

Partnerships in Wellness



rtc on community living

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Help us improve the Partnerships in Wellness program!

Please visit z.umn.edu/PIW to complete a seven
question form about your experience using PIW.
Your feedback will help us improve PIW.

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Welcome to Partnerships in Wellness

Welcome to Partnerships in Wellness! This is a research-based curriculum designed for persons with intellectual and developmental disabilities (I/DD) by the Research and Training Center on Community Living at the University of Minnesota. Partnerships in Wellness was designed to be holistic, with the belief that small changes done consistently can improve health for everyone.

Partnerships in Wellness takes a unique approach to teaching persons with I/DD about healthy living: Persons with disabilities learn alongside a partner who does not have I/DD. The curriculum is structured in a way that both partners learn new information, skills, and habits as it relates to their health and well-being. With some adaptations, this curriculum can be used for groups without having partners or with groups in which both partners have a disability. For these groups, facilitators may want to consider extending the time of the class to work on some of the at-home activities as a group.

How the curriculum is structured

Partnerships in Wellness is designed as an eight-week course comprised of 1½ to 2-hour sessions held once per week. Additionally, participants work on activities and goals with their partners outside of the session time at home and in their community. The curriculum is structured for two facilitators to lead sessions of 12–16 participants (six to eight partner pairs).

During the sessions, participants will be introduced to new health concepts, discuss what they are learning, and complete many activities. The curriculum is designed in a way that keeps participants engaged and has participants contribute their own knowledge about health and wellness.

Considerations before you begin

Budget — In order to facilitate Partnerships in Wellness, some items are needed for various activities and participant materials. A list of

materials is provided in this introduction, as well as for each lesson. Many of these materials you may already have on hand. To enhance the participant experience, you may want to provide things like step trackers, fitness equipment, and healthy cooking classes.

Space — Partnerships in Wellness requires a good amount of space for the sessions. Facilitators will need an area for participants to gather and learn new concepts, as well as multiple areas for activities. You may want to look into a local community center with classrooms and/or a gym, a local school, or other community organization that can accommodate the space needs. Additionally, some lessons have alternate location suggestions based on the lesson topic.

Interest & time — Facilitators and participants must have an interest in health and wellness, as well as the time to dedicate to the curriculum. Eight weeks can seem a long time to work on healthy lifestyle changes; however, the longer we work on something, the more it becomes a habit. Ensure that you, your fellow facilitator, and the participants are in it for the long haul!

Recruitment

Partners with disabilities — This curriculum is designed for participants with I/DD with a range of abilities. It was designed to be accessible for people with minimal reading skills.

Partners without disabilities — As previously mentioned, Partnerships in Wellness is unique because it is intended for persons with disabilities to learn alongside a partner without a disability. The partner without a disability should be an active learner and participant, as well, and some materials have been enhanced for the partner without a disability for this purpose. However, the partner without a disability is expected to participate in the activities during the session, at home, and to examine their own health and wellness habits and goals.

The partner with a disability and their partner without a disability are there to support, teach, and learn from one another. Although the partner without a disability is there to support the person with a disability, that is not the sole role of the partner without a disability.

The partner without a disability does not need to be an individual in a formal support role for the person with a disability; in fact, in some cases, it may be beneficial if they are not. The partner without a disability can be a family member, friend, or community member whom the individual with a disability knows. What is important is that they are interested in health and wellness and view their participation as a chance to learn more about healthy living.

This curriculum has successfully been implemented with groups in which both partners have disabilities or in groups without direct one-to-one partnerships. In these instances, having an extra facilitator or volunteer to assist during activities can be helpful. Because the at-home activities can be more difficult for individuals without a partner, facilitators may want to consider doing those activities as part of class.

Facilitators — As stated above, two facilitators should lead the curriculum. Facilitators will act as partners throughout Partnerships in Wellness, completing the activities along with participants. Facilitators should have a general interest in health and wellness and familiarity in working with people with I/DD.

Adding a facilitator who is a self-advocate is a great way for facilitators to set the example of a partnership. If you do include a facilitator who is a self-advocate, we suggest having three total facilitators, one of whom is a self-advocate. Often throughout the sessions, participants are split into groups or need extensive support to set goals, etc., so having two facilitators who are able to facilitate all materials is ideal.

Each lesson suggests parts of the session for facilitators who are self-advocates to lead. The extent of what a self-advocate can facilitate is based on the individual, however a facilitator who is a self-advocate can share their own health and wellness journey and goals, lead physical

activities, and assist with set up. Most importantly, a facilitator who is a self-advocate can set an example for the participants with disabilities.

How to use this facilitator guide

The facilitator guide is divided into eight sessions. Each session includes —

- Lesson outline
- Description
- Learning objectives
- Lesson notes and preparation
 - » Room set-up
 - » Materials needed
 - » Preparation
 - » Suggestions for facilitators who are self advocates
- Each lesson includes the following icons —



Facilitator instructions



What to tell participants



Items needed for this lesson



Review questions

Information sheets — Each lesson has an information sheet. These sheets provide additional information for the partners without disabilities or others providing support to the individual with I/DD. Depending on the reading level of the participants with I/DD, they may be challenging and partners or other support staff may need to assist participants with reading through them.

Supporting materials — Many of the lessons have supporting materials to be used for the activities. These can be found in the appendices. Each lesson will indicate how many of each need to be printed.

Facilitators may want to take the lead on different parts of the lesson and the other facilitator takes a supporting role. Each lesson includes facilitator notes with preparation needed, materials list,

suggestions for facilitators who are self-advocates, and other pertinent information.

Although accessibility was kept in mind with the development of this curriculum, you may need to adapt activities and concepts for various physical and cognitive needs based on your participants. Additionally, you may need to have a few extra activities on hand in case you move through activities faster than the suggested time. Each lesson has a fact sheet with resources for more information about that lesson's topic.

If space, budget, and time allow, you may want to enhance the curriculum with other activities. For example, adding on an exercise class at a local gym, having a yoga instructor come to one of the sessions, or taking a healthy cooking class at a local natural foods store. Be creative with ways to enhance the curriculum!

Partnerships in Wellness Journal

Participants should be provided with their own copy of the Partnerships in Wellness journal. Print out the journal and place in a three-ring binder for each participant, using dividers to separate the weeks.

Participants need to bring the journal home with them each week in order to do various activities, however they do need to bring it back to each session. Have extra copies of the journal on hand in case participants forget to bring theirs back to the session.

Materials

Materials that will be needed for each lesson —

- Internet connection
- Computer, projector, and space to project
- Nametags
- Signs for your space: Suggestions include signs for outside entrance, room entrance, and bathrooms
- Pens
- Markers: Markers with thick enough tips and in colors dark enough to see from across the room
- Large writing space, such as a blackboard, whiteboard, butcher paper taped on wall, or large flip chart
- Partnerships in Wellness —
 - » Journals
 - » Partner information sheet for the lesson
 - » Facilitator manual
 - » Supporting materials for the lesson
 - » PowerPoint
- Healthy snacks and other refreshments
- Each lesson has an additional list of materials for that particular lesson outlined in "Lesson Preparation."

Each lesson incorporates a snack — it's up to the facilitators if/when this is appropriate. If you do provide a snack, you are encouraged to expose participants to new foods and drinks. For example, serve water flavored with lemons, cucumbers, or strawberries, or serve a salad made with whole grains. Be sure to introduce the snack to familiarize participants with the ingredients, and ask them what they think! If time and space allow, incorporate a healthy meal that everyone cooks together can build cooking skills and give participants hands on practice implementing the material. Another option is invite partner groups to plan and prepare a snack for each group meeting, if resources allow. This can help to spread ideas and share food to create a social atmosphere for the sessions.

Arrival time

Suggestions are made for each lesson's "arrival" time — the time participants arrive and get settled. You may want to play different physical activity or nutrition/cooking videos as people arrive (YouTube is a great resource), have different exercise equipment laid out, like hand weights, tubes, yoga balls that a facilitator could spot people using.

Arrival time is also an opportunity for participants to catch up on materials/lessons they missed and for facilitators to check in individually with participants to see how they are doing.



Themes of the curriculum:

- Self-determination in one's own lifestyle choices
- Person-centered engagement
- Advocate for oneself and asking for help
- Build upon previously learned concepts

Themes of activities:

- Laugh and have fun
- Engage various senses (tactile, visual and movement activities)
- Grow and learn from trying new things

Lesson 1: Introduction to Partnerships in Wellness

Description: This lesson introduces participants to Partnerships in Wellness and the structure of the curriculum. Participants will begin to build their partnership and be introduced to the Wellness Wheel, which is the basis of the curriculum.

After this lesson participants will be able to —

- Describe what health and wellness mean to them
- Identify the various areas of wellness
- Identify attributes of a good partner

Lesson 2: Social support

Description: In this lesson, participants will learn about the different kinds of social support we each give and receive. Participants will also learn about the importance of social support to health.

After this lesson participants will be able to —

- Identify different kinds of social support
- Identify what kinds of support they give and get to people in their support network
- Explain the importance of social support to health

Lesson 3: Physical activity: Move my body

Description: In this lesson, participants will learn about the dangers of too much sitting and the importance of being physically active. They will also work on incorporating physical activity into their daytime routine.

After this lesson participants will be able to —

- Demonstrate an physical activity
- Integrate various activities into their daily/weekly schedules

Lesson 4: Food & drink basics

Description: The purpose of this lesson is to illustrate how eating a balanced and nutritious diet can contribute to wellness. Participants will learn about different food groups and the basics of nutrition.

After this lesson participants will be able to —

- Describe the food groups (Healthy plate)
- Identify ways to incorporate more fruits and vegetables into their diet

Lesson 5: Feelings

Description: Participants will learn about emotional health and managing stress. They will identify activities, hobbies and places that increase their well-being.

After this lesson participants will be able to —

- Define what is good/positive about them
- Identify stress management techniques

Lesson 6: Physical activity

Description: This lesson participants will learn about the kinds of physical activities and the amounts needed to promote health.

After this lesson participants will be able to —

- Identify what constitutes physical activity
- Explain the different kinds of physical activity

Lesson 7: Food & drink: A healthy plate

Description This lesson builds on the concepts taught in the previous nutrition lesson.

Participants will learn about portion sizes and added sugars.

After this lesson participants will be able to —

- Identify “go-to” snacks, drinks and healthy meals
- Identify appropriate portion sizes
- Shop for and cook a meal

Lesson 8: Setting wellness goals

Description: Participants will review the content from the curriculum and define what health and wellness mean in their own lives. They will celebrate steps made so far and gain confidence in their ability to make wellness changes.

After this lesson participants will be able to —

- Celebrate their accomplishments and gauge their further desire to set wellness goals
- Recognize strengths and weaknesses related to their health and environment
- Plan achievable goals in areas of health most important to them and complete their Partnerships in Wellness journal





Lesson 1

Welcome to Partnerships in Wellness

Lesson 1 outline

- A. Arrival** (30 min prior to start time)
- B. Introductions** (15 min)
 - 1. Welcome
 - 2. Participant introductions
- C. Partnerships in Wellness overview** (5 min)
- D. Self-Advocacy Online** (5 min)
Optional
- E. Partnerships** (7 min)
 - 1. Mirror activity
- F. Working Together** (3 min)
- G. Break** (10 min)
- H. The Wellness Wheel** (10 min)
 - 1. Introduction to health and wellness
 - 2. The Wellness Wheel
 - 3. Build the Wellness Wheel
- I. Wellness continuum activity** (15 min)
- J. My Wellness Wheel collage** (20 min)
- K. Closing** (35 min)
 - 1. Partnerships in Wellness journal
 - 2. Health basics
 - 3. Weekly goal [Journal]
 - 4. Partner Agreement [Journal]
optional
 - 5. Closing

Description

This lesson introduces participants to *Partnerships in Wellness* and the structure of the curriculum. Participants will begin to build their partnership and be introduced to the Wellness Wheel, which is the basis of the curriculum, develop group norms and start to develop their partnership.

Learning objectives

After this lesson participants will be able to —

- Describe what health and wellness mean to them
- Begin to identify the different areas of wellness
- Develop group rules
- Identify attributes of a good partner (optional)

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments

Materials needed

- Internet connection
- Music
- Nametags
- Location signs
- Pens or markers



Partnerships in Wellness

- Magazines for wellness collages
- Tagboard or paper plates for wellness collages
- Scissors
- Glue or tape
- Prepared healthy snacks
- Partnerships in Wellness Journals (one for every participant)
- Wellness Wheel (one poster size)
- Wellness Wheel cards (one set)
- Face Rating signs (one set)

Preparation

- Prepare nametags for each individual prior to participants' arrival
- Create and post the signs needed for your space
- Prepare a large writing space
- Have a completed My Wellness Wheel collage to show participants
- Purchase and prepare a snack and refreshments
- Have music playing during arrival time
- Change these instruction to "Post the frowning face at one end of the room and the smiling face at the other end. The neutral face should be in the middle.

Suggestions for facilitators who are self-advocates

- Kick off the Body Movement Activity
- Demonstrate the Partner Mirror Activity
- Share their own wellness story or health goals Share their Wellness Wheel Collage
- Support participants in choosing materials for their Wellness Wheel collages

A. Arrival (30 min prior to start time)



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

B. Introductions (15 min)

Welcome



- Welcome to Partnerships in Wellness!
- We are here because we share a common goal of being healthy, even though that might mean something different to each of us
- Together we will work on different ways to treat our minds and body well



Facilitators should introduce themselves, share with participants how they came to facilitate this course, and tell participants some of their own health and wellness interests.

Additionally, share with participants various logistics, such as the locations of the drinking fountain and restrooms, including accessible restroom. Also share if there is a particular accessible entrance and any other pertinent information to your location..

Participant introductions — Body movement activity



- Now we will give you the opportunity to introduce yourself
- For introductions, we are going to move our bodies
- We will begin each Partnerships in Wellness lesson for the next seven weeks by doing some sort of physical activity with our bodies



For this activity, have participants stand and form a large circle. If there are accessibility needs, a participant can sit in a chair in the circle.

Each participant should say their name out loud to the group and then follow it with some sort of movement of their body (keep accessibility in mind — any movement counts!). The group will then repeat the participant's name out loud and repeat his or her body movement.

For example, Anna would say her name out loud to the group (“Anna”) and then raise her hands above her head. The group would repeat “Anna” and raise their hands above their heads.

Begin with the facilitators and have each participant take his or her turn with the group repeating their name and body movement. When all participants have taken a turn, everyone can return to their seats.

C. Partnerships in Wellness overview (5 min)



- Partnerships in Wellness is all about learning to take care of our bodies and minds
- After today, we will meet seven more times for two hours each time
- Together we will talk, share, and do different activities
- In between our meetings together, you will have activities to do at home
- Partnerships in Wellness journal – this is where you will do your at-home activities and have information about each week



Pass out Partnerships in Wellness journals. Direct participants through the different parts of their journals.



