



Behaviors for Healthy Lifestyles Manual

A community-based participatory research manual for promoting healthy lifestyle behaviors for African Americans with serious mental illness that face weight-related concerns.

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INTRODUCTION

This manual provides instructions on how to implement Behaviors for Healthy Lifestyles (BHL) 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 BHL perspectives and needs of African Americans with SMI. In addition, the CBPR team adapted the program to reflect female versus male preferences for BHL with an administrative supplement from NIMHD. This latter adaptation also considered how gender differences in trauma might impact BHL 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 BHL, 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 BHL.

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 BHL 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 BHL 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 BHL.

Regarding lack of focus and concentration: BHL 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 BHL 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: BHL 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 (e.g., eliminating sugars from eating habits) has stabilized into ongoing new behavior (e.g., abstinence) 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 or binge eating, 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 and overeating 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 overeating and 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 comfort they receive from eating fatty foods, and their fears of what might happen if they were to not rely on them (e.g., the high prices costs of healthy foods).

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- **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 BHL

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:

- Women may be more likely to cope with difficult feelings by eating. Women may eat when they are seeking comfort, in response to emotions, or because of depression. The manual includes content about recognizing emotional eating and tips and tools to address it. Both men and women may emotionally overeat although women are more likely to do so.
- 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.

BHL and Trauma

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

- Participants in the program may have experienced trauma. Eating is a common way to try to cope with painful feelings. Adaptations to the manual address emotional eating are applicable to both women and men.
- 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 BHL

Although BHL 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 BHL.

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 BHL 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 BHL 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. BHL 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 BHL team members and participants is a key element in fostering successful program outcomes. Although BHL facilitators are not therapists, many of the same ingredients and considerations are important. In their interactions with participants, BHL 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. BHL 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, BHL 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 3, 5, 7, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22 in addition to worksheets. Note that some classes will also need supplementary materials. These include:

- CLASS 11: PORTION CONTROL: FOOD
 - Objects to represent portion sizes (e.g. deck of cards, hockey puck, computer mouse, and CD)
 - Measuring cups
 - Medium-sized paper plate
- CLASS 13: STAY HYDRATED
 - Bottled water (to give out to participants)
 - Graduated measuring cup
- CLASS 14: KNOW YOUR LABELS
 - 12 oz. can of Coke or Pepsi
 - 2.07 oz. Snickers Bar
 - 3.38 oz. bag of Doritos
 - 3.75 oz. bag of Cheetos
 - 1.4 oz. Chips Ahoy! cookies
- CLASS 16: SALT AND FAT
 - Package of Ramen noodles
 - Package of a low-sodium can of soup
- CLASS 17: GRAINS AND CARBOHYDRATES
 - Fruit
 - Plastic knives
 - Napkins
- CLASS 22: EATING OUT
 - Calculator

Individual Sessions

20-minute individual sessions should be held at least once a month between facilitator and participants. Sessions should be one-on one. During each individual session, facilitators should discuss weekly action plans (what they plan on doing and what they will do) for healthy eating and physical activity. Sessions should be tailored to each participant's needs. Facilitators should work alongside participants to determine their strengths and to address their weaknesses. Facilitators could also use this time to go over any missed class materials, assist participants with physical activity, and go over their goals.

Returning to Program after Hospitalization

Participants who are hospitalized will need to bring a signed doctor's note allowing them to resume physical activity. Doctor's notes are expected for physical hospitalizations and should be given to facilitators prior to engaging in physical activity. Doctor's notes are not needed for participants wishing to resume BHL class. Facilitators will need to forward this information to program researchers. Participants without a signed doctor's note may attend physical activity class but under no circumstance, should they engage in physical activity until a doctor's note has been submitted and approved.

Ending Services (Early)

The program supervisors should contact each program participant who drops out of the program prior to graduation and ask them to participate in a brief exit interview. Exit interviews should be done in a one-on-one session and can be done over the phone. Supervisors should ask participants to reflect on the program using the Exit Interview in Appendix C of their BHL workbooks (page 262 in workbook; page 368 in manual) by answering questions as honestly as possible. They should inform participants that their answers will help improve the BHL program.

Graduation from Services

Facilitators should inform participants that it is normal to experience feelings of loss, anger, fear, frustration, and even sadness when ending a relationship. To minimize these feelings, facilitators should begin preparing participants for this transition by talking to them about it 2 months in advance during one-on-one individual sessions. Facilitators should remind participants that the program is ending, then review individual strengths and weaknesses, future goal-setting, and healthy lifestyle maintenance after BHL program. Facilitators should be aware of their own feelings through termination of service and that they too can experience feelings of loss, frustration, fear, etc. Facilitators should talk about these feelings with their supervisor in weekly meetings. Facilitators should ask participants to reflect on the program using the Graduation from Services worksheet in Appendix C of their BHL workbooks (page 263-264 in workbook; page 369-370 in manual) by answering questions as honestly as possible. Facilitators should present 1 to 2 worksheet question(s) per review class session (review classes 1-7). They should inform participants that their answers will help improve the BHL program. Any missed questions should be completed during Review Class 8.

BHL and Physical Activity Classes Incentive Opportunity

Punch Card Incentive

The punch card is an incentive for participants to attend classes. Facilitators will pass out the punch cards on the first day of class (or the first day the participant attends), ask participants to write their names on their cards, and explain how the punch cards will work. At the end of each class (either BHL or physical activity), the facilitator will hand out each person's card, punch the card, and then collect the cards for on-site storage between classes. The facilitator will hold onto all cards so participants do not lose them. Participants must be present when cards are punched to receive a punch for that day and will not get a punch if they are more than 15 min. late for BHL class or more than 5 minutes late for physical activity class. After a participant's punch card has been filled with 10 punches, they can turn it in to the facilitator for a \$50 Visa gift card. They cannot cash in for a partially filled card; they must have the full 10 punches. They do not get punches for meeting with their peer navigator. Gift cards will be given out within one week of turning in the punch card during the following weeks' BHL class. Participants sign a receipt when they receive the gift card. Each participant can cash in up to 5 cards (total \$250) over the 8 months of the program. The program supervisor will track how many punch cards each participant has turned in and is responsible for obtaining gift cards and collecting receipts.

Quick Facts on Punch Cards

Participants receive 1 punch per class (either BHL or activity).

Participants earn \$5 per punch.

Participants can cash in for \$50 Visa gift card after every 10 punches.

Participants can cash in up to 5 cards (for total of \$250).

There are three classes per week (1 BHL, 2 physical activity classes), so the participant could fill their first card within the first month).

CLASS 1: ARE YOU READY TO CHANGE?

Overview Focus

Welcome to Behaviors for Healthy Lifestyles (BHL) Program

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 1, **Healthy Eating: Ready to Change**
- Worksheet 2, **Physical Activity: Ready to Change**

SESSION OUTLINE

Introduce yourself and welcome participants to the 1st session of the BHL 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 healthy eating habits and physical activities. This will happen in four initial introductory sessions during the next 3-4 weeks where we will prepare you for remainder of the program. We will meet in 1 ½-hour long group sessions once per week for a total of 6 ½ months. After, we will begin with review sessions once a week. Here, we will talk about ways for you to eat healthier and increase your activity level. We will also set weight loss goals and track your progress through weekly weigh-ins starting at CLASS 4: SCALES AND WEIGHT. Are there any questions?

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 healthy eating and 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about your readiness to change your healthy eating. After a short break, we will regroup talk about your readiness to change your physical activity.

Transition to Worksheet 1, Healthy Eating: Ready to Change. Ask participants to fill out the table at the top of the page. Before we can set these weight goals and track your changes, we will first need to assess your readiness to change your eating habits and physical activity. As you can see, the worksheet is broken down into two parts: considering the pros and cons AND are you ready to change. Let's take a look at the first section. This section will allow you to consider the pros and cons to changing your diet. Think about your current eating habits. What are some of the pros to changing your eating habits? A pro can include lowering your high cholesterol. Now, think about your current eating habits. What are some of the cons to changing your eating habits? A con can include not eating junk food for example, chips, cookies, and fast food. Does anyone have any questions? Let's take a few minutes to fill out the table individually.

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 eating 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? Are there any questions? 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 healthy eating and your readiness to change. As you discuss the pros and cons of healthy eating and your readiness to change, notice any similarities and differences between yourself and your partner.

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?**

Once the worksheet is completed, pair-up students (as explained in the textbox above). Tell them that they will be discussing pros and cons of healthy eating and their individual readiness to change. You will be working in groups of twos. The person next to you will be your partner. Take a few minutes to discuss your worksheet responses with your partner. As you discuss, notice if any SIMILARITIES in pros and cons exist between yourself and your partner. If so, circle them. Now, notice if there are DIFFERENCES in pros and cons between yourself and your partner. If so, underline them.

After small groups are finished, regroup as a class and lead a discussion. Ok, so what was it like to share your experiences? Would anyone like to share? Thank you _____ for sharing. Did you and your partner share any similar pros and cons? Were there any differences in pros and cons between you and your partners? Are you ready to change your eating habits? And has your readiness changed after discussing with your partner?

Continue group discussion until several people have shared their experiences.

Give participants a break and let them know that the second half of the class will begin with Worksheet 2, Physical Activity: Ready to Change.

Transition to Worksheet 2, 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?**

Once the worksheet is completed, partner students (as explained in the textbox above). Tell them that they will be discussing their pros and cons of healthy eating and their individual readiness to change. You will be working in groups of twos. The person next to you will be your partner. Take a few minutes to discuss your worksheet responses with your partner. As you discuss, notice if any SIMILARITIES in pros and cons exist between yourself and your partner. If so, circle them. Now, notice if there are DIFFERENCES in pros and cons between yourself and your partner. If so, underline them.

After small groups are finished, regroup as a class and lead a discussion. Ok, so what was it like to share your experiences? Would anyone like to share? Thank you _____ for sharing. Did you and your partner share any similar pros and cons? Were there any differences in pros and cons between you and your partners? Are you ready to change your eating habits? And has your readiness changed after discussing with your partner?

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

Briefly introduce next session: Next class, we will

- Learn about eating a variety of foods from all 5 food groups
- Learn about healthy choices from each of the 5 food groups
- Gather information about your typical diet
- Create an individualized meal plan

Set up/confirm the next meeting.

End session.

Worksheet 1, Healthy Eating: Ready to Change

Behavior: _____

Now consider the pros and cons of changing the behavior.

FOR CHANGE (PROS)	AGAINST CHANGE (CONS)

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?

Worksheet 2, Physical Activity: Ready to Change

Behavior: _____

Now consider the pros and cons of changing the behavior.

FOR CHANGE (PROS)	AGAINST CHANGE (CONS)

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: HEALTHY EATING

Overview Focus:

Introduction to the Basics of Weight Control

Introduction to Basics of Healthy Nutrition

Objectives

- To learn about the basics of weight control
- To learn about eating a variety of foods and healthy choices from all 5 food groups
- To gather information about your typical diet
- To create an individualized meal plan

Materials/Worksheets Needed for this Session

- Worksheet 3, **The Basics of Weight Control**
- Worksheet 4, **5 Food Groups**
- Worksheet 5, **Food for A Typical Day**
- Worksheet 6, **My Healthy Choices**

SESSION OUTLINE

Introduce yourself and welcome participants to the 2nd session of the BHL 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 healthy eating and 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 1: ARE YOU READY TO CHANGE? Last week, we talked about assessing participants' level of readiness for inclusion into the program. Specifically, we looked at readiness to change healthy eating and physical activity.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about the basics of weight control and healthy nutrition. Namely, we will learn about eating a variety of foods and how to make healthy choices from all 5 food groups. After a short break, we will regroup and learn about your typical eating/nutrition habits and how to create your individualized meal plan. Remember, this is just an introduction to diet. Future chapters are going to describe topics like healthy portions, calories, low fat and junk food, so that you are better able to create a health meal plan.

Transition to Worksheet 3, The Basics of Weight Control. Present the scale (previously drawn on the flip chart/dry erase board). Explain that gaining and losing weight is like a scale. If one side is more than the other, you will gain or lose weight. On the left side of the scale is intake of calories (the food and drinks you consume); on the right side is calories burned (how much you exercise). If the calories you eat are more than the calories you burn, you will gain weight.

Continue explaining the worksheet. In order to lose weight, the calories burned need to be greater than the calories you eat. You are going to learn ways to eat better in order to reduce your calorie intake, and learn ways to be physically active in order to burn calories. Doing one of the two is great, but if you do both together, you'll get the best results.

Tell participants that if they can do both of these things, they WILL lose weight and feel better. BHL classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program.

Ask the group to describe what the word “variety” means. To eat healthy you need to eat a variety of foods.

Ask the group if they know what it means to eat a VARIETY of foods? VARIETY means to eat different kinds of foods. You can eat a variety of foods from 5 different food groups.

Transition to Worksheet 4, 5 Food Groups and review its contents. Introduce all 5 food groups and go over listed examples that belong to each group. Our food is divided into 5 different food groups. Eating foods from each of the 5 groups helps us eat a variety of foods. The 5 food groups are: (Point to each food group during the discussion)

1. Grains
2. Vegetables
3. Fruits
4. Milk/Dairy
5. Meats/Proteins

Now, we all have different eating habits and so we want to get an understanding of what you eat on a daily basis.

Ask group members: What are some examples of foods that you eat on a daily basis? These are all great examples but something to keep in mind is that you want to eat from each of the 5 group so that you can manage a healthy weight. One way to eat healthy is by choosing foods with low sugar and fat contents.

Make sure to highlight a few group members' unhealthy food examples and provide a healthier option. _____, you mentioned that you like to eat fried chicken and macaroni and cheese. To make this meal healthier, you can bake your chicken instead of frying it and modify your macaroni and cheese by substituting sharp cheddar cheese with a healthier part-skim cheese. Another option is to add a variety of herbs to decrease sodium content.

Here are a few examples the instructor may use for suggesting healthy choices.

1. Grains
 - Cereals: A healthy option is Cheerios or oatmeal (without added sugar).
 - Breads: A healthy choice is skipping butter or choosing fat-free dressing.
 - Pasta: A healthy option is not adding butter or limiting cheese.

2. Vegetables

- Salads: A healthy option is choosing low-fat or fat-free dressing. (Here you can encourage eating more green, orange, and yellow vegetables.)
- Potatoes: A healthy option is to add fat-free or low-fat dressing, sauce, or sour cream (instead of regular sour cream, butter, dressings, sauces, cheese), or skipping them all together.

3. Fruits

- Apples
- Bananas
- Pears
- Melon

When discussing the fruit category, the instructor may want to emphasize that although fruits are healthy, participants should watch out for binge eating habits, such as eating a whole bag of grapes on one occasion. A good idea is limiting yourself to a cup of grapes a day. Also, introducing a variety of fruits whenever possible.

- Juices: A healthy option is to drink reasonable amounts of 100% juice (no sugar added). Also, diluting it with water (1/2 glass of juice and fill the rest with water). Note that juices cocktails are usually only 10-15 % juice. And “fruit flavored pop” is full of sugar and artificial flavors with no juice at all.

4. Milk/Dairy

- Milks: A healthy option is skim or fat-free milk (without added sugar).
- A healthy yogurt is fat-free and sugar-free.
- A healthy cheese is low-fat cheese or part-skim cheese.
Note: Some people are lactose intolerant. That means they cannot digest dairy products because it makes them sick, so they do not include dairy in their diet.

5. Meat/Proteins

- A healthy choice is baked or grilled chicken (without the skin).
- Fatty fish are healthy, but should be baked/grilled (not fried).
- If multiple eggs are consumed, reduce number of egg yolks.

Give participants a break and let them know that second half of the class will begin with Worksheet 5, Food for A Typical Day.

After break, ask participants to turn to Worksheet 5, Food for A Typical Day. Ask participants for their eating habits on daily basis and ask them to record it on Worksheet 5, Food for A Typical Day. Now, I would like you to write down on the worksheet what you eat and drink on a typical day for breakfast, lunch, and dinner. Try to be specific with your meals (e.g., For breakfast, I eat a bowl of frosted flakes with a cup of whole milk, 2 scrambled eggs, and toast with a teaspoon of butter and jelly. I usually drink black coffee with 2 tablespoons of sugar and 2 tablespoons of regular creamer).

Lead a discussion with participants with questions to help facilitate the worksheet.

Remember to tie the discussion back to previous information about calories and healthier choices: low fat, low sugar. Let’s have a discussion on your typical eating habits and brainstorm how you might be able to make healthier choices. What do you usually eat and drink for breakfast? Do you add any sugar, milk, or cream with your coffee/tea/other drink? Do you have any snacks with breakfast?

Continue the discussion by modifying the above questions and for lunch and dinner. What do you usually eat and drink for lunch/dinner? Do you add any sugar, milk, or cream with your coffee/tea/other drink? Do you have any snacks with lunch/dinner?

Continue the discussion by asking participants if they engage in other eating behaviors throughout the day. Do you snack on anything else throughout the day? Do you drink anything else throughout the day? Do you eat or drink anything before you go to sleep?

Reflect the eating habits of the group. How can you decrease calories from this meal? How can you make this meal healthier? Can you think of healthier substitutions?

At this time, engage participants by asking various members to present their work. Let's go around the room for volunteers to learn more about what a typical day may look like. Can I get a volunteer to go over their completed worksheet aloud?

Present Worksheet 6, My Healthy Choices and lead a discussion about individualized meal plans. Now that we know more about what your typical eating habits are, let's create a healthy meal plan that you would like to try out during the next week.

Remind participants that their meals plans should include a VARIETY of foods from all 5 food groups and explain that eating a variety of healthy choices helps to lose weight.

Start Worksheet 6, My Healthy Choices. Go over healthy food and beverage choices within each food group.

Instruct participants to refer back to Worksheet 5, Food for A Typical Day while completing Worksheet 6, My Healthy Choices. Ask them questions to compare whether they are eating too much or too little from each food group. Let's compare whether you are eating more or less grains than needed. Are you eating too much added sugar or unhealthy fats? Does it look like you might be eating too little or too much from the remaining food groups?

Instruct participants to place a checkmark (✓) next to choices that they are already using (i.e. Variety and Healthy Choices) under "I am now eating." If you currently eat a variety and or healthy choices for a particular food group, place a checkmark (✓) next to "Variety" and or "Healthy Choices".

Give praise and validation for the healthy choices the participant is already making. When finished, repeat instructions for each remaining food group. Let's check off things that you are already doing right. You are already eating a variety of cereals. So, under Grains we are going to check off, 'I Am Now Eating #1: Variety.' But, you are eating Fruit Loops that are high in sugar. Instead of Fruit Loops, you can choose a cereal that is low in sugar, like Cheerios (without sugar or honey) or oatmeal (without added sugar). If the participant is willing to try sugar-free oatmeal, say: Let's write down 'Oatmeal without sugar for breakfast' under, 'I Will Try'. If the participant consumes very large portions of a particular food (e.g., meat), tell him/her that eating too much food will cause weight gain. (Portion control will be covered in a later class.)

Summarize the class. In today's class, we learned about the basics of weight control and that to lose weight, you need to eat a variety of foods from all 5 food groups and make healthy choices within each food group.

Briefly introduce next session: Next class, we will

- Learn what calories are and how to count them.
- Gather information about how many calories you consume in a typical day.

Set up/confirm the next meeting.

End session.

Worksheet 3, The Basics of Weight Control





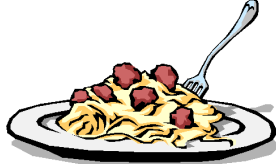




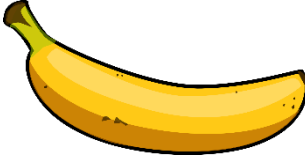



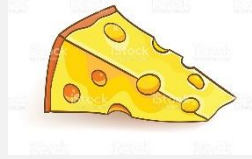
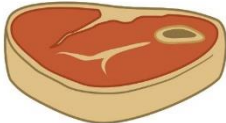

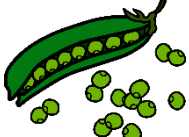
When you take in less calories than you use, you lose weight

You can manage your weight by keeping a balance between what you eat and drink and how active you are

To lose weight you need to:

- Eat and drink fewer calories (decrease your intake)
- Become more physically active (increase your output)
- For best results, **DO BOTH**

Worksheet 4, 5 Food Groups

<p>1. Grains</p>	 <p style="text-align: center;">Cereal</p>	 <p style="text-align: center;">Bread</p>	 <p style="text-align: center;">Pasta</p>
<p>2. Vegetables</p>	 <p style="text-align: center;">Salad</p>	 <p style="text-align: center;">Mixed Greens</p>	 <p style="text-align: center;">Carrots</p>
<p>3. Fruits</p>	 <p style="text-align: center;">Apples</p>	 <p style="text-align: center;">Bananas</p>	 <p style="text-align: center;">100% Juice</p>
<p>4. Milk/Dairy</p>	 <p style="text-align: center;">Milk</p>	 <p style="text-align: center;">Yogurt</p>	 <p style="text-align: center;">Cheese</p>
<p>5. Meats/Proteins</p>	 <p style="text-align: center;">Meat/Chicken</p>	 <p style="text-align: center;">Fish</p>	 <p style="text-align: center;">Beans</p>

**** Always remember to eat reasonable portions! ****

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

Worksheet 5, Food for A Typical Day

Write down what you eat and drink on a typical day for breakfast, lunch, and dinner.

Be specific when recording your meals. For example: For breakfast, I eat a bowl of frosted flakes with a cup of whole milk, 2 scrambled eggs, and toast with a teaspoon of butter and jelly. I usually drink coffee with 2 tablespoons of sugar and 2 tablespoons of regular creamer.

If you skip a meal, simply leave section black.

Breakfast Meal

For breakfast, I typically eat:

For this meal, I typically drink:

Lunch Meal

For Lunch, I typically eat:

For this meal, I typically drink:





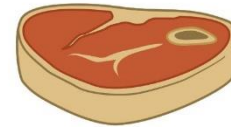
Dinner Meal

For dinner, I typically eat:

For this meal, I typically drink:

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

Worksheet 6, My Healthy Choices

Grains	Veggies	Fruits	Dairy	Protein
				
<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Low-fat ➤ No added sugar 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Variety ➤ Low-fat dips/dressing ➤ Not fried 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Variety ➤ No added sugar ➤ No added syrup ➤ Go easy on 100% juice 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Fat-free, low-fat ➤ No added sugar ➤ Skim or 1% 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Lean, extra lean ➤ No skin ➤ Fat-free gravy ➤ Fat-free sauce ➤ Not fried
<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p>
<p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

CLASS 3: UNDERSTANDING CALORIES

Overview Focus:

Learn What Calories Mean and Become Aware of the Amount of Calories in a Meal

Objectives

- To learn what calories are and how to count them
- To gather information about how many calories you consume in a typical day

Materials/Worksheets Needed for this Session

- Dry erase board and/or flip chart and markers
- Worksheet 7, **What do 100 Calories Look Like?**
- Worksheet 8, **Typical Meal Calories**
- Worksheet 9, **Calorie Counting**

SESSION OUTLINE

Introduce yourself and welcome participants to the 3rd session of the BHL 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 healthy eating and 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: HEALTHY EATING? Last week, we learned about the basics of weight control and the 5 food groups. We discussed what you eat on a typical day and how to make healthy eating choices.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to discuss what calories are, what 100 calories look like, and how many calories are typical in a day. After a short break, we will regroup and learn to count how many calories you consume on average in a day.

Explain the meaning of calories and average amount of calories to the group. The human body needs calories to get energy. By knowing the number of calories, we can balance how much energy we put into our bodies and the energy we use every day. Having too low or too high calorie consumption can create health issues. The amount of calories a person should consume varies depending on gender, height, age, weight, and physical demand. The U.S. government recommends that the average man consumes about 2,700 calories and the average woman consumes about 2,200 calories. There is a range in the amount of calories based on the person's age, gender, etc.

Transition to Worksheet 7, What do 100 Calories Look Like? This worksheet gives specific examples of what 100 calories will look like in four of the five food groups including: grains, vegetables, proteins, and fruits. As you can see, 100 calories may differ in portion size depending on the specific item. You will learn more about portion size in CLASS 11: PORTION CONTROL: FOOD.

Dear Facilitator: In the following section, you will ask participants for food examples of what a 100 calories look like. Be prepared to suggest alternatives for participant examples that might contain more than 100 calories. For example, if a participant says 1 chicken strip, you can suggest ½ chicken strip as being more representative of 100 calories. Also, be prepared to suggest alternative cooking methods such as steaming veggies instead of frying.

After having an idea of what 100 calories look like, ask participants for other examples of food products with 100 calories and write their responses on a flip chart/dry erase board. Other specific examples of 100 calorie snacks are: 1 slice of whole-wheat bread topped with two scrambled egg whites, ½ cup diced cantaloupe with ½ cup of low-fat cottage cheese. Can you think of other examples?

Give participants a break and let them know that the second half of the class will begin with a discussion on counting calories.

Transition to counting calories and lead a discussion. How many times per day do you eat? Do you snack a lot between meals? Do you drink a lot of liquids that contain sugar?

After discussion, instruct participants to turn to Worksheet 8, Typical Meal Calories which details the amount of calories in a typical meal. Now that we have an idea of what 100 calories look like, let's take a look at Worksheet 8, Typical Meal Calories. This worksheet contains 2 examples of breakfast, lunch, dinner, and snack items that one might eat along with how many calories are in each typical meal.

Transition to Worksheet 9, Calorie Counting. Tell participants to list what they eat on a daily basis and count the calories. Let them know they can refer back to Worksheet 8, Typical Meal Calories. Using what we just learned, let's fill out Worksheet 9, Calorie Counting. Here, we will list what we eat on a typical day and practice counting calories for each meal. For example, let's say you eat 2 fresh peaches and 1 boiled egg in the morning. 2 fresh peaches will equal approximately 134 calories whereas 1 large boiled egg will equal 78 calories. Take a couple of minutes to fill out the worksheet with what you might eat in the morning, lunch, and dinner. Also, add any snacks you might have in between meals.

After completing the worksheet, ask them if there are healthier alternatives to cut down on calories. Eating at home or choosing healthier options when eating out can be ways to cut down on calories. You can also change your preparation methods by option to steam chicken and boiling eggs instead of frying. Choosing low-fat sour cream and cream cheese instead of regular may also help decrease the amount of calories you consume.

Dear Facilitator: In the following section, be prepared to explain how journaling and My Fitness Pal and Google Fit apps can make calorie counting easier (e.g., seeing how many calories you've consumed on any given day). Also, be prepared to refer participants who wish to learn more about how using these tools to someone who might be able to help (e.g., case manager, family, friend, etc.).

