The University of Texas Community Outreach Program
Community Health Worker Continuing Education

Your Health Matters: Fitness for Life

TRAINER HANDBOOK



Free and reproducible materials for Community Health Workers to implement in local community education programs

University of Texas
Community Outreach

Your Health Matters!

Your Health Matters: Fitness for Life

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The University of Texas School of Public Health – Brownsville
Dr. Belinda Reininger Lisa Mitchell-Bennett Laura Dirkse Vanessa Saldaña

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Dr. Linda Lloyd Rosalia Guerrero Caroline Vasquez

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Sister Rosemary Welsh Martha Martinez Mirtha Trejo

Additional Content Advisors
Leticia Gomez with Migrant Health Promotion
Lizette Pacheco with Migrant Health Promotion
Tony Ramos with Borderland AHEC
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Video Credits

Cast
Martie Di Gregario Melissa Millan Dante Robledo
Chickie Samano Stephan Schull

With appearances by
Caelan and Malcolm Mitchell-Bennett Domonic Rodriguez Mark Vasquez

Scriptwriter Jo Ann LeQuang
Camera/Lighting Kurt Lang
Location Sound Brian Albritton

Editor Jeffrey Mills
Production Manager Nathalie Sessions
Production Assistant Sydney Jones

Executive Producer Dr. Belinda Reininger
Executive Producer Lisa Mitchell-Bennett
Producer/Director Dan Sessions

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Camille Lightener Playhouse
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ID# _____

Date _____ A.M. / P.M. (circle one)

Your Health Matters: Fitness for Life

Knowledge Questionnaire

Energy Balance

1. If my body burns OUT more calories than I put IN to my body, I will:
    a. Lose weight.
    b. Gain weight.
    c. Maintain my weight.
    d. I don't know.

2. When starting an exercise program, the following are important aspects:
    a. Frequency.
    b. Intensity.
    c. Time.
    d. Type.
    e. All of the above.
    f. I don't know.

3. To burn one pound of fat, a person has to burn _____ calories.
    a. 100
    b. 1500
    c. 2500
    d. 3500
    e. I don't know.

Fitness Basics

4. The minimum amount of moderate physical activity an adult should do each week, in bouts of at least 10 minutes, is:
    a. 60 minutes.
    b. 75 minutes.
    c. 150 minutes.
    d. I don't know.

5. Muscle strength training should be done at least 2 days each week, the following is NOT an example of muscle strength training:
    a. Push-ups.
    b. Lifting Weights.
    c. Running.
    d. Yoga.
    e. I don't know.

ID# _____

Date _____ A.M. / P.M. (circle one)

Why Fitness is Important

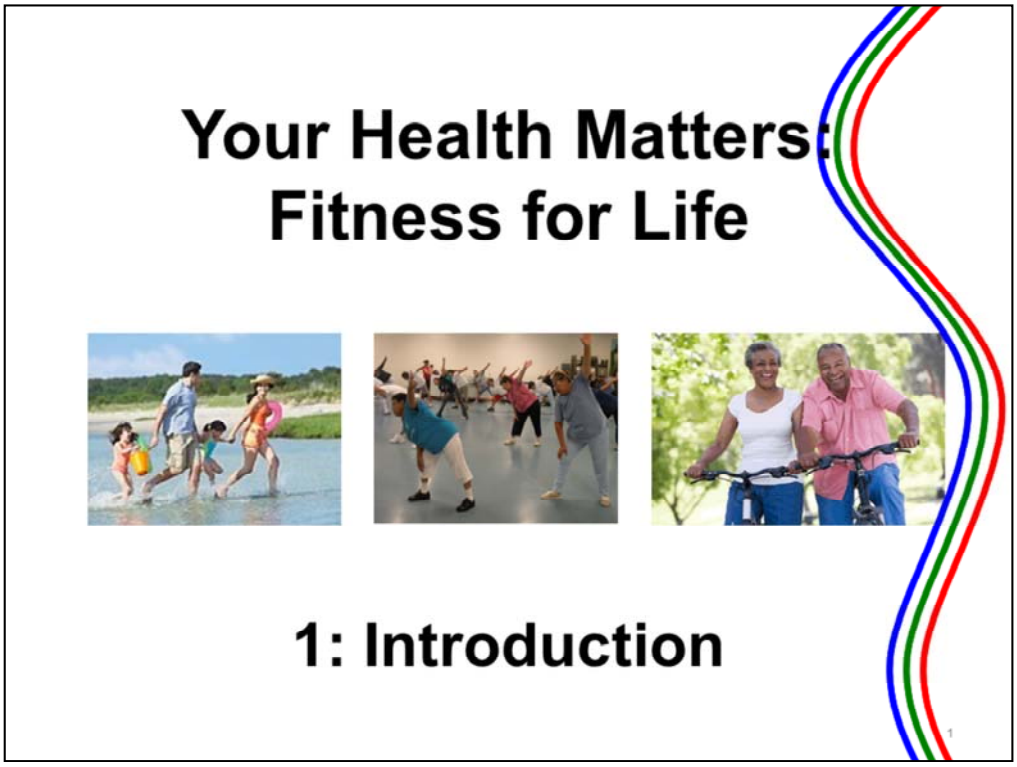
6. The more physical activity you do:
    a. The fewer the health benefits, the better you feel.
    b. The greater the health benefits, the better you feel.
    c. The greater the health benefits, the worse you feel.
    d. The fewer the health benefits, the worse you feel.
    e. I don't know.

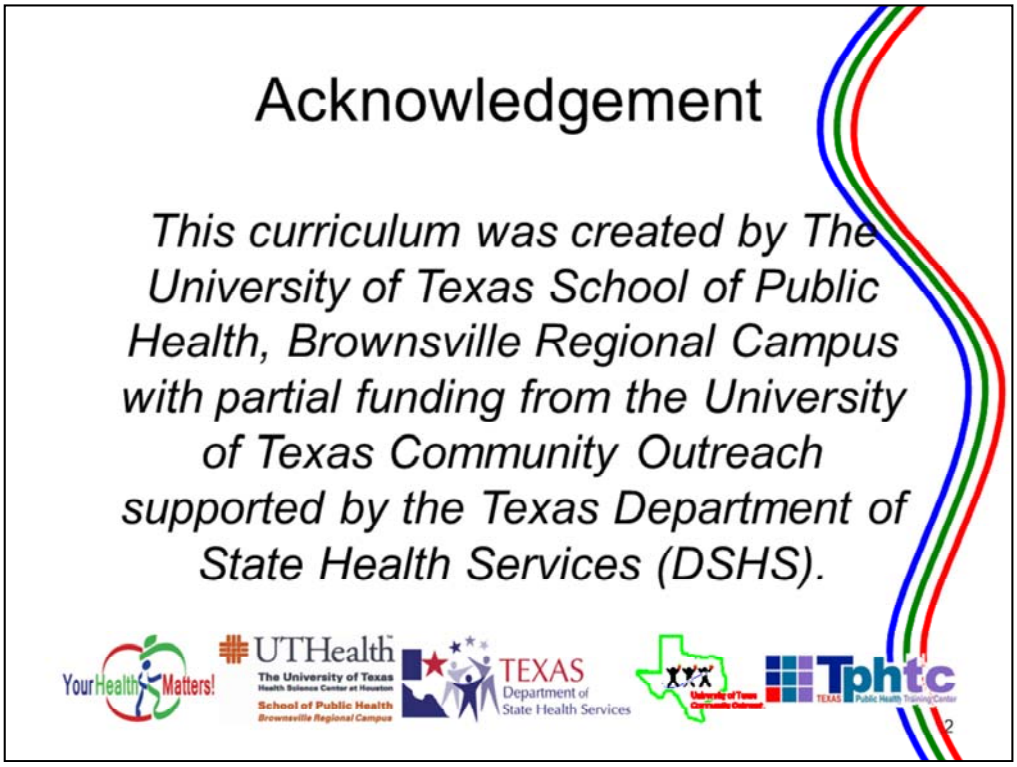
7. The minimum amount of physical activity a child should have daily or on most days, in bouts of at least 15 minutes, is:
    a. 60 minutes.
    b. 75 minutes.
    c. 150 minutes.
    d. I don't know.

How to Get Started and Stay Active

8. The following is a true statement:
    a. Older people need less exercise.
    b. Exercise makes you tired.
    c. Exercise takes too much time.
    d. You don't have to be athletic to exercise.
    e. I don't know.

9. I can be active daily:
    a. At home.
    b. At work.
    c. At play.
    d. In my community.
    e. All of the above.
    f. I don't know.


Your Health Matters:
Fitness for Life
1: Introduction


Acknowledgement
This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the University of Texas Community Outreach supported by the Texas Department of State Health Services (DSHS).
Your Health Matters!
UTHealth
The University of Texas Health Science Center at Houston
School of Public Health
Brownsville Regional Campus
TEXAS
Department of State Health Services
Tphtc
TEXAS Public Health Training Center
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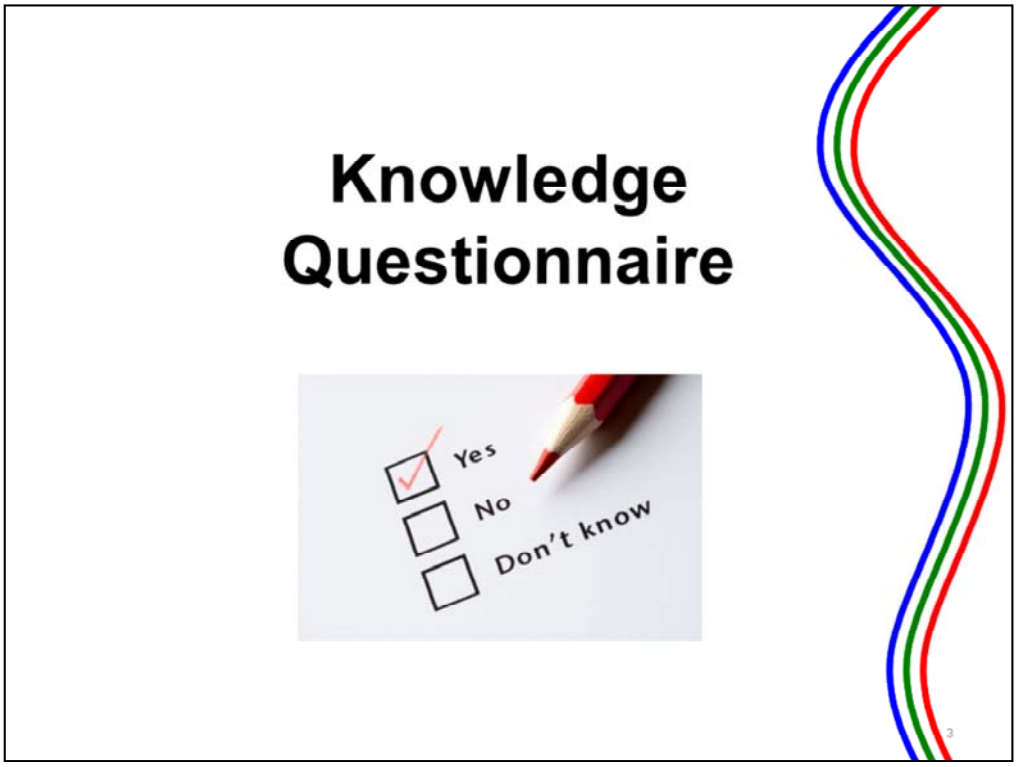
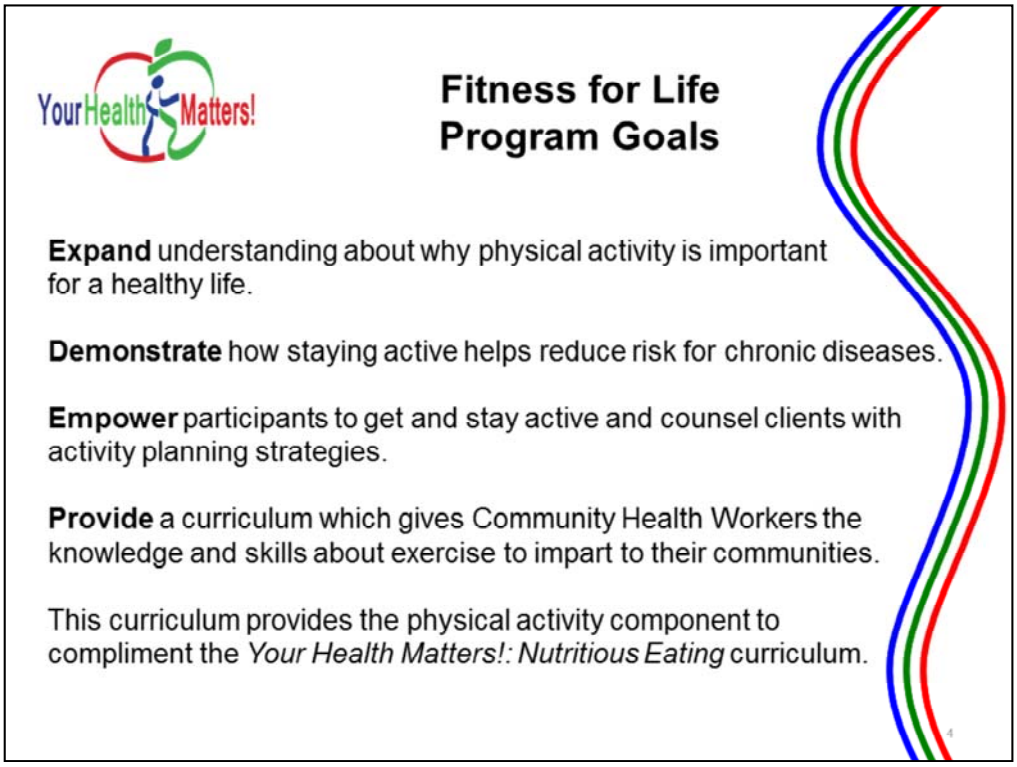
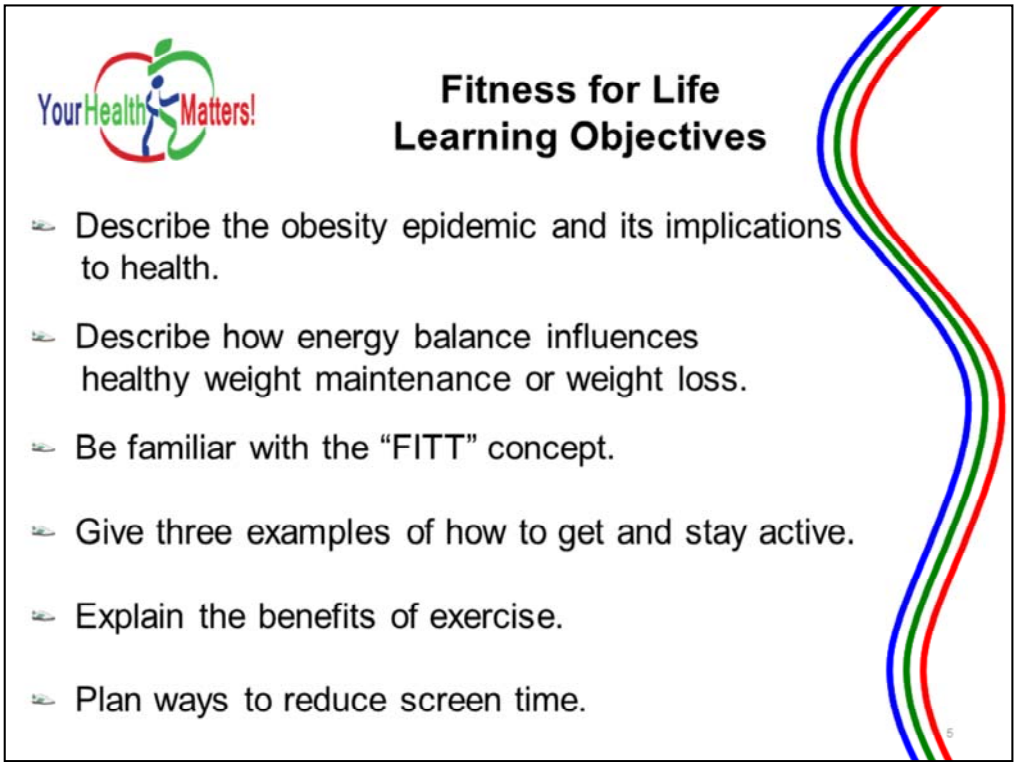


Administer Knowledge Questionnaire designated on colored paper for pre-training assessment.


Your Health Matters!
Fitness for Life
Program Goals
Expand understanding about why physical activity is important for a healthy life.
Demonstrate how staying active helps reduce risk for chronic diseases.
Empower participants to get and stay active and counsel clients with activity planning strategies.
Provide a curriculum which gives Community Health Workers the knowledge and skills about exercise to impart to their communities.
This curriculum provides the physical activity component to compliment the Your Health Matters!: Nutritious Eating curriculum.


Your Health Matters!
Fitness for Life
Learning Objectives
Describe the obesity epidemic and its implications to health.
Describe how energy balance influences healthy weight maintenance or weight loss.
Be familiar with the "FITT" concept.
Give three examples of how to get and stay active.
Explain the benefits of exercise.
Plan ways to reduce screen time.
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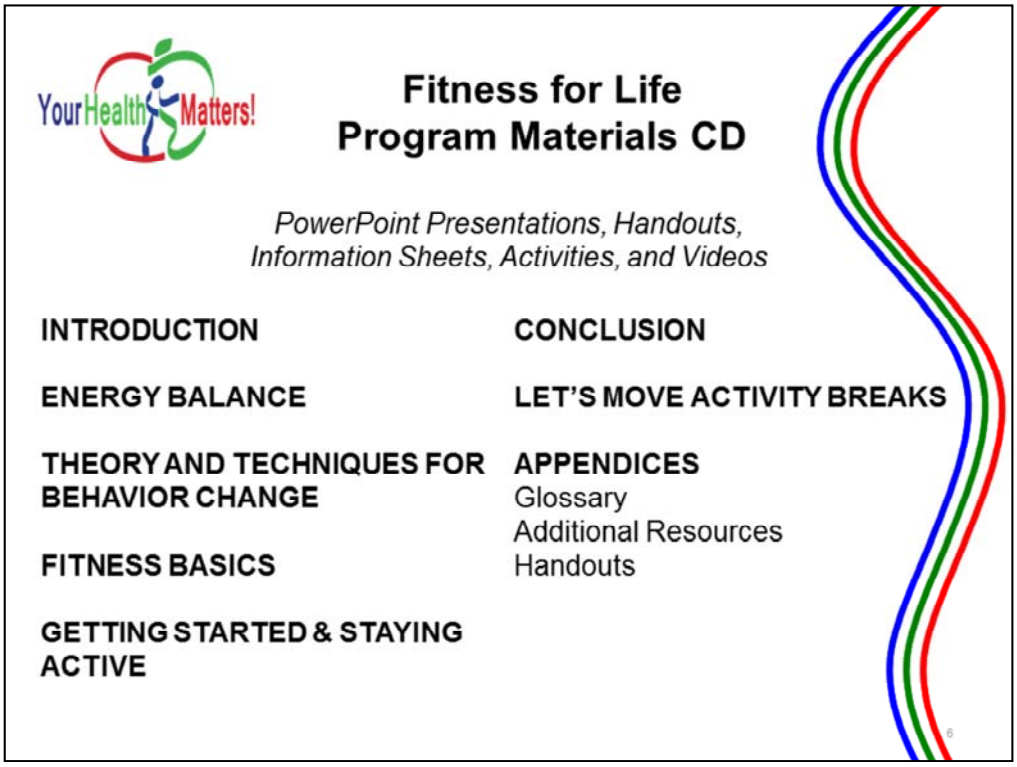

Your Health Matters!
Fitness for Life
Program Materials CD
PowerPoint Presentations, Handouts,
Information Sheets, Activities, and Videos
INTRODUCTION
ENERGY BALANCE
THEORY AND TECHNIQUES FOR BEHAVIOR CHANGE
FITNESS BASICS
GETTING STARTED & STAYING ACTIVE
CONCLUSION
LET'S MOVE ACTIVITY BREAKS
APPENDICES
Glossary
Additional Resources
Handouts

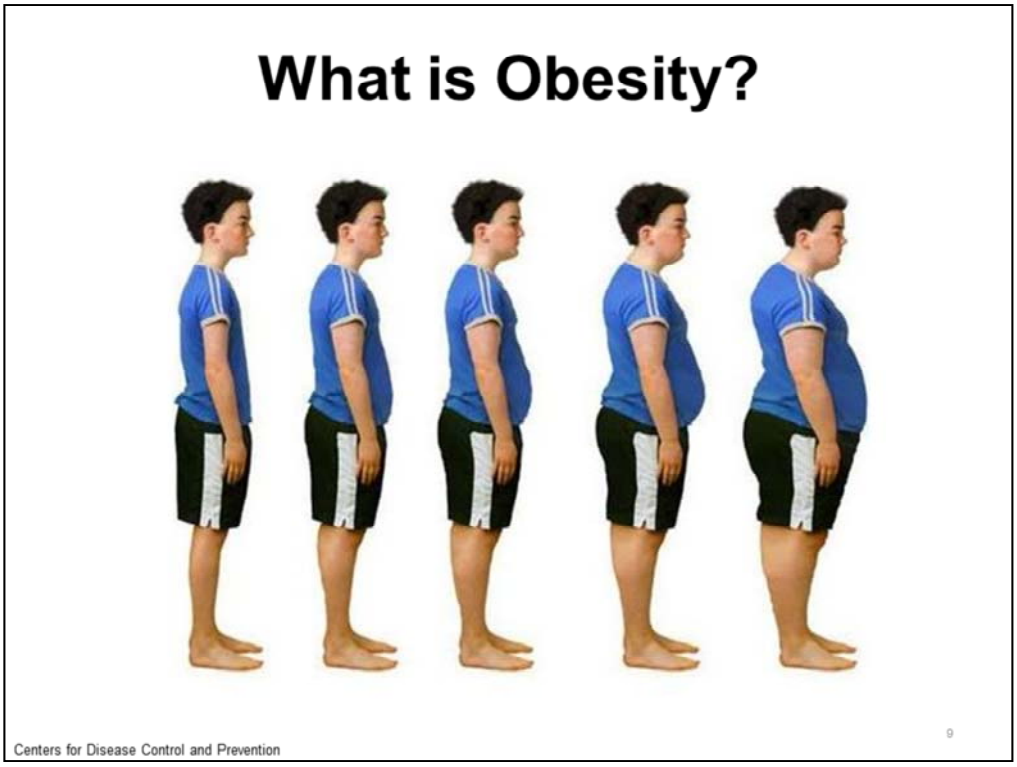

Your Health Matters!
So why are we here? …

Obesity is an Epidemic

#1 health problem facing American children

A defining public health challenge for the next half-century

The most challenging public health problem ever faced



“Obese” refers to a weight status that is more than what is thought to be healthy for a given height. (more on next slide)


Obesity is not about appearance.
LARGE
Huge
FAT
BIG BONED
overweight
HEAVY
Unhealthy
Obesity is a medical diagnosis.
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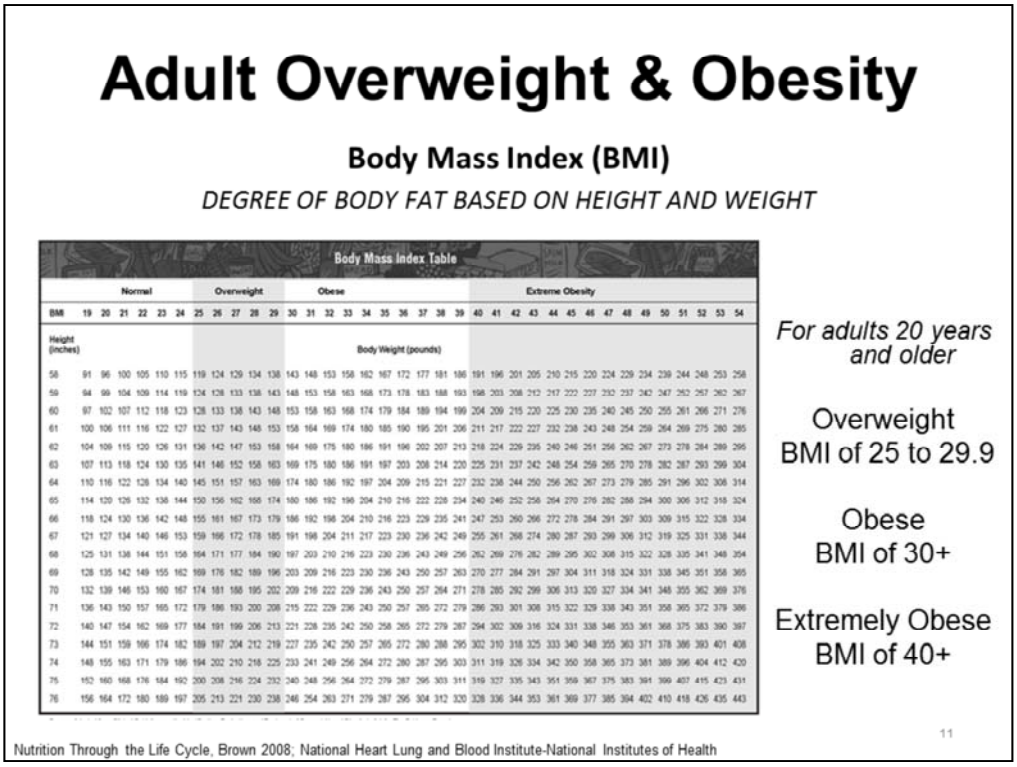
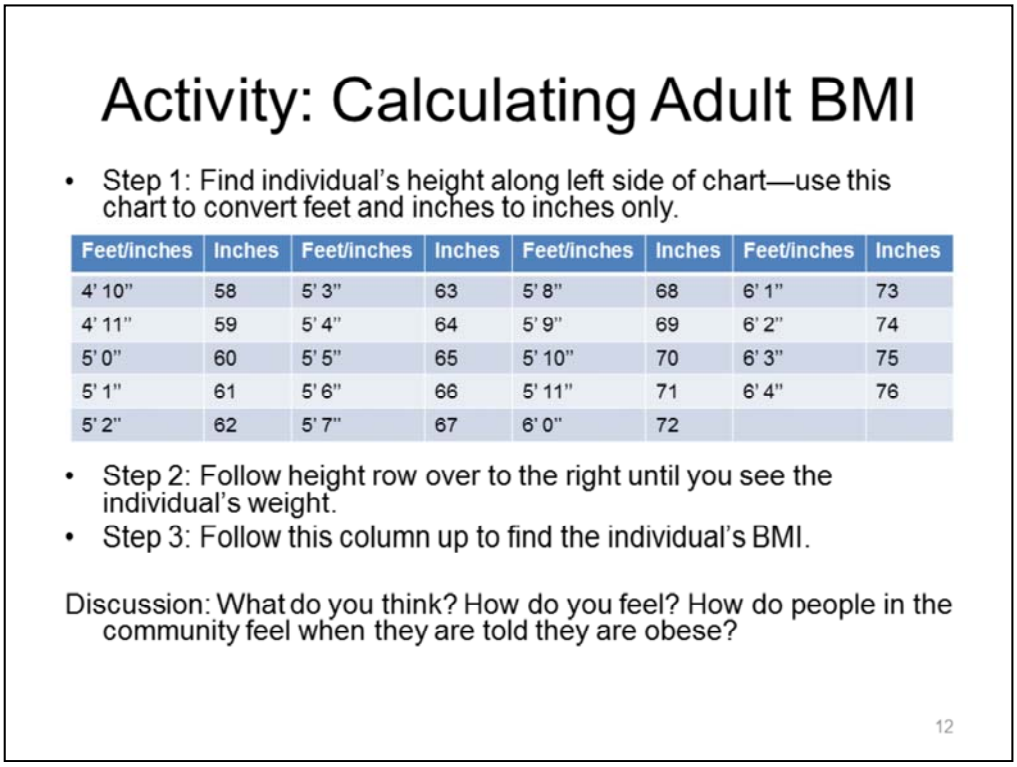


For adults, overweight and obesity ranges are determined by using weight and height to calculate a number called the "body mass index" (BMI). BMI is used because, for most people, it correlates with their amount of body fat.

An adult who has a BMI between 25 and 29.9 is considered overweight.

An adult who has a BMI of 30 or higher is considered obese.

HANDOUT: BMI Table – ask everyone to identify their own BMI privately



Activity: Calculating Adult BMI

- Step 1: Find individual's height along left side of chart—use this chart to convert feet and inches to inches only.

Feet/inches	Inches	Feet/inches	Inches	Feet/inches	Inches	Feet/inches	Inches
4' 10"	58	5' 3"	63	5' 8"	68	6' 1"	73
4' 11"	59	5' 4"	64	5' 9"	69	6' 2"	74
5' 0"	60	5' 5"	65	5' 10"	70	6' 3"	75
5' 1"	61	5' 6"	66	5' 11"	71	6' 4"	76
5' 2"	62	5' 7"	67	6' 0"	72		

- Step 2: Follow height row over to the right until you see the individual's weight.
- Step 3: Follow this column up to find the individual's BMI.

Discussion: What do you think? How do you feel? How do people in the community feel when they are told they are obese?

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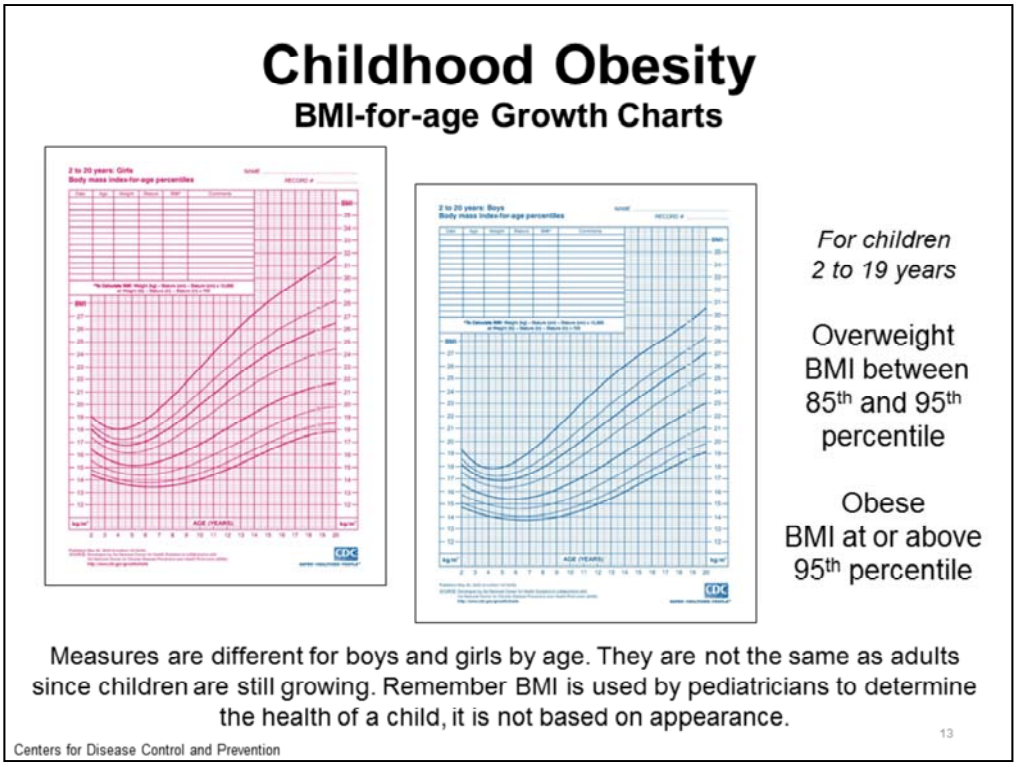
Remember being overweight or obese is a medical issue NOT an appearance issue.



For children and adults, BMI is used to screen for obesity, overweight, healthy weight, or underweight. However, BMI is not a diagnostic tool.

A child may have a high BMI for age and sex, but to determine if excess fat is a problem, a health care provider would need to perform further assessments. Although the BMI number is calculated the same way for children and adults, the criteria used to interpret the meaning of the BMI number for children and teens are different from those used for adults. For children and teens, BMI age- and sex-specific percentiles are used for two reasons:

1) The amount of body fat changes with physical development (puberty) when there are hormonal changes.

2) The amount of body fat differs between girls and boys. This change is more noticeable in girls because more body fat is needed to maintain healthy function for childbirth. Children who are overweight or obese typically mature earlier than children of normal weight.

The CDC BMI-for-age growth charts take into account these differences and the changes in height that occur in puberty.. They also allow translation of a BMI number into a percentile for a child's sex and age. For adults, on the other hand, BMI is interpreted through categories that do not take into account sex or age.

HANDOUT (optional): BMI-for-age Girls 2 to 20 years; BMI-for-age Boys 2 to 20 years

Why Do We Care?

Obesity is a major risk factor for:

- Cardiovascular disease
- High total cholesterol
- High blood pressure
- Type 2 diabetes
- Stroke
- Liver disease
- Gall bladder disease
- Certain cancers
- Osteoporosis
- Depression

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Staying at a healthy weight is important to lower the risk of cancer and other chronic diseases, like heart disease and diabetes. Being overweight or obese increases the risk of several cancers, including cancers of the breast (in women past menopause), colon, endometrium, esophagus, kidney, and others.

According to the American Cancer Society, approximately 570,000 Americans die of cancer every year. A complete third of these deaths are linked to poor diet, physical inactivity, and carrying too much weight. One of the main ways being overweight can increase cancer risk is that excess weight causes the body to produce and circulate more of the hormones estrogen and insulin, which can promote cancer growth.

Research has shown that poor diet and not being active are two key factors that can increase someone's risk for cancer. Aside from quitting smoking, important things you can do to help lower your cancer risk (and lower your risk for chronic diseases) are:

- Get to and maintain a healthy weight.
- Be physically active regularly.
- Make healthy food choices.

Overcoming Barriers to Physical Activity
(http://www.cdc.gov/physicalactivity/everyone/getactive/barriers.html)

Given the health benefits of regular physical activity, we might have to ask why two out of three (60%) Americans are not active at recommended levels.

Many technological advances and conveniences that have made our lives easier and less active, many personal variables, including physiological, behavioral, and psychological factors, may affect our plans to become more physically active.

Is something holding you back? (Ask for audience participation)

In fact, the 10 most common reasons adults cite for not adopting more physically active lifestyles are:

Do not have enough time to exercise

Find it inconvenient to exercise

Lack self-motivation

Do not find exercise enjoyable

Find exercise boring

Lack confidence in their ability to be physically active (low self-efficacy)

Fear being injured or have been injured recently

Lack self-management skills, such as the ability to set personal goals, monitor progress, or reward progress toward such goals

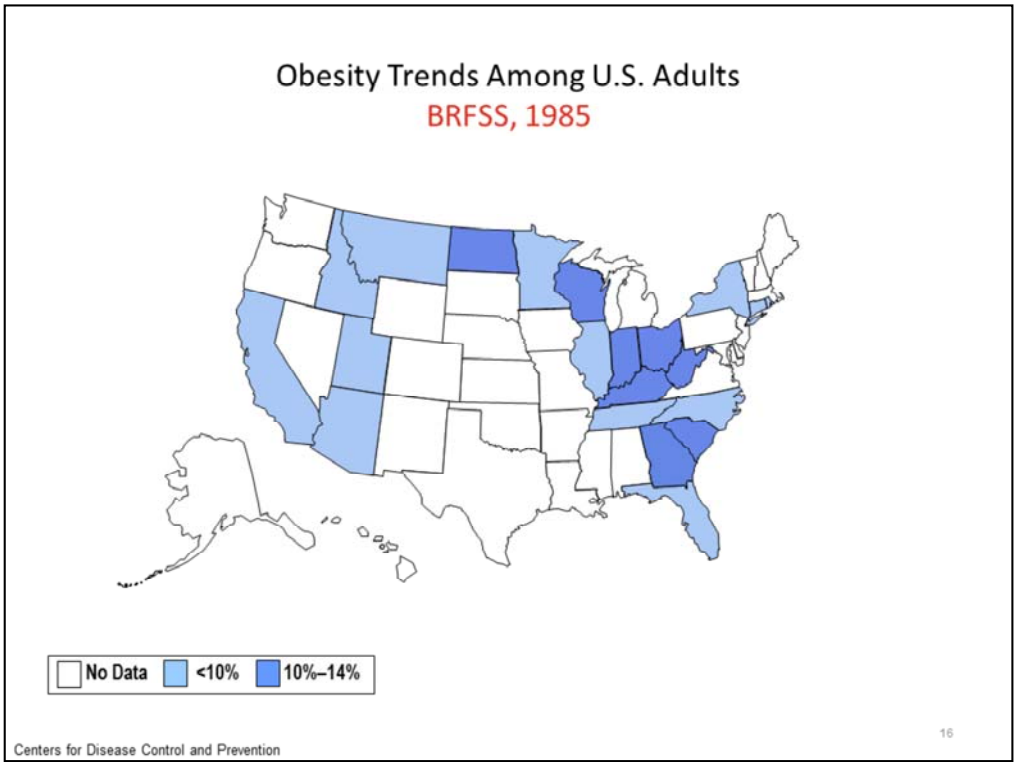
Lack encouragement, support, or companionship from family and friends, and

Do not have parks, sidewalks, bicycle trails, or safe and pleasant walking paths convenient to their homes or offices.

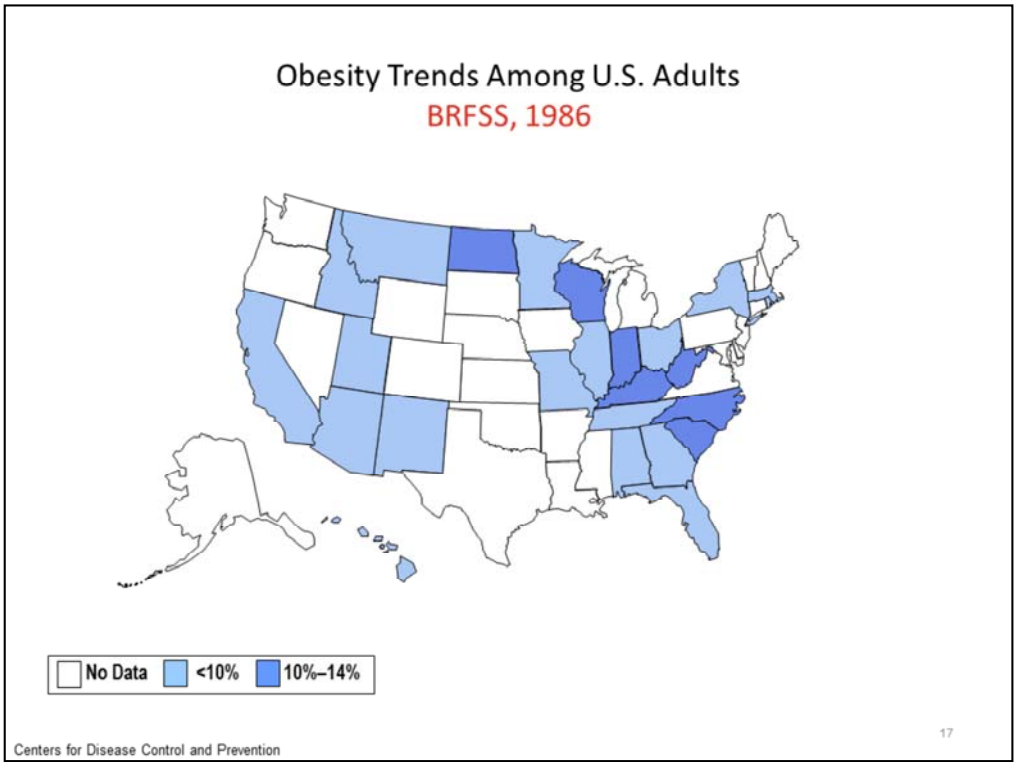
Understanding common barriers to physical activity and creating strategies to overcome them may help you make physical activity part of your daily life.

We all have reasons to remain inactive, but at times this reasons can be based more on myths than reality.
What can you do to get past what may be holding you back?

Let's look at some of the most common myths associated with physical activity and ways to overcome barriers with a positive attitude of "yes I can!"



