



Lesson 1 — Leader's Guide

Where do I Stand?

According to the Theory of Planned Behavior, programs aimed at attitudes, perceived norms, and control over making a change obtain better results. This lesson is designed to address beliefs that may be hindering participants' attainment of goals. It's important to assess current attitudes toward physical activity and consuming a healthy diet.

Educational goals

After this program, participants will be able to:

- discuss the concept of a limiting belief,
- recognize existing limiting beliefs regarding nutrition and physical activity,
- identify their own beliefs regarding physical activity and nutrition,
- create mission statements for living a healthy and active lifestyle,
- understand the importance of an action plan and implement it into their routine, and
- complete a three-day food/activity log.

Suggested program preparation

- Review this leader's guide and the fact sheet.
- For each participant, have a copy of the fact sheet, the Three-Day Food/Activity Log and Lesson 1 supplement. Familiarize yourself with these resources.
- Review the definition of a limiting belief.
Limiting beliefs are thoughts that place limitations on one's own abilities and that a person feels certain are true.
Examples include: I will never be good at this. I am afraid of success. My friends and family won't support my efforts.
- Review the components of a mission statement.
It is a written, memorable sentence (or two) describing a purpose or goal. Examples include: To consume a diet rich in whole grains, lean protein, and a colorful array of fruits and vegetables. To prevent chronic disease by leading a healthy lifestyle. To incorporate physical activity into my daily routine.
- Prepare your own mission statements to share with the participants as well as a mock food/activity log to pass around as an example.

Materials needed

- Copies of the fact sheet, including Three-Day Food/Activity Log and Lesson 1 supplement, for self and participants.
- Your own personal mission statements and mock food/activity log.
- Pens or pencils for participants to borrow.
- Current cost-comparison of fast food and foods prepared at home. (Display healthy snack choices. Provide examples of workout equipment that can be used in the home. Consider other appropriate displays.)

Suggested program presentation guide

- Give each participant a pen or pencil and a copy of the fact sheet. Allow time for each to review the fact sheet and make notes.
- Allow at least 30 minutes to teach the lesson. If possible, answer relevant audience questions as they arise rather than holding all questions for the end of the program.
- Begin with answering the question, “Where do I stand?” on the front page. Encourage participants to think about their current health status, diet, and activity level. Only ask for personal responses if offered.
- Discuss limiting beliefs regarding nutrition. After each belief, discuss the corresponding “truth.”
- Have the participants identify their own beliefs regarding consuming a healthy diet and write them down in the space provided. Encourage them, indicating that there is always room for improvement.
- Discuss the purpose of a mission statement. Have the participants create a nutrition mission statement.
- Repeat steps 4 to 6 for the physical activity section.
- Inform the participants that they will be creating a “Move into Health Action Plan” each week. They should set one goal relating to nutrition and one goal relating to physical activity. These goals should be written in the form of “I will” statements rather than “I will try” statements. It is the hope that the attainment of these goals will not end at the end of the week, but rather build upon each other.
- Discuss the Three-Day Food/Activity Log with participants. Explain the importance of charting progress truthfully. That way, each will get an accurate picture of the current lifestyle and can assess where changes can be made. Make sure they understand that the logs will not be viewed by anyone else: The log is merely a tool to assess individual nutrition intake and level of physical activity. Also explain that any type of movement counts as physical activity.
- Ask the participants to fill out an evaluation for the program.
- Thank the audience for their participation.



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