

The Road to Health Toolkit

Activities Guide

How to Prevent or Delay Type 2 Diabetes in Your Community:
A Resource for Community Health Workers



**Centers for Disease
Control and Prevention**
National Center for Chronic
Disease Prevention and
Health Promotion

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Introduction

This Activities Guide is designed to reinforce and support the instruction and messaging from the *Road to Health* Group Leader Guide and Participant Guide. Use these activities to show how easy it is to get started on “the road to health.” There are two types of activities included in this guide:

- Activities for making healthy food choices
- Activities for physical activity

Feel free to adapt these activities to the needs of your participant or group. You can even come up with your own new learning games or activities!

Tips for Success

- The *Road to Health Toolkit* does NOT replace the National DPP lifestyle change program or the PreventT2 Curriculum. It does not replace individual counseling with a dietitian and cannot substitute the sessions with a lifestyle coach. It is important to involve a registered dietitian or a lifestyle coach in activities about food labels, choosing portion sizes, and other healthy eating activities, if possible.
- Encourage your participants to consult a doctor or other health care professional before starting any physical activity program.
- Be sure to review *Are You Ready to Get Active?* and *Be Active, Be Safe* with participants on pages 28-29 in the Appendix before beginning activities that include physical activity in order to avoid injury and to help you develop successful programs that engage the people in your community.

Making Healthy Food Choices



Activity 1: What's On Your Plate?

Goal

Participants will identify what changes they need to make to build a healthier plate of food based on the Diabetes Plate Method.

Background

The Diabetes Plate Method suggests filling:

- About half of your plate with non-starchy veggies (such as broccoli, lettuce, and peppers)
- About a quarter of your plate with grains and starchy foods (such as potatoes and oatmeal)
- About a quarter of your plate with protein foods (such as chicken, lean meat, and fish)

Things You Need

- Paper plates (1 for each participant) to write or draw on. (A paper cut out about the size of a dinner plate will also work.)
- Pen or markers
- Diagram of the Plate Method by the American Diabetes Association. You can use the diagram from the Participant Guide on page 10.

Steps

1. Provide paper plates for each participant. Or have participants bring in their own paper plate.
2. Participants will also need a pen or markers.
3. Tell participants to choose a favorite meal (breakfast, lunch, or dinner) that they would typically eat.
4. On their paper plate, tell participants to draw lines on their plate to separate their typical portion sizes.
5. Within each portion, they should write or draw the food items that make up their meal.
6. When completed, display or have participants look at the diagram of the Plate Method by the American Diabetes Association in their Participant Guide.
7. Tell participants to compare their plate to the Plate Method.
8. Ask participants, "How does your plate compare?"
9. Discuss the similarities and differences in participants' typical food plate and the Plate Method.
10. Ask participants, "What changes might you consider making to their plate?"
11. Explain that the Plate Method can be a good guide toward healthier eating. It's not necessarily something we can achieve all the time. Use it as a model.

Activity 2: A Healthy Plate I Enjoy Eating

Goal

Participants will build a healthy plate of food based on the Diabetes Plate Method.

Background

The Diabetes Plate Method is a visual way to create a healthy meal. Using this method, you can serve up meals with a healthy balance of vegetables, protein, and carbohydrates—without any counting, calculating, weighing, or measuring.

Things You Need

- Paper plates (1 for each participant) to write or draw on. (A paper cut out about the size of a dinner plate will also work.)
- Pen or markers
- Diagram of the Plate Method by the American Diabetes Association. Use the diagram from the Participant Guide on page 10

Steps

1. Provide paper plates for each participant. Or have participants bring in their own paper plate.
2. Participants will also need a pen or markers.
3. Tell participants to choose a favorite meal (breakfast, lunch, or dinner).
4. On their paper plate, tell participants to use the portion sizes recommended by the Plate Method to draw lines on their plate to separate portion sizes.
5. Within each portion, they should write or draw the food items that make up their meal. Encourage participants to include foods that they think they would enjoy eating and would realistically prepare and cook for themselves.
6. When completed, have participants check their food items against the Plate Method recommendations:
 - About half of your plate with non-starchy veggies (such as broccoli, lettuce, and peppers)
 - About a quarter of your plate with grains and starchy foods (such as potatoes and oatmeal)
 - About a quarter of your plate with protein foods (such as chicken, lean meat, and fish)
7. Ask participants how their healthy plate compared to the Plate Method.
8. Encourage participants to prepare their meal at home and take a photo to share with the group next time.

Activity 3: Measuring Food

Goal

Participants will measure and estimate serving sizes.

Background

Many people feel they do not need to weigh or measure their food because they think they know how much they eat. But most of us are surprised when we actually do measure. Being mindful about the amount of food you eat can help you avoid overserving yourself. Since our plates, bowls, and drinking glasses vary in size, it can be hard to guess cups, tablespoons, or ounces just by looking at them. Using tools like measuring cups and a food scale makes it easier to measure and weigh portion sizes. However, when these tools are not handy, you can also use your hand as a portion guide.

Things You Need

- *How to Measure Your Food* handout on page 31 in the Appendix
- Measuring cup and spoons (one set per small group to share)
- Bowls
- A box of cereal

Steps

1. Have participants pour the amount of cereal they would normally eat into a bowl.
2. Using a measuring cup, tell participants to measure their serving of cereal they poured into their bowl.
3. Tell participants to compare the amount they served themselves to the serving size on the box.
4. Discuss the comparisons. Ask participants if their portion was less, equal to, or more than the box's serving size. Remind participants that measuring what they are actually eating, gives them a better idea about the number of calories and nutrients they are consuming. For example, if they are eating 3 servings of cereal, then that means they are eating three times the calories and nutrients shown on the box.
5. Have participant refer to the *How to Measure Your Food* guide located in the Appendix. Tell participants that when measuring tools are not handy, then measuring by hand is a good way to estimate serving sizes.
6. Tell participants to pour one serving size of cereal into a bowl using the estimate on the *How to Measure Your Food* guide.
7. Have participants use a measuring cup to measure out one serving size of cereal into a bowl.
8. Tell participants to compare the estimated serving to the measuring cup serving. Ask them to compare their accuracy of the estimation.

Activity 4: Shop for Healthy Food

Goal

Participants will plan and prepare to shop for healthy food without spending a lot of time or money.

Background

In order to shop healthier, you need to know which items are healthy. Know what foods are high in sugar, fat, and salt—often found in processed foods. Choose foods that include fiber, vitamins, and minerals, which are found in vegetables, whole grains, and fruit. Choose less processed meat, chicken, fish, and dairy more often. Choose leaner cuts of meat and chicken. Remember, you can also have:

- A small amount of dairy foods – try to choose those that are low in sugar and fat.
- A small amount of fruit – frozen fruit can be just as good for you as fresh fruit, but try to limit juice, dried fruit, and canned fruit with added sugar.
- A drink that has low or no calories – such as water or unsweetened iced tea.

You can shop for healthy food without spending a lot of time or money. To get the most from your shopping trip, it's a good idea to prepare before you get to the store.

Things You Need

- *Meals and Snacks Sample Menu* for one week on page 32 in the Appendix
- *My Meals and Snacks Menu* for one week on page 33 in the Appendix
- *Shopping List* on page 34 in the Appendix

Steps

1. Review the *Meals and Snacks Sample Menu* for an example of planning a healthy menu of food items for a week.
2. Have participants use *My Meals and Snacks* to write their own healthy options for breakfast, snacks, lunches, and dinners for one week.
3. Then, have participants create a shopping list based on their menu options. Encourage them to use the *Shopping List* in the Appendix to ensure they are choosing healthy food options.
4. Encourage participants to plan a time to go shopping and use their shopping list.

Activity 5: Tracking Your Food

Goal

Participants will track what they eat and drink to gain insight into their eating habits and patterns. They will use the information to make changes to current eating habits and patterns and to set new routines.