- *(For groups with partners)* You and your partner will work together — both of you will learn and work alongside one another to be healthier
- *(For groups without partners)* We all will work and learn together about things that we can do to be healthier
- The most important part of Partnerships in Wellness is that you try new things
- At the end of our eight weeks together in Partnerships in Wellness, we hope that you have made some changes to be healthier and happier

D. Self-Advocacy Online (5 min) Optional



- Internet connection
- Self-Advocacy Online, <http://www.selfadvocacyonline.org/learning/>



Self-Advocacy Online is a website designed for self-advocates. One of the areas of the website are narrated lessons related to health and wellness. This can be a useful resource to supplement Partnerships in Wellness classes. If participants have Internet access through smartphones or other means, spend 5 minutes walking them through the lessons related to wellness.

E. Partnerships (7 min) Optional



- Partnerships in Wellness is unique because you are here with a partner
- You and your partner will work together throughout Partnerships in Wellness
- You are both making changes to be healthier and it's important that both partnerships support one another to make changes
- Partners can learn from one other

Partner mirror activity

- We are going to do an activity with our partner
- For this activity, we need to work with our partner



For this activity, facilitators should start by demonstrating the Partner Mirror. Then, have participants move with their partner to different areas of the room and stand facing their partner. Partners can sit if they have accessibility needs.

One partner begins the Partner Mirror by moving their face and body however they would like. The other partner must be the “mirror” and copy their partner’s movement and facial expressions the best they can. Give partners about one minute, and then have partners switch. When both partners have taken a turn, ask participants to return to their seats and lead a short discussion.

- Was it easy to copy your partner’s movements?
- Why do you think we did this activity?
- Is it always easy to work with a partner?
- What are good things about doing something with a partner?

F. Working together (3 min)

- Sometimes when we are together in a group talking about thing related to our health or relationships or feelings, people can be uncomfortable. How can we work together to make sure everyone feels comfortable participating in class?



Lead a discussion about the kinds of ground rules they think the group should have. Suggestions might include: not interrupting each other, feeling free to pass on a question, discussion, or activity, or not talking about what people say in the group outside of the group.

G. Break (10 min)



This is an opportunity for participants to use the restroom and get a drink of water. If facilitators choose, snack can be provided during the break as well.

H. The Wellness Wheel (10 min)



Materials needed

- Wellness Wheel
- Wellness Wheel cards
- Tape or other adhesive

Introduction to health and wellness



Lead a discussion on what health and wellness mean.

- What do people need to be healthy and feel good?
- We need all of those things to be healthy and have our needs met
- What happens when we don't have everything we need to be healthy and feel good?
- We can get sick, we can be sad or tired, and we can struggle to do the things we love to do

The Wellness Wheel



- In order for us to feel well and take care of ourselves, there are four areas of our health that we need to pay attention to
- These four areas are: Food & drink, physical activity, feelings, and relationships
- These four areas make up something called the Wellness Wheel —
 1. **Food & drink** — water, fruits and vegetables, and choosing foods that make our bodies feel good
 2. **Physical activity** — being active, stretching, and exercising
 3. **Feelings** — doing things that make you feel good and happy
 4. **Relationships** — friends, family, and your community

Build the Wellness Wheel



Pass out two or more Wellness Wheel cards per pair. Ask the pairs to place their card where they think it belongs on the Wellness Wheel — under “Food & Drink,” “Physical Activity,” “Relationships,” or “Feelings.”

Facilitators should start by using two examples before inviting participants to place their own Wellness Wheel cards. Give participants about 5 minutes to place their cards.

When everyone has placed their cards, have participants return to their seats. Read off the Wellness Wheel cards in each section. If there are any remaining cards, have the group call out where the cards should be placed.

I. Wellness continuum activity (15 min)



Materials needed

- Face rating signs



In this activity participants will move along a continuum on a list of statements to help think about what health-promoting activities they already participate in and which ones they might want to set goals to improve.



- We are going to think about the things in our lives that help us feel happy and healthy.
- On that end of the room is a frowning face — that means we think something could be a lot better.
- In the middle of the room is a just OK face — this means things could be better or they could be worse.
- The other end of the room has a smiling face — that means everything is exactly how we want it to be.
- I am going to read some statements about health and I would like you to move to someplace between smiley face and frowning face that fits for you.
- For example, if I said I drink water. If you think you don't drink enough water, move towards the frowning face.
- If you think you drink all of the water your body needs each day, move towards the smiling face.
- You can also be somewhere in the middle — sometimes you drink enough water, sometimes you don't.
- Let's try it!

Statements

- I get enough sleep each night.
- I eat fruits or vegetables with every meal.
- I limit my TV or computer time each day.
- I find time to a physical activity almost every day.
- I limit my sugary drinks or treats.
- I have at least one person I can talk to about things that bother me.
- I am able to participate in activities that are important to me.
- I have things that I know help me feel calm and peaceful.

J. My Wellness Wheel collage (20 min)



Materials needed

- Partnerships in Wellness journals
- Health and wellness magazines
- Tape or glue
- Scissors
- Music, if desired



- Each of us is going to build a Wellness Wheel for ourselves
- What is a goal? Do people always meet their goals? What goals do you have to be healthy?
- What matters to you for your health and wellness? To each of us, it's something different
- Cut pictures out of magazines that show what being healthy means to you
- Put pictures in different parts of your Wellness Wheel



Pass out magazines to participants and give them time to create their own Wellness Wheel. Facilitators may need to prompt and assist participants. Have participants think of what's important to them for each section of the Wellness Wheel.

Facilitators can use their own Wellness Wheels as examples.

If desired, play relaxing or upbeat music during this time.

Examples could include —

- 1. Food and drink** — Pictures of fruits and vegetables, water, whole grains to represent a goal of eating healthy
- 2. Exercise** — Picture of a person lifting weights to represent a goal of learning how to strength train
- 3. My feelings** — Picture of a dog to represent having a pet as making the person feel good
- 4. My relationships** — Picture of friends spending time together to represent wanting to have more friends

During this activity, facilitators should spend time talking to each participant about some of their goals. Participants will set small goals throughout the course related to larger dreams and goals they might have. Facilitators may need to assist participants in taking their long-term goals and translating them to some smaller goals that can be achieved during the Partnerships in Wellness course. This is discussed more in the facilitator introduction.

K. Closing (35 min)



Materials needed

- Partnerships in Wellness journals

Partnerships in Wellness journals



Have participants look at Week 1 of their Partnerships in Wellness journal. Point out the key concepts of the week, the listing of at home activities, and where they can set their weekly goal.



- This week, we are asking you to work on your daily goal and to identify four things that help you feel healthy and happy. See if you can find one thing for each area of the Wellness Wheel that we talked about — food and drink, physical activity, social support and feelings. For example, living close to walking paths that make it easy to go for walks.

Health basics



- Understanding how your body works and being able to tell others what is important to and for you is an important part of being an advocate for your own health.
- The health basics section in the journal is a way to get you thinking about your health and wellness needs. It's a way you can share this information with others who support you.
- Write down some basics about your health
- You can do this with your partner or someone else who knows you well

Weekly goal



- When we set goals to make some change in our behavior we should pick goals that are easy to meet.
- We have some ideas — such as drinking more water or doing some stretching every day. You can also come up with your own health goal if there is something you want to work on.
- The goal should be something very easy for you to do and should be something you can count. Think about what you do now and build from that. Rather than saying I want to exercise more, a better goal would be I will walk for 20 minutes three days this next week.
- Small goals that we can meet build on each other and help us meet our bigger goals and dreams.



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators should spend time supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages. Offer suggestions for measurable goals that are easily attainable in one week.

For example, if an individual has a goal of increasing physical activity, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Partner Agreement (Optional for groups with partners)



Participants can turn to the partner agreement page of their journals.



- Do you know what an agreement is?
- It's kind of like a promise, or a commitment
- This week at home, work with your partner to write your Partner Agreement
- This is an agreement you will have with your partner during Partnerships in Wellness
- What kind of partner do you want to be? What do you want your partner to do to support you?
- During the week, take time to complete your Partner Agreement with your partner

Closing



- Thank you for being here!
- Next week, we are going to dive into the Wellness Wheel and talk about social support
- Bring your journals home with you, but remember to bring them back
- See you next week!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

- What went well? How did we work together?
- What didn't go well? Is there anything we didn't anticipate?
- Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
- What are our goals for the group next session?
- What preparation is needed for the next session? Who will do it?
- Any concepts that we need to review next session?





Lesson 2

My social support

Lesson 2 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Deep breathing
- C. At-home activities check-in** (10 min)
- D. What is social support** (5 min)
- E. Group Social Support Map** (15 min)
 - 1. What is social support?
 - 2. Create the map
- F. Individual Social Support Map** (15 min)
 - 1. Create the map
 - 2. Discussion
- G. Stretch break & snack** (20 min)
- H. Support role playing** (15 min)
- I. Closing** (20 min)
 - 1. Reach out [Journal]
 - 2. Weekly goal [Journal]
 - 3. Closing

Description

This lesson will explore different kinds of social support that we need to be happy and healthy. Participants will identify the kinds of support they give and receive from others.

Learning objectives

After this lesson participants will be able to —

- Identify different kinds of sources of social support
- Identify different kinds of social support they give and get from their support network
- Explain the importance of social support to our health

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments

Materials needed

- Internet connection
- Music
- Nametags
- Location signs
- Pens or markers
- Tape
- Large Social Support Map (one poster size)
- Relationships cards (one set)



Partnerships in Wellness

- “Social Supports” video ready to go
- Prepared healthy snacks

Preparation

- Post the signs needed for your space
- Prepare a large writing space
- Have music playing during arrival time

Suggestions for facilitators who are self-advocates

- Show an example of their Social Support Map
- Join in the role playing

A. Arrival (30 min prior to start time)



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

B. Welcome (10 min)

Greeting

- Welcome back to Week 2 of Partnerships in Wellness!
- This week we are talking the importance of social support for our health

C. At-home activities check-in (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants fill out the health basics part of their journal? Did they learn anything new about themselves?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. What is social support?



Materials needed

- "Social Supports" video, 3:02 min, <https://youtu.be/hIPQrmgL2qM>



Play the "Social Supports" video for participants.

E. Group Social Support Map (15 min)



Materials needed

- One large Social Supports Map template
- Relationships cards
- Tape or other adhesive

What is social support?



- People who have good social support live longer, are healthier and are happier. Giving support is just as important as getting it.
- What are the three kinds of social support the video talked about (instrumental, informational, and emotional)?
- Each of have people in our lives that we get all of these kinds of social support from.
- We also have people in our lives that we give all of these kinds of support to.

Create the map



Have the social support map template posted in the front of the room. Pass out relationship cards to partner pairs. Have partner pairs place the cards under the kind of social support they think makes the most sense.

When all the cards are posted, discuss each kind of social support and the types of people who were placed in each category.

Not every relationship fits into one category. Lead a discussion about the different roles people play in our lives and the different kinds of support people might give us.

F. Individual Social Support Map (15 min)



Materials needed

- Social Support Map (You may want to print extra social support maps from the journal for people who forgot to bring their journal with them)
- Partnerships in Wellness journals
- Tape
- Pens or markers



- Who are the people you provide social support to? What kinds of support do you give them?

Create the map



Pull out the social support map in your journal. Think about all of the people in your life. Put the names of the people you give and get informational, emotional, or instrumental support too in each section.

Participants can either work at their own pace, or the facilitators can direct the group through each relationship category together.

Participants can receive assistance from their partners or facilitators as needed.

Discussion



- Turn to your partner and share (or do as a group): How does your map look? Is there an area that you give a lot of support? Is there one area where you get a lot of support?
- Turn to your partner and share (or do as a group): Is there anywhere on your support map that you would like to have more support?
- What are some ways we can expand our social network and get have more connections?
- **Actively attending to loneliness** — We all get lonely sometimes. Sometimes we feel very lonely for a long time, sometimes only here and there. Think about what you do when you are lonely. Do you feel healthy? How could you feel better when you're lonely? What could you do? People are often busy and have schedules that may not fit our needs, so who are the different people you can contact if you feel like talking to someone would help you? Write down people you already know or would like to get to know better. Think about them as friends and future friendships that you want to have to benefit you and them.

G. Stretch break and snack (20 Min]

- Try a Tai Chi video or chair yoga video

H. Support role playing (15 min)



- We talked about some different ways we can give and get social support.
- We are going to role play some ways that we can give support to others



For this activity, split participants into two separate groups, keeping partners together. Have one facilitator be with each group.

Participants will role play qualities of a good friend with the facilitator in front of their group.

Ask for participants to volunteer. Assign them a quality to exemplify in the role play situation.

- 1. Listen** — *One of participants is having a bad day*
- 2. Encourage** — *One of the participants doesn't want to do a physical activity*
- 3. Be kind** — *One of the participants is feeling bad about him or herself*
- 4. Ask for support** — *One of the participants is having challenges eating healthy meals*

If more than four participants want to role play, you can repeat the attributes of a supportive person.

When role playing is complete, lead a discussion.

- Have you ever had someone be a good listener for you? Encourage you? Be kind to you?
- What are some times when someone has been a good friend and been a good support?
- Any other qualities of a good friend or someone who has been a good support that we haven't talked about?

I. Closing (20 min)



Materials needed

- Partnerships in Wellness journals

Reach out



- Instructions in your journal
- Choose someone from your social support map to reach out to
- Someone you are close with or would like to know better
- How will you contact him or her?

Weekly goal



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Sometimes thinking of your social network can be challenging. During this week, try to think more about relationships that are important to you. This week, try to contact someone in your support network.
- Great work this week!
- Next week, we will talk about being more about physically activity
- See you next session!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

- What went well? How did we work together?
- What didn't go well? Is there anything we didn't anticipate?
- Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
- What are our goals for the group next session?
- What preparation is needed for the next session? Who will do it?
- Any concepts that we need to review next session?



Lesson 2: **My social support**



Lesson 3

My physical activity: Move my body

Lesson 3 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Deep breathing
- C. At-home activities check-in** (10 min)
- D. “The Truth About Sitting” video** (3:29 min)
- E. Move your body** (40 min)
 - 1. Everyday activities
 - 2. Small group brainstorming
- F. Break** (10 min)
- G. Physical activity stations**
- H. Closing** (30 min)
 - 1. New physical activity [Journal]
 - 2. Weekly goal [Journal]
 - 3. Closing

Description

In this lesson, participants will learn about the dangers of too much sitting and the importance of being physically active. They will also work on incorporating physical activity into their daytime routine.

