



Time	Topics	Workbook Reference
5 min.	SMART Goal Check-in, record on Goal Tracker	
15 min.	Make Moving Fun! Sleep Your Way to Health » Students identify different ways they can increase the amount of physical activity in their lives. » Students identify challenges in increasing activity levels and develop strategies for meeting those challenges.	p. 79 p. 81
10 min.	Diabetes: Know the Risk Sodium and Healthy Blood Pressure Strong Bones for Life » Students discuss the role of diet and exercise in disease prevention.	p. 82 p. 83 p. 84
5 min.	Post-workshop Questionnaires	
25 min.	Recipe Demonstration or Activity (see EatFresh.org for ideas)	

Notes:

Your Nutrition Goals & Goal Tracker



Your Nutrition Goals

■ Have you ever set a health goal and achieved it? How?
 Try this approach: Dream Big
 First, sit quietly for a moment with your eyes closed. Imagine yourself one year from now, living a healthier life. Let yourself dream big even if you don't know how to achieve your dream! How is your dream life different from your life now? Where are you? Who are you with? What words or pictures come to mind? Make notes here.

[content continues on next page...]

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Your Nutrition Goals (CONTINUED)

Then: Start Small
 Now try to think of one small goal for this week to move towards your dream. Your goal should be SMART:

- » **Specific**—Avoid words like “more,” “less” or “better.”
- » **Measurable**—Will you know when you’ve achieved it?
- » **Action Based**—Not everything is in your control; choose goals that relate to your actions.
- » **Realistic**—Choose goals you’re likely to accomplish. Start small.
- » **Time Frame**—Set a goal to achieve this week.

■ **Some examples**

- » I will switch from white rice to brown rice twice this week.
- » I will eat a piece of fruit with my breakfast every morning this week.
- » I will cook a hot dinner three times this week.
- » I will try two new foods this week.

■ How could the following goals be improved?

1. I will lose weight.
2. I will eat less saturated fat and more fiber.
3. I will never eat fast food again.

TRY IT! Fill in the blanks to create two SMART Goals you might set for the coming week. Then choose one to track using the following page.

I will _____ this week.
 (action) (how often)

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10

Goal Tracker

■ What keeps you motivated?
 Choose a SMART goal from page 10 to work on for a few weeks. Then, each week, reflect on your goal and your progress.

I will _____ this week.
 (action) (how often)

To gauge your progress, ask yourself:

- » Did I achieve my goal this past week? Why or why not?
- » What was challenging about my goal?
- » What was easy?
- » Should I continue working on this goal or create a new one? If so, what is it?

Week (end of)	My Progress
1	
2	
3	
4	
5	
6	

11

Materials

- » workbook pages 9-11

Desired Outcomes

- » Students create three SMART goals.
- » Students identify SMART goals, and improve vague goals.

Directions

Have students follow directions to imagine their healthy futures. They can make notes in the workbook. Then:

- » Explain “SMART” goals and work with the class to find some examples.
- » Help each individual create at least one SMART goal they will try to achieve during the course of the workshop. See the back of the goal tracker for examples.
- » Record each student’s goal on the goal tracking worksheet and follow up each week.

Your Nutrition Goals

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1	
2	
3	
4	
5	
6	

Make Moving Fun!

Materials

- » workbook page 79

Desired Outcomes

- » Students identify physical activity as an essential component of a healthy life.
- » Students identify different ways they can increase the amount of physical activity in their lives and the lives of their children.
- » Students identify challenges in increasing activity levels and develop strategies for meeting those challenges.
- » Students explain the link between activity levels and obesity rates and overall health.

Directions

The goal of this activity is to have participants examine the role of exercise in their lives and create strategies for increasing their activity levels if they are too low. Most people have a lot of reasons why this is difficult, so begin with the objections and go from there. Give a lot of options for ways to increase activity, based on your students' lifestyles. Make sure to discuss the correlation between activity level and obesity as well as amount of hours in front of the TV.

Discussion Questions

Open-ended questions

- » What do you find to be the most challenging aspects of increasing your physical activity level? Your child's physical activity level?
- » What are your biggest concerns about you and your children's physical activity level?
- » In what ways do you notice that your activity level affects how you feel during the day? How your children act during the day?

Specific questions

- » How many hours a week do you spend time exercising or being active?
- » Do you participate in any organized physical activities, by yourself or in groups?
- » How many hours a week do your children spend playing outside, exercising, participating in organized sports, or being active?
- » How many hours a day do you and your children spend watching TV?

Make Moving Fun!

What are your favorite ways to move?
Kids need 60 minutes of exercise daily. Adults need 150 minutes of moderate activity per week or 75 minutes of vigorous activity per week.

