class Leader Training Manual*. 2nd ed. Idaho Department of Health and Welfare, Division of Public Health: Boise.

Power, T. A., and K. Rietz. 2009. *ABCs of Yoga for Kids*. Pacific Palisades, CA: Stafford House.

Lesson Authors: Julie Buck, Extension Educator, Associate Professor, Family and Consumer Sciences, University of Idaho Extension, jhbuck@uidaho.edu

Leslee Blanch, Associate Extension Educator, Family and Consumer Sciences, University of Idaho Extension, lblanch@uidaho.edu

FLEXIBILITY ACTIVITIES

Supplies:

- Flexibility and Balance Activities Poster
- Chair without wheels (i.e. folding chair). Make sure you can comfortably rise from the chair from a seated position. Wheelchair locked in place is acceptable for those unable to stand or a cane for those needing help to maintain a standing position.

Pre-Lesson Preparation:

- Clear space and remove all trip and fall hazards (e.g., throw rugs, pets, cords).
- Utilize back of chair, table, or wall as needed for support during standing stretches.
- Provide access to water.

Directions:

- Ensure there is ample space for proper and safe movement, stand shoulder-width apart, outstretch arms to your sides, and separate participants about 1–2 feet away from each other.
- Stretching continues to increase flexibility, decrease muscle strain, and reduce risk of injury. Hold stretches to a point of gentle tension, but no pain.
- All activities should be performed slowly and with controlled movements. Remind participants to breathe through the exercises.
- Slow, controlled movements can be done while seated or standing. If standing, place one or both hands on a chair for stability, as needed.
- For proper posture, pull your belly button toward the spine, move your shoulders back and down, and pull your tailbone toward the Earth.
- This component should only be performed after completing the **Muscular Strength** component to ensure participant's muscles are warmed up.

Activity Phase:

- Know your audience. Choose a combination of activities based on your age group(s) and/or ability and available space. See corresponding graphics and descriptors on pages 32–34.

YOUTH	ADULTS	OLDER ADULTS/ VARYING ABILITIES
Head Turn	Head Turn	Head Turn
Half Circles	Half Circles	Half Circles
Shoulder Shrugs	Shoulder Shrugs	Shoulder Shrugs
Seated Tree Hug	Seated Tree Hug	Seated Tree Hug
Cat - Cow	Cat - Cow	Cat - Cow
Arm across Chest	Pat on Back	Goalpost Arms
Wrist Circles	Wrist Circles	Wrist Circles
Seated Leg Extension	Seated Leg Extension	Seated Leg Extension
Standing Leg Extension	Standing Leg Extension	Ankle Circles
Ankle Circles	Ankle Circles	

Reflect

- How did flexibility exercises improve your ability to stretch?
- What are the benefits of practicing flexibility activities?

FIVE FOR FIVE: FLEXIBILITY AND BALANCE COMPONENT—BALANCE

Lesson Title: Balance Activities

Key Terms: Balance, stability, fitness, physical activity

Learning Objective: Participants will learn balance poses to promote physical and emotional well-being.

Reminders: Choose types of physical activity that are appropriate for your audience's current fitness level, ability, and health goals. Have participants exercise at their own pace; if any movement causes pain or discomfort, stop the activity.

Definitions: Balance activities require you to maintain stability, which helps to prevent falls, increase agility, and improve confidence.

Recommendations: The **Balance** component of the Five for Five curriculum is only intended to last for one minute.

- A supportive touch on a wall, table, or chairback can reinforce stability during balance poses.
- Begin with leg movements, adding arm movements as you are able.
- If any movement causes pain, change or stop the activity.
- Work at your comfort level.

Learning Indicator: After one minute of engagement, participant should feel that muscles have warmed and strengthened, particularly in the lower body and core.

Resources

Knopf, K. 2017. *Stretching For 50+*. Berkeley, CA: Ulysses.

Mittleider, J., T. Gibson, and M. Arnett. 2017. *Fit and Fall Proof Class Leader Training Manual*. 2nd ed. Idaho Department of Health and Welfare, Division of Public Health: Boise.

Power, T. A., and K. Rietz. 2009. *ABCs of Yoga for Kids*. Pacific Palisades, CA: Stafford House.