Learning objectives

After this lesson participants will be able to —

- Demonstrate an physical activity
- Integrate various activities into their daily/weekly schedules

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments
- If possible, create space for physical activity stations and small group work later

Materials needed

- Internet connection
- Music
- Nametags
- Location signs
- Tape
- Physical activity stations to post on walls (one set for each participant to bring home)
- “The Truth About Sitting” video
- Prepared healthy snacks

Preparation

- Post the signs needed for your space
- Prepare a large writing space
- Purchase and prepare a snack and refreshments
- Have music playing during arrival time

Suggestions for facilitators who are self-advocates

- Demonstrate physical activities
- Share how they incorporate movement into their every day activities
- Support groups in brainstorming

Alternate location

- This lesson, and/or Lesson 6, can be held at a gym, such as a local fitness center, community center or school
- A tour of the facilities can be arranged before or after the lesson in order for participants to become familiar with equipment

A. Arrival (30 min prior to start time)



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

Alternatively, facilitators can play physical activity videos during arrival time, such as low-impact cardio, yoga, or chair activities.

B. Welcome (10 min)

Greeting



- Welcome to week 3 of Partnerships in Wellness!
- This week we are going to talk about being more active
- Before we dive into physical activity, let's do some deep breathing

Deep breathing



Direct participants in deep breathing techniques. You can play calming music in the background, and you may want to lower the lights, based on sensory needs. Participants can stay in their seats.



- When we are stressed, we tend to breathe really fast and our muscles tighten
- This shallow breathing can actually increase our stress!
- Let's work on some deep breathing that can help to reduce our stress
- To begin, close eyes if you are comfortable and stay quiet (15 secs)
- Take a deep breath in through your nose, and breathe out through your mouth. Keep repeating. (60 secs)
- Breathe in for four counts through your nose. Then, breathe out through your mouth for four counts. I will count for you. ("In – 2 – 3 – 4, Out – 2 – 3 – 4" for 60 secs)
- Keep breathing in for four counts through your nose. Now, breathe out for eight counts through your mouth. ("In – 2 – 3 – 4, Out – 2 – 3 – 4 – 5 – 6 – 7 – 8" for 60 secs)
- Open your eyes and breathe normally
- How do you feel? Calmer? More relaxed?

C. At-home activities check-in (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants contact someone in their support network? How did you contact them? What was the person's reaction?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. The Truth About Sitting (10 min)



Materials needed

- The Truth About Sitting (video, 3:42 min)
<https://www.youtube.com/watch?v=ROMPoRkOp84>



Play the sitting video for participants.

Discuss the challenges of incorporating physical activity into the daily routines for participants who use a chair or have limited mobility.

Being active is important for everyone regardless of mobility status.

More resources can be found at the National Center on Health, Physical Activity and Disability (<http://www.nchpad.org>)



- What are some of the health effects of not being active?
- We are going to talk about ways to build more activity into our day.

E. Move your body (40 min)



Materials needed

- Large pieces of paper/butcher paper
- Markers

Everyday activities



- Let's talk about moving each and every day
- It's important that we do things like walking or stretching, but it's also important that we move throughout the day
- What are some activities that you do every day where you move your body?



Have the group brainstorm and discuss different every day activities, like vacuuming and walking to the store, that incorporate movement.

Small group brainstorming



Split the participants into two groups, keeping partners together. Give each group a large piece of paper with "Home" or "Work" written on the top of each paper. If participants don't work, other options might include school, or away from home. The idea is to think about ways to be more physically active in the different places we spend their days.

Ask each group to come up with suggestions of how people could be more active at work or at home. For example, vacuuming or stretching during TV commercials are ways to be active at home. Or, taking the stairs or walking at lunch are ways to be more active at work.

Have the groups share their ideas.

F. Break (10 min)



This is an opportunity for participants to use the restroom and get a drink of water. If facilitators choose, snack can be provided during the break as well.

G. Physical activity stations



Materials needed

- Physical activity station cards
- Exercise mats
- Extra chairs



This provides participants an opportunity to try some physical activities that they can do at home. Facilitators will introduce each type of physical activity to participants before starting, and then the group will split up throughout the room at different exercise stations.

Participants can do the physical activity at each station for 45 seconds or as long as they are able. Facilitators should cue the participants when it is time to move to the next station. Play music while the participants are working through the stations.

Encourage participants to stand during the physical activities. However if a chair is needed for accessibility purposes, all activities can be completed from a chair.

Although there are physical activity station cards to explain each activity, facilitators may want to demonstrate each exercise prior to splitting up the group.

After all the groups have gone through all of the stations, ask them to return to their seats.



- Which exercises did you enjoy the most?
- Where there any that got your heart beating faster?
- What exercises were challenging?
- When could you do these kinds of exercises? (During commercial breaks when watching TV, in the morning before work, etc)

H. Closing (30 min)



Materials needed

- Partnerships in Wellness journals

New physical activity



- This week try and find some new ways to be more physically active. Think about all of the ideas we thought of when we made our lists.

Weekly goal



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Nice job!
- Next week, we will be talking about nutrition
- Enjoy your at-home activities this week
- See you next session!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

- 1. What went well? How did we work together?*
- 2. What didn't go well? Is there anything we didn't anticipate?*
- 3. Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?*
- 4. What are our goals for the group next session?*
- 5. What preparation is needed for the next session? Who will do it?*
- 6. Any concepts that we need to review next session?*



Lesson 4

My food & drink basics

Lesson 4 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Chair activities
- C. At-home activities check-in** (10 min)
- D. Introduction** (10 min)
- E. A Healthy Plate overview** (5 min)
- F. Fruits and vegetables** (5 min)
- G. Break** (10 min)
- H. Grains** (10 min)
- I. Protein** (5 min)
- J. Dairy** (5 min)
- K. Veg it up** (20 min)
- L. Partner check-in** (10 min)
- M. Closing** (30 min)
 - 1. Grocery store search [Journal]
 - 2. Weekly goal [Journal]
 - 3. Closing

Description

The purpose of this lesson is to illustrate how eating a balanced and nutritious diet can contribute to wellness. Participants will learn about different food groups and the basics of nutrition.

Learning objectives

After this lesson participants will be able to —

- Describe the food groups (A Healthy Plate)
- Add more vegetables to favorite meals

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments

Materials needed

- Internet connection
- Music
- Nametags
- Location signs
- “Aerobic Warm Up” (video, 3:35 min)
- A Healthy Plate (print at least three — one for breakfast, lunch, dinner — for small group work)
- Food cards
- Prepared food containers (pizza box, macaroni and cheese, canned soup, frozen dinner, cold cereal)
- Prepared healthy snacks

Preparation

- Prepare nametags for each individual prior to participants' arrival
- Post the signs needed for your space
- Prepare a large writing space
- Purchase and prepare a snack and refreshments
- Have music playing during arrival time

Suggestions for facilitators who are self-advocates

- Lead the chair activities or demonstrate for participants
- Point out the different components of A Healthy Plate
- Direct veg it up activity

A. Arrival (30 min prior to start time)



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

Alternatively, facilitators can play healthy cooking videos during arrival time.

B. Welcome (10 min)



Materials needed

- Internet connection
- “Aerobic Warm Up” (video, 3:35 min)
<https://www.youtube.com/watch?v=27qyPJnSYgw>

Greeting



- Welcome to Week 4 of Partnerships in Wellness!
- This week’s topic is about the basics of nutrition
- To start, we are going to do some activities together from our chairs

Chair activities



Direct participants in chair activities. Allow for about 30 seconds per physical activity. You may want to have participants place their chairs in a large circle.

Alternately, play an physical activity warm-up video from the National Center on Health, Physical Activity and Disability available on YouTube. These videos offer exercises tailored for people who use wheel chairs for mobility.



- Take a moment to observe your breathing — breathing slowly and easily
- Take a moment to observe your heartbeat by putting fingers on your wrist or side of neck — resting heart rate, slow and steady
- Roll shoulders forward in small circles
- Roll shoulders backwards in small circles
- Extend left leg and tap the toes of your left foot on the floor
- Extend right leg and tap the toes of your right foot
- Pretend you’re punching the air — do cross-punches in front of your chest
- Twist torso left and then right
- Take a moment to notice your breathing — are you breathing harder than when we started?
- Take a moment to notice your heart beat — is it beating faster than when we started?
- Take some deep breaths

C. At-home activities check-in (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants try some new ways of incorporating more activity in their days? What did they try? What worked? What was challenging?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. Introduction (10 min)



- What are some of your important celebrations? Do you have special foods that you eat?
- Food is a big part of our lives — holidays, parties, meetings
- Turn to your partner and share with them your favorite food or your favorite memory of food, like a holiday



Have partners share with one another their favorite food or a favorite food memory. Facilitators may need to prompt or share an example of their own. Ask some participants to share their favorite food with the group.



- Food is often a way to show that we care for one another
- However, we also need food and water in order to stay alive
- Food had vitamins and minerals that keep us healthy — they keep our bones strong, keep us from getting sick, and help our brains work better
- Different vitamins and minerals are in each food, so it's important that we eat a variety of different foods
- The way we eat food can also affect how we feel. When we eat too fast, we often feel bad afterward. Sitting at a table to eat our meals and eating slowly while enjoying our food (chew many times slowly) can help us digest well.

E. A Healthy Plate overview (10 min)



Materials needed

- Partnerships in Wellness journals



Walk through the different sections of A Healthy Plate slowly, briefly introducing participants to each food group. Participants have the A Healthy Plate graphic in their journals.



- A Healthy Plate is a guide to help us make healthy choices
- The guide looks like a place setting at a table
- Divided into four parts: Fruits, grains, vegetables, and protein
- Cup or bowl off to the side for dairy

F. Fruits and vegetables (5 min)



Materials needed

- Fruits and vegetables cards



- Let's talk about two sections of the plate: fruits and vegetables
- What are some examples of fruits and vegetables?
- Fruits and vegetables have many nutrients that keep our bodies healthy
- When eating fruits and vegetables — eat as many as you'd like!
- Remember to fill up half your plate at every meal with fruits and vegetables
- When we talk about eating a rainbow, what does that mean?
- Different colors of fruits and vegetables give us different kinds of nutrients.
- You can buy fruits and vegetables fresh, frozen, canned or dried.
- Frozen fruits and vegetables can be the most budget friendly choices and are full of nutrition.
- Canned fruits can have a lot of added sugar and canned vegetables have a lot of added salt unless you are careful to buy the low sugar or low salt kinds.

G. Break (10 min)



This is an opportunity for participants to use the restroom and get a drink of water. If facilitators choose, snack can be provided during the break as well.

For this particular snack, try to choose an option made with whole grains as an example for the next topic.

H. Grains (5 min)



- The next section of the plate is grains.
- Can you give me some examples of grains?
- Grains like bread, pasta, and rice fill us up and give us energy to get through the day
- Have you heard of “whole grains” before? Can someone tell me what whole grains are?
- What a “whole grain” means is that no part of the grain has been removed to make the bread or pasta before it gets to the store
- Whole grains keep all of their nutrients. But what are nutrients? Nutrients are parts of food that make our body work well. If we have too little of some nutrients, we can feel tired or crabby.
- Half your grains in the day should be whole grains — whole wheat bread, brown rice, whole wheat spaghetti, or oatmeal are all whole grains. Other less common ones include millet, barley, and quinoa.

I. Protein (5 min)



- The next section of the plate is protein
- What are some examples of protein?
- Eating protein gives us energy to get through our day
- Protein builds our muscles
- Protein should make up about a quarter of each plate
- Protein can come from meat, but also beans, peanut butter, and eggs

J. Dairy (5 min)



- Dairy is in the protein section of the plate
- What are some examples of dairy?
- Dairy doesn't need to be at every meal
- Dairy gives us calcium, which keeps our bones strong
- When buying dairy, look for non-fat or low-fat options
- Many people can't eat dairy, so there are other options to replace dairy and still meet our nutritional needs. For example, nut milks are often fortified with calcium.

K. Veg it up (20 min)



Materials needed

- Blank Healthy Plate template
- Food cards
- Prepared food containers (pizza box, macaroni and cheese, canned soup, frozen dinner, cold cereal)



- Most people don't eat enough fruits and vegetables in the day. Why are some reasons people might find it hard? (examples — cooking, money, don't like them)
- Eating more plant-based foods improves our health
- We can still eat some of our favorite foods and eat more fruits and vegetables
- This improves the nutrition of our meals when we do this
- For this activity we are going to try and take some examples of prepared foods that people like to eat and make them more nutritious



Give each group a blank Healthy Plate template. Give them either a picture of a frozen or canned food item such as soup, macaroni and cheese, cold cereal, etc. Encourage them to use the food cards to create a meal that incorporates more fruits and vegetables into the food item they are given. After the groups have finished, have each group share their ideas. Ask the other participants for ideas they might have to make the meal more nutritious.

L. Partner check-in (10 min)



Materials needed

- Partnerships in Wellness journals



Have partners check in on their Partner Agreement by going through the questions together in their journals. Groups not using partners can talk about how the group is working and if the group rules still work for everyone.

M. Closing (20 min)



Materials needed

- Partnerships in Wellness journals

Grocery Store Search



- Go with your partner to the grocery store
- Find the items and check them off on your list
- Find a new fruit or vegetable to try

Weekly goal



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Great work this week
- Next week, we will be talking about nutrition again
- Have fun going to the grocery store this week
- See you next session!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

1. What went well? How did we work together?
2. What didn't go well? Is there anything we didn't anticipate?
3. Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
4. What are our goals for the group next session?
5. What preparation is needed for the next session? Who will do it?
6. Any concepts that we need to review next session?



Lesson 5

My feelings

Lesson 5 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Guided meditation
- C. At-home activities check-in** (10 min)
- D. Feelings introduction** (15 min)
 - 1. What are feelings?
 - 2. Thoughts and emotions
- E. What am I good at?** (10 min)
- F. Break** (10 min)
- G. Managing difficult feelings** (10 min)
- H. What makes me feel good?** (30 min)
 - 1. Feel good stations
 - 2. Discussion
 - 3. Journals
- I. Closing** (30 min)
 - 1. What I've achieved [Journal]
 - 2. Weekly goal [Journal]
 - 3. Closing

Description

Participants will learn about emotional health and managing stress. They will identify activities, hobbies and places that increase their well-being.

Learning objectives

After this lesson participants will be able to —

- Define what is good/positive about them
- Identify stress management techniques

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments
- Later in the lesson, areas will be needed for role playing and for Feel Good stations

Materials needed

- Music
- Nametags
- Location signs
- Items for Feel Good stations
- Pens or markers
- Prepared healthy snacks

Preparation

- Post the signs needed for your space
- Prepare a large writing space
- Purchase and prepare a snack and refreshments



Partnerships in Wellness

- Have music playing during arrival time
- Prepare Feel Good stations

Suggestions for facilitators who are self-advocates

- Assist at a feel good station
- Share their strategies for feeling good and calm

A. Arrival (30 min prior to start time)



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

B. Welcome (10 min)

Greeting



- Welcome to Week 5 of Partnerships in Wellness!
- This week we are talking about feelings
- To start off, we are going to do a guided meditation. This is to help you feel calm and good.

Guided meditation



Direct participants in a guided meditation/calming exercise. You can play calming music in the background, and you may want to lower the lights, based on sensory needs. Participants can stay in their seats.



- I am going to guide you through some calming activities
- If you are comfortable, close your eyes
- Take one deep breath in through your nose, and breathe out through your mouth [repeat]



Give participants a moment to relax each part of their body as they continue to breathe deeply.



