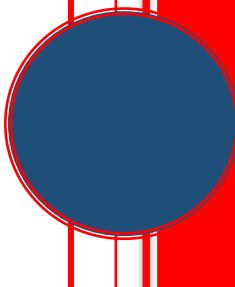




Behaviors for Healthy Lifestyles

Workbook

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



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INTRODUCTION

This workbook includes worksheets found in the accompanying BHL manual which 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).

-
- **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

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?

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

Worksheet 3, The Basics of Weight Control

INTAKE

Calories from food & beverages



OUTPUT

Calories used during exercise



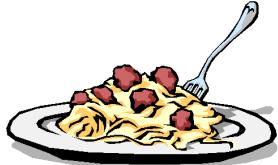
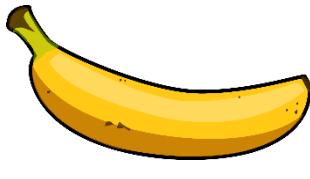
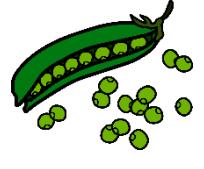
When you take in less calories than you use, you lose weight

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

1. Grains			
2. Vegetables	Salad	Mixed Greens	Carrots
3. Fruits			
4. Milk/Dairy		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 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 blank.

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:

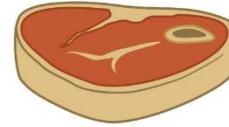
Dinner Meal

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

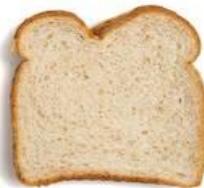
Grains	Veggies	Fruits	Dairy	Protein
 <p>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Low-fat ➤ No added sugar 	 <p>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Variety ➤ Low-fat dips/dressing ➤ Not fried 	 <p>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Variety ➤ No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

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

Worksheet 7, What do 100 Calories Look Like?

Grains



1 slice of bread



1/2 a bagel



28 baby carrots



1/2 an avocado



½ cup of plain cooked brown rice



1 tortilla



2 ¼ cups of green beans



33 grape tomatoes

Proteins



1 ½ hard-boiled eggs



1.5 ounces of steak



2 bacon slices



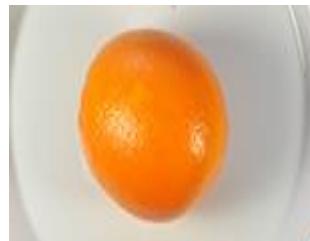
2.2 ounces of Ham



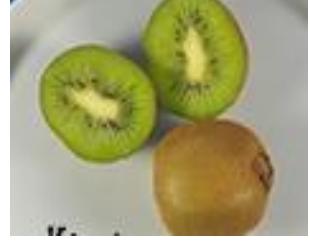
2 cups of strawberries



1 apple



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 <hr/> 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 1: 143 cal 68 cal 75 cal 0 cal <hr/> 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 <hr/> Example 2: Subway footlong sandwich(oven roasted chicken with cheese and veggies) 21 oz Fuze sweet iced tea	Example 1: 190 392 214 198 60 <hr/> 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 <hr/> Example 2: ½ small baked chicken breast 1 cup (148 g)steamed broccoli 1 glass (8 oz) of crystal light-flavored water	Example 1: 320 214 347 154 <hr/> Example 2: 164 52 5
Snack	Example 1: 1 slice of apple pie (117 g) <hr/> Example 2: 1 Little Debbie small honeybun RC can (12.2 fl oz)	Example 1: 277 <hr/> Example 2: 230 160

Worksheet 9, Calorie Counting

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

CLASS 4: SCALES AND WEIGHT

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

Worksheet 13, Types of Activities

<p><u>Light activities:</u> 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><u>Moderate activities:</u> 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><u>Muscle strengthening activities:</u> 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><u>Vigorous Activities:</u> 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>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Low-fat ➤ No added sugar 	<p>Healthy Choice:</p>  <ul style="list-style-type: none"> ➤ Variety ➤ Low-fat dips/dressing ➤ Not fried 	 <p>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Variety ➤ No added sugar ➤ No added syrup ➤ Go easy on 100% juice 	 <p>Healthy Choice:</p> <ul style="list-style-type: none"> ➤ Fat-free, low-fat ➤ No added sugar ➤ Skim or 1% 	 <p>Healthy Choice:</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> <hr/> <hr/> <hr/> <p>I will try...</p> <hr/> <hr/> <hr/>	<p>I am now eating...</p> <hr/> <hr/> <hr/> <p>I will try...</p> <hr/> <hr/> <hr/>	<p>I am now eating...</p> <hr/> <hr/> <hr/> <p>I will try...</p> <hr/> <hr/> <hr/>	<p>I am now eating...</p> <hr/> <hr/> <hr/> <p>I will try...</p> <hr/> <hr/> <hr/>	<p>I am now eating...</p> <hr/> <hr/> <hr/> <p>I will try...</p> <hr/> <hr/> <hr/>