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Leslee Blanch, Associate Extension Educator, Family and Consumer Sciences, University of Idaho Extension, lblanch@uidaho.edu

BALANCE ACTIVITIES

Supplies:

- Flexibility and Balance Activities Poster
- Chair without wheels (i.e. folding chair). Make sure you can comfortably rise from a seated position. Wheelchair locked in place is acceptable for those unable to stand or a cane for those who need help to maintain a standing position.

Pre-Lesson Preparation:

- Remove all trip and fall hazards (e.g., throw rugs, pets, cords).
- Provide access to water.

Directions:

- Ensure there is ample space for proper and safe movement, stand shoulder-width apart, outstretch arms to your sides, and separate participants about 1–2 feet away from each other.
- Stretching continues to increase flexibility, decrease muscle strain, and reduce risk of injury. Hold stretches to a point of gentle tension, but no pain.
- All activities should be performed slowly and with controlled movements. Remind participants to breathe through the exercises.
- Slow, controlled movements can be done while seated or standing. If standing, place one or both hands on a chair for stability, as needed.
- For proper posture, pull your belly button toward the spine, move your shoulders back and down, and pull your tailbone toward the Earth.
- This component should only be performed after completing the **Muscular Strength** component to ensure participant’s muscles are warmed up.

Activity Phase:

- Know your audience. Choose a combination of activities based on your age group(s) and/or ability and available space. See corresponding graphics and descriptors on pages 35–36.

YOUTH	ADULTS	OLDER ADULTS/ VARYING ABILITIES
<p>Calf Raise</p> <p>Star</p> <p>Tree</p> <p>Swaying Tree</p> <p>One-Legged Squat</p> <p>Dancer with Chair</p>	<p>Calf Raise/Calf Raise on One Leg</p> <p>Star</p> <p>Tree with Chair or Wall</p> <p>Swaying Tree with Chair or Wall</p> <p>Dancer with Chair</p>	<p>Calf Raise with Chair</p> <p>Star with Chair</p> <p>Tree with Chair or Wall</p> <p>Swaying Tree with Chair or Wall</p>



Reflect

- How did the balance exercises improve your focus?
- What are the benefits when we practice balance activities?

COMPONENT DESCRIPTORS

MINDFULNESS

ACTIVITY	ILLUSTRATION	DESCRIPTOR
A "Friend"	<p style="text-align: center;"><i>A Friend</i></p> 	<p>Lying on your back, wiggle into a comfortable position. Place a stuffed animal or pillow on your abdomen. Practice breathing in and slowly out, watching your "friend" move up and down.</p>
Contemplation	<p style="text-align: center;"><i>Contemplation</i></p> 	<p>Sit in a relaxed pose. Take a few deep breaths, letting each out slowly. For one minute close your eyes and think of one theme, like your favorite color.</p>
Finger Pyramid	<p style="text-align: center;"><i>Finger Pyramid</i></p> 	<p>Match your left-hand fingers with your right-hand fingers, creating a pyramid. With each slow breath, open and close the pyramid by releasing and then touching your fingertips.</p>
Intentional Breathing	<p style="text-align: center;"><i>Intentional Breathing</i></p> 	<p>Sit or lie in a relaxed pose. Place one hand on your chest and the other on your abdomen. Practice slow breathing. With each deep breath think about moving air in and out of your lungs.</p>

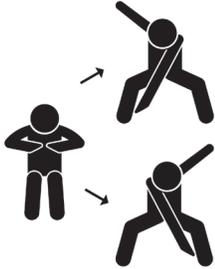
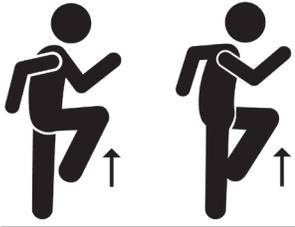
ACTIVITY	ILLUSTRATION	DESCRIPTOR
<p>Sense Your Surroundings</p>	<p style="text-align: center;"><i>Sense Your Surroundings</i></p> 	<p>Sit in a comfortable position, relaxing arms, legs, and back. Take a few deep breathes, letting each out slowly. Carefully observe your surroundings for a minute.</p>
<p>Sitting</p>	<p style="text-align: center;"><i>Sitting</i></p> 	<p>Sit in a comfortable position, relaxing arms, legs, and back. Take a few deep breathes, letting each out slowly. Hold your comfortable pose for one minute.</p>

