Psycho-Educational Program Manual

A community-based participatory research manual for promoting health enhancing physical activity Behaviors for African Americans with serious mental illness.
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INTRODUCTION

This manual provides instructions on how to implement Psycho Educational Programs (PEP) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI). It has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention. Adaptation was completed by a community based participatory research (CBPR) team of African Americans with SMI and weight concerns partnered with service providers and researchers. CBPR team efforts were supported by a grant from the National Institute on Minority Health and Health Disparities (NIMHD: MD010541-01). The CBPR team met regularly for up to a year conducting qualitative research to complete an adaptation of the MOVE! Manual that represents PEP perspectives and needs of African Americans with SMI. In addition, the CBPR team adapted the program to reflect female versus male preferences for PEP with an administrative supplement from NIMHD. This latter adaptation also considered how gender differences in trauma might impact PEP as it is being implemented in an individual’s community.

The manual begins with a brief discussion of barriers commonly found in African Americans with SMI and offers suggestions for effective behavioral change interventions. We next offer general instructions to help providers implement PEP, along with relevant techniques and insights into effective implementation. Finally, the manual details the procedures and materials needed to implement both the individual and group components of the educational and continuation phases of PEP.

Common Barriers among African Americans with Serious Mental Illness

**MOTIVATION:** Many participants with SMI lack the motivation and willingness to pursue goals as a result of their disease, medication side effects, and other social and environmental factors. Thus, they may lack the enthusiasm to begin the various behavioral routines required to make meaningful changes connected with weight loss and increased physical activity.

**COGNITIVE IMPAIRMENT:** Many participants with SMI experience challenges of mental focus and concentration including barriers in attention, memory, and critical thinking processes, (e.g., reasoning and other decision making functions). They face challenges in problem-solving and social interaction. Lack of focus and concentration may interfere with participants’ ability to understand the information needed to make changes and to remember weight loss and activity related tips and strategies. Lack of focus may also interfere with their ability to weigh the pros and cons of making changes and anticipate consequences of not making healthy lifestyle changes.

**SOCIAL IMPAIRMENT:** Participants with SMI also frequently have marked social challenges. They may be unable to fulfill basic social roles, have difficulty initiating and maintaining conversations, or have their needs met in situations requiring social interaction. Thus, they may not have the capacity to ask for assistance from others to support their behavioral change efforts.
Our PEP is designed to address these barriers and offer a variety of related implementation tips and strategies:

**Regarding issues of motivation:** We recommend that facilitators make use of motivational interviewing techniques that will keep participants actively and meaningfully engaged in their behavioral change efforts. Our manual includes a full review of the core principles underlying motivational interviewing and offers specific suggestions on how to use related techniques to deliver both the individual and group components of the PEP program. The manual also includes a section on self-efficacy activities (which emphasizes strengthening the belief in one’s capability to successfully perform a behavior and initiate behavioral change) and a stages-of-change model (which outlines behavior change as a component related to one’s readiness to change and makes use of tailored approaches to match the participant’s readiness to change). Following these reviews, we also provide details regarding how to apply these approaches to the specified interventions included in our PEP.

**Regarding lack of focus and concentration:** PEP assists providers in delivering highly structured individual and group sessions. We also place a strong emphasis on behavioral demonstration. The manual provides detailed instructions about how to implement each specified individual and group session including tips about how to break material into small units and when/how to assess for understanding. We also stress extensive use of learning aids including the many available PEP worksheets to reduce burdens on memory and attention. Session instructions emphasize the importance of repeating content within and across individual and group sessions.

**Regarding social barriers:** PEP provides tips on how to make use of various social reinforcements and related incentives to help keep participants actively engaged in weight loss and related physical activity efforts. A key to making this intervention work well is to be consistently positive and reinforcing. This approach works best when trainers learn a few new skills that translate to the group they are leading (e.g., being bubbly and able to encourage participants as needed). A laid-back style will work fine as long as participants hear that they are doing OK and that you and the other group members show approval. We also include a review on basic clinical principles that have been shown to be effective in assisting participants with SMI to engage in their own treatment in a more meaningful way.

### Stages of Change

Even when advised to lose weight, many participants may be unwilling to do so at the time. However, making the decision to change one’s behavior and then doing so is a process which advances through predictable stages. Prochaska and DiClemente’s Stage Model of the Process of Change (1992) is a model of how people change addictive or habitual behaviors, with or without formal treatment. Prochaska and DiClemente’s Stages of Change model is made of the following stages:

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance

**Precontemplators** are individuals who do not consider their behavior to be a problem and are not considering any change.

**Contemplators** realize that they do have a problem and are weighing the feasibility and pros and cons of changing their behavior.
In the Preparation stage, individuals make the decision to take action and change their behavior, and therefore, make preparations to facilitate this.

They are in the Action stage when they begin to actually modify their problem behavior.

Individuals enter the Maintenance stage when the acute period of initial behavior change has stabilized into ongoing new behavior and continues for at least 6 months.

**Motivational Interviewing**

A participant’s movement among the Stages of Change, toward healthier behavior, can be facilitated by the nutritionist’s practice of Motivational Interviewing (Miller & Rollnick, 1991).

Motivational interviewing describes a set of techniques designed to advance the process of behavioral change. Recommended interviewing techniques promote participant uniqueness and self-efficacy and are characterized as: participant-centered, empathetic, supportive, non-judgmental, and non-argumentative. Motivational interviewing is designed to activate the participant’s own desire to change. Its techniques are non-confrontational and geared towards minimizing the defensiveness often created by standard question and answer models. It can assist participants in moving through the stages of change more quickly and effectively than they would without intervention, while assuming that the responsibility and ability for change lies within each individual.

Motivational interviewing uses six basic strategies: expressing empathy, developing discrepancies, avoiding argument, rolling with resistance, eliciting solutions from the participant, and supporting self-efficacy.

- **Expressing empathy** communicates respect for the participant, and avoids all opportunities to be judgmental. It supports an acceptance of the participant as they are, while also assisting them in the process of change. Freedom of choice and self-direction are respected and emphasized.

- **Developing discrepancy** is a process through which the facilitator assists participants in becoming aware of discrepancies between where they are and where they want to be. In the early stages of change, this involves raising participants’ awareness of personal costs of their lack of physical activity to move them towards the contemplation stage. In later stages, it continues by reminding them of these costs as a way of maintaining motivation.

- **Avoiding argument** must be practiced even as the facilitator tries to make participants aware of the differences between where they are and where they want to be. Strong confrontations about participants’ lack of physical activity usually evoke defensiveness and opposition rather than self-reflection, and make them feel that the facilitator does not really understand. Facilitators may certainly need to gently and considerably bring up some of the possible negative consequences of not being physically active.

- **Rolling with resistance** means that the participants are encouraged to think about problems in new ways, but the facilitator’s viewpoint is not imposed on them. Confusion and resistance to change are viewed as natural and expected and should be explored openly. Participants need to be able to talk about the reasons they avoid physical activity.

- **Brainstorming** potential actions or solutions are effective ways of introducing new ideas to participants. The facilitator must take special care to avoid being the expert and telling participants what to do.
• **Supporting** participants in improving self-efficacy is the final strategy. Self-efficacy (Bandura, 1982) is the belief that one can perform a particular behavior or accomplish a particular task. In the case of difficult or problematic behavior, participants must believe that they can make a change before they try to do so. Therefore, the facilitator needs to notice and support their expressions of self-efficacy, even if minor or fleeting, and help them nurture their strengths and feelings of accomplishment.

Listed below are some common techniques used when conducting motivational interviews:

• Ask open-ended questions and encourage the participant to explore issues through discussion.
• Use active listening to make sure you understand what the participant is saying.
• Summarize what the participant has said periodically to enhance the participant’s awareness and understanding; particularly, emphasizing elements that suggest change.
• Affirm the participant’s statements which favor change with positive comments.
• Elicit self-motivational statements.

**Gender Differences in PEP**

The CBPR team conducted a series of focus groups to identify how behaviors for healthy living vary by gender. This information was used to adapt the manual using key points and adaptations which include the following:

• The manual includes a discussion about attitudes and perceptions of body size and shape, how this affects participants, and how it may impact health. For example, a curvy, full figure for women may be preferred.

• Family, significant others, and intimate partners can be supportive of participant weight loss efforts, but at times may present barriers to achieving weight goals. The manual leads participants in a conversation about how loved ones can impact health and weight goals and how to ask them for help.

**PEP and Trauma**

The CBPR team also conducted a series of focus groups to identify how trauma impacts behaviors for healthy living. This information was used to adapt the manual using key points which include the following:

• Participants in the program may have experienced trauma.

• Violence is common in many participant communities; as a result, participants may not want to be physically active outdoors. In recognition of neighborhood context, the manual includes information about exercising safely and presents alternatives to walking outside.

• Information about trauma informed care has been added to the discussion.

**Clinical Principles to Inform Delivery of PEP**

Although PEP is not a psychiatric intervention or treatment, it is important to ensure that your interactions with participants are carried out in a way that embodies certain principles of good clinical and human services practice. These are very briefly described below as they apply to delivery of PEP.

**Individualized and Respectful:** It is important, whenever and wherever possible to ensure that interactions and assistance with goal setting is individualized and attentive to each participant’s particular needs, preferences and strengths. The PEP facilitator should also always be respectful of the participant and appreciative of diversity issues.
Recognizing the Strength of Uncertainty: Most people struggle with a combination of conflicting wishes when they seek any kind of assistance and/or decide to take on a behavioral change effort such as weight loss and physical activity improvement. On one hand, they may wish to be taken care of, relieved of responsibility, and supported. On the other, they may at the same time wish to maintain personal uniqueness, independence, and dignity. This combination often manifests as uncertainty and inconsistency in asking for and accepting assistance. Such struggles may be particularly intense among individuals that experience mental health concerns. Their psychiatric problems and concrete needs may at times force them to rely on others for things they wish to provide for themselves, while also isolating themselves. Mental illness and its many consequences, often including joblessness, homelessness, and other related problems, can decrease self-esteem so that maintaining personal pride and self-determination becomes extremely important. Their previous status in society may create a combination of pride and shame about their current state. In addition, many African Americans with SMI have had negative past experiences in the mental health system and are wary of opening up again. Thus, treatment uncertainty can be seen as a personal protection strategy and a sign of self-sufficiency even if sometimes misdirected. Therefore, each participant must be observed and engaged in a way that can discern how these issues manifest themselves and how they might impact weight loss and physical activity. When the PEP facilitator is sensitive to this dimension of the participant’s experience, s/he is better prepared to be empathic and balance their supportive role while encouraging individualism.

Focus on Individual Strengths: All individuals have a wealth of strengths that can be tapped to help motivate their participants’ engagement in care and related health behavior change efforts. These strengths; however, are often under- or unrecognized by the individuals themselves and or by those around them. PEP facilitators should collaborate with participants to identify, increase, and support the strengths and resources needed to make successful behavioral and lifestyle changes.

Relationship: The partnership established between PEP team members and participants is a key element in fostering successful program outcomes. Although PEP facilitators are not therapists, many of the same ingredients and considerations are important. In their interactions with participants, PEP facilitators should be active and focused, supportive and empathic, consistent but flexible, and aware of individual decisions while remaining available for support.

Be Reinforcing: Many African Americans with serious mental illness (SMI) have long histories of perceived failure and frustration. PEP is one place that they can attain success because: a) the level of demand is geared to their capacity, not some abstract or unreachable standard; and b) communication is always positive, emphasizing what they have done well, not what they have done poorly. Even difficult group members can be redirected without much negativity and censure if the leader can focus on rules and the situation, rather than the person's bad behavior. Remember, you should not lose your temper, be sarcastic, or speak in an angry tone of voice and be an effective leader. Group members will be discouraged or if they are really testing you, will be reinforced for their inappropriate behavior. Of course, everyone must feel safe, including the leaders. If a member is really posing a threat he or she should be asked to leave.

Trauma-informed: Traumatic experiences (such as experiencing or witnessing violence, abuse, neglect, loss, disaster, war, incarceration, or other events that are perceived as physically or emotionally harmful or life-threatening) as children and or adults are very common among persons with mental illness. Unaddressed trauma increases the risk of behavioral and physical health problems, and can decrease the effectiveness of a health intervention. In addition, service system practices can unintentionally produce trauma or reproduce trauma, interfering with intervention outcomes. As such, PEP facilitators should apply a trauma-informed approach to service delivery. A trauma-informed approach appreciates the impact of trauma, recognizes signs of trauma, applies trauma-informed principles, and resists re-traumatization (SAMHSA, 2014). Key trauma-informed principles include promoting physical and psychological safety, embodying trustworthiness and transparency, leveling power differences,
recognizing participant strengths, fostering shared decision-making and goal-setting, avoiding stereotypes, and responding to gender, racial, ethnic, and culturally based needs. If you have particular concerns about the service needs of a participant, talk to your supervisor. For more information, go to: https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf.

**Equipment and Materials**

Dry erase boards and/or flip chart and markers will be required for classes and worksheets. Note that some classes will also need supplementary materials. These include:

- **CLASS 9: STAY HYDRATED**
  - Bottled water (to give out to participants)
  - Graduated measuring cup

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**PEP and Physical Activity Classes Incentive Opportunity**

Incentives in the form of lottery drawings will be available to all participants who attend PEP classes, PEP review classes, and physical activity sessions. Participants will receive one ticket per class or session that they attend and engage in for a set amount of time. Thus, participants may obtain up to three lottery tickets per week should they choose to attend and engage in PEP class and both physical activity sessions. Two drawings (i.e. one for PEP program, one for PEP program plus PN group) will be held on a monthly basis. 3 winners will be announced per drawing and will receive a PNC gift card: first place will receive $50, second place will receive $20, and third place will receive $10. A winner may not win more than once in the same drawing. Lottery ticket distribution will be administered by the PEP and PN facilitators for their respective groups. Winners are allowed to participate in the next month’s drawing. Further details and qualifications are as follows:

**Lottery Ticket Qualification:** To ensure fairness across all monthly drawings, PEP facilitators should announce this opportunity in full detail prior to the start of PEP CLASS 1: ARE YOU READY FOR CHANGE? PEP program attendees must remain in class for at least 90 minutes out of the 2-hour class. Physical activity attendees must remain in class for at least 20 minutes out of the 45-minute class.

**Lottery Ticket Collection:** Tickets should be passed out to qualifying participants at the end of each class/session. Facilitators should remind participants to write their names as neatly as possible so as to allow contact information to be clearly understood during drawings. Facilitators should collect all completed tickets in a container after each class for every class/session until the next monthly drawing.

**Lottery Ticket Drawing:** Monthly drawings should be done by each facilitator outside of classes/sessions. First, second, third ticket drawings will be awarded. If a person’s name is drawn more than once, discard the ticket and continue to draw tickets until 3 different participants are identified.

**Award Pick-up:** Facilitators should contact all winners for PNC gift card pick-up. During pick up, participants should complete and sign a taxability receipt to be collected and kept in a locked cabinet by each facilitator. Facilitators remind participants how to set up pin and get money out as need
CLASS 1: ARE YOU READY TO CHANGE?

Overview Focus
Welcome to Psycho Educational Program (PEP)

Objectives
• To assess participants’ level of readiness for program.
• To give participants an example of the types of information that will be covered in the program.

Materials/Worksheets Needed for this Session
• Worksheet 2, Physical Activity: Ready to Change

SESSION OUTLINE
Introduce yourself and welcome participants to the 1st session of the PEP program. Hello everyone, my name is: ________________________. Thanks for coming in today. I’m really glad you decided to participate in our program. What I want to do today is discuss what we’ll be doing together over the next couple of months. I want to first remind you about the basics of our program. Our program is designed to help African Americans with mental health concerns lose weight, keep it off, and improve their health. We’re going to help you do that by having you learn how to improve your physical activities. This will happen in four initial introductory sessions during the next 3-4 weeks where we will prepare you for the remainder of the program. We will meet in 2-hour long group sessions once per week for a total of 6 ½ months. We will then take a break of one week and resume with group sessions once a month for 4 months. Here, we will talk about ways for you to increase your activity level. We will also set weight loss goals and track your progress through weekly weigh-ins starting at CLASS 2: SCALES AND WEIGHT. Are there any questions?

Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with the facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed during each class session.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give participants a break and let them know that the class will begin with Worksheet 1, Physical Activity: Ready to Change.

Begin with Worksheet 1, Physical Activity: Ready to Change. Ask participants to fill out the table at the top of the page. You will now assess your readiness to change your physical activity. Remember, the first section will allow you to consider the pros and cons to changing your physical activity. Think about your current physical activity habits. What are some of the pros to changing your physical activity habits? A pro can include having a slimmer figure. Now, think about your current physical activity habits. What are some of the cons to changing your physical activity habits? A con can include muscle pain. Let’s take a minute to fill out the table.
After participants fill out table, instruct them to place a star (*) next to those items that are especially important to them.

When finished, instruct participants to go to the bottom of the page to self-assess readiness to change their physical activity habits. Ask yourself “Are you ready to change?” Based on your response, select one of the three options presented. 1) YES: This means that you ARE ready to change and you are motivated to do so. 2) NO: This means you are NOT ready to change. If you selected this option, ask yourself “Is there something that needs to be addressed?” Sometimes brainstorming ideas can allow you to reconsider your options. Perhaps you could focus on one of the cons. 3) UNCERTAIN: This means you are not sure whether dieting is a good or bad choice for you. Is there something you can do here? Let’s take a few minutes to determine whether or not you are ready to change.

After worksheet is completed, instruct participants to select a partner and discuss the pros and cons of changing your physical activity and your readiness to change. As you discuss the pros and cons of changing your physical activity and your readiness to change, notice any similarities and differences between yourself and your partner.

Note to Facilitator: In the following section, you will be asked to partner students in groups of twos.

To make it easier, partner individuals with the person sitting closest to them. Use the discussion questions below to facilitate group discussion:

- What was it like to share your experiences?
- Were there any similarities in pros and cons? Circle any similar pros and cons.
- Were there any differences in pros and cons? Underline any different pros and cons.
- Are you ready to change?
- Has your readiness changed after discussing with your partner?

Summarize the class. In today’s class, we weighed the pros and cons to physical activity. We also assessed your readiness to change your current physical activity habits.

Briefly introduce next session: Next class, we will
- Discuss calories and how to measure weight.
Set up/confirm the next meeting.
End session.
Worksheet 2, **Physical Activity: Ready to Change**

Behavior: ______________________________________________________________________________

Now consider the pros and cons of changing the behavior.