Behavioral Risk Factor Surveillance System (BRFSS)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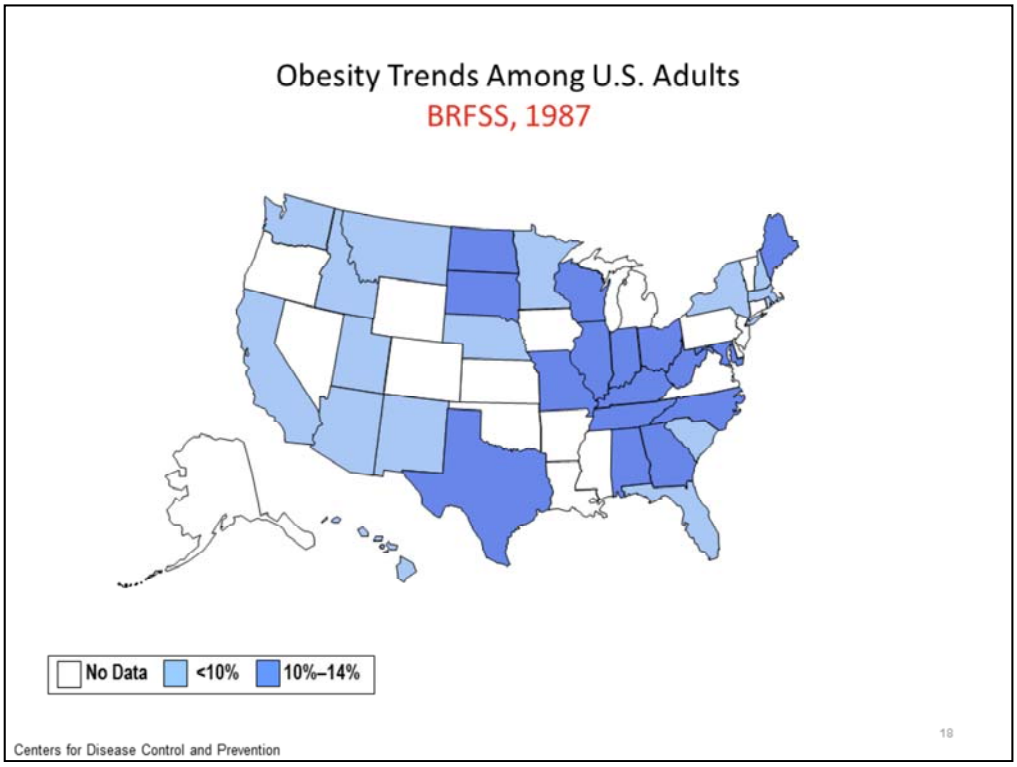
Centers for Disease Control and Prevention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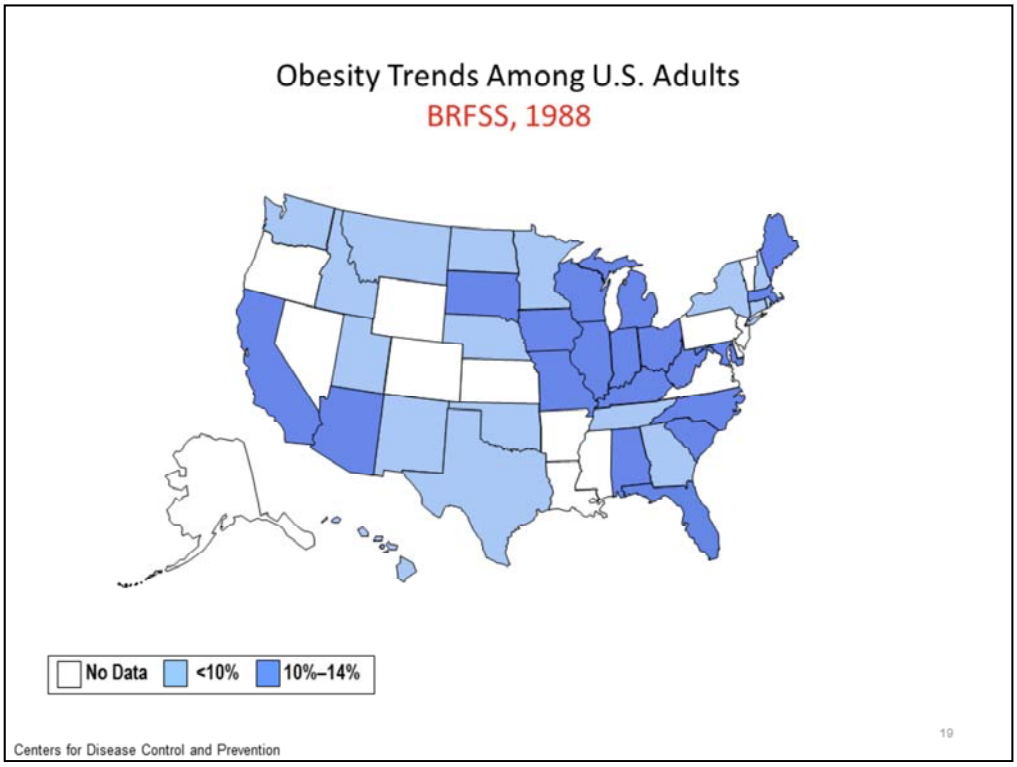
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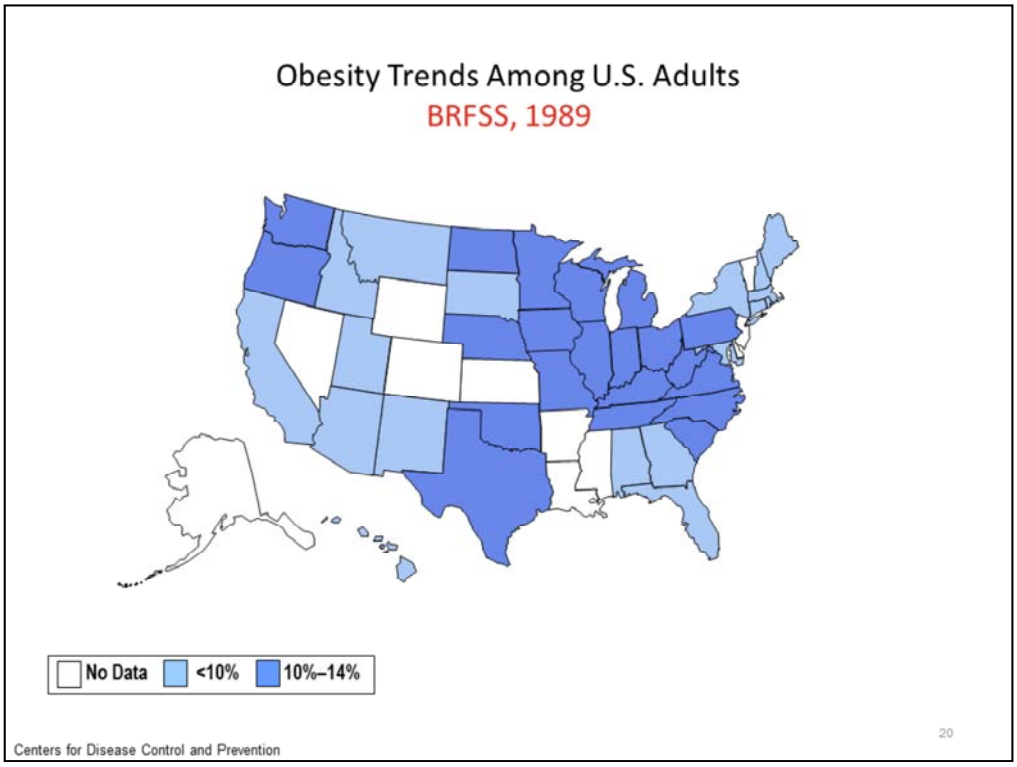
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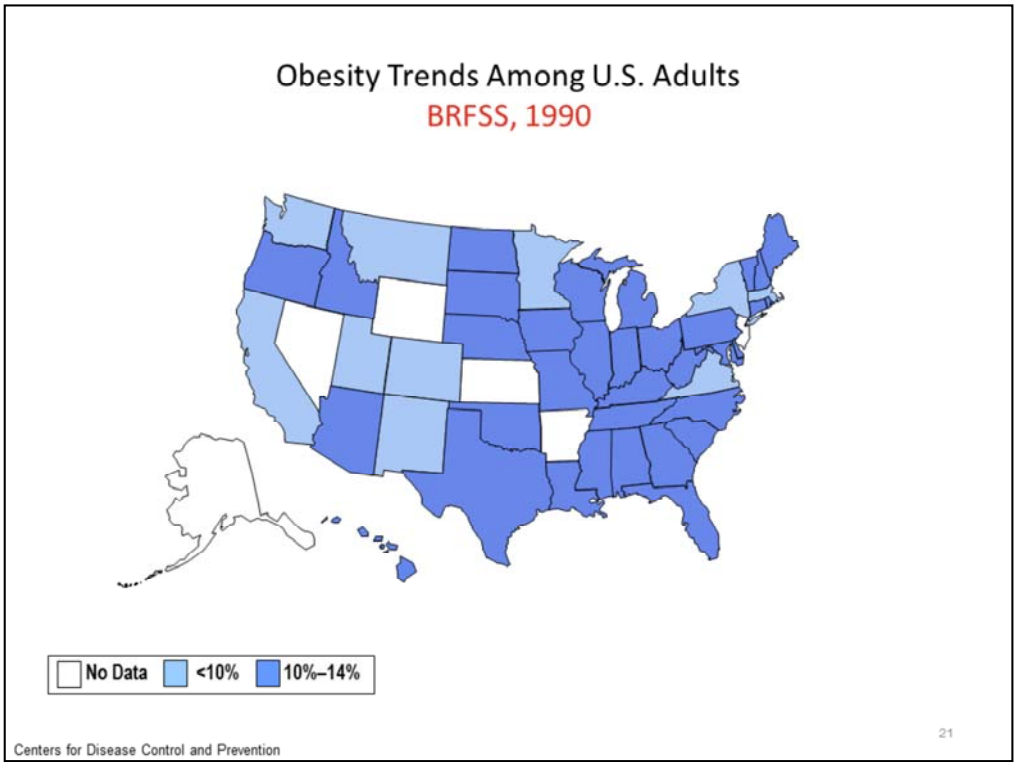
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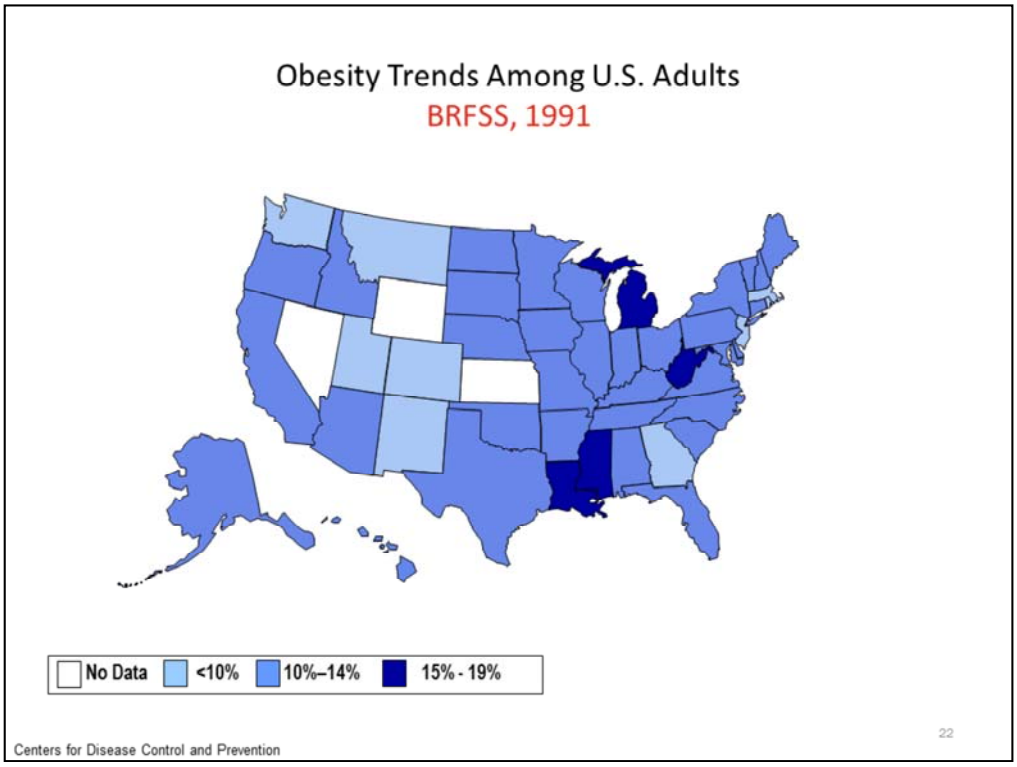
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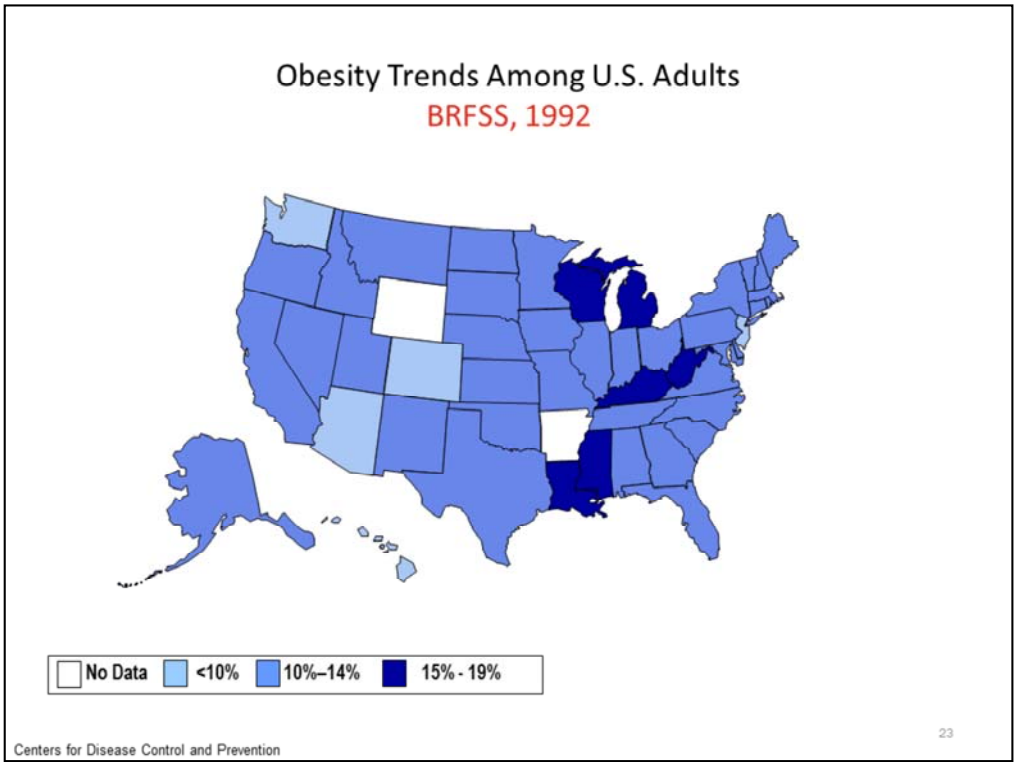
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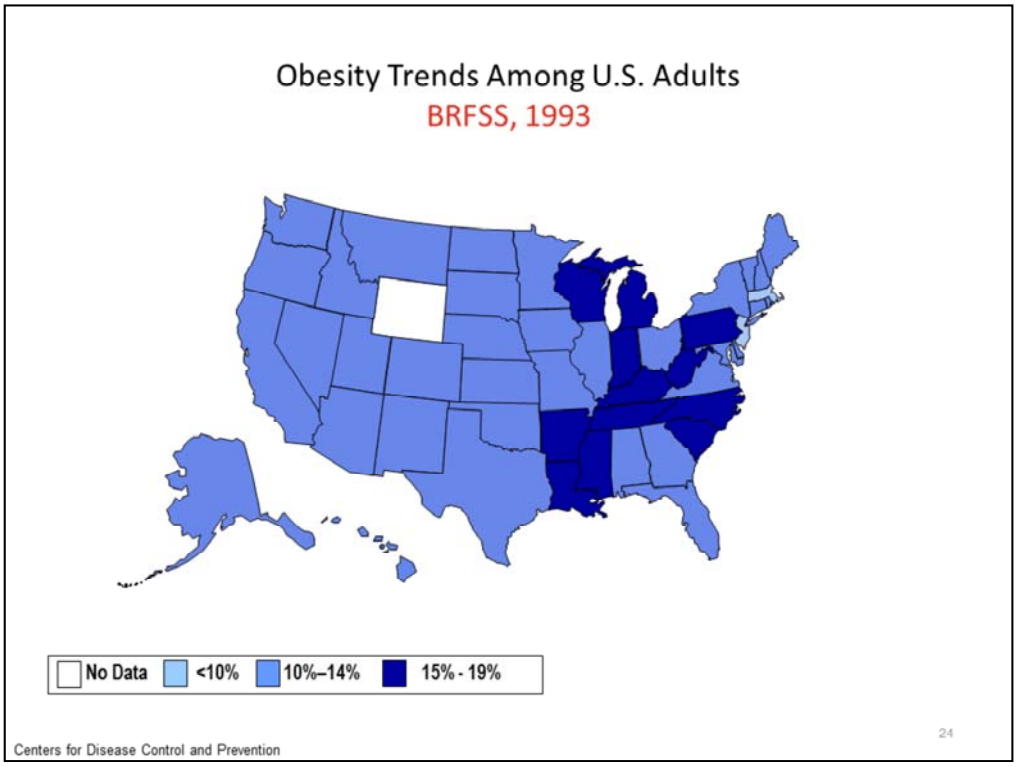
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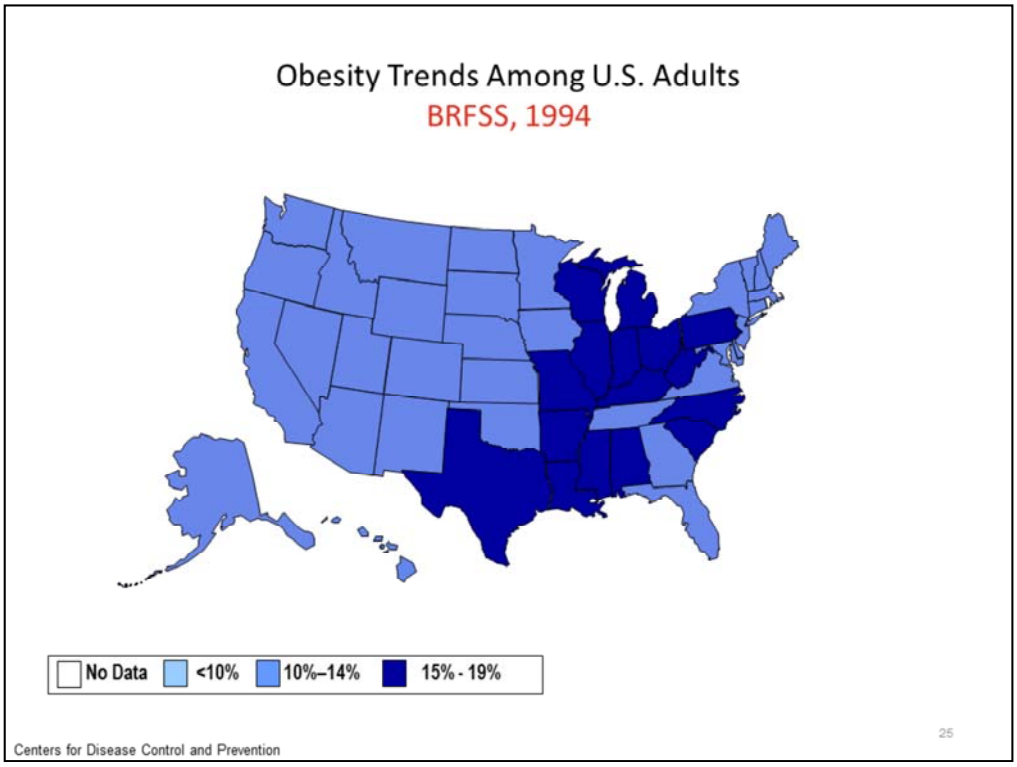
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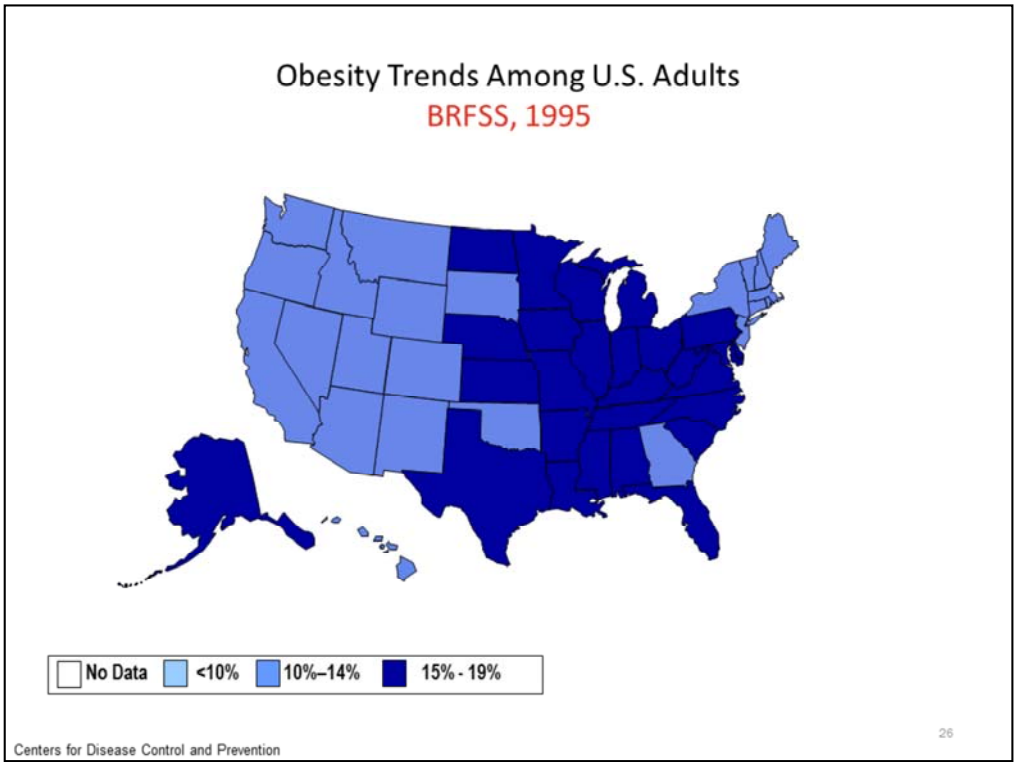
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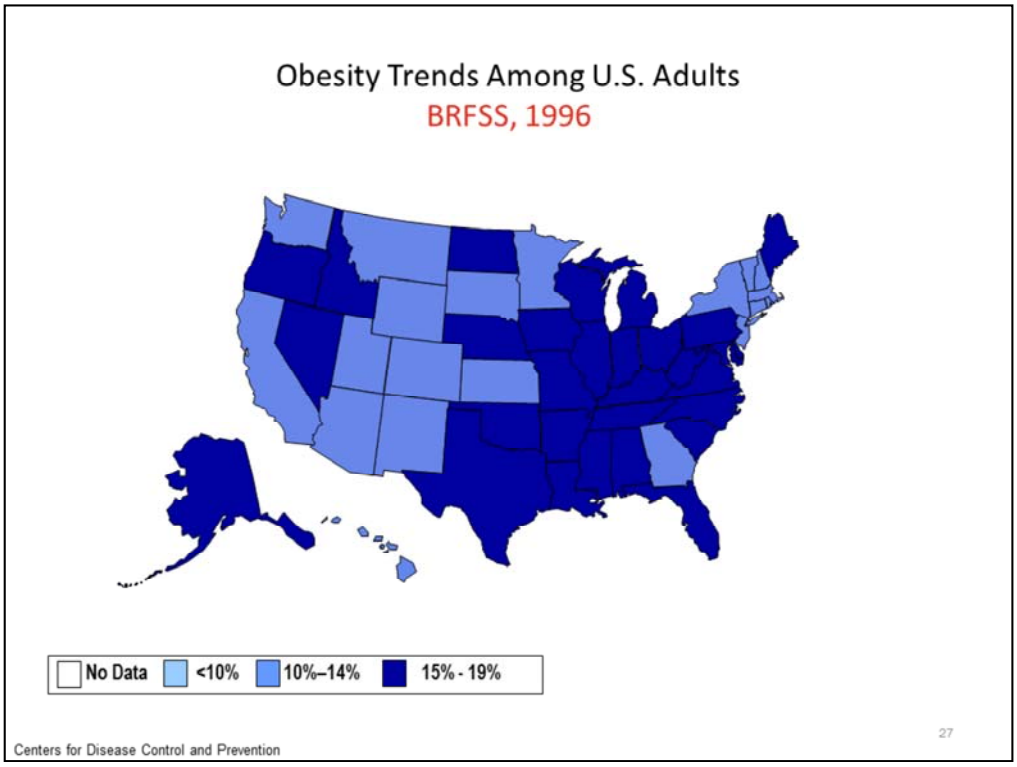
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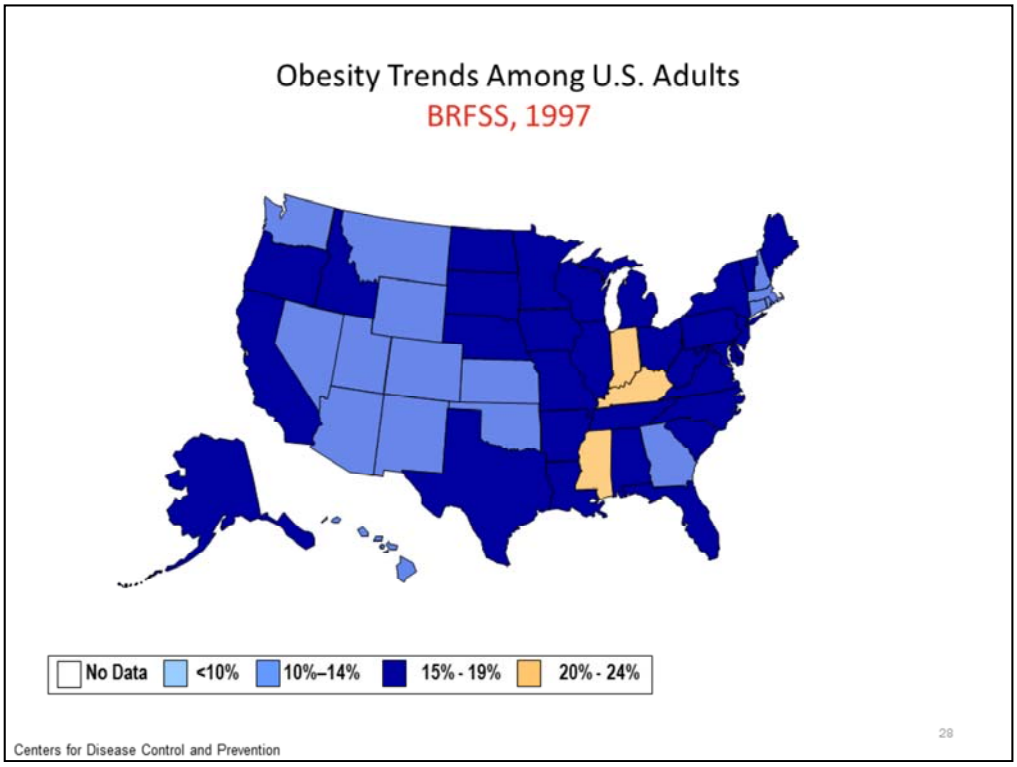
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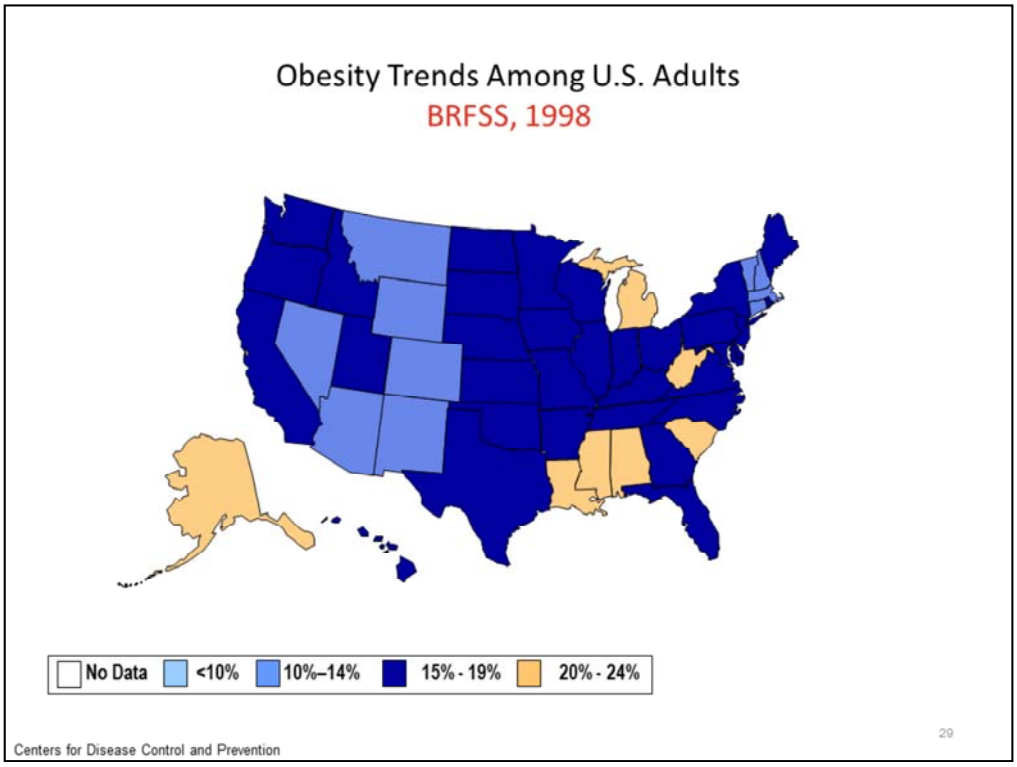
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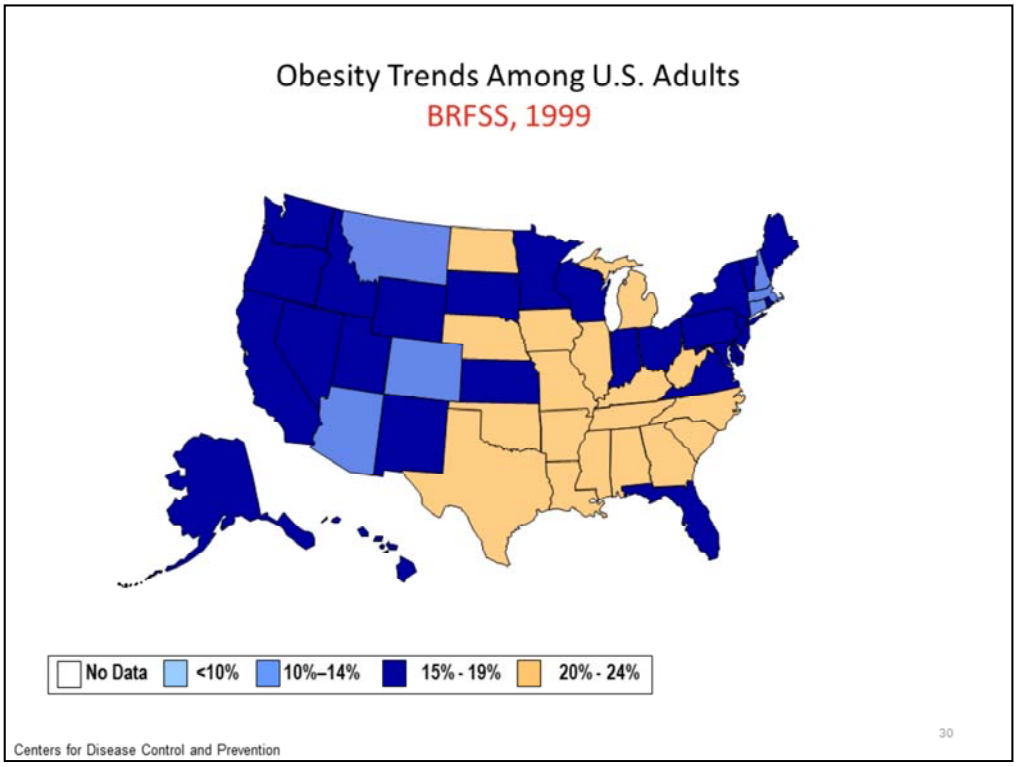
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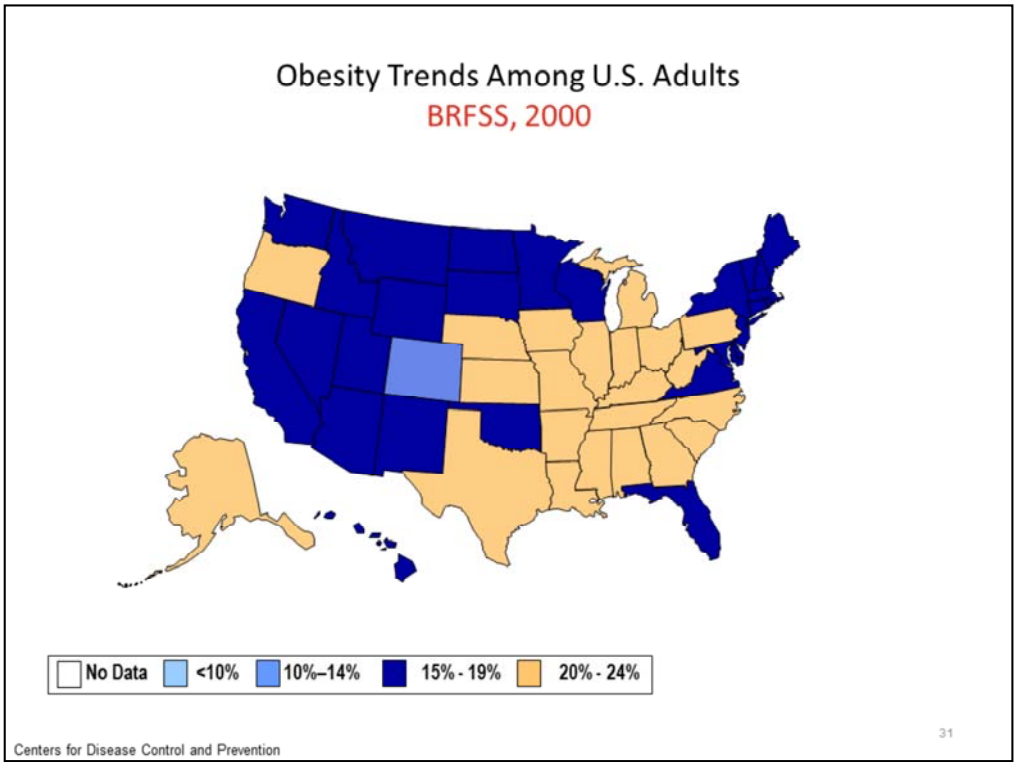
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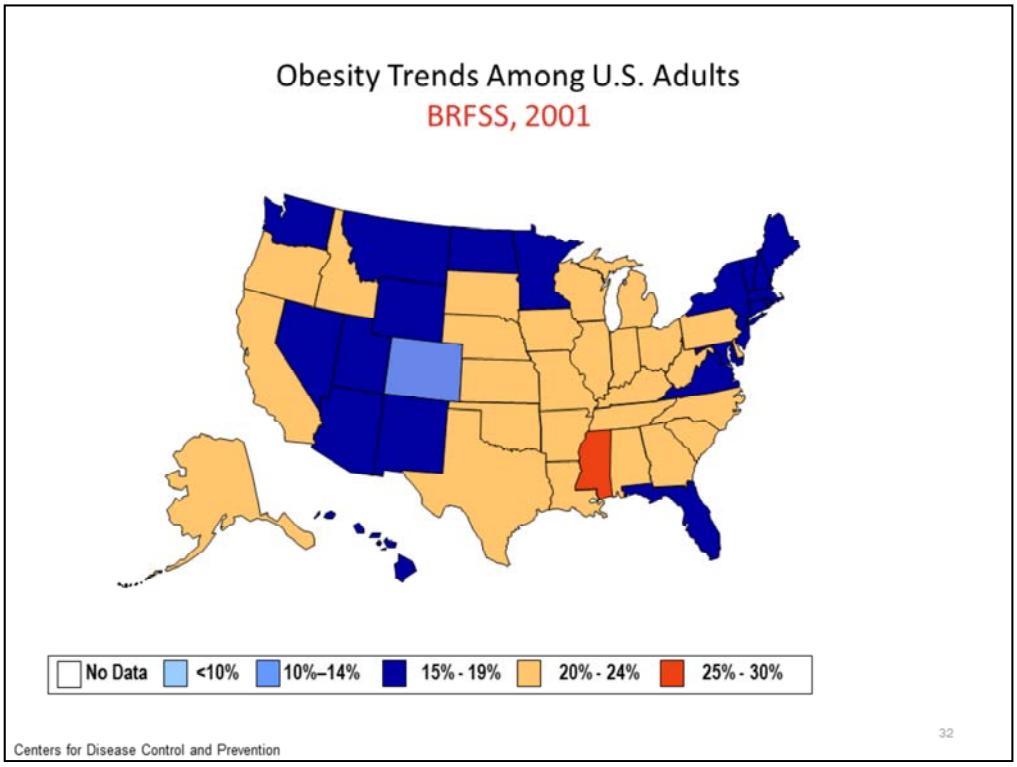
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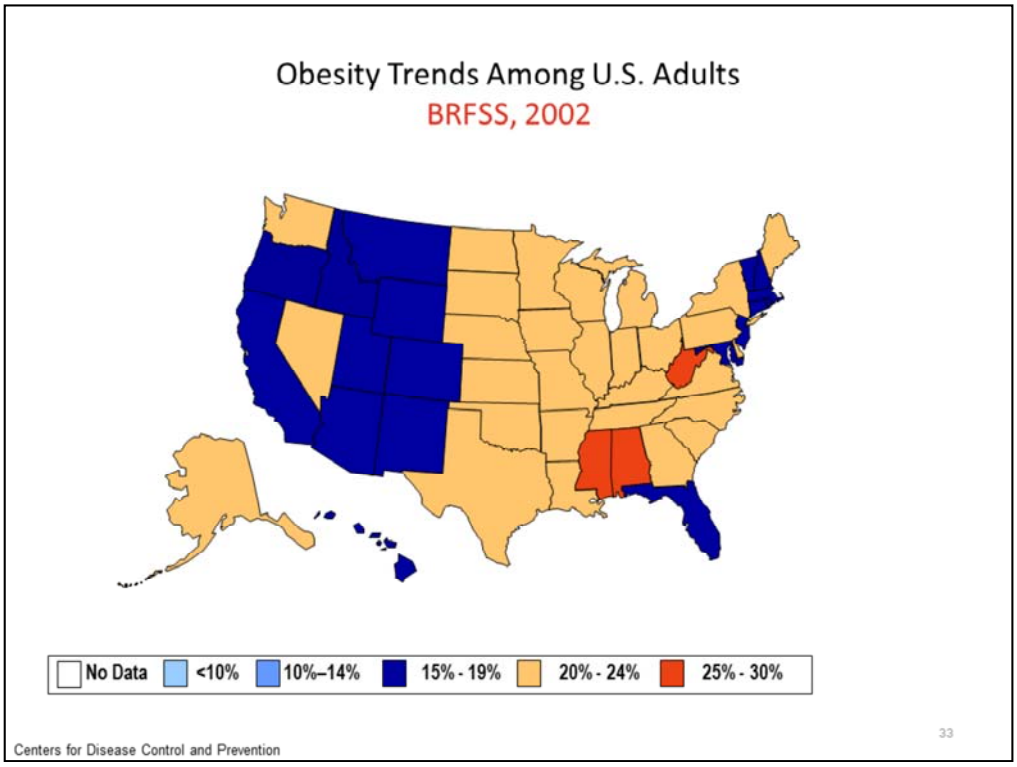
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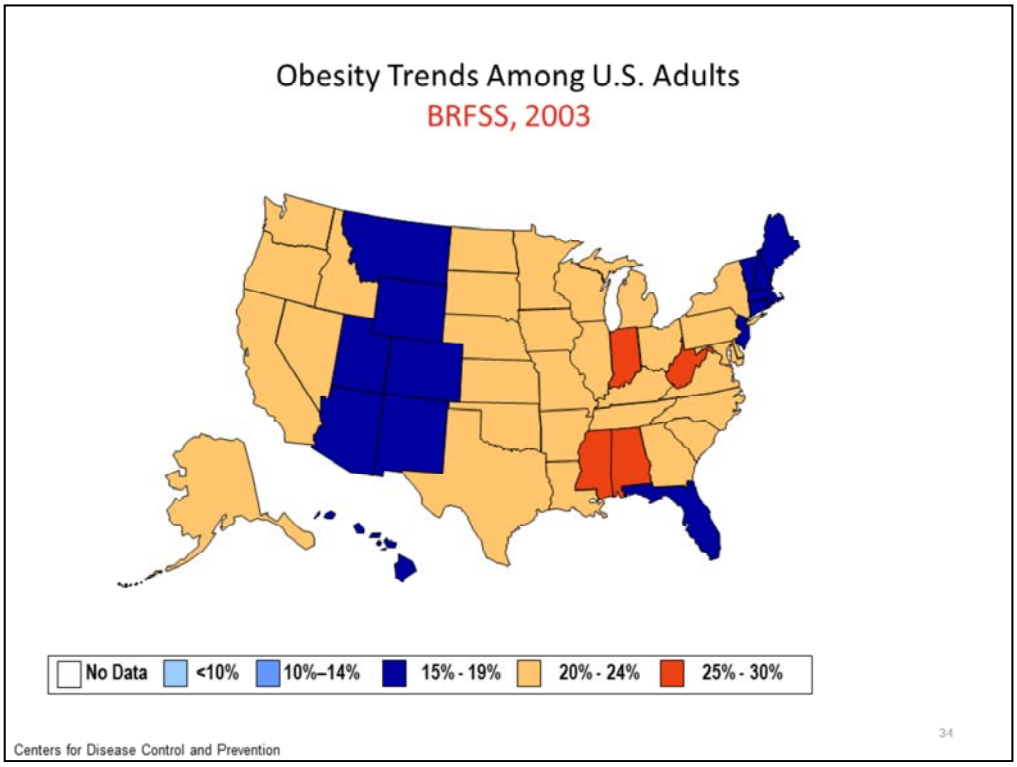
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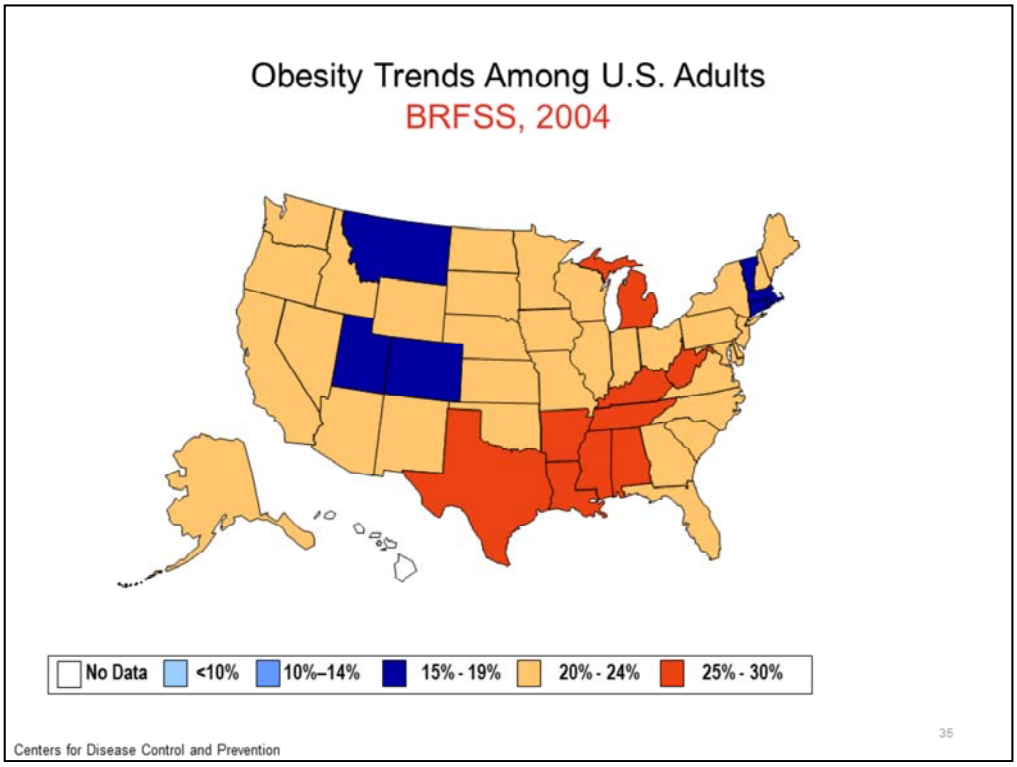
25% - 30%
34
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2004
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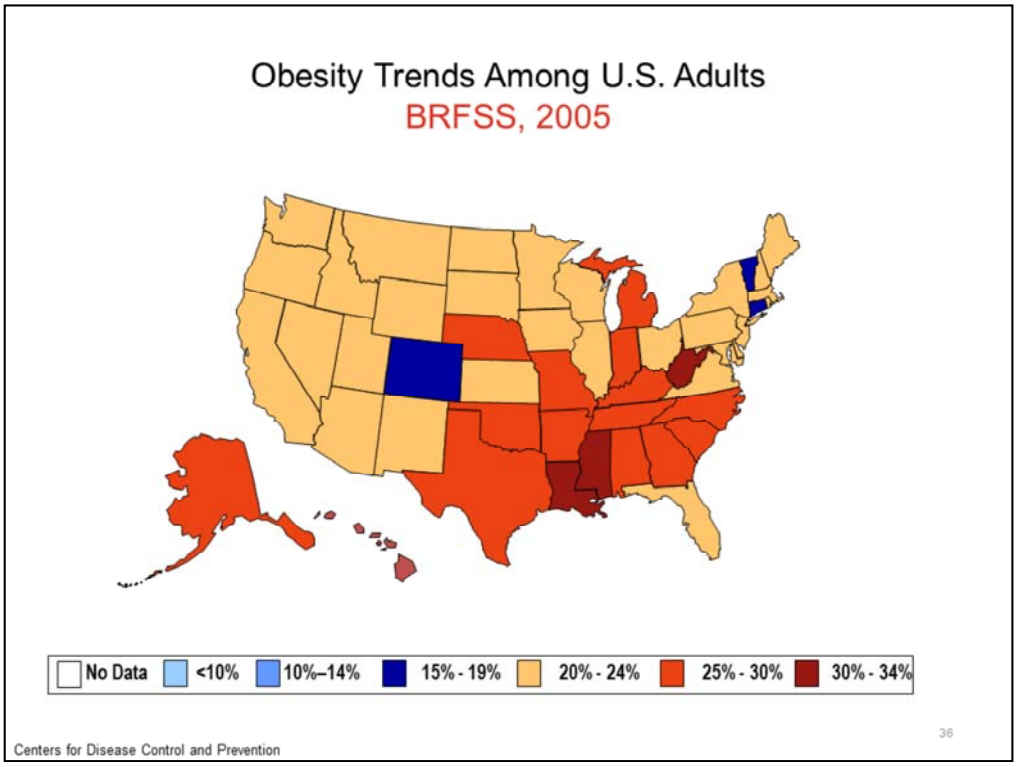
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2005
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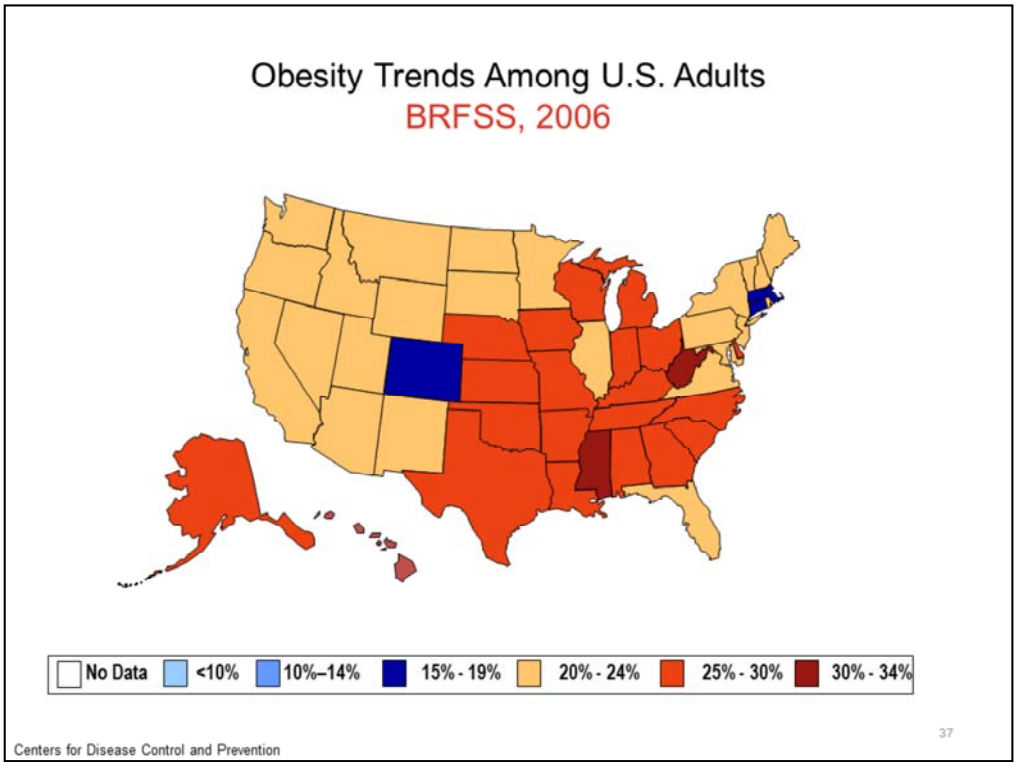
36
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2006
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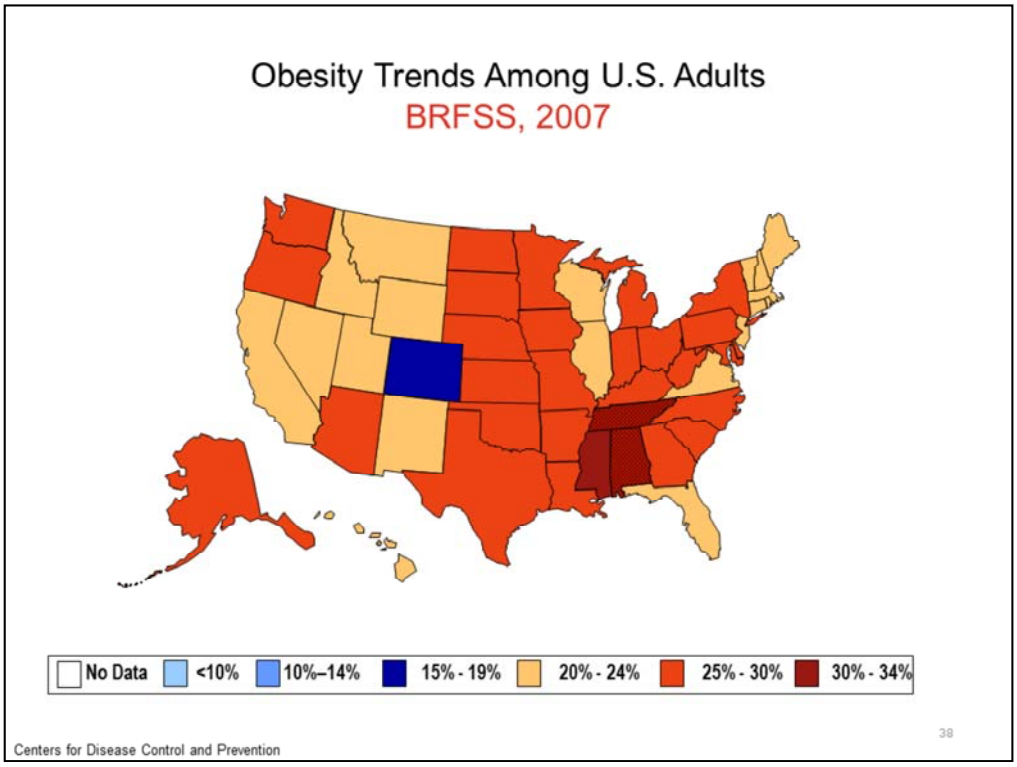
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2007
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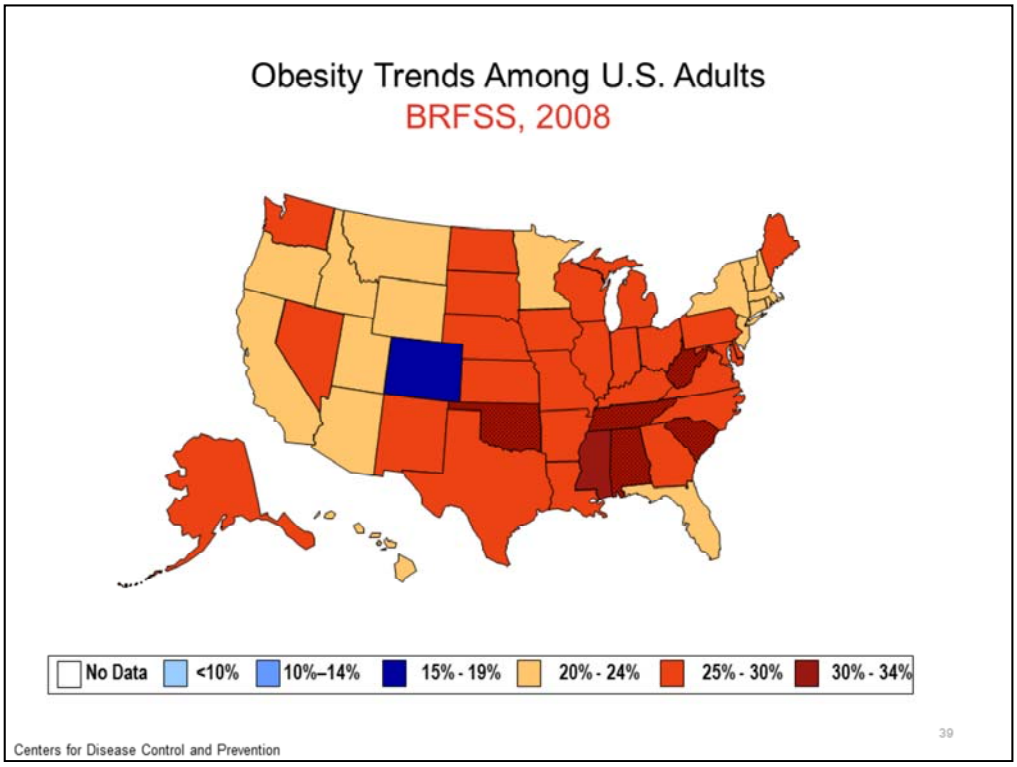
38
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2008
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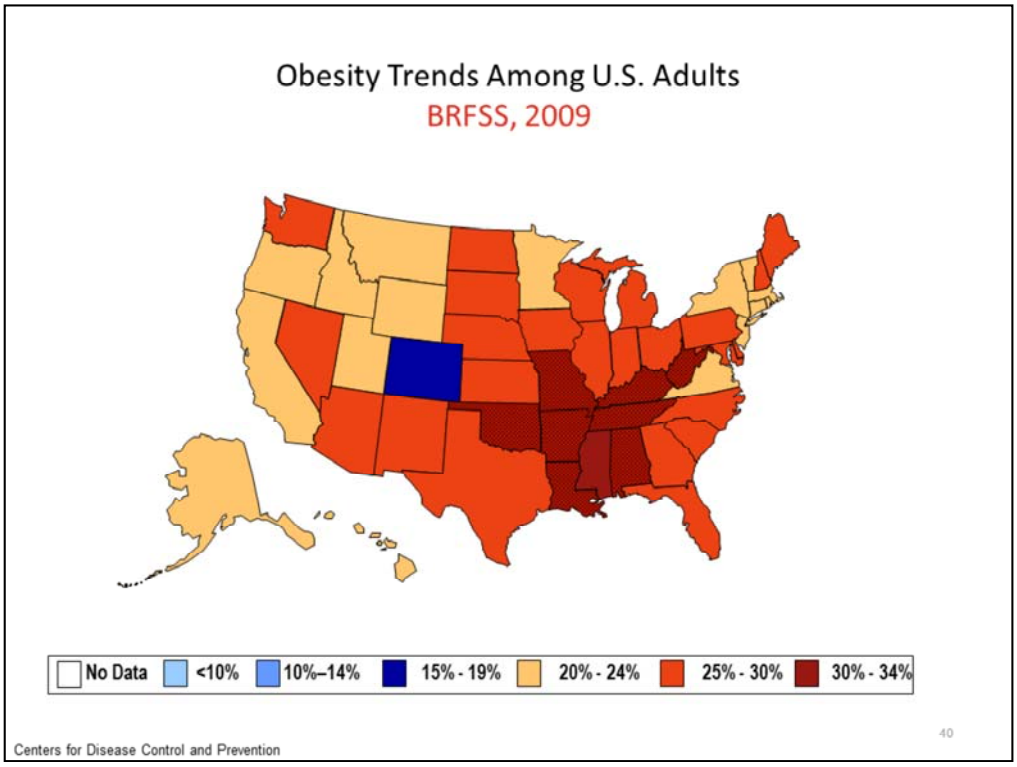
39
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2009
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20% - 24%
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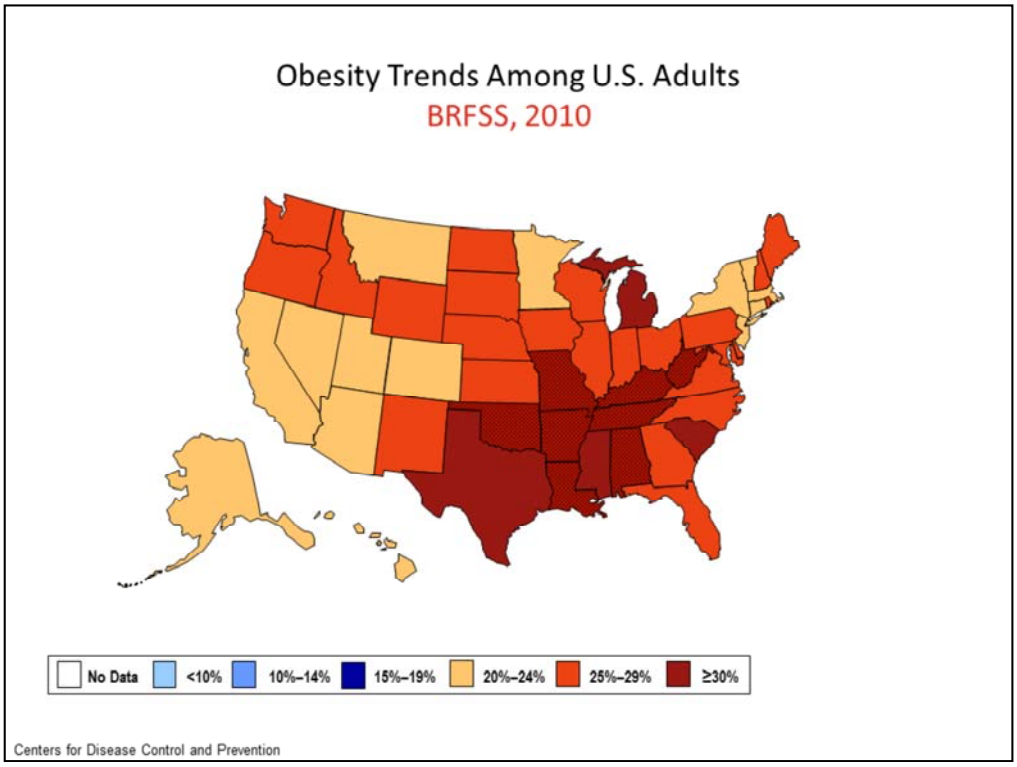
30% - 34%
40
Centers for Disease Control and Prevention