CARDIOVASCULAR ENDURANCE

LIGHT INTENSITY		
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Heel Taps in Place	<p>Heel Taps in Place</p>	Stand upright, core tight, hands on hips, feet together. Tap right heel out in front of body with flexed ankle. Return to starting position. Repeat with left leg.
Knee Lifts in Place	<p>Knee Lifts in Place</p>	Stand upright, core tight, feet hip-width apart, hands on hips. Bring right knee up as close to chest as possible. Repeat with left knee.
Marching in Place	<p>Marching in Place</p>	Stand upright, core tight, feet hip-width apart. Bend elbows to a 90° angle at sides. Bring right elbow forward as left knee raises up. Repeat on the opposite side.
Side Jack	<p>Side Jack</p>	With feet together, arms at side, step one foot out to the side, raising arms over head. Step leg back to starting position lowering arms to the side. Repeat on opposite side.

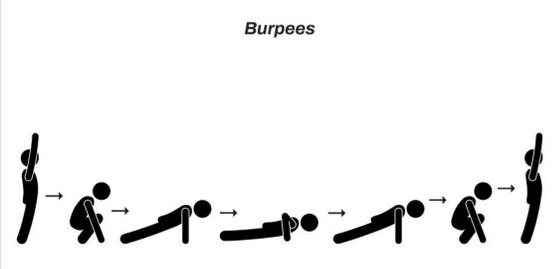
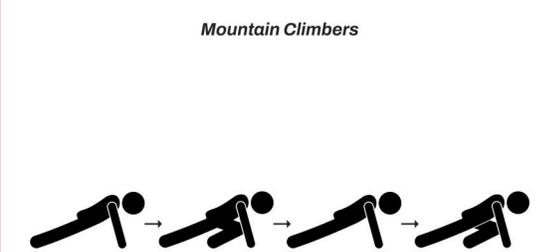
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Walking in Place	<p data-bbox="618 323 716 338"><i>Walking in Place</i></p> 	Stand upright, core tight, shoulders back. Walk in place.

MODERATE INTENSITY

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Air Punch	<p data-bbox="638 892 699 907"><i>Air Punch</i></p> 	With dominant foot in front, elbows bent, hands in front of face forming fists, extend left arm out in a jabbing motion, keeping elbows slightly bent and chest up. Repeat with right and left jabs.
Low-Stance Jack	<p data-bbox="613 1262 719 1276"><i>Low-Stance Jack</i></p> 	Stand with feet together, hands at chest, elbows out. Bend knees slightly into a squat, pushing bottom back. Staying low, step right foot out to side, reaching left arm across body to right foot. Return to starting position. Switch sides and repeat.
Power Skips in Place	<p data-bbox="602 1623 727 1638"><i>Power Skips in Place</i></p> 	Stand with feet hip-width apart. Lift right knee and spring up off left foot, hopping into the air. Switch. Continue in a “skipping” motion in place.

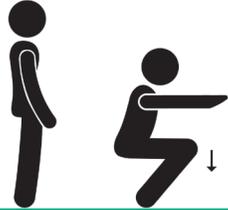
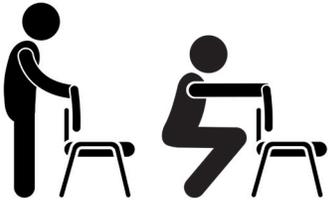
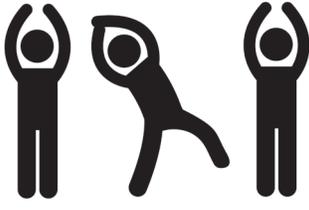
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Running in Place	 <p>The illustration shows two black stick figures in a running motion, one slightly ahead of the other. Above them, the text "Running in Place" is written in a small font.</p>	<p>Stand upright, feet hip-width apart. Bend elbows to a 90° angle next at sides. Run in place on balls of feet.</p>