<table>
<thead>
<tr>
<th>FOR CHANGE (PROS)</th>
<th>AGAINST CHANGE (CONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put a star (*) next to especially important pros and cons.

**Are you ready to change?**

☐ YES       Onward, you are prepared to begin changing your diet

☐ NO        Is there something that needs to be addressed?

☐ UNCERTAIN What needs to change?
CLASS 2: SCALES AND WEIGHT

Overview Focus
How Calories Equal Weight and How to Measure Weight

Objectives
- To learn how calories translate into actual weight
- To learn ways to weigh yourself

Materials/Worksheets Needed for this Session
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 4, From Calories to Weight
- Worksheet 5, How to Accurately Weigh Yourself

SESSION OUTLINE
Introduce yourself and welcome participants to the 4th session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Briefly review previous session. Do any of you remember what we learned last week during CLASS 1: ARE YOU READY FOR CHANGE? Last week, we reviewed why we might resist activity and why we are ready for change.
Give an overview of today's class. During the first half of today’s session, we are going to talk about weekly weigh-ins and how we will do these for the remaining classes. After a short break, we will discuss how to translate calories into weight and things to consider when weighing ourselves.

Transition to Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. Weekly weigh-ins will happen starting today until the last class. Remember, this is not a requirement of the program. The purpose of this activity is to keep track of your progress.

Weigh participants.

Discuss the formula on Worksheet 4, From Calories to Weight. A pound of body fat is about 3,500 calories. If you subtract that number from your diet or burn off 3,500 calories more than what you consume, you’ll lose 1 pound for that week. To burn 3,500 calories and lose 1 pound of fat per week, aim to add daily physical activities that burn about 500 calories each such as cleaning the house for 2 hours, gardening for an 1 ½ hours, and jumping rope for 42 minutes.

Review Worksheet 5, How to Accurately Weigh Yourself. This worksheet has nine points of how to weigh ourselves properly. Let’s read each point out loud.

Summarize the class. In today’s class, we learned how many calories it takes to lose a pound and we reviewed how to properly weigh ourselves. Also, remember that starting next week, I will have the scale set up in the corner for those participants that wish to weigh themselves.

Briefly introduce next session: Next introduction session, we will:
  • Talk about your physical activity routine

Set up/confirm the next meeting.

End session.
Worksheet 4, From Calories to Weight

- 1 lb. of weight = approximately 3,500 calories

- You can lose 1 lb. by subtracting 3,500 calories from your diet

OR

- By burning off 3,500 more than what you eat

To burn 3,500 calories AND 1 lb. of fat/per week, AIM to add daily physical activities that burn about 500 calories each.
Worksheet 5, **How to Accurately Weigh Yourself**

- Get a decent scale - When getting a home scale, digital scales tend to be better than spring scales.

- Using the same scale - Weight might change depending on the scale. So, to have a more precise idea of your weight, consistently use the same scale.

- When using a scale, make sure it’s on a hard level floor like wood or tile floor.

- The best time of day to weigh yourself is first thing in the morning without any clothes and after emptying your bladder.

- Depending on the time of the day and your last meal, weight can be off by 5 pounds. Also, women should keep in mind that during their menstrual cycle, fluid retention may lead to weight gain.

- Weight of clothes - Although weight may vary, on average, women should subtract 1.75 pounds and men 2.5 pounds from their weight.

- Weighing yourself on Friday nights and seeing positive results can help you stay motivated through the weekend.

- Weighing yourself after physical activity - Weighing yourself after working out is only a good idea if your goal is to keep track of fluid loss during physical activity. If it is not your goal, then it’s not recommended.

- Don’t be discouraged by the numbers - Remember that scale weight is just a number. In the long term, engaging in everyday healthy habits will help you reach your goals.
CLASS 3: GET ACTIVE

Overview Focus
Physical Activity History and General Goals

Objectives
• To gather information about your typical physical activity routine
• To learn about goal-setting and establish some general nutrition and physical activity goals

Weigh-in
• Place scale in out-of-way corner of class room.
• Weigh people one at a time without anyone else being able to see or hear the weight.
• Be encouraging and supportive while reporting the participant’s weight.
• Enter the weight in pounds on Worksheet 10, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
• Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Materials/Worksheets Needed for this Session
• Dry erase board and/or flip chart and markers
• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 6, Types of Activities
• Worksheet 7, Typical Physical Activity
• Worksheet 8, Physical Activity Goal Sheet

SESSION OUTLINE
Introduce yourself and welcome participants to the 3rd session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Briefly review previous session. Do any of you remember what we learned about last week during CLASS 2: SCALES AND WEIGHT? Last week, we learned how calories translate into actual weight and ways to weigh yourself.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we are going to talk about how to engage in more physical activity and how much physical activity you get, on average. After a short
break, we will talk about goal and goal-setting and gain a better understanding of some general nutrition and physical activity goals that you might like to set for yourself.

**Transition to Worksheet 6, Types of Activities** and explain that there are four types of activities to consider. Go through the worksheet and define each type of activity followed by examples of each. The worksheet details four types of activities: light, moderate, muscle strengthening, and vigorous. They increase in intensity and gradually affect one’s sweating, heart rate, and breathing. Each category contains different options of activities that can be done indoors and outdoors. Let’s go through these examples.

**Go to Worksheet 7, Typical Physical Activity.** Using Worksheet 14, Typical Physical Activity write down the kinds of physical activities you are likely to engage in on a typical day. Do this for light, moderate, muscle strengthening, and vigorous activities.

**Lead a discussion on typical physical activity and write participant responses on the board/flip chart.** Now we will use your typical physical activity responses to answer a couple of questions. How many days per week do you engage in physical activities for at least 10 minutes at a time? What type of activities do you typically do? How much total time per day do you typically spend doing these activities? At what time of day do you do these activities? And where (e.g., park, gym)?

**State that generally, women don’t like to exercise as much as men and lead a discussion.** Is this true? Are there any differences in male and female physical activity? If so, why do you think that is? How can we address these differences? Is there something that can be done to make it easier and more likely for women to engage in physical activity?

**Remember to tie the group discussion back to previous information about burning calories to help with weight loss.** How can you burn more calories by increasing your physical activity level?

**Give participants a break and tell them that the second half of the class will begin with a discussion about goal-setting.**

**After break, transition to goal setting and stress the importance of self-management for goal-setting.** I’d like to stress that one of the most important self-management weight loss skills that you will be learning is goal-setting. This program focuses on self-management; we can begin to think about goals that you have for physical activity. We’re going to get started by listing some general goals you have for both of these areas. Next week, we’ll start thinking and learning more about how to break your goals down into smaller, more ‘doable’ steps or tasks so you can get started with increased physical activity.

**Introduce Worksheet 8, Physical Activity Goal Sheet.** OK, to help you start thinking about ‘goals,’ here’s a worksheet for both of the topic areas we will be covering. Using the worksheet, let’s work together so that you can come up with a goal for physical activity. Remember that for right now, you can pick very general goals like do a better job to increase activity. We’ve listed some examples on the worksheet. You can either use them or come up with your own.

**Make sure all participants write down a physical activity goal.** Remind participants that you are going to assist them with building their individualized plans. **Briefly mention how action planning can be done to work on general goals and how this will be discussed next week.** Great, now that you have some general goals to help you think about where you’d like to go. Next week, we’ll talk more about how to work step-by-step to make small changes. This is called ‘Action Planning’ and we’ll also talk about how to do this next week.
**Summarize the class.** In today’s class, we learned different types of activities and how much of these we do in a typical week. We also learned about self-management and how to come up with general goals.

**Briefly introduce next session:** Next class, we will

- Learn how to make nutritional and physical activity goals more specific
- Learn how to create good action plans for working on your goals

**Set up/confirm the next meeting.**

**End session.**
**Worksheet 6, Types of Activities**

<table>
<thead>
<tr>
<th>Light activities: General activities that do not cause sweating and do not increase breathing or heart rate.</th>
<th>Moderate activities: Can cause light sweating and a slight to moderate increase in heart rate or breathing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples include:</td>
<td>Examples include:</td>
</tr>
<tr>
<td>• Washing dishes</td>
<td>• Vacuuming or other moderate housework</td>
</tr>
<tr>
<td>• Doing laundry</td>
<td>• Hand washing/waxing a car</td>
</tr>
<tr>
<td>• Grocery shopping</td>
<td>• Gardening</td>
</tr>
<tr>
<td>• Leisurably walking</td>
<td>• Mowing the lawn with a power push mower</td>
</tr>
<tr>
<td>• Stretching</td>
<td>• Brisk walking</td>
</tr>
<tr>
<td>• Tai Chi</td>
<td>• Leisurely bicycling</td>
</tr>
<tr>
<td></td>
<td>• Actively playing with children</td>
</tr>
<tr>
<td></td>
<td>• Kayaking</td>
</tr>
<tr>
<td></td>
<td>• Golfing without a cart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Muscle strengthening activities: which increase the strength and endurance of your muscles.</th>
<th>Vigorous Activities: Can cause heavy sweating and large increases in heart rate or breathing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples include:</td>
<td>Examples include:</td>
</tr>
<tr>
<td>• Doing push-ups or sit-ups</td>
<td>• Heavy yard work</td>
</tr>
<tr>
<td>• Working out with weight machines, free weights, or resistance bands</td>
<td>• Carrying items weighing 25 pounds or more up a flight of stairs</td>
</tr>
<tr>
<td>• Yoga</td>
<td>• Doing jumping jacks</td>
</tr>
<tr>
<td>• Pilates</td>
<td>• Jumping rope</td>
</tr>
<tr>
<td></td>
<td>• Running</td>
</tr>
<tr>
<td></td>
<td>• Bicycling fast or uphill</td>
</tr>
<tr>
<td></td>
<td>• Swimming continuous laps</td>
</tr>
<tr>
<td></td>
<td>• Aerobic classes</td>
</tr>
<tr>
<td></td>
<td>• Playing singles tennis</td>
</tr>
</tbody>
</table>
Worksheet 7, **Typical Physical Activity**  
(Based on a typical week)

<table>
<thead>
<tr>
<th>Light Activities</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Moderate Activities</th>
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<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Muscle-Strengthening Activities</th>
</tr>
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<tr>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Vigorous Activities</th>
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</thead>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>
### Worksheet 8, Physical Activity Goal Sheet

<table>
<thead>
<tr>
<th>Self-Management Topic Area</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sample Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>To be more active and lose weight</td>
<td></td>
</tr>
<tr>
<td><strong>My Goal:</strong> is to...</td>
<td></td>
</tr>
<tr>
<td><strong>Sample Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>To get stronger and to lose weight</td>
<td></td>
</tr>
<tr>
<td><strong>My Goal:</strong> is to...</td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>My Goal:</strong> is to...</td>
<td></td>
</tr>
</tbody>
</table>

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
CLASS 4: ACTION PLANNING

Overview Focus
- Introduction to Action Planning

Objectives
- To learn what Action Planning is
- To learn the elements of a “Good Action Plan”
- To come up with physical activity action plans

Weigh-in
- Place scale in out-of-way corner of class room.
- Weigh people one at a time without anyone else being able to see or hear the weight.
- Be encouraging and supportive while reporting the participant’s weight.
- Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
- Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Materials/Worksheets Needed for this Session
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 9, Three Tips to Making Good Action Plans
- Worksheet 10, EXAMPLE Action Planning (Physical Activity)
- Worksheet 11, Action Planning: Making A Physical Activity Action Plan

SESSION OUTLINE
Introduce yourself and welcome participants to the 5th session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Briefly review previous session. Do any of you remember what we learned about last week during CLASS 4: GET ACTIVE? Last week, we learned about different types of physical activities and goal-setting to establish some general nutrition and physical activity goals.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today's class. During today’s session, we will learn three tips to making a good action plans. Using the three tips, we will go over how to make a physical activity action plan.
Review/Discuss how goals are things that we want to accomplish like being more active. Note how goals give us something to strive for.

Tell participants that goals are often too big to work on all at once. It’s generally a good idea to start small. Remind them again of the general goals they came up with last week.

Introduce Worksheet 9, Three Tips to Making Good Action Plans. Let’s get started by learning the three keys to making a good action plan. Today we’re going to learn how to get started by deciding on the small steps needed to work toward a goal. This is done by making a weekly ACTION PLAN. Because we want to encourage you to do things in small steps, all of our action plans will focus on what we plan to do for a SINGLE WEEK.

Explain that Worksheet 9, Three Tips to Making Good Action Plans talks about how to make a good action plan. An example of a good action plan would be taking the stairs to and from the “L” train platform.

Instruct participant to use Worksheet 10 EXAMPLE Action Planning (Physical Activity) as a reference for the following worksheet. This worksheet is NOT meant to be filled out but rather used as a guide for completing the actual activity action plans.

Explain and discuss Worksheet 11, Action Planning: Making A Physical Activity Action Plan. We’re going to go through the worksheet and learn more about how to use these tips to begin working on our goals. Let’s get started by focusing on one of the goals we started talking about last week. How about we start with your physical activity goal? I remember last week we reviewed goals in this area and your physical activity goal was ___ (fill in with a participant’s goal. e.g., wanting to do more exercise). Let’s start looking at this worksheet so we can use it to help you develop an action plan to work toward that goal.

Refer participants to Worksheet 9, Three Tips to Making Good Action Plans and discuss the first tip. Ask a participant to read the first tip aloud. That’s right, the first important thing to learn is that a good plan of action needs to be specific. This means that instead of something general like ‘exercise more’, the action plan should address what, how much, and when/how often. So let’s practice making a good action plan for increasing physical activity. Remember a good action plan needs to be specific and address what, how much, and when/how often.

Assist participants with filling in the general physical activity goal on Worksheet 11, Action Planning: Making A Physical Activity Action Plan. Let’s first focus on the WHAT part and select a specific behavior or activity (e.g., if the general goal is to increase physical activity). Now let’s focus on the HOW MUCH part and specify how much of the activity will be done. If the WHAT is walking, the HOW MUCH is how long the walk would be (e.g., walking for 15 minutes). The next job is to specify WHEN and HOW OFTEN you plan do to this specific behavior (e.g., walk for 15 minutes before dinner 3 days this week).

Discuss the second tip from Worksheet 11, Three Tips to Making Good Action Plans. Ask them to read the second tip out loud. That’s right, the second important thing to learn is a good action plan SHOULD be something that you actually WANT to do, not something someone else thinks you should do, or one that you think you SHOULD do.

Refer participants back to their plan once again. Re-read the specific plan they worked on and ask them if that sounds like something they want to do. Taking on something we really want to do increases the chances that we will be successful; it helps to keep us motivated.

Refer participants back to Worksheet 11, Three Tips to Making Good Action Plans and ask...
them to please read the third tip out loud. That’s right, the third important thing to learn is that a good action plan should involve something DO-ABLE. You want to be sure to pick a behavior or an action that you will be able to do. It doesn’t make sense to pick a behavior or action that you CAN’T do. If the action plan is about walking, focus on a goal that can be achieved. Pick something reasonable that CAN actually be done, like walking for 15 minutes. For example, someone in a wheelchair might want to exercise using resistance bands to strengthen their arm muscles.

Refer participants back to their plan. Re-read the specific plan they just worked on and ask them if that sounds like something they can do.

Discuss how confident participants feel doing their physical activity action plan. On a scale of 0 to 10, with 0 being not at all confident and 10 being totally confident, how confident are you that you will be able to complete the entire action plan? Here’s why we do this. If the answer is 7 or above, meaning you’re pretty confident, then your plan is probably a good one for you and you are set to put it into action. However, if the answer is 6 or lower, you are probably not all that sure that you will be able to complete your entire action plan, you may want to re-think your plan. This means going back over each part and if needed, changing the details to your plan so that it will be something you can do, as well as something that you want to do.

Discuss with participants some things that will help them be successful in reaching their physical activity action plan. Thinking in advance about what might be helpful is a great way to increase the likelihood that you will be successful. Work with individual to identify things he/she feels will help him/her be successful. It is also helpful to think in advance about what might make it hard to be successful. Identifying obstacles or barriers in advance helps us think about ways to deal with them if they show up. It’s best to be prepared.

Let participants know that the group/class is going to be using action planning to help identify specific goals that focus on physical activity.

Give participants a break and let them know that the second half of the class will begin with

Summarize the class. In today’s class, we learned how to make specific action plans to try new behaviors that will help you become more physically active. Remember, to be healthier you need to do more physical activities!

Give a brief introduction on the next class. Beginning next week, we are going to start using action planning every week to help keep you on track. We will also start learning more about problem-solving so we can be even more successful in completing our physical activity action plans and working toward our longer term goals of becoming more physically active.

Briefly introduce next session: Next class, we will
- Learn helpful strategies for engaging friends and family in a weight loss program
- Practice how to speak to someone about your weight loss plan

Set up/confirm the next meeting.
End session.
Worksheet 9, Three Tips to Making Good Action Plans

1. BE SPECIFIC:
   - WHAT
   - HOW LONG (MINUTES)
   - WHEN/HOW OFTEN

2. CHOOSE SOMETHING YOU WANT TO DO

3. CHOOSE SOMETHING YOU CAN DO NOW

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 10, EXAMPLE Action Planning (Physical Activity)
From Week: ___________/___/___ through _______________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
Do more exercise

Step 1: Make a Specific Physical Activity Action Plan
WHAT: Walk more
HOW MUCH: Walk for 30 minutes
WHEN/HOW OFTEN: Walk for 30 minutes at least 3 times this week

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
Walk for 30 minutes at least 3 times this week

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is: 8, very confident.

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: Ask a friend to join me; walk immediately after dinner before it gets dark.

Thing(s) that might make it hard to be successful: It has been raining a lot lately.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ __/__/___ through _______________ __/__/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: ____________________________

HOW MUCH: ____________________________

WHEN/HOW OFTEN: ____________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is: ___

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ________________

Thing(s) that might make it hard to be successful: ________________
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

CLASS 5: INVOLVING OTHERS: PART 1

Overview Focus:
Learn how to Involve Others in Your Weight Loss Plan

Objectives
- Learn helpful strategies for engaging friends and family in a weight loss plan
- To learn problem-solving strategies for families
- Practice how to speak to someone about your weight loss plan

Materials/Worksheets Needed for this Session:
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 12, Action Plan Tracking Sheet
- Worksheet 13, Who Might You Include in Your Behaviors for Healthy Living
- Worksheet 14, Involving Others in Your Weight Control Program
- Worksheet 11, Action Planning: Making A Physical Activity Action Plan
- Worksheet 15, Homework

SESSION OUTLINE
Introduce yourself and welcome participants to the 6th session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed during each class session.
Ask participants to turn to last week’s Worksheet 12, Action Plan Tracking Sheet. Let’s review your physical activity action plans from last week. How successful were you in achieving your physical activity action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session. Do you remember what we learned about last week during CLASS 5: ACTION PLANNING? Last week, we learned about action planning, how to make a “Good Action Plan,” and how to come up with physical activity action plans.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we are going to talk about who you might include in your behaviors for healthy living. After a short break, we will regroup and learn about how to involve others in your weight control program.