Let participants know ways to keep track of calorie consumption. Online calorie counters, online food labels, and journaling may be convenient ways to count and keep track of calories. Some free online apps are My Fitness Pal and Google Fit. When cooking at home, the calories of each ingredient can be added up. We will also discuss food labels in depth during CLASS 14: KNOW YOUR LABELS.

Summarize today's session with participants. In today's class we learned what 100 calories look like and typical meal calories. We also learned how to count calories we consume in a full day.

Briefly introduce next session: Next class, we will

- Learn how calories translate into actual weight
- Learn ways to weigh yourself

End the session

Confirm the group's next meeting.

Worksheet 7, What do 100 Calories Look Like?

Grains



1 slice of bread



1/2 a bagel



1/2 cup of plain cooked brown rice



1 tortilla

Vegetables



28 baby carrots



1/2 an avocado



2 1/4 cups of green beans



33 grape tomatoes

Proteins



1 1/2 hard-boiled eggs



1.5 ounces of steak



2 cups of strawberries



1 apple



2 bacon slices



2.2 ounces of Ham



1 orange



2 kiwis

Fruits

Worksheet 8, Typical Meal Calories

Time	Food	Calories
Breakfast	Example 1: 1 cup (8 fl oz g) Grits 1 soft boiled egg 1 wheat toast 1 Tea bag	Example 1: 143 cal 68 cal 75 cal 0 cal
	Example 2: 2 fried eggs 2 slices of ham (.75 oz each slice) 1 cup (8 fl oz) Coffee with 2 tablespoons half and half creamer	Example 2: 184 68 41
Lunch	Example 1: 3 oz beef rib tips 1 cup (8 fl oz) baked beans 1 cup (8 fl oz) mashed potatoes 1 piece (60 g) corn bread 1 glass (8 oz) of Kool-aid with regular sugar	Example 1: 190 392 214 198 60
	Example 2: Subway footlong sandwich(oven roasted chicken with cheese and veggies) 21 oz Fuze sweet iced tea	Example 2: 800 170
Dinner	Example 1: Fried chicken (130 g) 1 cup (8 fl oz) mashed potatoes 1 can (482 g) cream corn 1 beer	Example 1: 320 214 347 154
	Example 2: ½ small baked chicken breast 1 cup (148 g)steamed broccoli 1 glass (8 oz) of crystal light-flavored water	Example 2: 164 52 5
Snack	Example 1: 1 slice of apple pie (117 g)	Example 1: 277
	Example 2: 1 Little Debbie small honeybun RC can (12.2 fl oz)	Example 2: 230 160

Worksheet 9, Calorie Counting

Time	Food	Calories
<i>Ex: Morning</i>	<i>2 fresh peaches</i>	<i>134</i>
	<i>1 large boiled egg</i>	<i>78</i>
Morning		
Snack		
Lunch		
Snack		
Dinner		
Snack		

CLASS 4: 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

Dear Facilitator: Today, weekly weigh-ins are added to BHL classes. Weigh-ins will be the first activity of all remaining classes. Please be aware that some participants may be stressed by weigh-ins. Hence, consider the following steps for the 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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 11, **From Calories to Weight**
- Worksheet 12, **How to Accurately Weigh Yourself**

SESSION OUTLINE

Introduce yourself and welcome participants to the 4th session of the BHL 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 healthy eating and 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 1 ½-hour long.

Briefly review previous session. Do any of you remember what we learned last week during CLASS 3: UNDERSTANDING CALORIES? Last week, we reviewed what calories meant in our food and how to keep track of them.

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 10, Behaviors for a Healthy Lifestyle 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 11, 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 12, 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
- Learn to set goals for healthy eating and physical activities

Set up/confirm the next meeting.

End session.

Worksheet 11, **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 12, 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 5: 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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 13, **Types of Activities**
- Worksheet 14, **Typical Physical Activity**
- Worksheet 6, **My Healthy Choices**
- Worksheet 15, **Healthy Eating and Activity Goal Sheet**

SESSION OUTLINE

Introduce yourself and welcome participants to the 5th session of the BHL 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 healthy eating and 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: 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 1 ½-hour 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 13, 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 14, 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 healthy eating and 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 healthy eating and increased physical activity.

Ask participants to turn to Worksheet 15, Healthy Eating and Activity Goal Sheet. Tell them they may refer back to Worksheet 6, My Healthy Choices as they fill out their goal sheet.

Introduce Worksheet 15, Healthy Eating and 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 both the nutrition and physical activity topic areas. Remember that for right now, you can pick very general goals like do a better job with my eating and 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 nutrition and 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 13, Types of Activities

<p>Light activities: General activities that do not cause sweating and do not increase breathing or heart rate.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Washing dishes• Doing laundry• Grocery shopping• Leisurely walking• Stretching• Tai Chi	<p>Moderate activities: Can cause light sweating and a slight to moderate increase in heart rate or breathing.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Vacuuming or other moderate housework• Hand washing/waxing a car• Gardening• Mowing the lawn with a power push mower• Brisk walking• Leisurely bicycling• Actively playing with children• Kayaking• Golfing without a cart
<p>Muscle strengthening activities: which increase the strength and endurance of your muscles.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Doing push-ups or sit- ups• Working out with weight machines, free weights, or resistance bands• Yoga• Pilates	<p>Vigorous Activities: Can cause heavy sweating and large increases in heart rate or breathing.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Heavy yard work• Carrying items weighing 25 pounds or more up a flight of stairs• Doing jumping jacks• Jumping rope• Running• Bicycling fast or uphill• Swimming continuous laps• Aerobic classes• Playing singles tennis

Worksheet 14, **Typical Physical Activity**
(Based on a typical week)

Light Activities





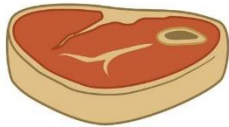
Moderate Activities

Muscle-Strengthening Activities

Vigorous Activities

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

Worksheet 6, My Healthy Choices

Grains	Veggies	Fruits	Dairy	Protein
	<p><u>Healthy Choice:</u></p> 			
<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Low-fat ➤ No added sugar 	<ul style="list-style-type: none"> ➤ Variety ➤ Low-fat dips/dressing ➤ Not fried 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Variety ➤ No added sugar ➤ No added syrup ➤ Go easy on 100% juice 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Fat-free, low-fat ➤ No added sugar ➤ Skim or 1% 	<p><u>Healthy Choice:</u></p> <ul style="list-style-type: none"> ➤ Lean, extra lean ➤ No skin ➤ Fat-free gravy ➤ Fat-free sauce ➤ Not fried
<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p> <p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p> <p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p> <p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p> <p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I am now eating...</p> <p>___ Variety</p> <p>___ Healthy Choices</p> <p>I will try...</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

Worksheet 15, Healthy Eating and Activity Goal Sheet

Self-Management Topic Area	Goal
<p data-bbox="207 499 553 552" style="text-align: center;">Healthy Eating</p>	<p data-bbox="678 310 1187 380"><u>Sample Goal:</u> To eat healthier foods and to lose weight</p> <p data-bbox="678 428 943 464"><u>My Goal:</u> is to...</p> <p data-bbox="678 558 1203 627"><u>Sample Goal:</u> To eat smaller portions and to lose weight</p> <p data-bbox="678 676 943 711"><u>My Goal:</u> is to...</p>
<p data-bbox="191 1182 570 1234" style="text-align: center;">Physical Activity</p>	<p data-bbox="678 993 1105 1062"><u>Sample Goal:</u> To be more active and lose weight</p> <p data-bbox="678 1110 943 1146"><u>My Goal:</u> is to...</p> <p data-bbox="678 1241 1105 1310"><u>Sample Goal:</u> To get stronger and to lose weight</p> <p data-bbox="678 1358 943 1394"><u>My Goal:</u> is to...</p>

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

CLASS 6: 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 healthy eating and 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 10, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 16, **Three Tips to Making Good Action Plans**
- Worksheet 17, **EXAMPLE Action Planning (Physical Activity)**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 19, **EXAMPLE Action Planning (Healthy Eating)**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**

SESSION OUTLINE

Introduce yourself and welcome participants to the 6th session of the BHL 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 healthy eating and 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 5: 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 1 ½-hour long.

Give an overview of today's class. During the first half of 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. After a short break, we will regroup and go over how to make a healthy eating activity action plan.

Review/Discuss how goals are things that we want to accomplish like eating better and 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 16, 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 16, 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 17, 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 healthy eating and activity action plans.

Explain and discuss Worksheet 18, 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 16, 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 18, 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 16, 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 16, 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 healthy eating and physical activity.

Give participants a break and let them know that the second half of the class will begin with Worksheet 19, EXAMPLE Action Planning (Healthy Eating).

Instruct participant to use Worksheet 19, EXAMPLE Action Planning (Healthy Eating) as a reference. This worksheet is NOT meant to be filled out but rather used as a guide for completing the actual healthy eating and activity action plans.

Similar to the steps of Worksheet 18, Action Planning: Making A Physical Activity Action Plan, work with participants to complete Worksheet 20, Action Planning: Making A Healthy Eating Action Plan. Now, let's focus on a healthy eating goal. Think of a healthy eating goal you'd like to set for yourself. We will look at this worksheet so that you can create an action plan to work towards your goal.

Refer participants to Worksheet 16, Three Tips to Making Good Action Plans and discuss the first tip. Ask a participant to read the first tip aloud. Remember, a good action plan should be specific. Make sure to address what, how much, and when/how often. Let's practice making a good action plan to increase healthy eating.

Assist participants with filling in the general healthy eating goal on Worksheet 18, Action Planning: Making A Physical Activity Action Plan Just like the previous worksheet, you want to make sure to be specific. In this case, focus on a specific behavior related to healthy eating for the WHAT part. For HOW MUCH, specify what types of healthy eating behaviors you will engage in and how often this will be done. If the WHAT is drinking water, the HOW MUCH is how much you plan on drinking water (e.g., drinking 3 glasses of water). Next, specify WHEN and HOW OFTEN you plan to engage in the specific behavior (e.g., drink 3 glasses of water throughout the day for 3 days this week).

Discuss the second tip from Worksheet 16, Three Tips to Making Good Action Plans. Ask them to read the second tip out loud. Keep in mind that a good action plan should be something that you WANT to do, rather than what you or others 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. You will have a greater chance at being successful when you select something you really want to do.

Refer participants to Worksheet 16, Three Tips to Making Good Action Plans and ask them to please read the third tip out loud. Third, to make your action plan a good one, you want to include something that is DO-ABLE. It doesn't make sense to choose something you CAN'T do. Instead, you want to focus on something you CAN do. If the action plan is drinking water, be sure to pick a reasonable and achievable goal.

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 healthy eating action plan. Using a 0-10 scale, with 0 being not at all confident to 10 being totally confident, how confident are you about completing all of the action plan? Remember, 7 or above means you're pretty confident and your action plan is likely to be good one for you. An answer of 6 or lower means you are probably not at all sure that you will be able to finish all of your healthy eating action plan. You may need to consider re-thinking your plan. This can include taking a step back if needed to change your plan's details to reflect something you can and want to do.

Discuss with participants some things that will help them be successful in reaching their action plan. Getting a head start on thinking about what might be beneficial can heighten your chances of being successful. Similarly, identifying obstacles that might stop you from being successful can help you think about ways to deal with them. The goal is to be prepared.

Summarize the class. In today's class, we learned how to make specific action plans to try new behaviors that will help you eat better and become more physically active. Remember, to be healthier you need to do BOTH of those things: Eat less, eat better, AND 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 healthy eating and physical activity action plans and working toward our longer term goals of eating better and 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 16, 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 17, **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.

Worksheet 18, 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: _____

Worksheet 19, EXAMPLE Action Planning (Healthy Eating)

From Week: ____/____/____ through ____/____/____

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating/Diet Goal:

Lose weight and eat healthier foods

Step 1: Make a Specific Healthy Eating Action Plan

WHAT: Eat more fruits and vegetables

HOW MUCH: Eat at least 3 servings of fruits and vegetables

WHEN/HOW OFTEN: Eat at least 3 servings of fruits/vegetables every day 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:

Eat 3 servings of fruits/vegetables every day 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: ____.

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: Buy more bananas and apples so I have them at home.

Thing(s) that might make it hard to be successful: Hard to get to supermarket; I don't like too many vegetables.

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

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

CLASS 7: 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

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 22, **Who Might You Include in Your Behaviors for Healthy Living**
- Worksheet 23, **Involving Others in Your Weight Control Program**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 7th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session. Do you remember what we learned about last week during CLASS 6: ACTION PLANNING? Last week, we learned about action planning, how to make a "Good Action Plan," and how to come up with healthy eating and 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 1 ½-hour 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 and eating well. Lead a discussion on the meaning of "loved ones" and what members of this group do or say that helps participants achieve their healthy eating and 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? Who prepares your food? 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 22, 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 23, 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 23, 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, telling whoever prepares your food about how you're trying to lose weight, 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 BHL
- Brainstorm solutions to these ways

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 22, 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

LIST PEOPLE WHO MIGHT BE ABLE TO HELP	HOW MIGHT THEY HELP?
•	•
•	•
•	•
•	•
•	•

Worksheet 23, 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.

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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 8: INVOLVING OTHERS: PART 2

Overview Focus:

Identify how Others Might Undermine Physical Activity

Identify how to Address Specific Barriers to Healthy Eating or Physical Activity

Objectives

- Identify ways others might undermine BHL
- 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 10, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 25, **How Others Might Undermine Healthy Eating**
- Worksheet 26, **How Others Might Undermine Physical Activity**
- Worksheet 27, **Addressing Specific Barriers**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 8th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 7: 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 1 ½-hour 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 healthy eating and physical activity. Then, we will identify barriers and solutions. After a short break, we will regroup and review how to address specific barriers to healthy eating and physical activity.

Introduce Worksheet 25, How Others Might Undermine Healthy Eating. Afterwards, instruct participants to think about and write down possible barriers that others have done to prevent their healthy eating. 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 healthy eating goals (physical activity)? How can these be resolved? Take a few minutes to complete the worksheet.

Transition to Worksheet 26, 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 healthy eating goals (physical activity)? 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 27, Addressing Specific Barriers.

Review Worksheet 27, Addressing Specific Barriers. Ask participants to identify a person (s)/place/event 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.

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.

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 healthy eating and 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 good eating habits and physical activity is an important part of weight control

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 25, How Others Might Undermine Healthy Eating

BARRIER	SOLUTION

Worksheet 26, How Others Might Undermine Physical Activity

BARRIER	SOLUTION

Worksheet 27, 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!

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 9: THE RISK OF BEING OVERWEIGHT

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

- To learn how and why being overweight puts your health at risk
- To understand that good eating habits are an important part of weight control
- To understand that physical activity is an important part of weight control
- To check-in to see how well folks did with their first action plans/learn how to keep track of their action plans

While group members take a break: Turn the flip chart page or erase the dry erase board and prepare for the second half of today's class by drawing a scale like the one on Worksheet 3, **The Basics of Weight Control**.

Overview Focus:

Learn about Obesity Related Health Risks

Learn the Ten Health Gains from a 10% Weight Loss

The Basics of Weight Control

Objectives

- To learn how and why being overweight is bad for your health
- To understand that good eating habits are an important part of weight control
- To understand that physical activity is an important part of weight control
- To check-in to see how well folks did with their first action plans/learn how to keep track of their 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 10, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 28, **Obesity Related Health Risks**
- Worksheet 29, **Ten Health Gains from a 10% Weight Loss**
- Worksheet 3, **The Basics of Weight Control**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 9th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework.

Do any of you remember what we learned about last week during CLASS 8: INVOLVING OTHERS: PART 2? Last week, we talked about how to identify ways in which others might undermine BHL. We also brainstormed solutions to these barriers. 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 1 ½-hour long.

Give an overview of today's class. In the first half of today's session, we are going to talk about different types of obesity related health risks and the ten health gains from a 10% weight loss. After a short break, we will regroup and learn about the basics of weight control.

Present dry erase board/flip chart (made in advance) to show this week's class objectives. Today we will learn how and why being overweight puts your health at risk. We will be able to understand that good eating habits and physical activity are essential for weight control.

Begin the session and ask participants if they know why we're trying to help them lose weight. Explain that being overweight increases the risk for certain diseases that affect one's health.

Transition to Worksheet 28, Obesity Related Health Risks. Let's talk a little bit about some types of obesity related health risks.

Ask participants to give examples of health risks associated with being overweight and write these on the dry erase board/flip chart as responses are offered. They can refer to the worksheet they just received and/or generate their own responses. Heart disease is an example, what are other examples of health risks associated with being overweight?

In reviewing the list, ask participants if anyone has had problems with any of the conditions listed. Being overweight could have contributed to your condition or it could make it worse. For that reason, BHL will teach ways to decrease your weight in order to stop these health problems from developing or keep pre-existing conditions under control.

Transition to Worksheet 29, Ten Health Gains from a 10% Weight Loss. This worksheet illustrates the impact that losing weight can have on health.

Tell participants that losing 10% of their current weight can help their health significantly. Help participants understand what 10% means by giving some examples. Let's say you weigh 200 lbs. 10% of 200 is 20, so a 10% weight loss would mean a loss of 20 lbs. Now, imagine how going from 200 to 180 pounds could change your life? That's like getting rid of two 5-lb of sugar that you've been carrying around with you.

Instruct participants to see you after class if they need help calculating 10% of their current weight.

Next, tell folks that as shown on this worksheet, a 10% weight loss can help lower risk for the diseases and problems you just talked about.

Read over the list and relate discussion to participants' previous answers to the health risks section. Remember, you should never change your medications without first talking to your doctor.

Remind them that BHL is about helping them lose weight so that they can improve their health. BHL will help you lose weight to improve your health. With BHL, you will learn lots of ways to lower your weight, but for now all you need to know is why it's good to lower your weight: It makes you healthier!

Tell participants that there's another reason why they are in this program. Obesity and related medical problems are often more common among people living with mental illnesses. Mental illness can make it harder to lose weight. Medications make you sleepy and not want to be physically active, stress can make you forget, and symptoms get in the way.

Ask participants if any of these would get in the way of them losing weight. Because of all these extra things you have to worry about, we've come up with this program to help you and make it easier to lose weight. Remember, this is why we're involving them in BHL.

Offer a hopeful message. Change is possible and with information, support, and encouragement, everyone can make lifestyle changes that can result in weight loss and improved health. Before you can start losing weight, you first have to understand how people lose weight.

Ask participants to remember the Basics of Weight Control mentioned in Class 2.

Give participants a break and let them know that the second half of the class will begin with Worksheet 3, The Basics of Weight Control. Remember, now is the time to prepare the flip/chart or dry erase board by drawing the scale that appears on the worksheet.

Transition to Worksheet 3, The Basics of Weight Control. Present the scale (previously drawn on the flip chart/dry erase board). Explain that gaining and losing weight is like a scale. If one side is more than the other, you will gain or lose weight. On the left side of the scale is intake of calories (the food and drinks you consume); on the right side is calories burned (how much you exercise). If the calories you eat are more than the calories you burn, you will gain weight.

Remind participants that Class 3 thoroughly discussed calories.

Continue explaining the worksheet. In order to lose weight, the calories burned need to be greater than the calories you eat. You are going to learn ways to eat better in order to reduce your calorie intake, and learn ways to be physically active in order to burn calories. Doing one of the two is great, but if you do both together, you'll get the best results.

Tell participants that if they can do both of these things, they WILL lose weight and feel better. BHL classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program.

Summarize the class. In today's class, we learned about obesity related health risks and the ten health gains from a 10% weight loss. We also learned the basics of weight control.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 people are affected by eating disorders
- Learn about anorexia nervosa and bulimia nervosa

Set up/confirm the next meeting.

End session.

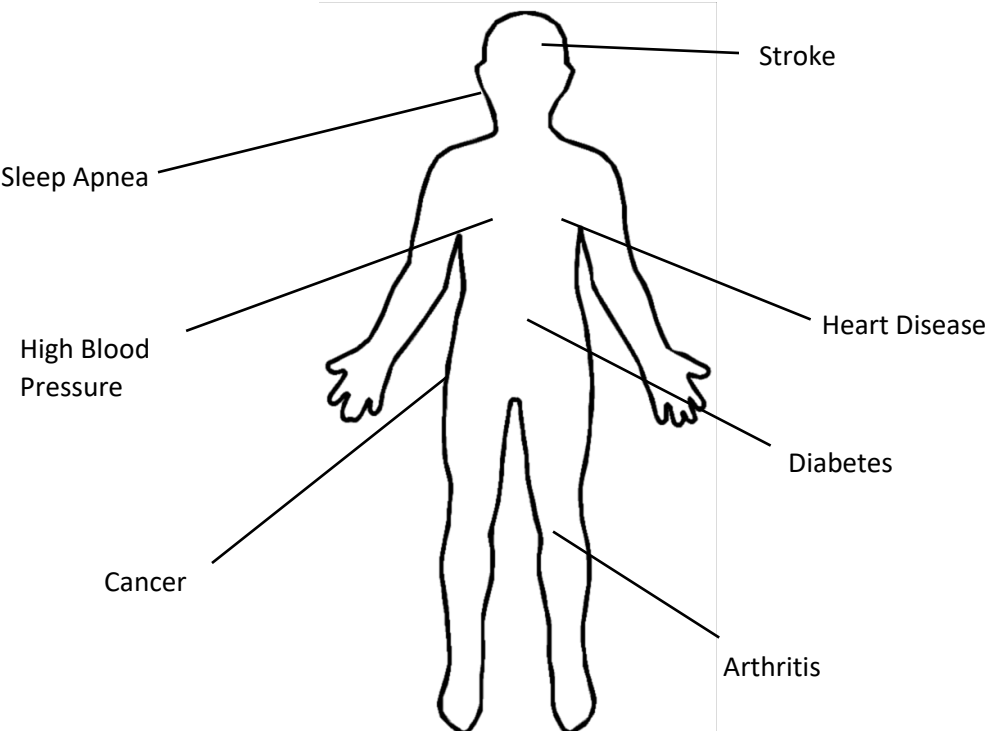
Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 28, Obesity Related Health Risks



YOU



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

Worksheet 29, **Ten Health Gains from a 10% Weight Loss**

10. Decreases the risk of developing gallstones and having gallbladder disease.
9. Reduces the risk of sleep apnea, a serious breathing difficulty during sleep.
8. Lowers the risk of congestive heart failure. Excess weight puts stress on the heart and lungs.
7. A healthy weight and a healthy diet with plenty of vegetables, fruits, and whole grains are great ways to reduce your risk of developing certain cancers.
6. Puts less stress on your bones and joints, especially the knees.
5. Lowers the risks of heart disease, heart attacks, and stroke.
4. Reduces the risk of developing diabetes and helps control blood sugar levels if you are already have diabetes.
3. Even a small weight loss can help lower high blood pressure.
2. Improves your ability to move and do activities.
1. The # 1 reason to lose weight is: You will feel better!

Set a goal to lose 10% and go for it!



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

Worksheet 3, The Basics of Weight Control



When you take in less calories than you use, you lose weight

You can manage your weight by keeping a balance between what you eat and drink and how active you are

To lose weight you need to:

- Eat and drink fewer calories (decrease your intake)
- Become more physically active (increase your output)
- For best results, **DO BOTH**

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, **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: _____

CLASS 10: EATING DISORDERS

Overview Focus

How Eating Disorders Impact Weight and Health

Objectives

- To learn how people are affected by eating disorders
- To learn about anorexia nervosa and bulimia nervosa

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 31, **What Are Eating Disorders?**
- Worksheet 32, **Popular Attitudes about Body Size**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 10th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Give an overview of today's class. During the first half of today's session, we are going to talk about eating disorders. After a short break, we will learn about two different types of eating disorders: anorexia nervosa and bulimia nervosa.

Begin a discussion on eating disorders. Does anyone know what an eating disorder is? What are some types of eating disorders you have heard of?

Transition to Worksheet 31, What Are Eating Disorders? This worksheet introduces eating disorders. It then introduces anorexia nervosa and bulimia nervosa. Let's go through the worksheet by reading the points out loud.

Introduce Worksheet 32, Popular Attitudes about Body Size and instruct participants to fill out the questions individually. When finished, lead a group discussion on participants' responses on popular attitudes about body size and health.

Summarize the class. Today, we learned about how eating disorders affect people around the world regardless of race, sex, and age. Remember that when left untreated, eating disorders may lead to various health concerns and/or social and emotional distress. Keep in mind that eating disorders will affect behaviors for healthy living!

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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.

Pass out Worksheet 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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.

Transition to homework worksheets.

Briefly introduce the next session: Next introduction session, we will:

- Learn about portion sizes
- Learn how to use familiar objects to judge a single serving size

Set up/confirm the next meeting.

End the session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 31, What Are Eating Disorders?

Eating disorders are treatable mental illnesses. Early treatment leads to greater recovery. Keep in mind that eating disorders are NOT choices or passing trends. They can be severe and may lead to death.

- These disorders can be identified through a continuous pattern of dieting or unhealthy eating behaviors which may lead to health issues/and or social and emotional distress.
- Eating disorders may affect people regardless of race, sex, or age. More specifically, eating disorders can impact all sexes, age groups, and people from different ethnicities worldwide.

Two types of eating disorders include anorexia nervosa and bulimia nervosa.

What is Anorexia Nervosa?

- Those with anorexia nervosa struggle to sustain a “normal” body weight expected for their height and age.
- Those affected may be afraid of gaining weight despite being significantly underweight. How they feel and think about their bodies impacts their self-worth, self-esteem, and relationships with others.
- Often times, people have difficulty identifying or acknowledging significant weight loss and reject its lasting adverse health consequences.

What is Bulimia Nervosa?

- Those affected may experience binge-eating incidents such as eating abnormally huge food quantities in a few hours. During this time, people may feel loss of control. Loss of control differentiates binge-eating from usual overeating.
- When binge-eating occurs, individuals may try to get rid of its effects with unhealthy activities; self-provoked vomiting, enemas, laxatives abuse, severe caloric restraint, extreme exercise, or diuretics (water pills).

Eating disorders will affect behaviors for healthy living!

If you think you might have an eating disorder, ask your BHL facilitator for a referral.



Worksheet 32, **Popular Attitudes about Body Size**

Our perceptions of what we should look like have changed. Being “curvy” is often viewed as desirable. But even though people who are big, thick, or curvy look good, they are not always at a healthy weight.

Does popular culture or celebrities influence your ideas about what is attractive?

What attitudes do your friends, family, or intimate partners have about body size?

Have you ever wanted to have a certain body size to look attractive for others?

How do cultural trends about body size affect your health?