- » Limit "Screen" Time (TV, video games, mobile devices, computers); the number of hours of TV children watch per week is directly correlated with obesity. Children who watch more than three hours of television a day are 50% more likely to become obese than children who watch fewer than two hours.
- » Physical activity affects more than just weight. It can also improve mood, sleep, and concentration!
- » If you have a tough time getting motivated, look for ways to be active with others—find a class, go for walks or dance with a buddy, add physical games to a family party.

THINK ABOUT IT
Do you get enough exercise every week? Does your family?
What are some ways to move more during your day?

TRY IT! How can you create a SMART Goal to achieve the changes suggested here?

Getting Exercise in Small Spaces

- » Jump rope
- » Jumping jacks
- » Dance parties
- » Wrestling
- » Housework
- » Stairs instead of the elevator
- » Yoga or stretching
- » Hula hoops

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Make Moving Fun! (FOLLOW-UP)

■ Follow-up Discussion

These discussion questions can be used with returning groups of students.

- » In addition to considering the discussion questions from the original activity, invite students to consider how their exercise habits have changed since the last workshop with the following questions:
- » Have your exercise habits changed over the past year? Have your attitudes towards exercise changed?
- » Do you find you exercise more or less frequently depending on the time of year? Is this because of the weather, your schedule, or other reasons?
- » What are some challenges you faced in incorporating exercise into your routine?
- » If you were successful in incorporating exercise into your routine, what did you do? Did you notice any benefits, such as increased energy or a better mood?

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TRY IT!

How can you create a SMART Goal to achieve the changes suggested here?

“The easiest way to reduce inactivity is to turn off the TV. Almost anything else uses more energy than watching TV.”

- Dr. William H. Deitz

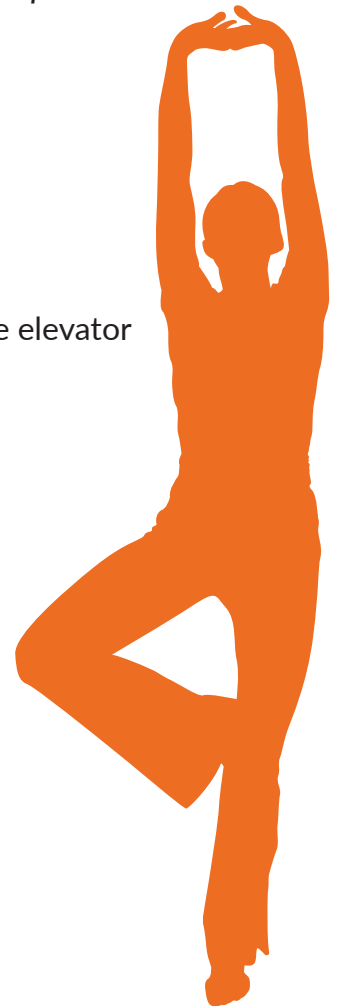
THINK ABOUT IT

Do you get enough exercise every week? Does your family?

What are some ways to move more during your day?

Getting Exercise in Small Spaces

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Sleep Your Way to Health

■ Do you get enough rest?

Sleep is important for mental health and weight control. If you answer yes to any of these questions, you may be sleep deprived!

- » Crave caffeine to get going in the morning, and junk food later in the day?
- » Fall asleep within five minutes of laying down?
- » Gain weight and don't know why?
- » Have memory trouble?
- » Want to take a nap right now?

■ Fill in the Blanks

1. You may eat _____ when you're tired.
2. Most adults need at least 7-9 _____ of sleep per night, even seniors. Children need more.
3. Your brain can _____ itself during sleep by getting rid of waste.
4. Sleep helps the brain form _____.
5. During deep sleep your _____ pressure drops. Breathing slows and blood flow moves to the muscles.
6. The Challenger shuttle disaster and Chernobyl nuclear accident have been blamed on errors related to _____ deprivation.
7. It should take about 10-15 _____ to fall asleep. If you always fall asleep faster, you may be sleep deprived.
8. _____ are the only mammal that delay sleep on purpose.
9. While you're asleep, your _____ switches from cleansing your body to rebuilding it.
10. Growth _____, which help the body grow and heal, are released during sleep.

Word bank:

hours
liver
minutes
more
humans
memories
sleep
blood
hormones
clean

Diabetes: Know the Risk

■ Do you know your diabetes risk?

Family background may play a role in your risk for diabetes. But lifestyle makes a difference, too.