- Focus on your feet...relax your feet
- Focus on your legs...relax your legs
- Focus on your stomach...relax your stomach
- Focus on your back...relax your back
- Focus on your shoulders...relax your shoulders
- Focus on your arms...relax your arms
- Focus on your neck...relax your neck
- Focus on your face...relax your face
- Notice if you feel calmer, and keep breathing deeply
- Wiggle your toes and fingers, open your eyes, and breathe normally
- How do you feel? Calmer? More relaxed?

C. At-home activities check-In (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did anyone try a new fruit or vegetable? What was it? Did they like it? Did anyone add more vegetables or fruit to their favorite foods?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. Feelings introduction (10 min)

What are feelings?



- During the day, each of us can feel many different emotions
- Some of those emotions make us feel good, others make us feel bad
- There is never a wrong way to feel — whatever you are feeling is okay!
- What are some feelings you've had today?

Take a moment to have participants share what feelings they've had that day. Facilitators may want to start by sharing some of their own feelings.






Thoughts and emotions



- Our minds and our bodies are connected
- Many things that we do contribute to our happiness and wellbeing, like friendships, eating well, and exercising
- How we feel each day, whether we are happy, sad, bored, or stressed, is just as important to our health as exercise and nutrition
- How we think and feel also affects our body
- If we are stressed our bodies feel it and we can become sick



Ask participants to name some things that happen to their bodies when they are feeling stressed about something (stomachache, head ache, tense muscles, etc)



-  • We can practice things that calm our minds and our thoughts
-  *Ask participants to name some things that they do to feel calm and relaxed. (exercise, being in nature, listening to music, doing a favorite activity, art, being with friends/family, etc)*
-  • Practicing gratitude or being thankful is one way thing we can do to help our emotions
-  *Ask participants who are willing to share one thing they are thankful for. If participants have a hard time thinking of things they might be grateful for offer suggestions such as a pet, family, nature, a beautiful sunset, etc.*
-  • Another way we can help our emotions is be kind to ourselves
- It's important that everyday we do something that makes us feel good about ourselves
- To start today, let's look at the good qualities that each of us has

E. What am I good at? (10 min)



Materials needed

- Partnerships in Wellness journals
- Pens or markers

-  • Everyone has something they're good at and something that they can contribute; for example, you're a good singer, you're a kind person, or you have a great smile that makes others smile
-  *Have participants turn in their Partnerships in Wellness journals to the "What Am I Good At?" worksheet. You may want to bring extra copies for people who forget their journals. Participants can circle various things they're good at, or add others. Facilitators may need to assist participants to think of their good qualities — and everyone has some!*
When everyone has had a chance to fill out their worksheet, ask them to share some of their good qualities with the group.

F. Break (10 min)



This is an opportunity for participants to use the restroom and get a drink of water. If facilitators choose, snack can be provided during the break as well.

G. Managing difficult feelings (10 min)



Split participants into two groups in different areas of the room, with one facilitator per group.

In this activity, participants and the facilitator are going to role play different difficult feelings. Either the facilitator or the participant can act out the difficult feeling in front of the group, and the other should make suggestions as to ways to manage the difficult feeling.

For example, the facilitator could act out being frustrated (stomping feet, saying, “Oh, I’m just so frustrated!”), and the participant can offer the facilitator suggestions for how to cope with being frustrated.

After each feeling, you may want to have the rest of the group offer up suggestions on how to cope with that feeling, too.

Difficult feelings to act out can include: Angry, sad, nervous, and tired.

H. What makes me feel good? (30 min)



Materials needed

- Items for various Feel Good stations — see below
- Partnerships in Wellness journals
- Pens or markers

Feel good stations



Set up various stations throughout the room for participants to go to with their partners. Allow for approximately three minutes at each station.

The stations should have different experiences to help participants “feel good” — be calm, centered, and relaxed. Keep in mind different sensory and accessibility needs of your participants; if participants are averse to trying a certain station, provide a chair or cushion for them to sit on until the next station is available.

Some suggestions for different stations —

- 1. Low lighting and calming music*
- 2. Sensory items, such as squishy balls, lava lamps, and modeling clay*
- 3. Herbal teas or water infused with lemon, oranges, or strawberries*
- 4. Stretching — one facilitator can lead simple stretches*

5. Aromatherapy — Diffuse different essential oils on cotton balls for participants to smell
6. Pictures of nature scenes

The purpose of the stations is for participants to experience different methods for calming themselves and to identify ones that they like and do not like.

When participants have had a chance to go to each station, have them return to their seats.

Discussion



- How did you like the stations? How did they make you feel?
- Was there a station you liked? A station you didn't like?
- Have you tried any of those things before? Would you try them again at home?
- When is a good time to do the things we just tried?

Journals



- We can try all of those things when we are feeling upset or anxious, or just when we need some quiet time
- What are some other things you do to feel good?
- Let's take some time to write down things that make us feel good in our journals



Have participants turn in their Partnerships in Wellness journals to the "What Makes Me Feel Good?" worksheet. Participants can circle additional things that make them feel good or write in their own.

When participants are done, have them share some ideas with the group.

I. Closing (20 min)



Materials needed

- Partnerships in Wellness journals

What I've achieved



- This week, spend time with your partner reflecting on what you have achieved
- You can write, draw, or collage your answers
- Next week we will talk about your answers

Weekly goal



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Great work this week!
- Remember your goal this week and celebrate it when you make good decisions in healthy ways.
- Next week will be our last lesson and we will be reviewing all of the things that we learned
- See you next session!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

- What went well? How did we work together?
- What didn't go well? Is there anything we didn't anticipate?
- Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
- What are our goals for the group next session?
- What preparation is needed for the next session? Who will do it?
- Any concepts that we need to review next session?



Lesson 6

My physical activity

Lesson 6 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Stretch
- C. At-home activities check-in** (10 min)
- D. What Is physical activity?** (15 min)
 - 1. Introduction
 - 2. Why are you physically active?
- E. Break** (10 min)
- F. Types of physical activity** (35 min)
 - 1. Cardio
 - 2. Strength
 - 3. Flexibility
- G. Exercise BINGO** (30 min)
- H. Closing** (30 min)
 - 1. Weekly goal [Journal]
 - 2. Closing

Description

In this lesson, participants will learn the different types of physical activity: Cardiovascular activity, strength training, and flexibility. They will practice each type of physical activity.

Learning objectives

After this lesson participants will be able to —

- Identify what constitutes physical activity
- Explain different types of physical activity

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments
- If possible, create space for exercise BINGO later in the lesson

Materials needed

- Internet connection
- Music
- Nametags
- Location signs
- Exercise BINGO cards (one for every participant)
- Exercise BINGO numbers (one set)
- Container to pull BINGO numbers from
- Pens or markers
- Fitness related BINGO prizes (optional)

- Prepared healthy snacks
- Physical Activity Guidelines: Introduction video

Preparation

- Post the signs needed for your space
- Prepare a large writing space
- Cut up BINGO numbers and put them in the container
- Purchase and prepare a snack and refreshments
- Have music playing during arrival time

Suggestions for facilitators who are self-advocates

- Direct stretching activities or demonstrate for participants
- Share why physical activity is important to them
- Lead the BINGO activity

Alternate location

- This lesson, and/or Lesson 3, can be held at a gym, such as a local fitness center, community center or school
- A tour of the facilities can be arranged before or after the lesson in order for participants to become familiar with equipment

A. Arrival (30 min prior to start time)



Materials needed

- Music
- Nametags
- Signs



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

Facilitators can play physical activity videos during arrival time, such as low-impact cardio, yoga, or chair activities.

B. Welcome (10 min)



Materials needed

- None

Greeting



- Welcome back to Partnerships in Wellness!
- We hope you had a great week spending time with your partner and working on your goals
- This week and next week we are talking about physical activity
- Physical activity is all about moving our bodies, so let's start off today by doing some stretches

Stretch



Direct participants in stretching. Participants can do the stretches from their seats, however encourage participants to stand if they are able and spread throughout the room. Hold each stretch for approximately 30 seconds



- Put right ear towards right shoulder
- Roll neck forward, put left ear towards left shoulder
- Repeat
- Cross left arm in front of body, hold with right arm

- Cross right arm in front of body, hold with left arm
- Extend right leg, roll ankle in small circles (both directions)
- Extend left leg, roll ankle in small circles (both directions)

C. At-home activities check-In (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants try some different relaxation strategies this week?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

E. What is physical activity? (15 min)



Materials needed

- Internet
- “Physical Activity Guidelines: Introduction” video by the CDC (4:42 min)
<https://www.youtube.com/watch?v=IEutFrar1dI>

Introduction



- What exactly is physical activity? To learn more, we are going to watch a video.



Play the Centers for Disease Control (CDC) video entitled “Physical Activity Guidelines: Introduction” This video is approximately five minutes long and can be found at <https://www.youtube.com/watch?v=IEutFrar1dI>



- The video taught us that you can spread out your physical activity throughout the week
- Physical activity works your muscles and your heart
- During physical activity you breathe harder and get your heart pumping
- Physical activity can also build your bones, and can make you feel good
- Three types of physical activity— cardio, strength, and flexibility — which we will look at more closely in a little bit

Why are you physically active?



- In the video, people talked about why they are physically active
- Why do you like to be physically active?
- Do you think physical activity can be fun? How?



Answers can include spending time with friends, getting out of the house, trying new things, etc.

F. Break (10 min)



This is an opportunity for participants to use the restroom and get a drink of water. If facilitators choose, snack can be provided during the break as well.

G. Types of physical activity (35 min)

Cardio



- Let's look at different types of physical activity starting with cardio
- "Cardio" is short for cardiovascular physical activity
- Does anyone know what cardio activity is?
- Cardio is about moving your body. It's doing activities like —
 - » Biking
 - » Walking
 - » Swimming
 - » Playing basketball
 - » Dancing
- Do you have other examples of cardio activities?
- Cardio activity gets your heart pumping
- While doing cardio activities, you should breathe harder and you might sweat a little

Strength



- Strength activities build your muscles
- Often strength is thought of as weight lifting — free weights or weight machines
- Have any of you lifted weights before?
- Other activities that use our bodies such as sit ups or push-ups are strength training. These are called bodyweight activities and are easy to do at home. Other activities like yoga or gardening can also make us stronger.

Flexibility and balance



- Flexibility keeps our muscles from getting tight and helps us move easier
- Flexibility activities include things like —
 - » Stretching
 - » Yoga
 - » T'ai chi
- Yoga and T'ai chi are also good for balance
- We can also improve our balance by practicing standing on one foot or by moving from one foot to the other
- These activities get blood flowing in our bodies
- Flexibility activities help your body re-build after cardio and strength

H. Exercise BINGO (20 min)



Materials needed

- Exercise BINGO cards for each participant
- Exercise BINGO numbers
- A container to pull Exercise BINGO numbers from
- Pens for each participant
- Prizes for the winners



Have participants spread throughout the open space (they will need room to do some physical activities). Give each participant an Exercise BINGO card and a pen.

Facilitators will pull a number. Give participants a moment to see if they have that combination on their Exercise BINGO card.

After everyone has checked their card, all participants will do a short physical activity that corresponds to the number called. For example, if you called "B-2," every participant would nod their head forward and backward for 10 seconds. Encourage participants to do their best regarding the physical activities.

Additionally, think about accessibility needs — does someone need a chair or table to hold onto? Do participants need the calling and physical activities to go slowly?

1. Reach hands high above head for 10 seconds [can lift just one hand if need to]
2. Nod head forward and backwards for 10 seconds
3. Touch toes for 10 seconds [can reach as far as possible]
4. March in place for 10 seconds [can lift only heel if needed]
5. Roll neck from side to side 6 times
6. Hold arms out to the side for 10 seconds [can lift just one hand if needed]
7. Dance in place for 10 seconds
8. Tap toes 10 times on each foot
9. Do 10 hip circles
10. Do 10 arm circles

H. Closing (30 min)



Materials needed

- Partnerships in Wellness journals

Weekly goal



Encourage participants to try a new physical activity (Show the list of possibilities in the journal)

Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Great work today!
- Next week, we are talking about food and drink again
- See you next week!

Facilitator meeting



The facilitators should take time after the session to review what went well/didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

1. What went well? How did we work together?
2. What didn't go well? Is there anything we didn't anticipate?
3. Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
4. What are our goals for the group next session?
5. What preparation is needed for the next session? Who will do it?
6. Any concepts that we need to review next session?



Lesson 7

My food & drink: A Healthy Plate

Lesson 7 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Stretching
- C. At-home activities check-in** (10 min)
- D. Grocery shopping** (15 min)
 - 1. Overview
 - 2. Produce
 - 3. Walls of the store
 - 4. Aisles
 - 5. Frozen
- E. Sugar and salt** (20 min)
 - 1. Sugary drinks
 - 2. Salt
- F. Guess the healthier snack** (20 min)
- G. Get your portions right** (20 min)
- H. Snack assembly & break** (20 min)
- I. Closing** (30 min)
 - 1. Create a healthy meal [Journal]
 - 2. Weekly goal [Journal]
 - 3. Closing

Description

This lesson builds on the concepts taught in the previous nutrition lesson.

Participants will learn about portion sizes and added sugars.

Learning objectives

After this lesson participants will be able to —

- Identify “go-to” snacks, drinks and healthy meals
- Identify appropriate portion sizes
- Shop for and cook a meal

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments

Materials needed

- Music
- Nametags
- Location signs
- Ingredients for assembling snacks
- Food and drink products
- Sugar cubes (Make sure you have enough sugar cubes to equal the amount of sugar in ALL of the food and drink products examples you have. Each sugar cube is about 2 grams of sugar.)



Partnerships in Wellness

- Paper plates to put sugar cubes on
- Handy Portions handout (8.5x11 or 11x17) (one for each participant)
- Prepared healthy snacks

Preparation

- Post the signs needed for your space
- Prepare a large writing space
- Have music playing during arrival time
- Think through the different snack activities and have materials ready

Suggestions for facilitators who are self-advocates

- Direct the stretching activity
- Support participants in making the snacks
- Support participants in the snack stations

Alternate location

- This lesson could be held at a local food market, such as a grocery store, food co-op, or natural foods store
- A tour of the store can be arranged

A. Arrival (30 min prior to start time)



Materials needed

- Music
- Nametags
- Signs



Have materials prepared and the room set-up 30 minutes prior to start time. Create a welcoming environment by playing upbeat music at a low volume, setting out nametags, and posting signs to the room location and the restrooms.

Alternatively, facilitators can play healthy cooking videos during arrival time.