Obesity Trends Among U.S. Adults
BRFSS, 2010
No Data
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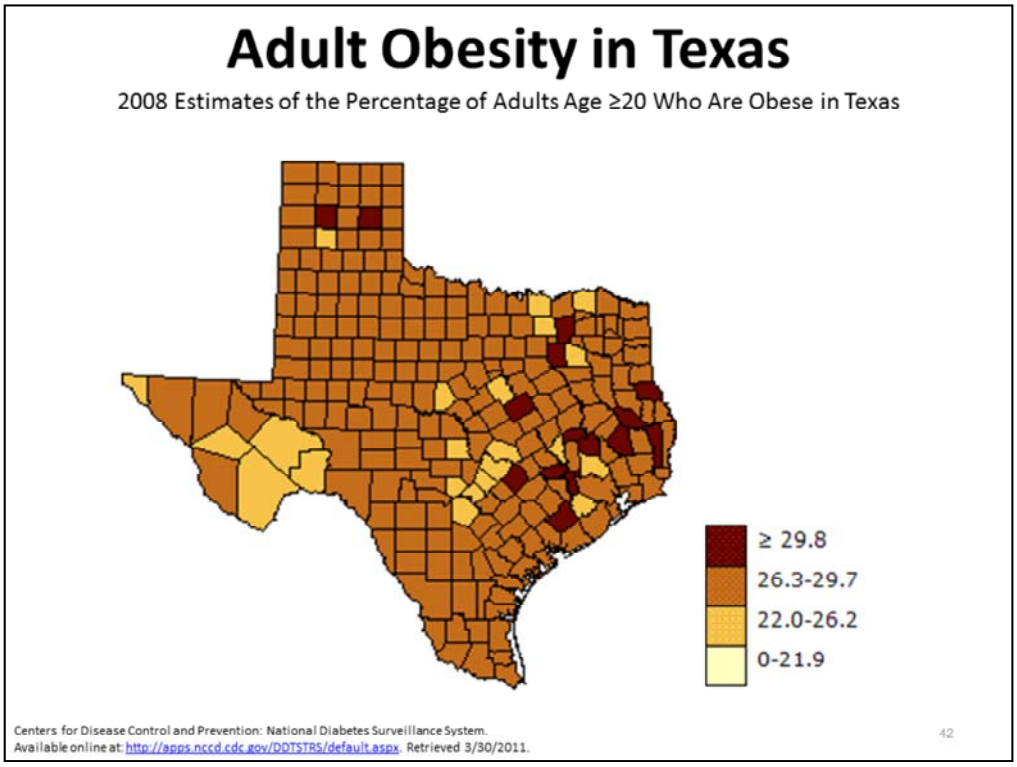
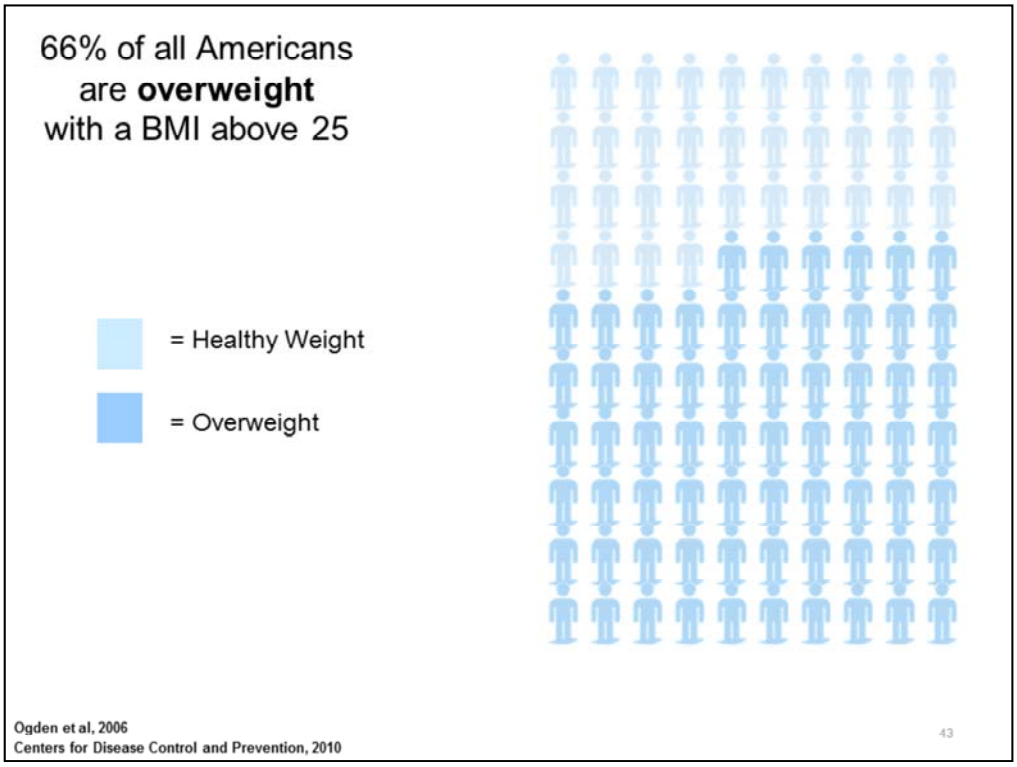
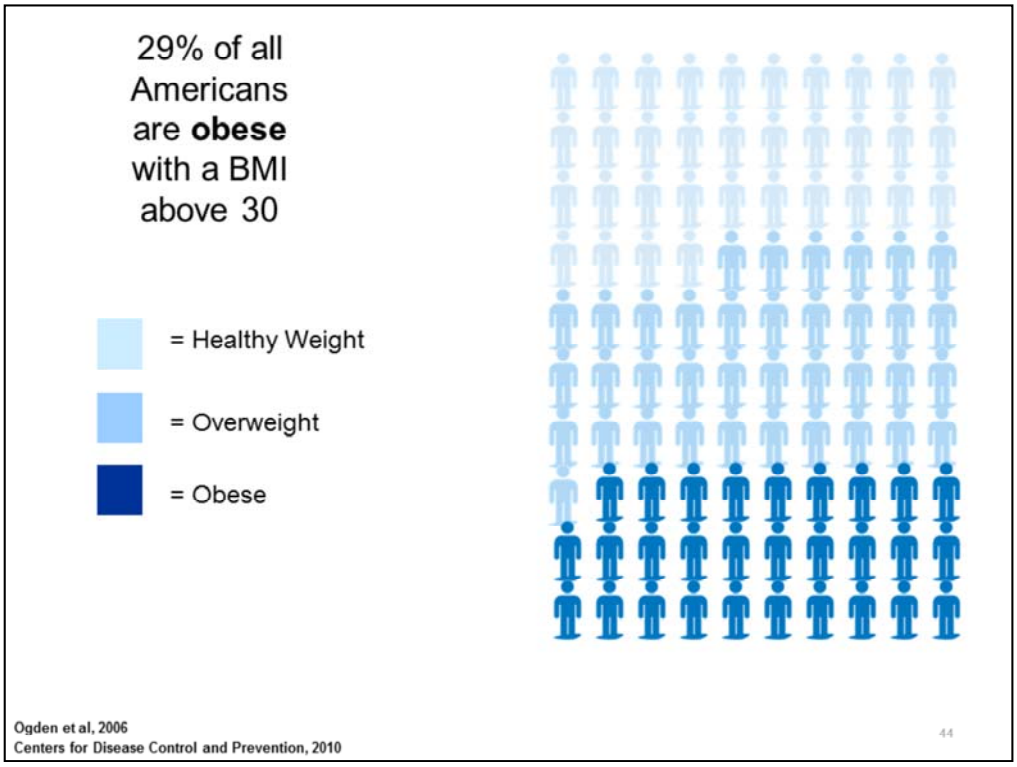
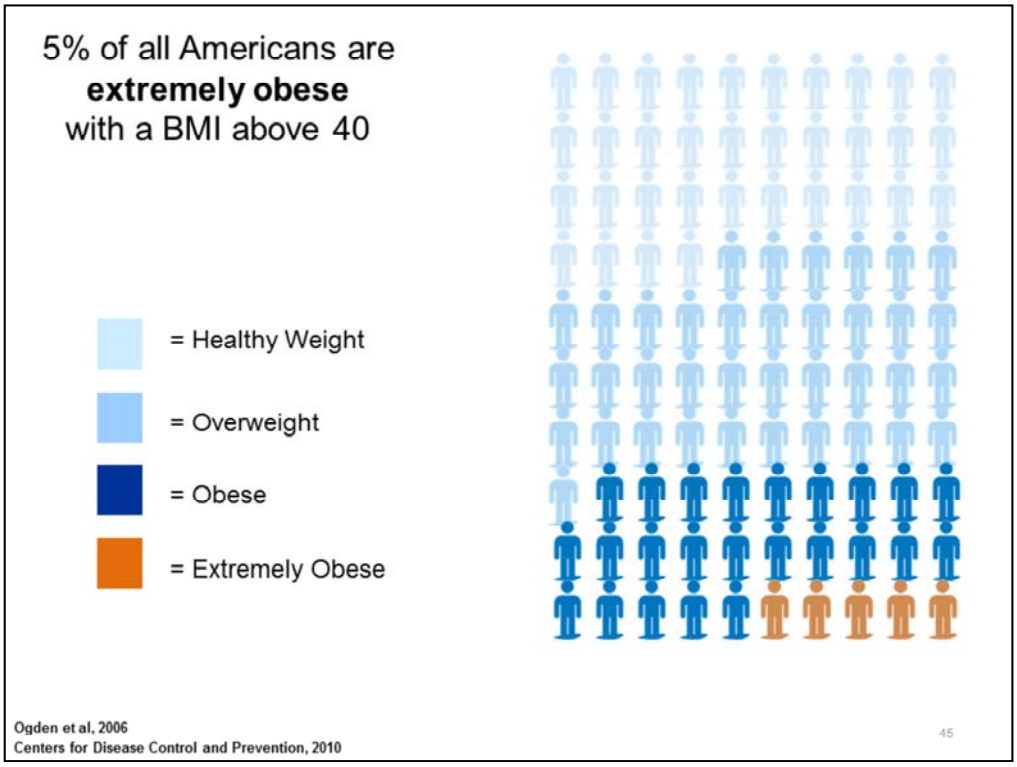
15%–19%
20%–24%
25%–29%
≥30%
Centers for Disease Control and Prevention

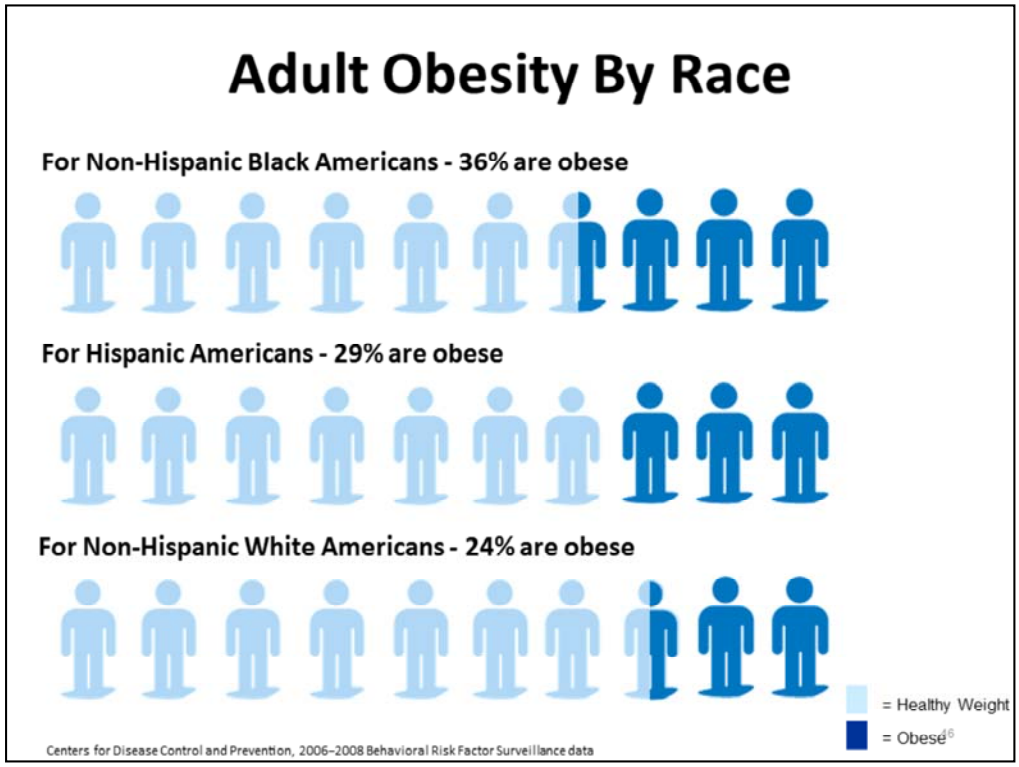


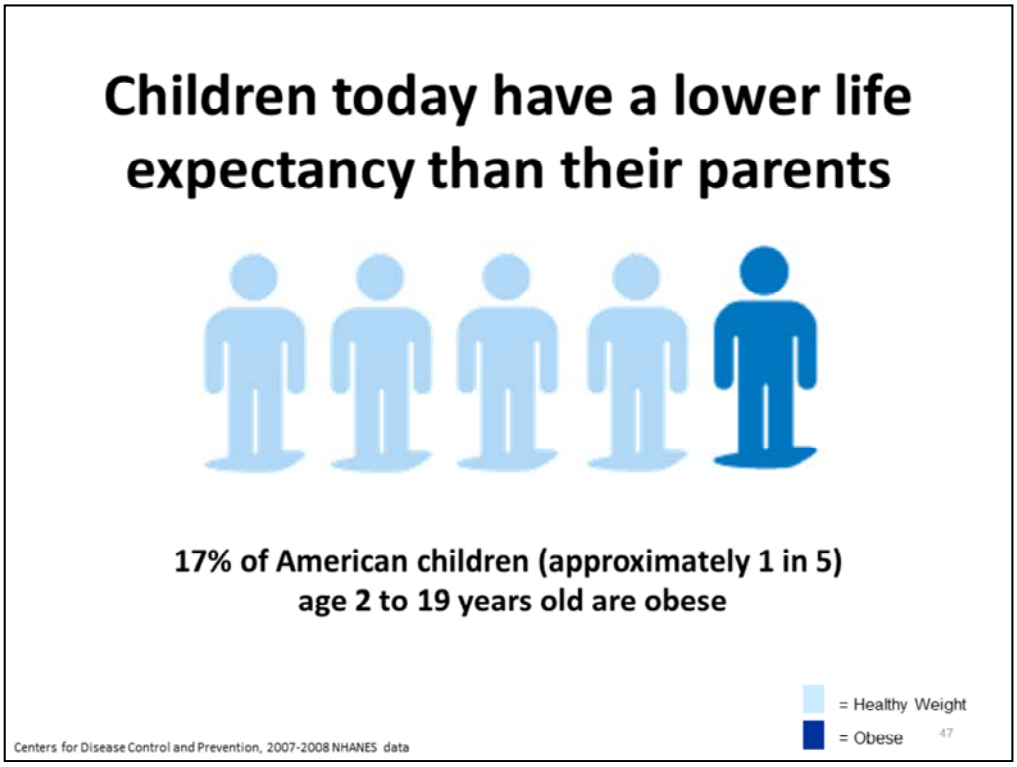
Cameron County (Brownsville) – 26.7%
Galveston County (Galveston) – 27.2%
Nueces County (Corpus Christi) – 27.7%
Webb County (Laredo) – 28.2%


66% of all Americans are **overweight** with a BMI above 25
= Healthy Weight
= Overweight
Ogden et al, 2006
Centers for Disease Control and Prevention, 2010
43


29% of all Americans are **obese** with a BMI above 30
= Healthy Weight
= Overweight
= Obese
Ogden et al, 2006
Centers for Disease Control and Prevention, 2010
44


5% of all Americans are
extremely obese
with a BMI above 40
= Healthy Weight
= Overweight
= Obese
= Extremely Obese
Ogden et al, 2006
Centers for Disease Control and Prevention, 2010
45

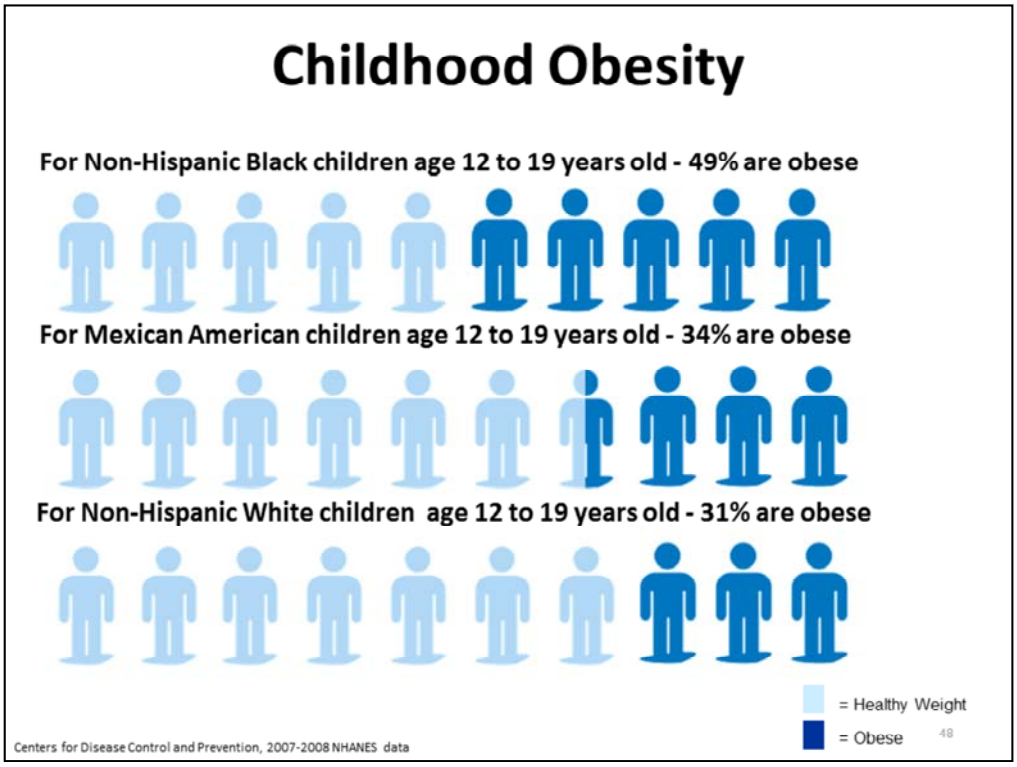

Adult Obesity By Race
For Non-Hispanic Black Americans - 36% are obese
For Hispanic Americans - 29% are obese
For Non-Hispanic White Americans - 24% are obese
= Healthy Weight
= Obese
Centers for Disease Control and Prevention, 2006–2008 Behavioral Risk Factor Surveillance data



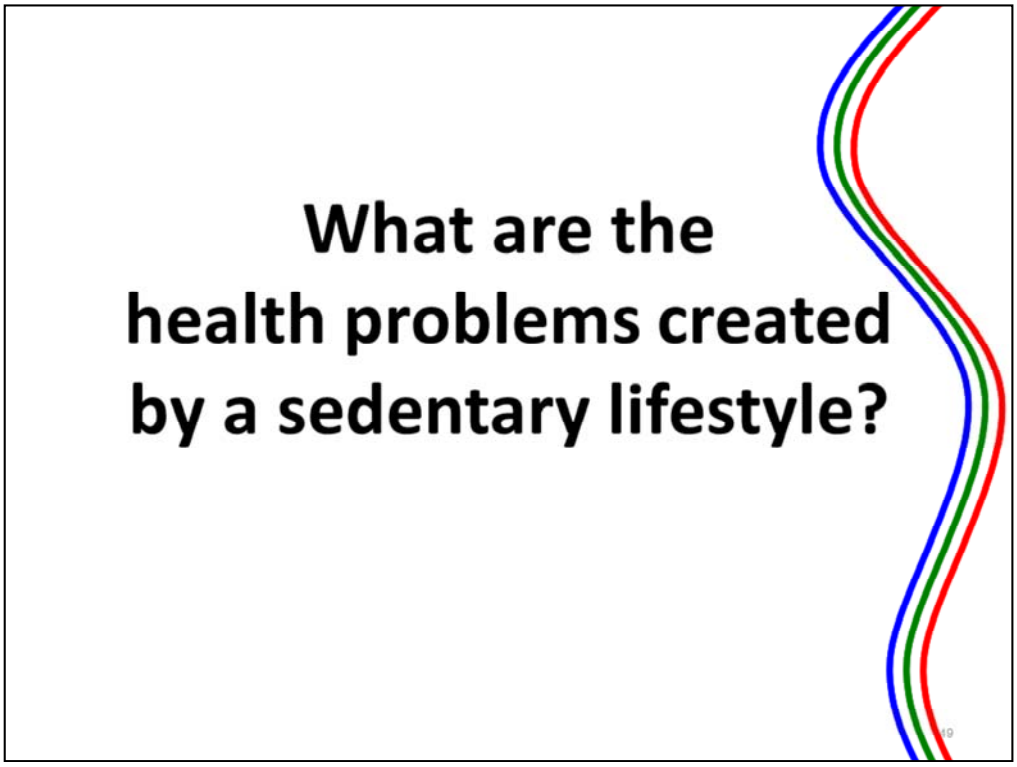
If current childhood obesity trends continue, this will be the first generation to have a lower life expectancy than their parents. Just like with adult obesity, a major contributing fact to childhood obesity is consuming more calories than using more calories. The imbalance between calories consumed and calories used can result from influences and interactions of several factors (including genetic, behavioral, and environmental factors). It is the interactions among these factors – rather than any single factor – that is thought to cause obesity.

NOTE: Obesity defined as body mass index (BMI) greater than or equal to sex- and age-specific 95th percentile from the 2000 CDC Growth Charts.

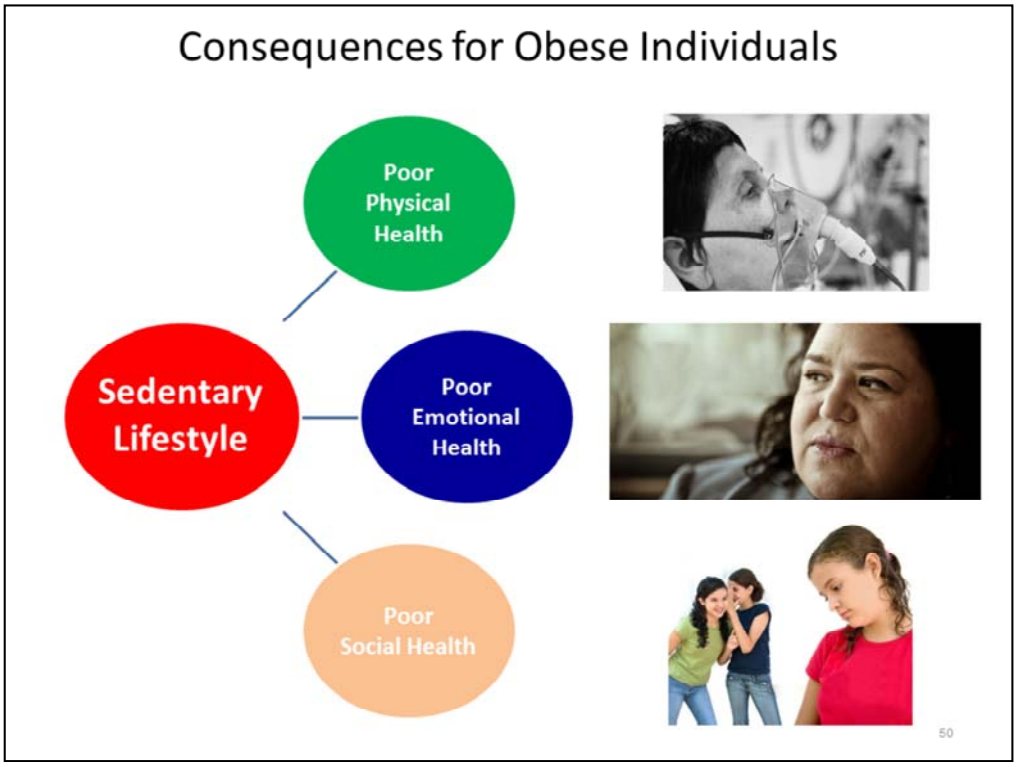
(Continue to next slides for more)



NOTE: Obesity defined as body mass index (BMI) greater than or equal to sex- and age-specific 95th percentile from the 2000 CDC Growth Charts.