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 11: PORTION CONTROL: FOOD

Overview Focus:

Portions / Serving Sizes

Objectives

- To learn about serving sizes and how to use familiar objects to judge a single serving size

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, **Behaviors for a Healthy Lifestyle 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
- Objects to represent portion sizes (e.g., deck of cards, hockey puck, computer mouse, and CD)
- Measuring cups
- Medium-sized paper plate
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 33, **Serving Sizes**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 11th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned last week during CLASS 10: EATING DISORDERS? Last week, we talked about eating disorders and their effects. We also talked about anorexia nervosa and bulimia nervosa. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about serving sizes and how to use familiar objects to judge a single serving size. After a short break, we will regroup and fill out this week's healthy eating and physical activity action plans.

Introduce Worksheet 33, Serving Sizes and talk about the importance of portion control. This worksheet gives us examples of everyday objects that can be used to visualize the amount of food items we should be consuming. Let's read these examples aloud.

Dear Facilitator: In the following section, be prepared to explain that being balanced when portioning your meals is important. Also, be prepared to give healthier cooking alternatives for participant responses. For example, you can suggest roasting potatoes with rosemary and olive oil in the oven instead of frying them.

Place a full deck of playing cards and computer mouse on a plate to better explain portion control. Inform group members that the rest of the plate should be filled with fresh vegetables or vegetables that aren't cooked with fat. Tell participants that fat will be discussed in a later class. In front of me is plate with a deck of cards and a computer mouse. As we just learned, a deck of cards symbolizes 2-3 ounces of meat, poultry, or fish while a computer mouse symbolizes ½ cup of cooked pasta or 1 small baked potato. Do you see how there's empty space on my plate? This should be filled with fresh vegetables or vegetables that aren't cooked with fat. We will talk about fat in CLASS 16: SALT AND FAT. Who can give me examples of vegetables you are willing to try this week? Those are great examples! How might you cook these?

After participants have shared their examples, tell participants that portion sizing is essential for maintaining the amount of calories you consume.

Refer back to Worksheet 7, What do 100 Calories Look Like?As you may remember from CLASS 3: UNDERSTANDING CALORIES, we discussed calories. When we balance the number of calories we consume, we are able to balance how much energy we use on a daily basis. Remember, balancing calories refers to the number of calories you consume compared to the number of calories you burn. Portion sizing works in a similar way. For instance, allowing yourself to have 1 small bagel the size of a hockey puck will allow you to visualize exactly what you are eating. Seeing what you eat can help you better understand how much energy is needed to break these down. High-fat food items require more energy for breakdown while low-fat or water containing food items require less energy for breakdown.

Explain that because of this, greater portion sizes are allowed for healthy food items vs less-healthy food items. Instructors may say: Portion sizes can vary from item to item. This is because some contain more fat than others. By portion sizing, you learn to manage and limit the number of calories you consume. For example, 1 tablespoon of butter is pure fat which is why you would eat a smaller portion size of it. On the other hand, 1 large apple, 1 banana, or 1 ½ grapefruit are healthy and so, you are allowed a bigger portion size.

Remind participants that reducing portion sizes might be a good action plan for them to include on their weekly Healthy Eating Action Plan Worksheet/Tracking Sheets.

Summarize the class. In today's class, we learned how to use familiar objects to judge a single serving size.

Give participants a break and let them know that the second half of the class will begin with filling out their healthy eating and physical activity action plans and homework worksheets for this week.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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.

Pass out Worksheet 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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.

Transition to homework worksheets.

Briefly introduce next session: Next class, we will

- Talk about the basics of becoming more physically active and how to use the F.I.T. principle to shape your physical activity goals
- Learn about some fun and easy ways to get physical active

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

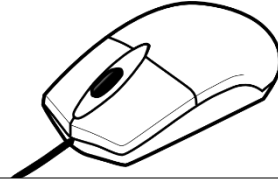
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

Worksheet 33, Serving Sizes

Use familiar objects to judge a single serving size.

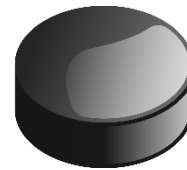
1/2 cup cooked pasta, 1 SMALL baked potato

Computer mouse



1 plain mini bagel or half a regular bagel

Hockey puck



1 SMALL (4-4 1/2 inch) pancake

CD



2-3 ounces of meat, poultry, or fish

Full deck of playing cards



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 12: PORTION CONTROL: ACTIVITY

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:

	Mild Activities	Moderate Activities
Intensity		
Time		

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 34, **Get Started Getting F.I.T.**
- Worksheet 35, **Physical Activity Can Be Fun!**
- Worksheet 36, **Sticking to Your Action Plan**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 12th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 11: PORTION CONTROL? Last week, we talked about serving sizes and how to use familiar objects to measure a single serving size. 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 1 ½-hour 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 34, 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 BHL 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 35, Physical Activity Can Be Fun!

Now, introduce Worksheet 35, 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?

Transition to Worksheet 36, Sticking to Your Action Plan. Stress that sometimes it can be hard to stay on track one's health goals. Tempting foods, being tired, and a busy schedule are just a few factors that can test your determination. You could decide to reward yourself after a healthy behavior like being physically active or for a number of healthier behaviors over time (e.g., for a week of sticking to your action plan).

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 34, 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

Mild:

- Walking at a leisurely pace.
- Walking on flat ground.

Moderate:

- A brisk walk
- Walking on hills.

- 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

Mild:

- Staying active for 10-15 minutes.

Moderate:

- Staying active for 30-45 minutes.

- 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 35, **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 BHL 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.
- Play 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 36, **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:

Healthy Behavior	Reward



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 13: 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
- To review healthier drinking choices
- To review the benefits of walking

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, **Behaviors for a Healthy Lifestyle 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
- Bottled water (to give out to participants)
- Graduated measuring cup
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 37, **Water: Drink Up!**
- Worksheet 38, **Liquid Calories**
- Worksheet 39, **Health Risks of Drinking Too Much Sweetened Drinks**
- Worksheet 40, **Walking**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 13th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week’s Worksheet 24, Homework. Do any of you remember what we learned last week during CLASS 12: 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 1 ½-hour 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. More specifically, we will discuss drinking sugary and alcoholic drinks and finding healthier substitutes for these. 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 37, Water: Drink Up! Let's take a look at Worksheet 37, 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 37, 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.

Introduce Worksheet 38, Liquid Calories and review its key points by highlighting that increased alcohol consumption is not good and can be dangerous in some cases. Let's take a look at the worksheet. If you are currently taking medication, drinking alcohol can have adverse effects which can increase your weight. . Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain. This is one of the reasons why some people might have "beer bellies".

Continue discussing Worksheet 38, Liquid Calories by asking participants if they drink pop. How many of you drink pop? As you can see from the worksheet, there are different types of beverages that add extra calories to your diet. Many of these are loaded with sugar and caffeine. For example, pop is high in sugar and calories. A can of pop contains about 7.5 packets of sugar! Reducing the amount of pop you drink can make a huge impact on weight loss. If you do drink pop and would like to reduce your calories, you can opt for switching to diet pop. If you drink coffee with regular sugar and cream, opt for switching to Splenda and sugar-free creamer. Remember, cutting back on regular pop can help you lose weight, save money or Link, and can help decrease the risk of other diseases.

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.

Transition to Worksheet 39, Health Risks of Drinking Too Much Sweetened Drinks. Ask participants to follow along as you read through the diagram. Let's take a look at the diagram on the worksheet. Pop (high in sugar) increases weight (risk for obesity), which then increases the risk for health concerns.

Ask for a participant to read each health risk at the bottom of the worksheet and ask if anyone has lived-experience examples. The bottom of the worksheet displays multiple health risks that can happen when drinking too much pop. _____, can you read aloud each of the health risks? That's right, drinking too much pop puts you at risk for diabetes, heart disease, stroke, and tooth damage. Do any of you have other examples? Those are great examples! Remember, you CAN learn to make better beverage choices. A couple of ways to begin this change is by opting to drink water or diet pop instead of regular pop and drinking decaffeinated coffee instead of regular coffee. When drinking coffee, you can also switch to artificial sweeteners (i.e. Splenda, Sweet'N Low, and skim milk instead of sugar packets and cream.

Introduce Worksheet 40, 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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.

Pass out Worksheet 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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.

Transition to homework worksheets.

Briefly introduce next session: Next class, we will

- Learn how to read a food label
- Talk about making healthy snack choices

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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



Worksheet 37, 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 38, Liquid Calories

Beverages can add hundreds of extra calories to your diet!



Pop



Sweet
Tea



Coffee with
cream/sugar



Beer



Cocktails

To lose weight, choose healthier, low calories beverages!

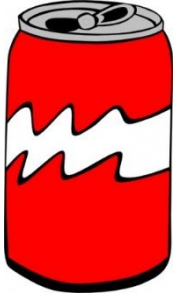
Instead of These	Try These
High Calorie Beverages	Low Calorie Beverages
• Pop	• Diet Pop or Water
• Sweet Tea	• Unsweetened Tea
• Coffee with Sugar & Creamer	• Coffee with Sugar Substitute & Skim or Fat-Free Milk
• High Fat Milk	• Skim or Fat Free Milk
• Fruit Punch	• 100% Juice (diluted with Water)
• Alcoholic drinks	• Water with Fresh Lemon

Caution!

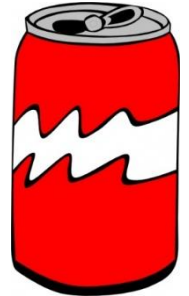
- Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain. Also, alcohol can increase your need for water.
- Also, it is dangerous for your health to mix alcohol with medications!

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

Worksheet 39, Health Risks of Drinking Too Much Sweetened Drinks



Sweetened drinks has a lot of sugar which is unhealthy for you!!!



Sweetened drinks

(High in Sugar)

If you don't reduce the amount of sugary drinks, this can lead to:



Weight Gain and Obesity



If you don't reduce the amount of sugary drinks, this can lead to:

Diabetes

Heart Disease

Stroke

Tooth Damage

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

Worksheet 40, 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.

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 14: KNOW YOUR LABELS

Overview Focus:

Review How to Read a Food Label

Learn Healthier Snacking

Objectives

- To learn more about how to make healthy snack choices
- To learn more about how to read a food label

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, **Behaviors for a Healthy Lifestyle 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
- 12 oz. can of Coke or Pepsi
- 2.07 oz. Snickers Bar
- 3.38 oz. bag of Doritos
- 3.75 oz. bag of Cheetos
- 1.4 oz. Chips Ahoy! cookies
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 41, **How to Read a Food Label**
- Worksheet 42, **Healthier Snacking Alternatives**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 14th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned last week during CLASS 13: STAY HYDRATED? Last week, we talked about how to stay hydrated by consuming healthy drinks and review the benefits of walking. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about how to read a food label, serving size and calories. More specifically, we will learn how to calculate total calories. After a short break, we will regroup and learn about healthier snacking activities.

Now, introduce Worksheet 41, How to Read a Food Label. Reading a food label is a good way to keep track of the number of calories in a snack. Let's locate the servings per package and calories per serving on the worksheet.

Lead a discussion on snacks by asking group members about their snacking habits. On a typical day, what kinds of snacks do you typically eat?

Present actual visual examples of most common snacks and their calories. A bag of Cheetos, a 20 oz. pop, and a Snickers bar totals 980 calories. That's almost half of the recommended calories in a whole day. Thus, this type of snacking does not leave room for three meals.

Pass out food items and demonstrate how to calculate total calories (calories per serving X number of servings in food item). Link this back to how to determine total calories for items on the list (e.g., 2.88 oz. medium-sized bag of Potato Chips).

Give participants a break and let them know that the second half of the class will begin with Worksheet 42, Healthier Snacking Alternatives.

Introduce Worksheet 42, Healthier Snacking Alternatives and review its concepts. Ask participants if they have any other examples. Give participants tips for engaging in healthier snacking. Let's review snacking alternatives at the top of Worksheet 42, Healthier Snacking Alternatives. Remember, it's important to consider low sugar and low fat snacks. Can you name other examples for substituting snacks? Those are great examples! When shopping for healthier snacks, a lot of the times, these are usually not at the front of the aisle. Also, purchasing snack-sized bags of chips, cookies, etc., can limit your snacking. Let's return to the worksheet, and discuss ways to limit your snacking.

Summarize the class. In today's class, we learned how to calculate calories from food labels. We also reviewed ways to snack in a healthy manner. Changes in snacking may be a way to update/identify your goals for the upcoming week.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 more about the benefits of fruits and vegetables
- Different ways to incorporate fruits and vegetables into our diet
- Learn about the common barriers to physical activity

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 41, How to Read a Food Label

Nutrition Facts	
Serving Size 3 pieces (90g)	
Servings Per Container about 3	
Amount Per Serving	
Calories 200	Calories from Fat 50
% Daily Value	
Total Fat 6g	9%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 490mg	20%
Total Carbohydrate 30g	10%
Dietary Fiber 0g	0%
Sugars 2g	
Protein 6g	
Vitamin A 4%	Vitamin C 8%
Calcium 0%	Iron 10%

Serving Size for this product is 3 pieces.

The number in parenthesis shows the **weight**. One serving weighs 90 grams when using a food scale.

There are 3 servings in the whole package.

One serving, which is 3 pieces of this product, provides 30 g of carbohydrate.

Dietary fiber is part of the total carbohydrates. Fiber does not digest so you can subtract the grams of fiber from the total carbohydrate grams.

The grams of sugar are already included in the total carbohydrate count. The natural sugars in milk and fruit, along with added sugars are all grouped together.

% Daily Value is the percentage of nutrients in one serving size. Percentages are based on a healthy adult's 2,000 calorie diet.

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

Worksheet 42, Healthier Snacking Alternatives



Snacking Alternatives

- Eat vegetables instead of chips or salty foods
- Drink water or diet pop instead of sweetened drinks
- Eat fruit instead of cookies or candy
- Other ideas? _____

Limit Snacking

- Limit portion size by not eating out of the bag
- Cut down on number of snacks per day
- Distract yourself by doing something fun when you have the urge to snack
- Planning your snacks ahead of time is a good snack alternative
- Other ideas?



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

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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 15: FRUIT AND VEGETABLES

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

FRUITS

VEGETABLES

You will use the same template again to go over participants' examples when discussing Worksheet 44, FRUITS AND VEGETABLES.

Overview Focus:

Fruits and Vegetables

Barriers to Physical Activity

Objectives

- To learn more about fruits and vegetables
- To identify barriers to 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 10, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 44, **Fruits and Vegetables**
- Worksheet 45, **Common Barriers to Physical Activity**
- Worksheet 46, **My Barriers to Physical Activity**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 15th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 14: KNOW YOUR LABELS? Last week, we learned more about how to read a food label and how to make healthy snack choices. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about fruits and vegetables and why they're important. We will then talk about some of the common barriers to physical activity. After a short break, we will regroup and discuss our own personal barriers to physical activity and possible solutions for these.

Introduce fruits and vegetables using dry erase board/flip chart (made in advance). Ask participants for examples of fruits and vegetables and generate a list of these on the dry erase board/flip chart. After you have a good-sized list, ask participants to think about how often they eat fruits or vegetables. Ok, let's get started by making a list of different kinds of fruits and vegetables. Who can give me an examples of a fruit or a vegetable to get us started? These are all great examples.

Transition to Worksheet 44, Fruits and Vegetables and stress important issues such as how/why fruits are good for you. Eating fruits and vegetables can be extremely beneficial. Let's read the worksheet aloud to learn more about the benefits of eating fruits and vegetables. As we've just learned, fruits and vegetables are a good source of vitamins, minerals and fiber. They may help prevent diseases, are naturally sweet, and may help control hunger. While fruits and vegetables can be eaten in multiple ways, they are always good snack alternatives.

Lead a discussion on whether or not participants are eating enough fruits and vegetables. Now, do you think you are eating enough fruits and vegetables? How often do you eat fruits and vegetables? When was the last time you ate a fruit or vegetable?

Next, engage group in a discussion about some ideas/ways to eat more fruit. Some ways to eat more fruit are by adding it to cereal or yogurt instead of chip snacks.

Ask participants to complete the bottom of Worksheet 44, Fruits and Vegetables. After, ask them to share their examples and write them on the board/flip chart. Now, take a couple minutes to write down 4 examples of your favorite fruits and vegetables at the bottom of the worksheet. Let's write what you all came up with on the board/flip chart.

Remind participants that increasing the number of fruits and vegetables may be something they can use to update their ACTION PLANS for the week.

Review with participants that they need to consume less calories by making healthier food choices and engaging in more physical activity to lose weight.

Give participants a break and let them know that the second half of the class will begin with an introduction of barriers to physical activity.

Introduce the concept of barriers to physical activity. Physical activity is important to help us lose weight, yet we all experience some obstacles when trying to become more active. A barrier is something that gets in the way. A barrier may be an attitude (e.g., I do not feel like exercising), a situation (e.g., I do not know how to be physically active), or something to do with the environment (e.g., It is not safe to walk in my neighborhood).

Transition to Worksheet 45, Common Barriers to Physical Activity. Ask participants to read worksheet examples aloud. Ask participants to identify barriers to physical activity that they have faced. Then, lead a discussion by asking them to talk about if, when and how this same issue or event has been a barrier to them. Pick one or two previously identified barriers and ask the group to help in developing a plan to overcome the particular barrier. Provide an example of a barrier and a solution. Let's read worksheet examples aloud. Now, think about a barrier you've encountered and write it down at the bottom of the page. Would anyone like to share what they wrote down? Let's talk about how these examples might have affected you. Can anyone share if, when, and how these issues or events might have been a barrier to you? Now, as a group we will take a look at two of the examples mentioned and develop solutions for them. For example, if _____ said "I don't know how to be physically active," the group may suggest "the BHL team will show me how to be physically active". Other kinds of examples may include embarrassment, not enough money, no one to be physically active with, and no physical activity equipment. Let's take a few minutes to brainstorm possible solutions.

Transition to Worksheet 46, My Barriers to Physical Activity. Ask participants to individually write 3 new examples of barriers to physical activity and solutions. Then, ask for volunteers to share their responses. Think about some barriers that get in the way of being physically active. Take a couple of minutes to list at least 3 barriers to physical activity and a solution for each.

Remind participants that some physical activity every day is better than none!

Summarize the class. In today's class, we learned about the importance of eating fruits and vegetables and common barriers to physical activity and how to develop possible solutions to these.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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

- Talk about sodium/salt and fat and how they relate to weight loss and healthy eating
- Identify benefits of physical activity

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 44, Fruit and Vegetables



Benefits of Eating Fruits and Vegetables

- Fruits and vegetables are great sources of:
 - Vitamins and Minerals
 - Fiber
- Eating fruits and vegetables help reduce your risk of:
 - Cancer
 - Heart Disease and Stroke
 - Diabetes and other diseases
- Fruits and vegetables may help you control your hunger and weight. Fruits and vegetables are good, low-calorie snacks.

Different Ways We Eat Fruits and Vegetables

- Fresh or Frozen
- Cooked/Baked (Limit Frying!)
- Canned/Dried (Choose in Water, No Added Sugar/Syrup)
(Choose No Added Salt)
- 100% Juices (Choose Low Sodium Vegetable Juices)
(Choose No Added Sugar Fruit Juices)

What fruits do you like to eat?	What vegetables do you like to eat?
.	.
.	.
.	.
.	.

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

Worksheet 45, Common Barriers to Physical Activity



Physical Activity is important for weight management.

Yet we all experience some common barriers to physical activity:

Common Barriers	Possible Solutions
I'm not sure how to be physically active.	The BHL team will show me how to be physically active.
I don't feel motivated to be physically active.	The BHL team will motivate me to be physically active.
It's too hot/ cold outside.	I can take a walk at the nearest mall or YMCA center.
I don't have the time.	I will adjust my daily schedule to make the time to be physically active.
My medication makes me sleepy.	I will speak to my health care provider about my medication.
6. _____ _____	6. _____ _____
7. _____ _____	7. _____ _____
8. _____ _____	8. _____ _____

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.

Worksheet 46, My Barriers to Physical Activity

Barriers	Solution

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 16: SALT AND FAT

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

BENEFITS	OBSTACLES
Gives you more energy	
Helps you sleep	
Helps control blood pressure	
Helps reduce stress	

Overview Focus:

Sodium (salt) and Fat

Benefits to Regular Physical Activity

Objectives

- To learn about sodium/salt and fat and its role in weight loss and healthy eating
- To identify benefits of 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 10, **Behaviors for a Healthy Lifestyle 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

- Package of Ramen noodles
- Package of a low-sodium can of soup
- Dry Erase Board and/or Flip Chart and Markers
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 47, **Sodium (Salt)**
- Worksheet 48, **Good Fat, Bad Fat**
- Worksheet 49, **How to Read a Food Label (Fat)**
- Worksheet 50, **Benefits of Regular Physical Activity**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 16th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 15: FRUITS AND VEGETABLES? Last week, we learned more about fruits and vegetables and talked about barriers to 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about salt and fat in our diet. After a short break, we will regroup and review how to identify how much salt and fat are in your food serving. Lastly, we will discuss the benefits of physical activities.

Introduce the topic of salt by asking participants if they know what sodium is. If no one knows, tell them that sodium is also known as salt. Emphasize that while we need it, most Americans ingest too much. Can anyone tell me why too much salt is bad for you? Too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration. So anyone with those conditions should limit their sodium intake. Sodium can be found in just about everything we eat. In particular, items such as frozen dinners, canned soup, and pre-packaged meals are very high sodium content.

Show a package of Ramen noodles to each participant along with a can of low-sodium soup. Compare the difference of sodium in each food item.

Distribute Worksheet 47, Sodium (Salt) and review it with the group. Focus on problem-solving ways to cut down on sodium by asking participants if they have any other ideas besides the ones mentioned in the worksheet.

Transition to a discussion on fat in our eating habits by telling participants that another thing found in food is fat. Limiting fat is just as important as limiting sodium. High levels of fat can lead to weight gain and heart disease. Also, fat has added calories. Can anyone identify any items that are high in fat?

Distribute and discuss Worksheet 48, Good Fat, Bad Fat. There are two types of fats: saturated (bad) and unsaturated (good). When at room temperature, saturated fats remain solid. On the other hand, unsaturated fats can be found in various foods and in liquid form at room temperature. Some fats are better for you than others. Some examples of bad fats are saturated and trans fat such as butter and red meat. Examples of good fat are olive oil and fish.

Based on the list of good fats and bad fats, ask participants if they have any suggestions on reducing fat. Tell them that low-fat and fat-free items are available at the grocery store and that we can help identify them. Although these items are healthier they might not be low in sodium. Inform them that you are there to assist them but that they will have to put in some effort. Suggest avoiding shopping when hungry.

Give participants a break and let them know that the second half of the class will begin with Worksheet 49, How to Read a Food Label (Fat).

Refer participants to Worksheet 49, How to Read a Food Label (Fat). Review the worksheet and show them the section that has information on fat. Tell them that as a general guideline, they should try to keep the grams of fat per serving at 3 grams per day or below.

Transition to Worksheet 50, Benefits of Regular Physical Activity by reviewing the worksheet using the dry erase board/flip chart (made in advance). Ask participants if other benefits of regular physical activity exist and write them on the board/clip chart). If participants can't think of any other benefits, suggest: feel better, look better, higher self-esteem, good for your heart. Then, ask them what obstacles might get in the way of achieving each of these benefits. Write participants' responses on the board/flip chart and have them do the same on their worksheet.

Finish discussion on physical activity by explaining that regular periods of physical activity throughout the week are more beneficial than longer periods once per week. Tell them that men are more physically active due to a higher interest or work compared to women. What types of physical activity are you already trying? How many of you engage in physical activity indoors?

Also, go around the room and ask each participant which benefit listed is most likely to motivate them to increase their level of physical activity and why.

Summarize the class. In today's class, we learned about the importance of limiting unhealthy fat and sodium. We also learned some benefits to regular 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 grains and carbohydrates (carbs)
- Learn about mindful eating

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 47, Sodium (Salt)



Low Calorie and Low Fat ARE NOT always Low in Salt!

Some people are very sensitive to sodium. They may have a problem with salt and high blood pressure. These individuals should be careful not to have too much sodium.

How can you control your salt intake?

Avoid fast food! Food that is pre-packaged or processed (food that comes in cans, boxes, or packages) is also high in salt. Try to buy foods with lower salt or that have “No Added Salt.”

INSTEAD OF...	TRY...
Lunch meat	Chicken or tuna salad
Canned soup	Low-sodium or homemade soup
Ramen	Brown rice

Try to avoid adding salt while cooking and at the table.

Season your food with herbs (e.g., thyme, basil, and oregano), spices (e.g., garlic, onion, and green peppers), salt-free seasoning, vinegar, or lemon juice instead of salt.

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

Worksheet 48, **Good Fat, Bad Fat**

Some fats are healthy (e.g., nuts, seeds, and salmon), but many are not (e.g., bacon, mayonnaise, and deep fried foods).

Luckily, there are now healthy alternatives to many of the unhealthy favorites.



INSTEAD OF...	TRY...
Mayonnaise	Mustard or Fat-Free Mayo
Bacon or Fatback	Turkey Bacon
Hamburger	Turkey Burger
Regular Salad Dressing	Low-Fat or Fat-Free Dressing
Fried Chicken or Fried Fish	Baked Chicken or Baked Fish
French Fries	Baked Potato

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

Worksheet 49, How to Read a Food Label (Fat)

Reading the label will help you to make smart food choices and get the most nutrition out of your calories in order to reach your goals!

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%
* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Fat If the number of grams (g) of Saturated Fat is close to the number given for Total Fat, that food or beverage may not be the best choice. Remember that saturated fat and trans fat are bad fats.

Total fat should be below 65 g per day or 3 g per serving

What is the total g of fat in this container?
 2 servings X 12 g per serving = 24 g of fat

Worksheet 50, Benefits of Regular Physical Activity



BENEFITS	OBSTACLES
Gives you more energy	
Helps you sleep	
Helps control blood pressure	
Helps reduce stress	

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 17: GRAINS AND CARBOHYDRATES

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

- Write **Grains** across the top of the flip chart/dry erase board

Overview Focus:

Grains & Carbohydrates
Mindful Eating

Objectives

- To learn about grains & carbohydrates (carbs)
- To learn about mindful eating

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, **Behaviors for a Healthy Lifestyle 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
- Fruit
- Plastic knives
- Napkins
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 51, **Grains**
- Worksheet 52, **Mindful Eating**
- Worksheet 53, **Mindful Eating Activity**
- Worksheet 54, **Mindful Eating: How Did it Go?**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 17th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 16: SALT AND FAT? Last week, we learned about sodium/salt and fat and its role in weight loss and healthy eating. We also learned how to identify the benefits of 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about grains and carbohydrates. After a short break, we will regroup and engage in a mindful eating activity.