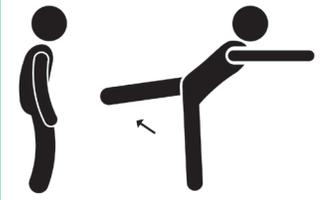
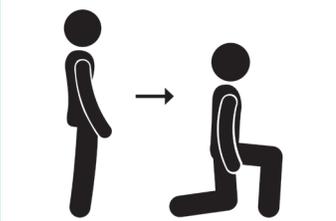
HIGH INTENSITY

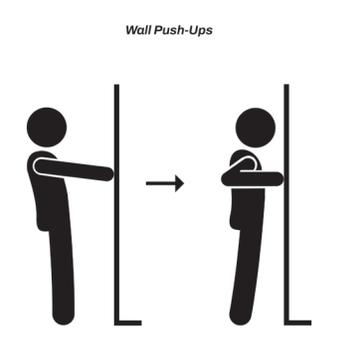
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Burpees	 <p>The illustration shows a sequence of six black stick figures connected by arrows, illustrating the steps of a burpee: standing, squatting, dropping to the floor, pushing up to a plank, jumping back to a squat, and jumping into the air with arms overhead.</p>	<p>Standing with feet hip-width apart, move into a squat with hands on the floor outside feet. Jump or step both feet back to plank position, holding core tight. Drop to a push-up. Return to plank position. Jump or step feet toward hands, back to a squat, then jump into the air, reaching arms overhead.</p>
Jumping Jacks	 <p>The illustration shows two black stick figures. The first is standing with feet together and arms at its sides. The second is in a jumping jack position with feet wide apart and arms raised above its head.</p>	<p>Standing with feet together and hands at sides, jump up and spread feet out wide while raising arms above head making a "V." Without pausing, jump back to starting position. Repeat.</p>
Mountain Climbers	 <p>The illustration shows a sequence of four black stick figures in a plank position, connected by arrows. Each figure has one leg raised and bent at the knee, pulling the knee toward the chest, alternating between the right and left legs.</p>	<p>In plank position, core tight, body in a straight line, step/jump right foot forward, pulling knee into chest. Quickly switch and step/jump left foot forward pulling knee into chest. Repeat.</p>

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Squat Jumps	<p style="text-align: center;"><i>Squat Jumps</i></p>  <p>The illustration shows four black stick figures in a sequence from left to right. The first figure is standing upright. The second figure is in a squat position with a downward arrow below it. The third figure is jumping upwards with an upward arrow above it. The fourth figure is in a squat position with a downward arrow below it.</p>	<p>Standing with feet hip-width apart, core tight, lower into a squat position. Keep chest lifted, knees behind toes, and arms bent, with hands in front of chest. Jump straight up and swing arms down. Return to squat and repeat.</p>

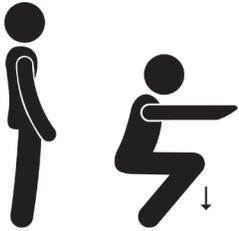
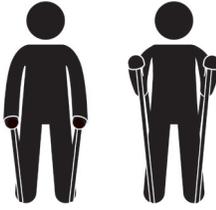
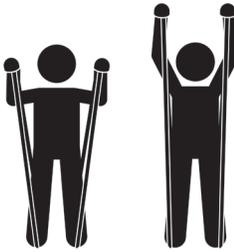
MUSCULAR ENDURANCE AND BONE-STRENGTHENING

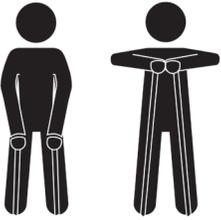
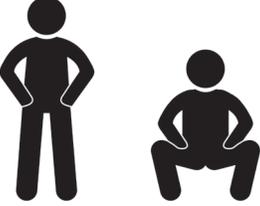
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Body-Weight Squats	<p style="text-align: center;"><i>Body-Weight Squats</i></p> 	<p>Stand upright with feet hip-width or slightly wider, core tight. Use a chair or wall to help balance. Bend at knees, pointing bottom back (like sitting down in a chair) and squat until comfortable position, then return to standing. Keep chin up and eyes focused forward.</p>
Knee Bends with Chair	<p style="text-align: center;"><i>Knee Bends with Chair</i></p> 	<p>With feet hip-width and core tight, hold back of chair, bend at knees, pointing bottom back, and squat until comfortable position. Return to standing. Keep chin up and eyes forward.</p>
Plank	<p style="text-align: center;"><i>Basic Plank</i></p>  <p style="text-align: center;"><i>Elbow Plank</i></p> 	<p>Place hands or elbows directly under shoulders. Keeping core tight, lift hips and knees off floor so there is a straight line from shoulders to heels and hold.</p>
Side Bends with Leg Lift	<p style="text-align: center;"><i>Side Bends with Leg Lift</i></p> 	<p>With feet hip width, place hands on hips or clasp overhead. Bend at waist to one side while raising opposite leg straight out to the side. Return to center and repeat on opposite side.</p>