Ask for audience participation



Childhood and adult obesity have many serious consequences:

Physical Health

Blood sugar problems (glucose intolerance; insulin resistance; type 2 diabetes)
Hypertension (high blood pressure)
High cholesterol; high triglycerides
Liver disease
Gallstones
Sleep apnea
Orthopedic issues (problems with bones, joints, muscles, ligaments)

Emotional Health

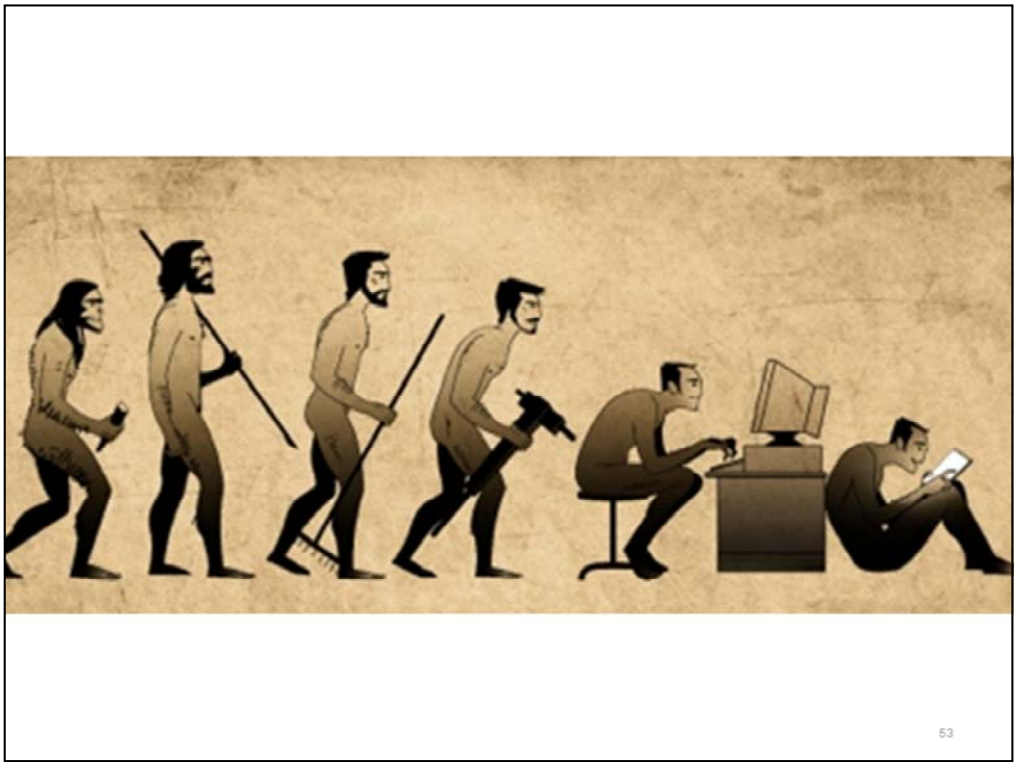
Low self-esteem
Negative body image
Depression

Social Health

Stigma
Negative stereotyping
Discrimination
Teasing and bullying
Social marginalization


Why are we so inactive?


Because we have designed
activity out of our lifestyle.



We Evolved to Survive Famine, Not to Stay Thin During Times of Plenty

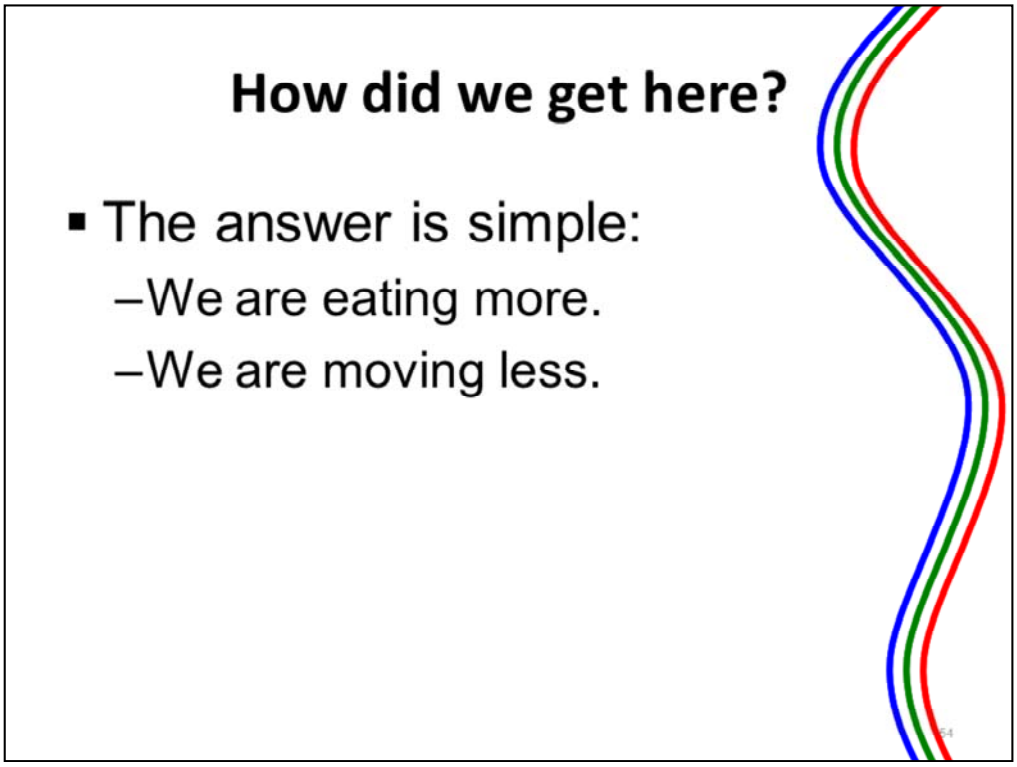
Humans:

Innately prefer sweet foods

Will eat more when there are a variety of flavors available.

Eat more when larger portions are served

Infants quickly learn to prefer flavor of high fat and salty foods


How did we get here?
The answer is simple:
–We are eating more.
–We are moving less.

Toxic Environment:

Inexpensive unhealthy food available everywhere

Brownell, 1994

55

Eating and exercise environments that contribute to overweight, including:

- Availability and affordability of high fat and high carbohydrate food (fast food, soft drinks)
  - Large portion sizes
  - Marketing to children
  - Fewer family meals

Toxic Environment: Conflicting Messages

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• Every day, children ages 8 to 13 spend nearly six hours watching TV, playing video games or spending time on a computer for entertainment. Two-thirds of youth have a TV in their room, and those kids spend another one and a half hours watching TV than their peers.

• The Nielson Company reports that in 2009 US adults age 35 to 49 spend an average of 38 hours each week watching TV and six and a half hours each week on the Internet.

• The more time spent being sedentary (like just sitting in front of the TV), the more likely you are to be overweight.

• Health experts say **screen time at home should be limited to two hours or less a day**, unless it's work- or homework-related. The time we spend in front of the screen could be better spent being more physically active (increasing ENERGY OUT), and setting a good example for our families.

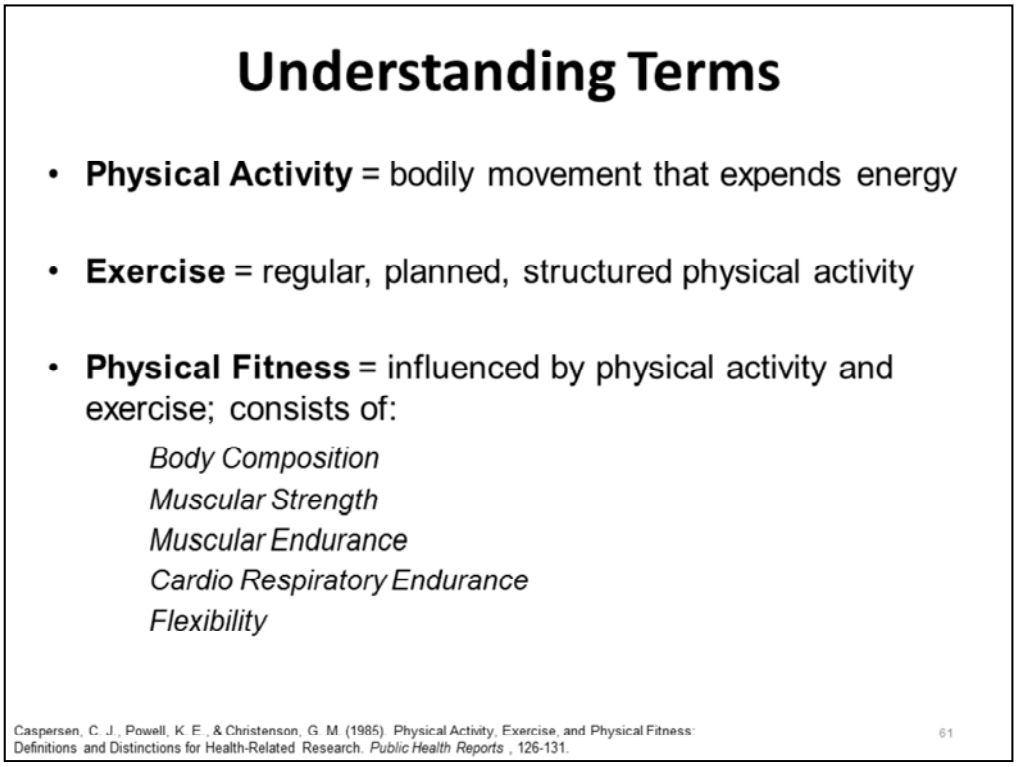
NOTE: Screen Time is discussed more later in this module

Our environment is not always set up to support activity with the time we spend driving, kids riding the bus instead of walking to school, sidewalks that lead nowhere, no nearby playgrounds or unused playgrounds… (continue to next slide)

If there are areas to walk or play, they may not be safe or operational.
(continue to next slide)

• Unfortunately, very few states require daily physical education in grades K through 12 so many children aren't getting the recommended 60 minutes of daily physical activity, a portion of which should be provided at school.

• There is less time being spent in Physical Education (P.E.) classes and less time being active at recess.



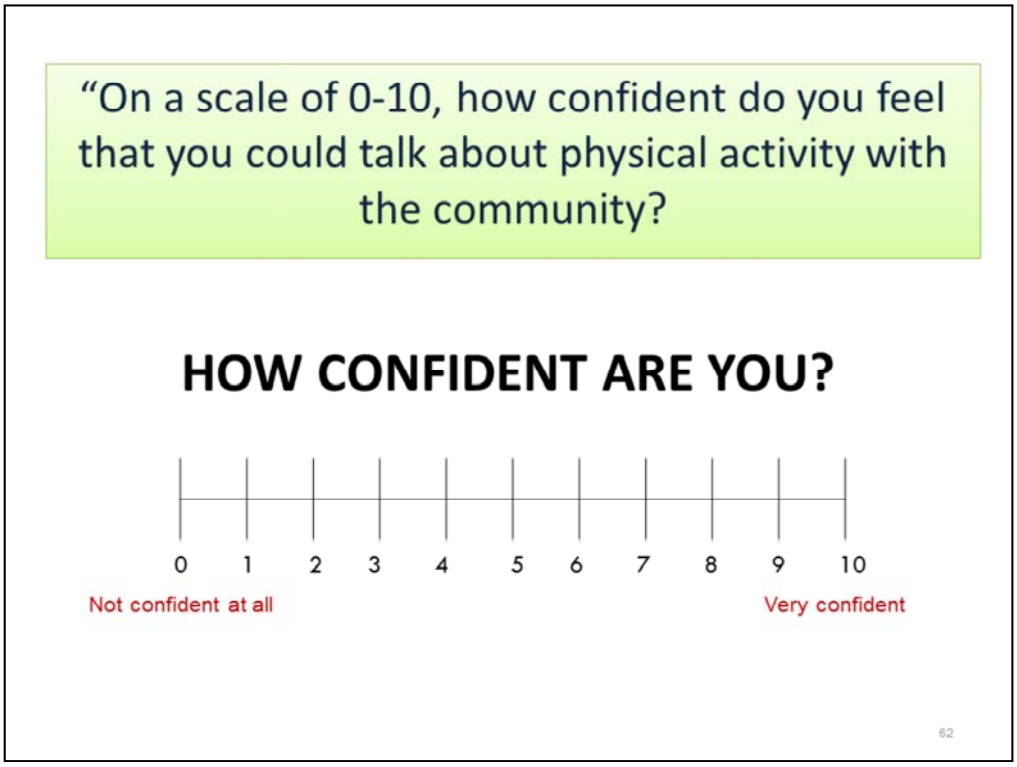
As we move forward today, let's make sure we all understand the different terms that may be used:

Physical Activity is bodily movement that expends energy – unstructured activity.

Exercise refers to physical activity that is structured, planned, and regular.

Physical Fitness is a more broad term; fitness is influenced by physical activity and exercise and consists of these five areas:

- Body Composition
- Muscular Strength
- Muscular Endurance
- Cardio Respiratory Endurance
- Flexibility

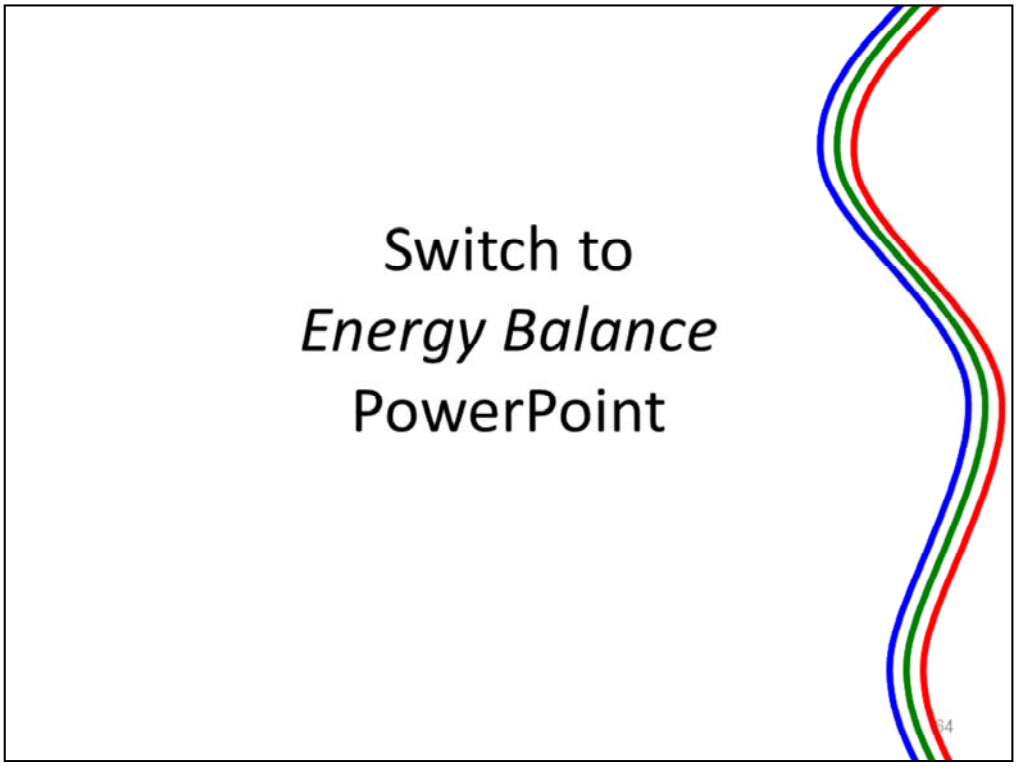


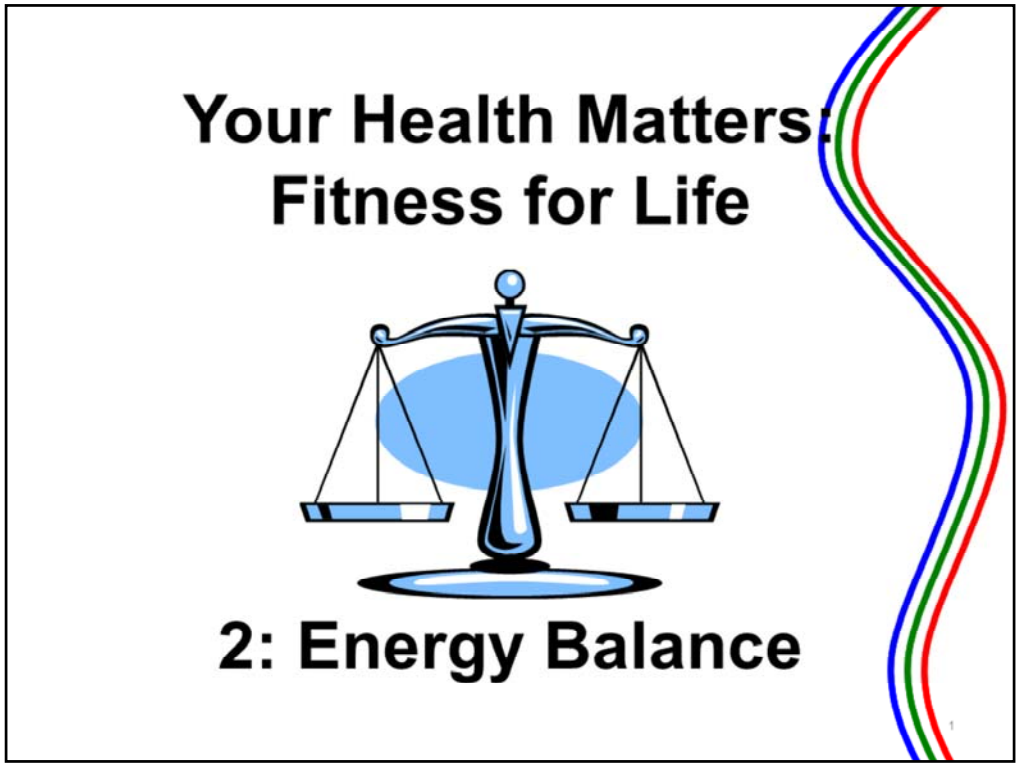
Instructions:

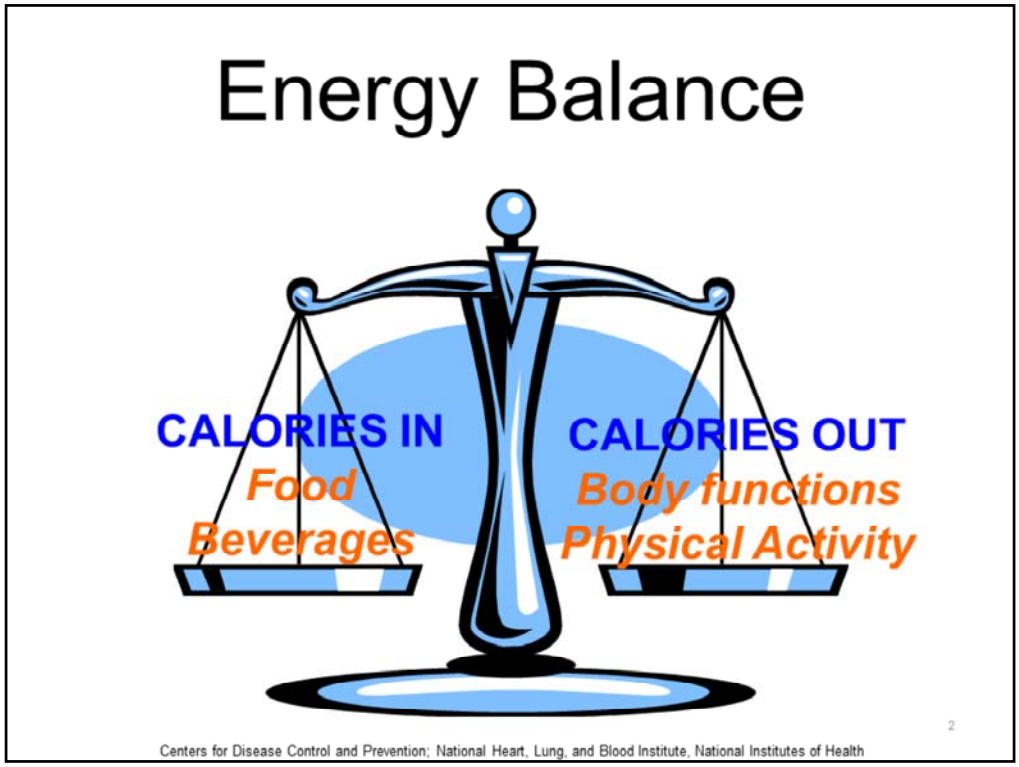
On this scale, with zero being not at all important to exercise moderately or vigorously 30 minutes a day, and 10 being very important to exercise 30 minutes per day, which point best reflects how important it is to you to change your physical activity habits?

Why did you say a ___ (the number they chose) and not a ___ (high number than given)?
What would it take for you to become a ___ (higher number than given)?


Your Health Matters!
University of Texas
Community Outreach
Community Health Workers can help bring about change with health promotion.
Let's begin!


Switch to
Energy Balance
PowerPoint

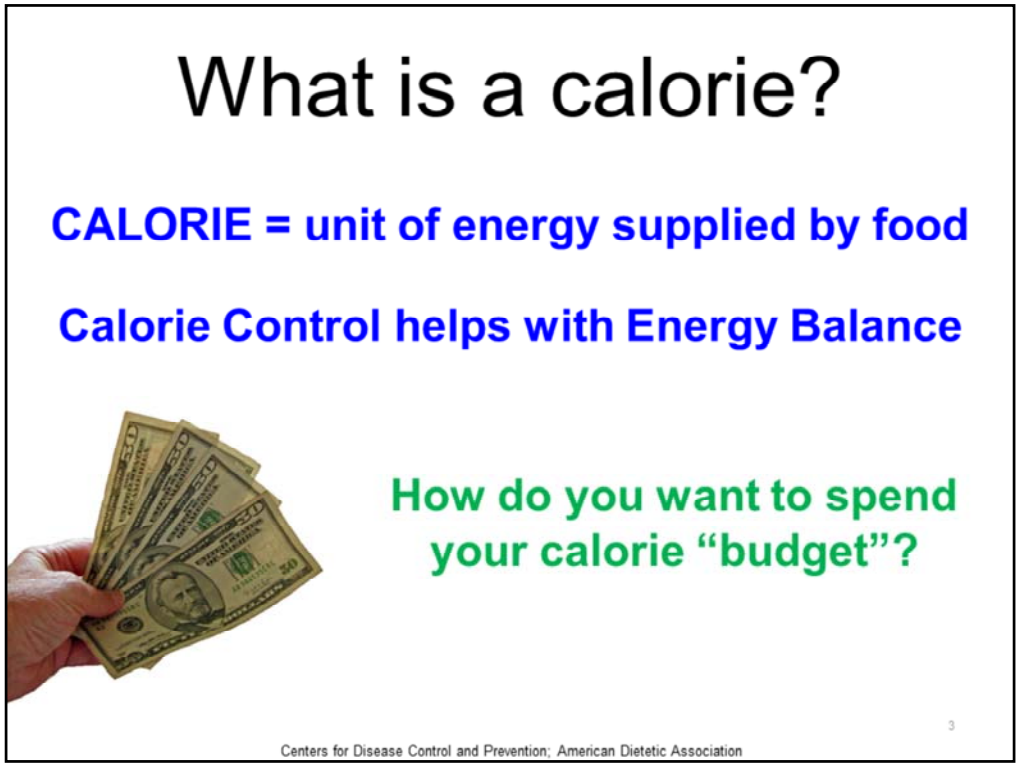

Your Health Matters:
Fitness for Life
2: Energy Balance



Calories are another word for energy – they are the energy provided by food.

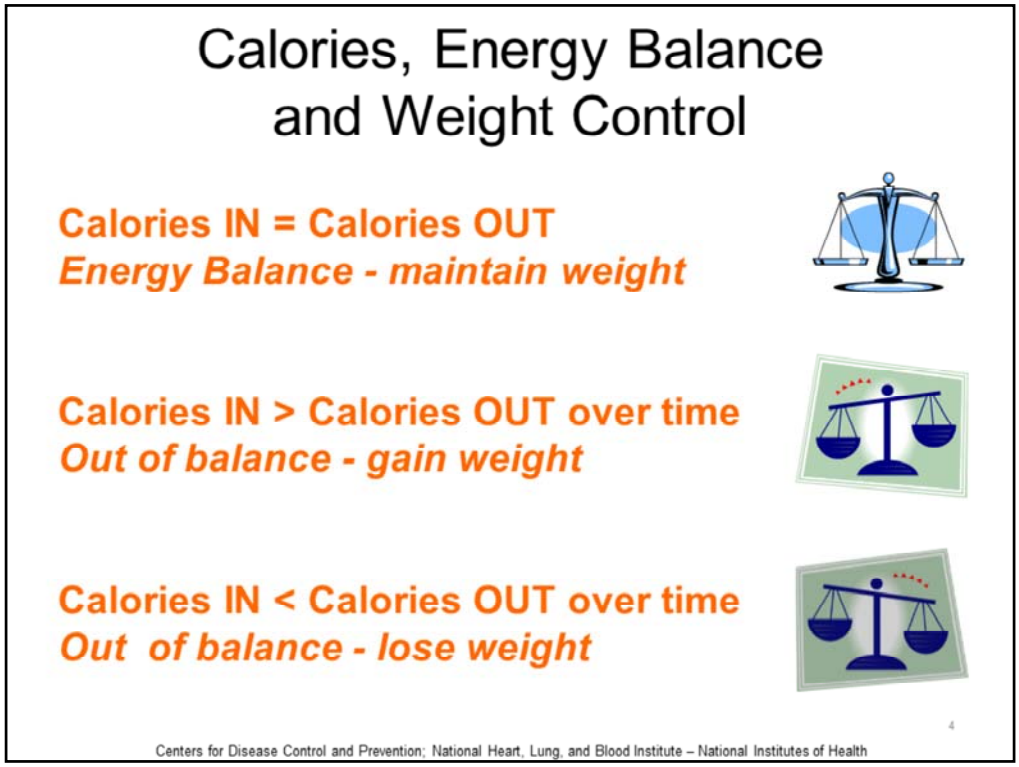
Your energy balance is the balance of calories consumed through eating and drinking compared to calories burned through physical activity.
What you eat and drink is ENERGY IN. What you burn through physical activity is ENERGY OUT.

You burn a certain number of calories just by breathing air and digesting food. You also burn a certain number of calories (ENERGY OUT) through your daily routine. For example, children burn calories just being students—walking to their lockers, carrying books, etc.—and adults burn calories walking to the bus stop, going shopping, etc.



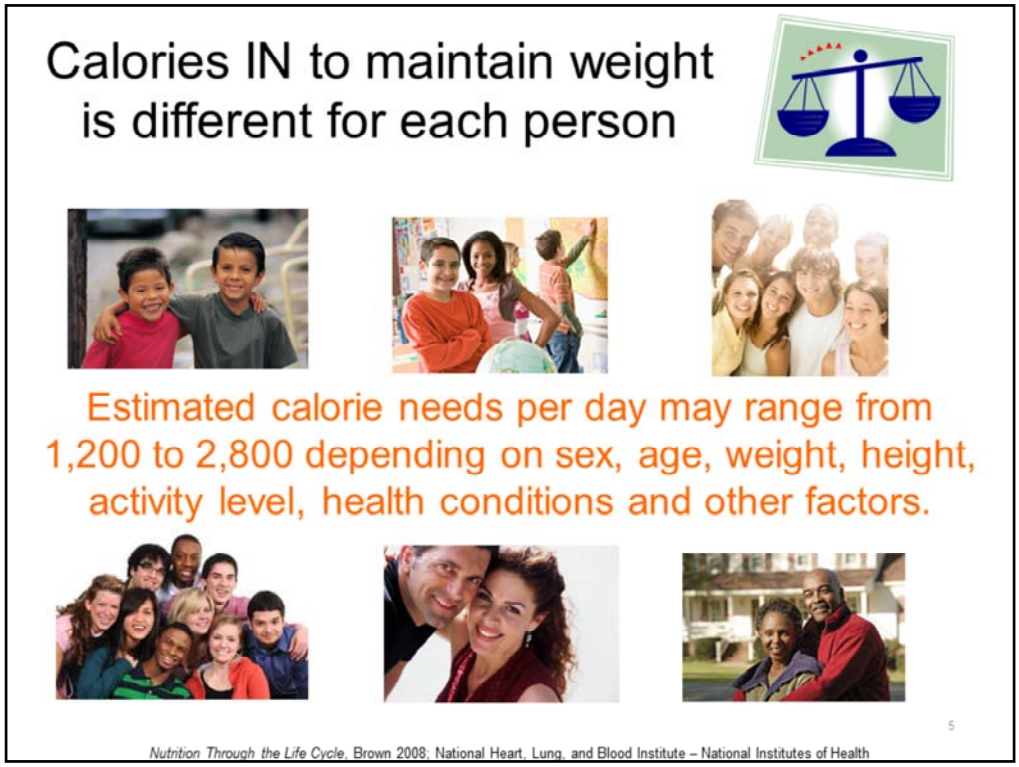
A calorie is defined as a unit of energy supplied by food.
A calorie is a calorie regardless of its source. Whether you're eating carbohydrates, fats, sugars, or proteins, all of them contain calories.

When it comes to counting calories, there's no magic trick, rather it's simple math. A good mind-set for approaching calorie control is to think of the calories you consume and the calories you burn as your calorie budget. How do you want to "spend" those calories? (click to next slide for more)



--Maintaining your weight in a healthy range requires a balance between the calories you take in through food and drink and the calories you burn through physical activity.
--To lose weight: Consume fewer calories than you burn each day. Either cut back on the calories you consume, exercise more or do both.
--To gain weight: Tip the balance the other way. Take in more calories than your body uses. However, your body still needs physical activity to remain healthy, so keep moving.

Note that it says “OVER TIME” – these effects don’t happen over night; takes time -- Your ENERGY IN and OUT don't have to balance every day. It's about having balance **over time** that will help you stay at a healthy weight for the long term. Maintaining a health weight is important since being overweight or obese is a major risk factor for conditions such as diabetes. (See next slide for more on weight loss)



Calorie needs to maintain weight vary per person.

VERY IMPORTANT NOTE: Everyone's needs are very different based upon on sex, age, weight, height, activity level, health conditions and other factors.

HANDOUT: Estimated Calorie Requirements

Let's look at a couple of examples… (on next two slides)

Note to trainer: If you get questions about ranges, here are some GENERAL figures, but again, everyone's needs are different! Figures pertain to maintaining weight; not weight loss.
In general, the Institute of Medicine says the estimated amounts of calories needed to maintain energy balance (and a healthy body weight) are (start clicking to reveal images):

- children ages 4 to 8 (sedentary–moderately active): 1200-1600; children ages 9 to 13 (sedentary–moderately active): 1600-2200
- teen females ages 14-18 (sedentary–moderately active): 1800-2000; males ages 14-18 (sedentary–moderately active): 2200-2800
- adult females ages 19 to 30 (sedentary–moderately active): 2000-2200; adult males ages 19 to 30 (sedentary–moderately active): 2400-2800
- adult females ages 31 to 50 (sedentary–moderately active): 1800-2000; adults males ages 31 to 50 (sedentary–moderately active): 2200-2600
- older adult females ages 51+ (sedentary–moderately active): 1600-1800; older adult males ages 51+ (sedentary–moderately active): 2000-2600

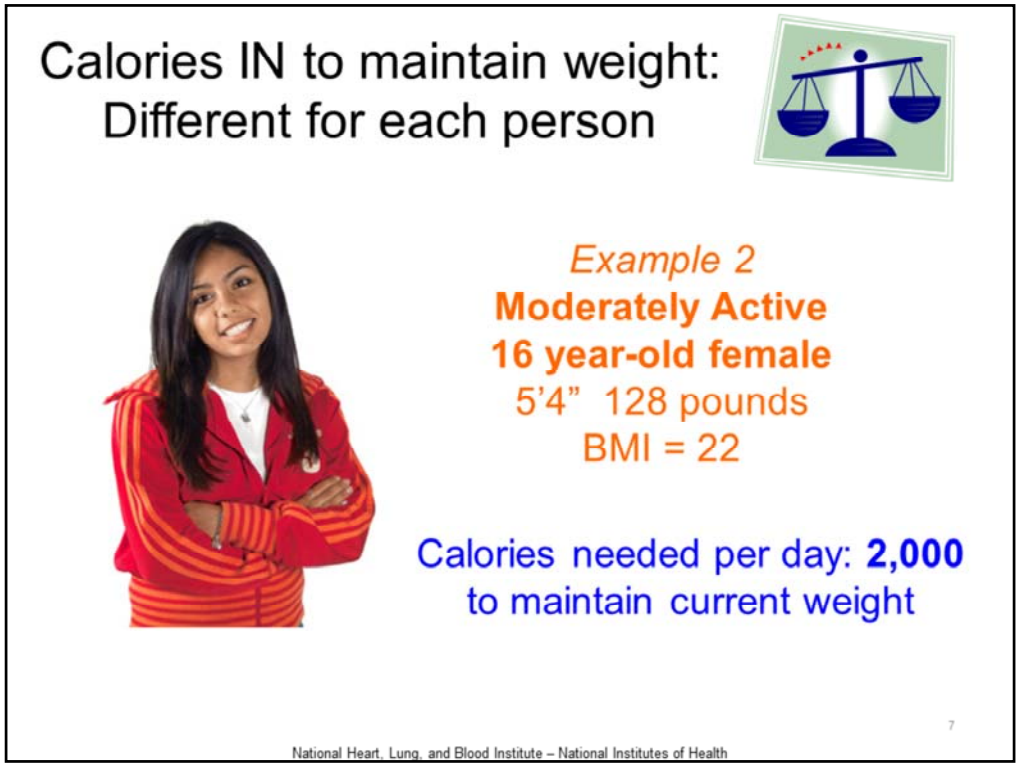
Calories IN to maintain weight: Different for each person

Example 1
Sedentary
45 year-old female
5'2" 147 pounds
BMI = 27.0 (**overweight**)

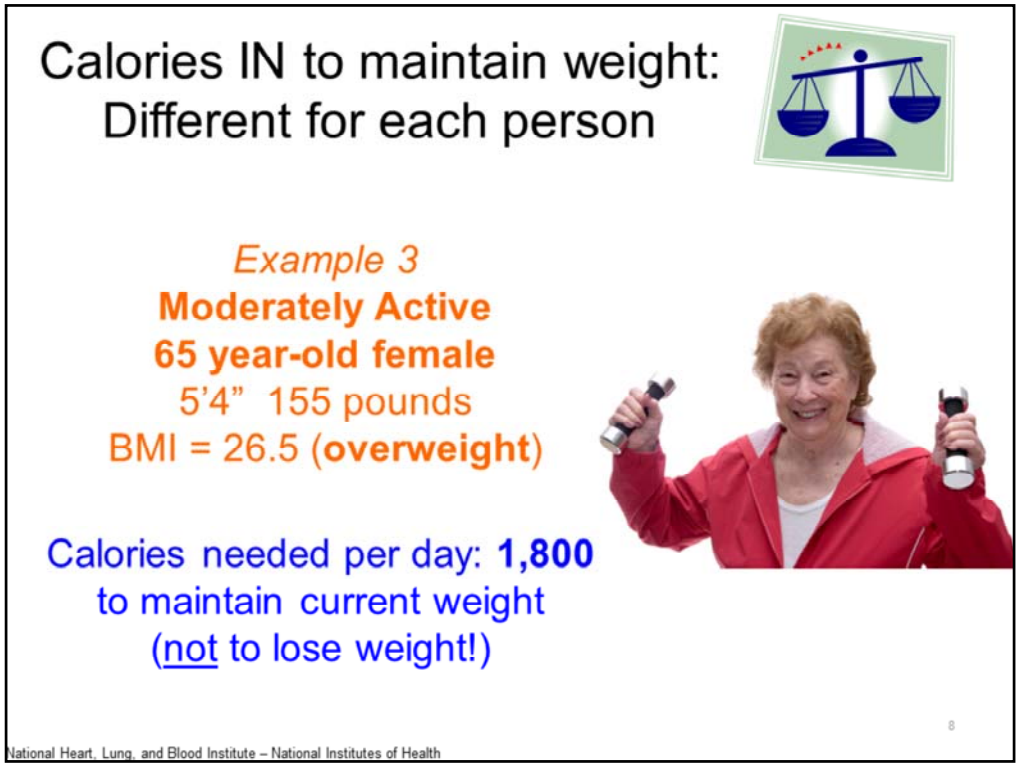
Calories needed per day: **1,800**
to maintain current weight
(not to lose)

6

National Heart, Lung, and Blood Institute – National Institutes of Health



Almost same height and weight as previous example, but different age and activity level.



The previous examples represent individuals maintaining a healthy weight.

Here is another example, but one with a moderately active female who is overweight. To stay at her current weight (staying overweight) she would need to consume 1,800 calories per day. To lose weight, she would need to consume less calories and increase activity.

Since most people are overweight or obese, let's switch focus now to healthy weight loss (click to next slide)

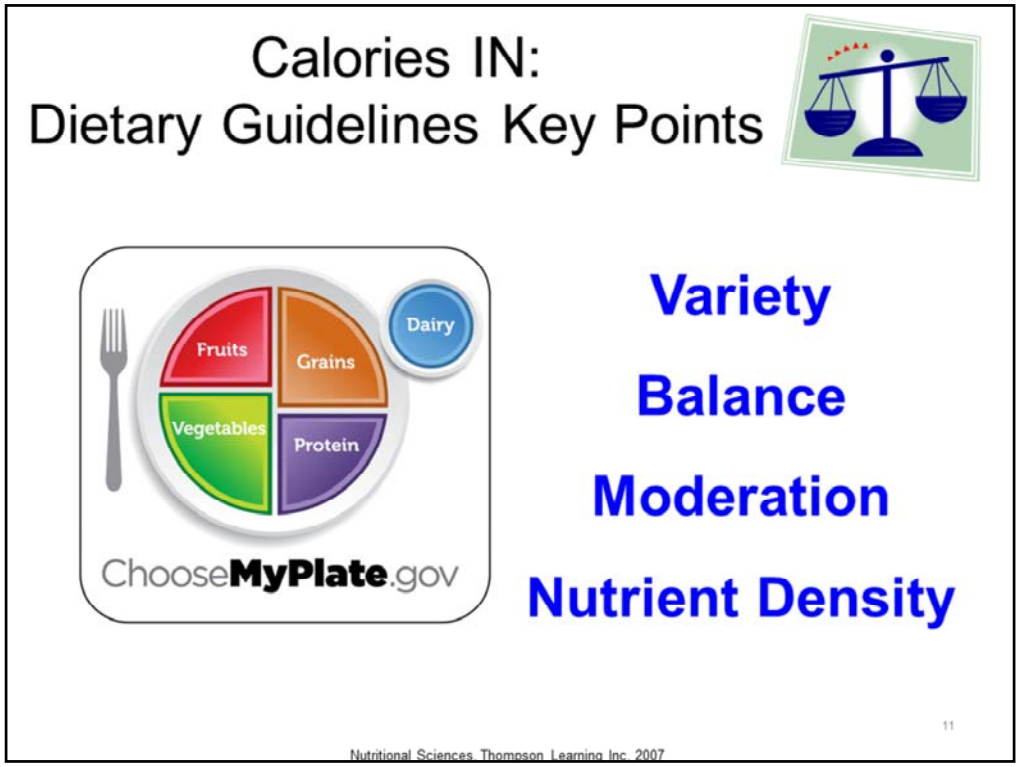
Since so many people are overweight or obese, let's discuss the healthy way to lose weight. It's important to think about calorie balance because your body stores most of the excess calories you consume as fat. Just 100 extra calories a day adds up to 10 pounds in a year.

• First, understand that about 3,500 calories = 1 pound. It may be a range of 2,800-3,700 that equals a pound.
• Second, a healthy weight loss is one to two pounds per week (with an overall goal of losing 5-7% of your total body weight).
• Rapid weight loss is not recommended, unless under the care of a physician for special circumstances

(Continue to next slide)

So this means to lose a pound per week you need to cut and/or burn 3,500 calories EVERY WEEK (which is cutting 500 calories per day) and for a two-pound weight per week weight loss, cut and/or burn 7,000 calories EVERY WEEK (or burn 1,000 calories per day), until you reach a healthy weight (then you work on maintaining a healthy weight).

Get moving! You can burn more calories through physical activity. The great thing about adding activity to the equation is all the additional health benefits.



How do we know what healthy food choices to make? One way is by following the ***Dietary Guidelines for Americans*** which has been published jointly every 5 years since 1980 by the Department of Health and Human Services (HHS) and the Department of Agriculture (USDA). The 2010 Guidelines provide advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases.

In 2011, **MyPlate** was introduced along with the 2010 Dietary Guidelines to help serve as a reminder for healthy eating using a familiar mealtime visual—a place setting.
The information about what and how much to eat has not changed from MyPyramid which most people are familiar with—both MyPyramid and MyPlate are illustrations based on the same food groups and recommendations about what and how much to eat. The ChooseMyPlate.gov Web site has much of the same information that was available on MyPyramid.gov. with information updated to reflect the 2010 Dietary Guidelines, and other sections and interactive features will be availble in the fall of 2011. Two handouts are included in your Participant Handbook.