Lead a discussion on grains and carbohydrates using the dry erase board/flip chart (made in advance). Ask participants for examples of these and write their responses on the board/flip chart. If no one offers any suggestions, mention pasta and bread to get the conversation started. We have already covered several types of food: fruits, vegetables, fats, and sweets. Today we are going to talk about grains and carbohydrates. Does anyone have any examples of these? Those are all great examples! We will learn more about grains and carbohydrates in the following worksheet.

Transition to Worksheet 51, Grains and review its contents. Tell participants that grains are a type of carbohydrate that are essential for the body to maintain energy. Explain the different types of carbohydrates (i.e. complex and simple grains). Whole grains (e.g., whole wheat bread, oatmeal, and brown rice) are complex which means they're intact, while refined or processed grains (e.g., white bread, frosted flakes, and white rice) are simple and have had most of their healthy elements removed during the manufacturing process. Consider opting for whole grains rather than refined (processed) grains because they have more fiber. Fiber is in certain foods and it helps to improve digestion while keeping you feeling full. Whole grains also have more vitamins and minerals and may help protect against diseases. Most of our calories should come from carbohydrates so try to get at least half of your carbohydrates each day from whole grains. Avoid grains with added fat or sugar (e.g., biscuits, fried rice, and sweetened cereal) as they add unnecessary fat and calories. Instead, try healthier alternatives (e.g., whole wheat English muffin, steamed brown rice, and oatmeal). Let's look at the bottom of the worksheet for some examples of refined (processed) grains and healthier alternatives (i.e. whole grains) to these. Remember, think about the spotlight examples to make your choice. Adding a whole grain to your regular diet might be a good goal to try this week.

Inform them of the relationship between the human brain and central nervous system (CNS) and eating. Ask participants if they know what mindless eating is. Read Worksheet 52, Mindful Eating aloud with participants. The brain helps us determine whether we're hungry or full. Our bodies and CNS work together to communicate when we are hungry or need food. When this communication is disrupted, mindless eating may occur which can lead to weight. Can anyone explain the difference between mindless and mindful eating? Let's read the worksheet aloud to learn more.

Give participants a break and let them know that the second half of the class will begin with Worksheet 53, Mindful Eating Activity.

Transition to Worksheet 53, Mindful Eating Activity and lead participants in the activity. Remember to pass out fruit, plastic knives, and napkins to all participants. Now that we know what mindful eating is, let's take a few minutes to learn how to do it.

Next, turn to Worksheet 54, Mindful Eating: How Did it Go? and review its contents. Ask participants to fill out the worksheet based on their recent experience. Then, lead a discussion on participants' responses. Encourage participants to use their responses when planning their action plans for the week. Would anyone like to share their responses?

Summarize the class. In today's class, we learned about grains, carbohydrates, and mindful eating. We also did a mindful eating activity and discussed our experiences.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 eat healthier and make better food choices
- Learn more about how to safely engage in physical activity

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 51, Grains



Grains are an important source of carbohydrates in your diets.

Most of your daily calories should come from grains.

Choose more whole grains

What are whole grains?

- 100% whole wheat bread
 - Oats
- Brown rice

Benefits of whole grains?

- High in fiber
- Rich in vitamins and minerals
- Keeps you full for longer

TIP: Choose grains and grain products with the least amount of added sugar and fat to keep your calories low!

Refined (processed grains)

Whole Grains

•White rice

•Brown rice

•Fried rice

•Steamed rice

•Grits

•Oatmeal

•White bread

•100% whole wheat bread

•Croissant

•Whole wheat English muffin

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

Worksheet 52, Mindful Eating

- The brain plays a major role during eating by assessing how hungry or full we feel. Our bodies send signals to the central nervous system (CNS) communicating cravings and need for food. Certain circumstances, events, and even our moods may activate these signals.
- Our brains are tasked with sending signals to the rest of the body as we begin to feel full. However, engaging in other activities such as media consumption while eating can prevent vital signals, which control food consumption, from reaching the brain. This mindless or distracted eating causes the signals not to always be registered. In turn, our brain is triggered to send out more hunger signals causing us to overeat.
- When we eat mindlessly, digestion is altered and less effective, and can lead to health concerns such as obesity, indigestion, bowel irregularities, gas, and bloating. In addition, emotional eating, or eating in response to stress, sadness, or anxiety can lead to overeating and weight gain. Learning to eat mindfully can help us eat when we are hungry and stop when we are full. Mindful eating can also make eating more enjoyable.

What is Mindful Eating?

Mindful eating can be used as a way to enjoy your meal. Mindful eating allows us to keep track of what we consume while improving our eating experience which makes it enjoyable. Mindful eating can include taking the time to focus on the sensations, behaviors, and feelings you experience while you eat (i.e. chewing, swallowing, and tasting).

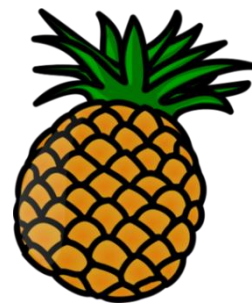
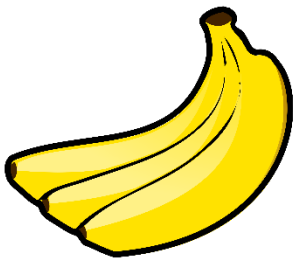




Worksheet 53, Mindful Eating Activity



- Wash your hands and take a piece of fruit. Focus on its shape, texture, and color.
- Close your eyes and think about where this fruit may have come from. Can you imagine it growing? Open your eyes and smell the piece of fruit.
- Place a napkin in front of you and place the fruit on the napkin.
- Take a moment to smell the fruit again.
- Now, cut the fruit into quarters.
- Take a moment to smell the fruit again.
- Focus on its scent, color, and texture.
- Place a piece in your mouth as you close your eyes and bite it.
- Take your time chewing the piece and feel its texture.
- As you slowly chew, imagine that this is the last fruit on the planet.



Worksheet 54, Mindful Eating: How Did it Go?

How was your overall experience?:

Did your mind “wander” or were you impatient?

What were some of the things you noticed while eating the fruit?

Would you be willing to try mindful eating at home? Why or why not?



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 18: ALTERNATIVE MEAL CHOICES

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 59, **When to Stop Physical activity**.

Overview Focus:

How to Eat Better and Make Better Choices

How to Safely Engage in Physical Activity

Objectives

- To learn how to eat healthier and make better food choices
- 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 10, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 55, **Sample Menu and Alternative Food Choices**
- Worksheet 56, **New Alternative Menu**
- Worksheet 57, **Guidelines for Extreme Weather**
- Worksheet 58, **Safety Reminders**
- Worksheet 59, **When to Stop Physical Activity**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 18th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework.

Do any of you remember what we learned about last week during CLASS 17: GRAINS AND CARBOHYDRATES? Last week, we talked about grains and carbohydrates and mindful eating. We also talked learned how to do a mindful eating activity and discussed our experiences. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about how to eat healthier and make better food choices. After a short break, we will regroup and learn more about how to safely engage in physical activity.

Introduce Worksheet 55, Sample Menu and Alternative Food Choices. Review the sample menu and alternative food groups, then, review the alternative food choices listed at the bottom of the worksheet. After, instruct participants to use these options or use their own to fill out the "Alternative Menu" column of the sample menu. Now that we've looked at the worksheet, let's brainstorm meal planning.

Lead a discussion on participants' alternative menus and why they're better choices. Explore barriers to making these changes and offer ways to overcome the barriers. Let's go over some of the examples you came up with? Can anyone share? Great! Are there any barriers that might get in the way of making these changes? Remember, no matter how difficult it may seem, making healthier choices is essential for healthier living.

Transition to Worksheet 56, New Alternative Menu and explain its purpose. Suggest Worksheet 55, Sample Menu and Alternative Food Choices as a reference. Now taken what you've learned, let's plan a menu for an entire day using this worksheet. Enter the approximate time of your first meal, what you usually eat, and an alternative for your typical meal. Do this for all the meals you consume in a day.

Give participants a break and let them know that the second half of the class will begin 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 57, 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 13: 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 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.

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 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 eat healthier and make better food choices. We also 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 55, Sample Menu and Alternative Food Choices

Sample Menu

	Unhealthy Menu	Alternative Menu (fill in)
Main Dish	Red Meat	
Vegetables	None	
Starch	Carbohydrates/Bread	
Fruits	Apple Pie	
Beverage	Coke, Regular	

Alternative Food Choices

Main Dishes	Vegetables	Starch
Grilled Chicken	Green Salad	Baked Potato (small)
Turkey Burger	Broccoli (steamed)	Rice (brown, steamed)
Baked Fish	Green Beans (boiled)	Bread (whole wheat)
Beans and rice	Asparagus (steamed)	Pasta (whole wheat, boiled)
Desserts	Fruits	Beverages
Fresh Fruit	Apple	Water
Jell-O (sugar-free)	Grapes	Iced Tea (unsweetened)
Angel Food Cake	Watermelon	Milk (fat-free or skim)
Frozen Yogurt (fat free, sugar free)	Orange	100 % Juice (diluted with water, 1/3 juice, or 2/3 water)

Worksheet 56, New Alternative Menu

Time	Meal	Alternative Food Choice

Worksheet 57, 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.

Worksheet 58, 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.



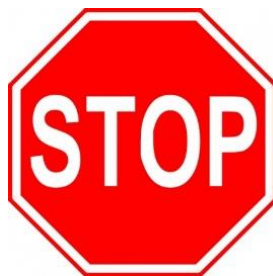
Worksheet 59, When to Stop Physical Activity

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.**



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 19: ALL ABOUT COOKING

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

- Write **Different Types of Cooking Methods** across the top of the flip chart/dry erase board

Then, create a chart as follows:

Cooking Method	Pros	Cons

Overview Focus:

Cooking Options for Great Tasting Foods

Objectives

- To learn about the risks of fried foods
- To identify healthy choices for cooking flavorful foods

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 60, **Methods of Cooking**
- Worksheet 61, **Why Fry**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 19th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 18: ALTERNATIVE MEAL CHOICES? Last week, we learned how to eat healthier and make better food choices. We also talked about how to safely engage in 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we will learn about different types of cooking methods. After a short break, we will regroup and learn about why we may choose to fry foods.

Present dry erase board/flip chart (made in advance) and lead a discussion on different types cooking methods for different kinds of foods. Write participants' responses in the "Cooking Methods" column on the dry erase board and/or flip chart (made in advance). Then, ask participants to name the pros and cons of each of these methods. Write participants' responses in the appropriate column. As you may know, there are different ways to cook our meals. Can you name any of these? These are all great examples! Now, think about the pros and cons of these. What are the pros and cons of each?

Transition to Worksheet 60, Methods of Cooking and review its contents. Stress the importance of the risks and benefits of each of the different cooking options. Then, ask participants to fill out the bottom of the worksheet with other examples of cooking methods. Having multiple cooking methods available will allow you to cook different types of foods, meal plan, and simplify cooking. Now, think about when/if you made healthy choices as alternatives to frying. Take a few minutes to write these out on the worksheet.

Tell participants that they may decide to incorporate these healthier cooking alternatives in their next action plan.

Give participants a break and let them know that the second half of the class will begin with a discussion on why we may choose to fry foods.

Lead a discussion about why we may choose to fry foods and be prepared to offer some examples. Review with participants what they already know from previous sessions that might relate to healthy eating. Explain how social and cultural factors may play a role in one's cooking method. Sometimes we may choose to fry our meals because our jobs or school may limit the time we have to cook a well-balanced meal. It is often seems easier to fry one or two items than cook a healthy meal (e.g., grilled chicken, green beans, and brown rice). Although there are social and cultural factors that may play a part in how we cook and eat, the choices we make can help us maintain a healthy lifestyle without eating a lot of fried foods. Remember that it's up to YOU to foster positive health and well-being. A healthy choice can involve physical lifestyle, mental well-being, and coping.

Transition to Worksheet 61, Why Fry and review its contents. Reinforce other cooking methods such as using a toaster oven as alternatives to frying.

Summarize the class. In today's class, we learned different methods of cooking and alternatives to frying.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 how to use the “stoplight” to select alternative food choices
- Learn about the importance of warm-ups and cool-downs

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 60, Methods of Cooking



Boiling foods allow you to limit fat content.



Local grocery stores may be willing to grill your foods for you at no charge once you purchase ingredients.



Baking foods will allow you to put meat and vegetables in an aluminum foil pouch and cook at once.



Add raw vegetables and fruits to a salad.

Other Methods:

Worksheet 61, Why Fry

Instead of **FRYING** your food,



opt for a **TOASTER OVEN!**



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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 20: NO MORE!

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

Color	Calorie/Nutrition Levels	Recommendation
Red	High Calories/Not Nutritious	Try to avoid
Yellow	Nutritious but Still High in Calories	Limit portion size
Green	Nutritious and Low in Calories	Eat/Drink away!

Then, create a chart as follows:

Color	Meal/Beverage	Recommendation
Red		
Yellow		
Green		

Overview Focus:

“Stop” and Think about What You’re Eating
Warm Up and Cool Down

Objectives

- To learn how to use the “stoplight” examples to identify and select alternative food choices
- To review the importance of “warming up” before and “cooling down” after 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 10, **Behaviors for a Healthy Lifestyle 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/Handouts Needed for this Session

- Dry erase board and/or flip chart and markers
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 62, **“Stop” and Think about what You’re Eating!**
- Worksheet 63, **Using the “Stoplight” to Make Alternative Food Choices**
- Worksheet 64, **Warm-up and Cool-down**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 20th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week’s Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 19: ALL ABOUT COOKING? Last week, we talked about the risks of fried foods and how to identify alternative choices for cooking flavorful foods. 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 1 ½-hour long.

Give an overview of today’s class. During the first half of today’s session, we are going to talk about how to use a “stoplight” to identify and select alternative food choices. After a short break, we will regroup and learn about the importance of warming up and cooling down for physical activity.

Introduce Worksheet 62, “Stop” and Think about what You’re Eating and review its contents. Use the dry erase board/flip chart (made in advance) to explain the stoplight example. Instruct them to think of food items that might fall under each category and write them out. Encourage participants to include a variety of foods in their examples. Think of a stoplight or streetlight. As you know, red means stop, yellow means proceed with caution, and green means go. You can use a stoplight and its colors to think about food. Let’s take a look at each color and what it may represent. Red light or “no” foods, are those that are high in calories and should only be eaten every now and then as a special treat. Try not to eat them in large quantities or very often. Yellow light or “slow” foods are high in nutrition but also high in calories. Be careful with these! Although items in this category can eaten every day, you should consider portion control so that you don’t consume too many calories. Green light or “go” foods are high in nutritional value and also low in calories. Try to eat these kinds of foods every day and in larger amounts. Remember, beverages are sources of calories too and can be identified using the stoplight example.

Dear Facilitator: In the following section, be prepared to offer alternatives to items of non-nutritional value.

Lead a discussion on what nutritional value means. Ask participants for examples of nutritious foods. Does anyone know what nutritional value means? Those are all great examples! Nutritional value tells us what food is made of and how it can affect the human body. Essential nutrients (e.g., calories, fat, sugar and vitamins) are part of nutritional value and may change depending on serving size. This information can be found on the back of food packaging. Can anyone share some examples of nutritious foods?

Ask participants to fill-in the “Meal/Beverage” row with examples of food and beverages for each stoplight color (red, yellow, and green). Then, ask them to fill-in the “recommendation” row with suggestions of alternatives for each stoplight color (red, yellow, and green). Ask them to share their examples with the group and write their responses on the board/flip chart (made in advance). Now that we’ve learned how to use the stoplight example to plan what you will eat every day, let’s take a couple minutes to write examples for red, yellow, and green light foods/beverages. Make sure to include a variety of foods (snacks, meats, and beverages). Ok, would anyone like to share?

Ask participants why their examples belong under each category. Reiterate that their examples are categorized according to calorie and nutrition levels. Remind participants why their examples belong under each of the three colors. Items under red are both high in calories and have low nutritional value. Items under yellow may be nutritious, but still pack a lot of calories so it is important to limit the amount consumed. **Items under green** are good examples of what to eat and drink (i.e. veggies, fruit, and water).

Transition to Worksheet 63, Using the “Stoplight” to Make Alternative Food Choices and review its contents. The worksheet gives us specific examples of red, yellow, and green food and beverages and their nutritional value. Let’s read the list of food and beverages examples aloud. Now, let’s review a specific example from each category and learn about their nutritional value.

Give participants a break and let them know that the second half of the class will begin with a discussion on the importance of 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 64, 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 learned how to use the "stoplight" example to identify and select alternative food choices. We also 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 eat healthy on a budget
- Review ways to be physically active on a budget

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

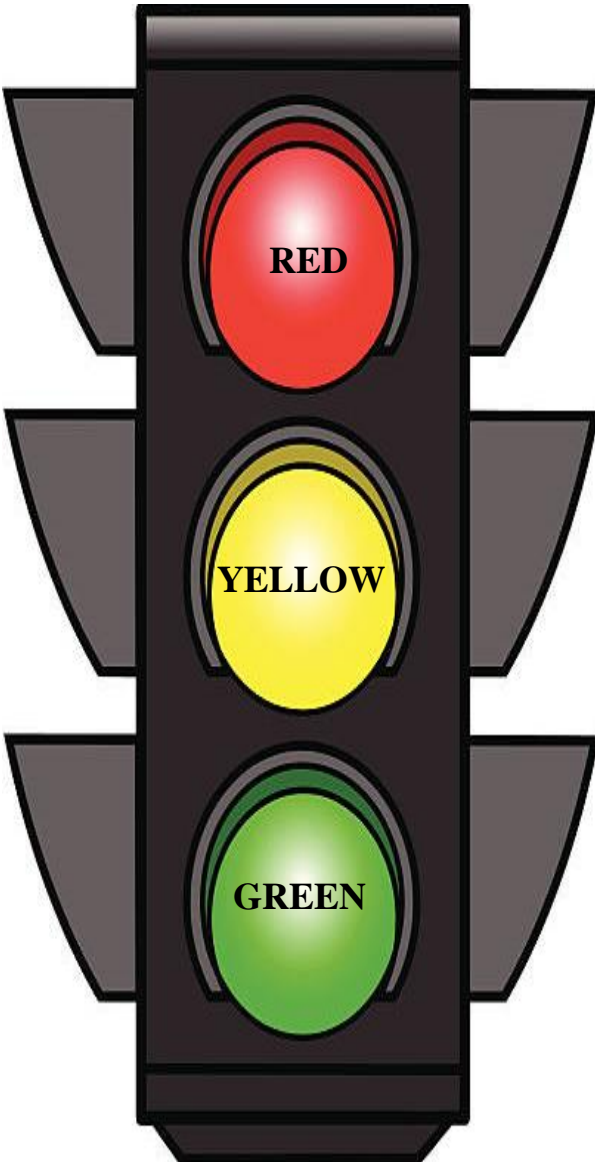
From week: ___/___/___ to ___/___/___

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 62, “Stop” and Think about what You’re Eating!

For weight loss and health, some foods are better choices than others. Think of a stoplight when you’re trying to plan what you will eat each day.



RED (“no” foods)= High Calories and Low Nutritional Value; Try to avoid as much as possible.

MEAL/BEVERAGE: _____

RECOMMENDATION: _____

YELLOW (“slow” foods)= May be Nutritious but still High in Calories; OK to eat, but be sure to limit portion sizes.

MEAL/BEVERAGE: _____

RECOMMENDATION: _____

GREEN (“go” foods)= Low Calorie and High Nutritional Value too! Enjoy plenty of these foods at any time:

MEAL/BEVERAGE: _____

RECOMMENDATION: _____

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



Worksheet 63, Using the “Stoplight” to Make Alternative Food Choices



RED LIGHT FOODS AND BEVERAGES

- Remember these are HIGH in Calories and NOT NUTRITIOUS
- *THESE ARE FOODS YOU GENERALLY WANT TO AVOID*

FOOD/BEVERAGE	NUTRITIONAL VALUE					
	CALORIES	FAT	CARBOHYDRATES	PROTEIN	SODIUM	SUGARS
1 plain doughnut	195 cal.	10.76 g	23.36 g	2.35 g	257 mg	10.58 g
1 bowl of high-sugar cereal with whole milk	260 cal.	8 g	39 g	9 g	265 mg	23 g
1 deep fried chicken breast	370 cal.	21 g	7 g	20 g	0 mg	0 g
2 slices of pork bacon	90 cal.	7 g	0 g	5 g	140 mg	0 g
1 12 fl. oz. can of pop	150 cal.	0 g	39 g	0 g	45 mg	39 g
6 fl. oz. of coffee with cream/sugar	50 cal.	1.42 g	9.14 g	0.38 g	11 mg	8.51 g
1 12 fl. oz. bottle of beer	154 cal.	0 g	10.6 g	1.3g	20 mg	0 g

YELLOW LIGHT FOODS AND BEVERAGES

- Remember, these may be nutritious but are still often HIGH in Calories
- So, if you do eat or drink them, be sure to limit your portion sizes

FOOD/BEVERAGE	NUTRITIONAL VALUE					
	CALORIES	FAT	CARBOHYDRATES	PROTEIN	SODIUM	SUGARS
2 large scrambled eggs	199 cal.	15 g	2 g	13 g	211 mg	2 g
7 oz. Caesar salad with 2 tbsp. ranch dressing	482 cal.	43.54 g	14.95 g	10.29 g	759 mg	3.28 g
1 cup of mixed nuts (oil roasted)	886 cal.	80.88 g	32.07 g	22.35 g	441 mg	6.31 g
1 slice of regular cheddar cheese	113 cal.	9.28 g	0.36 g	6.97 g	174 mg	0.15 g
8 oz. fruit punch juice	90 cal.	0 g	25 g	0 g	15 mg	25 g

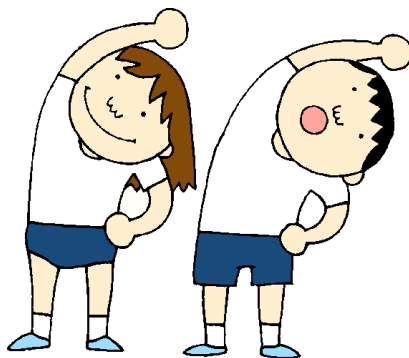
GREEN LIGHT FOODS AND BEVERAGES

- These foods and beverages are both nutritious and Low in Calories
- So, you can enjoy as much as you like!

FOOD/BEVERAGE	NUTRITIONAL VALUE					
	CALORIES	FAT	CARBOHYDRATES	PROTEIN	SODIUM	SUGARS
Fresh fruit (e.g., 1 medium apple)	95 cal.	0.23 g	19.06 g	0.36 g	1 mg	14.34 g
1 cup of frozen or fresh mixed vegetables	118 cal. 80 cal.	0.27 g 0g	23.82 g 20 g	5.21 g 4 g	64 mg 100 mg	5.75 g 8 g
1 (4 oz) baked, skinless chicken breast	184 cal.	3.97 g	0 g	34.45 g	444 mg	0 g
1 fillet of grilled fish	123 cal.	1.33 g	0.31 g	25.53 g	392 mg	0.09 g
1 cup skim milk	90 cal.	0.44 g	11.98 g	8.4 g	128 mg	11.98 g

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

Worksheet 64, 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 43, **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.

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 21: 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:

Eat Healthy on a Budget

Be Physically Active on a Budget

Objectives

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

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 65, **Healthy Eating on a Budget**
- Worksheet 66, **Seasonal Fruits and Vegetables**
- Worksheet 67, **Shopping Tips**
- Worksheet 68, **Physical Activity on a Budget**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 21st session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework.

Do any of you remember what we learned about last week during CLASS 19: No More!? Last week, we talked about using the stoplight example to identify and select healthier food choices. We also 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about how to purchase healthy foods on a budget seasonal fruit and vegetables. After a short break, we will regroup and learn a few shopping tips and how to be physically active on a budget.

Lead a discussion on budgeting and healthy eating. How many of you budget your money when you go shopping? How much do you usually put aside for grocery shopping? Do you shop daily or on a weekly basis? What types of places do you usually visit to get your groceries?

Introduce Worksheet 65, Healthy Eating on a Budget and review its contents. Often times, stores will put out weekly or holiday sales, promotions, and or coupons. Weekly ad circulars and coupons can usually be found in Sunday newspapers, on store websites, or by subscribing to weekly sales emails. Take advantage of these to save A LOT of money and stock up on food items. Consider other places to get

inexpensive or free food products like food pantries and soup kitchens. Let's review the worksheet to learn more tips about how to save while eating healthy.

Transition to Worksheet 66, Seasonal Fruits and Vegetables and review its contents. As we just learned, buying items seasonal fruits and vegetables can save you money when grocery shopping at the grocery store. Seasonal fruits and vegetables may also be sold at city farmers markets which may often accept Link. Let's take a look at the worksheet to learn more about seasonal produce.

Give participants a break and let them know that the second half of the class will begin with a discussion on what participants do to prepare for a shopping trip.

Lead a discussion on what participants do to prepare for a shopping trip. Then introduce Worksheet 67, Shopping Tips. Ask participants if they have any other shopping tips. Do you keep a list of items to buy for grocery shopping? Do you shop based on the meals you will prepare during the week? What kinds of things do you do to organize your shopping?

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 68, 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 eat healthy and be physically active while staying on a budget. We also learned about seasonal fruits and vegetables and a few shopping tips.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 make lower fat and calorie selections at fast food restaurants
- Learn ways to fit physical activity in your day

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 65, Eating Healthy on a Budget



- If possible, purchase groceries in bulk.
- Buy bulk items (i.e. rice, beans) with a family member or friend.
- Know where and what stores are listing sales.
- Look for weekly in-store sales, promotions, and coupons.
- Decrease the number of ingredients used in your meals.
- Fruits and vegetables tend to be cheaper when they are in season.
- Remember, you might not be able to buy everything at one store.
- Plan to visit food pantries for alternative food choices.
- Consider soup kitchens that may serve healthy food.
- Seek information about growing fresh fruit and vegetables in community gardens or at home.
- Some farmer markets will give you 2-for-1 value with Link card.