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Side Bends with Chair	<p style="text-align: center;"><i>Side Bends with Chair</i></p> 	<p>With feet hip-width behind a chair, bend at waist to one side while raising opposite leg straight out to the side. Return to center and repeat on opposite side.</p>
Soldier Walk	<p style="text-align: center;"><i>Soldier Walk</i></p> 	<p>Standing with extended arms, core tight, walk forward or in place, keeping back and knees straight. Lift right leg straight out with toes pointed up. Extend left arm forward towards toes. Return to start position. Alternate arms and legs.</p>
Straight Leg Kick-Back	<p style="text-align: center;"><i>Straight Leg Kick-Back</i></p> 	<p>With feet hip-width, kick one leg straight back, bending at waist, as far as range of motion allows. Return to standing and repeat with opposite leg.</p>
Walking Lunges	<p style="text-align: center;"><i>Walking Lunges</i></p> 	<p>With back straight, shoulders back, and core tight, walk forward, stepping out as far as comfortable. Bend front knee, keeping knee behind toes. Step into a lunge without touching the back knee to the ground. Bring back foot up to meet the front foot and switch legs.</p>

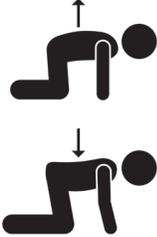
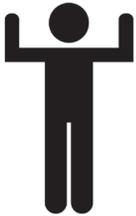
ACTIVITY	ILLUSTRATION	DESCRIPTOR
<p>Wall Push-Ups</p>	 <p>The illustration shows two stages of a wall push-up. On the left, a person is in a plank position with their hands flat against a vertical wall. An arrow points to the right, where the person is in an upright position, having pushed their body away from the wall. The text 'Wall Push-Ups' is written above the diagram.</p>	<p>With feet slightly further away from the wall than arm's length, core tight, place hands shoulder-width apart on wall. Bend arms to 90°, keeping body straight, until nose almost touches wall. Push to upright position.</p> <p><i>Optional:</i> Move hands to shoulder-width or narrow position to work different angles on the arms/ shoulder muscles and increase difficulty level.</p>

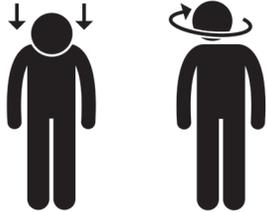
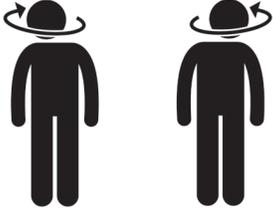
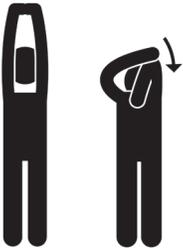
MUSCULAR STRENGTH

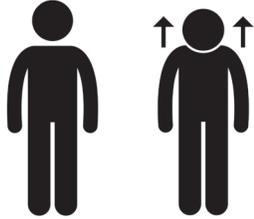
ACTIVITY	ILLUSTRATION	DESCRIPTOR
<p>Body-Weight Squats and/ or Knee Bends with Chair</p>	<p style="text-align: center;"><i>Body-Weight Squats</i></p> 	<p>Stand upright with feet hip-width or slightly wider, core tight. Use a chair or wall to help balance. Bend at knees, pointing bottom back (like sitting down in a chair) and squat until comfortable position, then return to standing. Keep chin up and eyes focused forward.</p>
<p>Resistance Bands: Bicep Curls</p>	<p style="text-align: center;"><i>Resistance Bands Bicep Curls</i></p> 	<p>With feet hip-width and core tight, place band under both feet. Start with palms facing forward and arms straight. Keeping shoulders back, slowly bend at elbows bringing hands towards shoulders. Return to starting position. Repeat.</p>
<p>Resistance Bands: Body Squats</p>	<p style="text-align: center;"><i>Resistance Bands Body Squats</i></p> 	<p>With feet hip-width, toes turned outward, and core tight, place band under both heels. Pull the band up 2–3 inches above shoulders, palms facing forward. Keep head up, chest out, and bend knees and hips, pushing bottom back and down. Stand back up to starting position. Repeat.</p>
<p>Resistance Bands: Shoulder Press</p>	<p style="text-align: center;"><i>Resistance Bands Shoulder Press</i></p> 	<p>With feet hip-width, toes turned outward, and core tight, place band under both heels. Pull the band up so hands are at shoulder level facing in, elbows at side. Press hands above head and move slightly together. Return to starting position. Repeat.</p>