B. Welcome (10 min)



Materials needed

- None

Greeting



- Welcome to Week 7 of Partnerships in Wellness!
- This week we are discussing nutrition again
- To start off, we are going to stretch

Stretching



Direct participants in stretching. Participants can do the stretches from their seats, however encourage participants to stand if they are able and spread throughout the room. Hold each stretch for approximately 30 seconds



- Put right ear towards right shoulder
- Roll neck forward, put left ear towards left shoulder
- Repeat
- Cross left arm in front of body, hold with right arm
- Cross right arm in front of body, hold with left arm
- Extend right leg, roll ankle in small circles (both directions)
- Extend left leg, roll ankle in small circles (both directions)
- Take a moment to notice your breathing — are you breathing harder than when we started?
- Take a moment to notice your heart beat — is it beating faster than when we started?
- Take some deep breaths

C. At-home activities check-in (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants try a new physical activity? How did it go?

Did anyone achieve their weekly goals? If not, what made it difficult?

What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. Grocery shopping (15 min)



Materials needed

- Food products



It's ideal to do this lesson within a grocery market.

If you are not able to hold the lesson in a store, you can set up a small "store" in your space, placing different kinds of products (produce, packaged foods, canned goods, etc.) throughout the room.

Alternately, you can show the slides of different sections as you discuss them.

Overview



- One big change you can make towards eating healthier is cooking your own food at home
- In order to cook, you have to shop for groceries
- We are going to discuss some ways to grocery shop to make sure you are making healthy purchases
- Before you even step into the grocery store, there are two tips to ensure you make healthy choices...any guesses what those two tips could be?
 1. Meal plan — plan out your breakfasts, lunches, and dinners for about a week, and create a grocery list
 2. Do not grocery shop hungry — make sure you've had a meal or snack before shopping so that you don't make unhealthy choices while shopping

Produce



- When you enter the store, what is the first section you typically walk into?
- Fruits and vegetables — or the produce section
- Almost everything in the fruits and vegetables section is healthy
- Just don't buy more fruits and vegetables than you would need for a week so that they do not spoil

Walls of the store



- Another tip for grocery shopping is to stick to the walls of the store, or the edges
- If you take a walk around a grocery store, you will notice that the walls are lined with the fresh, healthier food
- Fruits and vegetables
- Dairy
- Meat
- The shelves on the inside of the store have more of the processed food
- See if you can do most of your shopping on the walls of the store

Aisles



- We can find whole grains, whole grain cereals, whole wheat bread and pasta, and low sodium soups in the aisles. We can also find spices and other seasonings that can make our meals more interesting.
- Limit the amount of chips, cookies, sugary drinks and other sweets you buy in the aisles

Frozen



- The freezer section can have some healthy choices
- Frozen fruits and vegetables can keep longer, are nutritious, and can often be cheaper than fresh

E. Sugar & salt (20 min)



Materials Needed

- Gallon size container
- Enough sugar cubes for all of the food items
- Plates for the sugar cubes

Sugary drinks



- Let's talk about beverages for a moment
- What are some things you like to drink?
- Many Americans like sugary drinks like soda, juice, sweet tea, or coffee with sugar
- Did you know that each Americans drinks on average 53 gallons of soda each year? Each of us drinks about one gallon of soda each week!
- Soda can contain a lot of sugar
- Added sugar can be found in a lot of foods that might surprise you
- In fact, Americans have about 22 cubes of sugar each day
- Do you know how many sugar cubes experts recommend we have each day? Only 10!
- We need to be careful about what we drink and eat because we can take in a lot of sugar that way
- What are some healthy things to drink?
- Water is by far the healthiest thing each of us can drink during the day



Give each participant or pair of participants a drink container with the nutritional label blacked out. (Be sure to record the sugar content information before blacking out the label.) Printing labels off of product websites is another option, but black out the nutrition facts. Choose a variety of drinks that people commonly drink — soda, sports drinks, chocolate milk, coffee drinks, etc. You can also include food items such as granola bars, canned soups, and other foods that may not seem to be high in sugar.

Ask the participants to stack the number of cubes of sugar they think is on their item on a plate. Once everyone has guess how many cubes there are go through each item and identify the correct amount of sugar cubes. Two sugar cubes = 1 tsp of sugar = 4 grams of sugar. For example, one 20-oz bottle of Mountain Dew has 77 grams of sugar. This would be equivalent to about 19 teaspoons or about 38 cubes of sugar.

Salt



- What do you think of when you hear sodium? (Salty snacks, bad for your health)
- Small amounts of sodium are necessary for our bodies to function, too much is unhealthy.
- What health problems can come from too much sodium? (high blood pressure, heart disease, strokes)
- What kinds of foods have a lot of sodium in them? (Prepackaged foods: (crackers; packaged popcorn; cereal; mixed nuts; gravies/condiments), frozen dinners, deli meat, cheese, restaurant food)

G. Guess the healthier snack (20 min)



Materials needed

- Examples of snacks or materials for snack stations



For this activity, make sure there is a large space at the front of the room to accommodate the entire group. Participants will be voting with their feet on what they think the healthier snack is. Participants can agree or disagree with their partner.

Facilitators will stand on separate sides of the room. Trainer 1 will give participants two choices for a snack, and participants will have to guess which snack is healthier. If they think snack #1 is healthier, they will go and stand with one facilitator, and if they think snack #2 is healthier, they will stand with the other facilitator.

Lead participants through the rounds, being sure to tell them at the end of each round why a particular snack choice is healthier. Some rounds are easier than others.



- Two cookies vs. small bag of baby carrots
 - » Carrots — less sugar, salt, and would meet a serving of vegetables
- Small bag of potato chips vs. sliced apple with peanut butter
 - » Sliced apple with peanut butter — less salt, serving of fruit, protein in the peanut butter
- Whole-wheat crackers with hummus vs. baked potato chips
 - » Whole-wheat crackers with hummus — serving of whole grains and some protein in the hummus; although baked potato chips have less fat than regular potato chips, still high in salt and no nutritional value
- Full-fat strawberry yogurt vs. piece of string cheese
 - » Piece of string cheese — less sugar and less fat; low-fat and plain yogurt is also a healthy option

G. Get your portions right (20 min)



Materials needed

- Handy Portions handout (8.5 x 11 or 11 x 17 version)



- It can be hard to know what a serving size really is. Servings have gotten bigger and bigger over the years. We can use our hands to figure out what a serving size of the different foods we eat should be.
- A palm is the size of a serving of meat, fish or poultry—like chicken. If you don't eat meat, then a serving size of beans (such as black beans or chick peas) is the size of your fist.
- A serving of fruit, veggie, cereal or soup is the size of one fist. A serving of fresh greens like lettuce or raw spinach is two fists.
- A thumb is the same as one serving of salad dressing, cheese or peanut butter, while our thumbnail or the tip of our thumb is a serving of butter, mayo or oil.
- If we cup our hand, that is the serving size of pasta, rice or potatoes. It's also the size of a serving of snacks like nuts.
- Two cupped hands is a good way to measure snacks like chips or pretzels.

H. Snack assembly & break (20 min)



Materials needed

- Ingredients to assemble snacks; ideas below



In this activity, facilitators should split participants into two groups. Each facilitator can take a group to one side of the room and lead them through putting together a healthy snack. Allow participants as much independence as possible so that they feel confident in assembling their own snack.

Healthy snack ideas include:

- 1. Ants on a log — Cut celery sticks, filled with peanut butter, and topped with raisins*
- 2. Unbuttered and unsalted popcorn — Participants can grab a bowl of popcorn and put different seasonings on. Ideas can include olive oil and Italian seasoning, chili powder, cinnamon, garlic powder, orange or lemon zest. (An Internet search of healthy popcorn seasonings will yield more results.)*
- 3. Whole wheat pita sandwiches — Slice whole wheat pita, fill with hummus and cut veggies*
- 4. Items for healthy trail mix*

I. Closing (30 min)



Materials needed

- Partnerships in Wellness journals

Create a healthy meal



- Instructions in your journal
- Choose one of the meals in your journal
- Shop at the grocery store for the menu, cook the meal together

Weekly goal



Participants will be setting a goal each week to work on throughout the week. The journals suggest a goal, however participants can create their own goals to work on.

Facilitators may want to spend time here supporting participants in choosing small, manageable goals related to their larger dreams included on their Wellness Wheel collages.

For example, if an individual has a goal of losing weight, you may want to support them in writing a goal to walk twice during the week for 10 minutes each time.

Enlist partners without disabilities to support the partner with disabilities in writing their goals. Ensure that the partner without disabilities is writing a goal, too!

Closing



- Nice job!
- Next week, we will be discussing social support
- Enjoy cooking this week
- See you next session!

Facilitator meeting



The facilitators should take time after the session to review what went well/ didn't go well. Set aside about 30 minutes to meet immediately following the session.



Questions to review

- What went well? How did we work together?
- What didn't go well? Is there anything we didn't anticipate?

- Is there anyone that we need to pay extra attention to? Anyone we need to accommodate better?
- What are our goals for the group next session?
- What preparation is needed for the next session? Who will do it?
- Any concepts that we need to review next session?



Lesson 8

Setting wellness goals

Lesson 8 outline

- A. Arrival** (30 min prior to start time)
- B. Welcome** (10 min)
 - 1. Greeting
 - 2. Stretching
- C. At-home activities check-in** (10 min)
- D. Partnerships in Wellness Jeopardy** (20 min)
- E. Break** (15 min)
- F. Setting future goals** (30 min)
 - 1. SMART goal
 - 2. Wellness Wheel goals
- G. Wellness continuum activity** (15 min)
- H. Partner obstacle course** (15 min)
- I. Future partner commitment** (10 min)
- J. Closing** (10 min)

Description

Participants will review the content from the curriculum and define what health and wellness mean in their own lives. They will celebrate steps made so far and gain confidence in their ability to make wellness changes.

Learning objectives

After this lesson participants will be able to —

- Celebrate their accomplishments and gauge their further desire to set wellness goals
- Recognize strengths and weaknesses related to their health and environment
- Plan achievable goals in areas of health most important to them and complete their Partnerships in Wellness journal

Lesson notes and preparation

Room set-up

- Place chairs and tables in a large circle/ square with one side open, facing a space for the facilitators
- Keep accessibility and movement in mind
- Set up a table for refreshments
- Space will be needed later in the lesson for two obstacle courses

Materials needed

- Music
- Nametags
- Location signs
- Masking tape



Partnerships in Wellness

- Prepared snack
- Pens and markers
- Face rating cards (one set)
- Partnerships in Wellness Jeopardy cards (one set)
- Items for the obstacle course
- Prepared healthy snacks

Preparation

- Post the signs needed for your space
- Purchase and prepare a snack and refreshments
- Have music playing during arrival time
- Set up Partnerships in Wellness Jeopardy
- Tape a smiley face sign on one end of the room and a frowning face sign on the other
- Set up the obstacle courses

Suggestions for facilitators who are self-advocates

- Direct stretching or demonstrate for participants
- Assist with Partnerships in Wellness Jeopardy
- Share future wellness goals
- Demonstrate and/or assist with an obstacle course

A. Arrival (30 min prior to start time)



Materials needed

- Music
- Nametags
- Signs
- Tape



Have materials prepared and the room set-up 30 minutes prior to start time.

Since it's a celebration week, you may want to have upbeat music playing as participants arrive.

B. Welcome (10 min)



Materials needed

- None

Greeting



- Welcome to our last week of Partnerships in Wellness!
- Today we will be celebrating, reviewing what we have learned in Partnerships in Wellness, and setting goals for our future
- To start today, we are going to do some stretching

Stretching



Direct participants in stretching. Participants can do the stretches from their seats, however encourage participants to stand if they are able and spread throughout the room. Hold each stretch for approximately 30 seconds.



- Put right ear towards right shoulder
- Roll neck forward, put left ear towards left shoulder
- Repeat
- Cross left arm in front of body, hold with right arm
- Cross right arm in front of body, hold with left arm
- Extend right leg, roll ankle in small circles (both directions)
- Extend left leg, roll ankle in small circles (both directions)
- Take a moment to notice your breathing — are you breathing harder than when we started?
- Take a moment to notice your heartbeat — is it beating faster than when we started?
- Take some deep breaths

C. At-home activities check-in (10 min)



Materials needed

- Partnerships in Wellness journals



This is the opportunity for facilitators to check-in with the group as to how the at-home activities went, including the weekly goals.

Did participants record what they've achieved in Partnerships in Wellness? Can they share with the group?

Did anyone achieve their weekly goals? If not, what made it difficult? What would make goals for next week go easier?

Facilitators may need to prompt participants and encourage them to share.

This can also be time for facilitators to review any materials that they feel the participants might not have a good understanding of.

D. Partnerships In Wellness Jeopardy (20 min)



Materials needed

- Partnerships In Wellness Jeopardy cards
- Tape
- Place to keep score



Lead participants in a game of Partnerships in Wellness Jeopardy.

To set up, tape Partnerships in Wellness Jeopardy cards to a wall in a grid pattern. The category name should be at the top of the column, with the category's numbered cards below.

For example, the "Food & drink" column would look like this —

Food & drink
1
2
3
4
5
6

Divide the group into teams. Teams will take turns picking a category and numbered card. A facilitator will remove the card from the wall and read off the corresponding question. Pairs have 20 seconds to answer the question. If they answer correctly, they will get the points on the card (for example, the question "My food & drink – 2" is worth two points).

If they answer incorrectly, the next pair gets a turn to try answering the question. When a pair has answered the question correctly, discard the question.

When all questions have been completed, figure out the team with the most points. They are the Partnerships in Wellness Jeopardy winners!

My food & drink

- 1 – Name a fruit that is red.
- 2 – Name a source of dairy.
- 3 – Which is a better drink: Water or lemonade?
- 4 – Name a whole grain.
- 5 – Name a source of protein that is not meat.
- 6 – What are the five different food groups on Choose MyPlate?
- 7 – Name a leafy vegetable.
- 8 – Which kind of bread has whole wheat in it, bread that is very white or bread that has some brown in it?
- 9 – What is a drink that has dairy (or calcium) in it?
- 10 – How many servings of fruit and vegetables should you eat each day?

My physical activity

- 1 – What is your favorite cardio exercise?
- 2 – Demonstrate a stretch.
- 3 – If you wanted to lift weights, where could you go?
- 4 – Demonstrate a cardio exercise.
- 5 – What is a chore at home that gets your body moving?
- 6 – Name three different types of exercise.
- 7 – What kinds of things can you do while you watch tv to keep moving?
- 8 – Is standing or sitting healthier?
- 9 – Does a relaxing walk count as exercise?
- 10 – Name a fun way to get your body moving.

My social support

- 1 – Name a friend or family member of yours.
- 2 – Say one good thing about your partner.

