

# Leader TOOLS

Keeping participants focused  
on positive lifestyle choices

3rd Quarter: July-August-September

## Observances & Resources

### **JULY – JUVENILE ARTHRITIS AWARENESS MONTH**

The Arthritis Foundation ([arthritis.org](http://arthritis.org)) brings awareness to juvenile arthritis (JA) during the month of July. What is JA? The Arthritis Foundation explains that JA is a term encompassing multiple autoimmune and inflammatory conditions or pediatric rheumatic diseases that develop in children under the age of 16, and affects nearly 300,000 US children. The various types of JA may share some symptoms, however each is unique; some affect the musculoskeletal system, but can also involve the eyes, skin and gastrointestinal tract. The most important step for treating JA is to first get an accurate diagnosis. Unfortunately there is no cure. However, with early diagnosis and proper treatment, remission is possible. Treatment plans typically involve medication, physical activity, eye care and healthy eating. Maybe your facility wants to add a children's exercise program to their class schedule, even if it is just a short "summer camp".

### **AUGUST – FAMILY FUN MONTH**

The National Day Calendar website ([nationaldaycalendar.com](http://nationaldaycalendar.com)) shares Family Fun as one of the many observances during the month of August. A time to enjoy family with extra fun and activities, this is the perfect reason to get everyone in the family moving. Plan an evening or weekend class that brings the family together for fitness and fun activities... make it user-friendly for grandparents, parents and kids alike to highlight all the programs your facility has to offer. A "Land & Sea" option lets you share the benefits of both AFAP and AFEP classes.

### **SEPTEMBER – FRUITS & VEGGIES: MORE MATTERS MONTH**

The Fruits & Veggies More Matters® website ([fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)) strives to share the importance of adding more fruits and vegetables to our diet...every day! More than 90% of people in the US – both adults and children – do not eat the amount of vegetables and fruits recommended in the Dietary Guidelines for Americans. However, two simple rules makes the recommendations easy to achieve: fill half your plate with fruits and veggies at every meal or snack, and remember that all forms (fresh, frozen, canned, dried and 100% juice) all count toward that daily intake! Planning a get-together with your classes that involves food? Follow these rules and help your participants understand that "More Matters!" Need a good Health Education topic for September, check out the Top 10 Reasons to Eat MORE Fruits & Vegetables at this link

**10 reasons to eat more  
fruits and veggies**



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One of the general program goals is to encourage positive social interaction among participants. Many classes enjoy recognizing participants' birthdays and Helen Tilden, AFAP/ AFEP Program Leader Trainer, shares some ideas for the celebration.

Add this easy game using the initials of the birthday person to offer a gift. Each member of the class makes up a different gift for the birthday honoree. The gifts are free, have no calories, and will lead to lots of laughter. Keep the class moving with simple exercises during this "Gift Game" and you have a brain-training activity. Examples:

Barbara K (initials BK) might get a blue kite, baby kangaroo, brown kitten, or big key, etc.

Sally T (initials ST) could receive a silver tiara, super tamale, a small train, etc.

Paul A (initials PA) might get a purple ascot, painted alligator, pickled anchovy, and a peeled apple.

Create a handout of birthday symbols and customs. Below is a synopsis of birthday symbols and customs to get you started. For more information or to write your own handout, visit [www.birthdaycelebrations.net](http://www.birthdaycelebrations.net); this site has symbols and customs for many countries.

**Cake** The Greeks took round shaped cakes to the temple of Artemis, goddess of the moon. The Germans used a sweet layered cake called Geburtstagarten for birthday celebrations.

**Candles** The Greeks used candles to make the cake glow like the moon and the Germans placed a candle in the center of the cake to symbolize life.

**Cards** The custom to send good wishes for a happy year began in England more than 100 years ago.

**Party** A gathering with friends and family was held to ward off evil spirits and to protect the person celebrating the birthday. It would last all day and sometimes into the night.

**Traditions** Games and noise makers scare off bad luck or evil spirits, spankings send evil spirits away, and blowing out the candles sends a wish toward heaven with the smoke.



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# MUSIC & MOVES



When Pam Decourcy, AFAP/AFEP Program Leader Trainer with nearly 30 years of experience in the fitness industry, plays background music in her classes, her participants like to see if they can remember the names of songs. This got her thinking, “Why not put actual exercises to the names of songs?” She asked her classes to think of song titles that either had the name of an exercise in it, or one that triggered a certain exercise. It took several weeks to come up with the list to the right. See what they have so far.

Now, when Pam says the name of a song, her class participants have to remember what exercise goes with it, which is great for memory recall. Many people also like trivia so you can have more fun with this by asking, “Who sang the song?” or “What decade is it from?” Take it to the next level with more in-depth questions, for instance “What TV show did Tiny Tim get married on and what was his wife’s name?” (Answers: Tonight Show with Johnny Carson and he married Miss Vicki.) “Who made the song ‘Take Me Out to the Ball Game’ famous, and what baseball team was he a broadcaster for?” (Answers: Harry Caray at the Chicago Cubs games.)

Says Pam, “We are having so much fun with this. Each class, someone comes up with another song. The exercises are a mix of AFAP and AFEP exercises since I teach both programs. I separate the list depending on which class I’m teaching.”