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Resistance Bands: Tricep Press	<p style="text-align: center;"><i>Resistance Bands Tricep Press</i></p> 	<p>With feet hip-width and core tight, place band under both heels. With hands facing backward, elbows bent at 90° at side, lean body slightly forward. Push hands toward the back until arms are straight being careful not to let elbows come away from side. Return to starting position. Repeat.</p>
Resistance Bands: Upright Row	<p style="text-align: center;"><i>Resistance Bands Upright Row</i></p> 	<p>With feet hip-width, and core tight, place band under both feet. Start with hands together, holding band in front and arms straight. Keeping shoulders back, raise hands up to chin with elbows pointing out to sides. Return to starting position. Repeat.</p>
Sumo Squats	<p style="text-align: center;"><i>Sumo Squats</i></p> 	<p>Stand with feet wider than hip-width, toes pointed slightly out, hands on hips or straight out in front of shoulders. Keeping core tight, bend knees, making sure knees do not go over toes. Return to starting position. Repeat.</p>

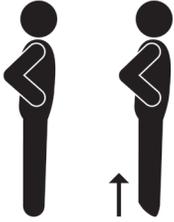
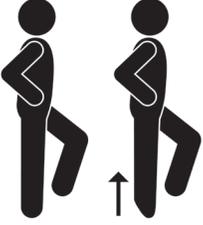
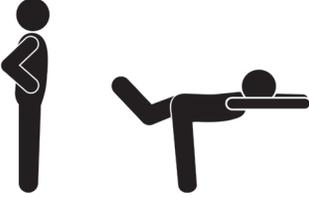
FLEXIBILITY AND BALANCE

FLEXIBILITY		
ACTIVITY	ILLUSTRATION	DESCRIPTOR
Ankle Circles	<p>Ankle Circles</p> 	Lift leg slightly. Move foot in circular motion. Reverse circle direction. Switch legs.
Arm across Chest	<p>Arm across Chest</p> 	Extend left arm shoulder height and reach across chest, supporting arm with right hand as needed. Switch arms.
Cat - Cow	<p>Cat - Cow</p> 	With knees below hips, lower chest toward floor while keeping head above heart. Gently curve upward one vertebrae at a time. Repeat.
Goalpost Arms	<p>Goalpost Arms</p> 	Open arms wide at shoulder height, bending elbows 90°. Slowly close and open arms.

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Half Circles	<p data-bbox="565 323 639 342"><i>Half Circles</i></p> 	<p data-bbox="813 296 1349 390">Lower chin toward center of chest. “Draw a half circle” with chin along chest toward right shoulder. Return chin toward center of chest. Repeat left.</p>
Head Turn	<p data-bbox="570 722 634 741"><i>Head Turn</i></p> 	<p data-bbox="813 690 1333 751">Chin level with the floor, rotate gaze toward right shoulder. Slowly turn gaze left.</p>
Pat on the Back	<p data-bbox="553 1108 651 1127"><i>Pat on the Back</i></p> 	<p data-bbox="813 1083 1300 1178">Reach right arm up, bending at elbow. Pat left shoulder, supporting arm with left hand as needed. Switch arms.</p>
Seated Leg Extension	<p data-bbox="532 1497 667 1516"><i>Seated Leg Extension</i></p> 	<p data-bbox="813 1472 1305 1533">Extend one leg hip height, flex foot, and press heel away from body. Switch legs.</p>