Background

There are many options for tracking the food you eat. You can track every meal, every day using a weekly food log, but that can be an overwhelming way to start. Instead, you can take small steps and use a food tracking log to track for a shorter period of time or to track something specific, like snacks for a week. One complete and honest day of tracking from morning to night can provide more valuable insights than an entire week of incomplete and random tracking. Tracking is meant to help YOU by giving you an accurate account of your meals, snacks, and drinks. Also, putting your best effort into tracking one full day and reflecting on it is much easier. Remember: small steps, big changes.

Things You Need

- *Weekly Food Log* on page 36 in the Appendix
- *Food Tracking Activity Log* on page 43 in the Appendix

Steps

1. Give participants a copy of the *Food Tracking Activity Log* and the *Weekly Food Log*.
2. Tell participants they may choose which log they would like to use depending on what they would like to track.
3. Tell participants that you will discuss their food tracking at the next session.
4. After a week, reconvene with participants to discuss their tracking logs.
5. Tell participants that food tracking is not about judging yourself, rather it's used to support change.
6. Ask participants:
 - a. What did you discover about your personal eating patterns and habits?
 - b. What habits do you want to change or adjust? And what new healthy habits you want to set?
For example:

Do you need to have more foods filled with healthy nutrients and fewer foods high in salt and high in calories from sugar or fat?

Did you find sources of calories that you can cut easily without really noticing, like adding less sugar in your coffee or replacing a soda with calorie-free sparkling water or seltzer?
 - c. What factors may be influencing your eating habits/patterns?
 - d. What can you do with this information to make progress on your goals?

Activity 6: Sneak In Nutrition

Goal

Participants will increase the nutritional value of an existing dish by adding or swapping at least five ingredients.

Things You Need

- Provide a recipe for a common dish such as lasagna, or use the lasagna recipe on *Sneak In Nutrition* on page 45 in the Appendix
- *Foods to Choose* on page 46 in the Appendix

Steps

1. Give participants a copy of a lasagna recipe or use the one on *Sneak In Nutrition*.
2. Tell participants that the “sneak in” technique includes adding or swapping out ingredients in a recipe to make it more nutritious and healthier.
3. Ask participants five ways they could add nutritional value to this recipe. Make a list of participants’ ideas. Some examples may include:
 - Replace the lasagna noodles with whole grain noodles or with sliced zucchini
 - Add shredded carrots
 - Replace the meat with lean ground turkey or chicken
 - Add fresh basil
 - Add spinach
 - Add steamed broccoli
4. Discuss other ways you can “sneak in” nutrition into meals. For example, add shredded carrots to spaghetti sauce, shredded cabbage to tacos, celery to beans and rice, spinach leaves to soups, and mashed cauliflower to mashed potatoes. Substitute applesauce for half of the oil in a muffin recipe.
5. Encourage participants to also use the “sneak in” technique when eating out. Don’t let a restaurant force you to eat potatoes. Ask the waiter what the restaurant offers as a healthier choice other than fries or mashed or baked potatoes. Ask politely to speak to the manager about a replacement. If you ask, most places will provide another choice. Tell them your doctor recommends that you ask for healthier choices!”

Activity 7: What's for Lunch?

Goal

Participants will evaluate three lunches to determine which one offers the healthiest option. Participants will base their decision on nutritional information from Nutrition Facts Labels and on nutritional guidance learned in Road to Health including processed vs unprocessed foods, healthy fats, fiber, added sugars, whole grains, etc.

Things You Need

- Three examples of fast-food lunch items or three typical lunches eaten in your community (these can be the actual foods or pictures). For example, a frozen entrée, a salad, and sushi. Use lunches that do not contain too many food items.
- Labels or table cards to identify each lunch item as option A, B, and C
- Nutrition Facts Labels and/or nutrition information for the food item(s) in each meal
- *Food Comparison Sheet* on page 47 in the Appendix

Steps

1. Present each lunch option to participants. Use labels or table cards to identify which lunch is option A, B, and C.
2. Give participants a copy of the *Food Comparison Sheet*.
3. Provide participants with the Nutrition Facts Labels or nutrition information for the food items in each meal.
4. Instruct participants to use the Nutrition Facts Labels, nutrition information, and what they learned about healthy food choices to compare each lunch option. They should record their findings on the *Food Comparison Sheet*.
5. After evaluating each lunch, participants should determine which lunch presents the healthiest option.
6. When participants have completed the activity, ask how many chose lunch option A as the healthier option? How many chose lunch option B? Option C?
7. Ask participants to explain how they based their decisions using the information they recorded on the *Food Comparison Sheet*.

Other Ideas

If you wish, include prices of each lunch. Compare this with the cost of making your own meal from healthier choices (for example, a healthy sandwich made from home).

Activity 8: Rethink Your Drink

Goal

Participants will track their drinks and find ways to replace drinks that they consume regularly with better drink choices, such as water.

Background

For helpful information to support this activity and to share with your participants, refer to these CDC resources:

- [Rethink Your Drink](#)
- [About Water and Healthier Drinks](#)

Things You Need

- *Weekly Food Log* on page 36 in the Appendix

Steps

1. Have participants log their drinks for one week using the *Weekly Food Log*.
2. Tell participants to be sure to record their calories for each drink for this activity. They can use the Nutrition Facts label when available. It lists the calories in one serving. They can also check the product's website or ask to see the Nutrition Facts in a restaurant.
3. If participants need additional help in using the Nutrition Facts Label to record calories, provide the following example:

NUTRITION FACTS LABEL	
Serving Size	8 fl. Oz
Servings Per Container	2.5
Amount per serving	
Calories	100

A Nutrition Facts label on a 20-ounce bottle of soda says that one serving is 8 ounces. It tells you that there are 2½ servings in the bottle. It lists 100 calories in one serving.

To figure out the calories in the whole bottle, multiply the calories in one serving by the number of servings in the bottle ($100 \times 2\frac{1}{2}$). If you were to drink the whole bottle, you would take in 250 calories.

4. After a week, reconvene with participants to discuss their drink logs.
5. Tell participants that calories from drinks can really add up! The good news is that replacing drinks that are high in calories with drinks that have low or no calories can save a lot of calories! Also, making small changes to your drinks can make a big difference. For example, consider skipping the whip on coffee drinks.
6. Have participants look at their logs and find ways to rethink their drinks. Ask them to write down changes they can begin making to their drinks this week.
7. Remind participants that small, incremental changes or adjustments to day-to-day habits can have big payoffs!

Activity 9: New Routines for Eating Well Away from Home

Goal

Participants will establish new routines for ordering food from their favorite restaurant menu.

Things You Need

- Menu from a favorite restaurant (one menu for each participant)

Steps

1. Prior to this activity, ask participants to bring a menu from their favorite restaurant. Or you may provide menus from popular restaurants around town. This may include menus from fast food restaurants too.
2. This activity can be done in small groups or individually. If dividing participants into small groups, 2-3 participants per group works well.
3. Using their menu, participants should decide what healthy options they can choose when ordering their food. For example, if they normally order a fried chicken sandwich with fries, perhaps they switch to a grilled chicken sandwich and order a side salad instead.
4. Remind participants that they should consider options that will still allow them to enjoy their meal and the time they might be spending with family and friends.
5. If participants are working in groups, encourage them to get ideas from their group to find other healthy options.
6. Tell participants to make a list of new approaches to ordering and any healthy swaps they made.
7. When participants have completed their list, ask for volunteers to share.
8. After participants have shared, use the following discussion questions to engage the whole group in discussing these new approaches and routines:
 - a. What can signal you to use these new routines?
 - b. What are opportunities to practice and repeat your new routine?
 - c. What small, healthy rewards can keep you going while your new habit is developing?

Other Ideas

Give participants a copy of the *Restaurant Tips* handout as a reminder of healthy food habits. Suggest that people can put the tips on the refrigerator or another place where the family can see them or discuss as a family. Ask people to suggest other tips.