Begin session by telling participants that often, it can be hard to stay motivated to increase activity levels. Lead a discussion on the meaning of “loved ones” and what members of this group do or say that helps participants achieve their physical activity goals. Sometimes, it can be hard or it may feel like you want to give up. It’s during times like these when a friend, family member, or health care provider can be a big help to you.

Ask participants if they know anyone who could be helpful to them while trying to lose weight. If participants cannot name anyone, use their case managers as examples of people who can be involved (all participants should have a case manager). Is there anyone who might be helpful to you as you try to lose weight? You can think of: Who do you live with? Do you have any friends in the program or at home?

Using participants’ responses, ask how each person could be used to help with their weight loss program.

Transition to Worksheet 13, Who Might You Include in Your Behaviors for Healthy Living. Go over text and after, instruct participants to fill in the table at the bottom of the worksheet. Then, discuss participants’ responses. As you can see, the top half of the worksheet provides an overview of people who you might include in your behaviors for healthy living. These can include anyone from your family, friends or even faith-based community. You might also include people from other
groups. The worksheet also highlights ways in which these individuals might be able to help you. Let’s read these aloud. Now, take a couple of minutes to complete the bottom half of the worksheet. List people who might help you and how they might help. Will anyone like to share their responses?

Give participants a break and let them know that the second half of the class will begin with Worksheet 14, Involving Others in Your Weight Control Program.

Dear Facilitator: In the following section, be prepared to explain that involving others at work or home is a problem for a lot of people for various reasons (e.g., violence, lack of interest from others, etc.) Also, be prepared to explain that spending time with people by increasing or participating in social events can be not only a way to lose weight but have quality time with your loved ones.

Review the tips presented in Worksheet 14, Involving Others in Your Weight Control Program. Ask participants if any of these sounds like a good idea or if anyone has other suggestions. If they have difficulty coming up with tips, give a couple of examples. Think of other tips that might be helpful for involving others in your weight control program. Some examples are walking with a family member or friend around the block, and telling your case manager (or social worker, therapist, psychiatrist) about trying to lose weight so that he/she can follow-up with you. You may also wish to reach out to your family (e.g., mother, grand-mother, uncle, etc.), friends, or significant other via social media.

Once an idea has been identified, discuss how it will be accomplished. Be as specific as possible. Things to consider: When will you suggest something? What will you suggest? How will you suggest it?

Partner participants into pairs. One person will be the speaker and the other will be the listener. Tell them that they will role play what they might do to include others in their weight control program. Participants should role play their roles three times. Remind them to maintain eye contact, be brief and to the point. Then, ask them to take a few minutes to discuss the questions on the board/flip chart (made in advance). Instruct participants to switch roles, role play three times, and discuss the questions on the board/flip chat.

Gauge the participants’ confidence by asking if this is something they can do between now and the next group session. If yes, reinforce and tell them that you’ll check-in at the next group session to see how it went. If no, tell them that it’s ok and maybe it can be added to his/her goal sheet at the next group session.

Summarize the class. In today’s class, we learned who might be some people to include in your behaviors for healthy living. We also learned how to involve others in your weight control program by role playing.
Transition to Action Plans.

**Remind participants that they can repeat action plans from last week.** Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

**Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week.** Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

**Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.** Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to keep focus on their action plan goals.

**Briefly introduce next session:** Next class, we will

- Learn how to identify ways others might undermine PEP
- Brainstorm solutions to these ways

**Set up/confirm the next meeting.**

**End session.**
## Worksheet 12, Action Plan Tracking Sheet

**From week: ___/___/___ to ___/___/___**

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Success Rating</th>
<th>Problem(s) That Got/Get in the Way</th>
<th>Possible Solution(s) that Might Help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td>Fully Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at all Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Activity</strong></td>
<td>Fully Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at all Successful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 13, **Who Might You Include in Your Behaviors for Healthy Living**

**You might include members from your:**
- Family
- Friends
- Faith-based community (e.g., church, synagogue, mosque, etc.)
- Others

**How might they help?**
- Encouraging
- Someone to shop with
- Someone to cook with
- Someone to eat with
- Someone to do an activity with
- Someone to plan with

<table>
<thead>
<tr>
<th>LIST PEOPLE WHO MIGHT BE ABLE TO HELP</th>
<th>HOW MIGHT THEY HELP?</th>
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</table>
Worksheet 14, **Involving Others in Your Weight Control Program**

One of the most powerful things you can do to help with your weight management efforts is to get support and encouragement from other people. When others give you lots of encouragement, it makes you feel like you can do anything!! It's really motivating!

Here are some tips for making that happen:

- **ASK** others for encouragement in your weight control efforts. Ask key people who you know will be positive and supportive.

- **Share** your concerns and struggles with your key supporters.

- **Tell** your key supporters what they can do to help. Be specific. For example “Ask me how I am doing, and then listen”, or “Please don’t offer me junk food”.

- **Let** them know that their support is extremely meaningful to you and that you need their encouragement for the long run.

- **Even** if a support person fails to ask how you are doing, go ahead and tell them! This starts the conversation and provides the opportunity to get some encouragement.

- **Give** back in return. Reward your support people with your attention and your support for them.

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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ ___/___/___ through _______________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: ____________________________

HOW MUCH: ____________________________

WHEN/HOW OFTEN: ____________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is:
____

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ________________

Thing(s) that might make it hard to be successful: ________________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
CLASS 6: INVOLVING OTHERS: PART 2

Overview Focus:
Identify how Others Might Undermine Physical Activity
Identify how to Address Specific Barriers to Physical Activity

Objectives
- Identify ways others might undermine pep
- Brainstorm solutions to these ways

Weigh-in
- Place scale in out-of-way corner of class room.
- Weigh people one at a time without anyone else being able to see or hear the weight.
- Be encouraging and supportive while reporting the participant’s weight.
- Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
- Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no.
  All decisions are respected.

Materials/Worksheets Needed for this Session
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 12, Action Plan Tracking Sheet
- Worksheet 16, How Others Might Undermine Physical Activity
- Worksheet 17, Addressing Specific Barriers
- Worksheet 11, Action Planning: Making A Physical Activity Action Plan
- Worksheet 15, Homework

SESSION OUTLINE
Introduce yourself and welcome participants to the 7th session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed during each class session.

Ask participants to turn to last week’s Worksheet 12, Action Plan Tracking Sheet. Now, let’s take a look at how successful you were in achieving your physical activity action plan. Were there any
problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

**Dear Facilitator:** In the following section, be prepared to introduce general barriers/problem-solve solutions for a specific barrier. If no examples are given, be prepared to mention your own.

**Briefly review previous session and last week’s Worksheet 24, Homework.** Do any of you remember what we learned about last week during CLASS 6: INVOLVING OTHERS: PART 1? Last week, we talked about who you might include in your behaviors for healthy living. We also learned helpful strategies for engaging family and friends in a weight loss plan. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

**Explain class structure.** This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

**Give an overview of today’s class.** During the first half of today’s session, we are going to talk about how others might undermine physical activity. Then, we will identify barriers and solutions. After a short break, we will regroup and review how to address specific barriers to physical activity.

**Transition to Worksheet 16, How Others Might Undermine Physical Activity.** After, instruct participants to think about and write down possible ways that others have done to prevent their physical activity. Then, ask them to think about solutions to these barriers and write them in the space provided. Let’s identify some behaviors that you have perceived to block your physical activity goals? How can these be resolved? Take a few minutes to complete the worksheet.

**Give participants a break and let them know that the second half of the class will begin with Worksheet 17, Addressing Specific Barriers.**

**Review Worksheet 17, Addressing Specific Barriers.** Ask participants to identify a person(s)/place/evet and a list of possible solutions. Instruct participants to choose one of the solutions they wrote down and plan it out. Let’s take a few minutes to complete the worksheet individually.

**Lead a discussion based on participants’ plans and solutions.** Would anyone like to share what they wrote down in their worksheet? Ok, great! What is the barrier? What solutions did you come up with? Which solution did you plan and how will you implement it?

**Summarize the class.** In today’s class, we brainstormed how others might undermine physical activity and develop solutions to these barriers. We also learned how to address specific barriers.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to keep focus on their action plan goals.

Briefly introduce next session: Next class, we will
- Learn about how and why being overweight is bad for your health
- Understand that physical activity is an important part of weight control

Set up/confirm the next meeting.

End session.
<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Success Rating</th>
<th>Problem(s) That Got/Get in the Way</th>
<th>Possible Solution(s) that Might Help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td>Fully Successful</td>
<td></td>
<td></td>
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<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
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<td></td>
<td>Not at all Successful</td>
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<tr>
<td><strong>Physical Activity</strong></td>
<td>Fully Successful</td>
<td></td>
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<tr>
<td>Last week, I was going to...</td>
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<tr>
<td></td>
<td>Not at all Successful</td>
<td></td>
<td></td>
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</tbody>
</table>
Worksheet 16, **How Others Might Undermine Physical Activity**

<table>
<thead>
<tr>
<th>BARRIER</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
Worksheet 17, **Addressing Specific Barriers**

Person(s)/place/event ________________________________________________

Describe the barrier ________________________________________________

____________________________________________________________________

____________________________________________________________________

List of Solutions:

- 
- 
- 
- 
- 
- 

**Pick one solution and plan it:**

**Who**

**What**

**When**

**Where**

Try It Out!
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _________ ___/___/___ through _______________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________

Step 1: Make a Specific Physical Activity Action Plan
WHAT: ________________________________
HOW MUCH: ________________________________
WHEN/HOW OFTEN: ________________________________

Step 2: Make sure it is something you WANT TO DO
Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is: ___

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ______________

Thing(s) that might make it hard to be successful: ______________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Dear Facilitator: For today’s class, you will need to prepare flip chart/dry erase board with the following information BEFORE class:

- Write **Three Basics of F.I.T.** across the top of the flip chart/dry erase board
- Frequency
- Intensity
- Time

Then, create a chart as follows:

<table>
<thead>
<tr>
<th></th>
<th>Mild Activities</th>
<th>Moderate Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overview Focus:**
Basics of Becoming Physically Active
Learn Fun/Easy Ways to Get Physically Active
Ways to Get Started Increasing Physical Activity

**Objectives**
- Learn more about the basics of becoming more physically active and how to use the F.I.T. (Frequency, Intensity, Time) principle to shape your physical activity goals
- Learn about some fun and easy ways to get physically active
Weigh-in
- Place scale in out-of-way corner of class room.
- Weigh people one at a time without anyone else being able to see or hear the weight.
- Be encouraging and supportive while reporting the participant’s weight.
- Enter the weight in pounds on Worksheet 10, *Psycho Educational Program Weekly Weigh-in* located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
- Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Materials/Worksheets Needed for this Session
- Dry erase board and/or flip chart and markers
- Worksheet 3, *Psycho Educational Program Weekly Weigh-in*
- Worksheet 12, *Action Plan Tracking Sheet*
- Worksheet 18, *Get Started Getting F.I.T.*
- Worksheet 35, *Physical Activity Can Be Fun!*
- Worksheet 36, *Sticking to Your Action Plan*
- Worksheet 15, *Homework*

SESSION OUTLINE
Introduce yourself and welcome participants to the 8th session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Ask participants to turn to last week’s Worksheet 12 *Action Plan Tracking Sheet*. Let’s review your physical activity action plans from last week. How successful you were in achieving your physical activity action plan. Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session and last week’s Worksheet 15, *Homework*. Do any of you remember what we learned about last week during CLASS 7: PORTION CONTROL: ACTIVITY? Last week, talked about how others might undermine physical activity. Then we identified barriers and solutions. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?
Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we are going to talk about how to engage in more physical activity. More specifically, we will learn about F.I.T-Frequency, Intensity, and Time. After a short break, we will regroup and learn about the different ways that physical activity can be fun and how to stick to our action plan

Transition to Worksheet 18, Get Started Getting F.I.T. Let’s talk a little bit about some different ways to become more physically active.

Present dry erase board/flip chart (made in advance) to show the Three Basics (Frequency, Intensity, Time) and discuss each of them. For frequency, define how often you do something. Remember, during your time in PEP you will increase the frequency of engagement in physical activity by meeting three times a week for fun, low impact activities. For intensity and time, let’s talk about the differences between mild and moderate activities and think of examples. You can use this worksheet to update your action plan goals later in the session.

Be sure to remind participants that it is important to consult their physician prior to starting any activity program, especially before engaging in any vigorous activity.

Give participants a break and let them know that the second half of the class will begin with Worksheet 19, Physical Activity Can Be Fun!

Now, introduce Worksheet 19, Physical Activity Can Be Fun! How many of you don’t like to be physically active? Why don’t you like to be physically active? As you can see, there are different reasons why people might not like to be physically active. While not everybody likes physical activity, there are lots of ways to be physically active without doing what you might consider a workout.

Review each of the examples on the worksheet and be sure to emphasize that not all activities have to be planned or done in a gym. Continue the discussion by asking participants if they could try one of the examples this week. Tell them that these examples can be used to update their weekly physical action plans.

Lead a discussion on the meaning of reinforcements and how participants might reinforce their healthy behaviors. What healthy behaviors are the hardest for you to maintain? What is rewarding for you? How will you reward yourself for success?

Summarize the class. In today’s class, we learned different ways to become active with frequency, intensity, and time. We also learned how physical activity can be fun and how reinforcements can help us stick to our action plan.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to accomplish their action plan goals.

Briefly introduce next session: Next class, we will
- Talk about the importance of drinking water
- Learn how to select healthy drinks

Set up/confirm the next meeting.
End session.
Worksheet 12, Action Plan Tracking Sheet
From week: ___/___/___ to ___/___/___

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Success Rating</th>
<th>Problem(s) That Got/Get in the Way</th>
<th>Possible Solution(s) that Might Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>Fully Successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
<td></td>
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<tr>
<td></td>
<td>Not at all Successful</td>
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<tr>
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<td></td>
<td>Not at all Successful</td>
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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 18, Get Started Getting F.I.T.!

**F. I. T. – Frequency, Intensity, and Time**

By adding the F.I.T. idea to your physical activity routine, you can be sure that you are safely working towards managing your weight and improving your health.

**Frequency** - How often you are physically active

- Increase frequency slowly
- Build up to being active 3 to 5 days per week

**Intensity** - How hard you work during physical activity

<table>
<thead>
<tr>
<th>Mild:</th>
<th>Moderate:</th>
</tr>
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<tbody>
<tr>
<td>-Walking at a leisurely pace.</td>
<td>-A brisk walk</td>
</tr>
<tr>
<td>-Walking on flat ground.</td>
<td>-Walking on hills.</td>
</tr>
</tbody>
</table>

- Be active at a rate that allows for talking.
- Slow down if you have trouble breathing or need to catch your breath
- What is easy for one person may be hard for another. Listen to your body. You are the best judge of how hard you should engage in physical activity. Start slowly and build on your physical activity program.

**Time** - How long you are active

<table>
<thead>
<tr>
<th>Mild:</th>
<th>Moderate:</th>
</tr>
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<tbody>
<tr>
<td>-Staying active for 10-15 minutes.</td>
<td>-Staying active for 30-45 minutes.</td>
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</table>

- For each activity, set a goal for how long you will do it.

Use the following to help you decide if you are engaging in physical activity at the right intensity:

**Talk Test:** During moderate-intensity physical activity, you should be able to talk with a friend. If you cannot talk comfortably, you are engaging in physical activity at a vigorous level. If you are just starting to be physically active, begin with light-or moderate-intensity activities and build up.

**BEFORE ENGAGING IN ANY VIGOROUS PHYSICAL ACTIVITY, BE SURE TO SPEAK WITH YOUR DOCTOR!!**
Worksheet 19, **Physical Activity Can Be Fun!**

There are lots of ways to be physically active without doing what you might consider a workout.

- Walk with another member of your PEP group.

- Get your family or friends involved in some physical activity by going on a bike ride.

- Dance to music.

- Try a scenic walking route.

- Walk around the mall and window shop or go up and down the aisles at Target, Wal-Mart, or the grocery store.

- Try tai chi.

- Plan an interactive video game.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 20, Sticking to Your Action Plan

Developing a personalized incentive system is something that can help keep you motivated, even when things get tough. This system is a plan to reward yourself for healthy behaviors such as being physically active.

The key is to reward a particular behavior, **NOT** a change in weight, and to use rewards that are consistent with your health goals (i.e. do not reward yourself with skipping physical activity or with food!).

**Examples of rewards:**
- Positive self-talk or reflection on your accomplishments
- Marking a calendar with a check mark or a sticker
- Watching a favorite TV show
- Buying a new workout shirt

**Develop your own reward system:**

<table>
<thead>
<tr>
<th>Healthy Behavior</th>
<th>Reward</th>
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</tbody>
</table>
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ __/___/___ through _______________ __/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:

______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _______________________________

HOW MUCH: ____________________________

WHEN/HOW OFTEN: _______________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is: ___

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _______________________

Thing(s) that might make it hard to be successful: ______________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

CLASS 8: STAY HYDRATED

Overview Focus:
Water and Liquid Calories
Good Reasons to Walk

Objectives
• To review why it is very important to drink water and know how much water to drink

Materials/Worksheets Needed for this Session
• Dry Erase Board and/or Flip Chart and Markers
• Bottled water (to give out to participants)
• Graduated measuring cup
• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 12, Action Plan Tracking Sheet
• Worksheet 21, Water: Drink Up!
• Worksheet 22, Walking
• Worksheet 11, Action Planning: Making A Physical Activity Action Plan
• Worksheet 15, Homework

SESSION OUTLINE
Introduce yourself and welcome participants to the 9th session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed during each class session.
Ask participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet. Let’s review your physical activity action plans from last week. How successful you were in achieving your physical activity action plan. Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session and last week’s Worksheet 15, Homework. Do any of you remember what we learned last week during CLASS 8: PORTION CONTROL: ACTIVITY? Last week, we talked about the basics of becoming more physically active and how to use the F.I.T principle to shape your physical activity goals. We also learned about some fun and easy ways to get physically active. We then talked about reinforcements to stick to our goals. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we are going to review the importance of drinking water and liquid calories. After a short break, we will regroup and review how to determine a person’s hydration level. We will also go over the health risks of drinking too much sweetened drinks and talk about the benefits of walking.