Worksheet 66, Seasonal Fruits and Vegetables

**Buying seasonal fruits and vegetables
can help you save money!**



Item	Seasonal Availability
Apples	Mid May-October
Beans	Late June-late August
Bell Peppers	Mid June-October
Berries	Mid May-Mid September
Cabbage	May-Mid July, Mid August-October
Carrots	Mid May-Mid September
Greens	May-October
Lettuce	May-Mid June, Mid July-October
Melons	Mid May-Mid September
Peaches	Mid May-Mid September
Potatoes	Mid May-October
Sweet Potatoes	August-October
Spinach	May-Mid July, August-October
Squash	May-October
Strawberries	May-June
Tomatoes	Mid May-October



Worksheet 67, Shopping Tips

Planning your shopping trip can save you time, money, and ensure that you buy exactly what you need. Here are some tips for organizing your next shopping trip.

- Don't go shopping when you are hungry.
- Look at your budget.
- Plan out a weekly menu and a shopping list and place on fridge.
- Check your pantry and refrigerator and keep a list of items you are out of or running low.
- Ask yourself: *How often will you shop in a week?*
- Think about the store(s) you want to shop at and ask yourself: *How will I get there? How will I get home with my groceries?*
- Remember, take the list and coupons with you to the store and stick to it.
- Keep an eye at the register in case the items are mispriced, count the items you bought and compare them to the purchased items on the receipt.
- Look for sale items and be mindful of their sale by/expiration date.
- Practice perimeter shopping technique to shop for essential items.
- Consider store brand or generic items which may be cheaper.
- Bring your own grocery bags to avoid \$0.07 tax fee. Some stores offer discounts for every bag you bring!



Worksheet 68, **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.

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 22: EATING OUT

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

- Write **Fast Food Sample Menu** across the top of the flip chart/dry erase board

Then, create a chart as follows:

	Regular	Cal/Fat	Healthier	Cal/Fat	Difference in Calories
Main Dish					
Side Dish					
Drink					
TOTAL					

Overview Focus:

Fast Foods

Making Time to be Physically Active

Objectives

- To learn how to make lower fat, lower calorie selections at fast food restaurants
- To learn about making time for 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 10, **Behaviors for a Healthy Lifestyle 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
- Calculator
- Worksheet 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 69, **Fast Food Calorie Chart**
- Worksheet 70, **Healthier Fast Food Choices**
- Worksheet 71, **Fast Food Sample Menus**
- Worksheet 72, **Ways to Fit Physical Activity into Your Day**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 22nd session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 21: TIGHT BUDGET? Last week, we talked about how to purchase healthy foods and be physically active on a 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about fast food calorie charts and healthier fast food choices. After a short break, we will regroup and learn how to make healthier food choices and ways to fit physical activity into your day.

Lead a discussion by asking participants to name their favorite fast food restaurants and what they order. Next, ask how often they typically eat out at fast food restaurants each week.

Introduce Worksheet 69, Fast Food Calorie Chart. Ask participants if anyone remembers from CLASS 3: UNDERSTANDING CALORIES, how many calories they should be eating a day. Use table “Calorie Needs Per Day” to tell participants how many daily calories are needed according to age and gender. Ask them to circle the estimated calorie needs that best fit their age and gender. Stress that these numbers are important to maintain the ideal body weight. Tell participants that they should have ONLY 65 grams of fat each day to prevent heart disease and maintain a healthy weight. Review table “Physical Activities that Burn 100 Calories” and stress its importance. Review the main dish, side dish, and drinks tables at the bottom of the worksheet aloud. “Calorie Needs Per Day” shows a detailed breakdown of how many calories females and males require according to their age. “Physical Activities that Burn 100 Calories” gives some examples of everyday activities you can do to burn 100 calories. Keep in mind that your level of physical activity will affect the amount of calories you need to consume per day. This worksheet also includes examples of unhealthy types of foods you may find at fast food restaurants.

Transition to Worksheet 70, Healthier Fast Food Choices and review its contents. Here we see the same examples of unhealthy foods but with a healthier option next to it. Let’s take a look at these healthier choices.

Give participants a break and let them know that the second half of the class will begin with Worksheet 71, Fast Food Sample Menus.

Use the dry erase board/flip chart (made in advance) to lead a group activity. Tell the group that they will be creating a group sample menu and learn how to make healthier food choices. Ask them to use Worksheet 70, Healthier Fast Food Choices to identify one regular main dish, one regular side dish, and a regular drink as a group. Write their sample menu on the board/flip chart under the “Regular” column. Use a calculator to fill in the calories/fat for each meal under the first “Cal/Fat” column. Ask participants to copy this information onto their worksheets. Next, instruct the group to identify the healthier food alternative for the main dish, side dish, and drink and write their responses under the “Regular” column on the board/flip chart. Enter the corresponding calories/fat for each meal under the second “Cal/Fat” column. Ask the group to copy this information onto their worksheets. Finally, calculate the total number of calories and fat for both the regular and healthier meal options and write this in the “TOTAL” row. Ask them to copy these numbers onto their worksheets.

Lead a discussion on differences between both meals. Discuss what percentage of their recommended daily calories comes from their sample meals. Let’s take a look at the sample menus we came up with. As you can see, opting for healthier food choices leads to a reduction in calories. To do this, you need to make an effort to make changes to your eating habits. What are some of the differences between both meals? Worksheet 70, Healthier Fast Food Choices shows these changes in bold font. Let’s take a look at these changes.

Ask participants to fill out the second Fast Food Sample Menu individually. Walk around the room and answer participants’ questions as needed. Then, lead a discussion on differences between both meals and what percentage of their recommended daily calories comes from their sample meals.

Go over “Tips for Ordering” at the bottom of the worksheet. Ask the participants to identify which tips were used in the “Healthier” menus above. Remind participants that even these simple changes can make a meal healthier. Ask the participants if they can think of any other ways to make healthier choices when eating at fast food restaurants and write them under “My Ideas”. Lead a discussion on participants’ ideas.

Transition to Worksheet 72, Ways to Fit Physical Activity into Your Day and review its contents. Lack of time is a common obstacle to becoming more physically active. Luckily, there are some things you can do to introduce physical activity into your day. Let’s read these aloud. Does anyone have other examples of how to fit physical activity into your day? Those are great examples! You can also opt for walking instead of taking the bus for short distances. You can also park at the back of the parking lot when you go shopping.

Lead a discussion on how likely participants are to include physical activity into their days. Encourage them to incorporate these tips into their action plans. Would any of these examples work for you? If not, how can you change them to make them work for you? How likely is it that you’d be willing to try this one?

Summarize the class. In today’s class, we learned how to make healthier food choices when eating out at fast food restaurants. We also learned different ways to fit physical activity into our day.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 manage smoking, alcohol, and drugs

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 69, Fast Food Calorie Chart

Calorie Needs Per Day

Age	Females	Males
14-18	1800	2200
19-30	2000	2400
31-50	1800	2200
51+	1600	2000

Physical Activities that Burn 100 Calories

Physical Activity	Minutes
Grocery shopping	40
Carrying groceries upstairs	12
Washing dishes	40
Folding clothes	44
Mopping	25
Taking out the trash	30
Mowing the lawn	18
Cleaning gutters	18
Painting walls	30

Only 65 grams of fat are needed each day!!

Your level of activity will affect the amount of calories you need per day.

Main Dish	Calories/Fat
Cheeseburger with cheese	800 / 49g
Chicken sandwich (fried)	560 / 28g
Fried chicken	470 / 28g
Pepperoni pizza (2 slices)	535 / 24g
Taco salad	790 / 42g
7 layer burrito	520 / 22g
Croissant with sausage, egg, cheese	470 / 32g
Egg muffin	281 / 13g

Side Dish	Calories/Fat
French Fries small	210 / 10g
medium	450 / 22g
large	540 / 26g
Baked Potato (loaded with bacon, sour cream, cheese)	590 / 34g
Mashed potatoes with gravy	120 / 5g
Traditional Caesar salad	290 / 23g
Cole slaw	190 / 11g
Hash browns	138 / 7g

Drinks- Regular	Small	Medium	Large	Extra large
Regular soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g
Fruit punch	248 / 0g	331 / 0g	436 / 0g	662 / 0g
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Lemonade	90 / 0g	120 / 0g	158 / 0g	240 / 0g
Beer	143 / 0g	195 / 0g	305 / 0g	483 / 0g
Red wine	125 / 0g	250 / 0g	375 / 0g	625 / 0g

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

Worksheet 70, Healthier Fast Food Choices

Main Dish- Regular	Calories/ Fat	Main Dish- Healthier	Calories/ Fat	Fewer Calories/ Fat
Cheeseburger with cheese	800 / 49g	Burger- no cheese, no mayo	540 / 24g	260 / 25g
Chicken sandwich (fried)	560 / 28g	Chicken Sandwich- grilled	410 / 17g	150 / 11g
Fried chicken	470 / 28g	Chicken breast- roasted	250 / 10g	220 / 18g
Pepperoni pizza (2 slices)	535 / 24g	Pizza- cheese (2 slices)	375 / 11g	160 / 13g
Taco salad	790 / 42g	Taco salad- no shell	420 / 21g	370 / 21g
7 layer burrito	520 / 22g	Bean burrito	370 / 12g	150 / 10g
Croissant with sausage, egg, cheese	470 / 32g	Croissant with egg, cheese- no sausage	300 / 17g	170 / 6g
Egg muffin	281 / 13g	Muffin with butter & jelly	234 / 4g	47 / 9g

Side Dish- Regular	Calories/ Fat	Side Dish- Healthier	Calories/ Fat	Fewer Calories/ Fat
French Fries small	210 / 10g			
medium	450 / 22g	Baked potato- plain	310 / 0g	140 / 22g
large	540 / 26g	Baked potato- plain	310 / 0g	230 / 26g
Baked Potato (loaded with bacon, sour cream, cheese)	590 / 34g	Baked potato- plain	310 / 0g	280 / 34g
Mashed potatoes with gravy	120 / 5g	Mashed potato- no gravy	100 / 4g	20 / 1g
Traditional Caesar salad	290 / 23g	Traditional Caesar- no dressing	70 / 4g	220 / 19g
Cole slaw	190 / 11g	Green beans	45 / 2g	145 / 9g
Hash browns	138 / 7g	Fruit cup	47 / 0g	91 / 7g

Drinks- Regular	Small	Medium	Large	Extra large
Regular soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g
Fruit punch	248 / 0g	331 / 0g	436 / 0g	662 / 0g
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Lemonade	90 / 0g	120 / 0g	158 / 0g	240 / 0g

Drinks- Healthier	Small	Medium	Large	Extra large
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Unsweetened tea	0 / 0g	0 / 0g	0 / 0g	0 / 0g

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

Worksheet 71, Fast Food Sample Menus

	Regular	Cal/Fat	Healthier	Cal/Fat	Difference in Calories
Main Dish					
Side Dish					
Drink					
TOTAL					

	Regular	Cal/Fat	Healthier	Cal/Fat	Difference in Calories
Main Dish					
Side Dish					
Drink					
TOTAL					

Tips for Ordering

- Leave off the cheese
- Choose fat-free dressing or no dressing
- Choose diet or unsweetened drinks
- Look for fruits and vegetables as sides
- Choose baked or grilled instead of fried
- Hold the mayo
- Choose regular vs larger meals

My Ideas

- _____
- _____
- _____
- _____

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

Worksheet 72, Ways to Fit Physical Activity into Your Day

- **Break up physical activity into short segments throughout the day.**
 - **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.**



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

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 23: SMOKING, ALCOHOL, AND DRUGS

Overview Focus:

Healthy Lifestyle Choices

Objectives:

- Learn ways to manage smoking, alcohol, and drugs

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 73, **Quitting Smoking is a Healthy Choice**
- Worksheet 74, **Smoking Cessation Resources**
- Worksheet 75, **Alcohol: The Facts**
- Worksheet 76, **Substance Use: The Facts**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 23rd session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 22: EATING OUT? Last week, we learned how to make healthier food choices when eating out at fast food restaurants. We also learned different ways to fit physical activity into our day. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about why quitting smoking is a healthy choice and learn a few smoking cessation resources. After a short break, we will regroup and learn about alcohol and substance use.

Dear Facilitator: In the following section, be prepared to provide information and if participants want to take action, have informational pamphlets and resources ready to pass out. Also, be prepared to use the Peer Navigator manual for additional resources.

State that today's class is meant to present not so healthy behaviors and how changing these could lead to healthier outcomes. Today's class is NOT meant to be individualized psychotherapy on how to quit smoking or decrease alcohol and substance consumption. Instead, we want to inform you about the outcomes of engaging in each behavior.

Introduce smoking and ask participants if they currently engage in this behavior. Worksheet 73, Quitting Smoking is a Healthy Choice and review its contents. Ask participants how much money they can save by not smoking. Smoking can cause a lot of health problems, so it's better not to smoke. For those of you that do smoke, know that this group isn't meant to help you quit. We only want to share why it would be a good idea to quit smoking. Let's read the worksheet aloud to learn more.

Transition to Worksheet 74, Smoking Cessation Resources and review its contents. The free online apps will allow you to track your progress and get in touch with other users for support. If you are interested in quitting, it might also be a good idea to check with your health care physician, case manager, or therapist to find out about programs for quitting.

Give participants a break and let them know that the second half of the class will begin with Worksheet 75, Alcohol: The Facts.

Dear Facilitator: In the following sections, be careful not to go too in depth when discussing alcohol and drugs as it can lead to triggering some participants. If this does happen, be prepared to refer them to their health care provider, therapist, or case manager.

Inform participants on why alcohol is detrimental to their health. If any participants have concerns about alcohol use or want to cut down, refer them to their health care provider, therapist or case manager. Then introduce Worksheet 75, Alcohol: The Facts. Another way to live a healthier lifestyle is to decrease intake of alcohol and substances. Alcohol is detrimental to your health in more than one way. It harms the liver, has a lot of calories, and may put you in risky situations or impair your judgement. Alcohol can also lead to dehydration if consumed excessively. Let's read the worksheet to learn more.

Introduce drug use and why it is harmful to the human body. Ask participants for other cons of drug use and lead a discussion based on their responses. While illegal drugs (e.g., marijuana, heroin, cocaine, ecstasy) and misusing prescription medication can have different effects depending on the type of drug, they all harm your body. Like alcohol, they can affect your judgment, which could in turn affect your health and well-being. Does anyone have any other examples of how drugs can be harmful to your body?

Introduce Worksheet 76, Substance Use: The Facts and review its contents. If any participants feel that drug use might be a problem, ask them to speak with their therapist or case manager. There are different types of drugs: marijuana, opiates, and stimulants. Let's take a look at the worksheet to learn more about each type of drug. If you are struggling to overcome drug use, you may wish to visit a helpful organization such as Narcotic Anonymous.

Encourage participants to visit their health care provider, therapist, or case manager if they have any health concern.

Summarize the class. In today's class, we learned about smoking, alcohol, and substance use and why they are detrimental to your body. We also learned about the different resources available for addressing these behaviors.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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

Briefly introduce next session: Next class, we will

- Review tips for eating at home and eating out
- Learn more about how to be physically active if you have a physical or medical condition

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 73, **Quitting Smoking is a Healthy Choice**

If you quit smoking...

- You will lower your risk for many serious diseases.
- You will soon find that you can walk farther or play harder without becoming short of breath.
- You will have extra spending money.
- Your sense of taste will improve
- Your sense of smell will improve.
- Your clothes, car, and home will smell better.
- You'll stop burning holes in your favorite things.
- You will be a role model to others who are trying to quit.
- Nonsmokers will be happier to spend time with you.
- You will have better housing opportunities available.



Worried about weight gain from quitting smoking?

- Smokers weigh about 7 pounds less than non-smokers.
- On average, people who quit smoking gain about 7 pounds. This is often due to replacing cigarettes with high calorie foods.
- Managing your weight and quitting smoking together can help you control the weight gain normally associated with quitting smoking.
- Substitute holding cigarettes with something else (e.g., toothpick).
- Hold something other than cigarettes (e.g., toothpick).

Make a choice to live a healthier lifestyle by managing your weight and quitting smoking.



Worksheet 74, **Smoking Cessation Resources**



Smoker's Helpline (800) QUIT-NOW (800-784-8669)

Online Quitting Resources: www.smokefree.gov

American Cancer Society: www.cancer.org

American Lung Association: www.lungusa.org

American Lung Association Hotline: (800) LUNG-USA

U.S. Department of Veteran Affairs: 1-855-QUIT-VET (1-855-784-8838)

Chicago-based Resources:

- **Courage to Quit:** offered by The Respiratory Health Association at several locations including The University of Chicago Medicine. To learn more, visit: <https://lungchicago.org/what-we-offer/our-programs-initiatives/courage-to-quit/>
- **Healthy Lungs Initiative** at: <https://lungchicago.org/timeline/healthy-lungs-initiative-launched/>
- BecomeAnEx.org
- **Illinois Tobacco Quitline** at (866) QUIT-YES



Online Apps:

- **LIVESTRONG MyQuit Coach:** Free
- **Quit It Lite:** Free
- **Quit Smoking: Cessation Nation:** Free
- **FreeCraving to Quit:** Free with in-app purchases

Worksheet 75, Alcohol: The Facts

Did you know...?

- Quitting drinking lowers your risk for many serious diseases (e.g., liver disease, heart disease, and cancer).
- Alcohol has lots of calories that can make you gain weight.
- Many medications, especially psychiatric medications, have extremely harmful side effects when mixed with alcohol.
- In 2000, the National Institute of Health estimated that alcohol abuse costs the country about \$185 million each year in medical expenses.
- Alcohol is a factor in 40% of traffic fatalities.
- Alcohol consumption can have especially harmful effects on people with diabetes and cirrhosis.
- Alcohol can lead to poor judgement and cognitive impairment.



Where can I get help?

- Talk to your doctor or therapist
- Check out your local Alcoholics Anonymous meeting.

For additional resources, call SAMHSA's National Helpline at 1 (800) 662-HELP (4357).



Worksheet 76, Substance Use: The Facts

Did you know...?

Marijuana

- Those who smoke marijuana may experience short-term memory problems that may become permanent after a prolonged period of drug use.
- Memory problems may result in eating changes.
- Sometimes individuals who use marijuana experience a subjective increase in appetite which may cause overeating and weight gain.



Opiates (heroin, morphine etc.)

- Users may display erratic drug-seeking behavior, altered eating habits, and weight loss if taken regularly.
- Prolonged use results in irregular eating habits or forgetting to eat altogether. Long-term use also leads to extensive organ damage and disease, which is typically associated with weight loss.

Stimulants (cocaine, meth etc.)

- Using stimulants can speed up brain activity and increase blood pressure and heart rate.
- People may fail to recognize urges of hunger or dehydration, which could result in weight loss and other, more lethal health consequences.

Where can I get help?

- Seek out support from people you trust.
- Reach out to your faith-based community (e.g., church, synagogue, and mosque).

For additional resources, call SAMHSA's National Helpline at 1 (800) 662-HELP (4357).

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 24: SHORTCUTS TO SUCCESS

Overview Focus:

Tips for Eating at Home and Eating Out
Pain and Medical Conditions and Physical Activity

Objectives

- To review some helpful eating tips for eating at home and eating out
- To learn more about how to be physically active if you have a physical or medical condition

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 77, **Eating Tips**
- Worksheet 78, **Coping with Pain and Medical Problems**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 24th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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 whom were only partially successful or not at all successful.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS TO SMOKING, ALCOHOL, AND DRUGS? Last week, we talked about ways to live a healthier life and risk prevention in terms of health. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review some helpful tips for eating at home and eating out. After a short break, we will regroup and learn about how to engage in physical activity if you have a physical or medical condition.

Remind participants that we can all pay better attention to not only what we eat, but how, where, and why we eat.

Introduce Worksheet 77, Eating Tips and review its contents. Lead a discussion on what behaviors participants already do and their importance. Reinforce especially important tips for healthy eating. This worksheet presents tips on how to control your eating habits. For each of these tips, think about whether or not you already engage in that specific behavior. Let's read the tips aloud. How hard would it be for you to try a tip you haven't tried before? Which tip is important for you? How will trying this tip help you? Remember to practice good portion control and try not fill up your plate or bowl with more than what you need. You may also want to use a smaller plate or bowl to help make sure you don't overeat.

Next, ask participants to think about the tips they already use and the tips they would like to add to their life. Instruct them to fill out the second half of the worksheet with their thoughts. Ask if anyone would like to share their responses.

Give participants a break and let them know that the second half of the class will begin with a discussion on how physical pain and medical conditions can affect physical activity.

Transition to a discussion on the effects of physical pain and medical conditions on 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 78, 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 some helpful tips for eating at home and eating out. We also learned more about 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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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 some eating control and hunger management techniques
- Learn more about medications and weight

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 77, Eating Tips



At Home

Never eat out of boxes, cartons, or bags.

Fix your plate in the kitchen and bring it to the table to eat. Leave the main serving bowls, pots, etc. in the kitchen so you won't be tempted to eat more.

Never eat while watching television or talking on the phone because you may not pay attention and overeat. Instead, eat at the table.

When cooking, avoid the temptation to lick the spoon and oversampling.

When cleaning up, avoid the temptation to eat leftovers.

At home, fill your salt shaker with another spice to lower your sodium intake.

Eating Out

If you have to have a dessert, split it with someone else or eat just half a serving and save the rest for another day.

If you're at a party where snack foods are available, chew gum to avoid overeating.

You don't have to eat it all----save some for later.

If eating out, ask your waiter or waitress to pack your leftovers first.

When eating out, choose food that is low in calories and fat.

Get the smallest size when eating out.

When eating at buffets, choose healthier foods.

If possible, choose from the kids' meal section.

Both

Use smaller plates, bowls, or glasses so you can see how much you are eating especially at buffets.

Always drink plenty of water or low calorie sugar-free beverages with your meal.

If you are out, split a dessert with someone else. At home, eat only half a serving.

Eat slowly. Take plenty of time to chew and enjoy each bite.

Put your fork down in between every bite.

What tips are you using?

- _____
- _____
- _____
- _____
- _____

What tips would you like to try?

- _____
- _____
- _____
- _____
- _____

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

Worksheet 78, **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.



MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 25: USING DISTRACTIONS

Overview Focus:

Eating Control Techniques and Hunger Management
Effects of Medication on Weight

Objectives

- To learn some techniques for eating control and hunger management
- To learn more about the effects of medication on weight

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 79, **Tempted? Control Yourself!**
- Worksheet 80, **Slow Down...You Eat Too Fast!**
- Worksheet 81, **Medication and Weight**
- Worksheet 20, **Action Planning: Making A Healthy Eating Action Plan**
- Worksheet 18, **Action Planning: Making A Physical Activity Action Plan**
- Worksheet 24, **Homework**

SESSION OUTLINE

Introduce yourself and welcome participants to the 25th session of the BHL 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 healthy eating and 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 healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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 whom were only partially successful or not at all successful.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 24: SHORTCUTS TO SUCCESS? Last week, we talked about tips for eating at home and eating out. We also learned more about how to stay physically active even if you have a physical or medical condition. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about eating control techniques and hunger management. After a short break, we will regroup and learn more about medication and its effect on weight.

Dear Facilitator: In the following section, be prepared to provide information on impulse control. Have informational pamphlets and resources ready to pass out in case participants wish to take action. Also, be prepared to provide examples about impulsive eating (e.g., walking past a vending machine or entering a movie theater and passing by the popcorn stand).

Introduce "Impulse Control" and ask participants to describe what it feels like to have an "impulse" to eat and whether or not they struggle with it. Think about the situation that led to impulsive eating. Impulse eating is a major contributor to weight gain. However, there are tricks and techniques that you can adopt to help avoid giving in to eating on impulse. Sometimes you may need help dealing with temptation to control the "impulse" to eat.

Transition Worksheet 79, Tempted? Control Yourself! and review each technique thoroughly. Demonstrate techniques with examples as needed. Ask participants for other kinds of techniques. Afterwards, ask participants which technique would work best for them. If you want to address temptations, you may wish to start learning tips on how to control your urge to overeat. For example, when you recognize the rising urge to eat, you can take 5 slow, deep breaths and immediately find something else to do to serve as a distraction. Let's read the worksheet aloud to learn more techniques. Which technique do you think will work best for you?
Worksheet 80, Slow Down...You Eat Too Fast!

Transition to Worksheet 80, Slow Down...You Eat Too Fast! and review each strategy on how to slow down while eating. Eating too fast is another common problem for people who are overweight. Does anyone have this problem? Feeling full takes time, and so should your eating. Here are some tips you can implement to help you slow down. Do you think any of these techniques will work for you?

Encourage participants to use these techniques to update their action plans for the week. A reasonable new goal might be to commit to putting your fork down between each bite and chewing more slowly during dinner for that week.

Give participants a break and let them know that the second half of the class will begin with a discussion on medication and weight gain.

Ask participants to share what they have heard about the how medication can affect a person's weight. Tell them that one side effect of certain medications is weight gain or loss. People may have noticed a change in their weight after taking a medication.

Transition to Worksheet 81, Medication and Weight and review its content. Stress that although being on medication may cause them to gain weight and make it difficult to engage in physical activity, keeping healthy eating habits and being physically active to some degree will help them counter that side effect. Newer antipsychotic medication is very effective in managing symptoms and improving functioning; however, weight gain is one serious side effect. Also, being overweight increases your risk for other medical conditions, such as diabetes, high blood pressure, high cholesterol, and heart disease. Keep in mind that certain medications may also impact your physical activity. You will find this is especially true if you are taking medication for diabetes or heart problems. Let's read the worksheet aloud to learn more about what you can do to address medication weight gain.

Remind participants that they should not make changes to their medication regimen or stop taking medication without consulting their medical provider and or psychiatrist.

Summarize the class. In today's class, we reviewed some helpful tips for managing your impulse to eat and learned more about how medication may impact your weight.

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 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week. Participants should first determine their general goal (i.e. healthy eating, physical activity) 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 help them for being successful.
- Determining things that might make it hard to be successful.

Pass out Worksheet 24, Homework. Ask participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, 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.

Transition to homework worksheets.

Briefly introduce next session: Next class, we will

- Learn more about emotional eating
- Learn about how to deal with boredom

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 79, **Tempted? Control Yourself!**



Sometimes, we need help dealing with temptations and impulses to eat.

You CAN learn to control your urges to overeat.