Activity 10: Supper Clubs

Goal

Participants will participate in monthly supper clubs to practice preparing and cooking healthy meals using the nutrition guidance from Road to Health.

Things You Need

- A place to meet, such as someone's home
- *Supper Club Recipes* on page 48 in the Appendix
- Ingredients for the recipes
- Recipe cards
- Video: *Every Day Is a New Beginning* to play in the background

Steps

1. Set up a monthly supper club in the neighborhood.
2. As a group, choose one recipe from the Web sites noted above or from a supper club member. You may also refer to the *Supper Club Recipes* in the Appendix.
3. Ask for a volunteer to host the supper club at their home. This host will write the recipe on a recipe card for each club member.
4. Set a day and time convenient for the host to hold the supper club in their home.
5. Arrange for volunteers to purchase and bring the ingredients for the meal to the host's home on the supper club day.
6. On the supper club day, club members arrive to help prepare and cook the meal.
7. Serve the meal.
8. Discuss what club members like or dislike about the meal, whether they would make it for themselves, and what nutritional improvements, if any could be made.
9. Plan and share ideas for the next Supper Club meeting.
10. Repeat monthly.

Other Ideas

1. Have a contest for the best-tasting, healthful recipe.
2. Plan some time after the meal to engage in some physical activity such as a going for a walk or dancing.
3. Have a series in the neighborhood (for example, every Wednesday night at the community center) to show different meals and better choices people can make at home or when eating out.

Increase Physical Activity



Activity 11: A Journey of Two

Goal

Participants will set a “journey” timeline and daily walking goal.

Things You Need

- Monthly calendar for each team (only 1 month is needed)
- City map (Check with car rental companies for free maps or photocopy a map from the library.) Note: Some maps may be copyrighted.
- Stickers
- Daily health quote or meditations. Find these at online health and motivation sites or in health magazines and books at your local library. Samples of health quotes and inspirations are located on page 62 in the Appendix.

Steps

1. Choose a “journey” timeframe, such as 1 month.
2. Ask group members to select walking buddies to create their daily journey for two people.
3. Have each team set up a calendar and come up with a team name. Then, have buddies identify a daily walking goal (for example, 4 blocks, 1 mile, or 10 minutes).
4. For each day that buddies meet their walking goal, they can place a sticker for that day next to their name on the calendar.
5. Buddies can use a city map to track the actual path(s) they plan to walk each day.
6. Share daily healthy quotes that buddies can use as motivation for their walk (e.g., “I’m on the road to health” or “Diabetes does not have to be my destiny”).
7. After the journey is completed, meet with participants to add up daily totals. Celebrate each team’s achievement and accomplishments.
8. Plan the next journey.

Activity 12: Neighborhood Discovery

Goal

Participants will walk to reach a “far-off destination” and set health goals.

Things You Need

- Grid chart with names of participants
- A list of wildlife or birds in the area and a chart for counting them
- *Activity Log* on page 50 in the Appendix

Steps

1. Share bird-counting or other animal-counting charts.
2. Plan a daily neighborhood walk to chart birds or other animals found.
3. Tell participants to log their daily activity using the *Activity Log*.
4. Meet once a week at the community center or other location to tally the number of birds or other animals found.
5. Using a grid chart, record the number of places or the miles walked by the whole group.

Suggestion

This is a perfect chance to partner with your state’s local Game and Wildlife Office, the Audubon Society, or a local natural history museum that hosts annual bird counts and other animal counts. They will have charts for counting birds as well as identification charts.

Activity 13: Community Garden

Goal

Participants will participate in a gardening activity for exercise.

Background

Gardening is an outdoor activity that promotes exercise and is an easy and economical way to grow fresh vegetables. Before beginning this activity, please consider the time of year, your climate, and the ages of your participants. Mid-day activities outdoors may present more problems with mid-day heat and sunburn. Be sure to ask participants to bring water and sunscreen and try to schedule activities for early or late in the day on hot days.

For additional information on community strategies to increase physical activity, refer to CDC's [Community Strategies](#) web page.

Things You Need

- Contact your local extension service. Go to <https://www.nifa.usda.gov/about-nifa/how-we-work/extension/cooperative-extension-system> and click "Local Extension Services" to get information on your area. Vegetable seeds and advice may be free. Or you may ask for "sponsorship" from a local garden or hardware store.
- Access to a plot for gardening (a community member's yard or a plot at the local community center)
- Seeds, soil
- Gloves and gardening tools.

Steps

1. Choose a garden plot. If you can't find an outdoor area, check with a local school. They may have a plot you can garden. Another choice is to create indoor vegetable planters in local community members' homes.
2. Choose a name for your garden.
3. Find a volunteer who can be the head gardener and lead garden activities.
4. Select vegetables to plant and get seeds or plants.
5. Have garden members keep track of the hours they spend gardening and tending the vegetables.
6. At the end of the gardening season, count up the hours and celebrate the harvest.

Activity 14: Train Like a Super Star

Goal

Participants will set a goal to track and perform exercises during commercials of their favorite television show.

Things You Need

- Sample stretching exercises and sample exercise basics (for example, marching in place, jumping jacks, leg lifts, crunches, against-the-wall pushups).
- Video: Every Day Is a New Beginning
- *Activity Log* on page 50 in the Appendix
- *Suggestions for Overcoming Physical Activity Challenges* on page 60 in the Appendix

Steps

1. Explain a simple activity people can do during commercials of a favorite television show. An example of a goal to work toward could be to do 8 to 12 repetitions of different exercises, such as push-ups, bicep curls, or sit-ups. Point out that if they do this during each break of an hour-long TV show, they've just exercised for almost 20 minutes.
2. Show the video, Every Day Is a New Beginning to see people moving every day in easy ways.
3. Tell participants that they can keep track of their physical activity individually by using the *Activity Log*.
4. Tell participants to keep track of their "commercial minutes" of exercise each week. Then, add up the total time at the end of the week.
5. Encourage participants to increase the number of minutes of exercise each week.
6. Encourage participants to get a buddy. Ask buddies to keep each other moving.
7. Encourage participants to think about reasons they may not want to exercise and how to overcome their challenges. Use the *Suggestions for Overcoming Physical Activity Challenges* in the Appendix to help participants identify common challenges to physical activity and way to overcome them.

Activity 15: PAWS (Pets Are Wonderful Support)

Goal

Participants will increase physical activity by developing a regular daily walking routine.

Background

A dog makes a wonderful cheerleader to remind you of your walking routine and rewards your activity with a wagging tail. Explain the idea of “partnering” with a dog or pet to increase physical activity. Note that people do not have to own a dog. Perhaps a friend has one you can walk regularly.

Things You Need

- A pet, or buddy with a pet, or a pet whose owner is homebound
- *Activity Log* on page 50 in the Appendix

Steps

1. Pair up participants with pets (as available).
2. Suggest “borrowing” a pet from a neighbor who has trouble getting around or works long hours.
3. Ask participants to keep track of their walks on an activity tracker. Tell participants that they can use the *Activity Log* to log their steps.
4. Your community may have a program that links volunteers willing to walk pets for owners who are homebound.
5. Remind participants that walking is good for them and the pet!

Activity 16: 3-on-3 Adult Soccer, Kickball, Basketball, Frisbee, or Softball Games

Goal

Participants will participate in physical activity through community games or tournaments.

Things You Need

- Area for play (school field or local park).
- A big bag of different types of balls, Frisbees, etc.
- Healthy snacks and water

Steps

1. Have participants sign up as teams of three for a Saturday or Sunday afternoon activity.
2. The first few times you meet, you pick the game and bring the equipment. For example, throwing a Frisbee can involve all ages, doesn't have to follow exact rules, and allows people to play at different intensity levels. The next week's activity can be kicking around a soccer ball. You don't have to have enough people for a full game. You could just practice three-on-three, passing the ball back and forth.
3. Encourage participants to bring other sports equipment for variety.
4. Have healthy snacks and water available.
5. Create chances for "pickup" games instead of organized play. For example, meet each Sunday afternoon in the park or neighborhood schoolyard with a bag of balls or Frisbees. Pick different games to play.
6. Make a plan for a rainy day, for example, agreeing to meet in a school gym or in a church hall to continue activities in case of bad weather.