Transition to a discussion on drinking water. Ask participants to think about how much water they drink on average per day. Write participants’ responses on flip chart/dry erase board. Then, ask them how drinking water might help them with weight control. How much water do you drink on average per day? How might drinking enough water help you with weight control?

Continue the discussion by explaining the word “dehydration” with participants. Sometimes we may think that we are hungry when in fact we may be dehydrated. Do you know what “dehydration” means? That’s right, it means your body needs more water.

Facilitate discussion regarding the importance of staying well hydrated. Why is it important to be well hydrated? That’s right, water helps the body do its various functions. Remember, you need enough water to get your body working properly. Drinking fluid in extremely hot and cold weather can be helpful when being physically active. You may wish to consider that approximately 6 cups of fluid are lost per hour of physical activity. Also, one of the first symptoms of dehydration is fatigue which can prevent you from being as physically active. Dehydration may make you more likely to develop heat stress, which can lead to cramps or heat stroke. To maintain hydration levels, you can drink plenty of water before, during, and after physical activity.

Review Worksheet 21, Water: Drink Up! Let’s take a look at Worksheet 21, Water: Drink Up! As you can see, the worksheet highlights three key points: the benefits of drinking enough water, tips to help participants drink enough water, and how much water is needed for an average adult.

Next, give an example of the last point on Worksheet 21, Water: Drink Up! by pouring water from the water bottle into a glass to show how many cups are in a standard bottle of water. Tell participants that they need 8-12 cups of water each day. As you can see here, this bottle of
water has approximately 2.5 cups of water. It’s important to drink roughly 8-12 cups of water per day. That’s like drinking 3-5 water bottles a day.

Remind participants that caffeine in drinks such as coffee, pop, and energy drink can make their bodies lose water making it necessary for them to replace the lost water. At times, you might choose to drink coffee or pop when you’re thirsty. What you may not know is that drinking coffee, pop, and even alcohol can cause your body to actually lose water and force you to drink more water to replenish the amount that was lost. Also, drinking caffeinated drinks can make you “jumpy” or make it difficult to fall asleep.

Give participants a break and let them know that the second half of the class will begin with a discussion about how to determine one’s hydration levels.

After, tell participants that hydration levels can be measured by looking at one’s urine. A good way to know how well hydrated you are is to take a look at your urine. The clearer the urine the better. A good rule of thumb is to look for clear and light-yellow urine. Keep in mind that certain supplements and medications can change the color of your urine.

Stress how drinking too much water may be unhealthy and may lead to water intoxication. It’s important to keep in mind that drinking too much water may not be healthy as it may put some people at risk. Water intoxication is a problem that occasionally occurs if people drink too much water or more than 13 cups in a day. This CAN affect people with certain illnesses because of the medications they may be taking.

Introduce Worksheet 22, Walking and read each of the benefits of walking aloud. Remind participants that for some of them, this might be a review from their physical activity group. Walking is a good, cost-efficient way to engage in physical activity. What’s interesting about walking is that it can be done practically everywhere: at the park, around the block, and even while shopping! Let’s take a look at some of the good reasons for walking.

Lead a discussion on how physical activity may require you to drink more water. What are some examples of walking that you have engaged in? What are some of the barriers that limit your walking?

Ask participants how they have increased their walking or their physical activity goals. Encourage drinking more water on this week’s activity goal. You can add walking to this week’s activity goal if you would like.

Summarize the class. In today’s class, we learned about the importance of drinking water, liquid calories and healthier substitutes for these, the health risks of drinking too much pop, and the benefits of walking.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to keep focus on their action plan goals.

Briefly introduce next session: Next class, we will
- Review how to be safe during physical activity

Set up/confirm the next meeting.

End session.
# Worksheet 21, Action Plan Tracking Sheet

**From week: ___/___/___ to ___/___/___**

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Success Rating</th>
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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 21, Water: Drink Up!

1. Benefits of Drinking Enough Water:
   - Drinking enough water is necessary to stay healthy.
   - Drinking enough water may help you feel full.

2. Here are some tips to help you drink enough water:
   - Don’t wait for thirst! When you feel thirsty, you have already lost water.
   - Always keep a water bottle with you.
   - Take water breaks throughout the day.
   - Drink water with meals.
   - If you like cold water, keep a water pitcher in the refrigerator for refills.

3. How much water do we need?
   - The average adult needs about 9-12 8 oz. cups of water each day.
   - Heat and activity can increase your need for water.
   - Drinking caffeine and alcohol can increase your need for water.

Remember:
Drink the right amount of water and pay attention to your thirst.
Drinking too little or too much water can be dangerous!
Worksheet 22, Walking

Walking is a great way to be more physically active. It’s free, fun, and you can do it almost anywhere.

Good reasons to walk:

• Walking burns calories, which can help you lose weight

• Walking is healthy for your heart, lungs, and muscles

• Walking helps refresh your mind, increase energy, and improve sleep

• Walking is a great activity for socializing with friends or family

Walking can be an excellent physical activity goal!
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _________ __/___/___ through _______________ __/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:

______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: ________________________________

HOW MUCH: ________________________________

WHEN/HOW OFTEN: ________________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is:

_____ 

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ____________________

Thing(s) that might make it hard to be successful: ____________________
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

CLASS 9: SAFE PHYSICAL ACTIVITY

Dear Facilitator: For today’s class, you will need to prepare flip chart/dry erase board with the following information BEFORE class:

- Write Safety Concerns of Outdoor Physical Activity across the top of the flip chart/dry erase board
- Then write Symptoms of Physical Activity for Worksheet # When to Stop Physical activity.

Overview Focus:
How to Safely Engage in Physical Activity

Objectives

- To learn more about how to safely engage in physical activity

Weigh-in

- Place scale in out-of-way corner of class room.
- Weigh people one at a time without anyone else being able to see or hear the weight.
- Be encouraging and supportive while reporting the participant’s weight.
- Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
- Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Materials/Worksheets Needed for this Session

- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 12, Action Plan Tracking Sheet
- Worksheet 23, Guidelines for Extreme Weather
- Worksheet 24, Safety Reminders
- Worksheet 25, When to Stop Physical Activity
- Worksheet 11, Action Planning: Making A Physical Activity Action Plan
- Worksheet 15, Homework

SESSION OUTLINE

Introduce yourself and welcome participants to the 10th session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.
Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed during each class session.

Ask participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet. Let’s review your physical activity action plans from last week. How successful were you in achieving your physical activity action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session and last week’s Worksheet 15, Homework.
Do any of you remember what we learned about last week during CLASS 9: STAY HYDRATED? Last week, we talked about staying hydrated and drinking water. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we will learn more about how to safely engage in physical activity.

Begin the class with a brief discussion on why it’s important to be cautious while engaging in physical activity in extreme weather. It is important to safely engage in physical activity to avoid injury. In cold weather, your muscles can be more easily hurt. In hot weather, you are more likely to lose fluids and become overheated.

Transition to Worksheet 23, Guidelines for Extreme Weather and the importance of safely engaging in physical activity. Tell participants that being physically active in extreme weather may lead to injury if not done so correctly. Another vital component of healthy living is physical activity. Let’s read the worksheet aloud to learn more about guidelines to consider during extreme weather.

As you may remember from CLASS 9: STAY HYDRATED, drinking fluids helps our bodies function properly and prevent dehydration which may lead to cramps or heat stroke. Remember, it’s important to drink water before, during, and after physical activity.

Tell participants that a big part of physical activity safety is prevention which includes giving your body the food, water, rest, and attention it needs to operate at its best. It’s also important to listen to your body and know when to stop physical activity. Finally, practicing good safety habits includes being aware of your surroundings when you are physically active.

Lead a discussion on participants’ safety concerns regarding engaging in physical activity outdoors using the dry erase board/flip chart (made in advance). Write participants’ responses on the board/flip chart. How many of you have been or are physically active outdoors? What prevents you from being physically active outdoors? What have you or could you do to address these concerns?
What motivated you to be physically active outdoors?

**Transition to Worksheet 24, Safety Reminders and review its contents.** This worksheet presents safety tips to consider when engaging in physical activity. Sometimes our communities might not be safe to be physically active outdoors. When outdoors, remember to be familiar and aware of your surroundings. Be mindful and respectful in all interactions with others so as to prevent any difficult situations from escalating.

**Transition to Worksheet 25, When to Stop Physical Activity and review its contents.** This worksheet can help you identify when something is wrong in your body which could prevent a potentially life-threatening condition from occurring. Let’s review the tips.

**Lead a discussion on participants' experiences with symptoms of physical activity using the dry erase board/flip chart (made in advance).** What are some physical symptoms (i.e. physical sensations like sweating) you experience or have experienced while engaging in physical activity?

**Summarize the class.** In today’s class, we learned how to safely engage in physical activity.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 12, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to accomplish their action plan goals.

Briefly introduce next session: Next class, we will

- Learn how to cook healthy meals by using different cooking methods

Set up/confirm the next meeting.

End session.
## Worksheet 12, **Action Plan Tracking Sheet**

**From week: ___/___/___ to ___/___/___**

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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 23, Guidelines for Extreme Weather

TOO HOT:

• Engage in physical activity indoors.
• Take frequent rests and water breaks.
• Engage in physical activity in the early morning or after the sun sets.
• Wear light, loose fitting clothing, in light colors.
• Use sunscreen, hats, and sunglasses.
• Drink water before, during, and after physical activity.
• Don't overdo it.

For more information on warm weather physical activity tips, see Appendix B.

TOO COLD:

• Dress in layers.
• Wear a hat or cap.
• Keep your feet warm with dry, clean socks.
• Wear gloves or mittens.
• Drink Up - Drink before you feel thirsty.
• Don't overdo it.

For more information on cold weather physical activity tips, see Appendix B.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 24, Safety Reminders

- Minimize distractions.
- Take cellphone with you (keep it and all other valuable items in pocket and out of sight).
- Don’t wear headphones. If you do, use them at a low volume.
- Be mindful of people’s pets so you don’t get bit.
- When riding a bike, wear reflective gear and helmet.
- If outside while dark, wear brightly colored or reflective clothing to be easily seen.
- Try to be physically active in familiar places.
- Avoid isolated trails, paths, and poorly lit areas.
- Carry your ID and be polite if confronted by police.
- If possible, go out with others.
- Drink water before, during, and after physical activity.
Worksheet 25, When to Stop Physical Activity

Physical activity is usually good for your health. Stop physical activity right away if you have any of these symptoms:

- Severe chest pain, tightness, pressure, or discomfort
- Severe shortness of breath
- Severe nausea or vomiting
- Sudden weakness or changes of feeling in your arms and/or legs
- Trouble swallowing, talking, or seeing
- Severe headache or dizziness

*If symptoms don’t go away after a few minutes, call 911 or go to the nearest emergency room.

*If symptoms go away but return each time you are physically active, see your primary care provider.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ ___/___/___ through _____________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: ______________________________

HOW MUCH: _____________________________

WHEN/HOW OFTEN: ___________________________

Step 2: Make sure it is something you WANT TO DO
Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is:

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: __________________

Thing(s) that might make it hard to be successful: __________________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
CLASS 10: WARMING UP

Overview Focus:
Warm Up and Cool Down

Objectives
• To review the importance of “warming up” before and “cooling down” after physical activity

Materials/Handouts Needed for this Session
• Dry erase board and/or flip chart and markers
• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 12, Action Plan Tracking Sheet
• Worksheet 26, Warm-up and Cool-down
• Worksheet 11, Action Planning: Making A Physical Activity Action Plan
• Worksheet 15, Homework

SESSION OUTLINE
Introduce yourself and welcome participants to the 11th session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location. You will be able to take home a
homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or
information they’ve received and reviewed during each class session.

Ask participants to turn to last week’s Worksheet 12, Action Plan Tracking Sheet. Let’s review
your physical activity action plans from last week. How successful were you in achieving your physical
activity action plan? Were there any problem(s) that got in the way? If so, write them down in the space
provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

Weigh-in
• Place scale in out-of-way corner of class room.
• Weigh people one at a time without anyone else being able to see or hear the weight.
• Be encouraging and supportive while reporting the participant’s weight.
• Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in
Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be
reviewed during monthly individual counselling sessions.
• Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no.
  All decisions are respected.
If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session and last week’s Worksheet 15, Homework. Do any of you remember what we learned about last week during CLASS 10: SAFE PHYSICAL ACTIVITY. Last week, we talked about why it is important to safely engage in physical activity to avoid injury. In cold weather, your muscles can be more easily hurt. In hot weather, you are more likely to lose fluids and become overheated. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During today’s class we will learn about the importance of warming up and cooling down for physical activity.

Remind participants that physical activity is a key part of weight loss efforts and that there are a few things to consider before each physical activity session.

Ask participants if they know what it means to warm-up. Tell them the importance of warming up. Why do you think baseball players warm-up? Not only does warming up allow players to perform better, but it also decreases the risk of injury. Overall, warming up and cooling down leads to increased strength, power, and mobility. A proper warm-up session will increase players’ core temperature, enhance range of motion, and activate their central nervous system. When warming up, it’s important to start with the easiest movements first and slowly transition to more difficult movements. A proper cool down will gradually decrease a person’s heart and breathing rates back to resting levels. Cooling down will also help to prevent dizziness and or fainting. When cooling down, it’s important to gradually decrease your physical activity.

Introduce Worksheet 26, Warm-up and Cool-down and review the two points about why it’s important to warm up and cool down (i.e., prepares your muscles and heart for physical activity and helps you recover afterward). Be sure to remind participants that both warming up and cooling down help prevent injury and muscle soreness. Ask participants to fill in the bottom of the worksheet with other methods of warming up and cooling down. If none are provided, be prepared to mention a couple of examples. As we just learned, warming-up is important for physical activity. Let’s read the worksheet key points aloud. What are some other examples of warming-up? Those are great examples! Other ways include walking while gently pumping your arms or doing your favorite physical activity routine at low intensity for 5 minutes. Stretching is a great way to both warm-up and cool-down. Remember, it’s best to do light stretching before your physical activity followed by more thorough stretching at the end of your workout.

Summarize the class. In today’s class, we reviewed the importance of warming up and cooling down after physical activity.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to accomplish their action plan goals.

Briefly introduce next session: Next class, we will
- Review ways to be physically active on a budget

Set up/confirm the next meeting.

End session.
Worksheet 12, **Action Plan Tracking Sheet**

**From week: ___/___/___ to ___/___/___**

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Worksheet 26, **Warm-Up and Cool-Down**

Why is it Important to Warm-Up and Cool-Down?

- Prepares your muscles and heart for physical activity and help them recover afterward
- Helps prevent injury and muscle soreness

How Should I Warm-Up

- Warm-ups take 5-15 minutes.
- Start with your planned activity (running, walking etc.) at a slow pace. This may mean walking slowly and then speeding up.
- Do gentle stretching after this if you plan to do vigorous physical activity.

How Should I Cool-Down?

- Cool-downs last 5-10 minute.
- First, continue your physical activity, but slow down to decrease your heart rate.
- Then, stretch all major muscle groups used during the physical activity (see Worksheet 32, **Sample Stretches** in Appendix B).

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ ___/___/___ through _______________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _________________________________________

HOW MUCH: _________________________________________

WHEN/HOW OFTEN: _______________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
______________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is:
____

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ________________

Thing(s) that might make it hard to be successful: ________________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
CLASS 11: TIGHT BUDGET

Dear Facilitator: For today’s class, you will need to prepare flip chart/dry erase board with the following information BEFORE class:

- Write Ways to Engage in Low to no Cost Physical Activities

Overview Focus:
Be Physically Active on a Budget

Objectives
- To learn how to engage in physical activity on a budget

Materials/Worksheets Needed for this Session

Weigh-in
- Place scale in out-of-way corner of class room.
- Weigh people one at a time without anyone else being able to see or hear the weight.
- Be encouraging and supportive while reporting the participant’s weight.
- Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
- Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

- Dry erase board and/or flip chart and markers
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 12, Action Plan Tracking Sheet
- Worksheet 27, Physical Activity on a Budget
- Worksheet 11, Action Planning: Making A Physical Activity Action Plan
- Worksheet 15, Homework

SESSION OUTLINE

Introduce yourself and welcome participants to the 12th session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.
Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Ask participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet. Let’s review your physical activity action plans from last week. How successful were you in achieving your physical activity plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those who were only partially successful or not at all successful.

Briefly review previous session and last week’s Worksheet 15, Homework. Do any of you remember what we learned about last week during CLASS 11: Warming up. Last week, we talked about the importance of warming up and cooling down during physical activity. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During today’s session, we are going to talk about how to be physically active on a budget.

Lead a discussion on budgeting and physical activity using the dry erase board/flip chart (made in advance). Ask participants for suggestions on how to participate in low to no cost physical activities. Remind participants that this can include things they already do such as walking. Reinforce the benefits of walking. Write participants’ responses on the board/flip chart. Remember, these may include things you already do as part of your everyday physical activity. Walking is a fun and free activity that most people can do either inside or outside. Walking is good for your heart, lungs, and muscles. What are cost effective ways to engage in physical activity? What were your experiences like?

Introduce Worksheet 27, Physical Activity on a Budget and review its contents. Ask participants for other examples of low cost or free physical activities to engage in. Remind them that the goal is to use what is already available to save money and still get the benefits of being physically active.

Summarize the class. In today’s class, we learned how to be physically active while staying on a budget.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to accomplish their action plan goals.

Briefly introduce next session: Next class, we will

- Learn ways to fit physical activity in your day

Set up/confirm the next meeting.

End session.
Worksheet 12, **Action Plan Tracking Sheet**

*From week: ___/___/___ to ___/___/___*

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<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
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<td></td>
<td>Not at all Successful</td>
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<tr>
<td><strong>Physical Activity</strong></td>
<td>Fully Successful</td>
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<tr>
<td>Last week, I was going to...</td>
<td>Partially Successful</td>
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<td></td>
<td>Not at all Successful</td>
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This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 27, **Physical Activity on a Budget**

Sometimes cost can be a barrier to being more physically active. There are lots of activities that involve little or no cost.