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Seated Tree Hug	<p style="text-align: center;"><i>Seated Tree Hug</i></p> 	<p>Reach arms forward “around tree” and clasp hands, gently curving back toward chair. Slowly sit tall, opening arms wide, keeping elbows bent and hips tucked under.</p>
Shoulder Shrugs	<p style="text-align: center;"><i>Shoulder Shrugs</i></p> 	<p>Slowly lift shoulders toward ears and lower. Repeat.</p>
Standing Leg Extension	<p style="text-align: center;"><i>Standing Leg Extension</i></p> 	<p>Extend one leg hip-height, flex foot, and press heel away from body. Switch legs.</p>
Wrist Circles	<p style="text-align: center;"><i>Wrist Circles</i></p> 	<p>Extend arms out front. Circle both wrists in one direction, then change directions.</p>

BALANCE

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Calf Raise	<p style="text-align: center;"><i>Calf Raise</i></p> 	<p>Stand with feet hip-width apart, toes facing forward. Slowly lift and lower heels.</p>
Calf Raise on One Leg	<p style="text-align: center;"><i>Calf Raise on One Leg</i></p> 	<p>Balance on one foot. Slowly lift and lower heel, holding chair for support as needed. Switch legs.</p>
Dancer	<p style="text-align: center;"><i>Dancer</i></p> 	<p>Standing on right leg, lift arms upward. Hinge forward at hips, bringing chest and left leg parallel with floor. Bend left knee, toes pointing toward sky. Return to standing. Switch sides. Use chair for support as needed.</p>
One-Legged Squat	<p style="text-align: center;"><i>One-Legged Squat</i></p> 	<p>Stand on right leg. Place left foot close to right foot and lift left heel. Slowly sit and stand. Switch sides.</p>

ACTIVITY	ILLUSTRATION	DESCRIPTOR
Star	<p style="text-align: center;"><i>Star</i></p> 	<p>Keeping left hand on chair, stand on left leg. Lift right leg out to side, pointing toes. Stretch right arm upward. Switch sides.</p>
Tree	<p style="text-align: center;"><i>Tree</i></p> 	<p>Stand on right leg, lift left knee, and open wide to side. Place left foot on right leg below or above knee. Lift one or both arms to sky. Switch legs. Use chair or wall for support, as needed.</p>
Swaying Tree	<p style="text-align: center;"><i>Swaying Tree</i></p> 	<p>Stand on right leg, lift left knee, and open wide to side. Place left foot on right leg below or above knee. Lift one or both arms to sky. Bend at waist to one side and then the other. Switch legs and repeat. Use chair or wall for support, as needed.</p>

PARTICIPANT SURVEY

Strongly Disagree = 1 Disagree = 2 Not Sure = 3 Agree = 4 Strongly Agree = 5

I was more actively involved or interested in class after completing a Five for Five activity.	1 2 3 4 5
I will participate again in Five for Five activities during Extension programs.	1 2 3 4 5
I would try Five for Five activities on my own using provided graphics.	1 2 3 4 5
When available, I would access the Five for Five social media platforms for encouragement. (#five4five)	1 2 3 4 5
What did you like about the Five for Five activity?	Please respond:

OPTIONAL

Are you Hispanic or Latino?	YES	NO
Select one of more of the following races:	American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White International Two or More Races Unknown	

DATE: _____

LOCATION: _____

EDUCATOR SURVEY

Strongly Disagree = 1 Disagree = 2 Not Sure = 3 Agree = 4 Strongly Agree = 5

I felt confident teaching the Five for Five curriculum.	1 2 3 4 5
I will include additional Five for Five activities in my programs.	1 2 3 4 5
Providing a structured physical activity for participants improved the overall flow of instruction.	1 2 3 4 5
Five for Five activity added value to this program.	1 2 3 4 5
How did Five for Five activities impact your program or presentation plan?	Please respond:
What would have made the Five for Five activity more effective for you?	Please respond:
What other information/assistance would be helpful in facilitating Five for Five?	Please respond:

OPTIONAL

Are you Hispanic or Latino?	YES NO
Select one of more of the following races:	American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White International Two or More Races Unknown

DATE: _____

LOCATION: _____

five for five



5 MINUTES TO BETTER HEALTH