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

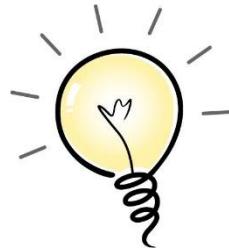
Worksheet 15, Healthy Eating and Activity Goal Sheet

Self-Management Topic Area	Goal
Healthy Eating	<p>Sample Goal: To eat healthier foods and to lose weight</p> <p>My Goal: is to...</p> <p>Sample Goal: To eat smaller portions and to lose weight</p> <p>My Goal: is to...</p>
Physical Activity	<p>Sample Goal: To be more active and lose weight</p> <p>My Goal: is to...</p> <p>Sample Goal: To get stronger and to lose weight</p> <p>My Goal: 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

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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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 8: INVOLVING OTHERS: PART 2

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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!

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

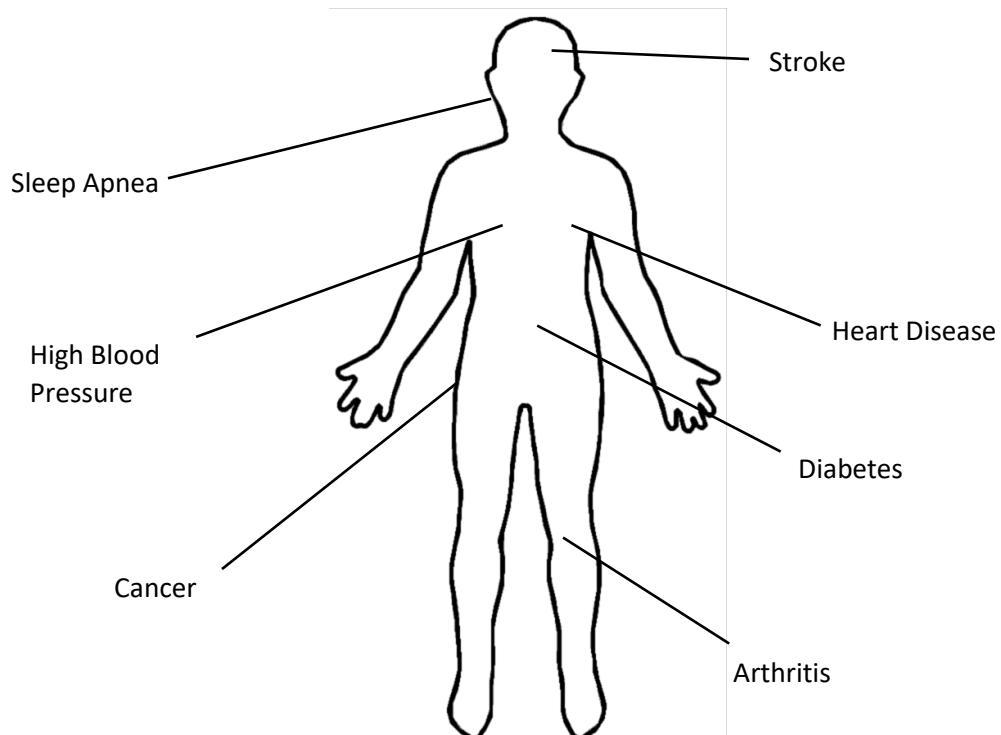
Worksheet 21, Action Plan Tracking Sheet

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

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

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!

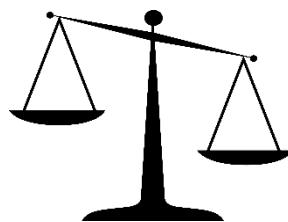
Set a goal to lose 10% and go for it!



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

INTAKE
Calories from food & beverages



OUTPUT
Calories used during exercise



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 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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 10: EATING DISORDERS

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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?



Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

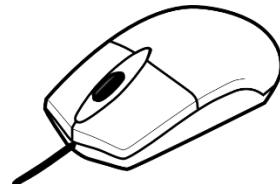
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

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



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

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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

Moderate:

- Staying active for 30-45 minutes.

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

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

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

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

Worksheet 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.





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



Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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:

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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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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



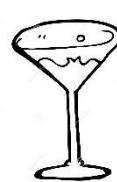
Sweet
Tea



Coffee with
cream/sugar



Beer



Cocktails

To lose weight, choose healthier, low calories beverages!