- Walking is free.
- Churches and community centers often have free recreational events.
- Build strength using household items for weights (canned foods, small bottles of water, etc.)
- Simple stretches can improve flexibility and range of motion.
- Find a local trail.
- Buy a bicycle and helmet from a second-hand shop or at a yard sale.
- Rent a bike through a bike-sharing program (e.g., Divvy).
- Try a new sport that doesn’t require expensive equipment.
- Look at Senior Centers, the YMCA, and local park districts for free or reduced cost activities.
- Physical activities that you build into your daily routine like taking the stairs or parking farther away are free!
- Consider volunteering at community gardens.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ ___/___/___ through _______________ ___/___/___

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
______________________________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _________________________________________

HOW MUCH: _________________________________________

WHEN/HOW OFTEN: ________________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
_____________________________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is: ___

To help you be successful, think about things that will help you be successful
and things that might make it hard to be successful

Thing(s) that will help me be successful: __________________________

Thing(s) that might make it hard to be successful: __________________________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
CLASS 12: SHORTCUTS TO SUCCESS

Overview Focus:
Pain and Medical Conditions and Physical Activity

Objectives
• To learn more about how to be physically active if you have a physical or medical condition

Materials/Worksheets Needed for this Session
• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 12, Action Plan Tracking Sheet
• Worksheet 28, Coping with Pain and Medical Problems
• Worksheet 11, Action Planning: Making A Physical Activity Action Plan
• Worksheet 15, Homework

SESSION OUTLINE
Introduce yourself and welcome participants to the 13th session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location. You will be able to take home a homework sheet as a reminder of your physical activity action plans for the next week.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Ask participants to turn to last week’s Worksheet 12, Action Plan Tracking Sheet. Let’s review your physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your physical activity action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help? If so, write them down in the space provided.

If group members were fully successful, encourage them to keep up the good work, then focus attention on problem solving for those whom were only partially successful or not at all successful.
Briefly review previous session and last week’s Worksheet 15, Homework. Do any of you remember what we learned about last week during CLASS 12: TIGHT BUDGET? Last week, we talked about ways to do physical activity on a tight budget. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. We will learn about how to engage in physical activity if you have a physical or medical condition.

Begin with a discussion on how physical pain and medical conditions can affect physical activity. A lot of people have medical problems that might make it harder to be physically active. For example, having arthritis or asthma may make it harder to move and breathe during some types of physical activity.

Remind them that although medical problems may get in the way of managing weight and being physically active, losing weight may actually help improve many medical conditions. You may experience different benefits when being physically active depending on which chronic condition you have. For example, if you have heart disease, physical activity can make your heart stronger, just like it makes other muscles stronger. Physical activity can also help lower your blood pressure and cholesterol levels. People with diabetes can have high levels of blood sugar. Good nutrition and aerobic activity like walking or jogging can help your body do a better job of keeping your blood sugar levels under control. Strength training (also known as resistance or weight training) can also reduce your body fat and help lower your blood sugar levels. Even if you don’t have a chronic medical condition, it is important that you pay close attention to warning signs that can occur during physical activity as they may signal that something is seriously wrong.

Transition to Worksheet 28, Coping with Pain and Medical Problems and review its contents. Provide a sense of hope and encouragement by saying that people with medical problems can still be physically active and lose weight. Even if you have some kind of medical problem, you can still participate in physical activity. Remember, some physical activity is better than no activity. Doing so, will greatly diminish problems and pain associated with your medical conditions. This worksheet offers several tips for coping with pain and medical conditions. Let’s take a look at these.

Remind participants that everyone can benefit from becoming more physically active even when it seems like living with pain or a medical condition gets in the way of being physically active.

Remind participants about ways to cope with pain during physical activity. Stress that they can get help in managing pain from BOTH their medical and psychiatric providers. Remember, it’s important to pace yourself.

Summarize the class. In today’s class, we reviewed how to be physically active if you have a physical or medical condition.
Transition to Action Plans.

Remind participants that they can repeat action plans from last week. Emphasize that the important thing is to keep focused on small steps to achieve action plan goals. Action plans help take on challenges one step at a time while focusing on what can be done each week.

Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their physical activity goals for the week. Participants should first determine their general goal by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful.

Transition to homework worksheets.

Pass out Worksheet 15, Homework. Ask participants to use Worksheet 11, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets. Remind participants to take their homework worksheet home and place it somewhere where they can see it. Remind participants to review their homework worksheet daily to accomplish their action plan goals.

End session.
Worksheet 12, **Action Plan Tracking Sheet**

*From week: ___/___/___ to ___/___/___*

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Success Rating</th>
<th>Problem(s) That Got/Get in the Way</th>
<th>Possible Solution(s) that Might Help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td></td>
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<tr>
<td>Last week, I was going to...</td>
<td>Fully Successful</td>
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</table>

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 28, Coping With Pain and Medical Problems

Weight loss can help reduce pain & problems associated with medical conditions. In spite of having medical conditions, most people CAN do some physical activity.

Here are some tips for coping:

- Physical activity often helps: reduce stress, lower blood pressure, lower cholesterol levels, improve circulation, and sleep better.
- Activity often helps to loosen and warm up your muscles, which can help reduce pain.
- Physical activity stimulates the body to produce natural pain killers.
- Pacing yourself is helpful in managing pain. Always start slowly and increase physical activity over time.
- Pain is often reduced by doing relaxation activities like yoga or stretching.
- Don’t “overdo it.”

If you have questions about increasing your physical activity, talk with your medical provider.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 11, Action Planning: Making A Physical Activity Action Plan

From Week: _______ __/__/__ through _____________ __/__/__

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:
____________________________________________________

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _____________________________________________

HOW MUCH: _________________________________________

WHEN/HOW OFTEN: _________________________________

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:
_______________________________________________

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident),
my confidence level for completing this action plan is:
____

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _____________

Thing(s) that might make it hard to be successful: _____________

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Review Groups
Offered once per month after weekly classes

We suggest a one-week break between Class 13 and first review group.

The 4 continuation group sessions (R1-R4) begin after participants have completed the full 26-week group curriculum. These groups are held once a month for 4 months and will continue to coincide with 2 group physical activities a week. The purpose of these groups is to review topics that have already been covered in other sessions. The topics that have been picked for these sessions are the most important overall concepts of the curriculum. Upon completion of the Continuation Group sessions, participants will have finished the PEP program. During the final continuation group session (R4), participants receive a Certificate of Completion, as well as their workbook with all of the worksheets from the entire study.
REVIEW CLASS 1: BASICS OF PHYSICAL ACTIVITY

Overview Focus:
Basics of Physical Activity and Benefits of Walking

Objectives
- To review the previously learned information about the basics of physical activity, how to be more physically active, and the benefits of walking.

Materials/Worksheets Needed for this Session
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 14, Involving Others in Your Weight Control Program
- Worksheet 18, Get Started Getting F.I.T.
- Worksheet 19, Physical Activity Can be Fun!
- Worksheet 22, Walking

SESSION OUTLINE
Introduce yourself and welcome participants to the 1st review session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. During the first half of today’s session, we will regroup and review the basics of physical activity, how to be more physically active, and the benefits of walking.
Ask participants what physical activity means. Then ask what the benefits of physical activities are. Remember, physical activity improves your mood, it helps fight chronic diseases, strengthens your bones and muscles, increases your energy, helps you sleep better, and can help you lose weight. Thinking about the positive benefits of physical activity can help motivate you to start being physically active. For most of us, however, staying motivated is a real challenge. When your motivation starts to slip, try to remember all the benefits of being more physically active and remember how far you’ve come.

**Lead a discussion on social support.** Sometimes you may need a little extra push to stay motivated about physical activity. Getting support and encouragement from other people is a great way to stay focused and keep up with your physical activity and weight management goals. If you tell people you are trying to lose weight, they can help motivate you. They might even give you advice or keep you company as a physical activity buddy.

Give participants a break and let them know that the second half of the class will begin with Worksheet 14, Involving Others in Your Weight Control Program.

**Transition to Worksheet 14, Involving Others in Your Weight Control Program and review its contents.** Ask participants if they know any other ways to involve others in their weight control program.

**Introduce Worksheet 18, Get Started Getting F.I.T. (Frequency, Intensity, and Time) and review its contents.** Review each of the three components and have participants read each bulleted point. Highlight that it is important to slowly increase “Frequency” and to try to build up to being physically active from 3 to 5 days per week. For “Intensity”, stress the difference between low and moderately intense activities and get examples from participants. For “Time”, highlight that it is important to start low and slowly and build up the amount of time they are active and to try to build up to 30 minutes or more per physical activity session. Remind participants that some time is better than none.

**Transition to Worksheet 18, Physical Activity Can Be Fun! and review its contents.** Acknowledge that not everybody likes physical activity. Remind participants that there are lots of ways to be physically active without doing what you might consider a workout. Have participants read each of the examples on the worksheet and be sure to stress that not all physical activity has to be planned or done in a gym. Remind them that they can make physical activity fun.

**Review Worksheet 22, Walking and the benefits of walking.** Ask participants for ideas on how to walk more. Those are great examples. Other examples can include getting off a few blocks before your stop if you use a bus to get around; parking a little farther away from where you’re going if you are driving a car; taking short 10 minute walks after lunch and after dinner; taking the stairs instead of the elevator; standing up and walking around during TV commercials; and going to the mall and walk around window shopping.

**Summarize the class.** In today’s class, we reviewed information about the basics of physical activity, how to be more physically active, and the benefits of walking.

**Briefly introduce next session:** Next class, we will
• Review previously learned information about the importance of warming up and cooling down when engaging in physical activity, proper stretching techniques, and how to safely engage in physical activity.
• Review barriers to physical activity and how to get around them.

Set up/confirm the next meeting.

End session.
Worksheet 14, **Involving Others in Your Weight Control Program**

One of the most powerful things you can do to help with your weight management efforts is to get support and encouragement from other people. When others give you lots of encouragement, it makes you feel like you can do anything!! It's really motivating!

Here are some tips for making that happen:

- **ASK** others for encouragement in your weight control efforts. Ask key people who you know will be positive and supportive.

- **Share** your concerns and struggles with your key supporters.

- **Tell** your key supporters what they can do to help. Be specific. For example “Ask me how I am doing, and then listen”, or “Please don’t offer me junk food”.

- **Let** them know that their support is extremely meaningful to you and that you need their encouragement for the long run.

- **Even if** a support person fails to ask how you are doing, go ahead and tell them! This starts the conversation and provides the opportunity to get some encouragement.

- **Give back in return.** Reward your support people with your attention and your support for them.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 18, Get Started Getting F.I.T.!

F. I. T. – Frequency, Intensity, and Time

By adding the F.I.T. idea to your physical activity routine, you can be sure that you are safely working towards managing your weight and improving your health.

**Frequency** - How often you are physically active
- Increase frequency slowly
- Build up to being active 3 to 5 days per week

**Intensity** - How hard you work during physical activity

<table>
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<tr>
<th>Mild:</th>
<th>Moderate:</th>
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<tbody>
<tr>
<td>-Walking at a leisurely pace.</td>
<td>-A brisk walk</td>
</tr>
<tr>
<td>-Walking on flat ground.</td>
<td>-Walking on hills.</td>
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</table>

- Be active at a rate that allows for talking.
- Slow down if you have trouble breathing or need to catch your breath
- What is easy for one person may be hard for another. Listen to your body. You are the best judge of how hard you should engage in physical activity. Start slowly and build on your physical activity program.

**Time** - How long you are active

<table>
<thead>
<tr>
<th>Mild:</th>
<th>Moderate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Staying active for 10-15 minutes.</td>
<td>-Staying active for 30-45 minutes.</td>
</tr>
</tbody>
</table>

- For each activity, set a goal for how long you will do it.

Use the following to help you decide if you are engaging in physical activity at the right intensity:

**Talk Test:** During moderate-intensity physical activity, you should be able to talk with a friend. If you cannot talk comfortably, you are engaging in physical activity at a vigorous level. If you are just starting to be physically active, begin with light-or moderate-intensity activities and build up.

**BEFORE ENGAGING IN ANY VIGOROUS PHYSICAL ACTIVITY, BE SURE TO SPEAK WITH YOUR DOCTOR!!**

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 19, Physical Activity Can Be Fun!

There are lots of ways to be physically active without doing what you might consider a workout.

- Walk with another member of your PEP group.
- Get your family or friends involved in some physical activity by going on a bike ride.
- Dance to music.
- Try a scenic walking route.
- Walk around the mall and window shop or go up and down the aisles at Target, Wal-Mart, or the grocery store.
- Try tai chi.
- Plan an interactive video game.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Walking is a great way to be more physically active. It’s free, fun, and you can do it almost anywhere.

Good reasons to walk:

• Walking burns calories, which can help you lose weight
• Walking is healthy for your heart, lungs, and muscles
• Walking helps refresh your mind, increase energy, and improve sleep
• Walking is a great activity for socializing with friends or family

Walking can be an excellent physical activity goal!
REVIEW CLASS 2: WARM UP

Overview Focus:
Warming Up/Cooling Down, Stretching, Physical Activity Safety, and Barriers to Activity

Objectives
• Review previously learned information about the importance of warming up and cooling down before or after physical activity, proper stretching techniques, and how to safely engage in physical activity.
• Review barriers to physical activity and how to get around them.

Materials/Worksheets Needed for this Session
• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 21, Water: Drink Up!

Weigh-in
• Place scale in out-of-way corner of class room.
• Weigh people one at a time without anyone else being able to see or hear the weight.
• Be encouraging and supportive while reporting the participant’s weight.
• Enter the weight in pounds on Worksheet 3, Psycho Educational Program Weekly Weigh-in located in Appendix A at the back of the workbook. The worksheet will be kept in participant’s workbook. It will be reviewed during monthly individual counselling sessions.
• Tell participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

• Worksheet 26, Warm-Up and Cool-Down
• Worksheet 23, Guidelines for Extreme Weather
• Worksheet 24, Safety Reminders
• Worksheet 25, When to Stop Physical Activity
• Worksheet 33, Common Barriers to Physical Activity

SESSION OUTLINE
Introduce yourself and welcome participants to the 2nd review session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location.

Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed from the last class session. Briefly review previous session and last week’s Worksheet 15, Homework. Do any of you remember what we learned about last time during REVIEW CLASS 1: BASICS OF PHYSICAL ACTIVITY? Last time, we reviewed previously learned information about the basics of physical activity, how to be more physically active, and the benefits of walking.
Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. We are going to review the importance of warming up and cooling down before and after physical activity, proper stretching techniques, and how to engage in safe physical activity. Finally, we will review barriers to physical activity and how to get around them.

Ask participants if they remember why it is important to drink water and how much water they should drink. Then, introduce Worksheet 21, Water: Drink Up! and review its contents. Remind participants that drinking enough water is necessary to stay healthy and that water helps their bodies work properly. Remind them that drinking enough water will also help them feel full so that they don't overeat. Sometimes when you feel hungry, it's really because your body is dehydrated. Being dehydrated means that your body is thirsty. Remember, engaging in physical activity; especially, during hot temperatures will make you sweat and thus, increase your body's need for water. Don't wait for thirst! Your body is already very low on water when you feel thirsty. To keep water levels up, drink water before you feel thirsty. Always carry a water bottle, take water breaks during the day, and drink water with your meals. Try drinking a full glass of water before starting your meal.

Lead a discussion on the importance of warming up and cooling down when engaging in physical activity. Remind them that warming up helps prepare one’s muscles for physical activity while cooling down helps to recover afterward. Warming up and cooling down can help prevent injury and muscle soreness. To warm up, begin physical activity at a slow pace, and to cool down, gradually reduce the force of your activity. You should try to not stop suddenly.

Review Worksheet 26, Warm-Up and Cool-Down and ask participants why stretching is an important part of any physical activity program. Reinforce that stretching increases flexibility and increases range of motion, which lowers the risk of injury and muscle soreness. Remind them that stretching also helps lower stress and improve posture, coordination, and blood circulation. Gentle stretching is good anytime, but the best time to stretch is immediately after physical activity when your muscles are warm and flexible. It is always essential to use proper techniques when stretching. You can do this by holding a stretch for at least 30 seconds and not bouncing. Also, stretch both sides, relax, and breathe freely.

Discuss issues with engaging in physical activity during extreme weather by reviewing Worksheet 23, Guidelines for Extreme Weather. Ask participants for examples of tips to consider when being physically active in both very cold and very hot weather. Stress the importance of drinking water before, during, and after physical activity to avoid becoming dehydrated in hot temperatures. Remember, a big part of physical activity safety is prevention which includes giving your body the food, water, rest, and attention it needs to operate at its best. It is also important to practice good safety habits and be aware of your surroundings when physically active.

Transition to Worksheet 24, Safety Reminders and review the safety tips to consider when being physically active in your community. Stress the importance of becoming familiar and aware of your surroundings. Remember, while we want you to engage in physical activity we also want you to be safe when doing so, especially while outdoors. Also, be respectful when interacting with others to prevent any difficult situations from escalating.

Introduce Worksheet 25, When to Stop Physical Activity and the importance of identifying when something is wrong in one’s body. Reinforce that chest pain, trouble breathing, nausea/dizziness, and joint pain are all signs that something is wrong with one’s body. Stress that if anyone experiences any of these symptoms, he or she should stop physical activity.
immediately. Identifying abnormal body experiences can help you identify when something is wrong. This could prevent a potentially life-threatening condition from occurring. If you experience chest pain, trouble breathing, or nausea/dizziness that does not go away after stopping physical activity, call 911 or go to the nearest emergency room. See your primary care physician as soon as possible if any of those symptoms do go away but come back each time you are physically active.

Next, review that although physical activity is an important part of weight management sometimes barriers may get in the way of engaging in it. There will be barriers to reaching your goal, but if you are serious about losing weight, you can find ways to overcome these barriers.

Transition to Worksheet 33, Common Barriers to Physical Activity. Pick one or two barriers identified and ask the group for suggestions on how to overcome the particular barrier. If your barrier is that you don’t have the time, you can adjust your schedule to make time or squeeze in a few 10-minute walks during your day. Some physical activity every day is better than none!

Summarize the class. In today’s class, we reviewed the importance of warming up and cooling down before and after physical activity, proper stretching techniques, and how to engage in safe physical activity. Finally, we reviewed barriers to physical activity and how to get around them.

Briefly introduce next session: Next class, we will
- Review previously learned information about ways to be physically active on a budget, and making time for physical activity.

Set up/confirm the next meeting.

End session.
1. **Benefits of Drinking Enough Water:**
   • Drinking enough water is necessary to stay healthy.
   • Drinking enough water may help you feel full.