Put Your Head on My Shoulder by Paul Anka  
SIDE NECK BEND

Turn, Turn, Turn by The Byrds  
HEAD TURN

I Say a Little Prayer by Dionne Warwick  
PRAYER ARMS

Under My Thumb by the Rolling Stones  
THUMB BEND

Heat Wave by Martha and the Vandellas  
ARM WAVE

C’mon and Swim by Bobby Freeman  
BREASTSTROKE OR CRAWL STROKE

You Raise Me Up by Josh Grobin  
TOUCHDOWN

Woodchoppers Ball by Woody Herman  
THE CHOP

Stir it Up by Patti LaBelle  
STIR THE SOUP

Take Me Out to the Ball Game by Frank Zappa  
BASEBALL SWING

Eye of the Tiger by Survivor  
KNOCKOUT PUNCH

The Circle of Life by Elton John  
SIDE ARM CIRCLE

Walk on By by Dionne Warwick  
FORWARD WALK

Get a Leg Up by John Mellencamp  
SIDE LEG LIFT

Sunshine on My Shoulders by John Denver  
SHOULDER SHRUG

Applause by Lady Gaga  
OVERHEAD CLAP Variation A

Michael Row the Boat Ashore  
by Peter, Paul and Mary  
THE ROW

Cats Without Claws by Donna Summer  
CAT’S CLAW

Piano Man by Billy Joel  
PIANO

The Hip Walk by Nathan Davis  
HIP WALK

Tiptoe through the Tulips by Tiny Tim  
HEEL TOE LIFT

Take Me in Your Arms by The Doobie Brothers  
THE HUG

Electric Slide by Marcia Griffiths  
HEEL TO SHINBONE SLIDE



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# AFAP/AFEP Q&A

**Question:** Why doesn't the AEA Arthritis Foundation Program Leader manual tell us how many reps or how many sets for Category One and Category Two exercises? How am I supposed to put together my class?

**Answer:** We did not include repetitions or sets for each exercise because that will depend upon your specific population and how the exercise is being utilized. For example, Category I Exercises encompass movements to achieve Flexibility / Range of Motion/ Muscular Strength & Endurance.

Additionally, individuals move at their own pace, so you may not always be depending upon repetitions. You should also consider joint involvement – for those with specific joint issues, they may need to perform fewer reps than other participants. A final consideration is the actual class length – you have 5 Essential Class Components to include, and the amount of time devoted to each will be determined by the total time of your class.

For most exercises, you probably would want to perform 4 – 12 reps before changing to another exercise. If you want to repeat the same exercise, provide a break before performing a second set – that could be by doing another exercise or by allowing a rest period.

An additional tool to help you determine how much time to spend per exercise – which relates to the number of reps to perform – is your Lesson Plan. For example, say you select 17 exercises plus deep breathing to include in your 10-minute Flexibility & ROM class component. That would allow you approximately 30 seconds per exercise. But still, remember that some exercises may warrant more, or less, time depending upon class participants and class goals.

In summary, we did not provide specific reps and sets because there is not one formula that will work for all classes, or all participants.

## GET INVOLVED!

Share your innovative and successful ideas for keeping AFAP and/or AFEP classes filled and participants engaged and excited to return the next time! Leader Tools is an easy way to network with other Program Leaders across the globe, so please get involved with this free resource provided by AEA. Email your ideas to [julie@aeawave.com](mailto:julie@aeawave.com)

# MOTIVATION FOR SUCCESS

Carol Carson, AFAP Program Leader, has been teaching water exercise classes since 1995 and is the Aquatic Program Supervisor at Vidant Wellness Center in Greenville, NC. She is a big fan of the AEA Leader Tools, and shared the following ideas for keeping your classes progressing at safe levels and motivated to continue exercises – both important for successful exercise.

**Cue members** to exercise with the right movement size for their comfort level using inches, feet and yards (or switch to metric if you teach outside the US). You might also add directions. “Let me see you march one inch high while moving forward (backward, side to side).” “Now let me see you march six inches high moving north (south, left to right, etc.)” “Try marching one foot high or to your comfort level, moving forward one inch at a time.”

**Visualization** is a great relaxation technique, but that is not the only place we can put this to good use. Take participants on an imaginary trip across your state incorporating landmarks and state trivia, tying into recommended exercises when the opportunity arises. So for an AFAP class in North Carolina you might say, “Let’s take a hike from the beach to the mountains! Walk through the waves using BREASTSTROKE arms. Now stop and feel the waves moving you around (make waves with TRUNK ROTATION). Walk north to Kitty Hawk and see the Wright Brothers learning to fly (SIDE ARM LIFT). Head east to Greenville and chop down a pine tree (THE CHOP). SIDE STEP your way to Pinehurst for a round of golf. Go to Grandfather Mountain and climb to the top.”

**World Cup time!** Carol created a soccer workout using small floating balls and soccer (football in countries besides the US!) terminology to teach them about the sport and talk about current sporting events. Explains Carol, “This helps keep classes fresh – hard to do after teaching for so many years and some participants have been coming to the same class for close to 20 years. Yikes!”



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