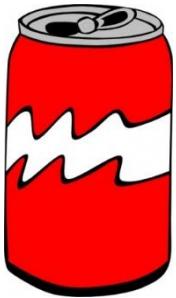
Instead of These	Try These
High Calorie Beverages	Low Calorie Beverages
• Pop	• Diet Pop or Water
• Sweet Tea	• Unsweetened Tea
• Coffee with Sugar & Creamer	• Coffee with Sugar Substitute & Skim or Fat-Free Milk
• High Fat Milk	• Skim or Fat Free Milk
• Fruit Punch	• 100% Juice (diluted with Water)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

Caution!

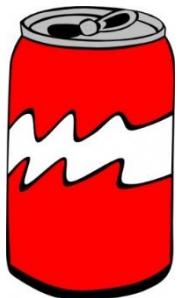
- Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain. Also, alcohol can increase your need for water.
- Also, it is dangerous for your health to mix alcohol with medications!

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!!!



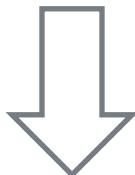
Sweetened drinks

(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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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),
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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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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:

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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),
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Thing(s) that will help me be successful: _____

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

CLASS 15: FRUIT AND VEGETABLES

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating Goal:

Step 1: Make a Specific Healthy Eating Action Plan

WHAT: _____

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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

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ACTION PLAN: For this next week, I WILL:

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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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

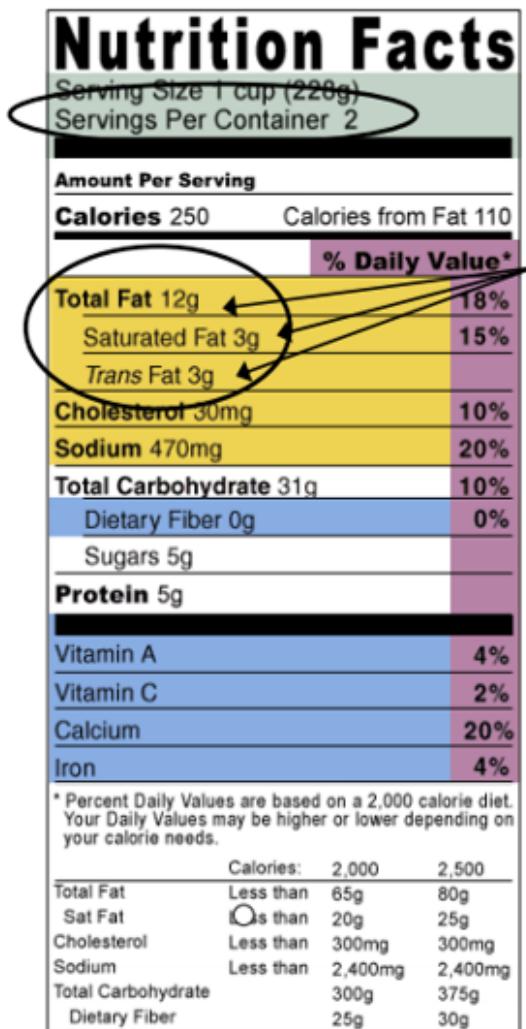


INSTEAD OF...	TRY...
Mayonnaise	Mustard or Fat-Free Mayo
Bacon or Fatback	Turkey Bacon
Hamburger	Turkey Burger
Regular Salad Dressing	Low-Fat or Fat-Free Dressing
Fried Chicken or Fried Fish	Baked Chicken or Baked Fish
French Fries	Baked Potato

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!



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	

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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: _____

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Step 3: Make sure it is something you CAN DO

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

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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

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

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

CLASS 17: GRAINS AND CARBOHYDRATES

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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)

- White rice
- Fried rice
- Grits
- White bread
- Croissant

Whole Grains

- Brown rice
- Steamed rice
- Oatmeal
- 100% whole wheat bread
- 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).

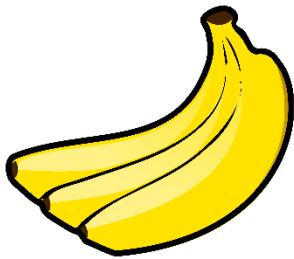




Worksheet 53, Mindful Eating Activity



- 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?



Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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Worksheet 18, Action Planning: Making A Physical Activity Action Plan

From Week: _____ / ___ / ___ through _____ / ___ / ___

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

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

CLASS 18: ALTERNATIVE MEAL CHOICES

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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

Grilled Chicken

Turkey Burger

Baked Fish

Beans and rice

Vegetables

Green Salad

Broccoli (steamed)

Green Beans (boiled)

Asparagus (steamed)

Starch

Baked Potato (small)

Rice (brown, steamed)

Bread (whole wheat)

Pasta (whole wheat, boiled)

Desserts

Fresh Fruit

Jell-O (sugar-free)

Angel Food Cake

Frozen Yogurt (fat free, sugar
free)

Fruits

Apple

Grapes

Watermelon

Orange

Beverages

Water

Iced Tea (unsweetened)

Milk (fat-free or skim)

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.

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

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.**



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

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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!



Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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 20: NO MORE!

Worksheet 21, Action Plan Tracking Sheet

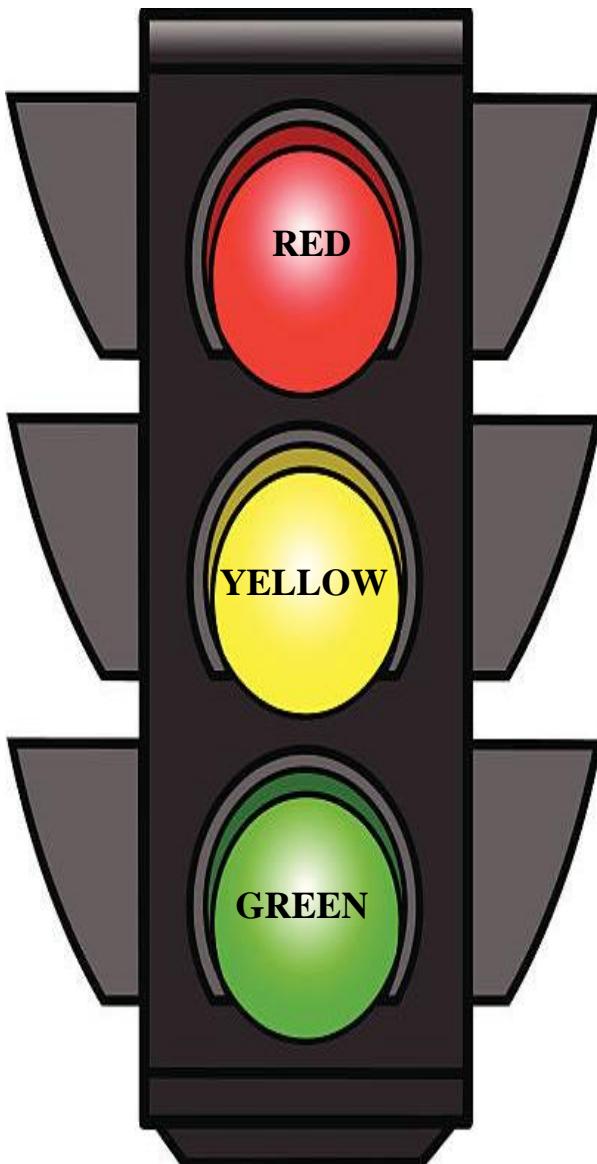
From week: ___ / ___ / ___ to ___ / ___ / ___

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

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:



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

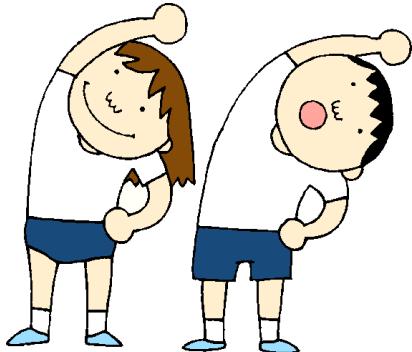
GREEN LIGHT FOODS AND BEVERAGES

- 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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.



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

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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.

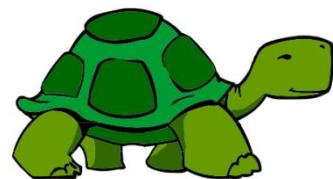
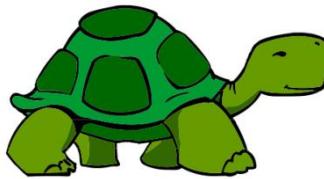
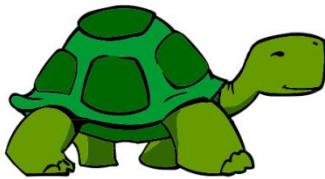
Here are some suggestions:

- 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

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan
From Week: _____ / _____ through _____ / _____

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

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
Healthy Eating Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		
Physical Activity Last week, I was going to...	Fully Successful Partially Successful Not at all Successful		