- 3 – *True or false: Relationships are bad for our health.*
- 4 – *Name a community member that you know.*
- 5 – *Name a quality of a good friend.*
- 6 – *Who are you closer to on your Relationship Map: People who love me or people who help me?*
- 7 – *What do your friends like to do with you?*
- 8 – *True or false: It is helpful to have friends or family to talk to when you're upset.*
- 9 – *What is one of your favorite activities to do with other people?*
- 10 – *What is one way that you like to be a part of your community?*

My feelings

- 1 – *True or false: It's important that we feel good inside.*
- 2 – *Name something that helps you feel calm.*
- 3 – *Name something good about yourself.*
- 4 – *True or false: There is never a wrong way to feel.*
- 5 – *Which could be a good way for a person to calm down: Listen to really loud music, take a quiet walk outside, or start yelling at a friend?*
- 6 – *Demonstrate deep breathing exercises.*
- 7 – *True or false: It can be helpful to talk about how you feel when you are upset.*
- 8 – *Talk about one thing that makes you happy.*
- 9 – *True or false: It is important to do things that make you happy.*
- 10 – *True or false: Being active can help make you feel happier.*

Mix

- 1 – *Give your partner a high five.*
- 2 – *Point out a new friend you have made in Partnerships in Wellness.*
- 3 – *Name a purple fruit or vegetable.*
- 4 – *What's a better snack: Potato chips or a sliced apple?*
- 5 – *Demonstrate a stretch for your legs.*
- 6 – *Show us some cardio and dance!*
- 7 – *What is your favorite food to make?*
- 8 – *What is your favorite healthy snack?*
- 9 – *What is a fun way to make a flavorful, but healthy, drink?*
- 10 – *Name something good that happens to your body when you exercise.*

E. Break (15 min)



Provide a healthy snack that sets more of a party atmosphere — this is a celebration! Tortilla chips with healthy dips (salsa, guacamole, hummus), chopped vegetable and fruit platters, or a frozen yogurt bar with healthy toppings.

Play some festive music during the break to get participants in the celebration mood.

F. Setting future goals (30 min)



Materials needed

- Partnerships in Wellness journals
- Pens or markers



- Today is our last time together
- Even though we won't continue to meet, I hope that you have identified sources of support to make healthy choices
- Right now, we are going to set health and wellness goals for yourself for the next 3 months

SMART goal



- When we think about goals, one way to write goals is called a SMART goal.
- **"S" means that goals should be specific.** We know exactly what we are going to do. I am going to walk is specific. I am going to exercise more is not.
- **"M" means goals should be measurable.** This means we can count it. I am going to eat one vegetable at every meal is measurable. I can count whether or not there is a vegetable.
- What are other things we can count? (Number of days per week, how long, etc)
- **"A" means goals should be achievable.** This is different for everyone. For one person, finishing a marathon might be an achievable goal. For someone else, walking 10 minutes a day is the perfect goal for them.
- If you were going to pick a nutrition goal — what ideas do you have for a nutrition goal?
- One way to decide if a goal is achievable is if you are certain you could do it with little difficulty. Think about rating the goal on a scale of 0-10 - with 0 being there is absolutely no way I could do this and 10 being of course I can. Your goal should fall between 8 and 10. Once you meet this goal then pick one a little harder!
- **The "R" stands for relevant.** This means that the goal should make sense for you and your dreams. If your dream is to one day finish a marathon, then having a goal to swim every day might not be the best choice. What would a relevant goal be?

- **The final letter in SMART is T. This stand for time** — how long will you work on this goal? When will you be done? Today we are picking three months for our time. Think about goals you can accomplish in three months.
- Has any ever heard the story of the tortoise and the hare? The tortoise beat the hare in a race because the tortoise kept moving and working. If you do practice something on a regular basis, you will get better at it - this can be practicing the piano, practicing a sport, practicing eating more vegetables, or practicing calming activities when we are upset.

Wellness Wheel goals



- We will think about goals in each area of the Wellness Wheel.
- In each section of the Wellness Wheel, you will notice a place to write your goal, and a place to write what help that you need. Think about our lesson on social support. What kinds of support will you need for this goal? Who might be able to help you with that?
- You may want to think about the weekly goals you set over the last 8 weeks and build on some of those. To help us think about things we might want to work on, we are going to repeat the wellness continuum from the first week.



If it works for your group, encourage participants to grab more food and drink, and you can turn on music softly. Remember — this is building upon previous accomplishments, so keep the celebration going! Participants should be excited to continue achieving goals.

Facilitators can assist participants in thinking of goals.

G. Wellness continuum activity (15 min)



Materials needed

- None



In this activity participants will move along a continuum from 0–10 based on a list of statements to help think about what health-promoting activities they already participate in and which ones they might want to set goals to improve.



- We are going to think about the things in our lives that help us feel happy and healthy.
- On that end of the room is a 0 – that means we think something could be a lot better.
- The other end of the room has a “10” that means everything is exactly how we want it to be.
- I am going to read some statements about health and I would like you to move to someplace between 0 and 10 that fits for you.

- For example, if I said I drink water. If you think you don't drink enough water, move towards the "0".
- If you think you drink all of the water your body needs each day, move towards the "10."
- You can also be somewhere in the middle — sometimes you drink enough water, sometimes you don't.
- Let's try it!

Statements

- I get enough sleep each night.
- I eat fruits or vegetables with every meal.
- I limit my TV or computer time each day.
- I find time to a physical activity almost every day.
- I limit my sugary drinks or treats.
- I have at least one person I can talk to about things that bother me.
- I am able to participate in activities that are important to me.
- I have things that I know help me feel calm and peaceful.



If it works for your group, encourage participants to grab more food and drink, and you can turn on music softly. Remember — this is building upon previous accomplishments, so keep the celebration going! Participants should be excited to continue achieving goals.

Facilitators can assist participants in thinking of goals.

G. Partner obstacle course (15 min)



Materials needed

- Items for an obstacle course — see below
- Blindfold — bandana, scarf, etc.



- Now we are going to do a fun activity with our partners
- We have set up an obstacle course, and we are going to lead one another through it



Ask people to pair up with someone else in the group or assign pairs if that works better for the group. If the group has partners, have the partners work with each other.



- Sometimes we can face obstacles in achieving our goals. If we are creative and ask for social support, we can overcome our obstacles.



Set up one or two obstacle courses for participants to go through with their partner (or another participant if the group is being run without partners).

Participants will lead their blindfolded partner through an obstacle course. Partners can either guide by shoulders, hand, or both holding on to a rope, scarf, etc. Each participant should take a turn leading their partner.

Keeping your participants and accessibility/sensory needs in mind, the obstacle course should be fairly simple and short. Participants can lead each other around an object such as a chair, through a doorway, over a small item, etc., or can direct their partner to do a task like pouring a glass of water or drawing a picture. Have fun coming up with ideas!

When all participants have had a chance to go through the obstacle course, lead a quick discussion.



- How easy would it have been to do the obstacle course without the help of your partner?
- What did your partner do that made it easier for you?
- Is there something you could have asked your partner to do that would have made it easier for you?

H. Future partner commitment (10 min)



Materials needed

- Partnerships in Wellness journals
- Pens or markers



- Our hope is that after Partnerships in Wellness you and your partner will continue to work together on being healthy
- You just set some future wellness goals — can your partner help you? Can you help your partner?
- Remember in the beginning of Partnerships in Wellness you and your partner created a Partner agreement?
- You and your partner are going to work on developing a Partner agreement for the next three months to support one another in being healthy



Walk through each question as a group, giving partners a few minutes to answer each question.

I. Closing (10 min)



Spend this time recognizing the different accomplishments participants have made during Partnerships in Wellness and thanking them for their time and commitments.

Participants can keep their Partnerships in Wellness journals. You may want to have them flip through their journals to look at all they have accomplished.

You can also use this time for any follow-up or evaluation work.



Information sheets

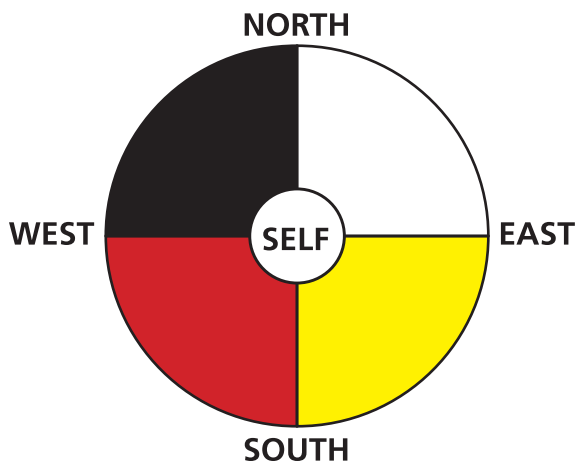


Lesson 1

Welcome

Welcome to Partnerships in Wellness. These *information sheets* are to provide you with additional information and resources on the topics we cover.

- **Our topics each week are based on a simple wellness wheel.** A wellness wheel is a way of looking at health in a holistic way. It is based on the Native American tradition of the “Medicine Wheel” which views all parts of our lives as connected to one another¹. In order to be healthy, we need to think about all the parts of our lives. The Partnerships in Wellness “Wellness Wheel” is a simplified version of the wellness wheel. There are many other areas of wellness that could be included



in the wheel including: financial health, professional health, and environmental health.

- **Research shows that making small changes and doing them consistently can make a big difference in over-all health.** Many of our lessons and activities are built on simple things that we believe are not only beneficial to health for everyone but are also easy enough for almost anyone to do.
- **We also believe in a holistic approach to being healthy.** Relationships are an important part of health in addition to nutrition and exercise. This program is set up as a partnership between you and your partner. As partners you have the ability to support one another’s healthy behaviors.

Thank you for being a part of Partnerships in Wellness. We hope you enjoy the next seven weeks. Please ask us for more information about anything related to the topics we discuss. We also welcome ideas to make the program work better.

Websites

What is Wellbeing?

<http://www.takingcharge.csh.umn.edu/article/05-2013/what-wellbeing>

Dimensions of Wellness

http://www.nationalwellness.org/?page=Six_Dimensions

Can Disability, Chronic Conditions, Health and Wellness Coexist?

<http://www.ncpad.org/93/697/>

[Can~Disability~~Chronic~Conditions~~Health~and~Wellness~Coexist~](#)

Books

Eat Move Sleep: How Small Choices Lead to Big Changes

By Tom Rath



¹ Margot, L., & McKenzie L. (2006). *The wellness wheel: An aboriginal contribution to social work*. Proceedings from the 2006 First North-American Conference on Spirituality and Social Work: Breaking Barriers and Creating Common Ground Through a Holistic Approach: The Medicine Wheel. Waterloo, ON: The University of Waterloo.



Lesson 2

Relationships

Healthy relationships are just as important as any other parts of our health. Social connections can reduce stress. High levels of stress contributes to heart disease, poor gut function, and harms the immune system. The caring behaviors that are a part of healthy relationships encourage the body to release hormones which reduce stress. In relationships, both givers and receivers of social support benefit.

Many individuals with intellectual disabilities do not establish long-lasting relationships with people outside of their immediate family. It is important to recognize that this lack of friendships can impact other areas of health.



Promoting healthy relationships for the individuals you support is extremely important for their overall health. As persons that support and care for individuals with intellectual disabilities it is important to think about what you can do to foster healthy relationships.

Here are some ideas —

- Support volunteer opportunities
- Support making new friends
- Participate in self-advocacy organizations or community activities
- Invite friends or family over for dinner
- Encourage the people you work with to live their lives in ways that are meaningful to them (and you do the same!)



Having a sense of purpose helps us to feel like we have more control over situations, which makes life less stressful.

The cure for loneliness is not just about increasing our social networks, but feeling a part of a community. What's

most important is that we find ways to spend time with people we care about and participate in activities that are fun. These activities are tremendously important in order to help individuals with intellectual disabilities develop healthy relationships.



Websites

Social ties are good for your health

<http://web.stanford.edu/group/bewell/cgi-bin/bewell-wp/social-ties-are-good-for-your-health/>

Books

Friends: Connecting people with disabilities and community members

http://ici.umn.edu/products/docs/Friends_manual.pdf

By Angela Amado

Friends and Inclusion

<http://www.inclusion.com/friendspreface.pdf>

By Peggy Hutchinson and John Lord

101 Ways to Facilitate Making Friends: How to Engage and Deepen Support Networks for People with Disabilities

by Aaron Johannes, Susan Stanfield, and Jim Reynolds



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Lesson 3

Being active

It can be hard to find time to be active, but there are ways to make physical activity a routine part of the day. Recent research has shown that being sedentary has long-term harmful effects on health. Sitting for long periods of time greatly increases the risk of conditions such as heart disease, increased blood pressure, high blood sugar, excess body fat around the waist and abnormal cholesterol levels. Simply moving more and being more active throughout the day can make a big difference in long-term health.



Here are some activities that can be part of the daily routine —

- Mopping or sweeping the floor
- Vacuuming
- Taking out the garbage
- Playing active games on the Wii
- Shoveling or raking the yard
- Sledding or playing catch in the yard
- Gardening
- Parking further away from the door and walking
- Getting off the bus a block earlier



Remember any physical activity counts!

- Unloading or loading the dishwasher or laundry machine
- Folding clothes
- Dusting
- Washing dishes
- Walking up stairs
- Walking around the house
- Stretch breaks at work, when using the computer or when watching TV

People are more likely to be more physically active if they see others around them being more active.



Websites

Non-exercise Activity Thermogenesis

<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2796.2007.01842.x/pdf>

Too Much Sitting: Health Risks of Sedentary Behavior and Opportunities for Change

<https://www.presidentschallenge.org/informed/digest/docs/201212digest.pdf>

Books

Sitting Kills, Moving Heals: How Everyday Movement Will Prevent Pain, Illness, and Early Death - And Exercise Alone Won't

By Joan Vernikos



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Lesson 4

Fruits and vegetables

According to the CDC, Americans eat, on average, 1 serving of fruit and 1.5 servings of vegetables per day. This falls short of the minimum recommendation for 2 servings of fruit and 3 vegetable servings. People who eat more fruits and vegetables have lower rates of heart disease and cancer. Research has shown that taking vitamins and other dietary supplements do not offer the same benefits as eating fruits and vegetables. For every serving added each day the risk of disease decreases.

Eating fruits and vegetables, especially fresh ones, can be expensive. But there are simple and inexpensive ways to add fruit and vegetables.



Cost-effective ways to eat more fruits and vegetables —

- Frozen fruits and vegetables are usually cheaper and just as nutritious (sometimes more nutritious) than fresh
- Buy in season (tomatoes in summer, squash in winter)
- Check out the local farmer's market
- Prevent waste – store properly and buy only what you can eat
- Try growing some of your own – even a few pots with some herbs and vegetables on a patio makes it easier to get some fresh vegetables
- Some vegetables such as carrots or cabbage are usually inexpensive and still nutritious.

Make it simple —

- Add fruit to your morning cereal
- Add some spinach or tomatoes to your scrambled eggs
- Eat vegetables on your pizza
- Eat some vegetables with your frozen dinner
- Add frozen vegetables to canned soup or pasta meals
- Grab fruit or pre-cut vegetables for an “on-the-go” snack
- Try a meatless meal each week
- Have a small salad with dinner



Websites

Eat More! Fill Half Your Plate with Fruits & Veggies

www.fruitsandveggiesmatter.gov

SuperTracker: My foods. My fitness. My health.