Activity 17: Walk to Timbuktu (or New York City or Hollywood— Anywhere You Want)

Goal

Participants will walk to reach “far-off places” and learn healthy, goal-setting habits.

Things You Need

- Chart with grid lines.
- Maps (check with car rental companies for free maps or photocopy a map from the public or school library). Note: Some maps may be copyrighted.
- Pushpins
- Play money (or tickets like those used at raffles)
- Monthly calendar for each participant (only 1 month is needed)
- Stickers.
- *Activity Log* on page 50 in the Appendix

Steps

1. Choose a game period, such as 1 month.
2. Figure out the number of miles to a destination. A good city-to-city chart is online at <http://www.travelnotes.org/NorthAmerica/distances.htm> or go to www.mapquest.com.
3. Set up a calendar with each participant’s name. Ask participants to choose a daily walking goal towards their destination. For example, 1 mile.
4. Tell participants to use the *Activity Log* to track their distance and time spent walking.
5. For each day participants meet their walking goal, place a sticker next to their name on the calendar.
6. Each week, add up everyone’s weekly totals or distance walked.
7. Post maps on the wall. Using pushpins, have participants track their route on a map to keep track of progress to their destination.
8. At the end of the game, give participants prizes of play money or raffle tickets for small prizes.
9. End the game with a celebration with the goal’s theme. For example, if your goal was to “walk to New York City,” host the party with healthier versions of New York favorites, such as pizza, by making your own! Lightly toast English muffins, then spoon tomato sauce onto the muffin halves, top with low-fat cheese and vegetables (e.g., carrots, zucchini, or spinach), and cook in the oven or microwave until the cheese melts. It’s cheaper to make your own than to order out. Besides, participants can get exactly what they want.
10. Plan the next walking adventure.

Suggestion

You could change this to be a hike to the top of the Empire State Building or Mt. Kilimanjaro, or substitute step climbing for walking.

Source: Adapted from Public Broadcasting System, America's Walking Program

The Web site includes detailed information on creating a walking program through a "20% boost plan"—a plan to safely build up to walking 10,000 steps a day. It also includes interactive quizzes, health calculators, tips on using a pedometer, and much more.

Activity 18: Introductory Fitness Tracker 7-Day Challenge

Goal

Participants will get familiar with and use a fitness tracker to track their steps.

Background

A fitness tracker is not needed to be more active, but these devices have become popular. There are many kinds of fitness trackers and step counters including Fitbits or cell phone apps that people can use to track their steps. Tell participants to not worry about which one is the best. Just get participants started with whatever is simplest to use or find. Remind them to be careful not to overdo it! Encourage participants to work slowly toward higher levels of physical activity and to check with a health care professional before starting any new exercise plan.

Things You Need

- Fitness tracker for each participant
- *Activity Log* on page 50 in the Appendix

Steps

1. Tell participants that they will be participating in a 7-day challenge in which they will find out how many steps they take in a day.
2. Have participants use a fitness tracker for a week. Every day, they should log the number of steps they take. To find out the average steps per day, they will need to add all the steps and divide by seven.
3. Tell participants that they can use the *Activity Log* to log their steps.
4. After 7 days, meet with participants to discuss their results of the challenge. Use the following questions to lead a discussion:
 - a. What did your week look like?
 - b. Do you take more steps on a weekday or weekend? Discuss reasons why their step counts varied.
5. The overall goal here is for participants to realize that the amount of physical activity they get per day can be directly affected by their daily schedules (e.g., by work, childcare, or commuting). People usually think that they walk more than they really do. Your goal in leading this activity is to give participants a reality check about the distance they walk each day.

Source: Adapted from Physical Activity Epidemiology— Andrea Kriska, PhD, University of Pittsburgh. Supported in part by ONRC/EXPORT.

Activity 19: Measure a Mile - Group/Buddy/Individual Activity

Goal

Participants will use a fitness tracker to calculate how many steps it took to walk a mile.

Things You Need

- Fitness tracker for each participant

Steps

1. Ask each participant to choose a “buddy.” People can also choose to do this activity with more than one person or alone.
2. Have the buddy teams go to an area track or another flat path that is a known distance and walk a mile while wearing a fitness tracker. (Hint: Many high schools have $\frac{1}{4}$ -mile tracks that are open to the public when not in use by students.)
3. The buddy teams should check to see if their fitness tracker calculates how many steps it takes to walk a mile. With this kind of tracker, the buddy teams can see how many steps it took to walk 1 mile. If 1 mile is too much, they can walk $\frac{1}{4}$ or $\frac{1}{2}$ mile. It is OK to take a break while doing this. This is not a race.
4. At the next session, ask each buddy team how many steps they logged on their walk. Have the group talk about the number of steps each one took to walk 1 mile. Then you can tell the group that it usually takes about 2,000 steps to walk a mile. Have the buddies compare their number to the average.

Source: Adapted from Physical Activity Epidemiology— Andrea Kriska, PhD, University of Pittsburgh. Supported in part by ONRC/EXPORT.

Activity 20: The Lifestyle Activity 2-Day Challenge Activity

Goal

Participants will use a fitness tracker to record the steps they take on a normal day compared to a more physically active day.

Background

Once participants know how to use a fitness tracker, they can participate in more advanced challenges to help them take more steps every day. Monitoring activity plays an important role in helping people increase physical activity and lose weight.

Things You Need

- Fitness tracker for each participant
- *Activity Log* on page 50 in the Appendix

Steps

1. Ask each participant to pick 2 days when their activities will be similar. For instance, they could pick 2 weekdays.
2. Participants should wear a fitness tracker and record the number of steps taken on each day.
3. Tell participants that they can use the *Activity Log* to log their steps.
4. On the first day, participants should go about their day normally.
5. For the second day, ask participants to be more physically active, for example, to walk a short distance that they might have driven otherwise. Suggest that they increase their activity in general in many small ways to avoid overexertion.
6. At the next session, use the following questions to lead a discussion about the participants' results following the activity:
 - a. How much did your steps increase on day 2 compared to day 1?
 - b. Are you satisfied with the number of steps that you completed on day 2?
 - c. If you feel that you can do more and increase your steps, are you willing to track another 2 days to obtain that goal?
 - d. What is one additional activity you could add to your week to increase your steps?

Source: Adapted from Physical Activity Epidemiology— Andrea Kriska, PhD, University of Pittsburgh. Supported in part by ONRC/EXPORT.

Activity 21: Individual 7-Day Challenge Activity

Goal

Participants will use a fitness tracker for 7 days to increase their steps each day.

Things You Need

- Fitness tracker for each participant
- *Activity Log* on page 50 in the Appendix

Steps

1. Tell participants that they will be participating in a 7-day challenge in which they will increase their steps each day.
2. Ask participants to record the number of steps taken on Day 1.
3. Tell participants that they can use the *Activity Log* to log their steps.
4. Then they should add 250–500 steps each day for the next 6 days—the same number of extra steps each day.
5. At the follow-up session, ask what things participants did to take more steps. Ask them to share their ideas and discuss any problems they had near the end of the week.

Source: *Adapted from Physical Activity Epidemiology*, Andrea Kriska, PhD, University of Pittsburgh. Supported in part by ONRC/EXPORT.

Activity 22: Overcoming Challenges to Physical Activity

Goal

Participants will take the *Barriers to Being Active Quiz* to identify the types of challenges that keep them from making regular physical activity an important part of their lives.

Background

This activity introduces discussion for overcoming challenges for physical activity.