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

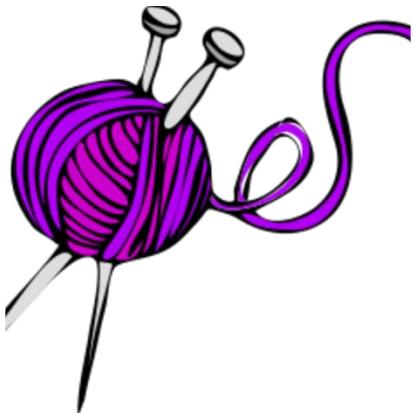


Get Active

- 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

Worksheet 83, Emotions and Your Weight

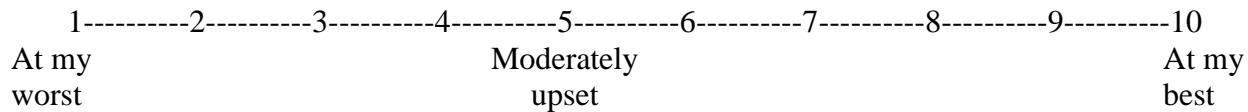
People often eat in response to their emotions. People may eat more when they are sad, angry, or anxious to try to feel better. Learning to be aware of our emotions can help us make better decisions about handling emotions that might interfere with our health goals.



Think about your Current Eating Habits...

Do you sometimes eat to cope with difficult feelings such as sadness, anger, or anxiety?

Use the scale below (1=At my worst, 10=At my best) to rate how you feel right now.



Are you an Emotional Eater?

If you are an emotional eater, at what point on the scale are you more likely to overeat to cope with your feelings?

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.

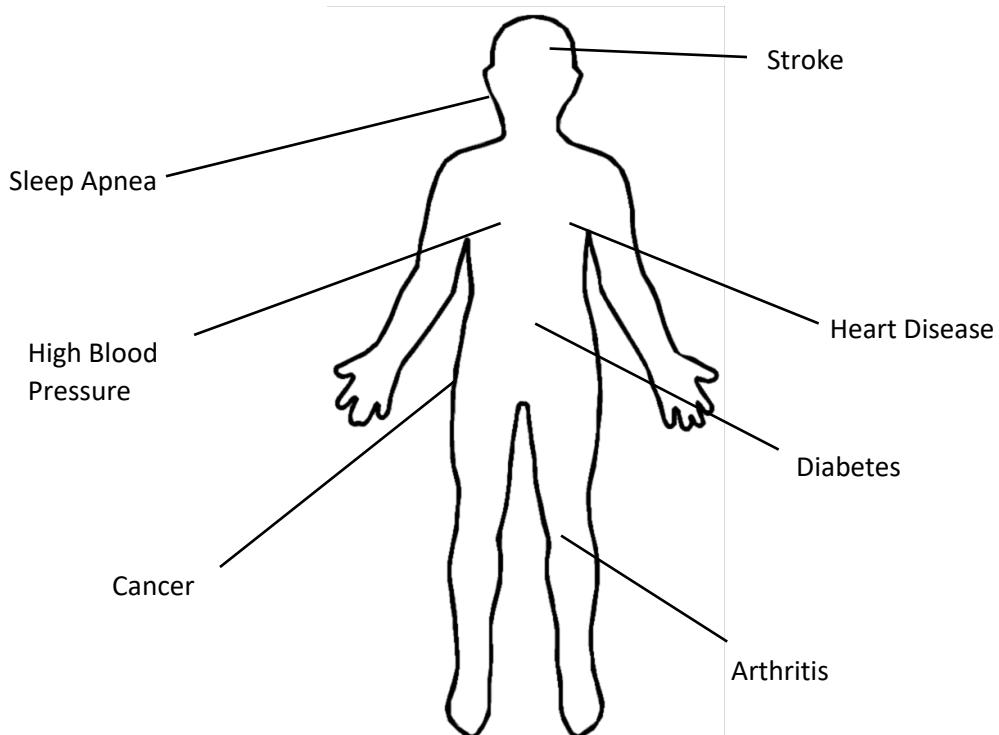
Bike-sharing Programs around the U.S.

- **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.



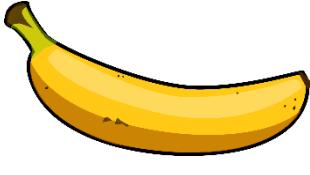
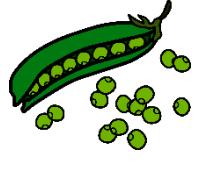
REVIEW CLASS 1: GOOD NUTRITION

Worksheet 28, Obesity Related Health Risks



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			
2. Vegetables	Salad	Mixed Greens	Carrots
3. Fruits			
4. Milk/Dairy		Yogurt	Cheese
5. Meats/Proteins			
Meat/Chicken	Fish	Beans	

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

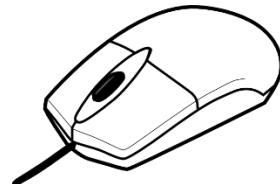
This worksheet has been adapted from the existing MOVE! Manual developed by the VA National Center for Health Promotion and Disease Prevention.