<https://supertracker.usda.gov/>

The Nutrition Source: Vegetables and Fruits

<http://www.hsph.harvard.edu/nutritionsource/vegetables-full-story/>

Full Plate Living: Power Ups

<https://fullplateliving.org/diet/power-ups>

Books

Good and Cheap: Eat Well on \$4 a Day

Available for free at: <http://static.squarespace.com/static/52f120cfe4b0bf8fcb650b3e/t/538f9236e4b08b5c80ab24ed/1401918006810/good-and-cheap.pdf>

By Leanne Brown

What to Eat

By Marion Nestle



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Lesson 5

My feelings

Emotional health is an important part of being healthy. Thoughts and feelings influence hormones in the body. Feeling unhappy or stressed-out can contribute to not feeling good physically.

People who experience emotional wellness are able to share their concerns and feelings with others; have a strong support network; feel content and good about who they are; and are able to relax.

Resilience is the ability to bounce back from stress or negative experiences. Practicing resilience in ourselves and supporting it in others leads to better mental health.



Resilient people generally have positive outlooks. They also work on building positive relationships, recognize their own skills and abilities, laugh and use humor, practice gratitude, and have a way of expressing spirituality.

It's also important to be able to express our emotions in appropriate ways.

Learning to manage negative emotions and stressful events through self-care, asking for support, and relaxation techniques are all important tools for better emotional and mental health.



We can help our emotional health —

- Using positive–self-talk (“I am going to try my best.”)
- Ask for help when we need it
- Practicing being thankful
- Practicing stress management and calming activities



Websites

Emotions and Health

<http://www.nlm.nih.gov/medlineplus/magazine/issues/winter08/articles/winter08pg4.html>

Mind-Body Exercises & Heart Health

<http://my.clevelandclinic.org/heart/prevention/emotional-health/stress-relaxation/mind-body-exercises.aspx>

Greater Good: The Science of a Meaningful Life

<http://greatergood.berkeley.edu/>

Thoughts and emotions

<http://www.takingcharge.csh.umn.edu/wellbeing/health/thoughts-emotions>

Stress Mastery

<http://www.takingcharge.csh.umn.edu/wellbeing/health/stress-mastery>

Books

The Gifts of Imperfection

By Brené Brown

Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment

By Martin E. P. Seligman



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Lesson 6

Move my body

Exercise recommendations for adults include both aerobic and muscle building activities throughout the week. Some people need adaptations to the amount, intensity, and type of physical activity they do. Some muscle soreness can be expected when starting an exercise program or when increasing exercise intensity, but it is important to stop any activity that is causing pain. If people have particular conditions or limitations that might need adaptations, physical therapists or specially certified personal trainers can be a useful source of information.

Doing some exercise is better than doing no exercise. If someone has been sedentary, starting with 30 minutes five days per week may be too much or overwhelming. For some people, walking to the end of the driveway and back may be a great accomplishment. The important thing is to do something every day – be it a walk to the end of the drive way, a brisk 30 minute walk, or a Zumba class. The important thing is to choose an activity that be done consistently.



Most importantly pick an activity that is fun! People are more likely to do something that is fun than a chore.

Aerobic exercise

2 hours and 30 minutes of moderate cardiovascular exercise every week

- This is equivalent to exercising 30 minutes 5 days a week. Moderate aerobic activities include brisk walking, dancing, skating, pushing a lawn mower, or riding a bike on

flat ground. Any physical activity that gets your heart beating a little faster but still allows you to maintain a conversation counts as moderate aerobic exercise.

- The 30 minutes a day does not have to be all at once. You can do 3-10 minute sessions spread throughout the day and still get the benefits of exercise.
- You can exercise less time if you work harder. For example, you can run for 15 minutes rather than walk for 30. Other examples of vigorous exercise include: running, swimming, riding a bike fast or up hills, playing basketball, or anything that makes it hard to carry on a conversation.



Strength Building Exercise

At least two days per week of muscle-strengthening exercises.

- Strength exercises should focus on the legs, hips, back, abdomen, chest, shoulders, and arms. You should do each exercise 8-12 times. You can do up to 3 sets. These exercises can be done at home using your body weight (such as push ups). You can also use things from around the house like canned foods or jugs of water. Gyms usually offer both free weights and weight machines for strength building exercise.



Stretching

There are no recommendations for stretching exercises for adults. However, doing stretching once or twice a week can help with flexibility and reduce injuries.

Websites

National Center on Health, Physical Activity, and Disability

<http://www.ncpad.org/content/9/Exercise~and~Fitness>

Intellectual Disabilities and Fitness

<http://www.ncpad.org/120/931/Intellectual~Disabilities~~~Fitness>

Exercise Video for People with Intellectual and Physical Disabilities

<http://www.youtube.com/watch?v=zTBBVJsksal>

<http://www.youtube.com/watch?v=IQOilFnoyfc>

<http://www.youtube.com/watch?v=HbCJEL55VZc>



Books

Spark: The Revolutionary New Science of Exercise and the Brain

By John J. Ratey



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Lesson 7

Sugary drinks

Humans are hard-wired to prefer sweet foods. However, over the past 100 years the amount of sugar we eat has increased a lot. The increase in pre-packaged foods, including soda, has led to the increase in overall sugar consumption. It isn't all from eating candy and drinking soda. It also comes in other foods. Ketchup, peanut butter, crackers, bread, and most flavored yogurts all have high amounts of added sugars in them. But soda accounts for about 1/3 of all of the added sugar people get each day.



Food ingredients that end in “ose” are added sugars. Glucose, one kind of sugar, is what the body uses as energy. All of the food we eat is eventually converted to glucose by the body. However, too much added sugar has been shown to lead to an increase in a person's risk for diabetes and heart disease. The closer they are to the start of the food ingredient list, the more there is. Try and choose foods with the fewest ingredients possible and with little added sugar.

One of the easiest ways to reduce the amount of added sugar in our diet is to reduce or eliminate sugary drinks. Sugary drinks provide a lot of calories without giving us the vitamins, minerals, and fiber that whole foods do.



Alternatives to Sugary Drinks

- Tea comes in lots of flavors, including herbal teas with no caffeine. Drinking them iced is a delicious substitute for sugary drinks.

- Adding one part juice to three parts seltzer is a low-sugar way to get a fizzy drink.
- Add fresh fruit to pitchers of water for a fruity taste. Vegetable and herb combinations like cucumber and basil are also refreshing.
- If you do choose soda, choose the smallest size.



Websites

The Nutrition Source: Sugary Drinks

<http://www.hsph.harvard.edu/nutritionsource/healthy-drinks/sugary-drinks/>

Eating too Much Added Sugar Increases the Risk of Dying with Heart Disease

<http://www.health.harvard.edu/blog/eating-too-much-added-sugar-increases-the-risk-of-dying-with-heart-disease-201402067021>

Rethink Your Drink

http://www.cdc.gov/healthyweight/healthy_eating/drinks.html



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Lesson 8

Setting goals

How can we set goals that we can achieve? One way is to set SMART goals.

SMART stands for —

Specific — A specific goal states in the most detailed way possible exactly what you want to accomplish. For example, your goal may be to lose weight. Writing this as a specific goal requires that you add more detail in what way you want to lose the weight. For instance, do you want to eat more healthy foods or do you want engage in more physical activity to burn calories?

Measurable — A goal can be measured in a number of ways. If your long-term goal was to lose weight, you could specify how much weight you want to lose. In the short-term, you could measure how many days or hours of physical activity you do each week.



Attainable — An attainable goal is one that is possible. If you were to rate how likely you were to be able to achieve a goal on a scale from 1 to 10, with 1 being impossible and 10 being absolutely doable, selected goals should be 8 or above on this scale.

It is also important to consider the difference between short- and long-term goals. It is good to set short-term goals that are attainable. Achieving a big goal such as losing weight, being more independent or mobile, or developing healthy relationships requires small and SMART steps. For example, for the big goal of losing weight, you may consider losing 4 lbs in a month or 1 lb a week;

another attainable goal might be to eat one additional serving of fruit or vegetables each day.

Relevant — Relevant goals should be related to your overall long-term goal. It is important that there is an obvious link between your long-term and short-term goals. If your long-term goal is to lose weight, then increasing your friendships would not be an appropriate goal. It is important to make the short-term goals as relevant as possible to the long-term goals.

Time-based — Set a time frame around when you hope to accomplish your goal. This can help you stay on track. If you don't accomplish your goal in the time you allotted, that is totally ok. The time frame is not a way to punish yourself for not reaching your goal. It is more a way to help you keep on track. You can always change the time frame if you still have not made your original goal by the date that you originally set.

Websites

Stages of Readiness for Change

<http://www.takingcharge.csh.umn.edu/activities/stages-readiness-change>

Creating a Goal

<http://www.takingcharge.csh.umn.edu/create-healthy-lifestyle/create-goal>

Achieving your SMART Goal

<https://bewell.stanford.edu/smart-goals>

Books

The Spark: The 28-Day Breakthrough Plan for Losing Weight, Getting Fit, and Transforming Your Life

By Chris Downie



Partnerships in Wellness

PIW@umn.edu • 612.624.5510



Supporting materials

Wellness Wheel cards



Meditation



Friends



Stretching



Water



Doctor



Grocery shopping



Swimming



Stress



Community club



Family



Religion



Self Esteem



Snacks



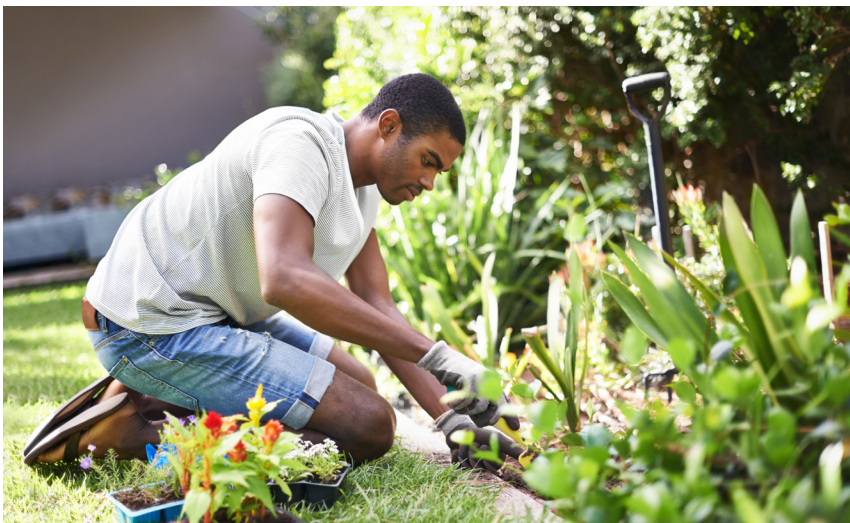
Listening to music



Basketball



Cooking



Gardening



Walking



Weight lifting



Vegetables



Family



Significant other



Best friends



Friends



People we work with



Direct support staff



People on our team



People at our faith communities



Neighbors



Doctor



Banker

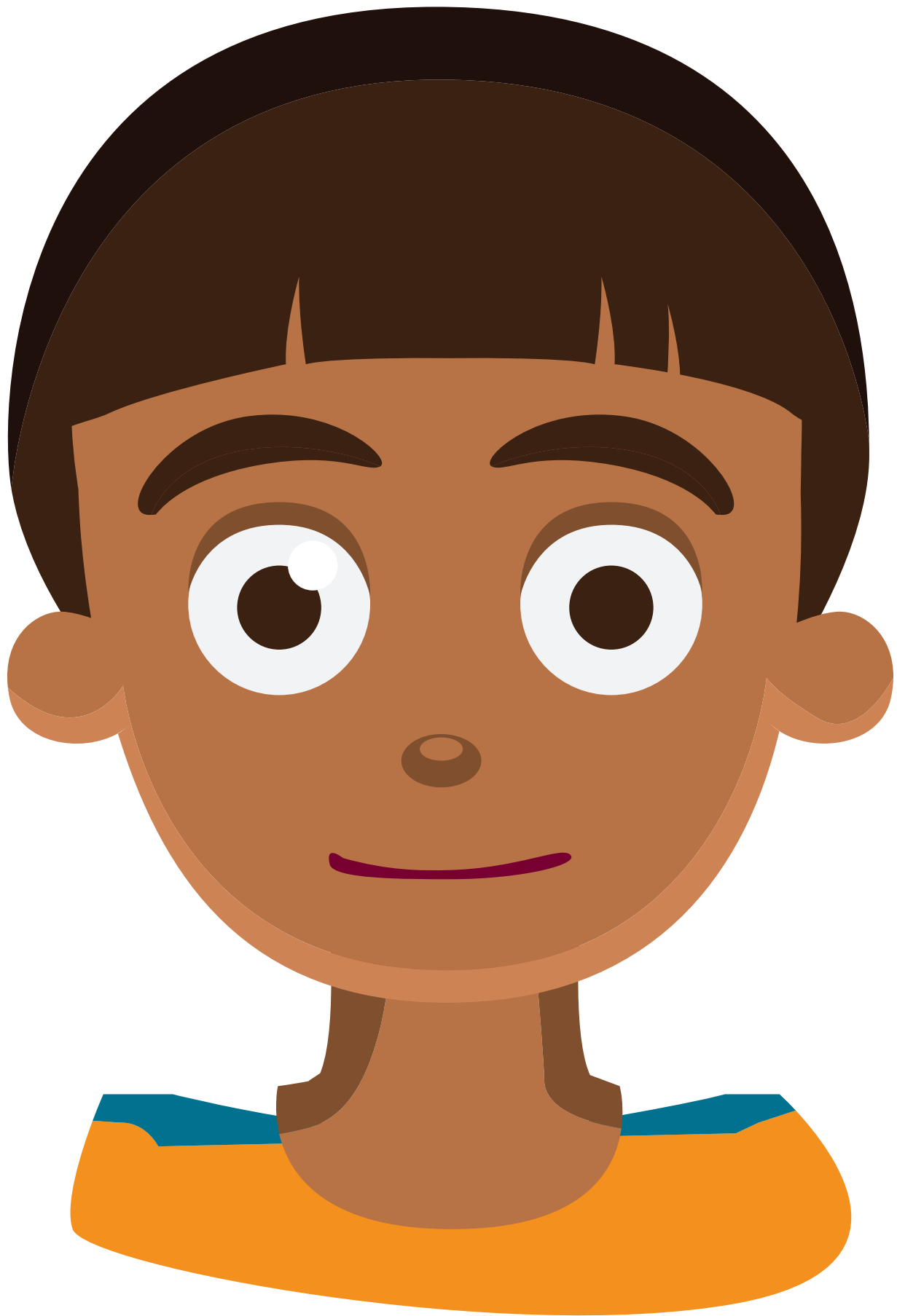


Coffee shop worker

Face rating signs



How we want it to be



Just OK



Could be better

Exercise stations

March in place

Lift feet off the ground.



Air punches

Hold hands in fists close to your body, cross your right arm out and across your body. Repeat with left arm.



Arm circles

Stick arms straight out to your sides.
Move your arms in small circles.