Things You Need

- *Barriers to Being Active Quiz* on page 53 in the Appendix
- *Suggestions for Overcoming Physical Activity Challenges* on page 56 in the Appendix

Steps

1. Distribute the *Barriers to Being Active Quiz*.
2. Review the quiz directions and how to score the results.
3. Give participants time to take and score the quiz.
4. Once participants have taken the quiz and scored all seven parts, they will understand which challenges affect them the most.
5. Tell participants that understanding common challenges to physical activity and creating strategies to overcome them may help them to make physical activity part of their daily life.
6. Distribute the *Suggestions for Overcoming Physical Activity Challenges* to discuss the suggestions for overcoming these challenges.
7. Tell participants that, too often, people get distracted from the road to health because of challenges such as a demanding job or the thought of having to give up a favorite dessert. Help them identify ways to make these challenges less overwhelming by focusing on small changes one day at a time.
8. Ask if each person could make one change based on these tips.

Appendix

Copy these pages to use as handouts.

Are You Ready to Get Active?

Check off any statement that is true for you. If you check off one or more items, make sure to see your health care provider BEFORE you get active.

- I am over 50, and I haven't been active in a long time. I am planning to be very active.
- I am pregnant. My health care provider hasn't given me the OK to get active.
- I get very out of breath when I am even slightly active.
- I have a heart problem. My health care provider wants to keep an eye on my activity.
- I have bone or joint problems that make it hard for me to do things like fast walking.
- I have chest pain that started within the last month.
- I tend to pass out or fall down when I get dizzy.
- During or right after a workout, I often have pain or pressure in my neck, left shoulder, or arm.
- My health care provider wants me to take medicine for high blood pressure or a heart problem.
- I have a health problem or other issue not listed here that might need attention if I get active.

Source: American Heart Association.

Be Active, Be Safe

Follow these tips to work out safely.

- Physical activity at a medium or moderate pace is safe for most people. However, if you have a chronic health condition or have been inactive, have a disability, or are overweight, discuss physical activity with your doctor before beginning.
- Dress for the activity. Wear the right shoes and clothes. Use safety gear as needed.
- Drink water before, during, and after your workout, even if you don't feel thirsty.
- Listen to your body. Slow down or stop if you feel very tired, sick, or faint or if your joints hurt.
- Learn how to exercise appropriately considering your age, fitness level, skill level, and health status.
- Start small and find a balance that works for you. Spread your activity out during the week so you don't have to do it all at once. Or break it up into small chunks of time during the day.
- Warm up before you work out. Cool down after you work out. Take 5 to 10 minutes for each.
- Choose activities involving minimum risk.
- Work with the weather. Work out indoors if it's too hot or too cold. If you get too hot, you may get a headache or a fast heartbeat. You may feel dizzy, sick to your stomach, or faint.
- Use good form when strength training.
- If you have to take a break from your physical activity routine due to an illness, start back slowly and work back up to your usual level of activity.
- If you get hurt, you may need to take a break from being active.

Sources:

U.S. Department of Health and Human Services, "Physical Activity Guidelines for Americans, 2nd edition" (https://odphp.health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf)

CDC, "Physical Activity Basics and Your Health" (www.cdc.gov/physicalactivity/basics/index.htm)

Plate Method

The Diabetes Plate Method is a visual way to create a healthy meal. Using this method, you can serve up meals with a healthy balance of vegetables, protein, and carbohydrates—without any counting, calculating, weighing, or measuring.

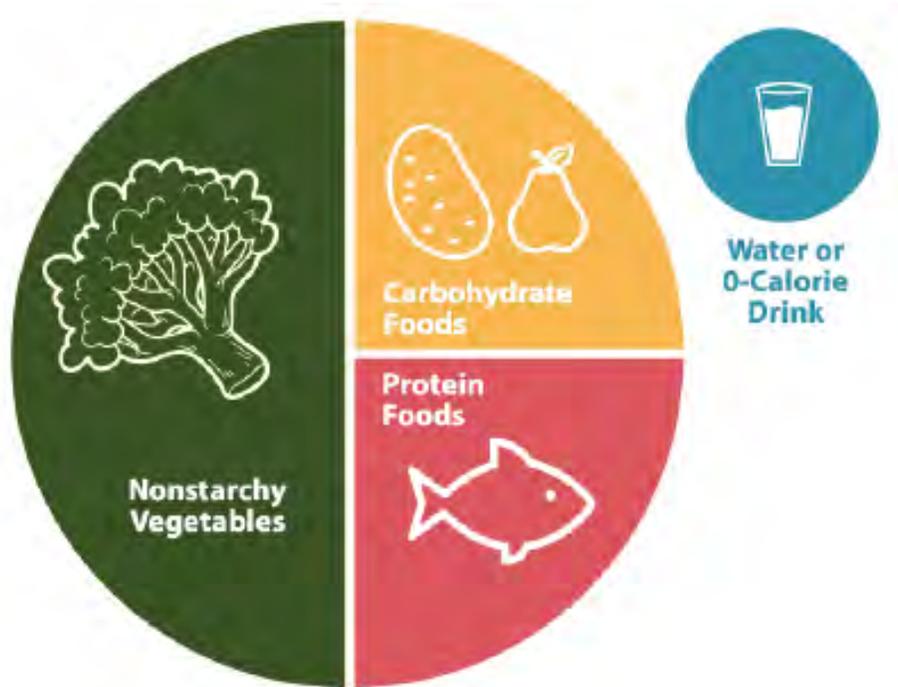


Plate Method by the American Diabetes Association

Here's a starting point:

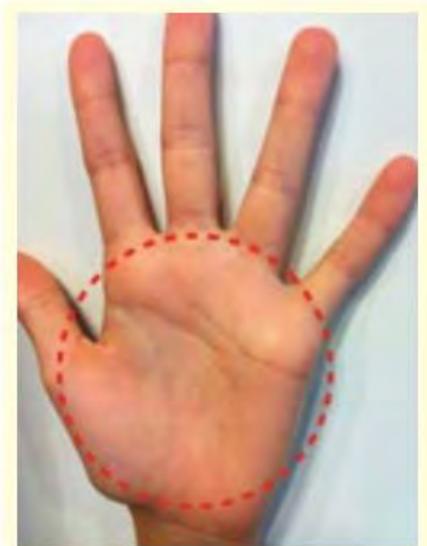
- Aim to make half of your plate non-starchy veggies (such as broccoli, lettuce, peppers). Non-starchy veggies typically have fewer carbohydrates and calories than starchy veggies (such as corn, potatoes, sweet potatoes, peas).
- Keep your grains and starchy foods (such as potatoes, oatmeal) in one quarter of the plate.
- Protein foods (such as chicken, lean meat, fish) can go in the other quarter.

All of your eating might not be from a plate! Think about how other foods fit into your day.