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: THE BASICS OF PHYSICAL ACTIVITY

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

Moderate:

- Staying active for 30-45 minutes.

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

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

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

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

Worksheet 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.



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



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



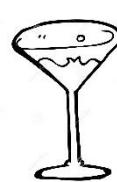
Sweet
Tea



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.

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

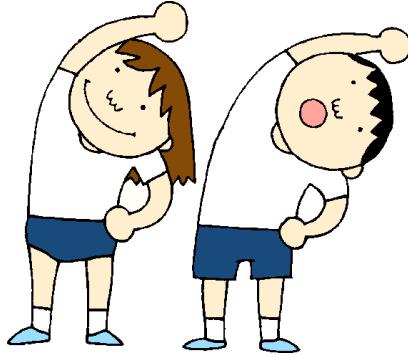
Drinks- Regular	Small	Medium	Large	Extra large
Regular soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g
Fruit punch	248 / 0g	331 / 0g	436 / 0g	662 / 0g
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Lemonade	90 / 0g	120 / 0g	158 / 0g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

REVIEW CLASS 4: PHYSICAL ACTIVITY WARM UP AND SAFETY

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.

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

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.

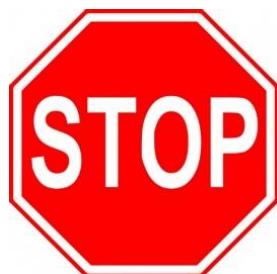
Worksheet 59, When to Stop Physical Activity

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.**



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.

REVIEW CLASS 5: FRUITS, VEGETABLES, FATS, AND GRAINS

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.

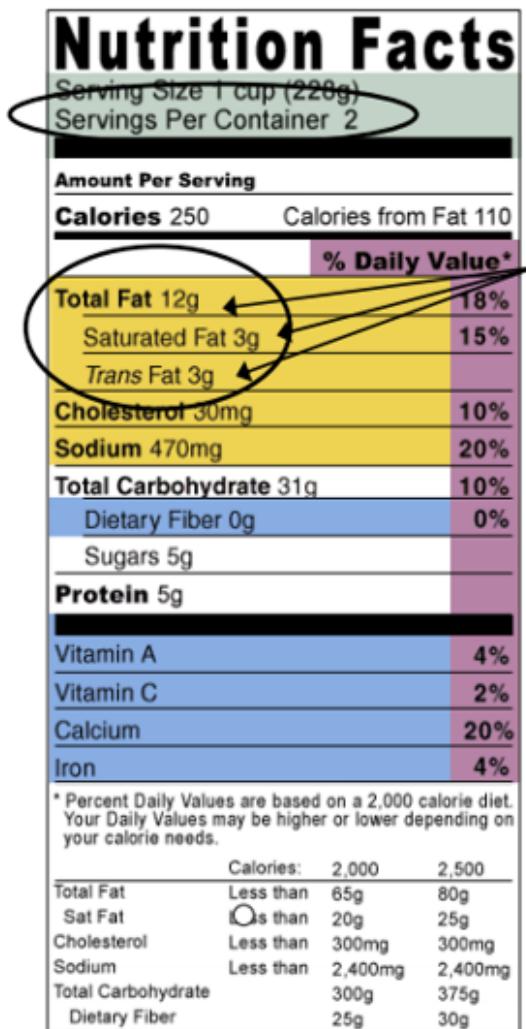


INSTEAD OF...	TRY...
Mayonnaise	Mustard or Fat-Free Mayo
Bacon or Fatback	Turkey Bacon
Hamburger	Turkey Burger
Regular Salad Dressing	Low-Fat or Fat-Free Dressing
Fried Chicken or Fried Fish	Baked Chicken or Baked Fish
French Fries	Baked Potato

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!



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)

- White rice
- Fried rice
- Grits
- White bread
- Croissant

Whole Grains

- Brown rice
- Steamed rice
- Oatmeal
- 100% whole wheat bread
- 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

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

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?

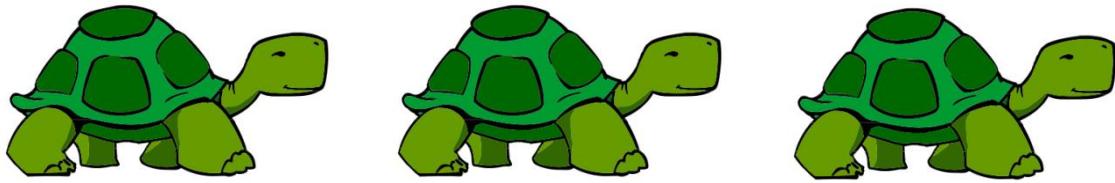
- _____
- _____
- _____
- _____
- _____

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.