2. **Here are some tips to help you drink enough water:**
   • Don’t wait for thirst! When you feel thirsty, you have already lost water.
   • Always keep a water bottle with you.
   • Take water breaks throughout the day.
   • Drink water with meals.
   • If you like cold water, keep a water pitcher in the refrigerator for refills.

3. **How much water do we need?**
   • The average adult needs about 9-12 8 oz. cups of water each day.
   • Heat and activity can increase your need for water.
   • Drinking caffeine and alcohol can increase your need for water.

**Remember:**

*Drink the right amount of water and pay attention to your thirst. Drinking too little or too much water can be dangerous!*

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 26, **Warm-Up and Cool-Down**

**Why is it Important to Warm-Up and Cool-Down?**

- Prepares your muscles and heart for physical activity and help them recover afterward
- Helps prevent injury and muscle soreness

**How Should I Warm-Up**

- Warm-ups take 5-15 minutes.
- Start with your planned activity (running, walking etc.) at a slow pace. This may mean walking slowly and then speeding up.
- Do gentle stretching after this if you plan to do vigorous physical activity.

**How Should I Cool-Down?**

- Cool-downs last 5-10 minute.
- First, continue your physical activity, but slow down to decrease your heart rate.
- Then, stretch all major muscle groups used during the physical activity (see Worksheet 32, *Sample Stretches* in Appendix B).

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 23, **Guidelines for Extreme Weather**

**TOO HOT:**

- Engage in physical activity indoors.
- Take frequent rests and water breaks.
- Engage in physical activity in the early morning or after the sun sets.
- Wear light, loose fitting clothing, in light colors.
- Use sunscreen, hats, and sunglasses.
- Drink water before, during, and after physical activity.
- Don't overdo it.

For more information on warm weather physical activity tips, see Appendix B.

**TOO COLD:**

- Dress in layers.
- Wear a hat or cap.
- Keep your feet warm with dry, clean socks.
- Wear gloves or mittens.
- Drink Up - Drink before you feel thirsty.
- Don't overdo it.

For more information on cold weather physical activity tips, see Appendix B.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 24, Safety Reminders

- Minimize distractions.
- Take cellphone with you (keep it and all other valuable items in pocket and out of sight).
- Don’t wear headphones. If you do, use them at a low volume.
- Be mindful of people’s pets so you don’t get bit.
- When riding a bike, wear reflective gear and helmet.
- If outside while dark, wear brightly colored or reflective clothing to be easily seen.
- Try to be physically active in familiar places.
- Avoid isolated trails, paths, and poorly lit areas.
- Carry your ID and be polite if confronted by police.
- If possible, go out with others.
- Drink water before, during, and after physical activity.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 25, When to Stop Physical Activity

Physical activity is usually good for your health. Stop physical activity right away if you have any of these symptoms:

- Severe chest pain, tightness, pressure, or discomfort
- Severe shortness of breath
- Severe nausea or vomiting
- Sudden weakness or changes of feeling in your arms and/or legs
- Trouble swallowing, talking, or seeing
- Severe headache or dizziness

*If symptoms don’t go away after a few minutes, call 911 or go to the nearest emergency room.

*If symptoms go away but return each time you are physically active, see your primary care provider.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 33, **Common Barriers to Physical Activity**

Physical Activity is important for weight management. Yet we all experience some common barriers to physical activity:

<table>
<thead>
<tr>
<th>Common Barriers</th>
<th>Possible Solutions</th>
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<tbody>
<tr>
<td>I’m not sure how to be physically active.</td>
<td>The PEP team will show me how to be physically active.</td>
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<tr>
<td>I don’t feel motivated to be physically active.</td>
<td>The PEP team will motivate me to be physically active.</td>
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<tr>
<td>It’s too hot/ cold outside.</td>
<td>I can take a walk at the nearest mall or YMCA center.</td>
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<td>I don’t have the time.</td>
<td>I will adjust my daily schedule to make the time to be physically active.</td>
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<td>My medication makes me sleepy.</td>
<td>I will speak to my health care provider about my medication.</td>
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**Remember some physical activity is always better than none!**

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
REVIEW CLASS 3: TIGHT BUDGET

Overview Focus:
Physical Activity on a Budget
Making Time to be Physically Active

Objectives
- To review previously learned information about ways to be physically active on a budget and making time for physical activity.

Materials/Worksheets Needed for this Session
- Worksheet 3, Psycho Educational Program Weekly Weigh-in
- Worksheet 27, Physical Activity on a Budget
- Worksheet 34, Ways to Fit Physical Activity into Your Day

SESSION OUTLINE
Introduce yourself and welcome participants to the 3rd review session of the PEP program.
Distribute workbooks and remind participants how they will be used across group sessions.
Workbooks will remain with facilitator at a designated location.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today's class. We are going to review ways to be physically active on a budget and making time for physical activity.

Acknowledge that it can be costly to be physically active especially when buying physical activity equipment. Joining a gym can be expensive. Remind participants that there are cheap alternatives to an expensive gym membership. Introduce Worksheet 27, Physical Activity on a Budget and review its contents. There are many alternatives to engage in no-cost physical activity like going for a walk, doing simple stretches to improve flexibility and range of motion, finding a local trail or going for a hike, and using household items (e.g., canned foods or water jugs) to build muscle.
strength. You could also participate in events sponsored by local community centers or churches where you can be physically active like dance lessons, working out with a “buddy,” or taking a part-time active job (e.g., mowing lawns, walking dogs, or cleaning houses). Doing simple things like taking the stairs instead of elevator or picking a parking spot at the far end of the parking lot can make adding physical activity to your daily routine easier. Sometimes when things get hectic in our lives, physical activity seems to be the last thing on our minds. By changing a few small things, you can easily make time for physical activity.

**Transition to Worksheet 34, Ways to Fit Physical Activity into Your Day and review its contents.** Remind participants that one way to get their daily workout is to break it up into short segments throughout the day (5 minutes here, 10 minutes there). Your workout can also include being physically active while watching TV or during commercials (e.g., sit-ups, push-ups, jumping jacks, jogging in place, etc.), going for a walk after dinner in the neighborhood with others, doing housework or gardening, or dancing around the house and singing into a fake microphone.

**Summarize the class.** In today’s class, we reviewed information you learned about fruits. Vegetables, sodium/salt, fats, and grains, and the roles they play in weight loss and healthy eating. We also reviewed information about ways to be physically active on a budget and making time for physical activity.

**Briefly introduce next session:** Next class, we will:
- Review previously learned information about safely engaging in physical activity if you have a chronic medical condition or if you experience pain while being physically active.
- Review previously learned information about the effects of psychiatric medications and other substances on your health and weight.

**Set up/confirm the next meeting.**

**End session.**
Worksheet 27, *Physical Activity on a Budget*

Sometimes cost can be a barrier to being more physically active. There are lots of activities that involve little or no cost.

- Walking is free.
- Churches and community centers often have free recreational events.
- Build strength using household items for weights (canned foods, small bottles of water, etc.)
- Simple stretches can improve flexibility and range of motion.
- Find a local trail.
- Buy a bicycle and helmet from a second-hand shop or at a yard sale.
- Rent a bike through a bike-sharing program (e.g., Divvy).
- Try a new sport that doesn’t require expensive equipment.
- Look at Senior Centers, the YMCA, and local park districts for free or reduced cost activities.
- Physical activities that you build into your daily routine like taking the stairs or parking farther away are free!
- Consider volunteering at community gardens.
Worksheet 34, Ways to Fit Physical Activity into Your Day

• Break up physical activity into short segments throughout the day.
  
  o 5 minutes here, 10 minutes there...it all adds up.

• Take a walk during lunchtime.

• Take your dog for a walk.

• Take the stairs instead of the elevator.

• Do physical activity while watching TV.

• Do some housework or gardening.

• Dance!

• Get off 1 stop early from your destination when taking the bus.
REVIEW CLASS 4: TIPS

Overview Focus:
Medical Conditions, Medications, and Other Substances

Objectives

• Review previously learned information about safely engaging in physical activity if you have a chronic medical condition or if you experience pain while being physically active.
• Review previously learned information about the effects of psychiatric medications and other substances on your health and weight.

Materials/Worksheets Needed for this Session

• Worksheet 3, Psycho Educational Program Weekly Weigh-in
• Worksheet 35, Coping with Pain and Medical Problems

SESSION OUTLINE

Introduce yourself and welcome participants to the 4th review session of the PEP program. Distribute workbooks and remind participants how they will be used across group sessions. Workbooks will remain with facilitator at a designated location.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 2-hours long.

Give an overview of today’s class. We will review ways to engage in physical activity safely while having a chronic medical condition. We will also discuss the effects of medications and other substances on your health and weight.

Acknowledge that while some participants might be on medication, these can lead to weight gain or loss. Stress that it is important to follow medication regimens and discuss any decisions related to medications with their health care provider. Remember, talk to your primary care provider if you are experiencing serious side effects. You may also wish to speak with your clinician about the effects of medication on your weight.

Transition to Worksheet 34, Coping with Pain and Medical Problems and review its contents.
Remind participants that they could benefit from becoming more physically active even when it might seem like living with pain or a medical condition might get in the way of being physically active. Although having medical problems may make it difficult to engage in physical activity, losing weight may actually help improve your condition. Let’s take a look at the coping strategies for managing pain and medical problems.

**Dear Facilitator:** For the following topics, the goal is to remind the participant about these behaviors and how changing them would be healthier. This is not meant to be individualized psychotherapy on how to quit smoking or decrease alcohol and substance use consumption. Provide information and if the participant wants to take action, refer them to their mental health care provider.

**Summarize the class.** In today’s class, we reviewed the effects of taking medication on weight loss and being physically active. We also reviewed how having a chronic medical problem may make it more difficult for you to stay healthy.

**End session.**
Worksheet 35, **Coping With Pain and Medical Problems**

Weight loss can help reduce pain & problems associated with medical conditions. In spite of having medical conditions, most people CAN do some physical activity.

**Here are some tips for coping:**

- Physical activity often helps: reduce stress, lower blood pressure, lower cholesterol levels, improve circulation, and sleep better.
- Activity often helps to loosen and warm up your muscles, which can help reduce pain.
- Physical activity stimulates the body to produce natural pain killers.
- Pacing yourself is helpful in managing pain. Always start slowly and increase physical activity over time.
- Pain is often reduced by doing relaxation activities like yoga or stretching.
- Don’t “overdo it.”

**If you have questions about increasing your physical activity, talk with your medical provider.**

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
APPENDIX A
Worksheet 3, Psycho Educational Program
Weekly Weigh-in

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PEP MANUAL

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Weekly Weigh-in

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PEP MANUAL
APPENDIX B

PHYSICAL ACTIVITY PROGRAM

Physical Activity Program Overview

The Psycho Educational Program physical activity program was developed based on the 2008 Physical Activity Guidelines for Americans (Physical Activity Guidelines Advisory Committee, 2008) and community-based participatory research (CBPR) team guidance. Participants are expected to attend one session each week; the second session is optional. Physical activity groups are led by trained PEP facilitators and take place twice weekly for 45 minutes. Physical activities are moderate intensity, low-impact aerobic activity, and chair Tai Chi. Participants begin at a level appropriate for sedentary adults with physical activity duration increasing gradually. By week nine, participants are engaging in aerobic activity for 30 minutes, plus a warm-up and cool-down period. Participants are encouraged to further engage in physical activity outside of group sessions in order to work toward a goal of 150 minutes of moderately intensive aerobic physical activity each week. Muscle-strengthening activities that involve all major muscle groups should take place two or more days each week. Here, we lay out our program, schedule, and materials.

Physical Activities

The program’s physical activities are discussed below.

Brisk walking (3 miles per hour or faster, but not race-walking) is the primary moderate intensity, low-impact aerobic activity of the program. Group walks are led by PEP facilitators. Facilitators map out walking routes near the health care facility or other meeting place in advance.

Low-impact aerobics and Tai Chi classes are held indoors when weather conditions are not conducive to walking. The program uses a mix of purchased DVDs and free streaming videos that include walking activities, line dancing, and chair Tai Chi.

PEP facilitators lead participants in a 10-minute warm-up prior to workout classes. Warm-ups consist of walking at a slow pace before walks, marching in place prior to indoor aerobic activities, and slowly moving arms and upper body before Tai Chi. Facilitators also lead participants in a 5-minute cool-down following walks and aerobic classes. Cool-downs begin by performing the physical activity at a slower pace, followed by stretching the major muscle groups used during the physical activity.

The physical activity program schedule is included on page 345.

Instruction and Discussion

Even though Psycho Educational Program (PEP) classes provide educational content on physical activity, early physical activity sessions include some basic instruction as these sessions occur before this content is covered in PEP classes. The first seven classes include instruction and discussion regarding physical activity safety; proper dress for physical activity; warming up, cooling down, and stretching; tips for cold/warm weather physical activity; appropriate physical activity frequency, intensity, and time; and an introduction to walking.

Equipment and Resources
General equipment: PEP worksheets, indoor space for physical activity, DVD player and DVD compatible television/computer, LCD projector, computer, and Internet connection.

Physical activity equipment: Physical activity DVDs and videos, chairs, 2-3 pound weights (or cans, full water bottles), and music for line dancing.

**A list of DVDs and videos is below.**

**DVDs** (available for purchase on Amazon.com)
Chair Aerobics for Everyone: Chair Tai Chi
https://www.amazon.com/Chair-Aerobics-Everyone-Tai-Chi/dp/B000WHS4FO/ref=sr_1_8?_encoding=UTF8&sr=8-1&keywords=low+impact+chair+workouts

Dance That Walk- Cardio Party- Low-Impact Walking Workout Pack
https://www.amazon.com/DANCE-That-WALK-Walking-Workout/dp/B01LABOZSU/ref=sr_1_1进博会s=movie-tv&ie=UTF8&qid=1510870589&sr=1-1&keywords=low+impact+dance+exercise

Jessica Smith’s 10,000 Steps Weight Loss - Walk On: 5 Fat Burning Miles Walking Exercise DVD
https://www.amazon.com/10-000-Steps-Weight-Loss/dp/B00W85TAHE/ref=sr_1_12?ie=UTF8&qid=1511218216&sr=8-12&keywords=walking+workout+videos

Walk On: 5 Mix and Match Miles with Jessica Smith

**Videos** (available free on youtube.com)
5-minute Donovan Greene No Excuse workout
https://www.youtube.com/watch?v=spAspjMXcRM

15-minute Bob Harper Biggest Loser walking workout
https://www.youtube.com/watch?v=iRg7QMJJKhA

How to do the Cupid Shuffle instructional video with Victor Sho and LaShonna Holloway
https://www.youtube.com/watch?v=zAevbmcdWs4

Music for Cupid Shuffle: https://youtu.be/fAhXfcv_v40

Biker’s Shuffle
https://www.youtube.com/watch?v=uwJ66XsGBFk&feature=youtu.be

How to do the Electric Slide instructional video with Victor Sho and LaShonna Holloway
https://www.youtube.com/watch?v=dv2qKpna3LM&feature=youtu.be

30-minute HASfit workout
https://www.youtube.com/watch?v=2AE00I5VrQI
PHYSICAL ACTIVITY SESSION 1

Overview Focus:
Physical Activity Safety

Materials/Worksheets Needed for this Session
• Worksheet 58, Safety Reminders

Explain session structure. Today, we will begin with a discussion about physical activity. After that, we will start our physical activity with a warm-up, and then we will work out and cool-down.

Give an overview of the educational component of today’s session. Today, we will talk about safety.

Transition to Worksheet 58, Safety Reminders and review its contents. This worksheet presents safety tips to consider when engaging in physical activity. Sometimes our communities might not be safe to be physically active outdoors. When outdoors, remember to be familiar and aware of your surroundings. Be mindful and respectful in all interactions with others so as to prevent any difficult situations from escalating. Make sure to be easily seen by cars and bikes if going outside when it is dark. It is especially important to listen to our bodies and drink water before, during, and after physical activity.

Transition to warm-up for physical activity.
Worksheet 24, Safety Reminders

• Minimize distractions.

• Take cellphone with you (keep it and all other valuable items in pocket and out of sight).

• Don’t wear headphones. If you do, use them at a low volume.

• Be mindful of people’s pets so you don’t get bit.

• When riding a bike, wear reflective gear and helmet.

• If outside while dark, wear brightly colored or reflective clothing to be easily seen.

• Try to be physically active in familiar places.

• Avoid isolated trails, paths, and poorly lit areas.

• Carry your ID and be polite if confronted by police.

• If possible, go out with others.

• Drink water before, during, and after physical activity.
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

PHYSICAL ACTIVITY SESSION 2

Overview Focus:
When to Stop Physical Activity

Materials/Worksheets Needed for this Session
- Worksheet 59, When to Stop Physical Activity

Explain session structure. Today, we will continue with a discussion about physical activity. After that, we will start our physical activity with a warm-up followed by a work out and cool down.

Give an overview of the educational component of today’s session. Today, we will talk about when to stop physical activity.

Transition to Worksheet 59, When to Stop Physical Activity and review its contents. This worksheet can help you identify when something is wrong in your body which could prevent a potentially life-threatening condition from occurring. Let’s review the tips.

Lead a discussion on participants’ experiences with symptoms of physical activity. What are some physical symptoms (i.e. physical sensations like sweating) you experience or have experienced while engaging in physical activity?

Transition to warm-up for physical activity.
Worksheet 25, When to Stop Physical Activity

Physical activity is usually good for your health. Stop physical activity right away if you have any of these symptoms:

- Severe chest pain, tightness, pressure, or discomfort
- Severe shortness of breath
- Severe nausea or vomiting
- Sudden weakness or changes of feeling in your arms and/or legs
- Trouble swallowing, talking, or seeing
- Severe headache or dizziness

*If symptoms don’t go away after a few minutes, call 911 or go to the nearest emergency room.

*If symptoms go away but return each time you are physically active, see your primary care provider.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Overview Focus:
Shoes for Physical Activity

Materials/Worksheets Needed for this Session
- Worksheet 29, Making a Good Fit! Shoes for Active Feet

Explain session structure. Today, we will begin with a discussion about physical activity, and then we will warm-up, work out, and cool down.

Give an overview of the educational component of today’s session. Today, we will talk about the right shoes to work out in.

Transition to Worksheet 29, Making a Good Fit! Shoes for Active Feet and review its contents. This worksheet can help you make sure you are wearing the right shoes for workouts. Let’s review the tips.