- A small amount of dairy (1 cup of skim milk)
 - Remember: Dairy provides protein, calcium, and carbohydrates (milk, yogurt).
- A small amount of fruit (one apple, half a banana, half cup of berries)
 - Remember: Fruit provides carbohydrates.
- A drink that has low or no calories (water, sparkling water, coffee without sugar)

How To Measure Your Food

Hands and Serving Size



About 3 ounces



About 1 tablespoon



About 1 teaspoon



About 1 cup



1 serving of fruit



About 1/4 cup

Meals and Snacks Sample Menu

Day	Breakfast	Lunch	Snack	Dinner
Monday	<ul style="list-style-type: none"> · Oatmeal · Frozen blueberries · Coffee with skim milk 	<ul style="list-style-type: none"> · Chicken breast · Spinach and tomato salad · Tea with lemon 	<ul style="list-style-type: none"> · ½ apple 	<ul style="list-style-type: none"> · Black bean burrito with tomato, low-fat cheddar cheese, and salsa · Sparkling water with orange slice
Tuesday	<ul style="list-style-type: none"> · Nonfat plain yogurt · ½ apple · Coffee with skim milk 	<ul style="list-style-type: none"> · Turkey sandwich with lettuce and tomato · Pickle · Tea with lemon 	<ul style="list-style-type: none"> · Orange 	<ul style="list-style-type: none"> · Bell peppers stuffed with lean beef and brown rice · Salad with spinach greens, tomato, and cucumber with 2 Tbsp Italian salad dressing · Sparkling water with lemon
Wednesday	<ul style="list-style-type: none"> · 2 scrambled eggs with veggies · 2 slices of whole wheat toast · Coffee with skim milk 	<ul style="list-style-type: none"> · Chicken salad · Pita chips · Tea with lemon 	<ul style="list-style-type: none"> · Peppers with nonfat yogurt dip 	<ul style="list-style-type: none"> · Stir-fry with chili-lime roasted chickpeas and frozen vegetables · Sparkling water with lemon
Thursday	<ul style="list-style-type: none"> · Oatmeal · Frozen mixed berries · Coffee with skim milk 	<ul style="list-style-type: none"> · Chicken salad with 2 slices of whole wheat bread · Tea with lemon 	<ul style="list-style-type: none"> · Air-popped popcorn 	<ul style="list-style-type: none"> · Baked pork loin · Steamed frozen broccoli · Spaghetti squash · Sparkling water with lemon
Friday	<ul style="list-style-type: none"> · Whole wheat bread with peanut butter · Coffee with skim milk 	<ul style="list-style-type: none"> · Chicken breast · Spinach and tomato salad · Tea with lemon 	<ul style="list-style-type: none"> · Baked tortilla chips and salsa 	<ul style="list-style-type: none"> · Garden salad with chicken · Baked potato · Fruit · Skim milk
Saturday	<ul style="list-style-type: none"> · Scrambled egg substitute with veggies · Coffee with skim milk 	<ul style="list-style-type: none"> · Turkey wrap with lettuce and tomato · Tea with lemon 	<ul style="list-style-type: none"> · Low-fat chocolate pudding 	<ul style="list-style-type: none"> · Grilled turkey burger · Whole wheat roll · Salad · Sparkling water with lemon
Sunday	<ul style="list-style-type: none"> · Nonfat plain yogurt · Strawberries · Coffee with skim milk 	<ul style="list-style-type: none"> · Can of chunky vegetable soup · Pita chips · Tea with lemon 	<ul style="list-style-type: none"> · Handful of mixed, unsalted nuts 	<ul style="list-style-type: none"> · Chili from freezer (prepared previously) with beans, corn, salsa, low-fat cheddar cheese, and tomato · Skim milk

My Meals and Snacks

Plan your own options for breakfast, snacks, lunches, and dinners. You can plan for a few days, a week or a month – whatever works for how you shop. You can use the *Meals and Snacks Sample Menu* for ideas.

Day	Breakfast	Lunch	Snack	Dinner
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Shopping List

Non-Starchy Veggies

-
-
-
-
-



Protein Foods

-
-
-
-
-



Grains and Starchy Foods

-
-
-
-
-



Other Items

-
-
-
-
-



Dairy

-
-
-
-
-



Fruits

-
-
-
-
-



Drinks

-
-
-
-
-



Weekly Food Log

Week of: _____

Try to use this log each day to track when, what, and how much you eat and drink. Track your water intake by circling a water bottle every time you finish one. You may also track how many calories you take in. Write down a daily reflection of your wins for the day and how you feel.

Monday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Tuesday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Wednesday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Thursday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Friday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Saturday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Sunday

Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks 				
Daily Reflection				

Food Tracking Activity Log

Instead of tracking all your food each day, start by tracking a shorter period of time or something specific, like snacks or fruits and vegetables for the week. Use the questions below to help you decide what to track and how often. It also helps to have a goal for tracking.

What is Your Tracking Goal?

What food or meals do I want to track? (snacks, drinks, desserts, fruits, vegetables, etc.)

-
-
-

How often do I want to track this food or meal? (one day, weekly, the next four Saturdays, etc.)

-

How will this food tracking help me? How will it help me change or see my good habits?

-
-
-

Day	Time	Item	Amount (piece, volume, weight)	Calories (optional)

Sneak In Nutrition: Lasagna Makeover

Original Lasagna Recipe

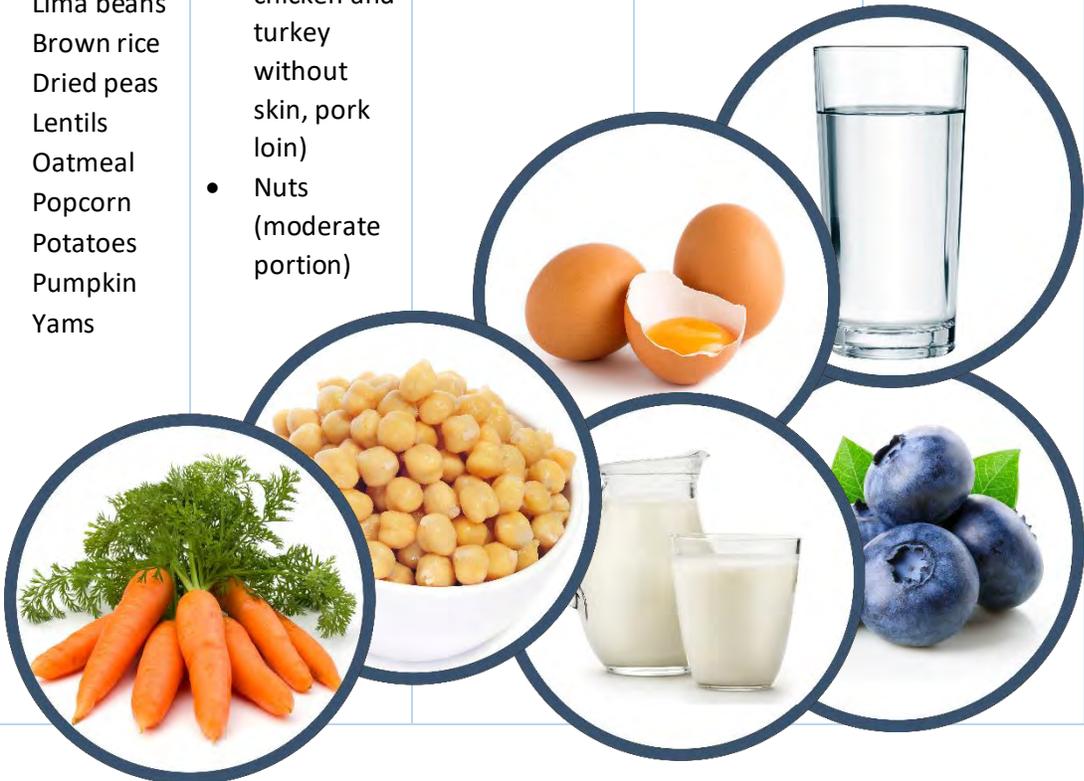
- 12 lasagna noodles
- 1 pound ground beef
- 2 cloves garlic, chopped
- ½ teaspoon garlic powder
- 1 teaspoon dried oregano, or to taste
- salt and ground black pepper to taste
- 2 (16 ounce) packages ricotta cheese
- 2 eggs
- 1 ½ (25 ounce) jars tomato pasta sauce
- 2 cups shredded mozzarella cheese



Write your ingredient ideas here:

Foods to Choose

Non-Starchy Veggies	Grains and Starchy Foods	Protein Foods	Dairy Foods	Fruit	Drinks
<ul style="list-style-type: none"> • Asparagus • Broccoli • Cabbages like green cabbage or bok choy • Carrots • Celery • Cucumbers • Leafy greens like collard greens, kale, and mustard greens • Lettuces • Mushrooms • Okra • Onions • Peppers • Tomatoes • Radishes, including daikon • Squash like bitter melon, spaghetti squash, and zucchini • Water chestnuts 	<ul style="list-style-type: none"> • 100% corn tortillas • 100% whole grain cereal • 100% whole wheat bread • Black beans • Black-eyed peas • Pinto beans • Kidney beans • Garbanzo beans • Lima beans • Brown rice • Dried peas • Lentils • Oatmeal • Popcorn • Potatoes • Pumpkin • Yams 	<ul style="list-style-type: none"> • Eggs • Fish and seafood such as salmon, cod, mackerel, sardines, tuna, shrimp, and so on • Lean meat (lean ground beef, chicken and turkey without skin, pork loin) • Nuts (moderate portion) 	<ul style="list-style-type: none"> • Cheese (moderate portion) • Milk • Yogurt • Milk substitutes such as soy, almond, rice, oat, and so on 	<ul style="list-style-type: none"> • Apples • Bananas • Pears • Peaches • Apricots • Oranges • Grapefruit • Blueberries • Strawberries • Cherries • Grapes • Mangoes • Papayas • Plantains 	<ul style="list-style-type: none"> • Coffee without sugar • Sparkling water • Tea without sugar • Water



Food Comparison Sheet

Complete the chart for each of the lunches you are comparing. Use the categories in the left column to fill in nutrition information for each lunch.

Comparison Category	Lunch Option A	Lunch Option B	Lunch Option C
Calories per serving			
Calories from fat			
Total fat			
Cholesterol			
Sodium			
Total carbohydrates			
Dietary fiber			
Sugars			
Protein			

Supper Club Recipes

Grilled Chicken with Green Chile Sauce

Marinate meats to make them tender without adding a lot of fat.

- 4 chicken breasts, skinless and boneless
- ¼ cup olive oil
- ¼ tsp oregano
- ½ tsp black pepper
- ¼ cup water
- 10 to 12 tomatillos, husks removed and cut in half
- ½ medium onion
- 2 cloves garlic, quartered
- finely chopped 2 serrano or jalapeño peppers
- 2 Tbsp cilantro, chopped
- ¼ tsp salt
- ¼ cup low-fat sour cream
- juice of 2 limes

1. Combine the oil, juice from one lime, oregano, and black pepper in a shallow glass baking dish. Stir. Place chicken breasts in the baking dish and turn to coat each side. Cover the dish and refrigerate overnight. Turn the chicken periodically to marinate chicken on both sides.
2. Put water, tomatillos, and onion into a saucepan. Bring to a gentle boil and cook, uncovered, for 10 minutes or until the tomatillos are tender. In a blender, place the cooked onion, tomatillos, and any remaining water. Add the garlic, peppers, cilantro, salt, and the remaining lime juice. Blend until all ingredients are smooth. Place the sauce into a bowl and refrigerate.
3. Place the chicken breasts on a hot grill and cook until done. Place the chicken on a serving platter.
4. Spoon a tablespoon of sour cream over each chicken breast. Pour the sauce over the sour cream.

Try these healthy tips!

- Serve it with a green salad or vegetable
- Try Greek yogurt instead of sour cream
- Use reduced fat or light sour cream
- Serve with plantains
- Serve with black beans
- Serve with corn tortillas instead of flour or bread

Yield: 4 servings. Serving size: 1 breast. Each serving provides: Calories: 210, Total fat: 5 g, Saturated fat: 1 g, Cholesterol: 73 mg, Sodium: 91 mg, Calcium: 53 mg, Iron: 2 mg, Fiber: 3 g, Protein: 29 g, Carbohydrate: 14 g, Potassium: 780 mg.

Classic Macaroni and Cheese

- 2 cups whole wheat macaroni pasta
- ½ cup onions, chopped
- ½ cup fat-free evaporated milk
- 1 medium egg, beaten
- ¼ tsp black pepper
- 1¼ cups (4 oz) low-fat sharp cheddar cheese, finely shredded
- non-stick cooking oil spray

Try these healthy tips!

- Add broccoli
- Serve with a green salad

1. Cook macaroni according to directions. (Do not add salt to the cooking water.) Drain and set aside.
2. Spray a casserole dish with non-stick cooking oil spray. Preheat oven to 350° F.
3. Lightly spray saucepan with non-stick cooking oil spray.
4. Add onions to saucepan and sauté for about 3 minutes.
5. In another bowl, combine macaroni, onions, and the remaining ingredients and mix thoroughly.
6. Transfer mixture into casserole dish.
7. Bake for 25 minutes or until bubbly. Let stand for 10 minutes before serving.

Yield: 8 servings. Serving size: ½ cup. Each serving provides: Calories: 200, Total fat: 4 g, Saturated fat: 2 g, Cholesterol: 34 mg, Sodium: 120 mg, Fiber: 1 g, Protein: 11 g, Carbohydrate: 29 g, Potassium: 119 mg.

Activity Log

Use this log to track your minutes of physical activity each day. If you'd like, you can also track more details about your activity, such as what activity you did, how far you went, how fast you went, how heavy your weights were, how many steps you took, and how many calories you burned.

Date	Minutes	Activity	Pace
Monday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Tuesday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Wednesday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Thursday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Friday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Saturday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Sunday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Total Minutes		Weekly Reflection: Write about your wins and challenges for this week.	

Physical Activity Commitment

Making the decision to do more physical activity is a big step. Use this physical activity commitment to help you stay on track with your goals.

I, _____, will be active ___ days a week for at least ___ minutes.

The activity or activities I will do is (are):

Signed: _____

Witness: _____

Date: _____

Restaurant Tips

Plan Ahead

- Review the whole menu in advance to avoid surprises. You can find menus online or at the restaurant. You can ask to view a menu before sitting down or to take one home with you to review for next time.
- If listed, compare calories of menu items to help guide your decisions. Plan what you will eat ahead of time and stick with it.
- If you plan to have dessert, select a main course that is smaller or lower in calories.
- Plan for more physical activity before and/or after a special dinner out.



Make Healthy Choices Anywhere You Go

Look for these words on menus:

- Baked / Broiled/ Grilled / Steamed
- Light / Healthy/ Lighter choice
- Diet / Healthy choice
- Low-fat or fat-free
- Whole grain or whole wheat
- Vegetable oil

Be aware of:

- Words such as “cream sauce” or “sautéed in butter sauce,” which indicate that these foods are higher in saturated fat.
- Appetizers! These are rarely the healthier option and most often are higher in calories, fat, and sodium than entrées. Many restaurants do, however, have “lighter fare” options that can be a good start.

Think about the following:

- What cues and rewards will help you with these new healthy routines?
- What are some opportunities to practice and repeat these routines?

Barriers to Being Active Quiz

What keeps you from being more active?

Directions: Listed below are reasons that people give to describe why they do not get as much physical activity as they think they should. Read each statement aloud and indicate how likely you are to say each of these statements:

	How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1	My day is so busy now that I don't think I can make the time to include physical activity in my regular schedule.	3	2	1	0
2	None of my family members or friends like to do anything active, so I don't get a chance to exercise.	3	2	1	0
3	I'm just too tired after work to get any exercise.	3	2	1	0
4	I've been thinking about getting more exercise, but I just can't seem to get started.	3	2	1	0
5	I'm getting older so exercise can be risky.	3	2	1	0
6	I don't get enough exercise because I have never learned the skills for any sport.	3	2	1	0
7	I don't have access to jogging trails, swimming pools, bike paths, etc.	3	2	1	0
8	Physical activity takes too much time away from other commitments—time, work, family, etc.	3	2	1	0
9	I'm embarrassed about how I will look when I exercise with others.	3	2	1	0
10	I don't get enough sleep as it is. I just couldn't get up early or stay up late to get some exercise.	3	2	1	0
11	It's easier for me to find excuses not to exercise than to go out to do something.	3	2	1	0
12	I know of too many people who have hurt themselves by overdoing it with exercise.	3	2	1	0