Risks

You have higher risk for Type 2 diabetes if you:

- » are overweight
- » are over 45 years old
- » have had a parent, brother, or sister with diabetes
- » have family background that is Alaska Native, American Indian, African American, Hispanic/Latino, Asian American, or Pacific Islander
- » have had gestational diabetes or given birth to a baby weighing more than 9 pounds
- » have had abnormal cholesterol levels
- » exercise less than 3 times per week
- » have polycystic ovary syndrome (PCOS)
- » on previous testing, had impaired fasting glucose or glucose tolerance
- » have history of cardiovascular disease

Symptoms

Nearly 6 million Americans have Type 2 diabetes and do not know it. Some show no signs or symptoms. Others do not know what to look for:

- » increased hunger and/or thirst
- » fatigue
- » increased urination, especially at night
- » weight loss
- » blurred vision
- » sores that do not heal

Diabetes is a disease in which the body does not produce enough insulin. As a result, the body cannot use sugar well. Type 1 diabetes usually appears in childhood or young adulthood. It cannot be prevented. Type 2 diabetes can develop at any age. It can be prevented or delayed through healthy lifestyle.

Fortunately, you can reduce your risk!

- » Reach and maintain a reasonable body weight.
- » Make wise food choices most of the time.
- » Be physically active every day.
- » Lower your intake of sodium and alcohol.
- » Talk with your doctor about whether you need medication to control your blood pressure or lower your cholesterol levels.

TRY IT! How can you create a SMART Goal to achieve the changes suggested here?

Sodium and Healthy Blood Pressure

■ Do you or a family member have high blood pressure?

A desirable blood pressure is 120/80. Your blood pressure is high at 140/90 and above. Have your blood pressure checked at least once a year. High blood pressure means your body is working harder than it should to move blood to all parts of your body.

High blood pressure raises your risk of...

- » stroke
- » heart attack
- » kidney problems
- » eye problems
- » death

High blood pressure can be preventable

- » Stay active.
- » Reduce sodium intake.
- » Reduce alcohol intake.
- » Maintain a healthy weight.

■ Test your Sodium Smarts!

You've heard a lot about limiting sodium from foods, but what else should you know? Answer True or False to the questions below. (Here's a clue: only one item is false!)

	True	False
1. Healthy individuals should keep intake under 2300 mg a day; those with high blood pressure or high risk should keep intake to under 1500 mg a day.		
2. Whole fruits and vegetables do not contain sodium.		
3. Soy sauce, canned foods, and seafood can be high-sodium foods.		
4. Potassium helps to balance the sodium in your body; therefore, eating plenty of high-potassium fruits and vegetables may help maintain healthy blood pressure.		
5. A food with less than 140 mg of sodium per serving can be labelled a "low-sodium food."		

TRY IT!

How can you create a SMART Goal to achieve the changes suggested here?

Strong Bones for Life

■ How can you keep your bones strong?

Bones can become fragile as we age. Bone loss cannot be reversed, but it can be prevented or delayed. Treatment and care include intake of calcium and Vitamin D, weight bearing exercise, prevention of falls, and bone-friendly medicines. Eat plenty of calcium-rich foods (see chart) to ensure you are getting enough calcium to build and maintain strong bones.

Getting Enough Calcium Through Foods

- » Adults 19-50 years old should get 1,000 mg of calcium each day. Adults over 50 years of age should get 1,200 mg each day.
- » Eat 3 to 4 servings of dairy or enough of other high calcium foods each day. (See chart below.)
- » Read Food Labels: 100% of the Daily Value (%DV) = 1000 mg. Add a zero to the end of the percentage to get milligrams (mg) of calcium in one serving. (Example: 30% DV equals 300 mg of calcium.)

No Dairy? No Problem!

These foods are also high in calcium: sardines, tofu made with calcium sulfate, orange juice with calcium, calcium-fortified bread, salmon, spinach, turnip greens, cooked or raw kale, raw Chinese cabbage, broccoli, cauliflower, and calcium-fortified products.

Food	Calcium	% Daily Value
yogurt, 8 oz.	415 mg	42%
skim/whole milk, 8 oz.	300 mg	30%
cheddar cheese, 1 oz.	306 mg	30%
frozen yogurt, ½ c.	103 mg	10%
ice cream, ½ c.	85 mg	9%

DID YOU KNOW?

Weight-bearing exercise like weight lifting can increase muscle mass and protect your bones as you age.

Food Demonstration Planning Template

Recipe Title: _____

EQUIPMENT/MATERIALS	INGREDIENTS

Recipe Modifications to Suggest:

Healthy Nutrition Message to Highlight:

Culinary Skill to Demonstrate:

Food Bank-Friendly Items to Show:

Ingredients to Prep Ahead of Time (if any):