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.

Worksheet 82, Dealing with Boredom

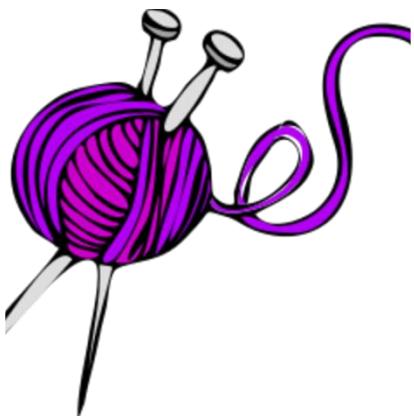


Get Active

- 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

Worksheet 83, Emotions and Your Weight

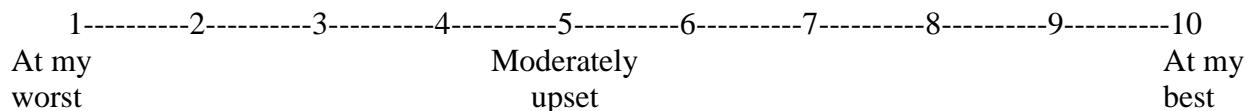
People often eat in response to their emotions. People may eat more when they are sad, angry, or anxious to try to feel better. Learning to be aware of our emotions can help us make better decisions about handling emotions that might interfere with our health goals.



Think about your Current Eating Habits...

Do you sometimes eat to cope with difficult feelings such as sadness, anger, or anxiety?

Use the scale below (1=At my worst, 10=At my best) to rate how you feel right now.



Are you an Emotional Eater?

If you are an emotional eater, at what point on the scale are you more likely to overeat to cope with your feelings?

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

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 A

Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in

Name: _____

Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in

Name: _____

Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in

Name: _____

Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in

Name: _____

Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in

Name: _____

APPENDIX B

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=spAspjMXcRM>

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=dv2qKpna3lM&feature=youtu.be>

30-minute HASfit workout

<https://www.youtube.com/watch?v=2AE00I5VrQI>

PHYSICAL ACTIVITY SESSION 1, WEEK 1

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.



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PHYSICAL ACTIVITY SESSION 1, WEEK 2

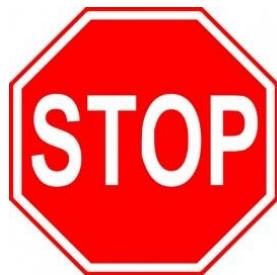
Worksheet 59, When to Stop Physical Activity

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

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.

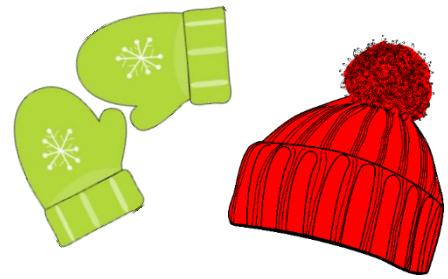
- The heel should not pinch or slip when you walk.
- The shoes should bend easily at the ball of your feet just behind your toes.
- After physical activity check your feet for any sores, cuts, or blisters. Tell your primary care team if these don't heal.
- Replace your shoes when the soles (bottom) are 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

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



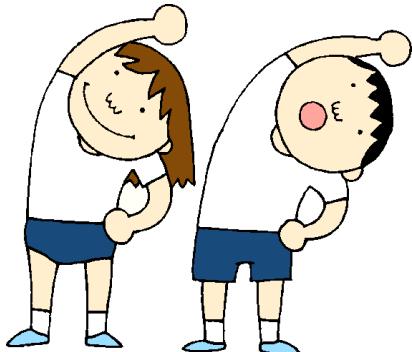
You should take extra care when engaging in physical activity in warm weather. The following tips will keep you safe in the heat:

- 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

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!