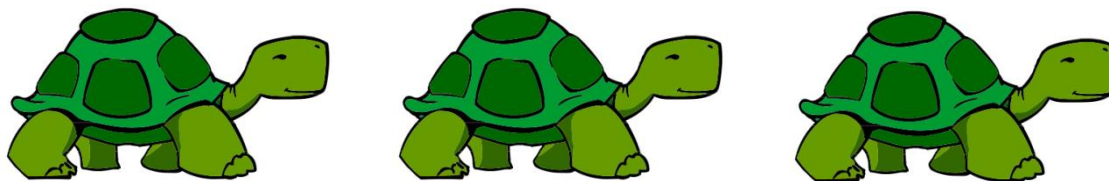
Here are some suggestions:

- Think about the progress you have made and the goals you have set.
- Gum, a mint, toothpick, or a straw may reduce urges to eat.
- Think about the benefits of losing weight.
- Drink some water, diet soda, or some other calorie-free beverage.
- Say **STOP!!!** to yourself.
- Take 5 slow, deep breaths and immediately find something else to do.
- Do some fun physical activity. Get active!
- **LEAVE!**--- if at all possible, remove yourself from the situation.



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

Worksheet 80, **Slow Down...You Eat Too Fast!**



Eating too fast is almost always a problem for people who are overweight. Take your time eating your meal so that your body knows when it is full.

Here are some tips:

- Slow DOWN. When you eat slowly, you will feel satisfied with smaller portions.
- While eating, tell yourself to eat slowly; try to taste and enjoy every bite.
- Try to pause in using your utensils between every bite.
- Chew, Chew, Chew! Try to chew each bite several times before swallowing.
- Learn to recognize what it feels like to be full.
- As you start feeling full, stop eating and save what is left for the next meal.
- Try stopping halfway through your meal and gauge how full you are. Let your answer guide your eating.
- Avoid taking second helpings. At the very least, wait 5 minutes and check to see if you are still hungry.

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

Worksheet 81, Medication and Weight



Consider how medication will affect your weight

- Before taking medication, it's important to learn how it will affect your weight. Ask your healthcare provider how much weight people typically gain while taking a specific medication.
- Try to weigh yourself before starting a new medication and keep a weight log. Inform your doctor, psychiatrist, or other healthcare provider about any weight change and your log.
- If your medication leads to considerable weight gain, discuss an alternative with your doctor.
- Partner with your doctor to manage your medication and regulate your weight to take care of your health.



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

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating 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: _____

Worksheet 18, 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: _____

CLASS 26: EMOTIONS AND FEARS

Overview Focus:

How to Deal with Boredom
Emotions and Your Weight
Bike-sharing Programs

Objectives

- To learn about dealing with boredom
- To learn tips to avoid emotional eating
- To learn about bike-sharing programs

Weigh-in

- Place scale in out-of-way corner of classroom.
- 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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 21, **Action Plan Tracking Sheet**
- Worksheet 82, **Dealing with Boredom**
- Worksheet 83, **Emotions and Your Weight**
- Worksheet 84, **Bike in the City**

SESSION OUTLINE

Introduce yourself and welcome participants to the 26th session of the BHL 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.

Ask participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet. Let's review your healthy eating and physical activity action plans from last week. Take a look at the first row. How successful were you in achieving your healthy eating 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.

Ask participants to fill out row two of Worksheet 21, 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.

Briefly review previous session and last week's Worksheet 24, Homework. Do any of you remember what we learned about last week during CLASS 25: USING DISTRACTIONS? Last week, we learned about eating control techniques and hunger management. We also learned about the effects of medication on weight. 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to talk about how to deal with boredom and learn tips to avoid emotional eating. After a short break, we will regroup and learn about biking in the city.

Lead a discussion about boredom. Ask participants to describe what it feels like to be bored and to struggle with it. Establish agreement that boredom eating is a major contributor to weight gain. Introduce the idea that there are tricks/techniques that can be used to help avoid giving in to boredom and eating. How many of you struggle with being bored? What do you usually do when you're bored? Some of you might look in the refrigerator even when you're not hungry.. If not controlled, eating because you're bored may lead to weight gain.

Introduce Worksheet 82, Dealing with Boredom and review each tip. Remind participants that sometimes we might need help to deal with boredom. Lead a discussion about what tips might work for participants. Encourage them to incorporate any of these tips into their action plans. Boredom can keep you from living a healthy lifestyle; specifically, being physically active and eating healthy. This worksheet offers several tips to help you maintain healthy habits. Let's read these aloud. Which of these techniques do you think might work for you? Which one would you be willing to try this week?

Lead a discussion on comfort foods with participants. It is sometimes easier to overeat comfort foods. What kinds of foods are comfort foods for you? Do you eat any of these foods when you get upset? If so, is there a self-monitoring plan that you follow to keep of how much you consume?

Transition to Worksheet 83, Emotions and Your Weight and review its contents. Read the worksheet aloud and explain why people eat in response to their emotions. Explain the purpose of the scale, which used to monitor emotions and develop a plan to address emotional eating. Instruct participants to fill out the scale at the bottom of the worksheet according to how they are currently feeling. Then, ask them to answer the question at the bottom of the page and lead a discussion on participants' responses. As you may remember, emotional eating can occur when you feel stressed or sad. Let's take a look at the scale on the worksheet. Take a moment to rate how you are currently feeling. Remember 10= At my best (e.g., peaceful, no anxiety; 5=Moderately upset (e.g., uncomfortable, unpleasant, but manageable); and 1=At my worst (e.g., completely overwhelmed, unbearably bad, highly anxious or upset). Be aware that some people can't eat when they're upset. You can use the scale to keep track of your feelings and address them before they get out of hand. This scale is especially helpful to avoid mindless and emotional eating.

Read "Tips for avoiding emotional eating" and after, lead a discussion about what tips might work for participants. Encourage them to incorporate some of them into their action plans. Now, let's review the tips to avoid emotions and how you might use these to develop a plan. Which tip do you think might work for you?

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

Lead a discussion on biking as a way to be physically active. Ask participants if any of them go bike riding. Encourage safe bike riding throughout the city. Biking is a great way to be physically active especially when you live in the city. Chicago has various scenic routes, bike trails, and parks where you can bike. Remember, wear a helmet and follow common traffic rules to avoid any accidents. Do any of you go biking? Where do you usually ride your bike? Biking rules may change from city to city. Visit https://www.cyberdriveillinois.com/publications/pdf_publications/dsd_a143.pdf to learn more about biking rules in Chicago.

Introduce Worksheet 84, Bike in the City and read it aloud. Ask participants if they know about Divvy's bike-sharing program. Inform them of the program's reduced membership fee and how they might find out if they qualify. In case you are not familiar with it, the program works similar to renting a movie. You pick up a bike, use it, and then return it by a certain time to any Divvy bike station. Also, keep in mind that you may qualify for a reduced one-time \$5 annual membership depending on your income. There are other similar bike-sharing programs around the U.S., let's take a look at the worksheet to learn more.

Summarize the class. In today's class, we learned about dealing with boredom and tips to avoid emotional eating. We also learned about bike riding in the city by using bike-sharing programs.

Briefly introduce the next steps in the program: In two weeks, we will meet once a week for a total 2 months. In each review class we will revisit previously learned key material as a refresher of the tools you need to help you achieve your healthy eating and weight loss goals. We will also answer one to two questions per review class section for review classes 1-7 from the Graduation from Services worksheet.

Set up/confirm the next meeting.

End session.

Worksheet 21, Action Plan Tracking Sheet

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

Action Plan	Success Rating	Problem(s) That Got/Get in the Way	Possible Solution(s) that Might Help
<p>Healthy Eating</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>Physical Activity</p> <p>Last week, I was going to...</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

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

Worksheet 82, Dealing with Boredom

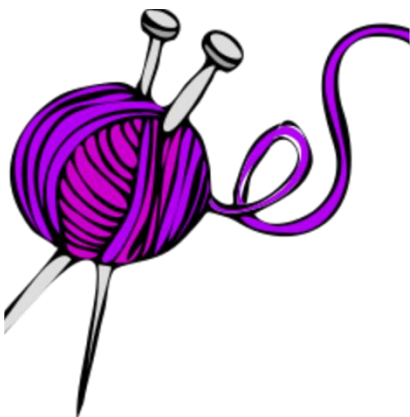


Get Active

- Go for a walk
- Put on some music and dance
- Put on an exercise tape and move!
- Walk the dog
- Mow your lawn

Occupy Your Mind

- Read a good book
- Do a crossword puzzle
- Call an old friend for a chat
- Surf the internet



Learn Something New

- Take up a hobby
- Do something you have always wanted to do
- Take a community class

Tips for avoiding emotional eating: Recognize that eating doesn't make the problem go away! Instead, try to deal with the problem in ways other than eating.



Take a short walk and visit a friend.



Think positively. Look at yourself in the mirror and affirm yourself.



Get active. Do a household chore even if you don't feel like it.



Distract yourself. Listen to some music that lifts your spirit.



Avoid the kitchen. You will be less tempted to feed your emotions.



Take the time to journal how you're feeling. Think about how far you've come!



Get help for your emotions. See your primary care provider or a counselor, or talk things over with a spiritual advisor or a friend

What activities could you try besides eating when you feel upset?

Using this information, try to develop a plan that does not involve food to address your emotions. What does this plan look like?

Worksheet 84, **Bike in the City**

A good way to be physically active in Chicago is biking. The Divvy program is a great alternative if you don't already own a bicycle. You may even qualify for reduced membership through Divvy for Everyone (D43), a program offered by the Chicago Department of Transportation whose mission is to make Divvy accessible and affordable for everyone!

Here's how it works:

1

Join: Visit your nearest Divvy station kiosk or Divvy website to purchase a 24-hour pass or pick the best membership that works for you.

2

Unlock: Several Divvy bike stations exist throughout the city of Chicago. Find the nearest one, obtain a code or use your member access key to unlock a bike.

3

Ride and Return: Ride for 30-minutes at a time for as long as you want while your membership or pass is active. When you're done, visit any Divvy station and dock the bike. Wait until the green light turns on to secure the bike. If you wish to ride longer, you will have to unlock a bike again.

Divvy for Everyone (D43): Offers a discounted \$5 annual membership. To qualify, you must:

- Visit your nearest LISC Financial Opportunity Center.
- Have an annual household income at or below 300% of the Federal Poverty Level (e.g., 1 person household = maximum of \$35,310).
- Present proof of income (e.g., check stub).
- Picture ID to demonstrate Chicago residency and age. You may also bring a utility bill with Chicago address.
- Pay a \$5 in cash, credit, or debit.

Visit <https://www.divvybikes.com/pricing/d4e> for more information.

Bike-sharing Programs around the U.S.

- **Capital Bikeshare; Washington, D.C.:** offers single trips, 24-hour, 3-day and 30-day passes along with special programs to help reduce the annual membership fee of \$85. Free and reduced memberships are available for low-income users through [Community Partners Program](#) and the [Montgomery County Department of Transportation](#).
- **Austin B-cycle; Austin, TX:** makes biking possible accessible to low-income users through the [B-cycle For All](#) program. To qualify, users must be Austin residents with an annual household income of \$25,000 or less and not be a full-time student.
- **Nice Ride Minnesota; Minneapolis-St. Paul, MN,** offers single trips and 24-hour and 30-day passes. [Nice Ride Minnesota](#) also offers a \$75 annual membership. The program is only available from April to November due to winter season.
- **Hubway; Boston, MA:** offers 24-hour and 72-hour passes and \$99 annual membership. The City of Boston and the Boston Public Health Commission offers [Boston's Low-Income Program](#) for low-income users and people with weight or health-related issues prescribed by a Boston Medical Center physician.
- **Bay Area Bike Share, San Francisco, CA:** offers single ride trips and day passes and reduced \$5 annual memberships for low-income users through Ford GoBike's [Bike Share for All](#). Users must be 18 or older and qualify for Calfresh, SFMTA (Low Income) Lifeline Passes or PG&E CARE utility discount.
- **Denver B-cycle, Denver, CO:** offers 24-hour, flex (yearly), monthly and several annual options. [Annual Subsidized](#) \$10 membership fee is available for Denver residents who qualify for Medicaid or Medicare.



Review Classes

Offered once per week after initial 26 classes

The 8 Review Classes (R1-R8) begin after participants have completed the full 26-week class curriculum. These classes are held once a week for 2 months and will continue to coincide with 2 physical activity classes a week. The purpose of these classes is to review topics that have already been covered in other sessions. The topics that have been picked for these classes are the most important overall concepts of the curriculum. During review classes, participants will complete 1 to 2 questions from the Graduation from Services worksheet. Upon completion of the 8 Review Classes, participants will have finished the program. During the final review class (R8), participants receive a Certificate of Completion, as well as their workbook with all of the worksheets from the entire study.

REVIEW CLASS 1: GOOD NUTRITION

Overview Focus:

Good Nutrition

Making Healthy Choices

Portion Control and Serving Sizes

Objectives

- Review previously learned information about the basics of good nutrition
- Review previously learned information about the basics of making healthy food choices
- Review previously learned information about the basics of portion control and serving sizes
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 28, **Obesity Related Health Risks**
- Worksheet 4, **5 Food Groups**
- Worksheet 33, **Serving Sizes**

SESSION OUTLINE

Introduce yourself and welcome participants to the 1st review session of the BHL 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 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review obesity related health risks and the basics of good nutrition. After a short break, we will regroup and review healthy food choices, portion control, and serving sizes. We will also answer questions 1 and 2 from the Graduation from Services worksheet found in Appendix C of your workbook.

Ask participants if they remember what medical conditions are related to being overweight. Then, introduce Worksheet 28, Obesity Related Health Risks and briefly review its contents. Ask participants if they remember why knowing what calories are is important for understanding good eating habits. Remember, losing weight will help you lower your risk of getting those diseases. It is important to understand that good eating habits are an important part of weight control. To understand good eating habits, you must also understand what calories are and how they work. Calories are units of energy. They describe how much energy your body gets from eating and drinking. Your body needs calories to function and they are in everything you eat and drink. You burn these calories when you engage in physical activity. You can control your weight by keeping a balance between what you eat and how active you are. When you eat or drink more calories than your body uses up, you gain weight. To lose weight, you should eat and drink less and increase your physical activity. You should also burn more calories than you take in.

Transition to Worksheet 4, 5 Food Groups and review its contents. Remind them of the types of food that fall under each of the 5 food groups. Ask participants to identify healthy examples in each food group. Remember, for fruit you can eat fresh, frozen, canned, dried fruit or drink fruit juice. Just make sure the fruit has no added sugar, salt, or syrup. For vegetables it is best to bake or steam vegetables without oil or salt. Also, you might want to consider sticking with low-fat, skim, and non-fat options when thinking about dairy products. Keep in mind that it is best to eat whole grains or wheat and practice portion control because there are a lot of carbohydrates in the grains and pasta group. For meats and other proteins, consider choosing fish instead of red meat as it is healthier and limit the amount of processed meats (e.g., hotdogs, sausages, and bacon) you eat as they are very high in saturated fat and salt.

Give participants a break and let them know that the second half of the class will begin with a discussion on portion control.

Ask participants if they remember what portion control means. That's right, it means that you understand what a serving size is and also that you eat just that amount. By eating less food, you will take in fewer calories. A serving size is the recommended amount of food or recommended size of beverage. If you go over the recommended serving size, you run the risk of gaining weight. It is important to remember what a reasonable portion size is and to stick to just that amount. To do this, we learned how to use familiar objects to help us figure out how big a single serving size is.

Transition to Worksheet 33, Serving Sizes and review its contents. Afterwards, place the deck of cards and computer mouse on the plate. Remind participants that the rest of the plate should be filled with vegetables.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read questions 1 and 2 aloud and ask participants to answer them as honestly as possible.

Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using questions 1 and 2 from the Graduation from Services worksheet. Take a couple of minutes to read and answer these questions as honestly as possible. Remember, your answers will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer questions 1 and 2 from the Graduation from Services worksheet found in Appendix C. Questions 1 and 2 are listed below for your convenience:

- What has participating in the BHL program meant to you?
- In what ways have the other participants helped you?

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 2. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on the basics of good nutrition, making healthy food choices, portion control, and serving sizes. Finally, we reflected on program participation by completing and discussing questions 1 and 2 of the Graduation from Services worksheet.

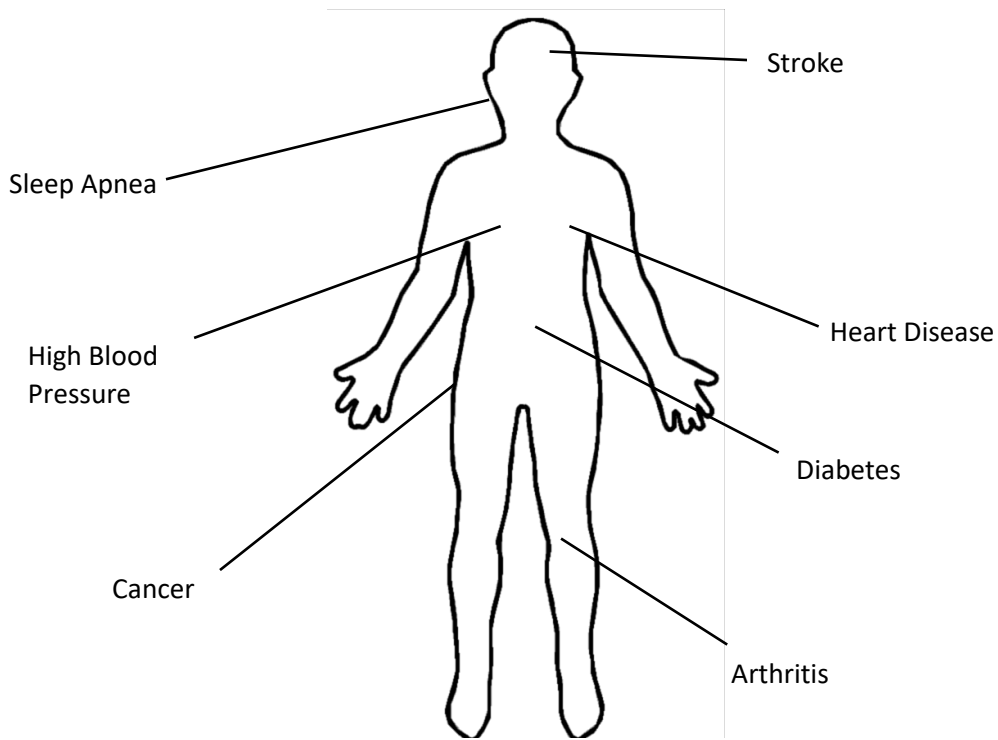
Briefly introduce next session: Next class, we will

- Review previously learned information about how to involve others in our weight control program
- Review previously learned information about the basics of physical activity, how to be more physically active, and the benefits of walking
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 28, Obesity Related Health Risks



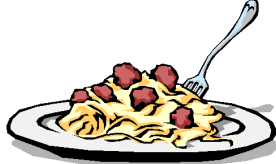




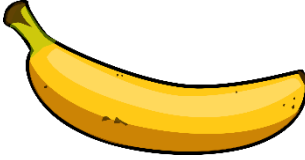



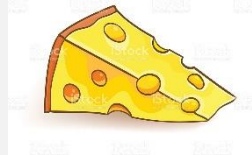
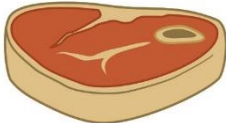

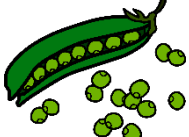


YOU



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

Worksheet 4, 5 Food Groups

1. Grains	 Cereal	 Bread	 Pasta
2. Vegetables	 Salad	 Mixed Greens	 Carrots
3. Fruits	 Apples	 Bananas	 100% Juice
4. Milk/Dairy	 Milk	 Yogurt	 Cheese
5. Meats/Proteins	 Meat/Chicken	 Fish	 Beans

**** Always remember to eat reasonable portions! ****

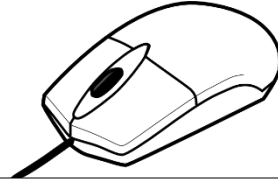
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

Worksheet 33, Serving Sizes

Use familiar objects to judge a single serving size.

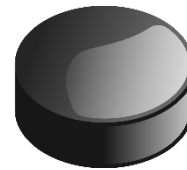
1/2 cup cooked pasta, 1 SMALL baked potato

Computer mouse



1 plain mini bagel or half a regular bagel

Hockey puck



1 SMALL (4-4 1/2 inch) pancake

CD



2-3 ounces of meat, poultry, or fish

Full deck of playing cards



REVIEW CLASS 2: BASICS OF PHYSICAL ACTIVITY

Overview Focus:

Involving Others for Support
Basics of Physical Activity
Benefits of Walking

Objectives

- Review previously learned information about involving others in your weight control program
- Review previously learned information about the basics of physical activity, how to be more physically active, and the benefits of walking
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 23, **Involving Others in Your Weight Control Program**
- Worksheet 34, **Get Started Getting F.I.T.**
- Worksheet 35, **Physical Activity Can Be Fun!**
- Worksheet 40, **Walking**

SESSION OUTLINE

Introduce yourself and welcome participants to the 2nd review session of the BHL 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 review class session.

Briefly review previous review session. Do any of you remember what we learned about last time during REVIEW CLASS 1: GOOD NUTRITION? Last time, we reviewed previously learned information about the basics of good nutrition, making healthy food choices, portion control, and serving sizes. We also reflected on program participation by completing and discussing questions 1 and 2 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review how to involve others in our weight control program and the basics of physical activity. After a short break, we will regroup and review different ways to be physically active and the benefits of walking. We will also answer questions 3 and 4 from the Graduation from Services worksheet found in Appendix C of your workbook.

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.

Transition to Worksheet 23, 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.

Lead a discussion on 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.

Introduce Worksheet 34, 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 build up the amount of time they are active. Tell that that it is also important to build up to 30 minutes or more per physical activity session. Remind participants that some time is better than none.

Give participants a break and let them know that the second half of the class will begin with Worksheet 35, Physical Activity Can Be Fun!

Transition to Worksheet 35, 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 40, 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 bus stop, parking farther away from your destination if driving a car, taking short 10 minute walks after eating, taking the stairs instead of the elevator, standing up and walking around during TV commercials, and walking at the mall while window shopping.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read questions 3 and 4 aloud and ask participants to answer them as honestly as possible.

Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using questions 3 and 4 from the Graduation from Services worksheet. Take a couple of minutes to read and answer these questions as honestly as possible. Remember, your answers will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer questions 3 and 4 from the Graduation from Services worksheet found in Appendix C. Questions 3 and 4 are listed below for your convenience:

- What are your closing thoughts and or feelings as we end the BHL program?
- As we near the end of our time together, describe any concerns or unfinished goals that you'd like to talk about.

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 3. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on involving others in our weight control program and the basics of physical activity. We also reviewed different ways to be more physically active and the benefits of walking. Finally, we reflected on program participation by completing and discussing questions 3 and 4 of the Graduation from Services worksheet.

Briefly introduce next session: Next class, we will

- Review previously learned information about water and liquid calories, how to read food labels, and how to choose healthier fast food
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 23, 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 34, 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

Mild:

- Walking at a leisurely pace.
- Walking on flat ground.

Moderate:

- A brisk walk
- Walking on hills.

- 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

Mild:

- Staying active for 10-15 minutes.

Moderate:

- Staying active for 30-45 minutes.

- 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 35, **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 BHL 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.
- Play 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 40, 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.

REVIEW CLASS 3: CALORIES

Overview Focus:

Liquid Calories

Reading Food Labels

Fast Food

Objectives

- Review previously learned information about water and liquid calories
- Review previously learned information about how to read food labels
- Review previously learned information about how to choose healthier fast food choices
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 37, **Water: Drink Up!**
- Worksheet 38, **Liquid Calories**
- Worksheet 41, **How to Read a Food Label**
- Worksheet 69, **Fast Food Calorie Chart**
- Worksheet 70, **Healthier Fast Food Choices**

SESSION OUTLINE

Introduce yourself and welcome participants to the 3rd review session of the BHL 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 review class session.

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 2: BASICS OF PHYSICAL ACTIVITY? Last time, we reviewed previously learned information about involving others in our weight control program and the basics of physical activity. We also reviewed different ways to be more physically active and the benefits of walking. Finally, we reflected on program participation by completing and discussing questions 3 and 4 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review the basics of water and liquid calories. After a short break, we will review how to read food labels. We will review how to choose healthier fast food choices. We will also answer question 5 from the Graduation from Services worksheet found in Appendix C of your workbook.

Ask participants if they remember why it is important to drink water and how much water they should drink. Then, introduce Worksheet 37, 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.

Transition to Worksheet 38, Liquid Calories and review its contents. Remind participants that they can make simple substitutions to their drinks to reduce the fat and calories they consume. Some examples of healthier liquid substitutions are drinking water instead of alcohol and diet pop instead of regular soda. Remember, drinking alcohol excessively could lead to dehydration so it is important to hydrate with plenty of water. You may also use skim milk instead of cream or artificial sweetener instead of sugar with your coffee.

Ask participants if they remember why it is important to learn how to read food labels. Remind them that learning how to read food labels will help them pay closer attention to what they consume so that they can choose healthier options. Remember, a food label offers a lot of important information like serving size and calories. Knowing this will help you choose healthier foods and eat smaller portions.

Give participants a break and let them know that the second half of the class will begin with a discussion on Worksheet 41, How to Read a Food Label.

Introduce Worksheet 41, How to Read a Food Label and review its contents. Review how to read important information about serving sizes, numbers of servings, and calories. To figure out how many calories are in a container, take the number of calories and multiply it by the number of servings per container. For example, food labels also tell us how much salt, sugar, and saturated fats are in food or drinks. Therefore, to maintain a healthy eating habit, focus on limiting the amount of salt, sugar, and saturated fats you consume. Remember, saturated fats are unhealthy while unsaturated fats are healthy for your body. Even though there are lots of terms on food packages, it's important to understand these as they tell you exactly what you are ingesting.

Begin a discussion on fast foods and ask participants if they remember why fast food is not healthy for them. Reinforce that fast food has a lot of saturated fat, salt, sugar, and calories. Eating a lot of these foods can lead to stroke, heart disease, high blood pressure, and diabetes.

Transition to Worksheet 69, Fast Food Calorie Chart to see how many calories there are in fast food. Ask participants for suggestions about ways to eat healthier at fast food restaurants.

Eating healthier does not mean you can't go out to eat. Rather, you can select healthier options to ensure that you stay true to your healthy eating goals (e.g., skip the cheese, hold the mayo, eat grilled food instead of fried food, choose fruits and vegetables as sides, order salad with low-fat or no dressing, and drink water or diet pop instead of soda). Remember, keep in mind portion control.

Review Worksheet 70, Healthier Fast Food Choices. Ask participants for other examples of healthier choices from different fast food restaurants. You can use this worksheet to see examples of unhealthy foods and some healthier options you might choose instead.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read question 5 aloud and ask participants to answer it as honestly as possible. Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using question 5 from the Graduation from Services worksheet. Take a couple of minutes to read and answer this question as honestly as possible. Remember, your answer will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer question 5 from the Graduation from Services worksheet found in Appendix C. Question 5 is listed below for your convenience:

- Describe any eating habits you've changed since beginning the BHL program. Describe any physical activity habits you've changed.