Twists

Place your hands on your hips. Twist your torso to the right, then to the left. Repeat.



Arm curls

Hold weights in both hands. Straighten arms near your sides with your palm facing up. Keep elbows still and at your side, curl your arms up to your chest.



Arm extensions

Hold weights in both hands and place arms at your side, palms facing in. Lift your arms straight up from your sides, and then bring them down. Repeat.



Leg lift left

Sit in a chair with knees bent. Extend your left leg out, straighten and lift your leg. Repeat.

Leg lift right

Sit in a chair with knees bent. Extend your right leg out, straighten and lift your leg. Repeat.



Stomach crunches

Lay on your back on a mat. Place your hands behind your ears. Lift your neck and upper back off the mat, tightening your stomach. Repeat.

For those with accessibility needs: Sit in a chair, and focus on tightening and untightening your stomach muscles.



Neck rolls

Place right ear on your right shoulder.
Roll neck forward to other side, place left ear
to left shoulder. Repeat.



Arm reaches

Raise arms straight above your head, stretching your torso. Bring arms to side and repeat.



Toe reach

Stand straight up, and bend over at your waist.
Reach your hands for your toes.



Wall push-ups

Stand in front of a wall, about one foot from wall. Extending arms out, place palms on the wall. Lean into the wall, and then push yourself back to standing. Repeat.



Toe taps left

Extend your left leg with your toe in the air.
Tap your toes to the ground. Repeat.

Toe taps right

Extend your right leg with your toe in the air.
Tap your toes to the ground. Repeat.



Ankle circles left

Sit in a chair. Extend your left leg out and lift leg slightly. Rotate your ankle in small circles.

Ankle circles right

Sit in a chair. Extend your right leg out and lift leg slightly. Rotate your ankle in small circles.



Cat/cow

Sit in a chair. Arch your back, pointing your chin to your chest. Arch your chest, sticking out your chest and pointing your chin to the ceiling. Repeat.



Food cards



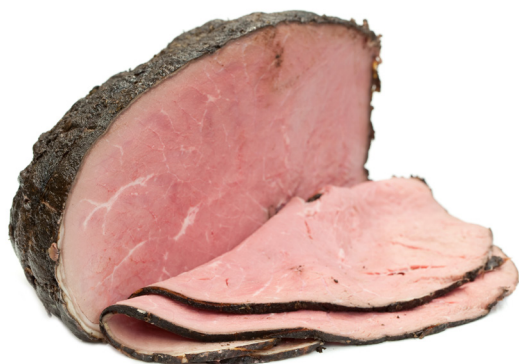
Roasted chicken



Beans



Tofu



Beef



Peanut butter



Deli meat



**Whole wheat
bread**



Carrot



Brown rice



**Whole wheat
pasta**



Lettuce



**Whole wheat
rolls**



Peas



Broccoli



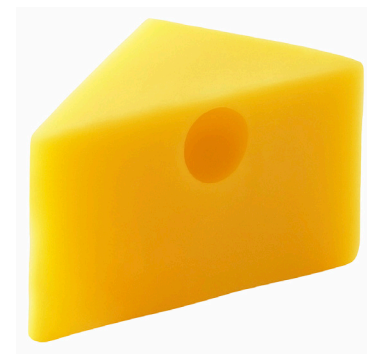
Yogurt



Blueberry



Milk



Cheese



Grapes



Orange



Ice cream



Corn



Watermelon



Fish

Fruit and vegetable cards



Apple



Tomato



Raspberry



Bell Pepper



Strawberry



Pumpkin



Nectarine



Carrot



Squash



Pear



Lettuce



Kiwi



Peas



Broccoli



Avocado



Blueberry



Plum



Blackberry



Grapes



Eggplant



Banana



Corn



Lemon



Apricot

Other

Other

Other

Exercise BINGO cards and numbers

EXERCISE

B I N G O

2	4	6	8	10
1	3	5	7	9
5	6	FREE SPACE	3	6
8	10	2	1	3
7	5	1	2	5

EXERCISE

B I N G O

5	7	5	6	2
3	8	1	2	1
6	5	FREE SPACE	9	3
9	1	3	5	7
10	2	4	6	8

EXERCISE

B I N G O

6	8	10	1	5
5	7	9	3	3
8	3	FREE SPACE	7	6
2	1	3	10	9
1	2	5	2	10

EXERCISE

B I N G O

5	1	2	5	7
10	2	1	3	8
6	5	FREE SPACE	6	3
3	6	3	9	1
4	3	7	10	2

EXERCISE

B I N G O

5	2	1	5	7
10	8	6	4	2
5	6	FREE SPACE	3	6
6	3	1	6	5
8	10	3	1	7

EXERCISE

B I N G O

8	3	1	2	10
3	6	4	5	6
1	9	FREE SPACE	4	3
2	10	7	3	4
7	5	2	1	5

EXERCISE

B I N G O

4	3	8	5	2
10	6	4	9	8
2	8	FREE SPACE	6	9
3	2	10	4	1
5	1	6	10	7

EXERCISE

B I N G O

7	10	6	1	5
2	5	8	3	4
8	9	FREE SPACE	4	10
9	6	5	8	2
1	2	10	4	1

EXERCISE

B I N G O

7	5	1	7	2
1	3	2	1	8
9	2	FREE SPACE	9	9
8	10	8	8	1
2	4	3	2	7

EXERCISE

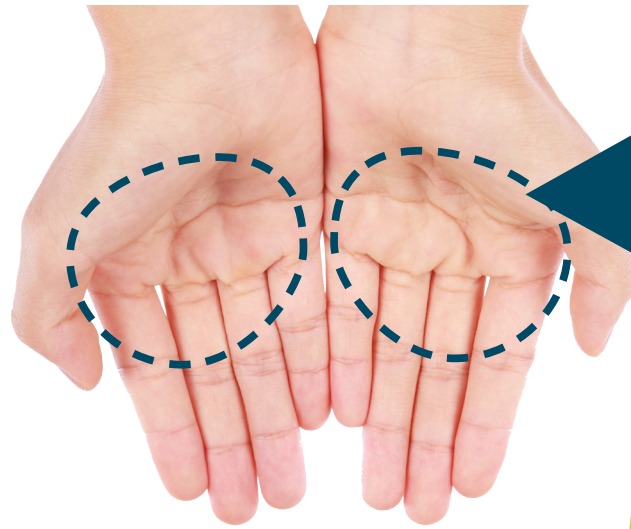
B I N G O

7	10	6	1	5
2	5	8	3	4
8	9	FREE SPACE	4	10
9	6	4	8	2
1	4	10	2	3

b 1	i 1	n 1	g 1	o 1
b 2	i 2	n 2	g 2	o 2
b 3	i 3	n 3	g 3	o 3
b 4	i 4	n 4	g 4	o 4
b 5	i 5	n 5	g 5	o 5
b 6	i 6	n 6	g 6	o 6
b 7	i 7	n 7	g 7	o 7
b 8	i 8	n 8	g 8	o 8
b 9	i 9	n 9	g 9	o 9
b 10	i 10	n 10	g 10	o 10

Handy Portions

Handy Portions



2 CUPPED HANDS
Chips, crackers, pretzels



1 CUPPED HAND
Pasta, rice, potatoes, nuts



1 FIST
Cereal, soup, beans, legumes, raw veggies, fruit



2 FISTS
Greens, lettuce, raw spinach



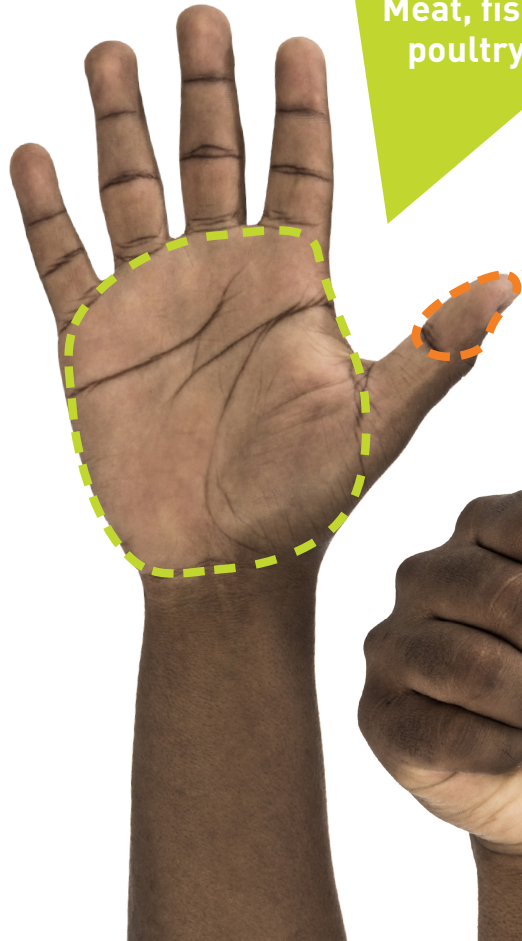
THUMB
Salad dressing, cream cheese, peanut butter



THUMBNAIL
Butter, oils, margarine, mayo

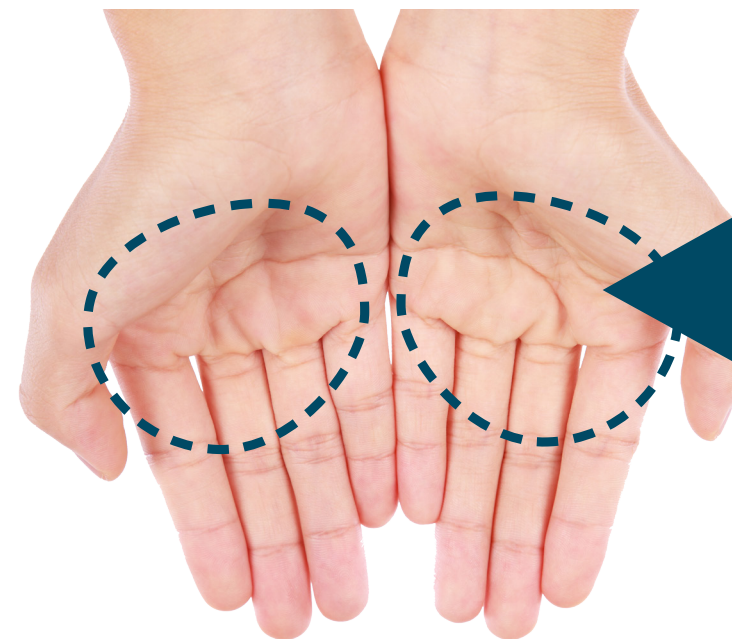


PALM
Meat, fish, poultry



Handy Portions

It can be hard to know what a serving size really is. Servings have gotten bigger and bigger over the years. We can use our hands to figure out what a serving size of the different foods we eat should be.

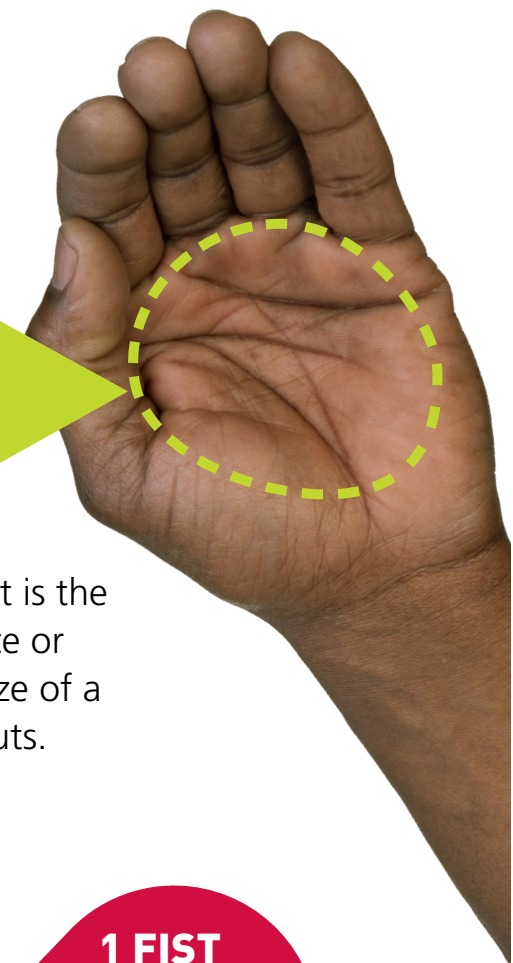


2 CUPPED HANDS

Chips, crackers, pretzels



Two cupped hands is a good way to measure snacks like chips or pretzels.

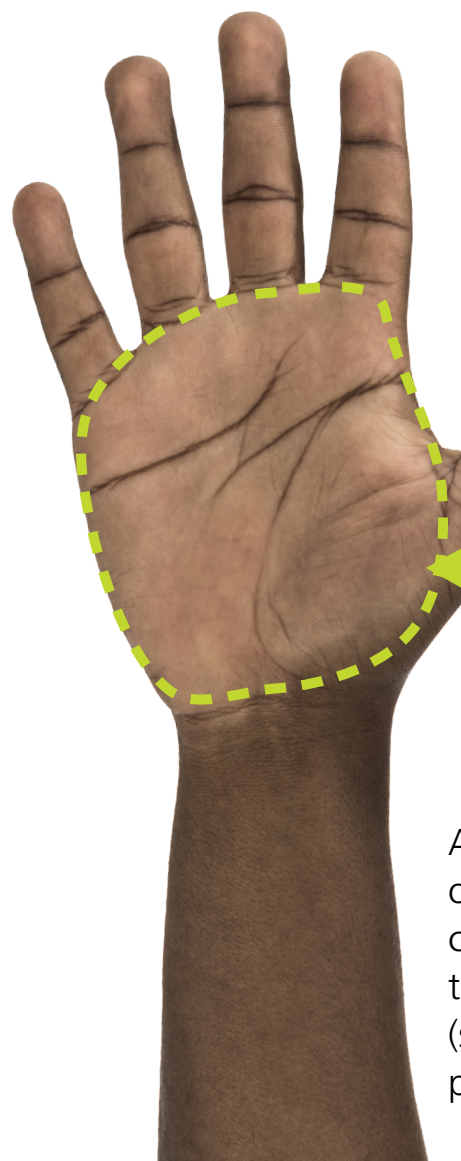


1 CUPPED HAND

Pasta, rice, potatoes, nuts



If we cup our hand, that is the serving size of pasta, rice or potatoes. It's also the size of a serving of snacks like nuts.



THUMBNAIL

Butter, margarine, mayo, oils



PALM

Meat, fish, poultry



A palm is the size of a serving of meat, fish or poultry (like chicken). If you don't eat meat, then a serving size of beans (such as black beans or chick peas) is the size of your fist.



THUMB

Salad dressing, cream cheese, peanut butter



2 FISTS

Greens, lettuce, raw spinach



1 FIST

Cereal, soup, beans, legumes, raw veggies, fruit



A serving of fruit, veggie, cereal or soup is the size of one fist. A serving of fresh greens like lettuce or raw spinach is two fists.

Wellness Jeopardy