To help people use the Guidelines, key concepts emphasized are:

Variety

Balance

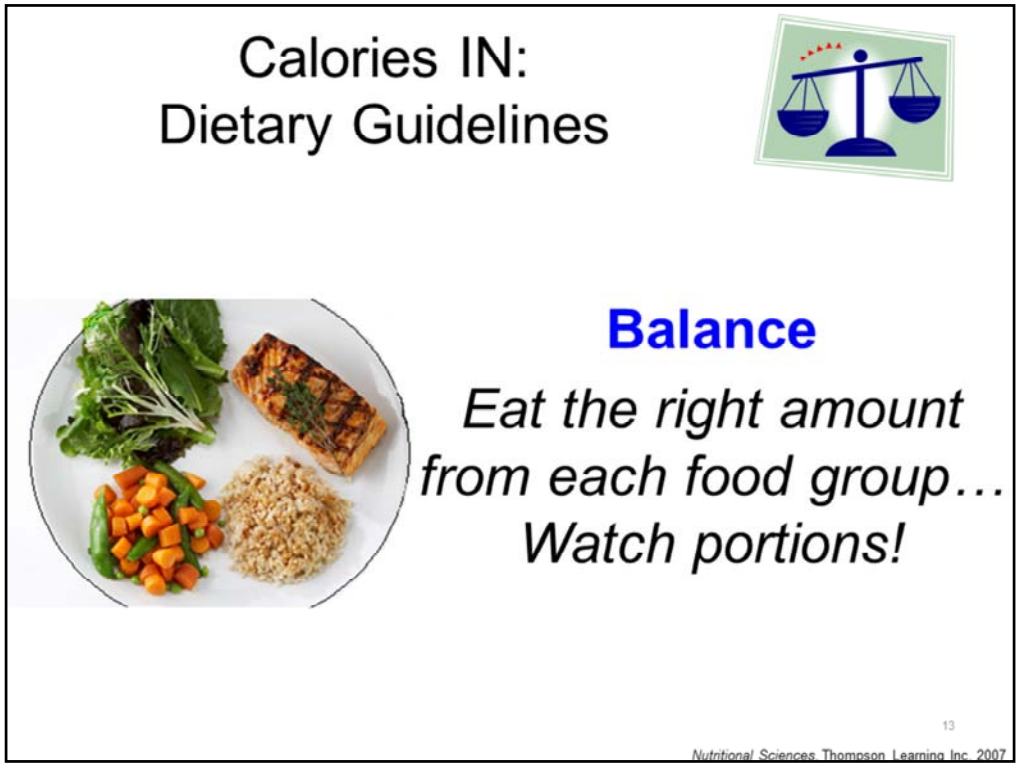
Moderation

Nutrient Density

Let's take a closer look at these concepts…

Variety – eat different varieties of foods within each food group – eat a rainbow everyday

Fruits, Vegetables, Whole Grains, Meats & Beans, Dairy, Oils/Fats



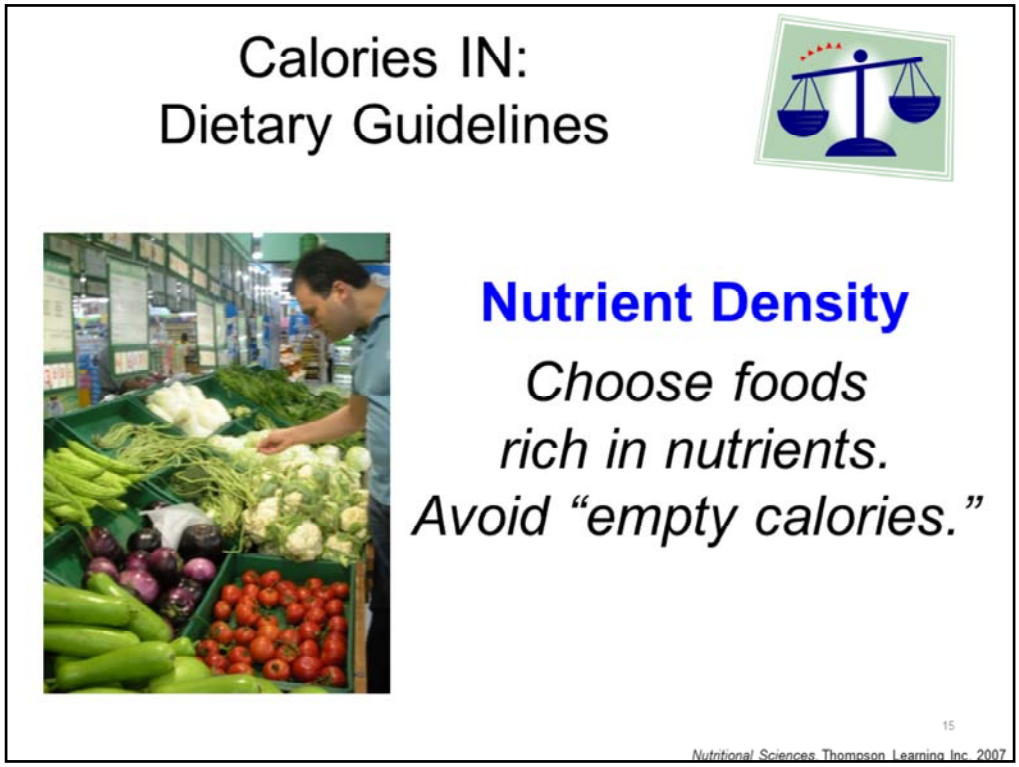
Balance or proportionality – eat the right amount within each food group

Watch portion sizes!

Moderation – don't consume too much of a particular type of food

Eat mostly whole grains, vegetables, fruits, and lean meats/protein

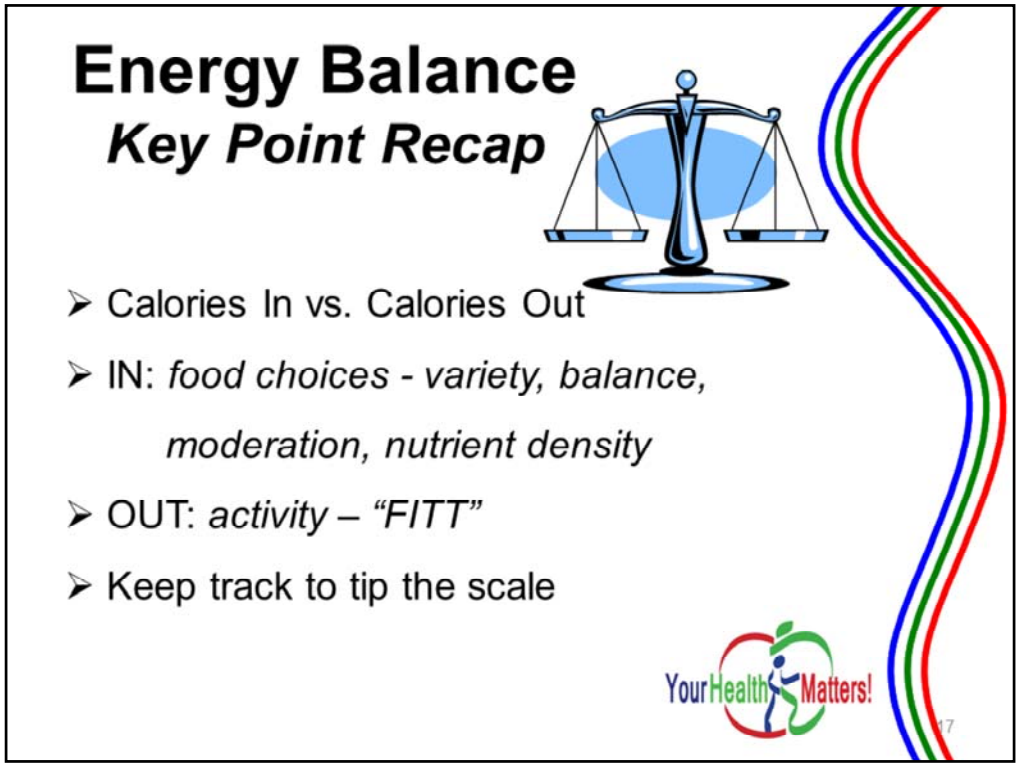
Limit fats and added sugars



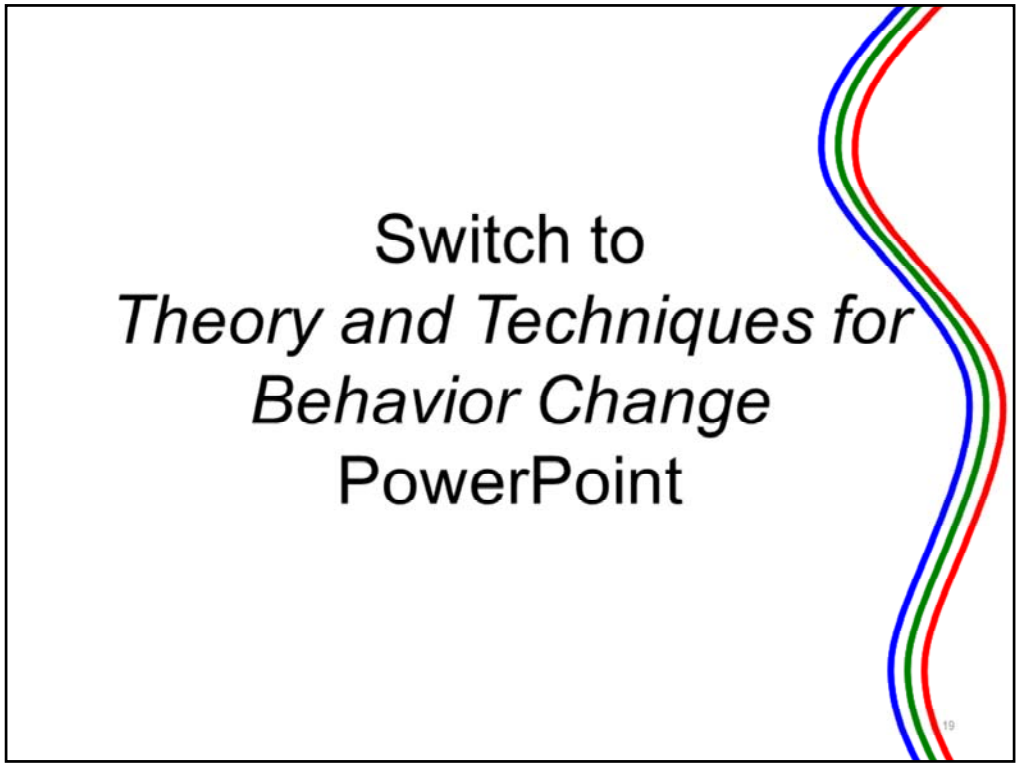
Nutrient Density – ratio of nutrients in a food compared to its calories

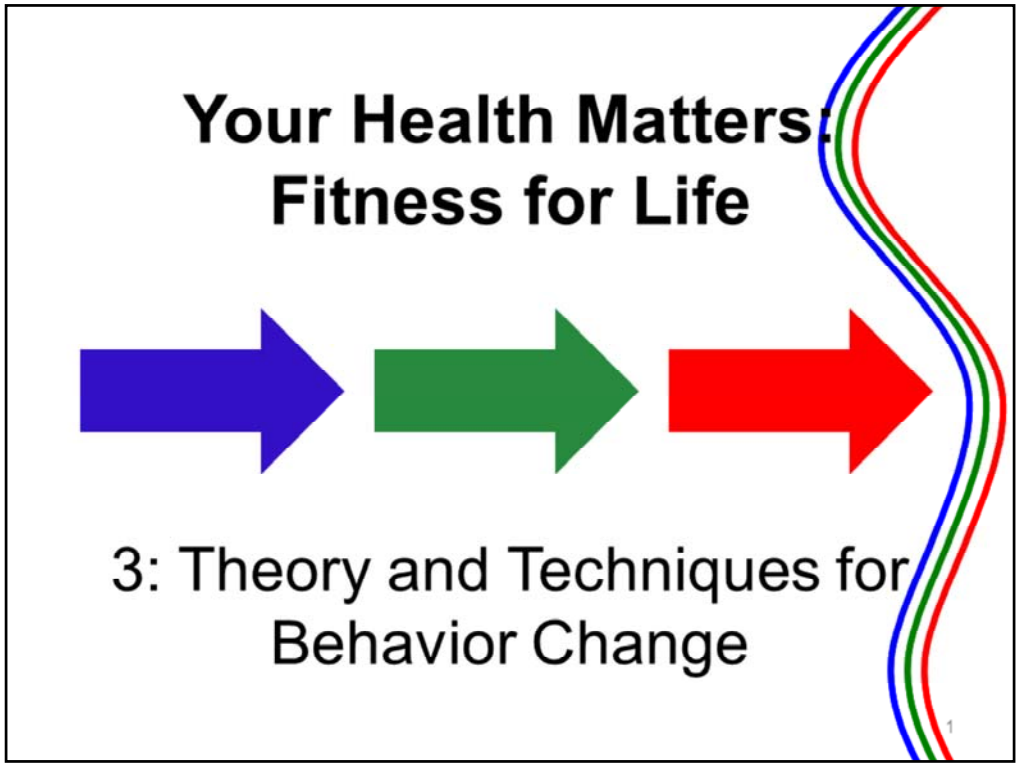
Choose nutrient-dense (rich in nutrients) versus empty calories which are items that are calorie dense

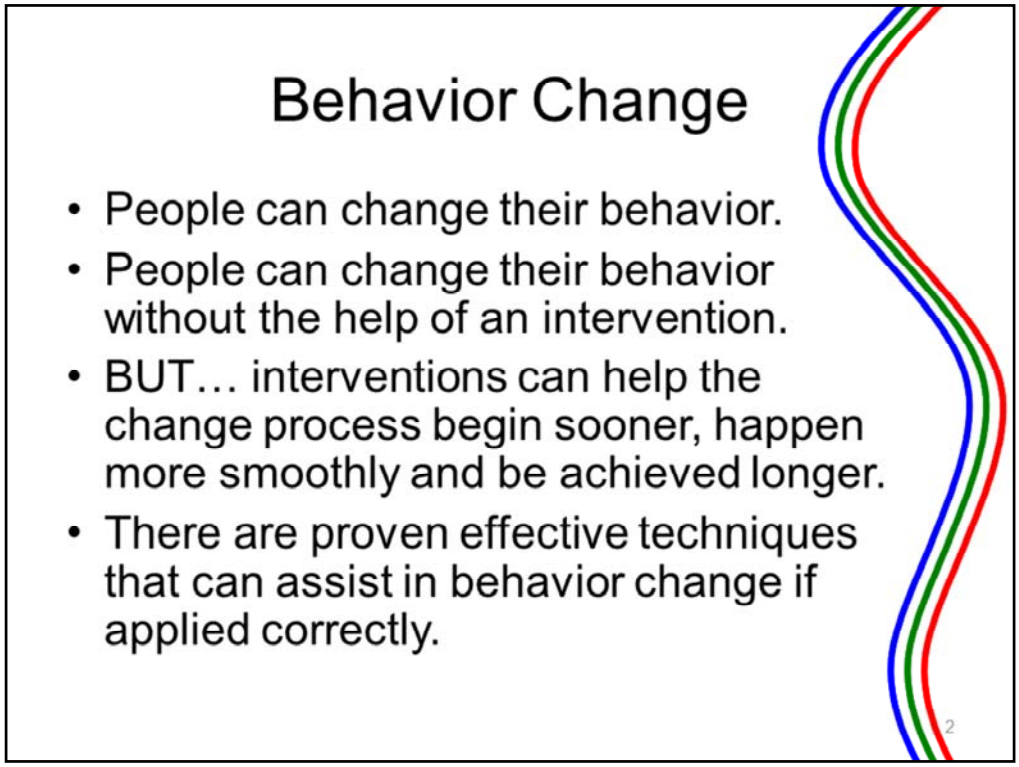

The Bottom Line…
Eat Less +
Move More!
16

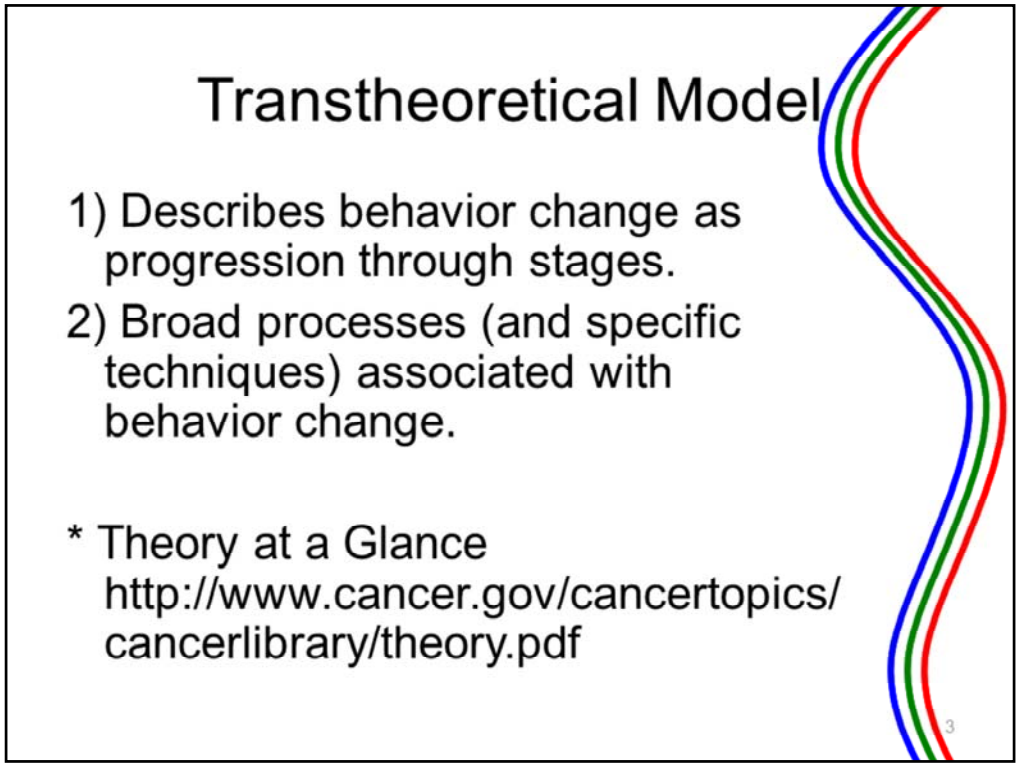

Energy Balance
Key Point Recap
Calories In vs. Calories Out
IN: food choices - variety, balance, moderation, nutrient density
OUT: activity – "FITT"
Keep track to tip the scale
Your Health Matters!
17

With all this talk about needing to move more… let's move with a short activity break!
(Trainer: Select the activity of your choice from the "Let's Move Activity Breaks" section at the end of the binder or lead your own 10-minute activity.)


Switch to
Theory and Techniques for Behavior Change
PowerPoint
19


Your Health Matters:
Fitness for Life
3: Theory and Techniques for
Behavior Change
1


Behavior Change
• People can change their behavior.
• People can change their behavior without the help of an intervention.
• BUT… interventions can help the change process begin sooner, happen more smoothly and be achieved longer.
• There are proven effective techniques that can assist in behavior change if applied correctly.
2


Transtheoretical Model
1) Describes behavior change as progression through stages.
2) Broad processes (and specific techniques) associated with behavior change.
* Theory at a Glance http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf
3

Stages of Change

- Precontemplation
  - Not thinking about change.
  - May become angry if pushed about their behavior.
  - Often characterized as resistant or unmotivated.

4

Stages of Change

- Contemplation
  - Intends to change in the next six months.
  - Thinking about change.
  - Considering the pros and cons of changing (this can get them stuck in contemplation forever!).

5

Stages of Change

- Preparation
  - Intending to make a change in the near future, usually within a month.
  - Have a plan of action in mind.

6

Stages of Change

- Action
  - There has been specific modification of behavior.
  - They are "trying out" the new behavior.

7

Stages of Change

- Maintenance
  - – Working to prevent relapse.
  - – Change in behavior has lasted from 6 months to 5 years (depends on the behavior).

8

Relapse

- Some individuals start the cycle again, although not always back at the first stage.
- For example, an individual may stop wanting to perform the "new" behavior, and go back to contemplation or preparation.
- May be attributed to low motivation and/or use of an inappropriate strategy for change.

9

Stages of Change

- Going through the stages is not a linear process! One can cycle through the stages over and over again.

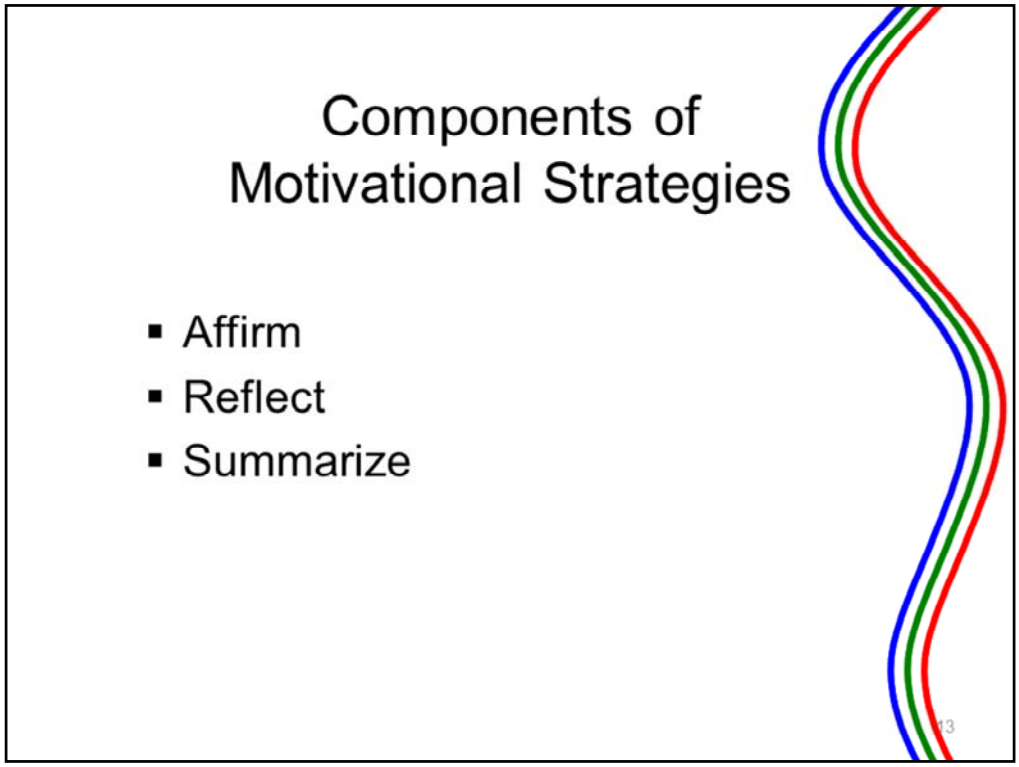
10

Techniques for Enhance Motivation for Behavior Change

- These techniques align with a counseling approach called motivational interviewing.
- The techniques alone are not motivational interviewing but can be helpful in supporting behavior change.
- Motivational interviewing is a client-centered counseling style that enhances motivation for change by helping the client clarify and resolve ambivalence about behavior change.
- The goal of motivational interviewing is to create and amplify discrepancy between present behavior and broader goals. In other words, create cognitive dissonance between where one is and where one wants to be.

11


"Change Talk"
• Communicates respect for participants.
• People are more likely to discuss change when asked vs. being lectured at.
• Engages individuals in their own change process.
• Shown to be effective for helping people move through stages of change with difficult behaviors.
12

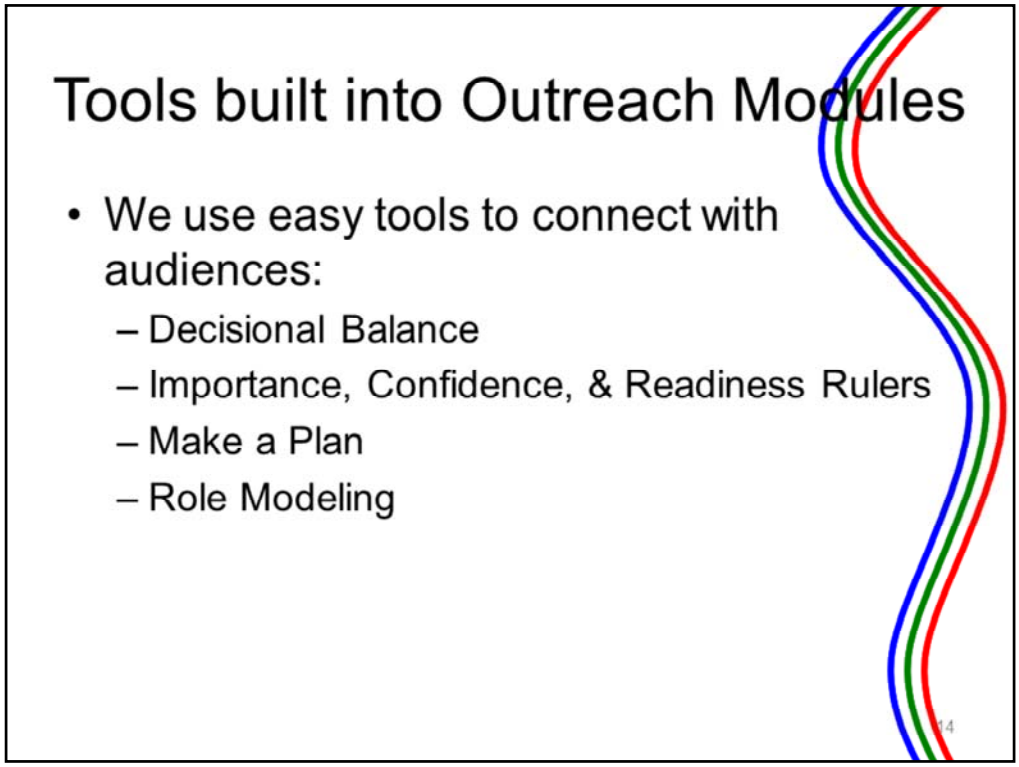


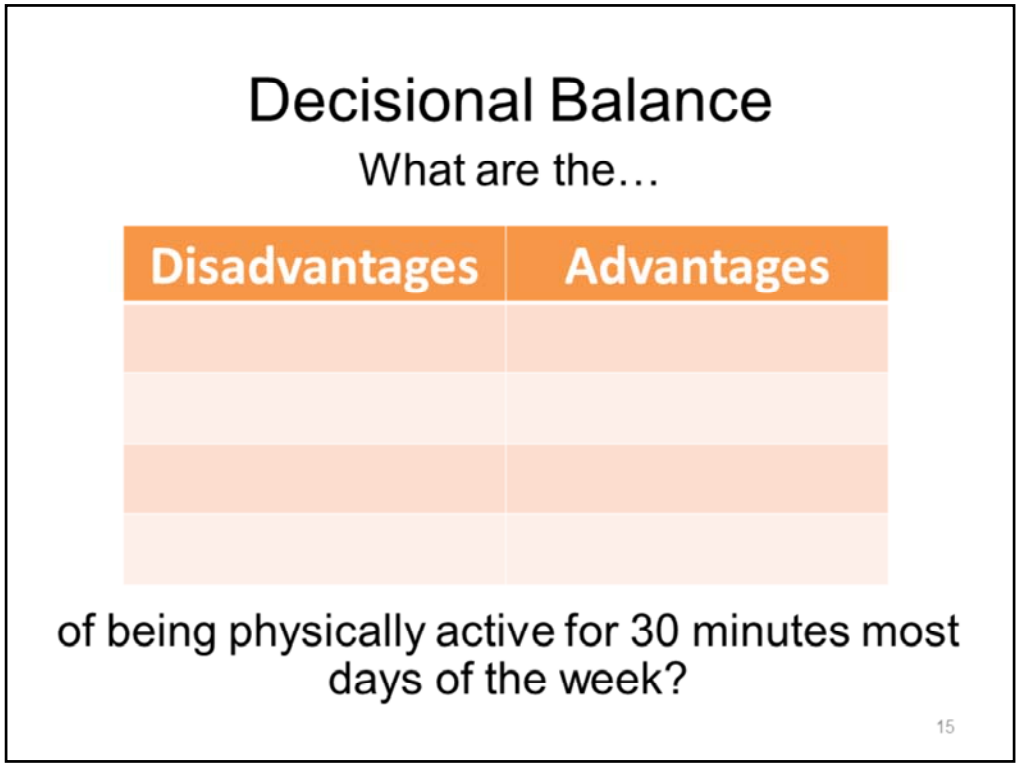
Affirm: Communicate a "valuing" of the person and their behavior. Statements of thanks and appreciation. How we are experiencing them in the moment. A mirroring of their personal qualities, strengths uniqueness and talents conveyed through their story telling and the sharing of deeply personal life experiences. An affirmation is an anchoring to support self-efficacy.

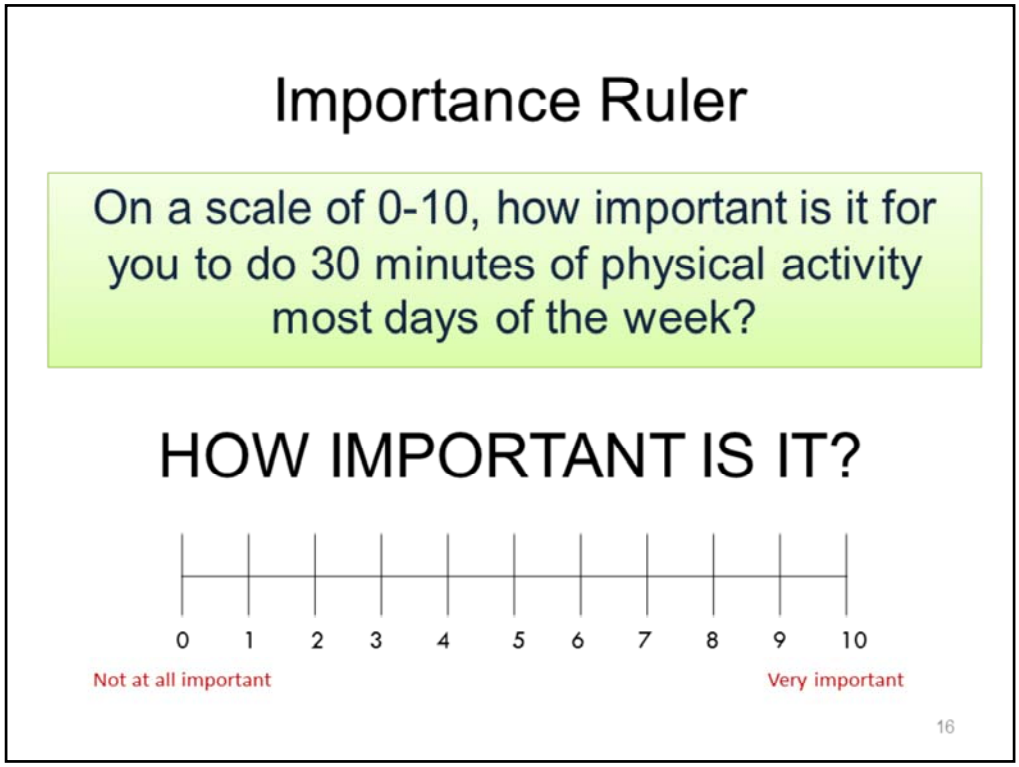
Reflection: The process of reflective listening communicates understanding and acceptance. To give all your attention and energy to the process of understanding what the person means and to reflect the meaning back to the person accurately.

Summarize: "Let me understand what you have told me so far…"

- Sustain talk and change talk – include all client
- Statements regarding problem recognition, concerns, optimism and intentions to change.
- End with "How did I do? Anything I missed?"


Tools built into Outreach Modules
• We use easy tools to connect with audiences:
– Decisional Balance
– Importance, Confidence, & Readiness Rulers
– Make a Plan
– Role Modeling
14

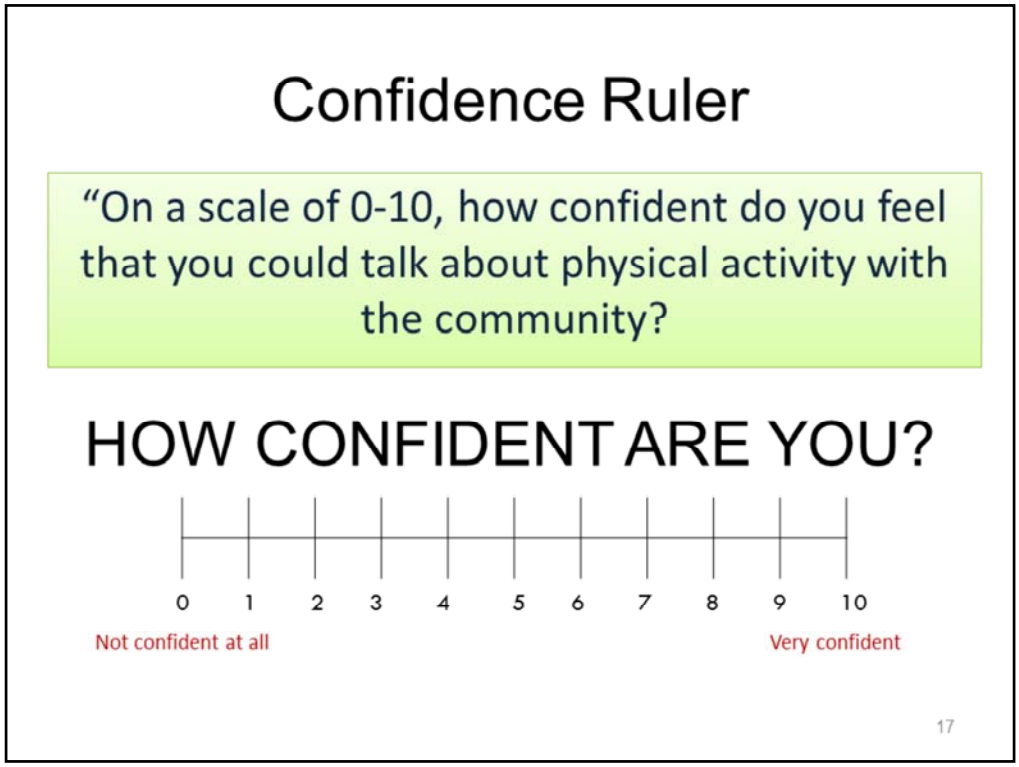

Decisional Balance
What are the…
Disadvantages
Advantages
of being physically active for 30 minutes most days of the week?
15



Instructions:

On this scale, with zero being not at all important to exercise moderately or vigorously 30 minutes a day, and 10 being very important to exercise 30 minutes per day, which point best reflects how important it is to you to change your physical activity habits?

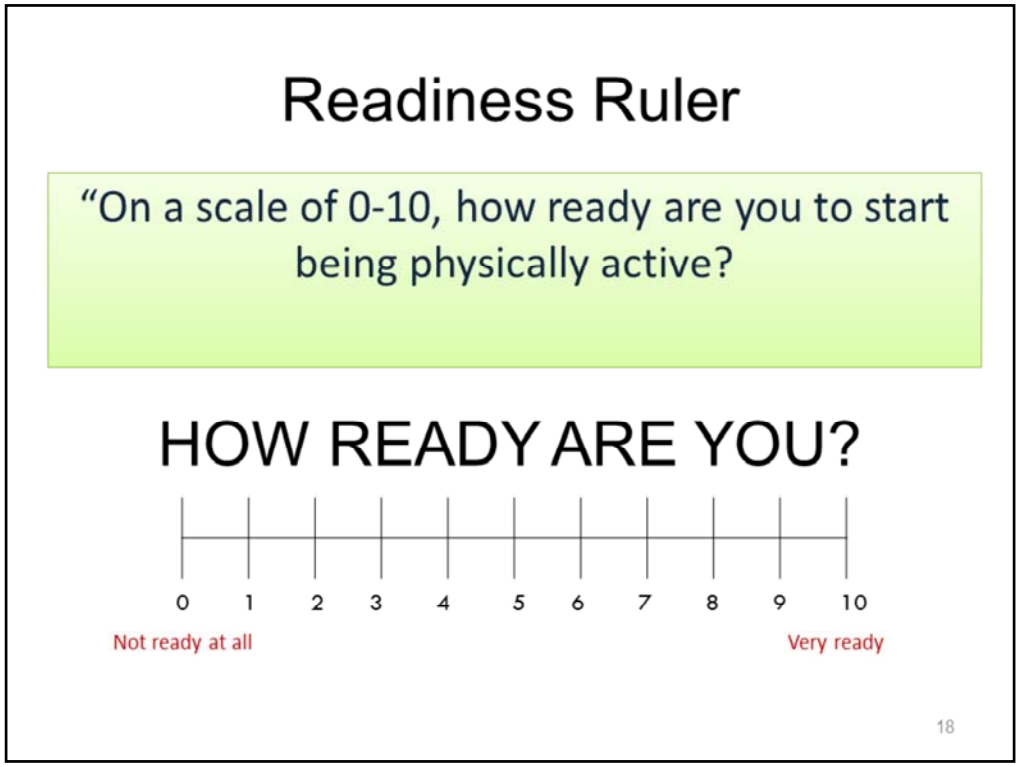
Why did you say a ___ (the number they chose) and not a ___ (high number than given)?
What would it take for you to become a ___ (higher number than given)?



Instructions:

On this scale, with zero being not at all confident to talk about physical activity with the community, and 10 being very confident to to talk about physical activity with the community, which point best reflects how confident you are?

Why did you say a ___ (the number they chose) and not a ___ (high number than given)?
What would it take for you to become a ___ (higher number than given)?



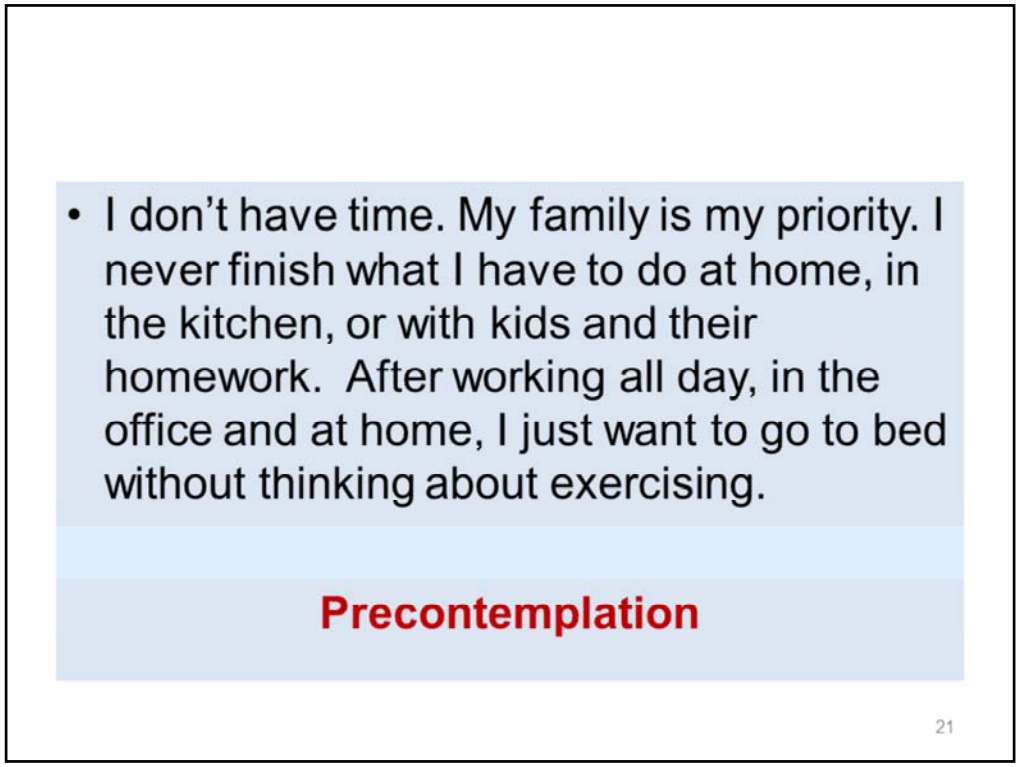
Instructions:

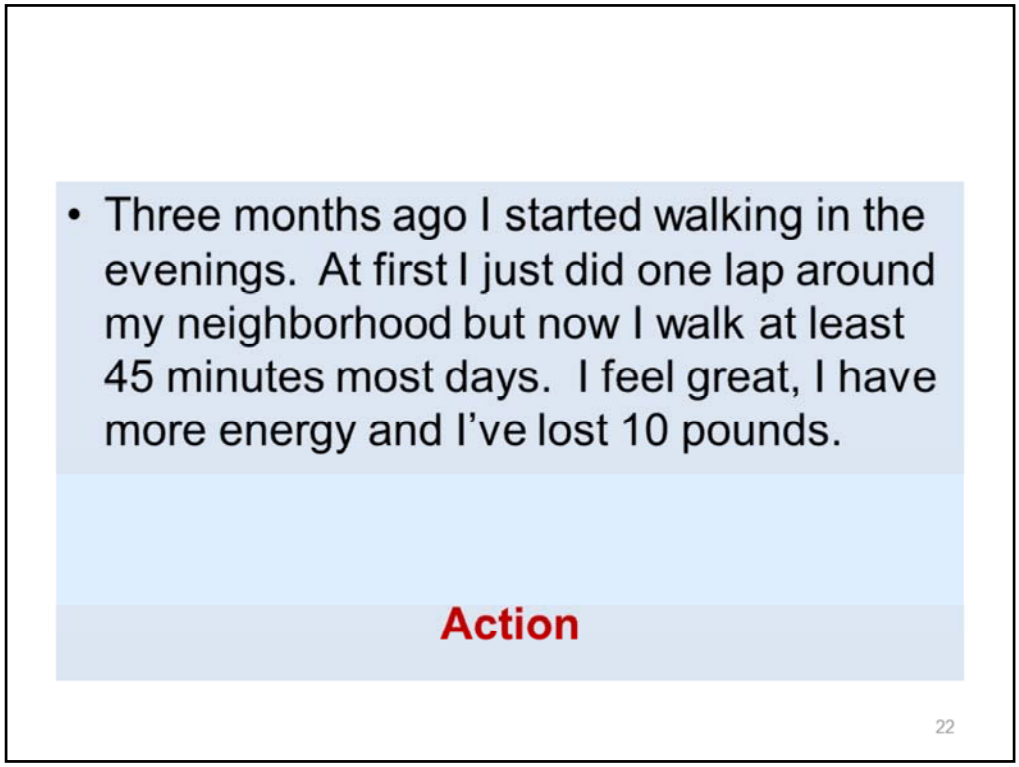
On this scale, with zero being not at all ready to start being physically active, and 10 being very important to start being physically active, which point best reflects how ready you are?