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 4. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on the basics of water and liquid calories, how to read food labels, and how to choose healthier fast food. Finally, we reflected on program participation by completing and discussing question 5 of the Graduation from Services worksheet.

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 and how to safely engage in physical activity
- Review previous information about barriers to physical activity and how to get around them
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.



Worksheet 37, 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 38, Liquid Calories

Beverages can add hundreds of extra calories to your diet!



Pop



Sweet
Tea



Coffee with
cream/sugar



Beer



Cocktails

To lose weight, choose healthier, low calories beverages!

Instead of These	Try These
High Calorie Beverages	Low Calorie Beverages
• Pop	• Diet Pop or Water
• Sweet Tea	• Unsweetened Tea
• Coffee with Sugar & Creamer	• Coffee with Sugar Substitute & Skim or Fat-Free Milk
• High Fat Milk	• Skim or Fat Free Milk
• Fruit Punch	• 100% Juice (diluted with Water)
• Alcoholic drinks	• Water with Fresh Lemon

Caution!

- Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain. Also, alcohol can increase your need for water.
- Also, it is dangerous for your health to mix alcohol with medications!

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

Worksheet 41, How to Read a Food Label

Nutrition Facts	
Serving Size 3 pieces (90g)	
Servings Per Container about 3	
Amount Per Serving	
Calories 200	Calories from Fat 50
% Daily Value	
Total Fat 6g	9%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 490mg	20%
Total Carbohydrate 30g	10%
Dietary Fiber 0g	0%
Sugars 2g	
Protein 6g	
Vitamin A 4%	Vitamin C 8%
Calcium 0%	Iron 10%

Serving Size for this product is 3 pieces.

The number in parenthesis shows the **weight**. One serving weighs 90 grams when using a food scale.

There are 3 servings in the whole package.

One serving, which is 3 pieces of this product, provides 30 g of carbohydrate.

Dietary fiber is part of the total carbohydrates. Fiber does not digest so you can subtract the grams of fiber from the total carbohydrate grams.

The grams of sugar are already included in the total carbohydrate count. The natural sugars in milk and fruit, along with added sugars are all grouped together.

% Daily Value is the percentage of nutrients in one serving size. Percentages are based on a healthy adult's 2,000 calorie diet.

Worksheet 69, Fast Food Calorie Chart

Calorie Needs Per Day

Age	Females	Males
14-18	1800	2200
19-30	2000	2400
31-50	1800	2200
51+	1600	2000

Physical Activities that Burn 100 Calories

Physical Activity	Minutes
Grocery shopping	40
Carrying groceries upstairs	12
Washing dishes	40
Folding clothes	44
Mopping	25
Taking out the trash	30
Mowing the lawn	18
Cleaning gutters	18
Painting walls	30

Only 65 grams of fat are needed each day!!

Your level of activity will affect the amount of calories you need per day.

Main Dish	Calories/Fat
Cheeseburger with cheese	800 / 49g
Chicken sandwich (fried)	560 / 28g
Fried chicken	470 / 28g
Pepperoni pizza (2 slices)	535 / 24g
Taco salad	790 / 42g
7 layer burrito	520 / 22g
Croissant with sausage, egg, cheese	470 / 32g
Egg muffin	281 / 13g

Side Dish	Calories/Fat
French Fries small	210 / 10g
medium	450 / 22g
large	540 / 26g
Baked Potato (loaded with bacon, sour cream, cheese)	590 / 34g
Mashed potatoes with gravy	120 / 5g
Traditional Caesar salad	290 / 23g
Cole slaw	190 / 11g
Hash browns	138 / 7g

Drinks- Regular	Small	Medium	Large	Extra large
Regular soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g
Fruit punch	248 / 0g	331 / 0g	436 / 0g	662 / 0g
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Lemonade	90 / 0g	120 / 0g	158 / 0g	240 / 0g
Beer	143 / 0g	195 / 0g	305 / 0g	483 / 0g
Red wine	125 / 0g	250 / 0g	375 / 0g	625 / 0g

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

Worksheet 70, Healthier Fast Food Choices

Main Dish- Regular	Calories/ Fat	Main Dish- Healthier	Calories/ Fat	Fewer Calories/ Fat
Cheeseburger with cheese	800 / 49g	Burger- no cheese, no mayo	540 / 24g	260 / 25g
Chicken sandwich (fried)	560 / 28g	Chicken Sandwich- grilled	410 / 17g	150 / 11g
Fried chicken	470 / 28g	Chicken breast- roasted	250 / 10g	220 / 18g
Pepperoni pizza (2 slices)	535 / 24g	Pizza- cheese (2 slices)	375 / 11g	160 / 13g
Taco salad	790 / 42g	Taco salad- no shell	420 / 21g	370 / 21g
7 layer burrito	520 / 22g	Bean burrito	370 / 12g	150 / 10g
Croissant with sausage, egg, cheese	470 / 32g	Croissant with egg, cheese- no sausage	300 / 17g	170 / 6g
Egg muffin	281 / 13g	Muffin with butter & jelly	234 / 4g	47 / 9g

Side Dish- Regular	Calories/ Fat	Side Dish- Healthier	Calories/ Fat	Fewer Calories/ Fat
French Fries small	210 / 10g			
medium	450 / 22g	Baked potato- plain	310 / 0g	140 / 22g
large	540 / 26g	Baked potato- plain	310 / 0g	230 / 26g
Baked Potato (loaded with bacon, sour cream, cheese)	590 / 34g	Baked potato- plain	310 / 0g	280 / 34g
Mashed potatoes with gravy	120 / 5g	Mashed potato- no gravy	100 / 4g	20 / 1g
Traditional Caesar salad	290 / 23g	Traditional Caesar- no dressing	70 / 4g	220 / 19g
Cole slaw	190 / 11g	Green beans	45 / 2g	145 / 9g
Hash browns	138 / 7g	Fruit cup	47 / 0g	91 / 7g

Drinks- Regular	Small	Medium	Large	Extra large
Regular soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g
Fruit punch	248 / 0g	331 / 0g	436 / 0g	662 / 0g
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Lemonade	90 / 0g	120 / 0g	158 / 0g	240 / 0g

Drinks- Healthier	Small	Medium	Large	Extra large
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Unsweetened tea	0 / 0g	0 / 0g	0 / 0g	0 / 0g

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

REVIEW CLASS 4: PHYSICAL ACTIVITY WARM UP AND SAFETY

Warming Up/Cooling Down

Physical Activity Safety

Barriers to Activity

Objectives

- Review previously learned information about the importance of warming up and cooling down before or after physical activity and how to safely engage in physical activity
- Review previously learned information about barriers to physical activity and how to get around them
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 64, **Warm-Up and Cool-Down**
- Worksheet 57, **Guidelines for Extreme Weather**
- Worksheet 58, **Safety Reminders**
- Worksheet 59, **When to Stop Physical Activity**
- Worksheet 45, **Common Barriers to Physical Activity**

SESSION OUTLINE

Introduce yourself and welcome participants to the 4th review session of the BHL 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 review class session.

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on the basics of water and liquid calories, how to read food labels, and how to choose healthier fast food.

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 3: CALORIES? Last time, we reviewed previously learned information about water and liquid calories. We also reviewed how to read food labels and how to choose healthier fast foods. Finally, we reflected on program participation by completing and discussing question 5 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review the importance of warming up and cooling down before and after physical activity. Then, we will review guidelines for exercising in extreme weather. After a short break, we will regroup and review how to engage in safe physical activity. Next, we will review barriers to physical activity and how to get around them. Finally, we will answer questions 6 and 7 from the Graduation from Services worksheet found in Appendix C of your workbook.

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 64, 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 57, 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.

Give participants a break and let them know that the second half of the class will begin with Worksheet 58, Safety Reminders.

Transition to Worksheet 58, 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 59, 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 45, Common Barriers to Physical Activity. Pick one or two barriers identified and ask the group for suggestions on how to overcome each particular barrier. If your barrier is lack of time, you can adjust your schedule to make time or squeeze in a few 10-minute walks during your day. Remember, some physical activity every day is better than none!

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read questions 6 and 7 aloud and ask participants to answer them as honestly as possible.

Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using questions 6 and 7 from the Graduation from Services worksheet. Take a couple of minutes to read and answer these questions as honestly as possible. Remember, your answers will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer questions 6 and 7 from the Graduation from Services worksheet found in Appendix C. Questions 6 and 7 are listed below for your convenience:

- Describe one lesson learned related to healthy eating that you can take away with you as we complete the program.
- Describe one lesson learned related to physical activity that you can take away with you as we complete the program.

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 5. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on the importance of warming up and cooling down before and after physical activity. We also reviewed guidelines for exercising in extreme weather, how to engage in safe physical activity, and barriers to physical activity and how to get around them. Finally, we reflected on program participation by completing and discussing questions 6 and 7 of the Graduation from Services worksheet.

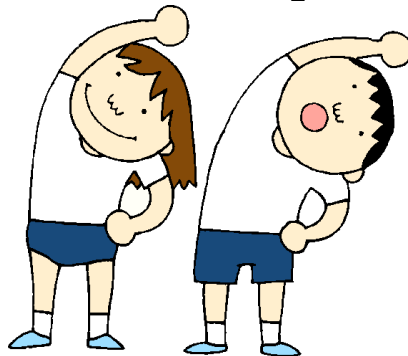
Briefly introduce next session: Next class, we will

- Review previously learned information about fruits and vegetables, sodium/salt and fats, grains, and the role they play in weight loss and healthy eating
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 64, 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 43, **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 57, 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.

Worksheet 58, 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.

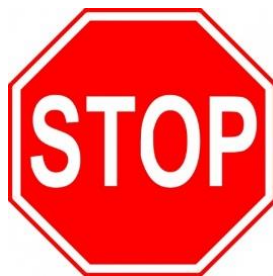
Worksheet 59, When to Stop Physical Activity

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 45, Common Barriers to Physical Activity



Physical Activity is important for weight management.

Yet we all experience some common barriers to physical activity:

Common Barriers	Possible Solutions
I'm not sure how to be physically active.	The BHL team will show me how to be physically active.
I don't feel motivated to be physically active.	The BHL team will motivate me to be physically active.
It's too hot/ cold outside.	I can take a walk at the nearest mall or YMCA center.
I don't have the time.	I will adjust my daily schedule to make the time to be physically active.
My medication makes me sleepy.	I will speak to my health care provider about my medication.
6. _____ _____	6. _____ _____
7. _____ _____	7. _____ _____
8. _____ _____	8. _____ _____

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 5: FRUITS, VEGETABLES, FATS, AND GRAINS

Overview Focus:

Fruits and Vegetables

Salt and Fats

Grains

Objectives

- To review previously learned information about the basics of fruits and vegetables, and sodium/salt
- To review previously learned information about the basics of good fat versus bad fat
- To review previously learned information about how to read a food label and the basics of grains
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 44, **Fruits and Vegetables**
- Worksheet 47, **Sodium (Salt)**
- Worksheet 48, **Good Fat, Bad Fat**
- Worksheet 49, **How to Read a Food Label (Fat)**
- Worksheet 51, **Grains**

SESSION OUTLINE

Introduce yourself and welcome participants to the 5TH review session of the BHL 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 review class session.

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 4: PHYSICAL ACITIVITY WARM UP AND SAFETY? Last time, we reviewed previously learned information about the importance of warming up and cooling down before or after. We also reviewed guidelines for exercising in extreme weather, how to engage in safe physical activity, and barriers to physical activity and how to get around them. Finally, we reflected on program participation by completing and discussing questions 6 and 7 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review the basics of fruits and vegetables and sodium/salt. After a short break, we will regroup and review good fat versus bad fat. We will also review how to read a food labels and the basics of grains. We will also answer question 8 from the Graduation from Services worksheet found in Appendix C of your workbook.

Ask participants if they remember why fruits and vegetables are important to their health. Then, introduce Worksheet 44, Fruits and Vegetables and review its contents. Remind participants that fruits and vegetables are great sources of many vitamins and minerals which help their bodies and organs work properly, and strengthen their immune system. Stress that fruits and vegetables are also good for weight loss because they help people feel full, making them less likely to overeat. Remember, fruits and vegetables also contain fiber which helps digestion. This, along with other healthy food and physical activity, can help lower your cholesterol and prevent diabetes and heart disease. Fruits and vegetables are good low-calorie snacks that can help you control your weight.

Highlight some healthy ways to prepare fruits and vegetables in order to get maximum health benefits. Remind participants that they should try to eat 5 servings of fruits and vegetables per day. Review tips to help them eat the recommended daily amount of fruits and vegetables. Remember, you can eat fruits and vegetables in a variety of ways. These include: fresh, frozen, steamed, or baked without dressing or sauces to avoid adding extra fat and calories; canned or dried without any added sugar, syrup, or salt; or in 100% fruit/vegetable juices that are low in sugar and salt. Avoid frying fruits and vegetables. Remember, one serving of fruit is about the size of a tennis ball and one serving of vegetables is about the size of your own fist. You can keep fresh fruits and vegetables at home. Keeping these items handy at home, adding fresh fruit like berries or bananas to your cereal or oatmeal, and replacing high calorie snacks with carrot sticks or apples may increase your daily fruit and vegetable intake. You can also add lettuce, tomatoes, and cucumbers to sandwiches to fill you up faster, replace high calorie side dishes like French fries with a serving of fruits or vegetables, or fill your plate with mostly vegetables instead of meat.

Transition to Worksheet 47, Sodium (Salt) and review its contents. Stress that while salt is needed, most Americans eat too much of it. Remind participants that salt is in almost all consumable items and that adding it to their food is usually unnecessary. Ask participants if they remember why salt is bad for them. Remind them to limit how much salt they eat as too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration. Review ways to cut down on sodium intake. You may add herbs, spices, vinegar, or lemon juice to flavor your food instead of adding salt. Eating foods that are labeled “low sodium,” “reduced sodium,” or “no sodium” can also reduce salt intake. As we previously learned, it's important to limit pre-packaged meals and snacks that come in cans or boxes and cold cuts like ham and turkey. Also, limit ramen noodles, canned soups, and condiments such as ketchup, mustard, soy sauce, butter, and mayonnaise. You may also use a salt substitute.

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

Ask participants if they remember why it is important to limit their fat intake. Fat can be part of a healthy diet because it helps your body function properly, but it is important to limit it. Fat contains a lot of calories. Consuming high levels of fat can lead to increased weight and diseases.

Transition to Worksheet 48, Good Fat, Bad Fat and review its contents. Stress that there are two types of fat: good (unsaturated) and bad (saturated and trans). Remember, unsaturated fats are good for your heart. They can be found in fish or in peanuts. Although unsaturated fats are good for you, they still contain calories so try to always use portion control. Saturated or trans fats are harmful for your body. Eating a lot of these increases your chances for having high cholesterol, heart disease, diabetes, and high blood pressure. Saturated fats are found in meat and other animal products like butter, whole milk, and cheese while trans fats are found in margarine, snacks, baked goods, and fried foods. Healthier substitutes to butter and margarine are oils. Vegetable, olive, and canola oil contain smaller amounts of saturated fats while palm, palm kernel, and coconut oil contain greater amounts of saturated fats.

Transition to Worksheet 49, How to Read a Food Label (Fat) and review its contents. Ask participants to point out the section that has information on fat. Remind them that as a general guideline, they should try to keep the grams of fat per serving at 3 or below.

Refer participants to Worksheet 51, Grains and remind them that grains are a type of carbohydrate. Ask if anyone remembers what a carbohydrate is. Stress that carbohydrates are important for their bodies as they are the body's main source of energy. Remind them that there are different types of grains: whole and processed grains. Highlight that they should try to get most of their carbohydrates each day from whole grain foods instead of processed grains. Remember, most of your calories should come from carbohydrates in the form of grains. Whole grains are good for you because they contain nutrients and fiber that your body needs, while processed (refined) grains are not as healthy as whole grains because the fiber, iron, and some vitamins have been removed from processed grains. Choose wheat bread made from whole grains instead of white bread which is made from processed grains. It is best to avoid grains that have added saturated fats, trans fats, or sugar because they can add extra calories to your diet.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read question 8 aloud and ask participants to answer it as honestly as possible. Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using question 8 from the Graduation from Services worksheet. Take a couple of minutes to read and answer this questions as honestly as possible. Remember, your answer will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer question 8 from the Graduation from Services worksheet found in Appendix C. Question 8 is listed below for your convenience:

- Describe how you will use the lessons learned to continue to grow and maintain the healthy lifestyle changes you've made since starting the program.

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 6. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on fruits and vegetables and sodium/salt. We also reviewed information about good fat versus bad fat, how to read a food label, and the basics of grains. Finally, we reflected on program participation by completing and discussing question 8 of the Graduation from Services worksheet.

Briefly introduce next session: Next class, we will

- Review previously learned information about ways to be physically active on a budget
- Review previously learned information about making time for physical activity
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 44, Fruit and Vegetables



Benefits of Eating Fruits and Vegetables

- Fruits and vegetables are great sources of:
 - Vitamins and Minerals
 - Fiber
- Eating fruits and vegetables help reduce your risk of:
 - Cancer
 - Heart Disease and Stroke
 - Diabetes and other diseases
- Fruits and vegetables may help you control your hunger and weight. Fruits and vegetables are good, low-calorie snacks.

Different Ways We Eat Fruits and Vegetables

- Fresh or Frozen
- Cooked/Baked (Limit Frying!)
- Canned/Dried (Choose in Water, No Added Sugar/Syrup)
(Choose No Added Salt)
- 100% Juices (Choose Low Sodium Vegetable Juices)
(Choose No Added Sugar Fruit Juices)

What fruits do you like to eat?	What vegetables do you like to eat?
.	.
.	.
.	.
.	.

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

Worksheet 47, Sodium (Salt)



Low Calorie and Low Fat ARE NOT always Low in Salt!

Some people are very sensitive to sodium. They may have a problem with salt and high blood pressure. These individuals should be careful not to have too much sodium.

How can you control your salt intake?

Avoid fast food! Food that is pre-packaged or processed (food that comes in cans, boxes, or packages) is also high in salt. Try to buy foods with lower salt or that have “No Added Salt.”

INSTEAD OF...	TRY...
Lunch meat	Chicken or tuna salad
Canned soup	Low-sodium or homemade soup
Ramen	Brown rice

Try to avoid adding salt while cooking and at the table.

Season your food with herbs (e.g., thyme, basil, and oregano), spices (e.g., garlic, onion, and green peppers), salt-free seasoning, vinegar, or lemon juice instead of salt.

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

Worksheet 48, **Good Fat, Bad Fat**

Some fats are healthy (e.g., nuts, seeds, and salmon), but many are not (e.g., bacon, mayonnaise, and deep fried foods).

Luckily, there are now healthy alternatives to many of the unhealthy favorites.



INSTEAD OF...	TRY...
Mayonnaise	Mustard or Fat-Free Mayo
Bacon or Fatback	Turkey Bacon
Hamburger	Turkey Burger
Regular Salad Dressing	Low-Fat or Fat-Free Dressing
Fried Chicken or Fried Fish	Baked Chicken or Baked Fish
French Fries	Baked Potato

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

Worksheet 49, How to Read a Food Label (Fat)

Reading the label will help you to make smart food choices and get the most nutrition out of your calories in order to reach your goals!

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%
* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Fat If the number of grams (g) of Saturated Fat is close to the number given for Total Fat, that food or beverage may not be the best choice. Remember that saturated fat and trans fat are bad fats.

Total fat should be below 65 g per day or 3 g per serving

What is the total g of fat in this container?
 2 servings X 12 g per serving = 24 g of fat

Worksheet 51, Grains



Grains are an important source of carbohydrates in your diets.

Most of your daily calories should come from grains.

Choose more whole grains

What are whole grains?

- 100% whole wheat bread
 - Oats
- Brown rice

Benefits of whole grains?

- High in fiber
- Rich in vitamins and minerals
- Keeps you full for longer

TIP: Choose grains and grain products with the least amount of added sugar and fat to keep your calories low!

Refined (processed grains)

Whole Grains

•White rice

•Brown rice

•Fried rice

•Steamed rice

•Grits

•Oatmeal

•White bread

•100% whole wheat bread

•Croissant

•Whole wheat English muffin

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

REVIEW CLASS 6: PHYSICAL ACTIVITY ON A 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
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 68, **Physical Activity on a Budget**
- Worksheet 72, **Ways to Fit Physical Activity into Your Day**

SESSION OUTLINE

Introduce yourself and welcome participants to the 6TH review session of the BHL 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 review class session.

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 5: FRUITS, VEGETABLES, FATS, AND GRAINS? Last time, we reviewed previously learned information about fruits and vegetables and sodium/salt. We also reviewed information about good fat versus bad fat, how to read a food label, and the basics of grains. Finally, we reflected on program participation by completing and discussing question 8 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today’s class. During the first half of today’s session, we are going to review ways to be physically active on a budget. After a short break, we will regroup and review how to make time for physical activity. We will also answer question 9 from the Graduation from Services worksheet found in Appendix C of your workbook.

Acknowledge that it can be costly to be physically active especially when buying physical activity equipment. Remind participants that there are cheap alternatives to an expensive gym membership.

Introduce Worksheet 68, 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 by taking dance lessons, working out with a “buddy,” or working 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.

Give participants a break and let them know that the second half of the class will begin with Worksheet 72, Ways to Fit Physical Activity into Your Day.

Transition to Worksheet 72, 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.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read question 9 aloud and ask participants to answer it as honestly as possible. Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let’s reflect on your participation in the BHL program using question 9 from the Graduation from Services worksheet. Take a couple of minutes to read and answer this questions as honestly as possible. Remember, your answer will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer question 9 from the Graduation from Services worksheet found in Appendix C. Question 9 is listed below for your convenience:

- List 3 resources (e.g. food pantries, park district, etc.) you will continue to use to improve your healthy eating/physical activity.

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will continue to fill out the worksheet during Review Class 7. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed information you learned about in previous sessions on ways to be physically active on a budget and how to make time for physical activity. Finally, we reflected on program participation by completing and discussing question 9 of the Graduation from Services worksheet.

Briefly introduce next session: Next class, we will

- Review previously learned information about controlling what you eat and how much to eat at home and when eating out
- Review previously learned information about limiting your snacking, choosing healthier snacks, and stopping yourself from overeating
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 68, **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 72, Ways to Fit Physical Activity into Your Day

- **Break up physical activity into short segments throughout the day.**
 - **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.**



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

REVIEW CLASS 7: TIPS

Overview Focus:

Tips for Eating at Home or Eating Out

Eating Control Techniques and how to Limit Snacking

How to Choose Healthier Snacks

How to Control Overeating

Objectives

- Review previously learned information about controlling what you eat and how much to eat at home and when eating out
- Review previously learned information about eating control techniques and how to limit snacking
- Review previously learned information about choosing healthier snacks and stopping yourself from overeating
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 77, **Eating Tips**
- Worksheet 80, **Slow down....You Eat Too Fast!**
- Worksheet 42, **Healthier Snacking Alternatives**
- Worksheet 82, **Dealing with Boredom**
- Worksheet 83, **Emotions and Your Weight**

SESSION OUTLINE

Introduce yourself and welcome participants to the 7th review session of the BHL 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 review class session.

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 6: PHYSICAL ACTIVITY ON A TIGHT BUDGET? Last time, we reviewed previously learned information about ways to be physically active on a budget and how to make time for physical activity. We also reflected on program participation by completing and discussing question 9 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we are going to review tips for eating at home or eating out and eating control techniques. Then, we will review tips for limiting snacks and choosing healthier snacking alternatives. After a short break, we will regroup and review ways to deal with boredom, emotions, and your weight. We will also answer question 10 from the Graduation from Services worksheet found in Appendix C of your workbook.

Introduce Worksheet 77, Eating Tips and review its contents. Ask participants if any of these tips have helped them control what and how much they eat while eating at home and eating out. Remember, we can all pay better attention to not only what we eat, but how, where, and why we eat. Let's review some tips on how to control your eating habits.

Transition to Worksheet 80, Slow Down...You Eat Too Fast! and review its contents. Stress that a common problem is eating too fast. Encourage participants to use these tips as they continue to work on maintaining their healthy lifestyle outside of this class.

Next, review Worksheet 42, Healthier Snacking Alternatives. Ask participants if they have other ideas for limiting snacks and healthier snacking alternatives. Remember, it's important to choose low fat and low sugar alternatives.

Give participants a break and let them know that the second half of the class will begin with Worksheet 82, Dealing with Boredom.

Introduce Worksheet 82, Dealing with Boredom and review each tip. Remind participants that sometimes we might need help to deal with boredom. Encourage them to incorporate any of these tips into their daily lives. Remember, boredom can keep you from being physically active and eating healthy. Let's review the tips that can help you achieve your healthy living goals.

Transition to Worksheet 83, Emotions and Your Weight and review its contents. Tell participants that sometimes people eat in response to their emotions. Remind them that the scale on the worksheet can assist them with monitoring their emotions and developing a plan to address emotional eating. The scale might be helpful for you as you continue to work on your healthy eating and physical eating goals outside of this class.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Read question 10 aloud and ask participants to answer it as honestly as possible. Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using question 10 from the Graduation from Services worksheet. Take a couple of minutes to read and answer this questions as honestly as possible. Remember, your answer will help us improve our program in the future.

Dear Facilitator: In the following section, be prepared to ask participants to answer question 10 from the Graduation from Services worksheet found in Appendix C. Question 10 is listed below for your convenience:

- List 3 ways you will use to maintain your healthy eating and physical activity habits (e.g. ask someone for help, journal, and reward system).

Lead a group discussion on participant responses. Thank participants for sharing their thoughts and remind them that they will fill out any missed questions from the worksheet during Review Class 8. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed previously learned information about eating tips for eating at home or eating out and eating techniques. Then, we reviewed tips for limiting snacking and choosing healthier snacking alternatives. We also reviewed ways to deal with boredom, emotions, and your weight. Finally, we reflected on program participation by completing and discussing question 10 of the Graduation from Services worksheet.

Briefly introduce next session: Next class, we will

- Review previously learned information about how to safely engage in physical activity while dealing with a chronic medical condition or experiencing pain while being physically active, having a chronic medical condition, or experiencing pain while being physically active
- Review previously learned information about the effects of psychiatric medications and other substances on one's health and weight
- Continue to reflect on program participation

Set up/confirm the next meeting.

End session.

