

# **Inspiring Movers and Shakers**

## **Teaching Physical Activity Advocacy: A Game Approach**

**American Alliance of Health, Physical Education, Recreation and Dance**

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**True success is the only thing that you cannot have unless and until you  
have offered it to others.**

**SRI CHINMOY**

## Activity Advocates in Action Game

**Content:**

- Gameboard
- Action Cards (25)
- Game Pieces (4-8 players per game)

Also need White Board or Easel for debrief



**Objective:** The objective of the Activity Advocates in Action Game is to provide educators with an interactive, fun, engaging method of teaching youth about advocating for physical activity within the context of the socio-ecological model.

**Object of the Game:** To proceed through the board engaging in the actions designated on the cards to reach the final destination of the White House.








**Options for Playing and meeting the Game Objective:**

1. Each player plays as an individual and the first player to reach the White House is the winner
2. Each board acts as a team and each board to have all players reach the White House wins.
3. Each board has teams of players who act as a unit with the team who reaches the White House first wins.

**Instructions:**

Tell your players that you need their help in conveying this concept to others. Invite participants to help you design the board and make improvements to the game. A brief explanation of the socio-ecological model may assist with the playing of the game. The social-ecological perspective of community health promotion emphasizes the need for coordinated interventions targeted at several levels of the community, ranging from individuals and their social networks to institutions and policymakers (Anderson & O'Donnell, 1994; McLeroy, Bibeau, Steckler, & Glanz, 1988; Stokols, 1992, 1996).

In this game, different icons have been chosen to represent the different layers of the Socio-ecological model:

	Represents individual action a person can take to increase physical activity
	Represents individual action a person may take with peers, family members and immediate network to increase physical activity
	Represents actions taken at the institutional level to increase physical activity
	Represents collaborative actions taken by multiple community organizations to increase physical activity
	Represents public policy at local, state, national level proposed or implemented to increase physical activity
	FOR THE PURPOSE OF THE GAME—this image represents setbacks that occur in the process of trying to advocate for physical activity.
	Represents a fast fact. Time to MOVE!!

## Guidelines and Rules:

- ◆ Break up the class into groups of 6-8 individuals (or teams).
- ◆ Each player chooses a game piece.
- ◆ Place pieces on the green smiley face.
- ◆ To start, use a die or numbering system to determine initial start values
- ◆ Choose a card from the stack
- ◆ Read the card aloud.
- ◆ Move the designated number of spaces for the icon/category you started from.
- ◆ Continue to move along the board until either individual players or the whole board reaches the “White House” to assist Michelle Obama with her “Let’s Move Campaign”.
- ◆ Players may not move additional spaces if not indicated.
- ◆ Setback cards indicate actions that occur when trying to engage in physical activity.

## Debriefing:

Teachers may utilize the following questions to engage students in further discussion about the physical inactivity crisis and multi-disciplinary ways to approach this issue.

- ◆ What are some additional ways to make a physically active component of this game?
- ◆ How has playing this game increased your awareness of ways in which you can be an Activity Advocate?
- ◆ What are some actions you will take within the next two weeks to be an Activity Advocate?
- ◆ What additional actions would you add to the cards? What can you do within your institution to engage more people in physical activity?
- ◆ What have you learned about yourself from playing this game?
- ◆ What other populations would best be served by playing this game?
- ◆ How would you change this game?

## Selected References

Anderson, D., & O'Donnell, M. (1994). Toward a health promotion research agenda: "State of the science" reviews. *American Journal of Health Promotion*, 8, 462-465.

McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15, 351-377.

Stokols, D. (1992). Establishing and maintaining healthy environments: Toward a social ecology of health promotion. *American Psychologist*, 47, 6-21.

Stokols, D. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion*, 10, 282-298.

This game may be used for educational purposes only with the express consent of the author. Please email [tfitts@westfield.ma.edu](mailto:tfitts@westfield.ma.edu).