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 6

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

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> <ul style="list-style-type: none">10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be• 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> <ul style="list-style-type: none">10 minutes of Jessica Smith 10,000 Steps DVD• 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> <ul style="list-style-type: none">10 minutes of Jessica Smith 10,000 Steps DVD• 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> <ul style="list-style-type: none">10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be• 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> <ul style="list-style-type: none">15-minute Bob Harper Biggest Loser walking workout https://www.youtube.com/watch?v=iRg7QMJKHpA• 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> <ul style="list-style-type: none">5-minute Donovan Greene No Excuse workout https://www.youtube.com/watch?v=spAspjMXcRMand10 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be

		<ul style="list-style-type: none"> • 5-minute cool down
4	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Tips for Being Physically Active in Cold and Warm Weather <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 15-minute brisk walk OR 15 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be • 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 15-minute brisk walk OR 15 minutes of Jessica Smith Mix and Match walking DVD • 5-minute cool down
5	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Warming Up and Cooling Down • Walking <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk OR 20-minute Chair Tai Chi DVD • 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk OR 20 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be • 5-minute cool down
6	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Sample Stretches <p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk OR 20-minute Chair Tai Chi DVD • 5-minute cool down 	<p><u>Physical Activity:</u></p> <ul style="list-style-type: none"> • 10-minute warm up • 20-minute brisk walk OR 5-minute Donovan Greene No Excuse workout https://www.youtube.com/watch?v=spAspiMXcRM and 15 minutes of Jessica Smith Mix and Match walking DVD • 5-minute cool down

		Discussion: <ul style="list-style-type: none"> Ways to Get Started Increasing Physical Activity (Frequency, Intensity, and Time; F.I.T.) Physical Activity: <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=dv2qKpna3IM&feature=youtu.be 5-minute cool down 	Physical Activity: <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
7		Physical Activity: <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=dv2qKpna3IM&feature=youtu.be 5-minute cool down 	Physical Activity: <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
8		Physical Activity: <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=dv2qKpna3IM&feature=youtu.be 5-minute cool down 	Physical Activity: <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		Physical Activity: <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=2AE00I5VrQI 5-minute cool down 	Physical Activity: <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		Physical Activity: <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=2AE00I5VrQI 5-minute cool down 	Physical Activity: <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		Physical Activity: <ul style="list-style-type: none"> 10-minute warm up 30-minute brisk walk OR 	Physical Activity: <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</p> <p>Music: https://youtu.be/fAhXfcm_v40</p> <ul style="list-style-type: none"> • 5-minute cool down 	<p>30-minute Dance that Walk DVD</p> <ul style="list-style-type: none"> • 5-minute cool down
12	<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 HASfit workout https://www.youtube.com/watch?v=2AE00I5VrQI</p> <ul style="list-style-type: none"> • 5-minute cool down
13	<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 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
14	<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 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
15	<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 Walk On 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 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

	16	<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 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Chair Tai Chi DVD • 5-minute cool down
	17	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith Mix and Match walking workout DVD • 5-minute cool down
	18	<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=2AE00I5VrQI • 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 Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down
	19	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith 10,000 Miles walking workout DVD • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Dance that Walk DVD • 5-minute cool down
	20	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down 	<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=2AE00I5VrQI • 5-minute cool down

	21	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Chair Tai Chi DVD • 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 Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down
	22	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Dance that Walk DVD • 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 Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down
	23	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith 10,000 Miles DVD • 5-minute cool down 	<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=2AE00I5VrQI • 5-minute cool down
	24	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Biker's Shuffle https://www.youtube.com/watch?v=uwJ66XxGBFk&feature=youtu.be • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Chair Tai Chi DVD • 5 minute cool down
	25	<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=2AE00I5VrQI • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith Mix and Match walking workout DVD • 5-minute cool down

	26	<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=2AE00I5VrQI • 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 electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be • 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 OR 30 minutes of electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be • 5-minute cool down 	<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=2AE00I5VrQI • 5-minute cool down
	29	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of Chair Tai Chi DVD • 5-minute cool down 	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith Mix and Match walking DVD • 5-minute cool down
	30	<p>Physical Activity:</p> <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Dance that Walk DVD • 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 electric slide https://www.youtube.com/watch?v=dv2qKpna3IM&feature=youtu.be • 5-minute cool down

	31	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith 10,000 Miles DVD • 5-minute cool down 	Physical Activity: <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=2AE00I5VrQI • 5-minute cool down
	32	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30 minutes of electric slide https://www.youtube.com/watch?v=_dv2qKpna3IM&feature=youtu.be • 5-minute cool down 	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minutes of Chair Tai Chi DVD • 5 minute cool down
	33	Physical Activity: <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 	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith Mix and Match walking workout DVD • 5-minute cool down
	34	Physical Activity: <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=2AE00I5VrQI • 5-minute cool down 	Physical Activity: <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
	35	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Jessica Smith 10,000 Miles walking workout DVD • 5-minute cool down 	Physical Activity: <ul style="list-style-type: none"> • 10-minute warm up • 30-minute brisk walk OR 30-minute Dance that Walk DVD • 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.

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

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

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.
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-
-

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).
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-
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