Worksheet 77, Eating Tips



At Home

Never eat out of boxes, cartons, or bags.

Fix your plate in the kitchen and bring it to the table to eat. Leave the main serving bowls, pots, etc. in the kitchen so you won't be tempted to eat more.

Never eat while watching television or talking on the phone because you may not pay attention and overeat. Instead, eat at the table.

When cooking, avoid the temptation to lick the spoon and oversampling.

When cleaning up, avoid the temptation to eat leftovers.

At home, fill your salt shaker with another spice to lower your sodium intake.

Eating Out

If you have to have a dessert, split it with someone else or eat just half a serving and save the rest for another day.

If you're at a party where snack foods are available, chew gum to avoid overeating.

You don't have to eat it all----save some for later.

If eating out, ask your waiter or waitress to pack your leftovers first.

When eating out, choose food that is low in calories and fat.

Get the smallest size when eating out.

When eating at buffets, choose healthier foods.

If possible, choose from the kids' meal section.

Both

Use smaller plates, bowls, or glasses so you can see how much you are eating especially at buffets.

Always drink plenty of water or low calorie sugar-free beverages with your meal.

If you are out, split a dessert with someone else. At home, eat only half a serving.

Eat slowly. Take plenty of time to chew and enjoy each bite.

Put your fork down in between every bite.

What tips are you using?

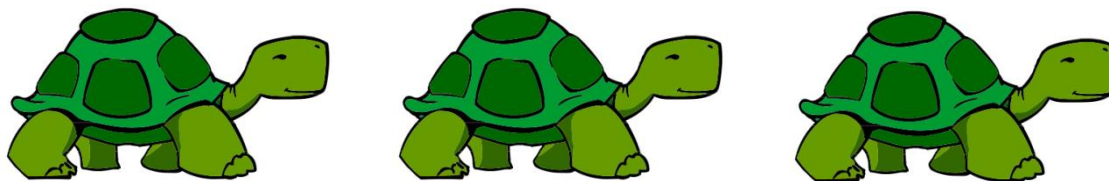
- _____
- _____
- _____
- _____
- _____

What tips would you like to try?

- _____
- _____
- _____
- _____
- _____

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

Worksheet 80, **Slow Down...You Eat Too Fast!**



Eating too fast is almost always a problem for people who are overweight. Take your time eating your meal so that your body knows when it is full.

Here are some tips:

- Slow DOWN. When you eat slowly, you will feel satisfied with smaller portions.
- While eating, tell yourself to eat slowly; try to taste and enjoy every bite.
- Try to pause in using your utensils between every bite.
- Chew, Chew, Chew! Try to chew each bite several times before swallowing.
- Learn to recognize what it feels like to be full.
- As you start feeling full, stop eating and save what is left for the next meal.
- Try stopping halfway through your meal and gauge how full you are. Let your answer guide your eating.
- Avoid taking second helpings. At the very least, wait 5 minutes and check to see if you are still hungry.

Worksheet 42, Healthier Snacking Alternatives



Snacking Alternatives

- Eat vegetables instead of chips or salty foods
- Drink water or diet pop instead of sweetened drinks
- Eat fruit instead of cookies or candy
- Other ideas? _____

Limit Snacking

- Limit portion size by not eating out of the bag
- Cut down on number of snacks per day
- Distract yourself by doing something fun when you have the urge to snack
- Planning your snacks ahead of time is a good snack alternative
- Other ideas?



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

Worksheet 82, Dealing with Boredom

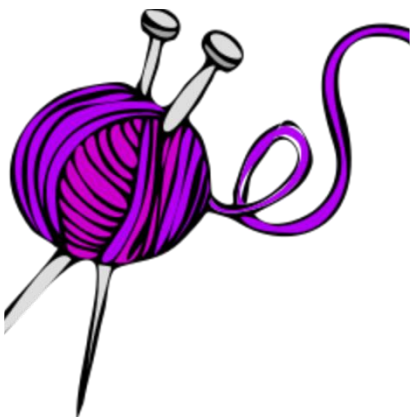


Get Active

- Go for a walk
- Put on some music and dance
- Put on an exercise tape and move!
- Walk the dog
- Mow your lawn

Occupy Your Mind

- Read a good book
- Do a crossword puzzle
- Call an old friend for a chat
- Surf the internet



Learn Something New

- Take up a hobby
- Do something you have always wanted to do
- Take a community class

Tips for avoiding emotional eating: Recognize that eating doesn't make the problem go away! Instead, try to deal with the problem in ways other than eating.



Take a short walk and visit a friend.



Think positively. Look at yourself in the mirror and affirm yourself.



Get active. Do a household chore even if you don't feel like it.



Distract yourself. Listen to some music that lifts your spirit.



Avoid the kitchen. You will be less tempted to feed your emotions.



Take the time to journal how you're feeling. Think about how far you've come!



Get help for your emotions. See your primary care provider or a counselor, or talk things over with a spiritual advisor or a friend

What activities could you try besides eating when you feel upset?

Using this information, try to develop a plan that does not involve food to address your emotions. What does this plan look like?

REVIEW CLASS 8: MEDICAL CONDITIONS AND OTHER SUBSTANCES

Overview Focus:

Medical Conditions, Medications, and other Substances

Objectives

- Review previously learned information about how to safely engage in physical activity while dealing with a chronic medical condition or experiencing pain while being physically active
- Review previously learned information about the effects of psychiatric medications and other substances on one's health and weight
- Reflect on program participation

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, **Behaviors for a Healthy Lifestyle 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 10, **Behaviors for a Healthy Lifestyle Weekly Weigh-in**
- Worksheet 78, **Coping with Pain and Medical Problems**
- Worksheet 75, **Alcohol: The Facts**
- Worksheet 76, **Substance Use: The Facts**
- Worksheet 73, **Quitting Smoking is a Healthy Choice**
- Worksheet 74, **Smoking Cessation Resources**

SESSION OUTLINE

Introduce yourself and welcome participants to the 8TH and final review session of the BHL program. Distribute workbooks and remind participants how they will be used across group sessions. After today's review class, you will be able to take your workbook home so that you can continue working towards you healthy eating and physical activity goals.

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

Briefly review previous session. Do any of you remember what we learned about last time during REVIEW CLASS 7: TIPS? Last time, we reviewed previously learned information about eating tips for eating at home or eating out and eating techniques. Then, we reviewed how to limit your snacking and choosing healthier snacks. We also reviewed ways to deal with boredom, emotions, and your weight. Finally, we reflected on program participation by completing and discussing question 10 of the Graduation from Services worksheet.

Explain class structure. This class will be divided into two sessions with a break in between each session. Class will be approximately 1 ½-hour long.

Give an overview of today's class. During the first half of today's session, we will review ways to engage in physical activity safely while having a chronic medical condition or experiencing pain while being physically active. After a short break, we will regroup and discuss the effects of medications and other substances on your health and weight. We will also answer any missed questions from the Graduation from Services worksheet found in Appendix C of your workbook.

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 78, 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.

Give participants a break and let them know that the second half of the class will begin with a discussion about the effects of other substances on health and weight.

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.

Introduce Worksheet 75, Alcohol: The Facts and review its contents. Remind participants to speak to their health care provider if they have any alcohol-related concerns. As you may remember, alcohol has a lot of calories and sugar which is detrimental for your health. Alcohol may also put you in risky situations and impair your judgment.

Review Worksheet 76, Substance Use: The Facts and review its contents. Stated that similar to alcohol, substance use is also harmful for the body. Stress that participants should speak with their health care provider about any harmful substance use-related concerns. Decreasing one's substance use will also help you live a healthier lifestyle. Like alcohol, substances can also affect your judgment, which could in turn affect your health and well-being. If you feel that drug use might be a problem for you, speak with your case manager or psychiatrist.

Review Worksheet 73, Quitting Smoking is a Healthy Choice. State that smoking can cause a lot of health problems and therefore, would definitely be a good choice for them to quit.

Then, present the resources on Worksheet 74, Smoking Cessation Resources. Remember, our goal is not to focus on quitting smoking. Instead, we want to inform you about smoking so that you may make the decision that's right for you.

Transition to the Graduation from Services worksheet in Appendix C. Tell participants that they will be using this worksheet to reflect on their participation in the BHL program. Ask participants if any of them still have to answer any question(s). If so, ask participants to read and answer it/them as honestly as possible. Congratulations on your healthy eating and physical activity progress. As our classes come to an end, your journey continues. Let's reflect on your participation in the BHL program using questions from the Graduation from Services worksheet. Take a couple of minutes to read and answer any missed question(s) as honestly as possible. Remember, your answer will help us improve our program in the future.

- **Dear Facilitator:** In the following section, be prepared to ask participants to answer any missed questions from the Graduation from Services worksheet found in Appendix C. Walk around and assist individual participants as needed.

If needed, lead a group discussion on participant responses. Thank participants for sharing their thoughts. Would anyone like to share their responses?

Summarize the class. In today's class, we reviewed previously learned information about how to safely engage in physical activity while dealing with a chronic condition or experiencing pain while being physically active. Then, we reviewed the effects of taking medication on weight loss and being physically active. We also talked about how decreasing alcohol and other substances will help you live a healthier lifestyle. Finally, we reflected on program participation by completing and discussing any missed questions of the Graduation from Services worksheet.

Congratulate participants on completing the Behaviors for Healthy Lifestyles program. Encourage them to continue maintaining their healthy eating and physical activity habits. Remind them that there are blank copies of Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in and encourage them to continue weighing themselves after the program. Pass out participant workbooks.

End session.

Worksheet 78, **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.



Worksheet 75, Alcohol: The Facts

Did you know...?

- Quitting drinking lowers your risk for many serious diseases (e.g., liver disease, heart disease, and cancer).
- Alcohol has lots of calories that can make you gain weight.
- Many medications, especially psychiatric medications, have extremely harmful side effects when mixed with alcohol.
- In 2000, the National Institute of Health estimated that alcohol abuse costs the country about \$185 million each year in medical expenses.
- Alcohol is a factor in 40% of traffic fatalities.
- Alcohol consumption can have especially harmful effects on people with diabetes and cirrhosis.
- Alcohol can lead to poor judgement and cognitive impairment.



Where can I get help?

- Talk to your doctor or therapist
- Check out your local Alcoholics Anonymous meeting.

For additional resources, call SAMHSA's National Helpline at 1 (800) 662-HELP (4357).



Worksheet 76, Substance Use: The Facts

Did you know...?

Marijuana

- Those who smoke marijuana may experience short-term memory problems that may become permanent after a prolonged period of drug use.
- Memory problems may result in eating changes.
- Sometimes individuals who use marijuana experience a subjective increase in appetite which may cause overeating and weight gain.



Opiates (heroin, morphine etc.)

- Users may display erratic drug-seeking behavior, altered eating habits, and weight loss if taken regularly.
- Prolonged use results in irregular eating habits or forgetting to eat altogether. Long-term use also leads to extensive organ damage and disease, which is typically associated with weight loss.

Stimulants (cocaine, meth etc.)

- Using stimulants can speed up brain activity and increase blood pressure and heart rate.
- People may fail to recognize urges of hunger or dehydration, which could result in weight loss and other, more lethal health consequences.

Where can I get help?

- Seek out support from people you trust.
- Reach out to your faith-based community (e.g., church, synagogue, and mosque).

For additional resources, call SAMHSA's National Helpline at 1 (800) 662-HELP (4357).

Worksheet 73, **Quitting Smoking is a Healthy Choice**

If you quit smoking...

- You will lower your risk for many serious diseases.
- You will soon find that you can walk farther or play harder without becoming short of breath.
- You will have extra spending money.
- Your sense of taste will improve
- Your sense of smell will improve.
- Your clothes, car, and home will smell better.
- You'll stop burning holes in your favorite things.
- You will be a role model to others who are trying to quit.
- Nonsmokers will be happier to spend time with you.
- You will have better housing opportunities available.



Worried about weight gain from quitting smoking?

- Smokers weigh about 7 pounds less than non-smokers.
- On average, people who quit smoking gain about 7 pounds. This is often due to replacing cigarettes with high calorie foods.
- Managing your weight and quitting smoking together can help you control the weight gain normally associated with quitting smoking.
- Substitute holding cigarettes with something else (e.g., toothpick).
- Hold something other than cigarettes (e.g., toothpick).

Make a choice to live a healthier lifestyle by managing your weight and quitting smoking.



Worksheet 74, **Smoking Cessation Resources**



Smoker's Helpline (800) QUIT-NOW (800-784-8669)

Online Quitting Resources: www.smokefree.gov

American Cancer Society: www.cancer.org

American Lung Association: www.lungusa.org

American Lung Association Hotline: (800) LUNG-USA

U.S. Department of Veteran Affairs: 1-855-QUIT-VET (1-855-784-8838)

Chicago-based Resources:

- **Courage to Quit:** offered by The Respiratory Health Association at several locations including The University of Chicago Medicine. To learn more, visit: <https://lungchicago.org/what-we-offer/our-programs-initiatives/courage-to-quit/>
- **Healthy Lungs Initiative** at: <https://lungchicago.org/timeline/healthy-lungs-initiative-launched/>
- BecomeAnEx.org
- **Illinois Tobacco Quitline** at (866) QUIT-YES

Online Apps:

- **LIVESTRONG MyQuit Coach:** Free
- **Quit It Lite:** Free
- **Quit Smoking: Cessation Nation:** Free
- **FreeCraving to Quit:** Free with in-app purchases



APPENDIX B

PHYSICAL ACTIVITY PROGRAM

Physical Activity Program Overview

The Behaviors for Healthy Lifestyles 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 BHL 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 BHL 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.

BHL 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 347.

Instruction and Discussion

Even though Behaviors for Healthy Lifestyle (BHL) 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 BHL classes. The first seven weeks 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. At every class; however, participants should be reminded about key aspects of physical activity safety.

Equipment and Resources

General equipment: BHL 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?s=movies-tv&ie=UTF8&qid=1510608652&sr=1-8&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_sspa?s=movies-tv&ie=UTF8&qid=1510870589&sr=1-1-spons&keywords=low-impact+dance+exercise&psc=1

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

https://www.amazon.com/Walk-Jessica-Beginner-Intermediate-Workout/dp/B01MRE96NI/ref=sr_1_2_sspa?ie=UTF8&qid=1511218216&sr=8-2-spons&keywords=walking+workout+videos&psc=1

Videos (available free on youtube.com)

5-minute Donovan Greene No Excuse workout

<https://www.youtube.com/watch?v=spAspiMXcRM>

15-minute Bob Harper Biggest Loser walking workout

<https://www.youtube.com/watch?v=iRg7QMJKHpA>

How to do the Cupid Shuffle instructional video with Victor Sho and LaShonna Holloway

<https://www.youtube.com/watch?v=zAevbmcwdS4>

Music for Cupid Shuffle: https://youtu.be/fAhXfcm_v40

Biker's Shuffle

<https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be>

How to do the Electric Slide instructional video with Victor Sho and LaShonna Holloway

<https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be>

30-minute HASfit workout

<https://www.youtube.com/watch?v=2AEO0I5VrQI>

PHYSICAL ACTIVITY SESSION 1, WEEK 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 58, **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 1, WEEK 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.

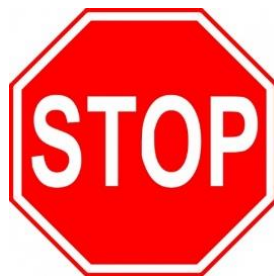
Worksheet 59, When to Stop Physical Activity

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.**



PHYSICAL ACTIVITY SESSION 1, WEEK 3

Overview Focus:

Shoes for Physical Activity

Materials/Worksheets Needed for this Session

- Worksheet 85, **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 85, 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 85, 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 1, WEEK 4

Overview Focus:

Tips for Being Physically Active in Cold and Warm Weather

Materials/Worksheets Needed for this Session

- Worksheet 86, **Tips for Cold Weather Physical Activity**
- Worksheet 87, **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 86, 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.

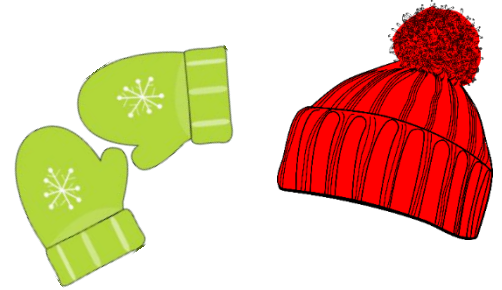
Transition to Worksheet 87, Warm Weather Physical Activity Guidelines and review its contents. Next, this worksheet provides guidelines about warm weather physical activity. Let's review these guidelines.

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 86, 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

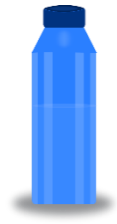
- Drink before you feel thirsty. By the time you feel thirsty, you're already dehydrated.
- Water is readily available, inexpensive, and exactly what your body needs.
- Drink water before you go out and bring some with you.
- If your lips are chapped, this means you need more water.

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 87, 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.**

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 1, WEEK 5

Overview Focus:

Warming Up and Cooling Down

Walking

Materials/Worksheets Needed for this Session

- Worksheet 64, **Warm-Up and Cool-Down**
- Worksheet 40, **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.

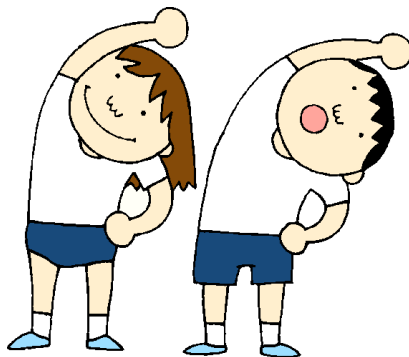
Ask participants if they know what it means to warm-up. Tell them about the importance of warming up. Why do you think baseball players warm-up? Not only does warming up allow players to perform better, but it also decreases the risk of injury. Overall, warming up and cooling down leads to increased 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 64, 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 40, 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 64, 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 43, **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 40, 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!

PHYSICAL ACTIVITY SESSION 1, WEEK 6

Overview Focus:

Stretching

Materials/Worksheets Needed for this Session

- Worksheet 43, **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 43, 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 43, **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

Flexibility Activity/Stretch	# of repetitions per set	# of sets per session	# of sessions per week
Hamstrings	4 per side	1	After every aerobic or strength session
Alternative Hamstrings	4 per side	1	After every aerobic or strength session
Calves	4 per side	1	After every aerobic or strength session
Ankles	4 per side	1	After every aerobic or strength session
Triceps	4 per side	1	After every aerobic or strength session
Wrists	4 per side	1	After every aerobic or strength session
Quadriceps	4 per side	1	After every aerobic or strength session
Double Hip Rotation	4 per side	1	After every aerobic or strength session
Single Hip Rotation	4 per side	1	After every aerobic or strength session
Shoulder Rotation	4 per side	1	After every aerobic or strength session
Neck Rotation	4 per side	1	After every aerobic or strength session
Side Leg Raise	4 per side	1	After every aerobic or strength session

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.



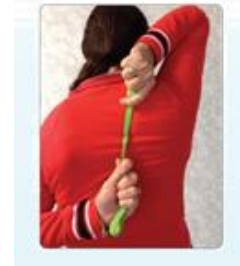
Ankles: Stretches front ankle muscles.

- 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 1, WEEK 7

Overview Focus:

Ways to Get Started Increasing Physical Activity

Materials/Worksheets Needed for this Session

- Worksheet 34, **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 28, 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 BHL, 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 34, 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

Mild:

- Walking at a leisurely pace.
- Walking on flat ground.

Moderate:

- A brisk walk
- Walking on hills.

- 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

Mild:

- Staying active for 10-15 minutes.

Moderate:

- Staying active for 30-45 minutes.

- 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.

Physical Activity Schedule

BHL physical activity sessions take place twice weekly for 26 weeks, followed by a one-week break and then 8 more weeks of classes. Participants are expected to attend one session per week; the other session is optional. The sessions are 45 minutes long. Session 1 of weeks 1-7 include instruction and discussion. Physical activity duration builds over the first two months. The full physical activity schedule is detailed below.

Week	Session 1	Session 2
1	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> Physical Activity Safety <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 10-minute brisk walk <p>OR</p> <p>10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 10-minute brisk walk <p>OR</p> <p>10 minutes of Jessica Smith 10,000 Steps DVD</p> <ul style="list-style-type: none"> 5-minute cool down
2	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> When to Stop Physical Activity <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 10-minute brisk walk <p>OR</p> <p>10 minutes of Jessica Smith 10,000 Steps DVD</p> <ul style="list-style-type: none"> 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 10-minute brisk walk <p>OR</p> <p>10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> 5-minute cool down
3	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> Shoes for Physical Activity <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 15-minute brisk walk <p>OR</p> <p>15-minute Bob Harper Biggest Loser walking workout https://www.youtube.com/watch?v=iRg7QMJKHpA</p> <ul style="list-style-type: none"> 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> 10-minute warm up 15-minute brisk walk <p>OR</p> <p>5-minute Donovan Greene No Excuse workout https://www.youtube.com/watch?v=spAspjMXcRM</p> <p>and</p> <p>10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p>

		<ul style="list-style-type: none"> • 5-minute cool down
4	<p>Discussion:</p> <ul style="list-style-type: none"> • Tips for Being Physically Active in Cold and Warm Weather <p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 15-minute brisk walk <p>OR</p> <p>15 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3lM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 15-minute brisk walk <p>OR</p> <p>15 minutes of Jessica Smith Mix and Match walking DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
5	<p>Discussion:</p> <ul style="list-style-type: none"> • Warming Up and Cooling Down • Walking <p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk <p>OR</p> <p>20-minute Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk <p>OR</p> <p>20 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3lM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down
6	<p>Discussion:</p> <ul style="list-style-type: none"> • Sample Stretches <p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk <p>OR</p> <p>20-minute Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk <p>OR</p> <p>5-minute Donovan Greene No Excuse workout https://www.youtube.com/watch?v=spAspjMXcRM</p> <p>and</p> <p>15 minutes of Jessica Smith Mix and Match walking DVD</p> <ul style="list-style-type: none"> • 5-minute cool down

7	<p>Discussion:</p> <ul style="list-style-type: none"> • Ways to Get Started Increasing Physical Activity (Frequency, Intensity, and Time; F.I.T.) <p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 25-minute brisk walk OR 25 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3lM&feature=youtu.be • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 25-minute brisk walk OR 25-minute Jessica Smith walking workout DVD • 5-minute cool down
8	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 25-minute brisk walk OR 25 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3lM&feature=youtu.be • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 25-minute brisk walk OR 25-minutes of Jessica Smith 10,000 Steps DVD • 5-minute cool down
9	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute HASfit workout https://www.youtube.com/watch?v=2AEO0I5VrQI • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down
10	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute HASfit workout https://www.youtube.com/watch?v=2AEO0I5VrQI • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down
11	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR

	<p>30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down</p>	<p>30-minute Dance that Walk DVD • 5-minute cool down</p>
12	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down</p>	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30-minute HASfit workout https://www.youtube.com/watch?v=2AEO0I5VrQI • 5-minute cool down</p>
13	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Chair Tai Chi DVD • 5-minute cool down</p>	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down</p>
14	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30-minute Dance that Walk DVD • 5-minute cool down</p>	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down</p>
15	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith Walk On DVD • 5-minute cool down</p>	<p>Physical Activity: • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4 Music: https://youtu.be/fAhXfcm_v40 • 5-minute cool down</p>

16	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Cupid Shuffle https://www.youtube.com/watch?v=zAevbmcwdS4</p> <p>Music: https://youtu.be/fAhXfcm_v40</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
17	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith Mix and Match walking workout DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
18	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout https://www.youtube.com/watch?v=2AE00I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down
19	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith 10,000 Miles walking workout DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Dance that Walk DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
20	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout https://www.youtube.com/watch?v=2AE00I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down

21	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle</p> <p>https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down
22	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Dance that Walk DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle</p> <p>https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down
23	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith 10,000 Miles DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout</p> <p>https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down
24	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Biker’s Shuffle</p> <p>https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5 minute cool down
25	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout</p> <p>https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith Mix and Match walking workout DVD</p> <ul style="list-style-type: none"> • 5-minute cool down

26	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down
27	BREAK	
28	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down
29	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith Mix and Match walking DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
30	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Dance that Walk DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down

31	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith 10,000 Miles DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout</p> <p>https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down
32	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of electric slide</p> <p>https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minutes of Chair Tai Chi DVD</p> <ul style="list-style-type: none"> • 5 minute cool down
33	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Cupid Shuffle</p> <p>https://www.youtube.com/watch?v=zAevbmcwdS4</p> <p>Music:</p> <p>https://youtu.be/fAhXfcm_v40</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith Mix and Match walking workout DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
34	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute HASfit workout</p> <p>https://www.youtube.com/watch?v=2AEO0I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30 minutes of Cupid Shuffle</p> <p>https://www.youtube.com/watch?v=zAevbmcwdS4</p> <p>Music: https://youtu.be/fAhXfcm_v40</p> <ul style="list-style-type: none"> • 5-minute cool down
35	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Jessica Smith 10,000 Miles walking workout DVD</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk <p>OR</p> <p>30-minute Dance that Walk DVD</p> <ul style="list-style-type: none"> • 5-minute cool down

APPENDIX C

Exit Interview

This form should be filled out by the PN supervisor when a participant leaves the program prior to graduation. The supervisor or program director can use this information to evaluate and improve the program.

Participant Name: _____ **Interview Date:** _____

Program: (Circle) BHL only or BHL+PN

1. What were your top 3 reasons for leaving the program?

Out of these 3 reasons, which was your top 1?

2. What did you like about the program?

3. How could the program be improved?



Graduation from Services



Congratulations on your healthy eating and physical activity progress! While the BHL program comes to an end, your journey continues. Consider these questions as a way to reflect on your BHL experience and what this means for your future.

1. What has participating in the BHL program meant to you?

2. In what ways have the other participants helped you?

3. What are your closing thoughts and or feelings as we end the BHL program?

4. As we near the end of our time together, describe any concerns or unfinished goals that you'd like to talk about.

5. Describe any eating habits you've changed since beginning the BHL program. Describe any physical activity habits you've changed.

6. Describe one lesson learned related to healthy eating that you can take away with you as we complete the program.

7. Describe one lesson learned related to physical activity that you can take away with you as we complete the program.

8. Describe how you will use the lessons learned to continue to grow and maintain the healthy lifestyle changes you've made since starting the program.

9. List 3 resources (e.g. food pantries, park district, etc.) you will continue to use to improve your healthy eating/physical activity.

10. List 3 ways you will use to maintain your healthy eating and physical activity habits (e.g. ask someone for help, journal, and reward system).