Transition to warm-up for physical activity.
Worksheet 29, Making a Good Fit! Shoes for Active Feet

Whatever the activity, wearing the right kind of shoes is very important for your comfort and safety. Here are some helpful tips:

Shop around for various styles and brands. Ask the salesperson to assist you in choosing the shoe best suited for your chosen activity.

- If possible, go to an athletic store and be fitted for shoes that are appropriate for your width, arches, and gait.

- When trying on new shoes, wear the kind of socks you will wear when you are active. Wear cotton socks or athletic socks. Discard worn-out socks to prevent blisters.

- Your feet swell slightly during activity and at the end of the day. So, when shopping for new shoes, go right after you have been active or at the end of the day.

- Walk around when trying on shoes. There is no need to break in athletic shoes. They should feel comfortable right away.

- There should be one thumb’s width of space between your longest toe and the end of the shoe.

- The heel should not pinch or slip when you walk.

- The shoes should bend easily at the ball of your feet just behind your toes.

- After physical activity check your feet for any sores, cuts, or blisters. Tell your primary care team if these don’t heal.

- Replace your shoes when the soles (bottom) are worn or slick. If the rest of the shoe is still in good shape, you can replace just the insoles (inside cushions) when worn.

- If you are walking regularly to manage your weight, you may need to replace athletic shoes frequently. Many runners will replace their athletic shoes every 3–6 months.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
PHYSICAL ACTIVITY SESSION 4

Overview Focus:
Tips for Being Physically Active in Cold and Warm Weather

Materials/Worksheets Needed for this Session
- Worksheet 30, Tips for Cold Weather Physical Activity
- Worksheet 31, Warm Weather Physical Activity Guidelines

Explain session structure. Today, we will begin with a discussion about physical activity, and then we will warm-up, work out, and cool down.

Give an overview of the educational component of today’s session. Today, we will review tips and guidelines for being active in cold and warm weather, including what to wear.

Transition to Worksheet 30, Tips for Cold Weather Physical Activity and review its contents. This worksheet provides tips for staying safe and comfortable when physically active in the winter. Let’s review them.

Transition to Worksheet 31, Warm Weather Physical Activity Guidelines and review its contents. Next, this worksheet provides guidelines about warm weather physical activity. Let’s review these guidelines.

Lead a discussion on how participants should plan to dress for program physical activity sessions including indoor activities.

Transition to warm up for physical activity.
Worksheet 30, Tips for Cold Weather Physical Activity

Cold weather doesn’t have to slow you down. To stay safe in the cold, keep the following in mind:

Dress in layers
- Start with a synthetic material, like polypropylene, against your skin. It will draw the sweat away from your body and dry quickly.
- For the second layer, select wool or cotton to soak up moisture.
- Choose the third layer for its ability to keep the cold air and rain out, something lightweight and waterproof.

Keep warm
- Wear a hat to avoid losing heat through your head.
- Protect your feet. Insulate them with warm socks and keep them dry.
- Choose mittens over gloves because the fingers can warm each other.

Drink up – You can become dehydrated in the cold
- Drink before you feel thirsty. By the time you feel thirsty, you’re already dehydrated.
- Water is readily available, inexpensive, and exactly what your body needs.
- Drink water before you go out and bring some with you.
- If your lips are chapped, this means you need more water.

Don’t overdo it

Cold is a stress on the body and so is physical activity. Together they may be too much for you. Start slowly and don’t overdo it.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 31, **Warm Weather Physical Activity Guidelines**

You should take extra care when engaging in physical activity in warm weather. The following tips will keep you safe in the heat:

- Engaging in physical activity in the early morning or after the sun sets.
- Take frequent rest and water breaks.
- Drink water before you feel thirsty. By the time you feel thirsty, you are already dehydrated. This is especially true as you get older.
- Drink fluids before, during, and after physical activity.
- Choose water or a low-calorie sport drink.
- Avoid beverages with alcohol and caffeine because these can cause dehydration.
- Wear light, loose-fitting clothing made of breathable fabric in light colors. Choose shady areas when possible.
- Reduce speed or distance as needed.
- Engage in indoor physical activity during ozone alerts, extreme heat, and very high humidity.
- Use sunscreen, hats, and sunglasses.
- Listen to your body. Stop if you feel chest pain, short of breath, dizzy, lightheaded, weak, very fatigued, nauseated, or that your heart is pounding. Get to a cool place. **If these symptoms continue for more than 5 minutes, call 911.**
PHYSICAL ACTIVITY SESSION 5

Overview Focus:
Warming Up and Cooling Down
Walking

Materials/Worksheets Needed for this Session
- Worksheet 26, Warm-Up and Cool-Down
- Worksheet 22, Walking

Explain session structure. Today, we will begin with a discussion about physical activity. Then we will warm up, work out, and cool down.

Give an overview of the educational component of today’s session. First, we will talk about warming up before physical activity and cooling down after physical activity. Then, we will talk about walking.

Ask participants if they know what it means to warm-up. Tell them about the importance of warming up. Why do you think baseball players warm-up? Not only does warming up allow players to perform better, but it also decreases the risk of injury. Overall, warming up and cooling down leads to increased strength, power, and mobility. A proper warm-up session will increase players' core temperature, enhance range of motion, and activate their central nervous system. When warming up, it’s important to start with your planned activity at a slow pace (such as walking slowly). If stretching, start with the easiest movements first and slowly transition to more difficult movements. A proper cool down will gradually decrease a person’s heart and breathing rates back to resting levels. Cooling down will also help to prevent dizziness and or fainting. When cooling down, it’s important to gradually decrease your physical activity.

Introduce Worksheet 26, Warm-up and Cool-down and review the two points about why it’s important to warm up and cool down (i.e., prepares your muscles and heart for physical activity and helps you recover afterward). Be sure to remind participants that both warming up and cooling down help prevent injury and muscle soreness. As we just learned, warming-up is important for physical activity. Let’s read the worksheet key points aloud.

Introduce Worksheet 22, Walking and read each of the benefits of walking aloud. Walking is a good, cost-efficient way to engage in physical activity. What’s interesting about walking is that it can be done practically everywhere: at the park, around the block, and even while shopping! Let’s take a look at some of the good reasons for walking.

Transition to warm-up for physical activity.
Worksheet 26, **Warm-Up and Cool-Down**

Why is it Important to Warm-Up and Cool-Down?

- Prepares your muscles and heart for physical activity and help them recover afterward
- Helps prevent injury and muscle soreness

How Should I Warm-Up

- Warm-ups take 5-15 minutes.
- Start with your planned activity (running, walking etc.) at a slow pace. This may mean walking slowly and then speeding up.
- Do gentle stretching after this if you plan to do vigorous physical activity.

How Should I Cool-Down?

- Cool-downs last 5-10 minute.
- First, continue your physical activity, but slow down to decrease your heart rate.
- Then, stretch all major muscle groups used during the physical activity (see Worksheet 32, **Sample Stretches** in Appendix B).

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
Worksheet 22, Walking

Walking is a great way to be more physically active. It’s free, fun, and you can do it almost anywhere.

Good reasons to walk:

• Walking burns calories, which can help you lose weight
• Walking is healthy for your heart, lungs, and muscles
• Walking helps refresh your mind, increase energy, and improve sleep
• Walking is a great activity for socializing with friends or family

Walking can be an excellent physical activity goal!

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
PHYSICAL ACTIVITY SESSION 6

Overview Focus:
Stretching

Materials/Worksheets Needed for this Session
- Worksheet 32, Sample Stretches

Explain session structure. Today, we will begin with a discussion about physical activity. Then, we will warm up, work out, and cool down.

Give an overview of the educational component of today’s session. Today, we will review information on how to stretch properly.

Transition to Worksheet 32, Sample Stretches. Review recommendation about stretching after physical activity (after the body is warmed up). Review safety tips and inform participants that they will be doing stretches during group cool downs.

Transition to warm up for physical activity.
Worksheet 32, Sample Stretches

Stretching the body’s muscles provides freedom of movement to do the things you need to do and the things you like to do. Stretching can improve your flexibility, although it will not improve your endurance or strength.

Getting Started
Stretching activities are generally performed at a low intensity. You can progress in your stretching activities; the way to know how to limit yourself is that stretching should never hurt. It may feel slightly uncomfortable, but not painful. Push yourself to stretch farther, but not so far that it hurts. Perform the following activities, in order, as described below.

How Much, How Often
- Stretch after you do your regularly scheduled strength and aerobic activities. You should be stretching every day.

- If you can’t do endurance or strength activities, and stretching activities are the only kind you are able to do, do them at least 3 times a week, for at least 20 minutes each session.

- Do each stretching activity at least 4 times each session. Slowly stretch into the desired position, as far as possible without pain, and hold the stretch for 15–60 seconds. Relax, then repeat, trying to stretch a little farther. Always remember to breathe while stretching. Counting out loud can help ensure that you are breathing.

Safety
- If you have had a hip or knee replacement, check with your surgeon before doing lower body activities.

- Always warm up before doing stretching activities. For example, do them after endurance or strength activities or, if you are doing only stretching activities on a particular day, do a little bit of easy walking and arm-pumping first.

- Stretching should never cause pain, especially joint pain. If it does, you are stretching too far and you need to reduce the stretch so that it doesn’t hurt. Mild discomfort or a mild pulling sensation is normal. Never “bounce” into a stretch; make slow, steady movements instead. Jerking into position can cause muscles to tighten, possibly resulting in injury.
• Avoid “locking” your joints into place when you straighten them during stretches. Your arms and legs should be straight when you stretch them, but you should always have a very small amount of bend in your joints while stretching. Some of the activities require you to lie on the floor. If you are afraid to lie on the floor because you think you won’t be able to get back up, consider physical activities with a buddy, in a chair, or in the pool. Alternatively, keep a chair nearby to use as support in getting up. All stretches can be modified.

Detailed instructions for each activity are provided at the end of this handout and are taken from *Exercise: A Guide from the National Institute on Aging.*
### STRETCH REPETITIONS, SETS, AND SESSIONS

<table>
<thead>
<tr>
<th>Flexibility Activity/Stretch</th>
<th># of repetitions per set</th>
<th># of sets per session</th>
<th># of sessions per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamstrings</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Alternative Hamstrings</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Calves</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Ankles</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Triceps</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Wristst</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Quadriceps</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Double Hip Rotation</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Single Hip Rotation</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Shoulder Rotation</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Neck Rotation</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
<tr>
<td>Side Leg Raise</td>
<td>4 per side</td>
<td>1</td>
<td>After every aerobic or strength session</td>
</tr>
</tbody>
</table>

If you are not currently doing aerobic or strength activities, do flexibility and stretching at least 3 times per week for at least 20 minutes per session.
Stretching Activities

Hamstrings: Stretches muscles in the back of the thigh.
- Sit sideways on bench or other hard surface (such as two chairs placed side by side).
- Keep one leg stretched out on bench, straight, toes pointing up.
- Keep other leg off of bench, with foot flat on floor.
- Straighten back.
- If you feel a stretch at this point, hold the position for 15–60 seconds.
- If you don’t feel a stretch, lean forward from hips (not waist) until you feel stretching in leg on bench, keeping back and shoulders straight. Omit this step if you have had a hip replacement, unless surgeon/therapist approves.
- Hold position for 15–60 seconds.
- Repeat with other leg.
- Repeat at least 4 times on each side.

Alternative Hamstrings Stretch: Stretches muscles in the back of the thigh.
- Stand behind chair, holding on with both hands.
  - Bend forward from the hips (not waist), keeping back and shoulders straight at all times.
  - When upper body is parallel to floor, hold position for 15–60 seconds. You should feel a stretch in the backs of your thighs.
  - Repeat at least 4 times.
Calves: Stretches lower leg muscles in two ways: with knee straight and knee bent.

- Stand with hands against wall, arms outstretched and elbows straight.

- Keeping your left knee slightly bent, toes of right foot slightly turned inward, step back 1–2 feet with right leg, heel, and foot flat on floor. You should feel a stretch in your calf muscle, but you shouldn’t feel uncomfortable. If you don’t feel a stretch, move your foot farther back until you do.

- Hold position for 15–60 seconds.

- Bend knee of right leg, keep heel and foot flat on floor.

- Hold position for another 15–60 seconds.

- Repeat with left leg.

- Repeat at least 4 times for each leg.

Ankles: Stretches front ankle muscles.

- Remove your shoes. Sit toward the front edge of a chair and lean back, using pillows to support your back.

- Stretch legs out in front of you.

- With your heels still on the floor, bend ankles to point feet toward you.

- Next, bend ankles to point feet away from you.

- If you don’t feel the stretch, repeat with your feet slightly off the floor.

- Hold the position for 15–60 seconds.

- Repeat at least 4 times.
**Triceps:** Stretches muscles in back of upper arm.

- Hold one end of a towel in right hand.
- Raise and bend right arm to drape towel down back. Keep your right arm in this position, and continue holding onto the towel.
- Reach behind your lower back and grasp bottom end of towel with left hand.
- Climb left hand progressively higher up towel, which also pulls your right arm down. Continue until your hands touch, or as close to that as you can comfortably go. Hold for 15–60 seconds.
- Reverse positions.
- Repeat each position at least 4 times.

**Wrists:** Stretches wrist muscles.

- Place hands together, in praying position.
- Slowly raise elbows so arms are parallel to floor, keeping hands flat against each other.
- Hold position for 15–60 seconds.
- Repeat at least 4 times.
FLOOR ACTIVITIES
About Floor Activities

Most of the remaining activities are done on the floor and stretch some very important muscle groups. If you are afraid to lie on the floor to engage in physical activity because you think you won't be able to get back up, consider using the buddy system to do these. Find a buddy who will be able to help you. Knowing the right way to get into a lying position on the floor and to get back up also may be helpful. If you have had a hip replacement, check with your surgeon before using the following methods. If you have osteoporosis, check with your doctor first.

To get into a lying position:
- Stand next to a very sturdy chair that won’t tip over (put chair against wall for support if you need to).
- Put your hands on the seat of the chair.
- Lower yourself down on one knee.
- Bring the other knee down.
- Put your left hand on the floor and lean on it as you bring your left hip to the floor.
- Your weight is now on your left hip.
- Straighten your legs out.
- Lie on your left side.
- Roll onto your back.

Note: You don’t have to use your left side. You can use your right side, if you prefer.
To get up from a lying position:

- Roll onto your left side.
- Use your right hand, placed on the floor at about the level of your ribs, to push your shoulders off the floor.
- Your weight is on your left hip.
- Roll forward, onto your knees, leaning on your hands for support. Lean your hands on the seat of the chair you used to lie down.
- Lift one of your knees so that one leg is bent, foot flat on the floor.
- Leaning your hands on the seat of the chair for support, rise from this position.

Note: You don’t have to use your left side. You can reverse positions, if you prefer.

**Quadriceps:** Stretches muscles in front of thighs.  
- Lie on side on the floor. Your hips should be lined up so that one is directly above the other one.
- Rest head on pillow or hand.
- Bend knee that is on top.
- Reach back and grab heel of that leg. If you can’t reach your heel with your hand, loop a belt over your foot and hold belt ends.
- Gently pull that leg until front of thigh stretches.
- Hold position for 15–60 seconds.
- Reverse position and repeat.
- Repeat at least 4 times on each side. If the back of your thigh cramps during this stretch, stretch your leg and try again, more slowly.
Shoulder Rotation: Stretches shoulder muscles.
- Lie flat on floor, pillow under head, legs straight. If your back bothers you, place a rolled towel under your knees.

- Stretch arms straight out to side. Your shoulders and upper arms will remain flat on the floor throughout this stretch.

- Bend elbows so that your hands are pointing toward the ceiling.

- Let your arms slowly roll backwards from the elbow. Stop when you feel a stretch or slight discomfort, and stop immediately if you feel a pinching sensation or a sharp pain.

- Hold position for 15–60 seconds.

- Slowly raise your arms, still bent at the elbow, to point toward the ceiling again. Then let your arms slowly roll forward, remaining bent at the elbow, to point toward your hips. Stop when you feel a stretch or slight discomfort.

- Hold position for 15–60 seconds.

- Alternate pointing above head, then toward ceiling, then toward hips. Begin and end with pointing-above-head position.

- Repeat 4 times.

Double Hip Rotation: Stretches outer muscles of hips and thighs. Unless your surgeon approves, don’t do this stretch if you have had a hip replacement.
- Lie on floor on your back, knees bent and feet flat on the floor.

- Keep shoulders on floor at all times.

- Keeping knees bent and together, gently lower legs to one side as far as possible without forcing them.

- Hold position for 15–60 seconds.

- Return legs to upright position.

- Repeat toward other side.

- Repeat at least 4 times on each side.
**Single Hip Rotation:** Stretches muscles of pelvis and inner thigh. Unless your surgeon approves, don’t do this stretch if you have had a hip replacement.

- Lie on your back on floor, knees bent and feet flat on the floor.
- Keep shoulders on floor throughout stretch.
- Lower one knee slowly to side, keeping the other leg and your pelvis in place.
- Hold position for 15–60 seconds.
- Bring knee back up slowly.
- Repeat with other knee.
- Repeat at least 4 times on each side.

**Neck Rotation:** Stretches neck muscles.

- Lie on the floor with a phone book or other thick book under your head.
- Slowly turn head from side-to-side, holding position each time for 15–60 seconds on each side. Your head should not be tipped forward or backward, but should be in a comfortable position. You can keep your knees bent to keep your back comfortable during this stretch.
- Repeat at least 4 times.

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
PHYSICAL ACTIVITY SESSION 7

Overview Focus:
Ways to Get Started Increasing Physical Activity

Materials/Worksheets Needed for this Session
• Worksheet 18, Get Started Getting F.I.T.

Explain session structure. Today, we will begin with a discussion about how to engage in physical activity. Then, we will warm up, work out, and cool down.

Give an overview of the educational component of today’s session. During the first part of today’s session, we are going to talk about how to engage in more physical activity. More specifically, we will learn about F.I.T.- Frequency, Intensity, and Time.

Transition to Worksheet 18, Get Started Getting F.I.T. Let’s talk a little bit about some different ways to become more physically active.

Present worksheet and discuss its contents. Frequency, intensity, and time help guide how often, how hard, and how long we are active. Frequency defines how often you do something. During your time in PEP, you will increase the frequency of engagement in physical activity by meeting twice a week for fun, low-impact activities. For intensity and time, let’s talk about the differences between mild and moderate activities and think of examples. It is important to keep in mind that what is easy for one person may be hard for another. You should listen to your own body, being active at a rate that allows for talking.