	How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
13	I really can't see learning a new sport at my age.	3	2	1	0
14	It's just too expensive. You have to take a class or join a club or buy the right equipment.	3	2	1	0
15	My free time during the day is too short to include exercise.	3	2	1	0
16	My usual social activities with family or friends do not include physical activity.	3	2	1	0
17	I'm too tired during the week and I need the weekend to catch up on my rest.	3	2	1	0
18	I want to get more exercise, but I just can't seem to make myself stick to anything.	3	2	1	0
19	I'm afraid I might injure myself or have a heart attack.	3	2	1	0
20	I'm not good enough at any physical activity to make it fun.	3	2	1	0
21	If we had exercise facilities and showers at work, then I would be more likely to exercise.	3	2	1	0

Follow these instructions to score yourself:

1. Enter the scores you circled in the spaces provided below. Put the score for statement #1 on row 1, statement #2 on row 2, and so on. The set of scores for statements 1, 8, and 15 will be on the same row.
2. Add the three scores on each line to get the total for each set.
3. Your barriers to physical activity fall into one or more of seven categories:
 - Lack of time
 - Social influences
 - Lack of energy
 - Lack of willpower
 - Fear of injury
 - Lack of skill
 - Lack of resources.
4. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

Statement numbers	Scores for Each Set			Total for each set	Barrier category
1, 8, 15					Lack of time
2, 9, 16					Social influence
3, 10, 17					Lack of energy
4, 11, 18					Lack of willpower
5, 12, 19					Fear of injury
6, 13, 20					Lack of skill
7, 14, 21					Lack of resources

Suggestions for Overcoming Physical Activity Challenges

Challenge: Lack of Time

- Find time slots. Pay attention to your daily activities for 1 week. When can you find time to be active at least 30 minutes a day, 5 days a week?
- Add physical activity to your daily routine. For example, walk or ride your bike to work or shopping, organize school activities around physical activity (e.g., scheduling a walk for your child's class), walk the dog, exercise while you watch TV, or park farther away from your destination.
- Make time for physical activity. For example, walk or jog during your lunch hour, or take fitness breaks instead of coffee breaks.

Challenge: Social Influence

- Explain your interest in physical activity to friends and family. Ask them to support your efforts.
- Invite friends and family members to exercise with you. Plan social activities involving exercise.
- Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.

Challenge: Lack of Energy

- Schedule physical activity for times in the day or week when you feel most energetic.
- Remind yourself that if you give it a chance, physical activity will increase your energy level; then, try it.

Challenge: Lack of Motivation

- Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar.
- Invite a friend to exercise with you regularly and write it on both your calendars.
- Join an exercise group or class.

Challenge: Fear of Injury

- Learn how to warm up and cool down to prevent injury.
- Learn how to exercise at the right level for your age, fitness level, skill level, and health status.
- Choose activities that are not risky.

Challenge: Lack of Skill

- Choose activities that do not require new skills, such as walking, climbing stairs, or jogging.
- Exercise with friends who are at the same skill level as you are.
- Find a friend who is willing to teach you some new skills.
- Take a class to develop new skills.

Challenge: Lack of Resources

- Choose activities that don't require much in the way of facilities or equipment, such as walking, jogging, or jumping rope.
- Identify inexpensive, convenient resources available in your community (e.g., community education programs, park and recreation programs, or worksite programs).

Challenge: Weather Conditions

- Develop a set of regular activities that you can do even in bad weather (e.g., indoor cycling, aerobic dance, indoor swimming, calisthenics, stair climbing, rope skipping, mall walking, dancing, gym games).
- Look at outdoor activities that depend on weather conditions (e.g., cross-country skiing, outdoor swimming, outdoor tennis) as “bonuses”—extra activities when weather and circumstances permit.

Challenge: Travel

- Put a jump rope in your suitcase and jump rope.
- Walk the halls and climb the stairs in hotels.
- Stay in hotels with swimming pools or physical activity facilities.
- Join the YMCA, YWCA, or a national fitness chain that allows members to use the facilities in other cities.
- Visit the local shopping mall and walk for half an hour or longer.
- Bring an MP3 player or cell phone with your favorite aerobic or physical activity music.

Challenge: Family Obligations

- Trade babysitting time with a friend, neighbor, or family member who also has small children.
- Do physical activities with the kids—go for a walk together, play tag or other running games, or get an aerobic dance or exercise video for kids (there are several available online for free) and exercise together. You can spend time together and still get your physical activity.

- ❑ Jump rope, ride a stationary bicycle, or other stationary or indoor aerobic activity while the kids are playing or sleeping.
- ❑ Try to do physical activity when the kids are not around (e.g., during school hours or their nap time).
- ❑ Encourage physical activity facilities to provide childcare services.

Motivational Quotations and *Dichos* (proverbs or sayings)

Quotations to help you motivate your participants can be found in abundance in library resources, in books and magazines, in bookstores, and online. The following are samples of some quotations and sayings that can motivate you and your participants. You can use them at the beginning of your meeting as you work together toward the road to health.

Inspiration and Motivation

Just don't give up trying to do what you really want to do. Where there is love and inspiration, I don't think you can go wrong. —Ella Fitzgerald

I used to want the words "She tried" on my tombstone. Now I want "She did it."—Katherine Dunham

Salud y alegría belleza cría. —dicho español

Train your head and hands to do, your head and heart to dare. —Joseph Seamon Cotter, Jr.

You never find yourself until you face the truth. —Pearl Bailey

Am I the best in the world? No. The question is: Am I the best I can be? —Edward James Olmos

Del dicho al hecho hay mucho trecho. —dicho chileno

The greatest wealth is health. —Virgil

I can accept failure. Everyone fails at something. But I can't accept not trying. —Michael Jordan

In order to change we must be sick and tired of being sick and tired. —Author Unknown

Defining myself, as opposed to being defined by others, is one of the most difficult challenges I face.

—Carol Moseley-Braun

A la tercera va la vencida. —dicho

If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need, even if it is not all you want. —Elbert Hubbard

Life is not merely to be alive, but to be well. —Marcus Valerius

Persevera y triunfarás. —dicho

The battles that count aren't the ones for gold medals. The struggles within yourself—the invisible, inevitable battles inside all of us—that's where it's at. —Jesse Owens

La salud es la mayor riqueza. —dicho

Our bodies are our gardens to which our wills are gardeners. —William Shakespeare

A man too busy to take care of his health is like a mechanic too busy to take care of his tools. —Spanish Proverb

Más vale prevenir que lamentar. —dicho español

Physical Activity

Movement is a medicine for creating change in a person's physical, emotional, and mental states.

—Carol Welch

I have to exercise in the morning before my brain figures out what I'm doing. —Marsha Doble

A man's health can be judged by which he takes two at a time—pills or stairs. —Joan Welsh

Those who think they have not time for bodily exercise will sooner or later have to find time for illness. —Edward Stanley

Discutir con la tentación es ya camino para ser vencido por ella. —Miguel de Unamuno

Healthy Eating

You are what you eat. —American proverb

Para alargar tu vida disminuye tu comida. —dicho

He who takes medicine and neglects to diet wastes the skill of his doctors. —Chinese Proverb

After dinner, rest a while, after supper, walk a mile. —Arabic Proverb

One should eat to live, not live to eat. —Moliere

Todo aquel que trepa un árbol tiene derecho a su fruto. El que algo quiere, algo le cuesta. —dicho

When diet is wrong, medicine is of no use. When diet is correct, medicine is of no need.—Ancient Ayurvedic Proverb

An apple a day keeps the doctor away. —Roman proverb



<https://www.cdc.gov/diabetes/php/toolkits/road-to-health.html>

For more information call 1-800-CDC-INFO (800-232-4636) TTY 1-(888) 232-6348 or visit www.cdc.gov/info. To order resources, visit www.cdc.gov/diabetes/