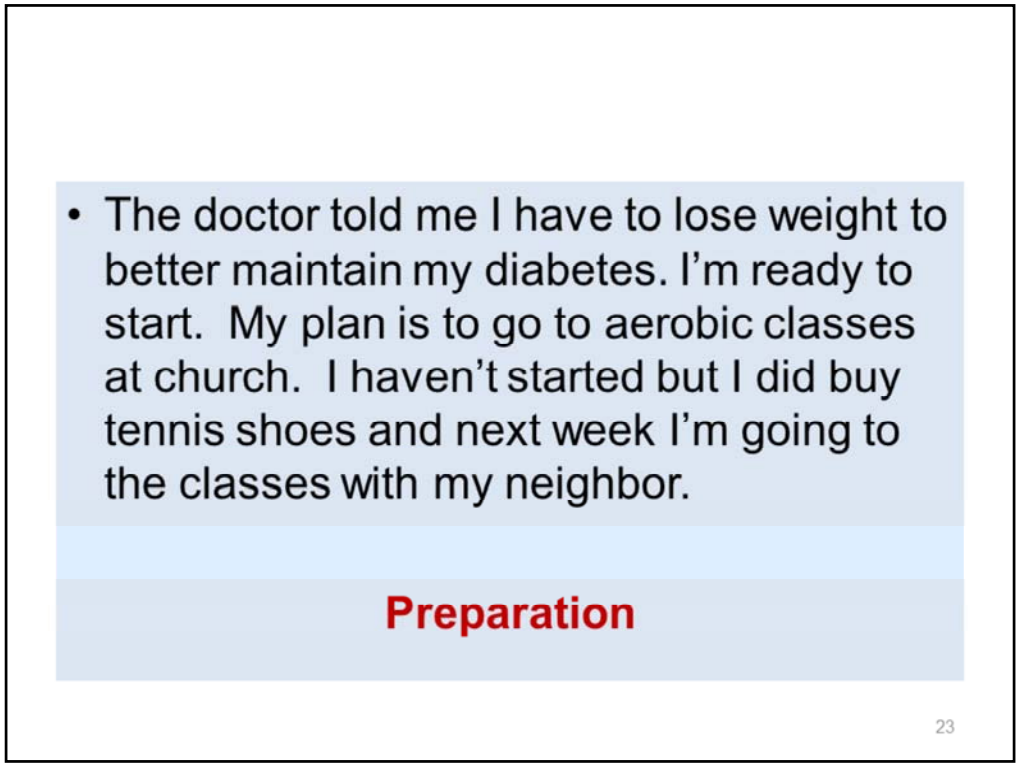
Why did you say a ___ (the number they chose) and not a ___ (high number than given)?
What would it take for you to become a ___ (higher number than given)?

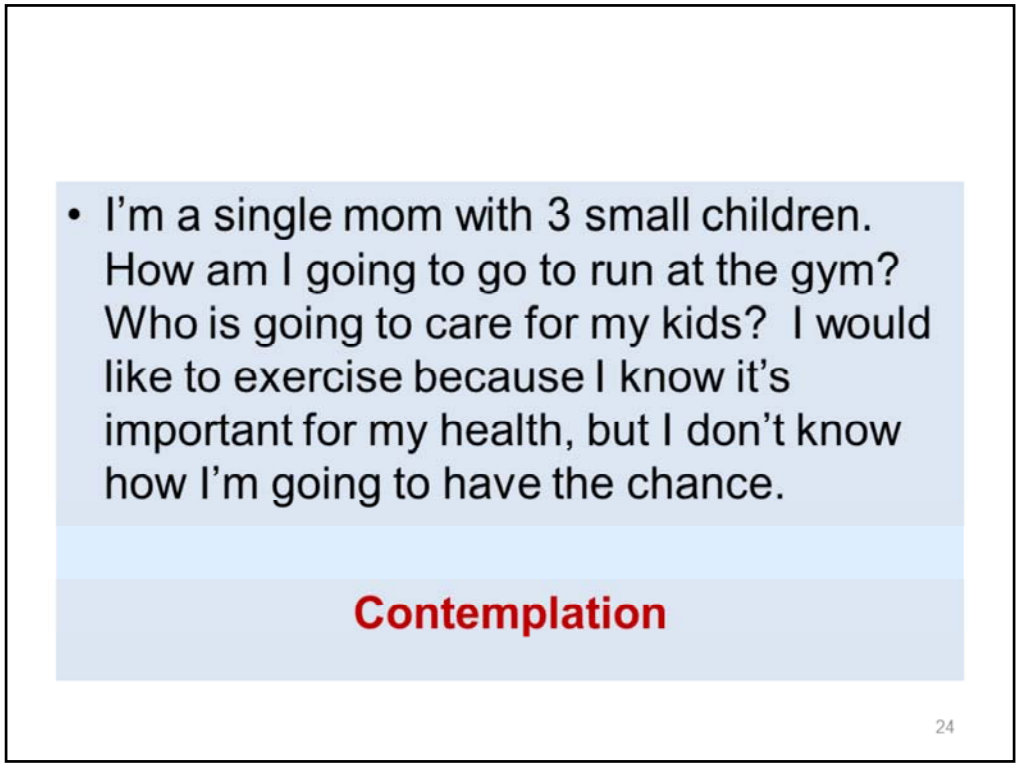

Make a plan!
Setting goals is the key to success.
Write in sensible, clear and possible to manage goals.
What type of exercise will you do?
For how long?
How many times a week?
When will you start?

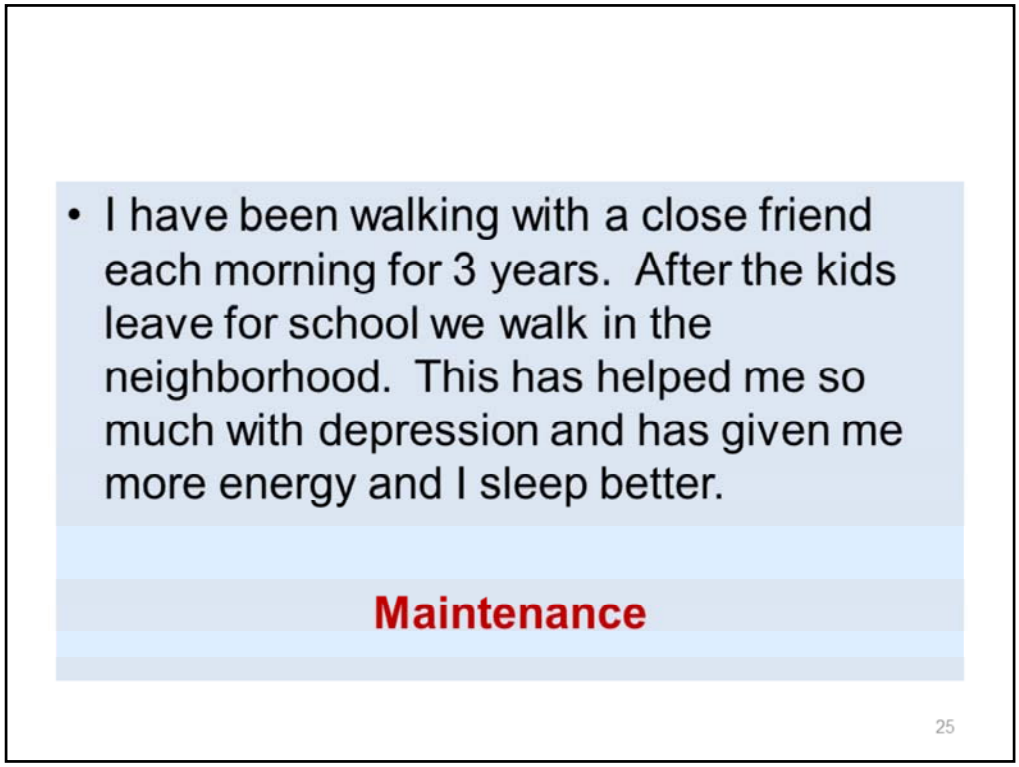

STAGES OF CHANGE
ACTIVITY
20

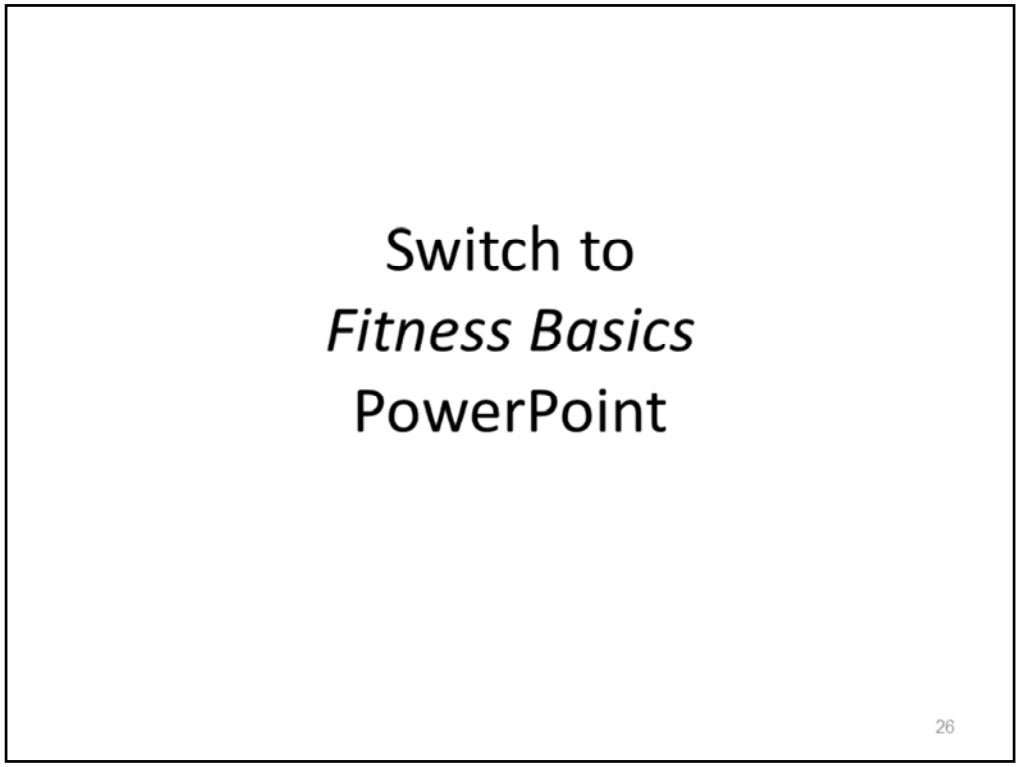

• I don't have time. My family is my priority. I never finish what I have to do at home, in the kitchen, or with kids and their homework. After working all day, in the office and at home, I just want to go to bed without thinking about exercising.
Precontemplation
21

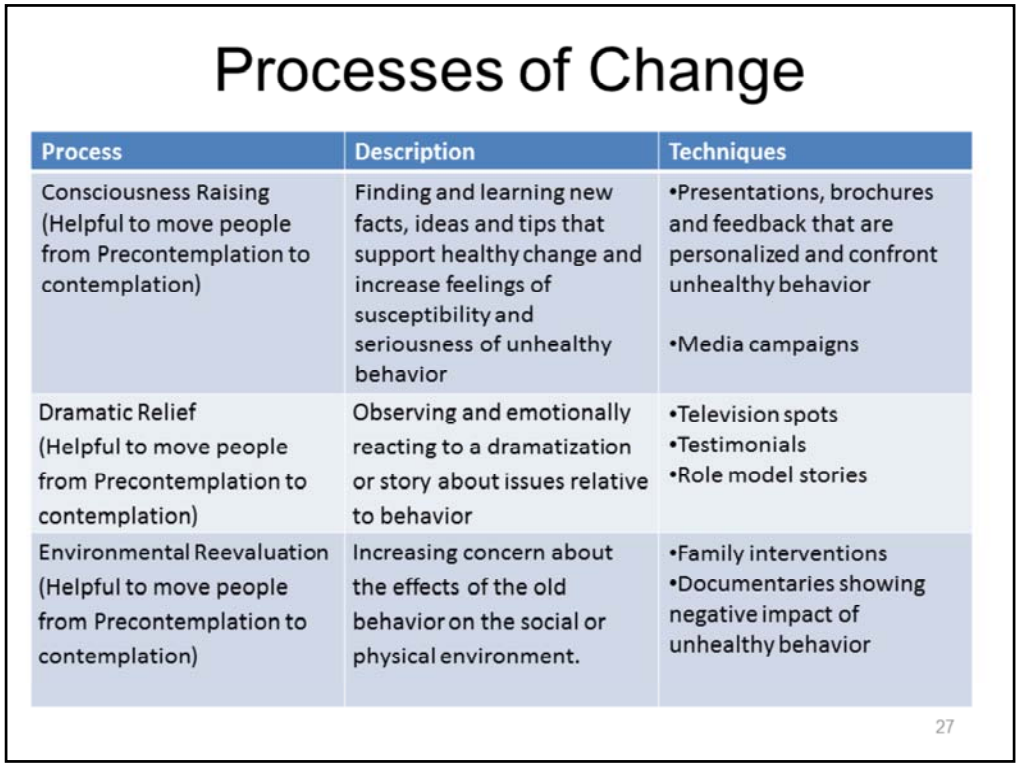

• Three months ago I started walking in the evenings. At first I just did one lap around my neighborhood but now I walk at least 45 minutes most days. I feel great, I have more energy and I've lost 10 pounds.
Action
22


• The doctor told me I have to lose weight to better maintain my diabetes. I'm ready to start. My plan is to go to aerobic classes at church. I haven't started but I did buy tennis shoes and next week I'm going to the classes with my neighbor.
Preparation
23


• I'm a single mom with 3 small children. How am I going to go to run at the gym? Who is going to care for my kids? I would like to exercise because I know it's important for my health, but I don't know how I'm going to have the chance.
Contemplation
24


• I have been walking with a close friend each morning for 3 years. After the kids leave for school we walk in the neighborhood. This has helped me so much with depression and has given me more energy and I sleep better.
Maintenance
25


Switch to
Fitness Basics
PowerPoint
26



Processes of Change

Process	Description	Techniques
Consciousness Raising (Helpful to move people from Precontemplation to contemplation)	Finding and learning new facts, ideas and tips that support healthy change and increase feelings of susceptibility and seriousness of unhealthy behavior	•Presentations, brochures and feedback that are personalized and confront unhealthy behavior •Media campaigns
Dramatic Relief (Helpful to move people from Precontemplation to contemplation)	Observing and emotionally reacting to a dramatization or story about issues relative to behavior	•Television spots •Testimonials •Role model stories
Environmental Reevaluation (Helpful to move people from Precontemplation to contemplation)	Increasing concern about the effects of the old behavior on the social or physical environment.	•Family interventions •Documentaries showing negative impact of unhealthy behavior

27

DETAILED NOTES FOR TRAINERS BACKGROUND INFORMATION ON TRANSTHEORETICAL MODEL

Processes of Change, Cont'd

Process	Description	Techniques
Self-Reevaluation (Helpful to move people from contemplation to preparation)	Personal reflection about how adopting the "new" behavior would improve one's self image and holding on to the "old" behavior is harmful to one's self-image	•Values clarification •Mental imagery •Seeing Healthy role models
Self-liberation (Helpful to move people from preparation to action)	Statements to oneself that change can happen; firm commitment to change	•Skills training •Coping strategies •Resolutions •Contracts •Offering multiple choices for change
Reinforcement Management (Helpful to move people from action to maintenance)	Control of reinforcements; increasing rewards for healthy behavior and decreasing rewards for unhealthy behavior	•Rewards or incentives •*Vicarious reinforcement* (seeing others rewarded) •Contracts with reinforcement •Group recognition

28

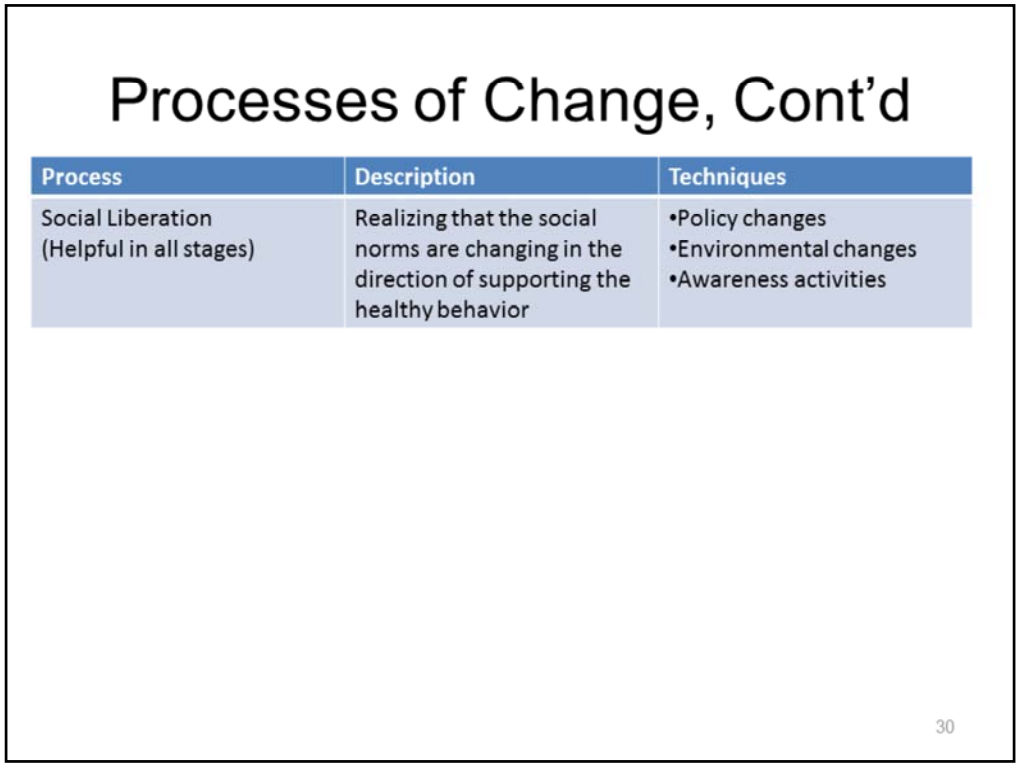
DETAILED NOTES FOR TRAINERS BACKGROUND INFORMATION ON TRANSTHEORETICAL MODEL

Processes of Change, Cont'd

Process	Definition	Techniques
Helping Relationships (Helpful to move people from action to maintenance)	Person's perception that there are people who will emotionally and socially support them with behavior change	•Emotional support (support groups, individual counseling) •Social support (buddy groups, family involvement, recognition)
Counter Conditioning (Helpful to move people from action to maintenance)	Substituting healthier behaviors for the unhealthy behavior. e.g., taking a walk instead of eating, chewing gum instead of smoking.	•Relaxation training •Assertiveness training •Positive self-statements
Stimulus Control	Manipulating the environment to remove cues for unhealthy behavior and adds cues for healthy behavior e.g., remove candy and have vegetables prepared to eat;	•Avoid certain places •Environmental / policy change •Self-help groups •Create highly visible cues for healthy behavior e.g. leave tennis shoes in car

29

DETAILED NOTES FOR TRAINERS BACKGROUND INFORMATION ON TRANSTHEORETICAL MODEL



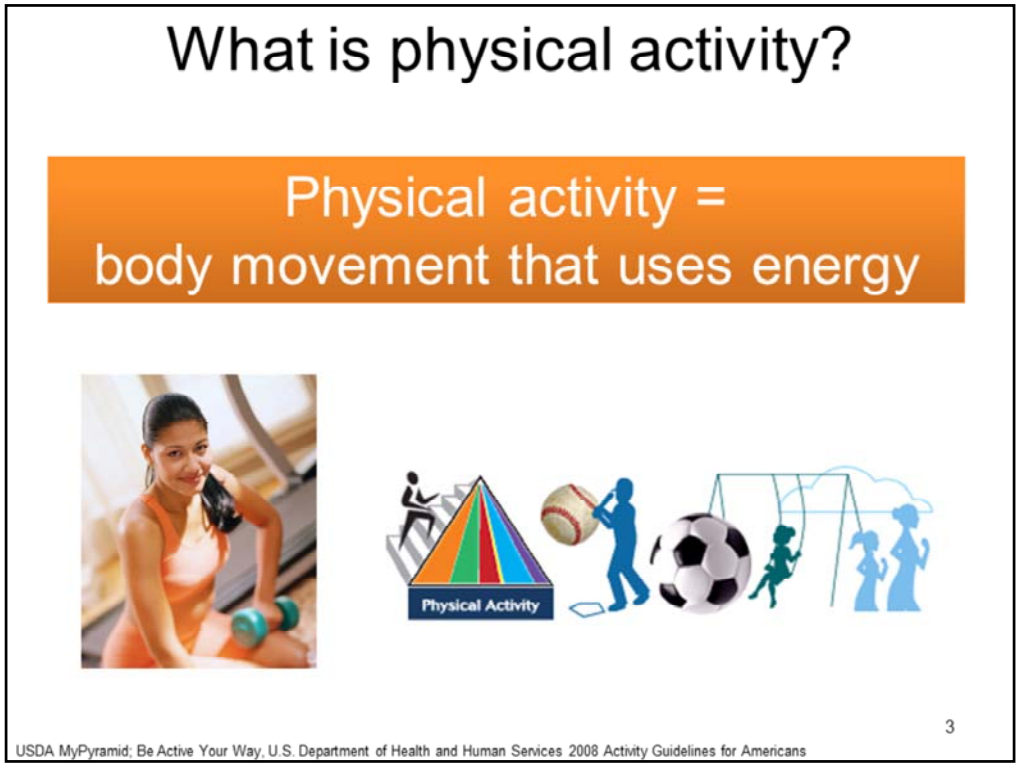
DETAILED NOTES FOR TRAINERS BACKGROUND INFORMATION ON TRANSTHEORETICAL MODEL


Your Health Matters:
Fitness for Life
4: Fitness Basics
1

To start off this section, we are going to watch a short 10-minute video.

PLAY VIDEO

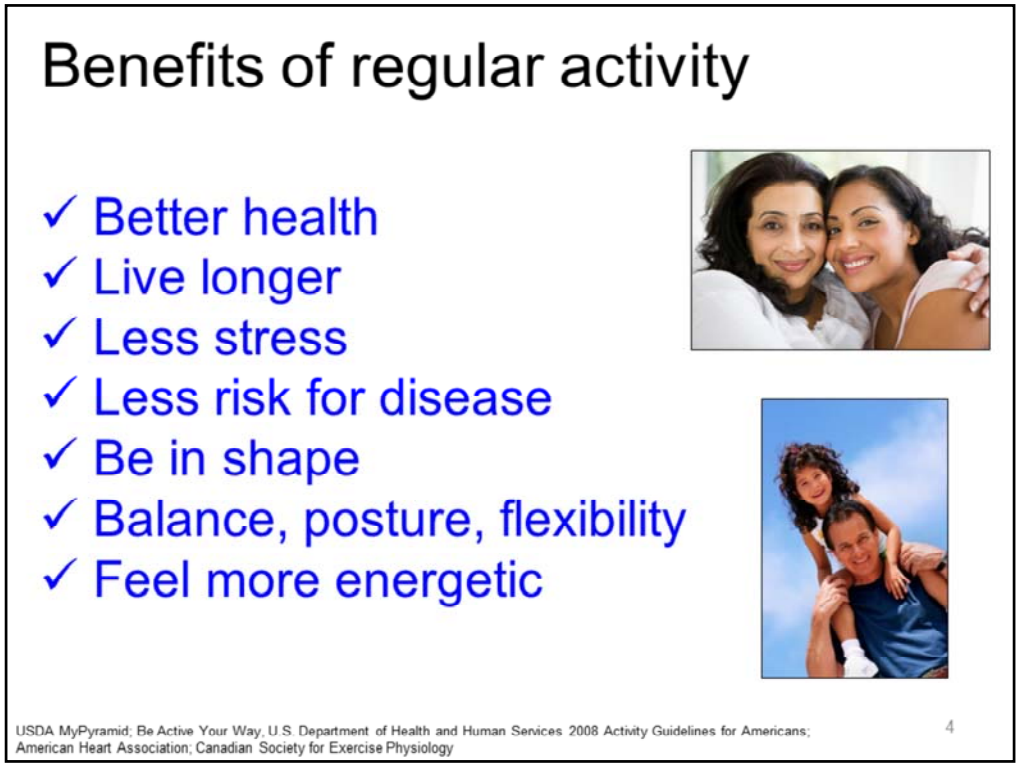
After the video, let participants make a few comments. Tell them that throughout the training, many of the concepts presented in the video will be discussed in more detail.



Physical activity simply means movement of the body that uses energy – any form of exercise or movement of the body that uses energy.

Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing are all good examples of being active.

There's a range of activity throughout our day – there's a difference between gardening and soccer, for example. In order to address obesity issues, we overall need to be more active. One way to do that is to add in an exercise program.



Being physically active is key to living a longer, healthier, happier life.
It can help relieve stress and can provide an overall feeling of well-being.
Regular physical activity can both improve your health and reduce the risk of developing disease.

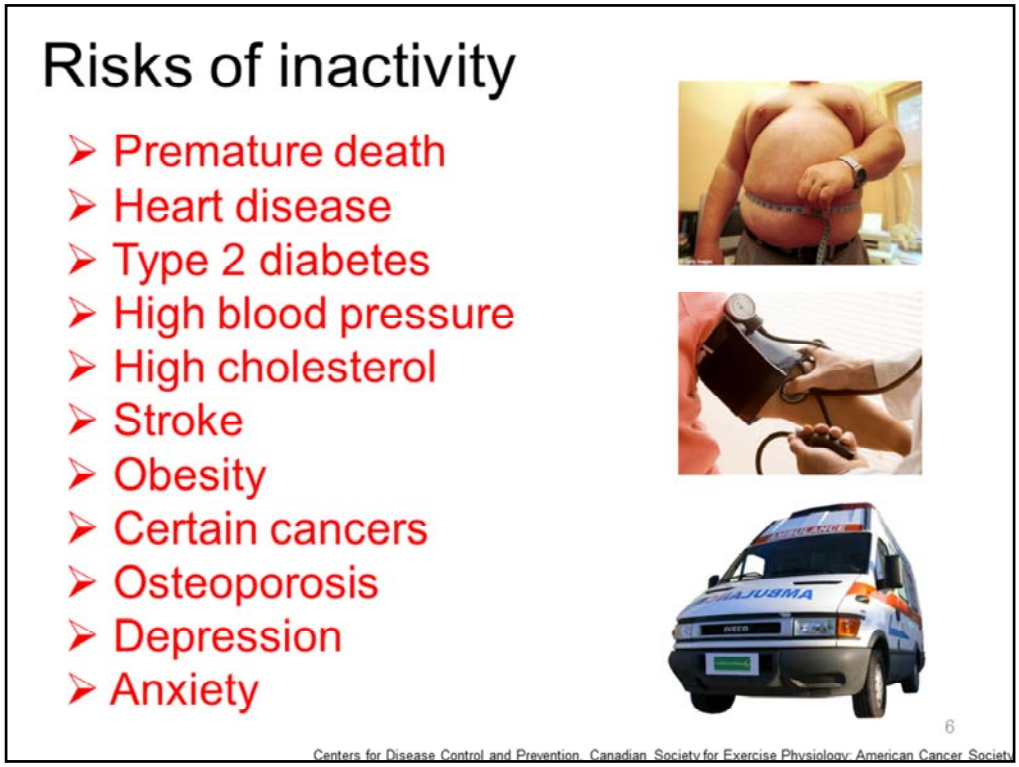
The many benefits of physical activity include:

- Better health
- Live longer
- Less stress
- Less risk for disease
- Be in shape
- Better balance, posture, flexibility
- Feel more energetic

Continued on next slide

More benefits of physical activity include:

- Weight management
- Stronger bones, muscles, joints
- Feel better about yourself -- better self esteem
- Get around better -- independent living in later life
- Be with friends or meet new people
- Enjoy yourself and have fun
- Helps you look good

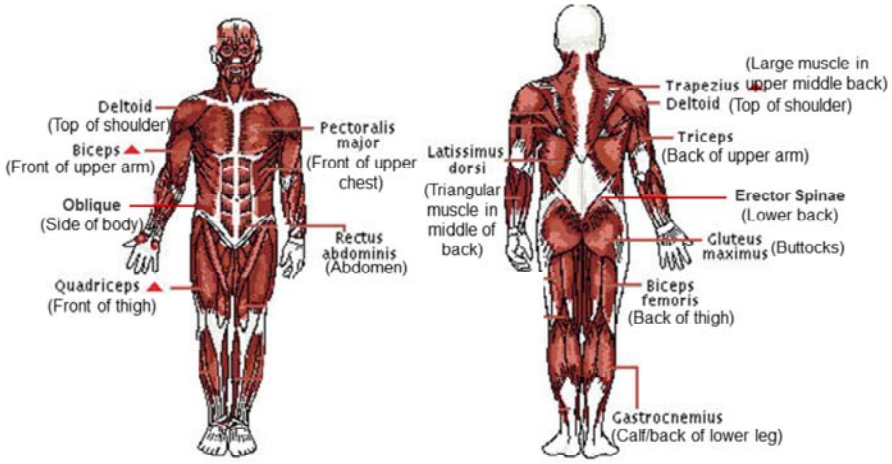


Physical activity also reduces the risk of disease and helps prevent premature death.

If you are not physically active, you are more likely to:
• Get heart disease (the leading cause of death in the United States)
• Get type 2 diabetes
• Have high blood pressure
• Have high cholesterol
• Have a stroke
• Have higher risk for obesity, certain cancers, osteoporosis, depression and anxiety

Despite all these benefits, more than 60% of adults do not get enough exercise, and more than 25% get none at all.
A third of young teenagers do not get any vigorous exercise on a regular basis and their activity levels decline as they get older.

The major muscle groups are used in physical fitness whether it be for muscular strength, muscular endurance, Cardio-Respitory Endurance, or Flexibility.



7

Strength Training Exercise	Major Muscle groups used
Arm Curls	upper arms (biceps & triceps)
Overhead Arm Raise	Deltoids (shoulder), triceps & biceps
Front Arm Raise	Deltoids (shoulder) and Pectoralis (chest)
Side Arm Raise	Triceps, Deltoids (arms & shoulders) and Obliques (side)
Seated row	Latissimus Dorsi, Erector Spinae (back), biceps and triceps (arms)
Back leg raise	Quadriceps, Hamstrings and Gastrocnemius (Thigh and calf)
Leg curls	Quadriceps, Hamstrings and Gastrocnemius (thigh and calf)
Side leg raise	Abductors ,Adductors (muscles to move away from & toward the body) and Gluteus (buttocks)

8

For these exercises, you can refer them to the diagrams at the end of the hand book.

Arm Curls-page 74

Overhead Arm raise- page 71

Front Arm Raise – page 72

Side Arm Raise – page 73

Seated Row – page 76

Back Leg Raise – page 82

Leg Curls – page 83

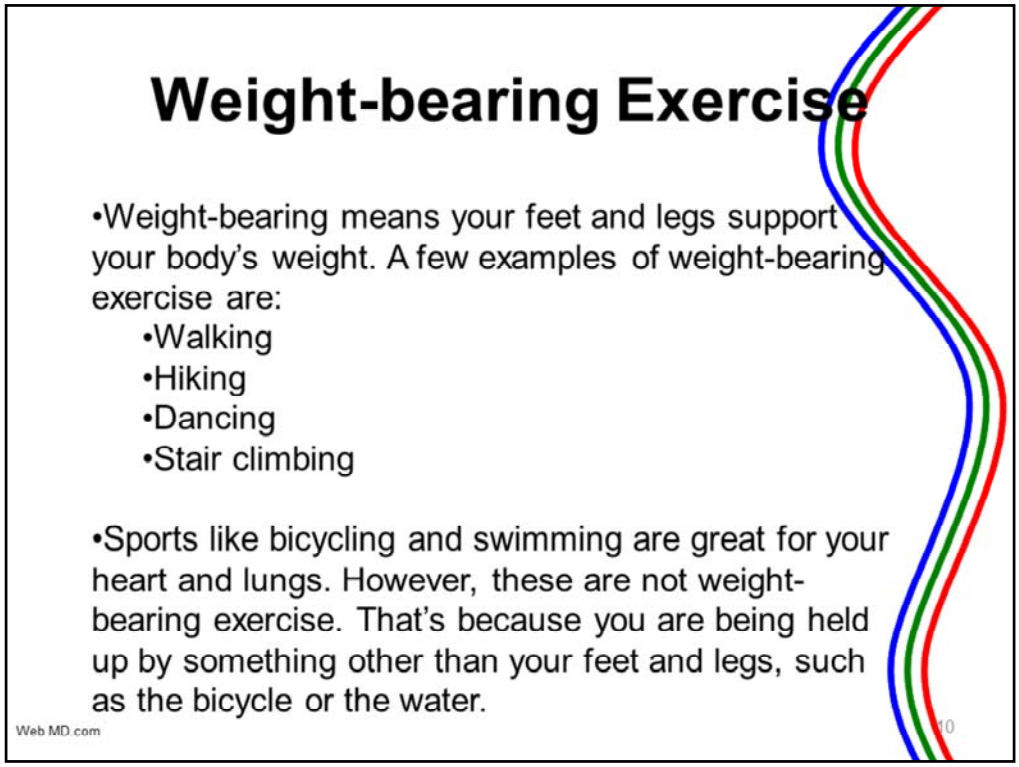
Side Leg Raise – page 81

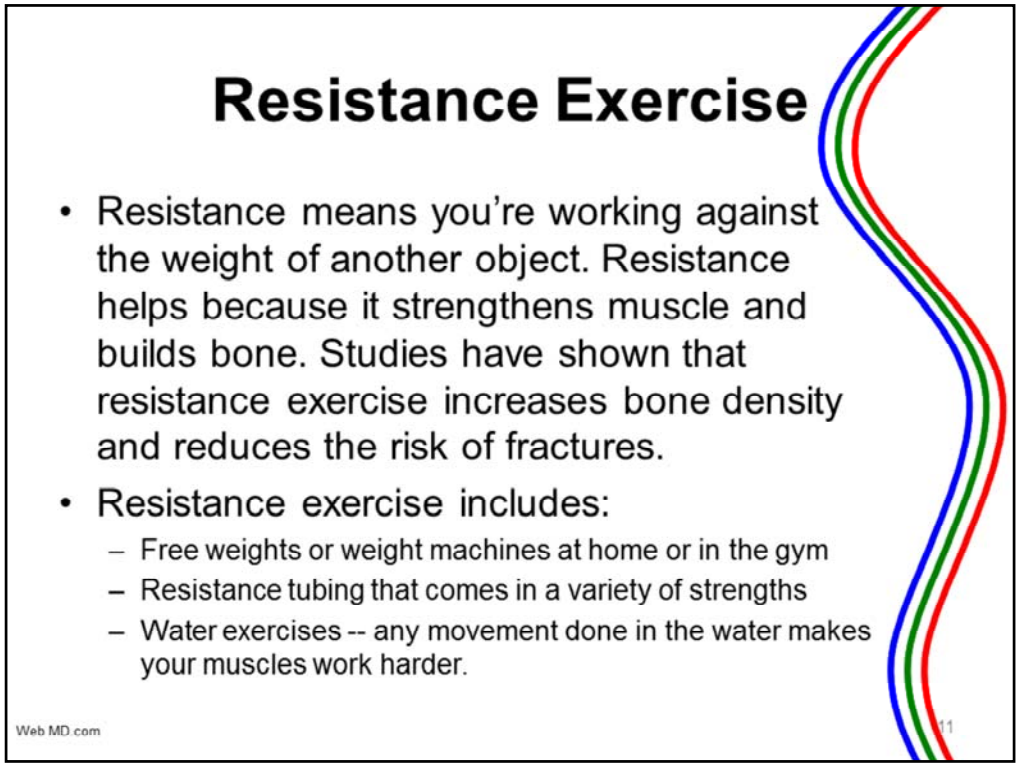
Three types of exercise are:

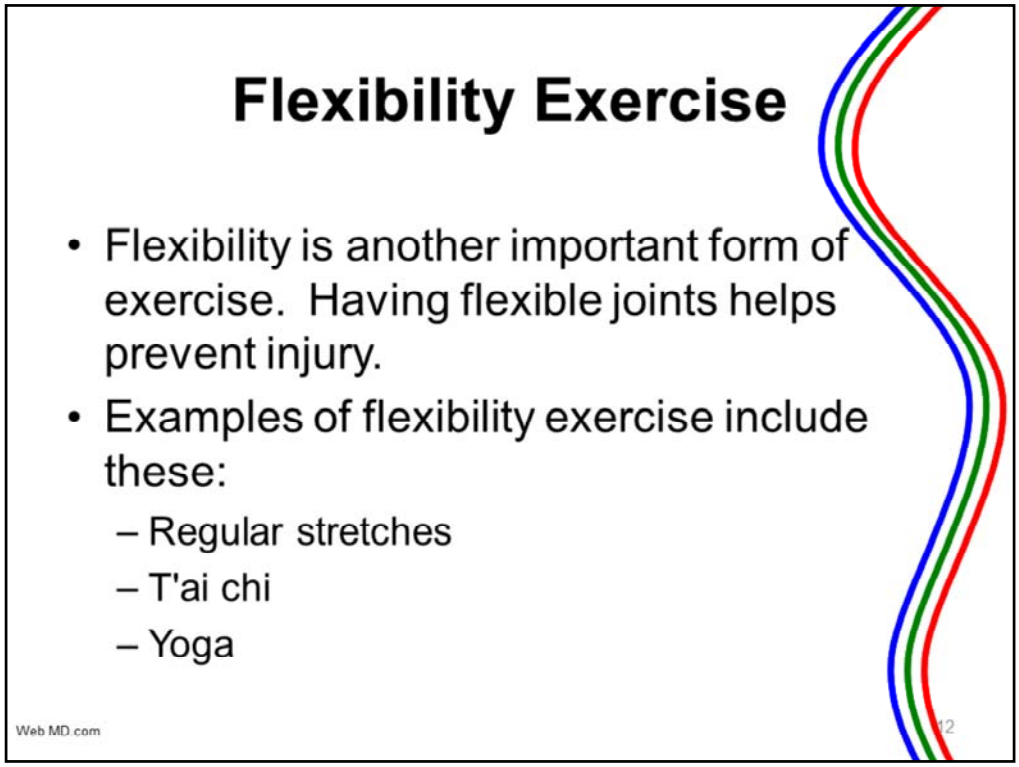
- Weight-bearing
- Resistance
- Flexibility

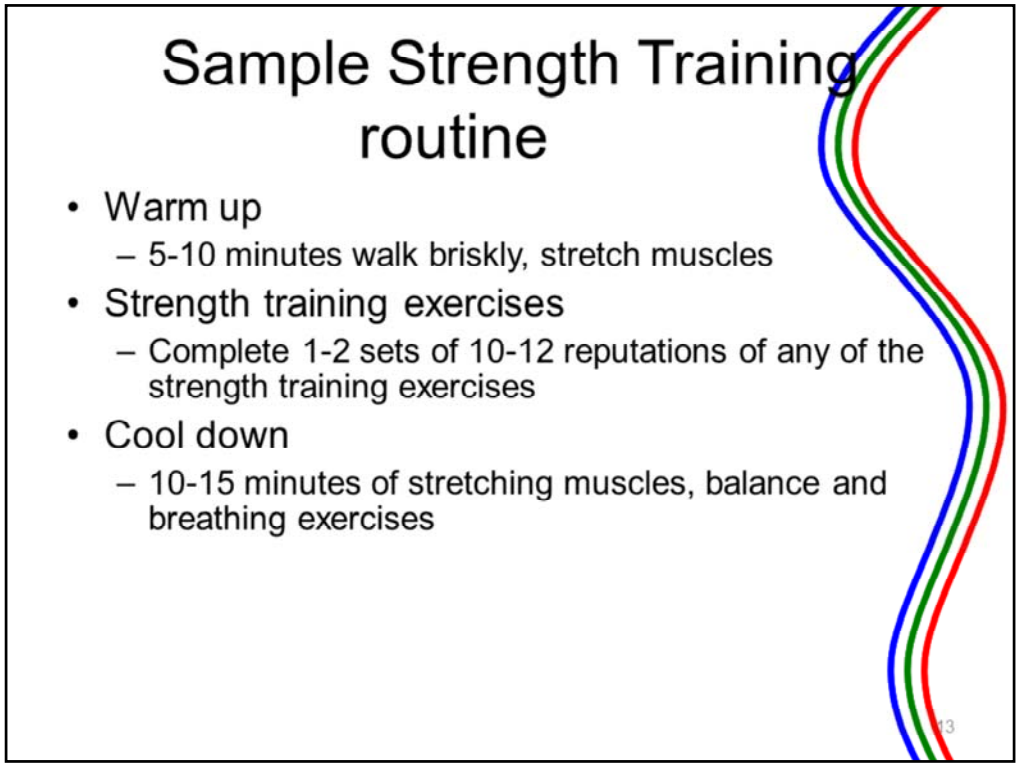
Web MD.com

9

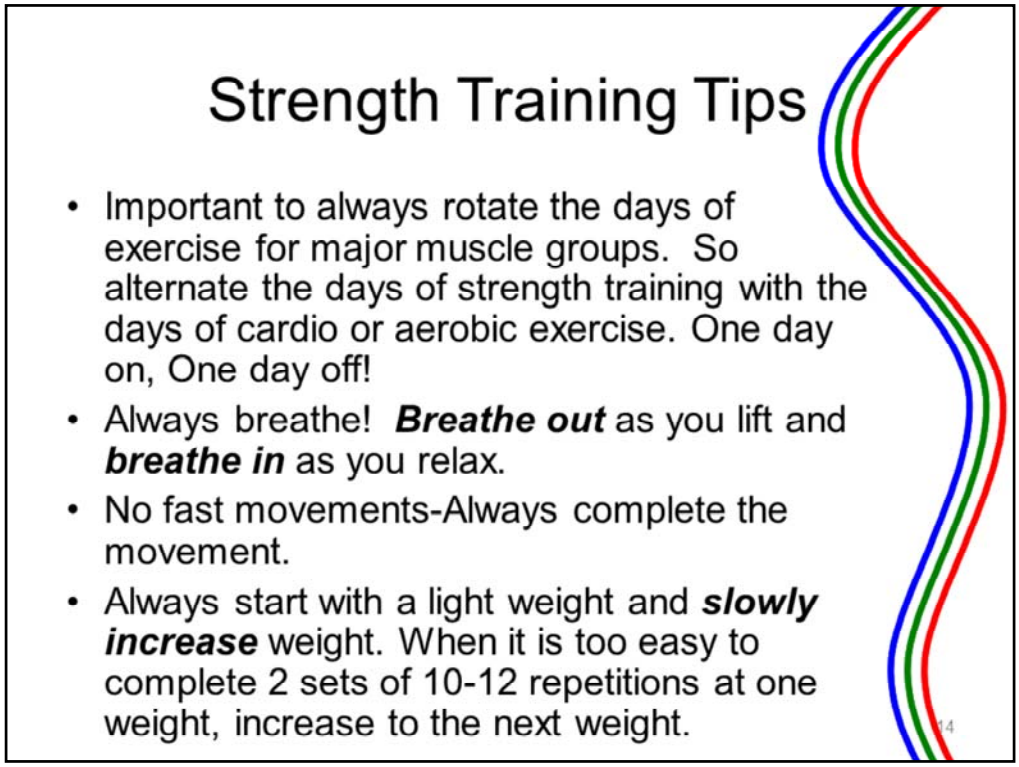

Weight-bearing Exercise
•Weight-bearing means your feet and legs support your body's weight. A few examples of weight-bearing exercise are:
•Walking
•Hiking
•Dancing
•Stair climbing
•Sports like bicycling and swimming are great for your heart and lungs. However, these are not weight-bearing exercise. That's because you are being held up by something other than your feet and legs, such as the bicycle or the water.
Web MD.com


Resistance Exercise
• Resistance means you're working against the weight of another object. Resistance helps because it strengthens muscle and builds bone. Studies have shown that resistance exercise increases bone density and reduces the risk of fractures.
• Resistance exercise includes:
– Free weights or weight machines at home or in the gym
– Resistance tubing that comes in a variety of strengths
– Water exercises -- any movement done in the water makes your muscles work harder.
Web MD.com
11


Flexibility Exercise
• Flexibility is another important form of exercise. Having flexible joints helps prevent injury.
• Examples of flexibility exercise include these:
– Regular stretches
– T'ai chi
– Yoga
Web MD.com
12



Please emphasize that a lot of the basic strength training information is also found in the back of handbook.