Introduce talk test. One way to make sure that we are active at the right intensity is to make sure we can talk to one another person while we are working out. If you can’t talk comfortably, you are active at a vigorous level; thus, you should cut back on the intensity of your workout. In our activities together, we want to make sure we are working out at a moderate level.

Transition to warm up for physical activity.
Worksheet 18, Get Started Getting F.I.T.!

F. I. T. – Frequency, Intensity, and Time

By adding the F.I.T. idea to your physical activity routine, you can be sure that you are safely working towards managing your weight and improving your health.

**Frequency** - How often you are physically active

- Increase frequency slowly
- Build up to being active 3 to 5 days per week

**Intensity** - How hard you work during physical activity

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Walking at a leisurely pace.</td>
<td>-A brisk walk</td>
</tr>
<tr>
<td>-Walking on flat ground.</td>
<td>-Walking on hills.</td>
</tr>
</tbody>
</table>

- Be active at a rate that allows for talking.
- Slow down if you have trouble breathing or need to catch your breath
- What is easy for one person may be hard for another. Listen to your body. You are the best judge of how hard you should engage in physical activity. Start slowly and build on your physical activity program.

**Time** - How long you are active

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Staying active for 10-15 minutes.</td>
<td>-Staying active for 30-45 minutes.</td>
</tr>
</tbody>
</table>

- For each activity, set a goal for how long you will do it.

Use the following to help you decide if you are engaging in physical activity at the right intensity:

**Talk Test:** During moderate-intensity physical activity, you should be able to talk with a friend. If you cannot talk comfortably, you are engaging in physical activity at a vigorous level. If you are just starting to be physically active, begin with light-or moderate-intensity activities and build up.

**BEFORE ENGAGING IN ANY VIGOROUS PHYSICAL ACTIVITY, BE SURE TO SPEAK WITH YOUR DOCTOR!!**

This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.
PEP manual

Physical Activity Schedule

PEP physical activity sessions take place twice weekly for a year. Participants are expected to attend one session per week; the other session is optional. The sessions are 45 minutes long. Sessions 1-7 include instruction and discussion. Physical activity duration builds over the first two months. The full physical activity schedule is detailed below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
</table>
| 1    | Discussion:  
- Physical Activity Safety  
Physical Activity:  
- 10-minute warm up  
- 10-minute brisk walk  
OR  
10 minutes of electric slide  
- 5-minute cool down  | Discussion:  
- When to Stop Physical Activity  
Physical Activity:  
- 10-minute warm up  
- 10-minute brisk walk  
OR  
10 minutes of Jessica Smith 10,000 Steps DVD  
- 5-minute cool down |
| 2    | Discussion:  
- Shoes for Physical Activity  
Physical Activity:  
- 10-minute warm up  
- 10-minute brisk walk  
OR  
10 minutes of Jessica Smith 10,000 Steps DVD  
- 5-minute cool down  | Discussion:  
- Tips for Being Physically Active in Cold and Warm Weather  
Physical Activity:  
- 10-minute warm up  
- 10-minute brisk walk  
OR  
10 minutes of electric slide  
- 5-minute cool down |
| 3    | Discussion:  
- Warming Up and Cooling Down  
Physical Activity:  
- 10-minute warm up  
- 15-minute brisk walk  
OR  
15-minute Bob Harper Biggest Loser walking workout  | Discussion:  
- Stretching  
Physical Activity:  
- 10-minute warm up  
- 15-minute brisk walk  
OR  
5-minute Donovan Greene No Excuse workout |
| 4 | **Physical Activity:**  
|   | • 10-minute warm up  
|   | • 15-minute brisk walk  
|   | OR  
|   | 15 minutes of electric slide  
|   | • 5-minute cool down  
|  | **Discussion:**  
|  | • Ways to Get Started Increasing Physical Activity  
|  | **Physical Activity:**  
|  | • 10-minute warm up  
|  | • 15-minute brisk walk  
|  | OR  
|  | 15 minutes of Jessica Smith Mix and Match walking DVD  
|  | • 5-minute cool down  

| 5 | **Physical Activity:**  
|   | • 10-minute warm up  
|   | • 20-minute brisk walk  
|   | OR  
|   | 20-minute Chair Tai Chi DVD  
|   | • 5-minute cool down  
|  | **Physical Activity:**  
|  | • 10-minute warm up  
|  | • 20-minute brisk walk  
|  | OR  
|  | 20 minutes of electric slide  
|  | • 5-minute cool down  

| 6 | **Physical Activity:**  
|   | • 10-minute warm up  
|   | • 20-minute brisk walk  
|   | OR  
|   | 20-minute Chair Tai Chi DVD  
|   | • 5-minute cool down  
|  | **Physical Activity:**  
|  | • 10-minute warm up  
|  | • 20-minute brisk walk  
|  | OR  
|  | 5-minute Donovan Greene No Excuse workout  
|  | [https://www.youtube.com/watch?v=spAspjMXcRM](https://www.youtube.com/watch?v=spAspjMXcRM)  
|  | and  
|  | 15 minutes of Jessica Smith Mix and Match walking DVD  
<p>|  | • 5-minute cool down |</p>
<table>
<thead>
<tr>
<th>Physical Activity:</th>
<th>Physical Activity:</th>
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<tr>
<td>10-minute warm up</td>
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<td>25-minute brisk walk</td>
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<tr>
<td>OR 25 minutes of electric slide [link]</td>
<td>OR 25-minute Jessica Smith walking workout DVD</td>
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<tr>
<td>[link]</td>
<td>5-minute cool down</td>
</tr>
<tr>
<td>5-minute cool down</td>
<td>5-minute cool down</td>
</tr>
</tbody>
</table>

For more information, please visit [this YouTube channel](https://www.youtube.com/watch?v=dv2gKpna3lM&feature=youtu.be).

**Music:** [link]

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**Physical Activity:**
- 10-minute warm up
- 25-minute brisk walk
- OR 25 minutes of electric slide [link]
- [link]
- 5-minute cool down

**Physical Activity:**
- 10-minute warm up
- 25-minute brisk walk
- OR 25 minutes of Jessica Smith walking workout DVD
- 5-minute cool down

**Music:** [link]

---

**Physical Activity:**
- 10-minute warm up
- 25-minute brisk walk
- OR 25 minutes of Jessica Smith 10,000 Steps DVD
- 5-minute cool down

**Music:** [link]

---

**Physical Activity:**
- 10-minute warm up
- 30-minute brisk walk
- OR 30 minutes of Cupid Shuffle [link]
- [link]
- 5-minute cool down

**Music:** [link]

---

**Physical Activity:**
- 10-minute warm up
- 30-minute brisk walk
- OR 30 minutes of Cupid Shuffle [link]
- [link]
- 5-minute cool down

**Music:** [link]

---

**Physical Activity:**
- 10-minute warm up
- 30-minute brisk walk
- OR 30 minutes of Cupid Shuffle [link]
- [link]
- 5-minute cool down

**Music:** [link]

---

**Physical Activity:**
- 10-minute warm up
- 30-minute brisk walk
- OR 30 minutes of Cupid Shuffle [link]
- [link]
- 5-minute cool down

**Music:** [link]
<table>
<thead>
<tr>
<th></th>
<th>Physical Activity:</th>
<th>Physical Activity:</th>
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</table>
| 12 | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30 minutes of Cupid Shuffle  
   [https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
   Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
   • 5-minute cool down | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30-minute HASfit workout  
   [https://www.youtube.com/watch?v=2AEO0ISVrQI](https://www.youtube.com/watch?v=2AEO0ISVrQI)  
   • 5-minute cool down |
| 13 | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30 minutes of Chair Tai Chi DVD  
   • 5-minute cool down | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30 minutes of Cupid Shuffle  
   [https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
   Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
   • 5-minute cool down |
| 14 | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30-minute Dance that Walk DVD  
   • 5-minute cool down | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30 minutes of Cupid Shuffle  
   [https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
   Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
   • 5-minute cool down |
| 15 | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30-minute Jessica Smith Walk On DVD  
   • 5-minute cool down | • 10-minute warm up  
   • 30-minute brisk walk  
   OR  
   30 minutes of Cupid Shuffle  
   [https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
   Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
   • 5-minute cool down |
| 16 | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30 minutes of Cupid Shuffle  
  [https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
- 5-minute cool down  
  **Music:**  
  [https://youtu.be/fAhXfcmyVc0](https://youtu.be/fAhXfcmyVc0) | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute Chair Tai Chi DVD  
- 5-minute cool down |
| 17 | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30 minutes of Biker’s Shuffle  
  [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be)  
- 5-minute cool down | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute Jessica Smith Mix and Match walking workout DVD  
- 5-minute cool down |
| 18 | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute HASfit workout  
  [https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
- 5-minute cool down | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30 minutes of Biker’s Shuffle  
  [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be)  
- 5-minute cool down |
| 19 | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute Jessica Smith 10,000 Miles walking workout DVD  
- 5-minute cool down | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute Dance that Walk DVD  
- 5-minute cool down |
| 20 | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30 minutes of Biker’s Shuffle  
  [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be)  
- 5-minute cool down | **Physical Activity:**  
  
- 10-minute warm up  
- 30-minute brisk walk  
- 30-minute HASfit workout  
  [https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
- 5-minute cool down |
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<tbody>
<tr>
<td>21</td>
<td>• 10-minute warm up</td>
<td>• 10-minute warm up</td>
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<td>• 30-minute brisk walk</td>
<td>• 30-minute brisk walk</td>
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<td>OR</td>
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<tr>
<td></td>
<td>30-minute Chair Tai Chi DVD</td>
<td>30 minutes of Biker’s Shuffle</td>
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<td>• 5-minute cool down</td>
<td><a href="https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be">https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be</a></td>
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<td>• 5-minute cool down</td>
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<tr>
<td>22</td>
<td>• 10-minute warm up</td>
<td>• 10-minute warm up</td>
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<td></td>
<td>• 30-minute brisk walk</td>
<td>• 30-minute brisk walk</td>
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<td>OR</td>
<td>OR</td>
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<tr>
<td></td>
<td>30-minute Dance that Walk DVD</td>
<td>30 minutes of Biker’s Shuffle</td>
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<td>• 5-minute cool down</td>
<td><a href="https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be">https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be</a></td>
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<td>23</td>
<td>• 10-minute warm up</td>
<td>• 10-minute warm up</td>
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<tr>
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<td>• 30-minute brisk walk</td>
<td>• 30-minute brisk walk</td>
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<td>OR</td>
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<td></td>
<td>30-minute Jessica Smith 10,000 Miles DVD</td>
<td>30-minute HASfit workout</td>
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<td>• 5-minute cool down</td>
<td><a href="https://www.youtube.com/watch?v=2AEO0I5VrQI">https://www.youtube.com/watch?v=2AEO0I5VrQI</a></td>
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<td>• 5-minute cool down</td>
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<tr>
<td>24</td>
<td>• 10-minute warm up</td>
<td>• 10-minute warm up</td>
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<td>• 30-minute brisk walk</td>
<td>• 30-minute brisk walk</td>
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<td>30 minutes of Biker’s Shuffle</td>
<td>30-minute Chair Tai Chi DVD</td>
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<td><a href="https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be">https://www.youtube.com/watch?v=uwJ66XxGBFk&amp;feature=youtu.be</a></td>
<td>• 5 minute cool down</td>
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<td>• 5-minute cool down</td>
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<td>25</td>
<td>• 10-minute warm up</td>
<td>• 10-minute warm up</td>
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<td>• 30-minute brisk walk</td>
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<td>OR</td>
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<tr>
<td></td>
<td>30-minute HASfit workout</td>
<td>30-minute Jessica Smith Mix and Match walking workout DVD</td>
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<td><a href="https://www.youtube.com/watch?v=2AEO0I5VrQI">https://www.youtube.com/watch?v=2AEO0I5VrQI</a></td>
<td>• 5-minute cool down</td>
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</tr>
</tbody>
</table>
| 26 | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute HASfit workout  
     [https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
     • 5-minute cool down | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30 minutes of electric slide  
     [https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be](https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be)  
     • 5-minute cool down |
| 27 | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute Jessica Smith Walk On walking workout DVD  
     • 5-minute cool down | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute Dance that Walk DVD  
     • 5-minute cool down |
| 28 | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30 minutes of electric slide  
     [https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be](https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be)  
     • 5-minute cool down | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute HASfit workout  
     [https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
     • 5-minute cool down |
| 29 | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30 minutes of Chair Tai Chi DVD  
     • 5-minute cool down | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute Jessica Smith Mix and Match walking DVD  
     • 5-minute cool down |
| 30 | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30-minute Dance that Walk DVD  
     • 5-minute cool down | • 10-minute warm up  
     • 30-minute brisk walk  
     OR  
     30 minutes of electric slide  
     [https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be](https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be)  
     • 5-minute cool down |
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<th>Physical Activity:</th>
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</table>
| 31 | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Jessica Smith 10,000 Miles DVD  
• 5-minute cool down | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute HASfit workout  
[https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
• 5-minute cool down |
| 32 | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30 minutes of electric slide  
• 5-minute cool down | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30 minutes of Chair Tai Chi DVD  
• 5 minute cool down |
| 33 | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30 minutes of Cupid Shuffle  
[https://www.youtube.com/watch?v=zAevbmcwdS4](https://www.youtube.com/watch?v=zAevbmcwdS4)  
Music:  
[https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
• 5-minute cool down | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Jessica Smith Mix and Match walking workout DVD  
• 5-minute cool down |
| 34 | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute HASfit workout  
[https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
• 5-minute cool down | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30 minutes of Cupid Shuffle  
[https://www.youtube.com/watch?v=2AEO0I5VrQI](https://www.youtube.com/watch?v=2AEO0I5VrQI)  
Music:  
[https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
• 5-minute cool down |
| 35 | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Jessica Smith 10,000 Miles walking workout DVD  
• 5-minute cool down | • 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Dance that Walk DVD  
• 5-minute cool down |
<table>
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<th>Physical Activity:</th>
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</thead>
</table>
| 36 | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30 minutes of Cupid Shuffle  
  [https://www.youtube.com/watch?v=zAevbmcwd54](https://www.youtube.com/watch?v=zAevbmcwd54)  
  Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
  • 5-minute cool down | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute HASfit workout  
  [https://www.youtube.com/watch?v=2AE0OISVrQI](https://www.youtube.com/watch?v=2AE0OISVrQI)  
  • 5-minute cool down |
| 37 | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute Chair Tai Chi DVD  
  • 5 minute cool down | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30 minutes of Cupid Shuffle  
  [https://www.youtube.com/watch?v=zAevbmcwd54](https://www.youtube.com/watch?v=zAevbmcwd54)  
  Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
  • 5-minute cool down |
| 38 | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute Dance that Walk DVD  
  • 5-minute cool down | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30 minutes of Cupid Shuffle  
  [https://www.youtube.com/watch?v=zAevbmcwd54](https://www.youtube.com/watch?v=zAevbmcwd54)  
  Music: [https://youtu.be/fAhXfcm_v40](https://youtu.be/fAhXfcm_v40)  
  • 5-minute cool down |
| 39 | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute Jessica Smith 10,000 Miles DVD  
  • 5-minute cool down | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute Dance that Walk DVD  
  • 5-minute cool down |
| 40 | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30 minutes of Cupid Shuffle  
  [https://www.youtube.com/watch?v=zAevbmcwd54](https://www.youtube.com/watch?v=zAevbmcwd54)  
  • 5-minute cool down | • 10-minute warm up  
  • 30-minute brisk walk  
  OR 30-minute Chair Tai Chi DVD  
  • 5-minute cool down |
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<th>Physical Activity:</th>
<th>Physical Activity:</th>
</tr>
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</table>
| 41 | [https://youtu.be/fAhXfcvv40](https://youtu.be/fAhXfcvv40) | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute HASfit workout [https://www.youtube.com/watch?v=2AE00i5VrQI](https://www.youtube.com/watch?v=2AE00i5VrQI) | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30 minutes of Biker’s Shuffle [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be) |
|   | 5-minute cool down | | 5-minute cool down |
| 42 | | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute HASfit workout [https://www.youtube.com/watch?v=2AE00i5VrQI](https://www.youtube.com/watch?v=2AE00i5VrQI) | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30 minutes of Biker’s Shuffle [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be) |
|   | 5-minute cool down | | 5-minute cool down |
| 43 | | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30 minutes of Biker’s Shuffle [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be) | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute Dance that Walk DVD  
5-minute cool down |
| 44 | | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30 minutes of Biker’s Shuffle [https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be](https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be) | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute HASfit workout [https://www.youtube.com/watch?v=2AE00i5VrQI](https://www.youtube.com/watch?v=2AE00i5VrQI)  
5-minute cool down |
| 45 | | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute Chair Tai Chi DVD  
5 minute cool down | - 10-minute warm up  
- 30-minute brisk walk  
OR  
30-minute Jessica Smith Mix and Match walking DVD  
5-minute cool down |
| 46 | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute Dance that Walk DVD  
- 5-minute cool down | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30 minutes of Biker’s Shuffle  
https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be  
- 5-minute cool down |
| 47 | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute Jessica Smith Walk On DVD  
- 5-minute cool down | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute HASfit workout  
https://www.youtube.com/watch?v=2AE00ISvQI  
- 5-minute cool down |
| 48 | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30 minutes of Biker’s Shuffle  
https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be  
- 5-minute cool down | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute Chair Tai Chi DVD  
- 5 minute cool down |
| 49 | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute HASfit workout  
https://www.youtube.com/watch?v=2AE00ISvQI  
- 5-minute cool down | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30 minutes of electric slide  
https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be  
- 5-minute cool down |
| 50 | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30-minute HASfit workout  
https://www.youtube.com/watch?v=2AE00ISvQI  
- 5-minute cool down | Physical Activity:  
- 10-minute warm up  
- 30-minute brisk walk  
OR  
- 30 minutes of electric slide  
https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be  
- 5-minute cool down |
| 51 | **Physical Activity:**  
• 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Jessica Smith 10,000 Miles walking workout DVD  
• 5-minute cool down | **Physical Activity:**  
• 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Dance that Walk DVD  
• 5-minute cool down |
|---------------------------------|---------------------------------|
| 52 | **Physical Activity:**  
• 10-minute warm up  
• 30-minute brisk walk  
OR  
30 minutes of electric slide  
[https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be](https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be)  
• 5-minute cool down | **Physical Activity:**  
• 10-minute warm up  
• 30-minute brisk walk  
OR  
30-minute Dance that Walk DVD  
• 5-minute cool down |