Strength Training Tips
• Important to always rotate the days of exercise for major muscle groups. So alternate the days of strength training with the days of cardio or aerobic exercise. One day on, One day off!
• Always breathe! Breathe out as you lift and breathe in as you relax.
• No fast movements-Always complete the movement.
• Always start with a light weight and slowly increase weight. When it is too easy to complete 2 sets of 10-12 repetitions at one weight, increase to the next weight.

Different types of 10-15 min activities focusing on body strength

ACTIVITY

(basic strength & aerobic in one)

- 10 – 15 lunges
- 10-15 push ups
- 10-15 sit ups
- 10-15 jumping jacks

All of these work the upper body, abdomen and quadriceps.

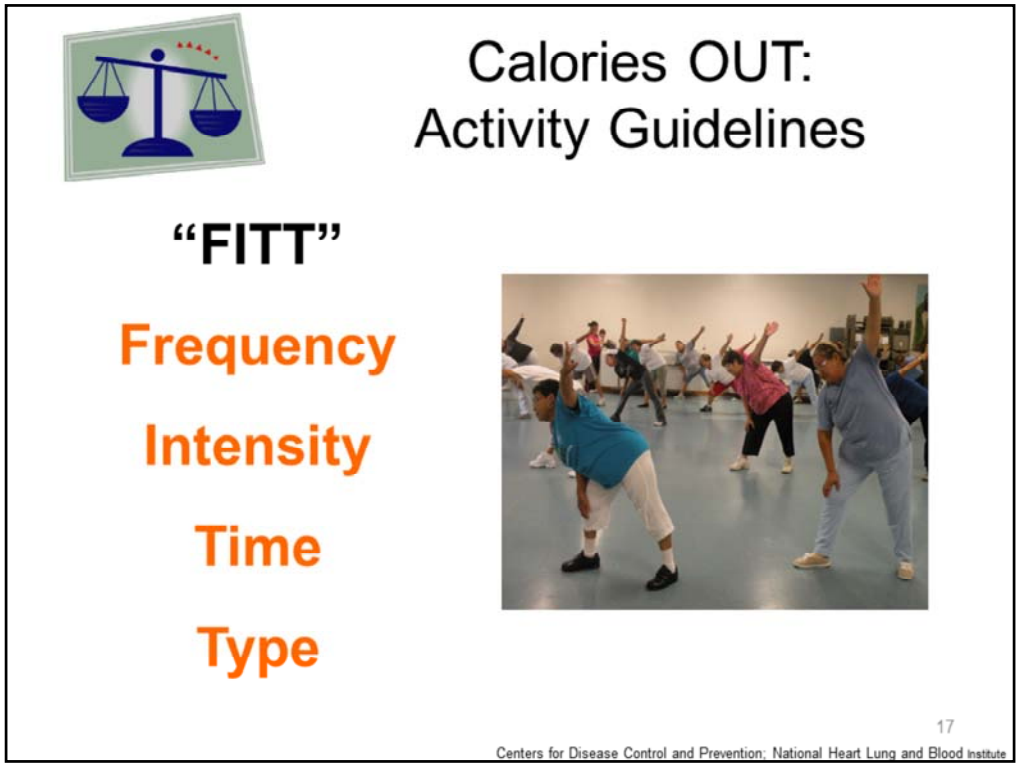
Refer to Exercise & Physical Activity Guide in back of section

15

This activity pyramid can be a guide to help you plan an active lifestyle – it's provided as one of your handouts.

You can see it highlights:
-cutting down on sitting and screen time;
-doing strength and flexibility activities a couple of times per week;
-doing cardio and recreational activities several times a week; and
-including activity in everyday life

We'll talk more about each of these throughout the presentations you'll see today.



Many of us may not have the time or resources for "exercise" but do get a lot of household/transportation or job-related "physical activity."

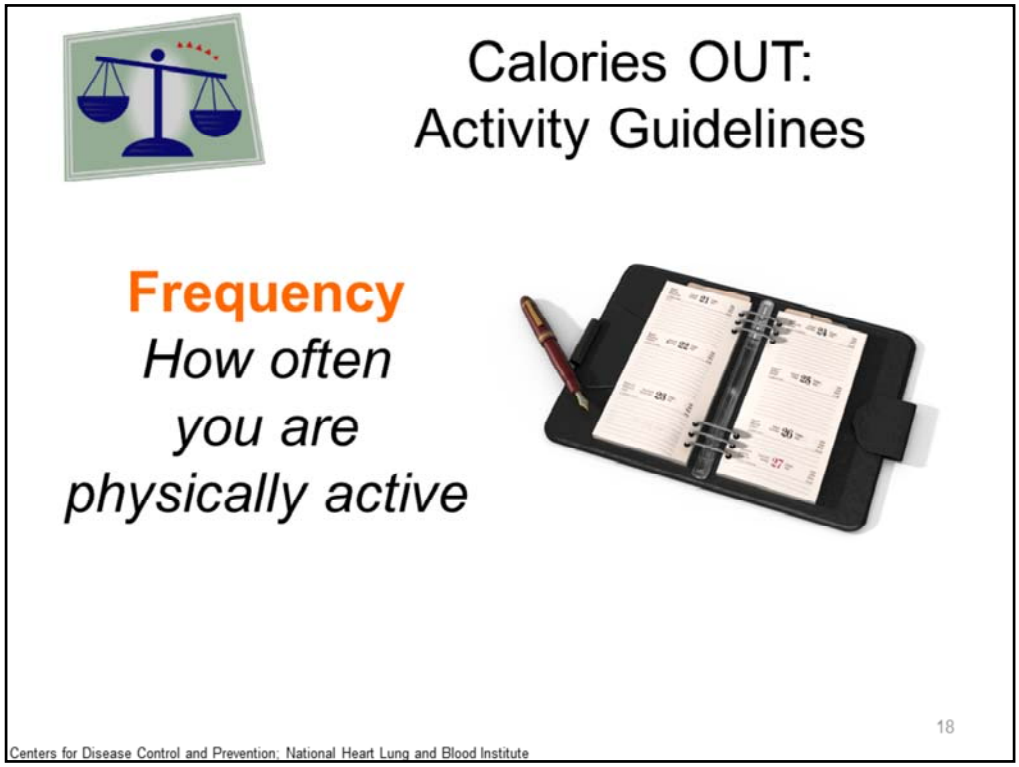
Remember:

Exercise refers to physical activity that is structured, planned, and regular.

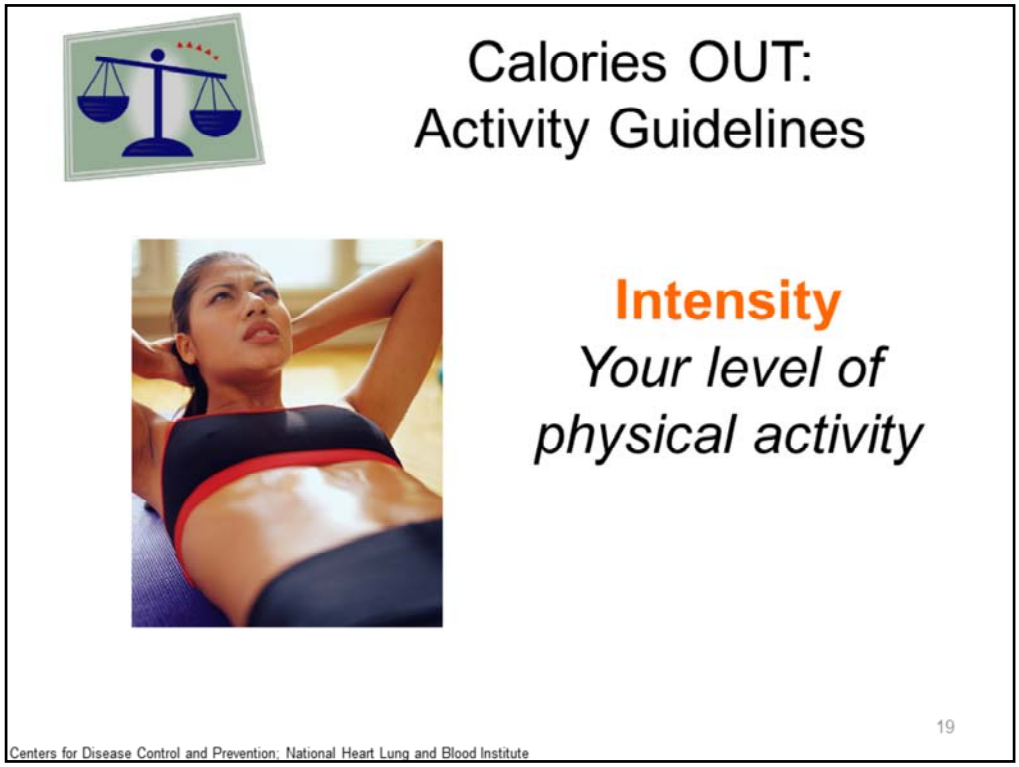
Physical Activity is bodily movement that expends energy – unstructured activity

The key concepts emphasized in the Dietary Guidelines for Americans are: "FITT"
Frequency
Intensity
Time
Type

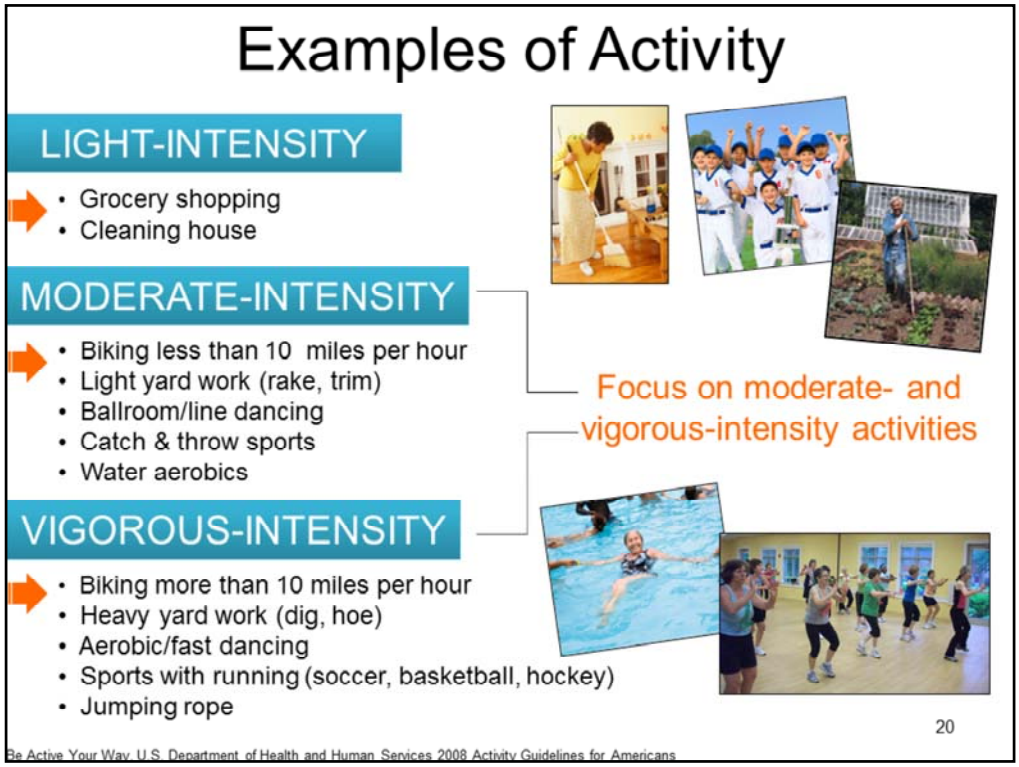
Let's discuss each briefly…



Frequency how often you are physically active



Intensity your level of exertion during physical activity – how hard you push yourself



There are different levels of activity. For health benefits, physical activity should be **moderate-intensity** or **vigorous-intensity** and add up to at least 30 minutes most days for adults.

Light-intensity activities, such as walking slowly when grocery shopping and doing light household chores, are not intense enough to help you meet the recommendations.

Even though you are moving, these activities do not increase your heart rate, so you should not count them toward the 30 minutes or more a day that you should strive for – focus on moderate-intensity and vigorous –intensity activities to gain health benefits.

Moderate-intensity activities include:

Biking less than 10 miles per hour

Light yard work (raking, trimming shrubs)

Ballroom/line dancing

Catch & throw sports – baseball, softball, volleyball (these are more light intensity since there's a lot of standing around)

Water aerobics

Vigorous-intensity activities include:

Biking more than 10 miles per hour

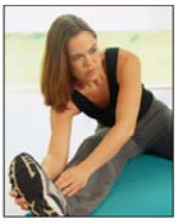
Heavy yard work (digging, hoeing)

Aerobic/fast dancing

Sports with running – soccer, basketball, hockey

Jumping rope

MODERATE-INTENSITY ACTIVITY	Calories used in 1 hour*	Calories used in 30 minutes*
Dancing	330	165
Bicycling (less than 10mph)	290	145
Walking (3½ mph)	280	140
Weight training	220	110
Stretching	180	90



*For a 154-pound man (5'10")

USDA MyPyramid

21

This table is an example of calories burned for different MODERATE level activities for a 154-pound man (5' 10").
Those who weigh more will use more calories, and those who weigh less will use fewer.

VIGOROUS-INTENSITY ACTIVITY	Calories used in 1 hour*	Calories used in 30 minutes*
Heavy yard work (chop wood)	440	220
Aerobics	480	240
Bicycling (more than 10mph)	590	295
Jogging (5 mph)	590	295
Swimming (slow freestyle laps)	510	255
Basketball	440	220

*For a 154-pound man (5'10")

USDA MyPyramid

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Here are examples of calories burned for different VIGOROUS-INTENSITY activities, again for a 154-pound man (5' 10").
Those who weigh more will use more calories, and those who weigh less will use fewer.

DAILY LIVING ACTIVITY	Time & Frequency	Pounds lost per year*
Walk briskly part of the way to/from work/home	10 min 5X/week	4
Use the stairs whenever possible	5 min 5X/week	2
Take a brisk walk during your lunch break	10 min 5X/week	4
Ride stationary bike while reading/listening to music	10 min 5X/week	5
Play actively with your children	15 min 7X/week	7

*For a 154-pound person

Fitting Fitness In

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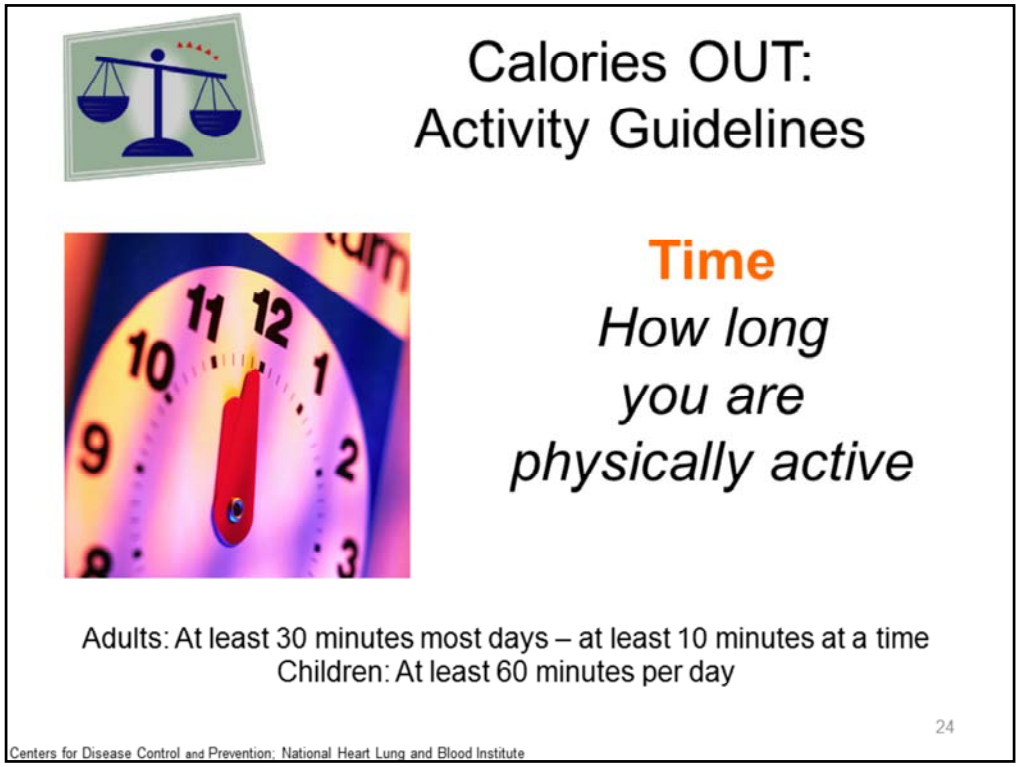
Here are examples of calories burned for different VIGOROUS activities, again for a 154-pound man (5' 10").
Those who weigh more will use more calories, and those who weigh less will use fewer.

Also, these numbers depend on intensity level – throwing a Frisbee won't burn as many calories as an active game basketball.



Time amount of time you spend being active

The CDC recommendation is for at least 30 minutes most days for adults for at least 10 minutes at a time and 60 minutes every day for children

Regular exercise is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight.

TO MAINTAIN A HEALTHY WEIGHT, the Centers for Disease Control and Prevention (CDC) offers the following recommendations for adults 18 and older:

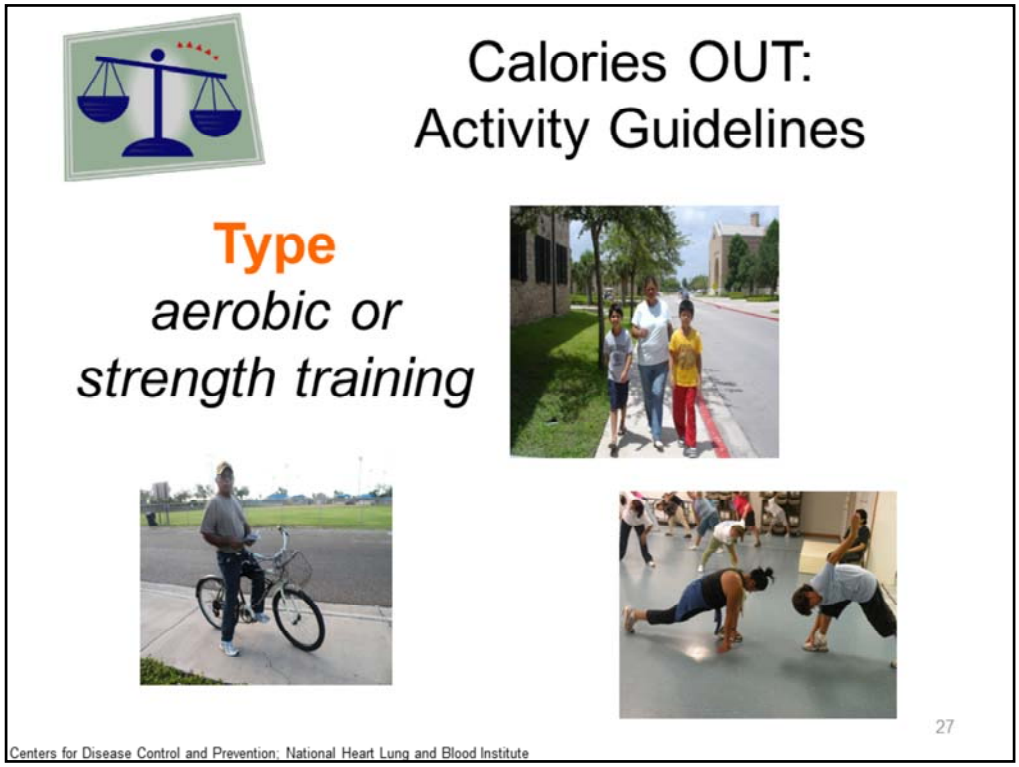
150 minutes (2 hours and 30 minutes) of moderate-intensity aerobic activity (like brisk walking) every week **and** muscle-strengthening activities on 2 or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders, and arms).
-OR-
75 minutes (1 hour and 15 minutes) of vigorous-intensity aerobic activity (like jogging or running) every week **and** muscle-strengthening activities on 2 or more days a week.
-OR-
An equivalent mix of moderate- and vigorous-intensity aerobic activity **and** muscle-strengthening activities on 2 or more days a week.

Aerobic activity or "cardio" gets you breathing harder and your heart beating faster. From pushing a lawn mower, to taking a dance class, to biking to the store – all types of activities count. As long as you're doing them at a moderate or vigorous intensity for **at least 10 minutes at a time**. Even something as simple as walking is a great way to get the aerobic activity you need, as long as it's at a moderately intense pace. On a 10-point scale, where sitting is 0 and working as hard as you can is 10, **moderate-intensity aerobic activity is a 5 or 6**. It will make you breathe harder and your heart beat faster. You'll also notice that you'll be able to talk, but not sing the words to your favorite song. **Vigorous-intensity activity is a 7 or 8** on this scale. Your heart rate will increase quite a bit and you'll be breathing hard enough so that you won't be able to say more than a few words without stopping to catch your breath. You can do moderate- or vigorous-intensity aerobic activity, or a mix of the two each week. Intensity is how hard your body is working during aerobic activity. A rule of thumb is that **1 minute of vigorous-intensity activity is about the same as 2 minutes of moderate-intensity activity**.

Strength training activities maintain and increase muscle strength and endurance. Try to do 8—12 repetitions per activity that count as 1 set. Try to do at least 1 set of muscle-strengthening activities, but to gain even more benefits, do 2 or 3 sets. Lifting weights, working with resistance bands, doing exercises that use your body weight for resistance (push ups, sit ups), heavy gardening (digging, shoveling), and yoga are muscle-strengthening activities.

TO LOSE WEIGHT AND KEEP IT OFF:
You will need a high amount of physical activity unless you also adjust your diet and reduce the amount of calories you're eating and drinking.

The National Association for Sport and Physical Education guidelines state that:
• Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week.
• Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
• Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
• Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.



Type the kind of activity you are doing

aerobic: with moderate intensity activity your heart rate and breathing both go up but you can still carry on a conversation; with vigorous activity it's difficult to carry on a conversation (special notes: these effects shouldn't be confused with symptoms of a heart attack!)
strength training: tones and builds muscle –

We will discuss types of activity more later.

As we discussed during the Energy Balance presentation, the CDC (Centers for Disease Control & Prevention), as well as the Activity Guidelines for Americans and other health experts, recommend 30 minutes most days for adults and 60 minutes every day for children and teens.

All adults should set a long term goal to do a **minimum of moderate-intensity activity for 30 minutes most days** (or preferably every day) **in addition to your usual daily activities**. You can exercise all at one time (for 30 minutes in a row) or in 10-minute periods throughout the day.

Moderate-Intensity Physical Activity is when you feel your heart rate beat faster than normal.
You should still be able to talk during the activity, like while **walking quickly (about 3½ miles per hour)**, but you can't talk easily.

Vigorous-Intensity Physical Activity is when you feel your heart beat strongly.
You're breathing hard and fast so it will be difficult to talk without stopping to catch your breath, like while **walking fast (4½ miles per hour**,
jogging (5 miles per hour) or swimming laps.
VERY IMPORTANT NOTES: These recommendations are for general health benefits like decreasing your risk for heart disease and cancer. About 60 minutes a day of moderate-intensity physical activity may be needed to prevent weight gain. If you need to lose weight, you have to increase the intensity or the amount of time. For those who have lost weight, at least 60 to 90 minutes a day may be needed to maintain the weight loss. At the same time, calorie needs should not be exceeded – it's all about Energy Balance.
Remember: Some activity is better than none!

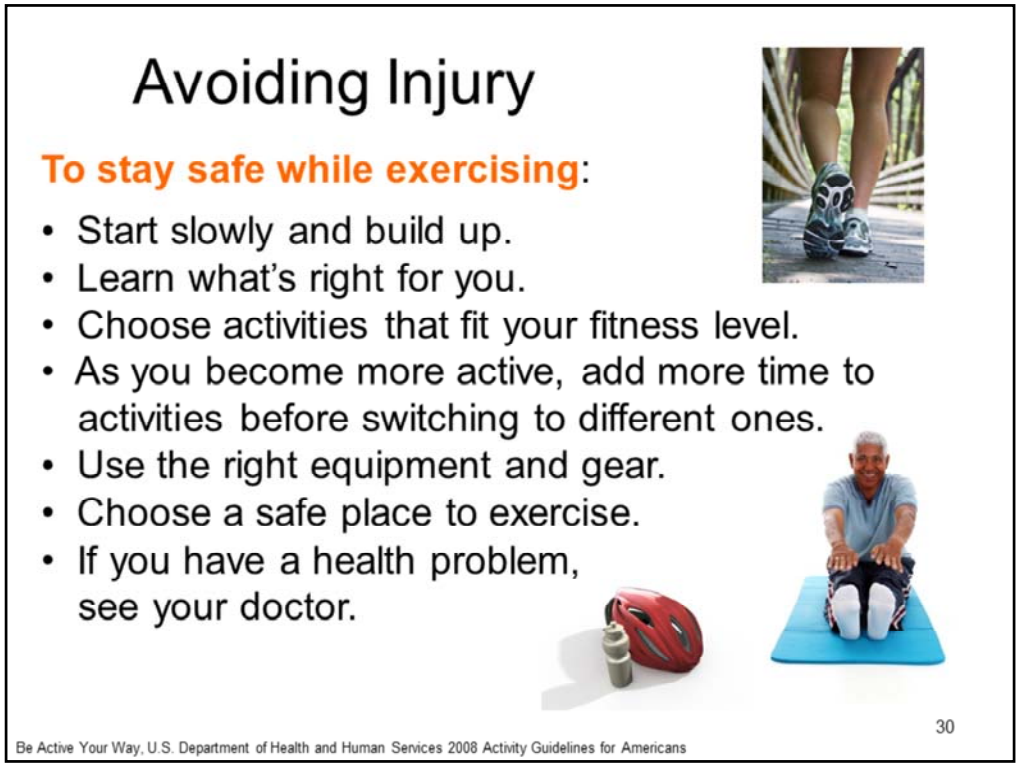
In addition to aerobic activity, you also need muscle strength training. **Strength Training** helps make muscles strong and keeps lean muscle tissue.
Muscle strengthening activity includes lifting weights, doing push-ups or curl-ups, and using resistance bands.

Try to do strength exercises for all of your major muscle groups on **2 or more days per week for 30-minute sessions each**, but don't exercise the same muscle group on any 2 days in a row. You can use the **Weekly Exercise and Physical Activity Plan** provided in the handout where there are also explanations and pictures of sample exercises.

To do most of the sample strength exercises in the handout, you need to lift or push weights. You can use weights, resistance bands, or common objects from your home. Or, you can use the strength-training equipment at a fitness center or gym.

A **repetition**, or **rep**, is one complete movement of an exercise, and a **set** is one group of reps. For the sample strength exercises a set is 10 to 15 repetitions.

Start with light weights and gradually increase the amount of weight you use. Start out with a weight that you can lift only 8 times. Keep using that weight until you become strong enough to lift it easily 10 to 15 times. When you can do 2 sets of 10 to 15 repetitions easily, add more weight so that, again, you can lift it only 8 times. Keep repeating until you reach your goal, and then maintain that level as long as you can. Depending on your condition, you might need to start out using 1- or 2-pound weights, or no weight at all. Your body needs to get used to strength exercises. Use a light weight the first week, then gradually add more weight. Starting out with weights that are too heavy can cause injuries.



Physical activity is usually safe for everyone.
If you are physically fit, you are less likely to become injured and the health benefits from being active are much greater than the chance of getting hurt.
Being ***inactive*** is not good for your health.

To stay safe while exercising:
• **Start slowly and build up**. For example, if you've been walking 30 minutes three times per week, go longer – walk 50 minutes three times per week.
• **Learn what's right for you** then **choose activities that fit your fitness level**.
• **As you become more active, add more time to your current activities before switching to different activities**. In time, replace some moderate-intensity activities with vigorous-intensity activities that take more effort.
• **Use the right equipment and gear** – like wearing supportive walking shoes; a helmet when you go biking.
• **Choose a safe place to exercise** – such as your neighborhood walking trail or an aerobics class at your church.
• **If you have a health problem, see your doctor**.

• **Plan your activity for the week**. Experts say spreading aerobic activity out over at least three days per week for at least 10 minutes at a time is best. Fit in 150 minutes a week by doing 30 minutes of aerobic activity each day for five days. On the other two days, do muscle strengthening activities.
• **Find the time that works best for you** and C**hoose activities you like and that fit into your life**. A morning workout? Walking break at Noon? Biking with the kids after school? Church exercise group?
• **Be active with friends and family**. Having support helps you keep up with your program.
• **Every little bit adds up and doing something is better than doing nothing**.
• **If you haven't been active in the past, work your way up**. Do a little more each time. Once you feel comfortable, do it more often. Then slowly replace moderate-intensity activity with vigorous-intensity activities that take more effort.

Activity: Brainstorming

- Name three reasons that being physically active is fun.
- Name three ways of adding physical activity into family's daily lives.
- Name three ways to free you and your family from watching so much TV.

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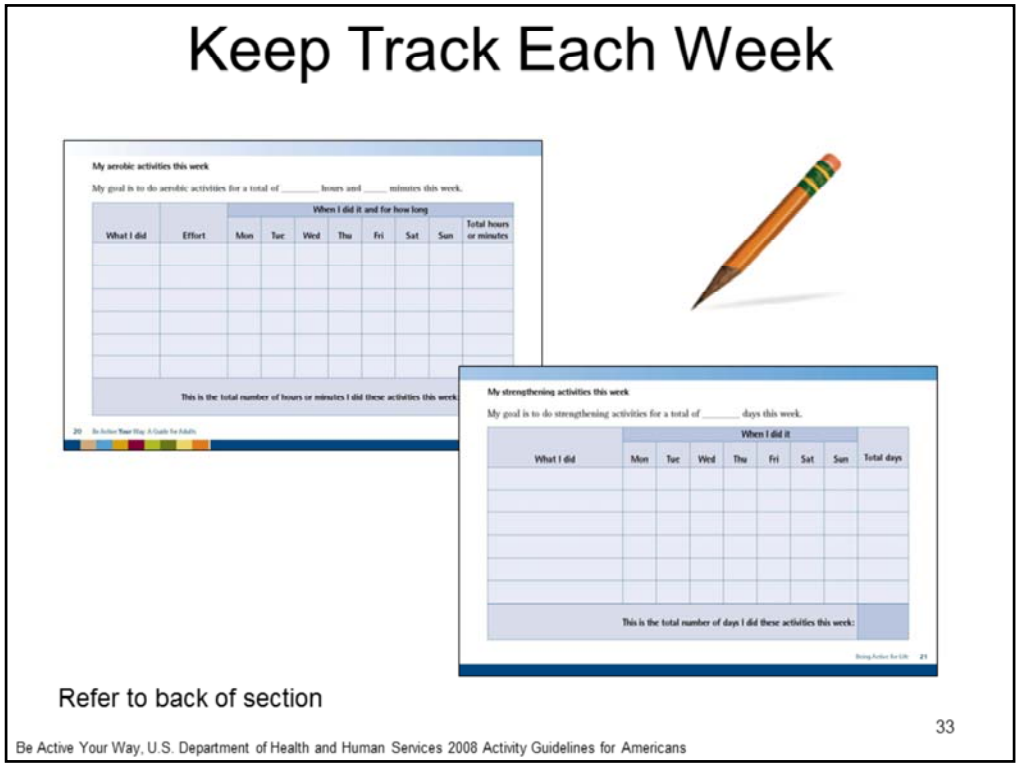

To keep track of what you do each week, you can use the forms we talked about during the Energy Balance presentation – Food Diary and Activity Diary.
For tracking activity, you can also use two other forms provided in your handouts – one is for aerobic activities and one for strengthening activities.
Write down your goals; choose activities you enjoy.
Keep the forms with you and write down what activities you do each day.

With all this talk about needing to move more… let's move with a short activity break!
(Trainer: Select the activity of your choice from the "Let's Move Activity Breaks" section at the end of the binder or lead your own 10-minute activity.)

Fitness Basics

Key Point Recap

- Choose moderate-intensity or vigorous-intensity activities, or a mix.
- Do at least 150 minutes each week of aerobic activity.
- Also do muscle strengthening and flexibility at least two days per week.
- Start slow and strive to double your weekly time for more health benefits.

Your Health Matters!

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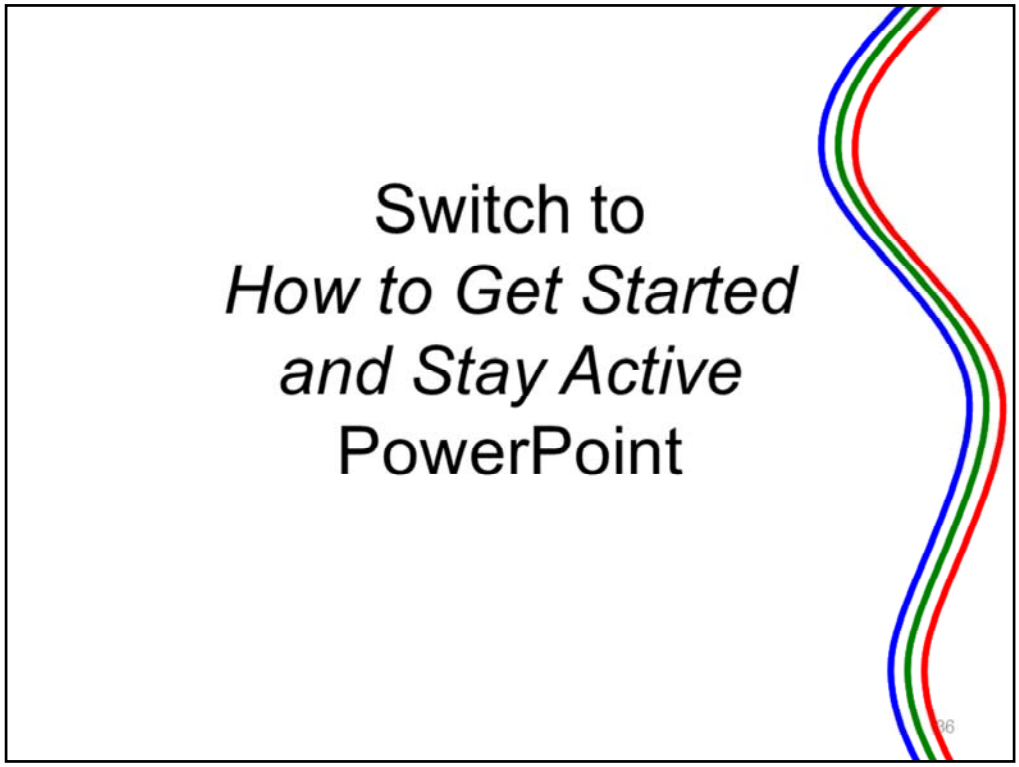
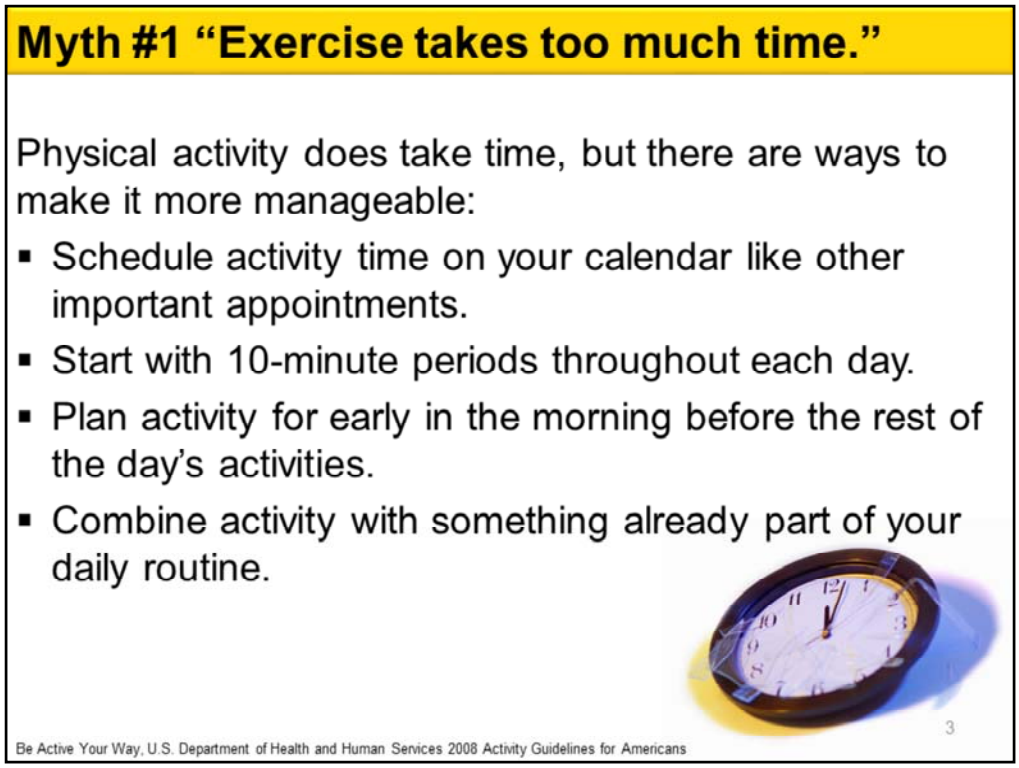

Switch to
How to Get Started
and Stay Active
PowerPoint


Your Health Matters:
Fitness for Life
5: How to Get Started
and Stay Active
1

What do you think…

Why do people not exercise?



Myth 1: Exercise takes too much time.
(Ask participants if they have ever felt this way.)

Physical activity does take time, but there are ways to make it more manageable:

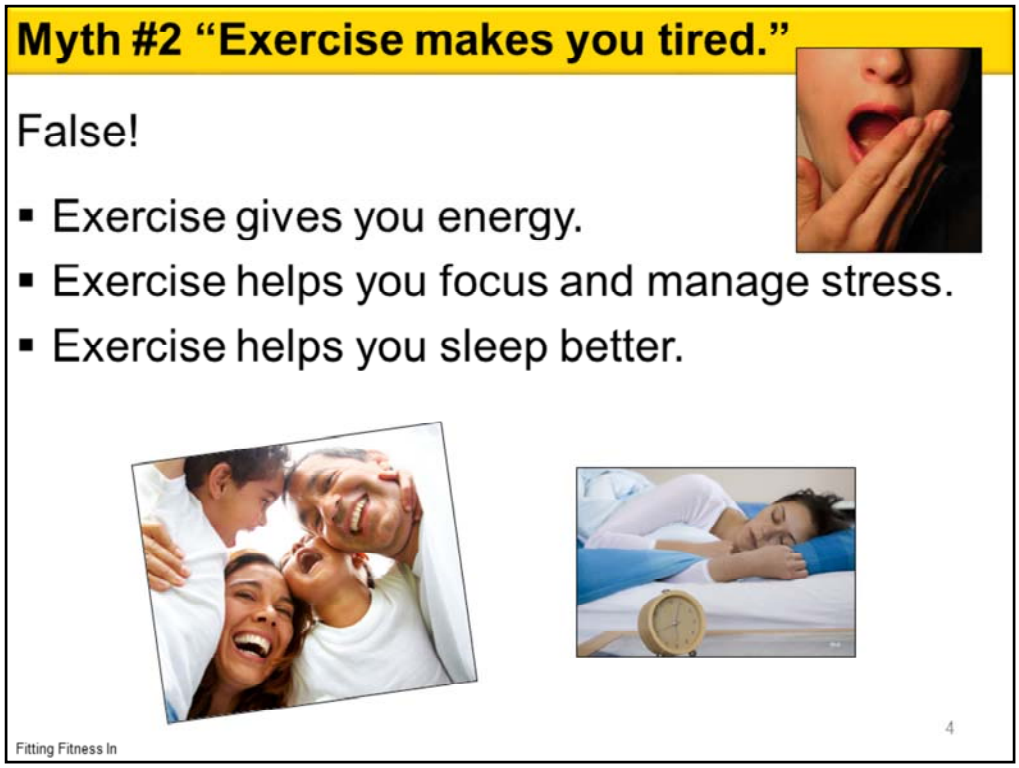
-Schedule activity time on your calendar like other important appointments.

-Start with 10-minute periods throughout each day.

-Plan activity early in the morning before the rest of the day's activities.

-Combine physical activity with something that is already a part of your daily routine – walk during a break; dance in the living room to your favorite music.

(Ask participants how they will apply these concepts.)



Myth 2: Exercise makes you tired.

Actually, physical activity gives you energy! It clears your head and helps you focus and also helps you feel less stressed and anxious.
It also helps you sleep better.

Like a car, if you don't use it for a while, the battery dies. It's the same for our bodies – we'll feel more tired if we're not using it.

Overcome the barrier of lacking energy: Schedule periods of physical activity into the day and week when you feel energized.
Become convinced that by giving yourself the opportunity, increasing your physical activity level will increase your energy.

Myth 3: Older people need less exercise.

In general, people become less physically active as they get older. Nearly 40 percent of people over the age of 55 report no leisure-time physical activity.

The older people become, the more they need regular physical activity. It helps prevent bone loss (reducing the risk of fractures) and reduces the risk of dozens of diseases associated with aging. It also increases muscle strength and may improve balance and coordination, which can reduce the likelihood of falling. It also increases the ability for basic living, making it easier to carry grocery bags, get up from a chair and take care of household chores. Being physically active is a real key in maintaining quality of life and independence.

Studies have shown that increased levels of physical activity are associated with a reduced incidence of coronary heart disease, hypertension, non-insulin-dependent Type 2 diabetes, depression and anxiety. Regular physical activity can also significantly lower your lifetime risk for cancer.

Active people with high blood pressure, high blood cholesterol, diabetes or other chronic diseases are less likely to die prematurely than inactive people with these conditions.

Inactive people lose muscle fiber at a rate of 3 to 5 percent every decade after age 30. That's a 15 percent loss of muscle fiber by age 60!

Health experts warn that as a consequence of less activity tolerance, a large and increasing number of elderly people will be living below, at, or just above "thresholds of physical ability." In this condition, a minor illness could make them completely dependent on others for their daily care.

Myth 4: You have to be athletic to exercise.

People of all types, shapes, sizes and abilities can benefit from physical activity.

The majority of physical activity does not require you to be athletic. Actually, many people who have bad memories of school sports have discovered a world full of activities that make them happy and healthy and don't require a special talent or special training. Like walking at an accelerated pace—a perfect activity to maintain heart health.

Others include riding a bike, dancing, Zumba, and aerobics.

Just do more of the activities that you like and know how to do. It's easy this way.


Tips and Tools for Use
in the Community

Before you begin a moderate-intensity exercise program, consider these tips:

1) Check with your health care provider. If you have a family history of heart disease, it's a good idea to have a physical examination and take a graded exercise test before you start an exercise program.
2) Choose activities you will enjoy.
3) Begin slowly and set a realistic goal like: "I will take a 10-minute walk during lunch on 3 days each week."

Continued on next slide

Let's talk more about some of these tips…

It's Easy

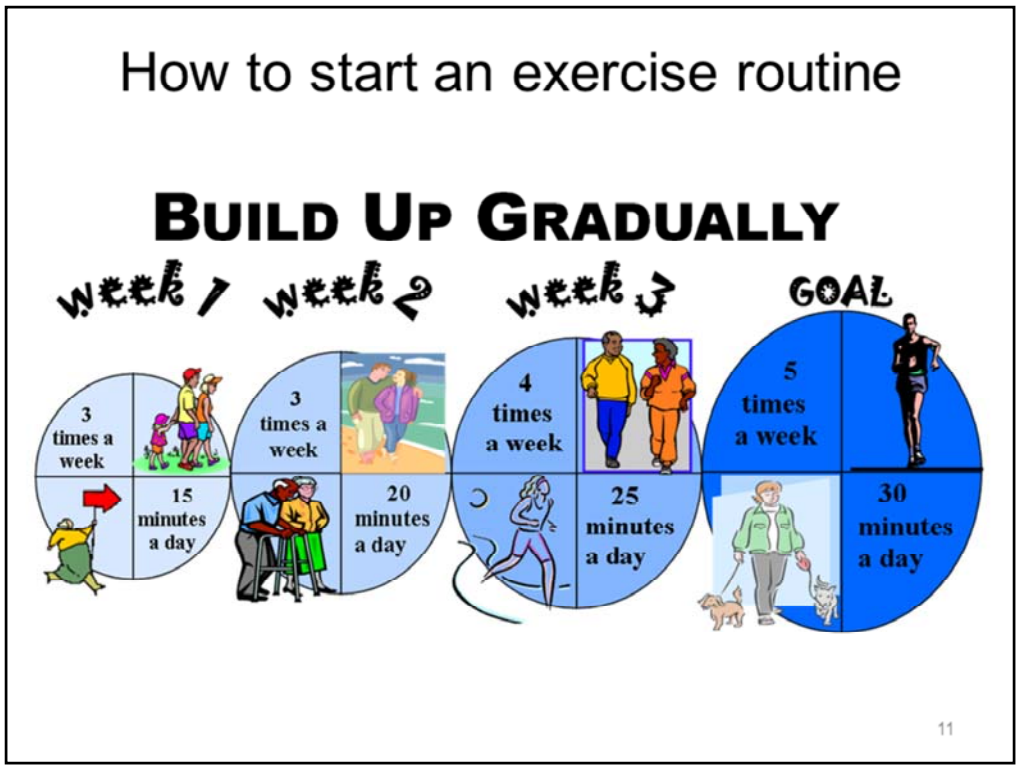
Walking is the simplest way to start and continue a fitness journey.
Walking costs nothing to get started.
Walking has the lowest dropout rate of any type of exercise.
Walking is easy and safe.

It Works

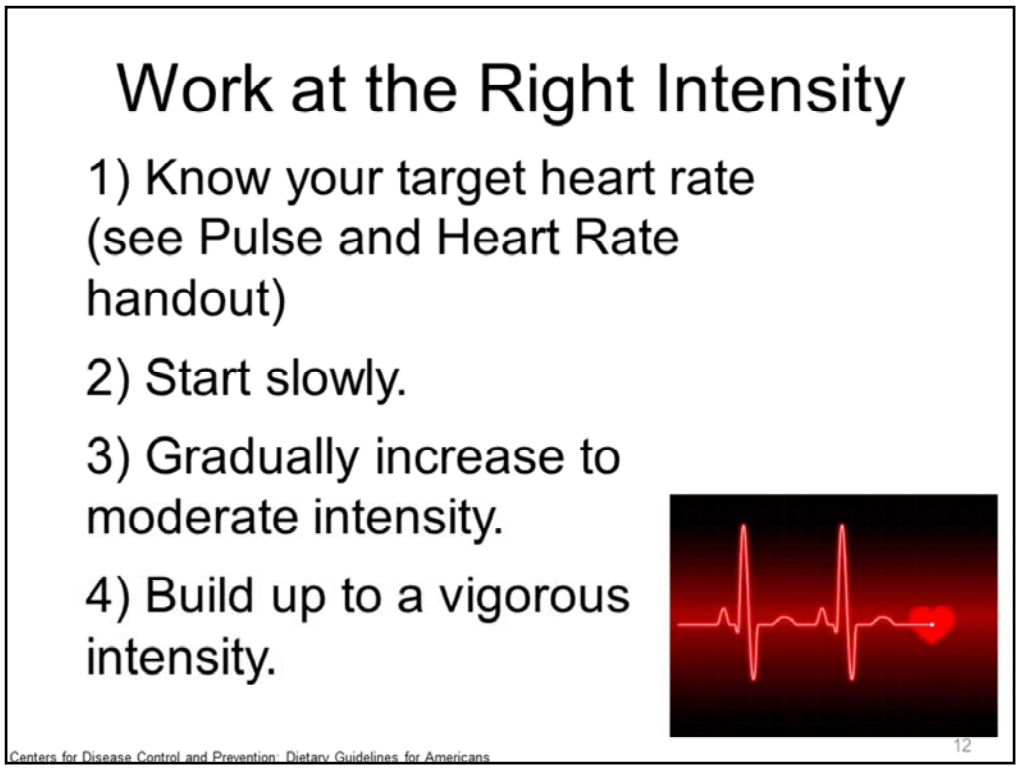
Studies show that for every hour of walking, life expectancy may increase by two hours.
Walking for as few as 30 minutes a day provides heart health benefits.
Walking is the single most effective form of exercise to achieve heart health.

It Pays

Physically active people save $500 a year in healthcare costs.
Employers can save $16 for every $1 they spend on health and wellness.
Fitness programs have reduced employer healthcare costs by 20 - 55%.
Reducing just one health risk in the workplace increases productivity by 9%.
Reducing one health risk decreases absenteeism by 2%.



Add example of plan



When you exercise, it is important to work at an intensity level that is right for you. Pick rhythmic, repetitive activities that challenge the circulatory system, and exercise at an intensity appropriate for you.

There are a number of different ways to figure out when you are exercising at the appropriate level of intensity. Calculating your **target heart rate** is one way. To exercise safely and receive the maximum cardiovascular benefits when you exercise, you should try to keep your pulse rate within the target heart rate zone. **To determine your zone, we're going to do an activity after this presentation.**

If you are just beginning to become physically active, you should gradually increase your activity to **moderate intensity exercise**—trying to go from couch potato to soccer superstar in one step can lead to injuries. Then build your way up to **vigorous intensity activity**, aiming for three times a week for 20 minutes.

Also consider these tips:

If you decide that walking is a great activity for you, choose a place that has a smooth, soft surface; that does not intersect with traffic; and that's well-lighted and safe.
Many older Americans walk at area shopping malls.

Since your muscles and flexibility change as you get older, take more time to warm up and cool down while exercising. Make sure you stretch slowly.

If you plan to be active more than 30 minutes, then try to drink some water every 15 minutes even if you don't feel thirsty, especially when exercising in hot, humid conditions. As you age, your sense of thirst tends to decrease and you can't completely rely on your internal sense of thirst.

Note to presenter – *use information below as talking points while asking for audience participation*

Make the time

• Start slowly. Gradually build up to at least 30 minutes of activity on most or all days of the week (or whatever your doctor recommends).

• Exercise at the same time of day so it becomes a regular part of your lifestyle. For example, walk every Monday, Wednesday, Friday and Saturday from noon to 12:30 p.m.

• Find a convenient time and place to do activities. Try to make it a habit, but be flexible. If you miss an exercise opportunity, work activity into your day another way.

Dress for success

• Wear comfortable clothes and sneakers or flat shoes with laces.

• Wear comfortable, properly fitted footwear and comfortable, loose-fitting clothing appropriate for the weather and the activity.

Keep reasonable expectations of yourself

• If you've been inactive for a long time, are overweight, have a high risk of heart disease or some other chronic health problem, see your doctor before beginning.

• Look for chances to be more active during the day. Walk the mall before shopping, take the stairs instead of the escalator or take 10–15 minute breaks while watching TV or sitting for walking or some other activity.

• Don't get discouraged if you stop for a while. Get started again gradually and work up to your old pace.

• Don't exercise right after meals, when it's very hot or humid, or when you just don't feel up to it.

Make it fun!

• Choose activities that are fun, not exhausting, suit your needs and that you can do year-round.

• Add variety. Develop a repertoire of several activities that you can enjoy. That way, exercise will never seem boring or routine.

• Ask family and friends to join you — you'll be more likely to stick with it if you have company. Or join an exercise group, health club or the YMCA. Many churches and senior centers offer exercise programs too. (Remember to get your doctor's permission first.)

• Use variety to keep your interest up. Walk one day, swim the next, then go for a bike ride on the weekend.

• Use music to keep you entertained.

Track and celebrate your success!

click to next slide

Reward your self: Realizing that physical activity is important is an amazing step towards a healthy life. Taking a further step in actually starting the behavior change is even a greater accomplishment, so make sure you reward your self in taking such a tremendous move.

• Choose non-food rewards, such as a new pair of running shoes
• Take the kids to the pool or take a trip to the lake instead of using TV as a reward
• Treat yourself to a new inexpensive outfit (to show off your new healthy figure!) when you reach a fitness goal

It's important to NOT reward yourself with food since that defeats the calories you just burned off by exercising. We think that because we walked for 30 minutes a large flour tortilla is deserved when really that prize has many more calories that your just burned.

Create a support network
- Explain the importance of physical activity to your friends and family and ask them to help you.
- Get your family involved – you'll encourage each other to keep it up!
- Invite friends or coworkers to exercise with you instead of meeting to eat.
- Make new friends with people that are physically active.
- Join an exercise group near your home or work site
- Participate as a team with friends or coworkers for a charity walk or run

Now that you know the importance of exercising and how to get started, how do you stay active?

To stay active in daily life:

• Walk whenever you can

--Get off the bus a few blocks early and walk the rest of the way to work or home.
--Walk or bike to the corner store instead of driving.
--Park farther away at the grocery store or shopping mall and walk the extra distance. Wear your walking shoes and sneak in an extra lap or two.
--Pick up the pace from leisurely to brisk. Choose a hilly route.
--Join a walking group in the neighborhood or at the local shopping mall.
--Use the stairs instead of the elevator or escalator.
--Push the baby in a stroller.

• Drive less -- walk, skate, or cycle more.
• Get up and move around regularly – avoid long periods of inactivity.
• Stretch and bend every hour.

It's convenient, comfortable and safe to work out at home. It allows your children/family to see you being active, which sets a good example for them. You can combine exercise with other activities, such as watching TV. If you buy exercise equipment, it's a one-time expense and other family members can use it. It's easy to have short bouts of activity several times a day. Try these tips:

- Go out for a short walk before breakfast, after dinner or both!
- When watching TV, sit up instead of lying on the sofa. Or stretch. Better yet, spend a few minutes exercising. Throw away your video remote control. Instead of asking someone to bring you a drink, get up off the couch and get it yourself.
- Mow the lawn with a push mower.
- Get the whole family involved—enjoy an afternoon outside with your kids.
- Clean the house or wash the car yourself.
- Plant and care for a vegetable or flower garden.

Other tips:

- Play with the kids—tumble in the leaves or dance to favorite music.
- Stand up while talking on the telephone.
- Stretch to reach items in high places and squat or bend to look at items at floor level.
- Keep exercise equipment repaired and use it!
- Walk the dog—don't just *watch* the dog walk.

Most of us have sedentary jobs, and work takes up a big part of our day.

To increase activity at work:

• Take the stairs instead of the elevator. Or get off a few floors early and take the stairs the rest of the way. (NOTE: campaign posters included with handouts)

• Walk during business calls when you don't need to reference important documents.

• Stand while talking on the telephone.

• Brainstorm project ideas with a coworker while taking a walk.

• Walk down the hall to speak with someone instead of calling or emailing.

• Join the office softball or bowling team. Form a sports team to raise money for charity events.

• Join a fitness center or YMCA near your job. Work out before or after work to avoid rush-hour traffic, or drop by for a noon workout.

• Schedule exercise time on your business calendar and treat it as any other important appointment.

• Walk around your building for a break during the work day or during lunch.

• Replace a coffee break with a brisk 10-minute walk. Ask a friend to go with you.

• If you travel for work, stay at hotels with fitness centers or swimming pools and use them while on business trips. Take along a jump rope or a resistance band in your suitcase when you travel. Jump and do calisthenics in your hotel room.

Play and recreation are important for good health. Look for opportunities to be active and have fun at the same time:

- Plan family outings and vacations that include physical activity (hiking, backpacking, swimming).
- See the sights in new cities by walking, jogging or bicycling.
- Make a date with a friend to enjoy your favorite physical activities. Do them regularly.
- Play your favorite music while exercising; enjoy something that motivates you.
- Take dance lessons, martial arts, or yoga.
- Dance with someone or by yourself. Hit the dance floor on fast numbers instead of slow ones.
- At the beach, sit and watch the waves instead of lying flat. Better yet, get up and walk, run or fly a kite.
- When golfing, walk instead of using a cart.
- Play singles tennis or racquetball instead of doubles.
- Walk up and down the soccer or softball field sidelines while watching the kids play.
- At a picnic, join in the activity.
- At the lake, rent a rowboat instead of a canoe.
- Take a nature walk.
- Join/start a church group/club that focuses on physical activity.
- Most important – have fun while being active!

With all this talk about needing to move more… let's move with a short activity break!
(Trainer: Select the activity of your choice from the "Let's Move Activity Breaks" section at the end of the binder – Copy Cat is suggested – or lead your own 10-minute activity.)


Challenges!
1. Together with your family, do a physical activity this weekend for one hour.
2. This week, pump up your workout! Add at least one vigorous-intensity activity to your routine.
3. Which moderate-intensity activities will you try this week?
• Biking slowly
• Dancing
• Walking briskly
• Water aerobics
4. Ready for more vigor?
• Aerobic dancing
• Jumping rope
• Biking faster/on hills
• Swimming laps
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How to Get Started and Stay Active

Key Point Recap

- Choose activities you enjoy.
- Start slowly and build up to vigorous.
- Get family and friends involved.
- Be active every day – at home, at work, at play.
- Track and celebrate your success!

Your Health Matters!

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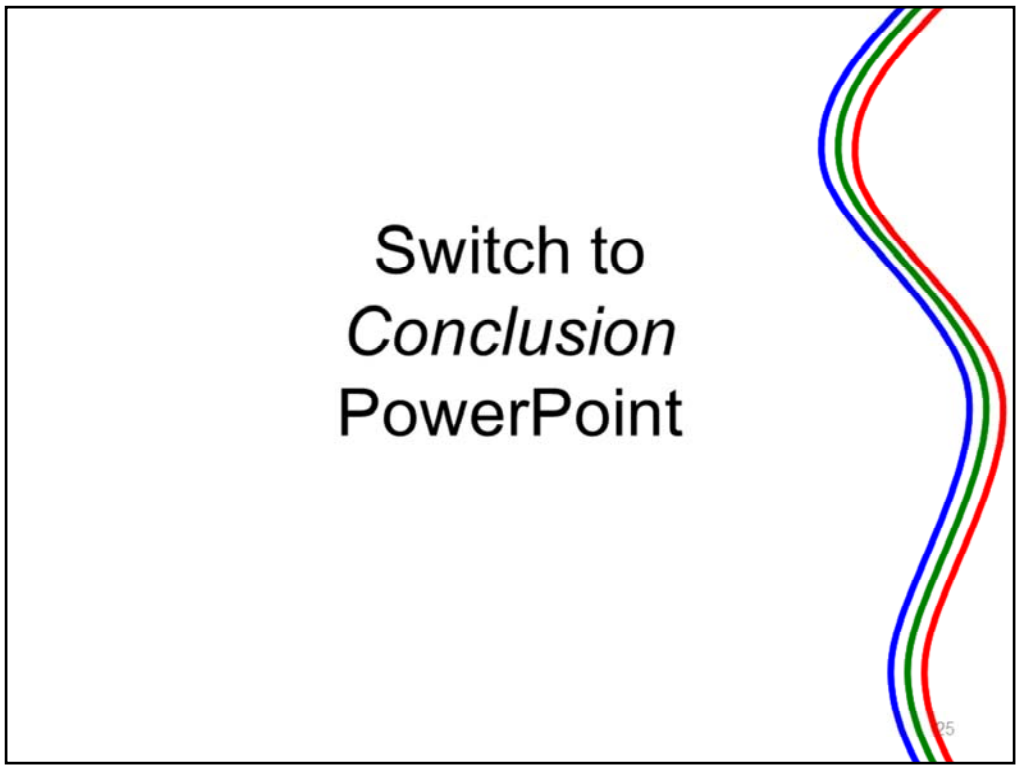
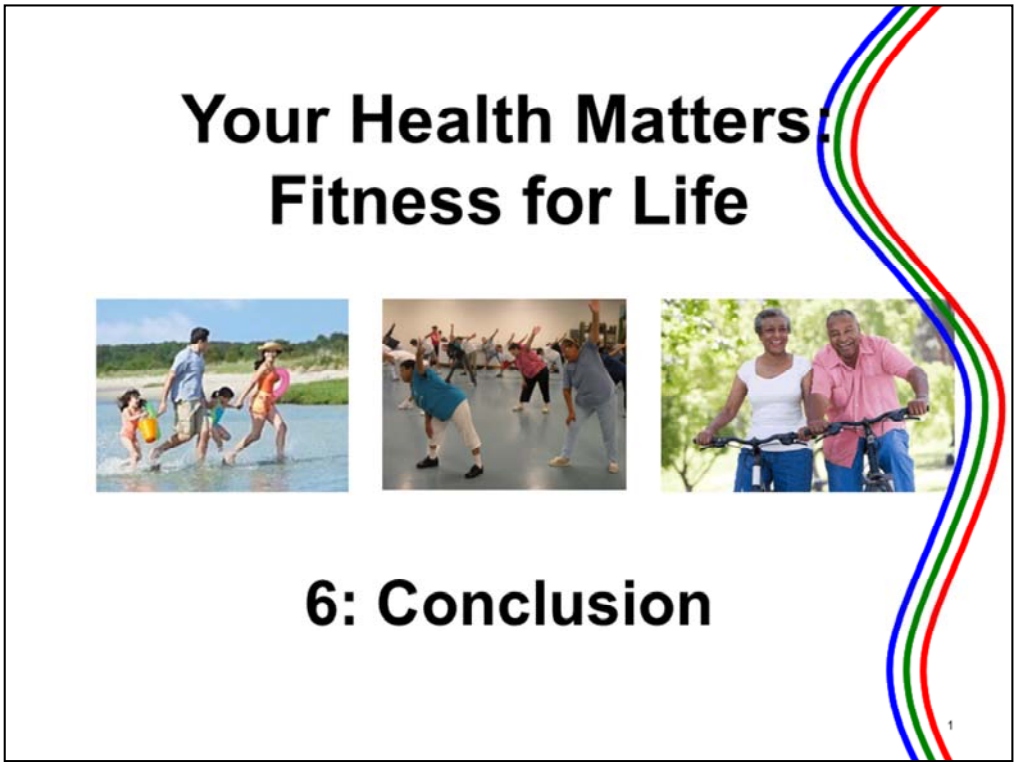
Your Health Matters…
Start being active today!

24



Segue: This brings us to the end of the presentations. Let's take a few minutes to review the main concepts.


Your Health Matters:
Fitness for Life
6: Conclusion
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How can you promote activity in your community?

The Community Guide suggests three types of interventions and examples for increasing physical activity:

Informational Approaches

Motivational signs placed by elevators and escalators to encourage people to use nearby stairs for health benefits or weight loss.

Support and self-help groups.

Physical activity counseling.

Risk factor screening and education at worksites, schools, and community health fairs.

Environmental activities such as community events and the creation of walking trails.

Behavioral and Social Approaches

Setting up a “buddy” system, making “contracts” with others to complete specified levels of physical activity, or setting up walking or other groups to provide friendship and support in networks outside of the family.

Teaching participants how to incorporate moderate-intensity physical activity into daily routines; such as planned activities (e.g., a daily scheduled walk) or unplanned activities (e.g., using the stairs when the opportunity arises).

Environmental and Policy Approaches

Building trails or facilities and reducing barriers (e.g., reducing fees or changing operating hours of facilities).

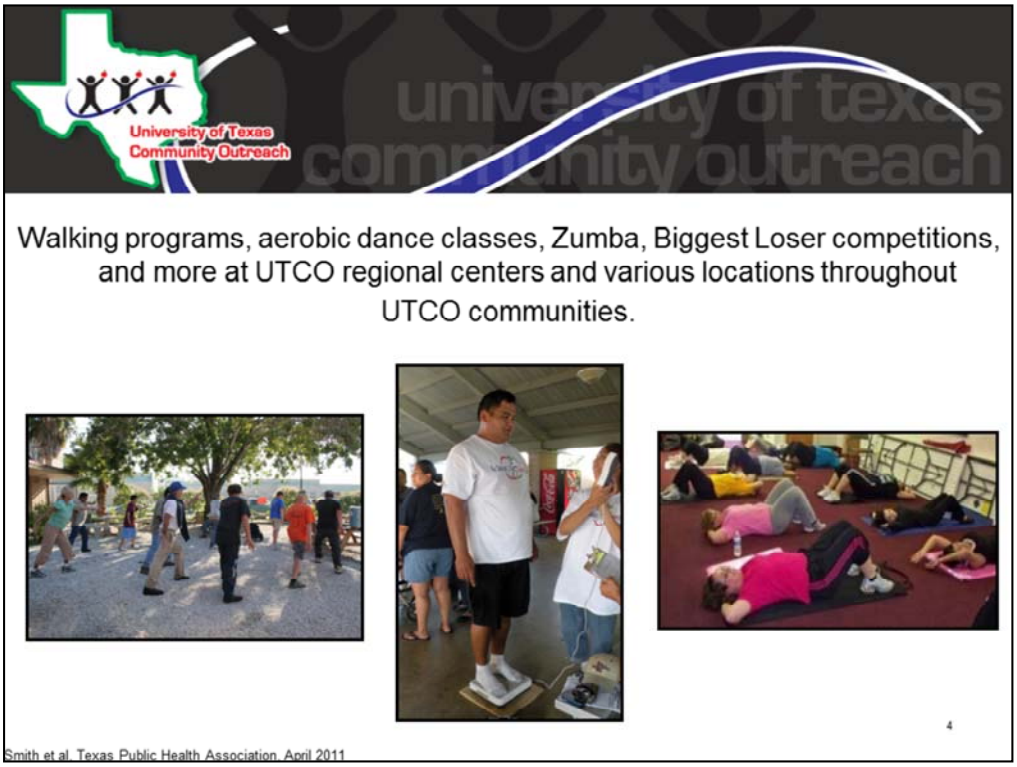
Provide training on use of equipment, other health education activities, and incentives such as risk factor screening and counseling.

Community-wide changes can help people be more active.

There are multiple environmental strategies and policy changes to promote physical activity such as community-wide campaigns.

Some examples include:

- Free exercise classes
- Free weight-loss challenges
- Motivational signs by elevators and escalators to encourage people to use nearby stairs
- Community events
- Building trails or activity facilities
- Reducing barriers – lower fees; extended hours

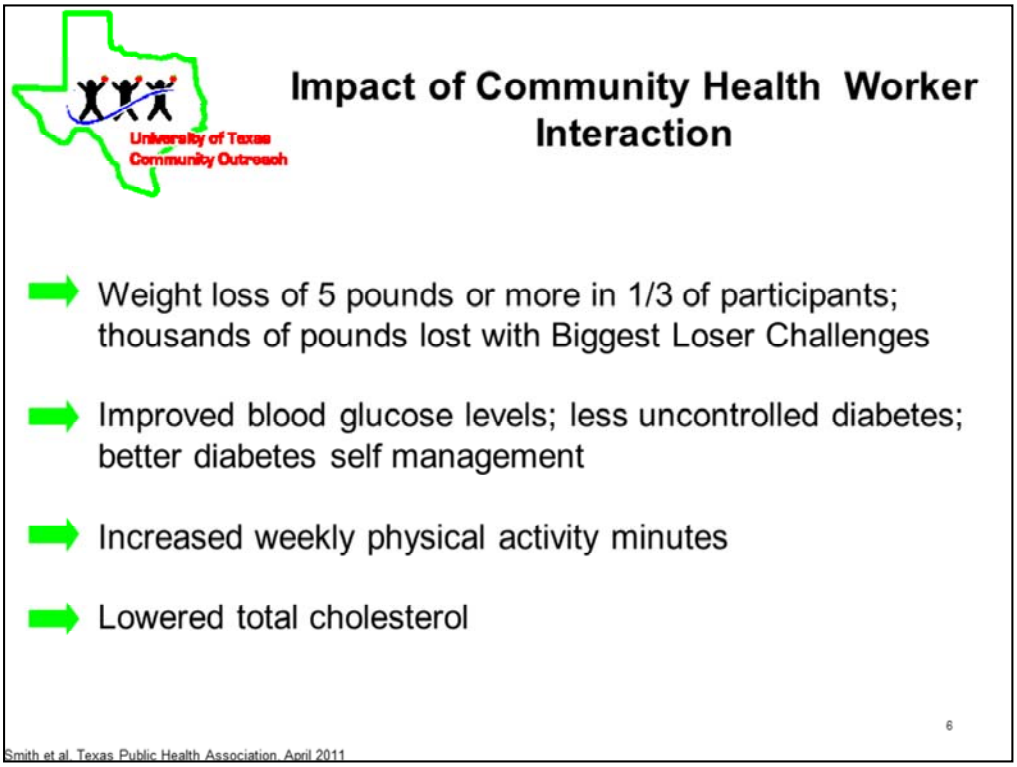


One example of an evidenced-based community program is the University of Texas Community Outreach program (UTCO) which offers many different classes.

Brownsville, TX has done a few seasons of a community weight loss challenge called the Brownsville's Biggest Loser Challenge. This challenge has invited community members to lose weight with support from their family and friends and free community nutrition and exercise classes. In 2011, 919 community members joined the challenge and the city lost over 2,000 pounds in a total of 4 months.

Through numerous partnerships, UTCO reaches persons with or at risk for diabetes in Texas.

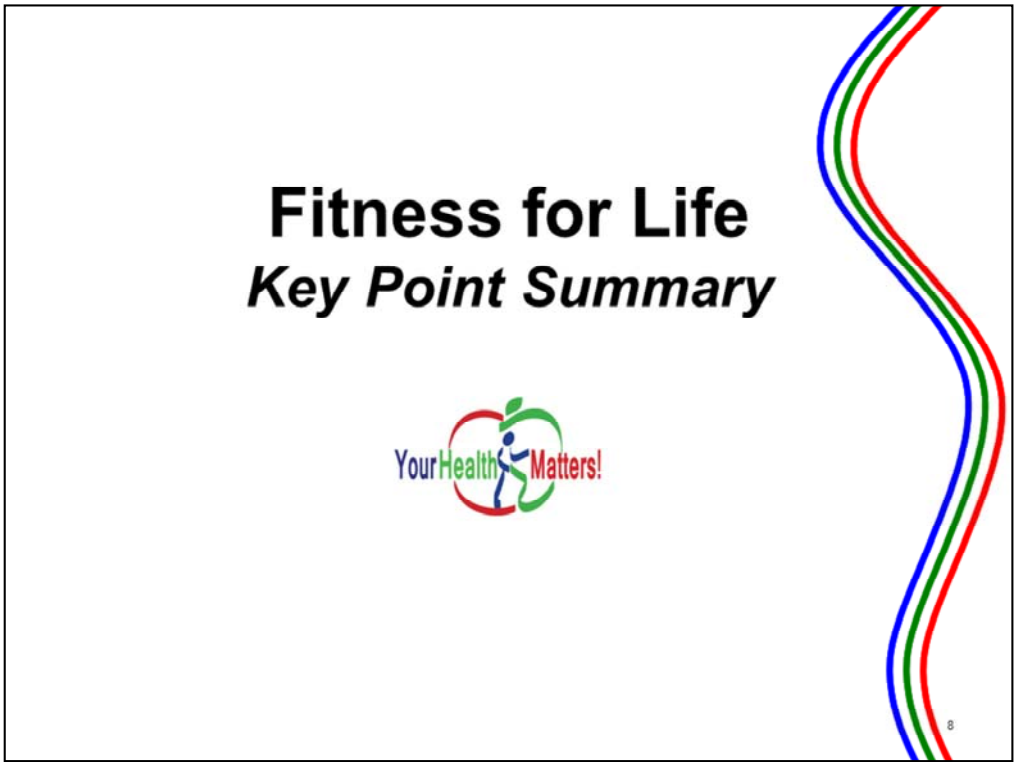
Currently, UTCO works in four counties (Cameron, Galveston, Nueces, Webb) to provide diabetes self management education, social support, and community changes to promote physical activity and healthful food choices. In its first year (September 2009 to November 2010) UTCO reached 39,220 people.

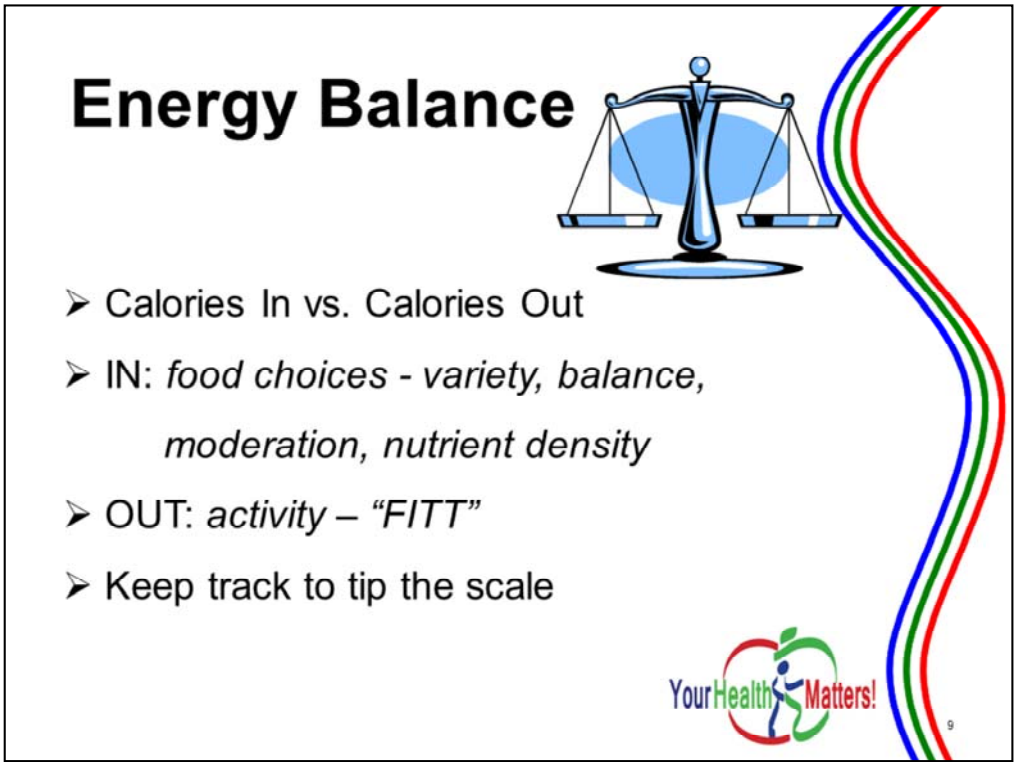


In the first year of UTCO, Community Health Workers were able to help their clients make significant improvements in their health.

- Weight loss of 5 pounds or more in 1/3 of participants; thousands of pounds lost with Biggest Loser Challenges
- Improved blood glucose levels; less uncontrolled diabetes; better diabetes self management
- Increased weekly physical activity minutes
- Lowered total cholesterol

Now that you've experienced this curriculum, we're going to spend a little time discussing and practicing ways to bring this valuable information to your community. Included on the CD of the materials you've received, are several Home Visit presentations. (Note to trainer: Use this time to facilitate Teach Back Activity)


Fitness for Life
Key Point Summary
YourHealthMatters!
8


Energy Balance
Calories In vs. Calories Out
IN: food choices - variety, balance, moderation, nutrient density
OUT: activity – "FITT"
Keep track to tip the scale
YourHealthMatters!
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When beginning an exercise routine, remember the FITT principle we talked about in the Energy Balance section:
Frequency, Intensity, Time, and Type (F.I.T.T.)

Frequency: how often you are physically active
Intensity: your level of physical activity
Time: how long you are physically active
Type: kind of activity you are performing (aerobic, strength training, etc.)

When it comes to the FITT principle and setting goals, remember that you can build up intensity level rather than just time. For example, still do the same amount of time but try to walk further or faster. Over time, change the activity from walking to jogging or rollerblading.

Fitness Basics

- Choose moderate- or vigorous-intensity activities, or a mix of both.
- Do at least 150 minutes each week of aerobic activity.
- Also do muscle strengthening and flexibility activities at least two days per week.
- Start slowly and strive to double your weekly time and increase intensity for more health benefits.

Your Health Matters!

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How to Get Started and Stay Active

- Choose activities you enjoy.
- Start slowly and build up to vigorous-intensity.
- Get family and friends involved.
- Be active every day – at home, at work, at play.
- Track and celebrate your success!

Your Health Matters!

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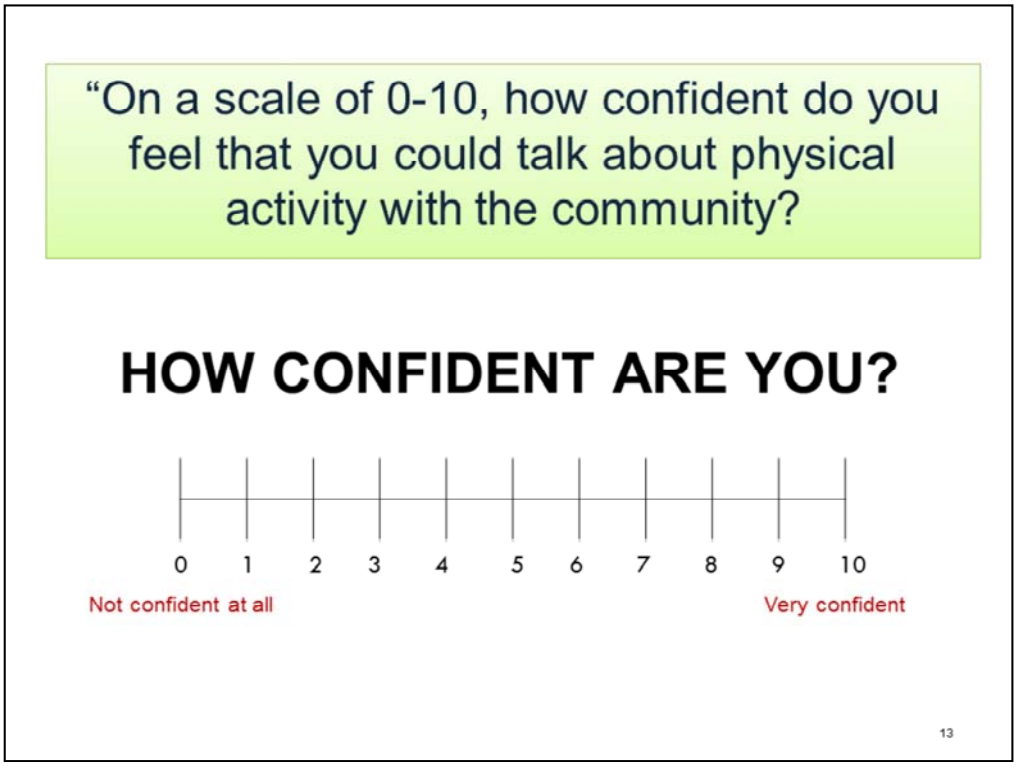


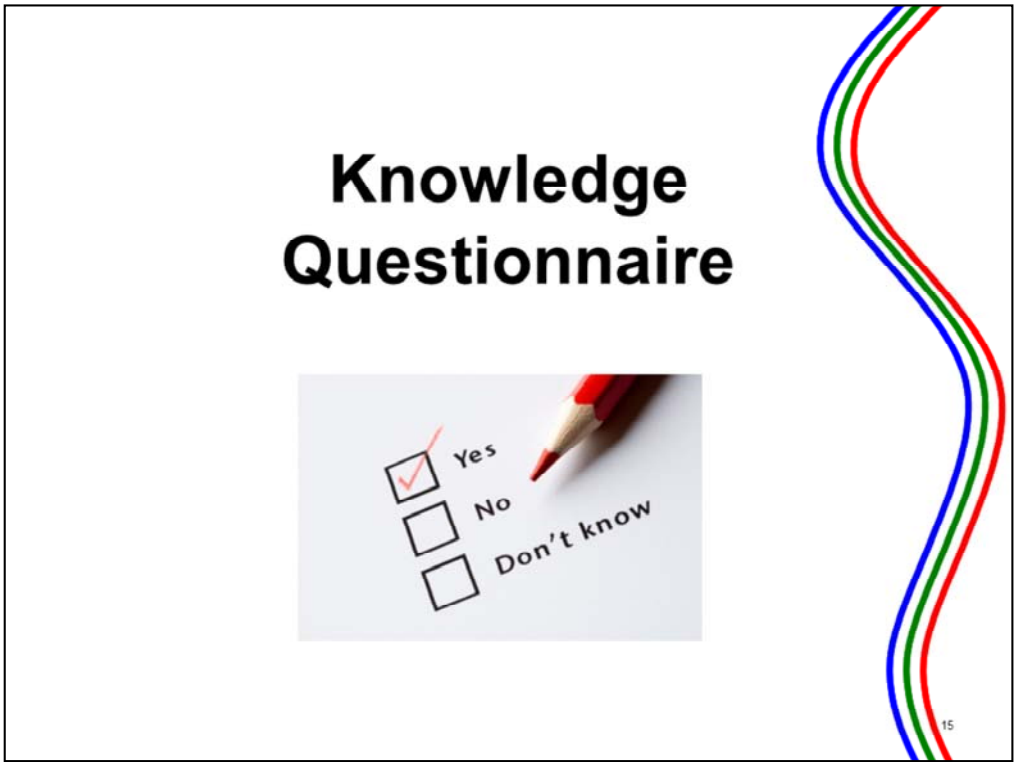
Instructions:

On this scale, with zero being not at all important to exercise moderately or vigorously 30 minutes a day, and 10 being very important to exercise 30 minutes per day, which point best reflects how important it is to you to change your physical activity habits?

Why did you say a ___ (the number they chose) and not a ___ (high number than given)?
What would it take for you to become a ___ (higher number than given)?

Community Health Workers can help bring about change with health promotion.

Your Health Matters!



Administer Knowledge Questionnaire designated on colored paper for post-training assessment.


Thank you!
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