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## NEW MOVES OVERVIEW

Obesity has increased dramatically among children, adolescents and adults and is considered one of the most serious health problems facing youth in the United States. Obesity among adolescent girls is of particular concern, given strong social pressures girls face to be thin and natural declines in physical activity levels among adolescent girls. Interventions are therefore needed to reduce the prevalence of obesity among adolescents and to address the unique social needs of adolescent girls.

New Moves is an innovative school-based program for inactive high school girls who are overweight or at risk for becoming overweight due to low levels of physical activity. Funding for its development, implementation, and evaluation was received in the fall of 2005 from the National Institute of Diabetes and Digestive and Kidney Diseases, National Institute of Health (Grant R01 DK063107). New Moves was originally funded by the American Heart Association in 2000-2001.

New Moves strives to provide an environment in which all girls feel comfortable being physically active, regardless of their size, shape or skill level. The primary component of the New Moves program is an all-girls physical education class, supplemented with activities aimed at improving eating patterns and self-image. The philosophy, overall aims and behavioral goals are described below.

### History of New Moves:

The New Moves program started in 1996 with a needs assessment in the St. Paul, Minnesota School District. The program was pilot tested and developed over a series of three years (1996-1999) at area high schools with the needs of overweight and sedentary girls being reinforced. In 2000-01, a full study was run in 3 control and 3 intervention schools to assess the feasibility of program implementation.

Both physical education teachers and principals at the schools expressed strong support for New Moves and discussed ways to ensure the program was sustained. Teachers told study staff that the program strengths were community guest instructors, all-girls composition, and the nutrition and social support classroom components.

Study staff interviewed girls after the program and found that girls were positively influenced and impacted by New Moves.

*"I go to the gym probably three or four times a week now and I never did any sort of exercise before the class. It just showed me how or that I could do it, I guess."*

The New Moves program also has a positive effect on self-image:

*"It made me feel better about myself because I wasn't comfortable with like, my weight, but after being in New Moves, I don't know, I can't say that I've lost like, a lot of weight or anything, but I*

*just feel better knowing that I'm taking care of myself, and weight-lifting and doing all that stuff-- it was really good."*

## **Philosophy:**

The underlying philosophy guiding New Moves is that if girls feel good about themselves and their bodies they will want to take care of them through healthy eating, physical activity and positive self-talk.

We want girls to feel good about themselves. We want them to come from a place of acceptance and support. At the same time we want to teach them the necessary skills and knowledge to learn new, healthy behaviors and make important changes for a lifetime of health.

## **Overall Aims:**

- Bring about positive change in physical activity and eating behaviors to improve weight status and overall health.
- Help girls function in a thin oriented society and feel good about themselves.
- Help girls avoid unhealthy weight control behaviors.

## **Behavioral Goals:**

- Aim to be physically active at least 1 hour each day.
- Reduce screen time (TV/video watching/non-school computer time) to an hour or less each day.
- Avoid unhealthy weight control practices.
- Choose fruits and vegetables for snacks; eat at least 5 a day.
- Choose water or low-cal drinks instead of soda and sweetened beverages.
- Eat breakfast every day.
- Pay attention to portion size and to your body's signs of hunger and fullness.
- Focus on your positive traits.

# PHYSICAL ACTIVITY PHILOSOPHY

The focus of New Moves is on providing an environment in which all girls feel comfortable engaging in physical activity. New Moves uses the *Healthy People 2010 Objectives* for physical activity within the physical education classroom, which states girls will be physically active for at least 50% of the class period. Teachers should encourage life-long activities such as walking and dancing, and expose the girls to a wide variety of activities that are available within their community.

## Physical activity goals:

The New Moves behavioral goals related to physical activity are:

- Aim to be physically active at least 1 hour a day.
- Reduce screen time (TV/video watching) to an hour or less a day.

## Class objectives:

By the end of class, a New Moves girl:

- Feels comfortable engaging in physical activity.
- Engages in moderate-to-vigorous physical activity (MVPA) for 50% of class time.
- Does weekly strength training and/or circuit training.
- Is exposed to a wide variety of activities.
- Is encouraged to participate in lifetime activities.
- Thinks physical activity can be fun.
- Is encouraged to be physically active outside of PE class.
- Feels good about herself and her body.
- Is motivated to take care of her body by being active.

## Profile of the New Moves girl:

One of the first steps in facilitating New Moves is to understand the typical “New Moves girl”. New Moves is designed to meet the needs of girls who are fairly inactive and likely do not enjoy being physically active. Therefore, the New Moves girl may have a different view of sports or physical activity than many boys or even other girls. She may also worry about disappointing teammates and making mistakes.

Given the profile of the New Moves girl, it is possible that many of the students in the class are not currently physically active and have one or more of the following characteristics:

- Do not feel comfortable being physically active or playing sports AND have potentially never enjoyed playing sports or being active.
- Are not particularly skilled at sports or physical activity.
- Have had negative experiences with PE and physical activity. Common examples include:
  - Being teased while being active.
  - Being picked last for team sports.
  - Feeling like they have “screwed up” or failed their team.

- Been disciplined for their lack of skills or effort (whether valid or not).
- May have medical concerns with being active.
- May not thrive in physical competition.

When teaching a New Moves class you may initially see many girls who are:

- Sensitive to comments and looks from others, including the teacher.
  - Especially obvious if they are in view of others.
  - Very apparent when they are asked to do something they have never tried before or are not good at doing.
- Resistant to movement and activities when asked to do something they have never tried before or are not good at. This is demonstrated by:
  - A refusal to do activities in class.
  - Poor attitude and minimal effort in activities.
  - Refusing to dress for class.
  - More serious problems such as skipping class, talking back to the teacher, or encouraging other students to misbehave.

The typical New Moves girl in a physical education class is often unmotivated, feels outside her comfort zone and may feel like a failure prior to starting the class. Your job is to create an environment in which she is comfortable enough to be active and experiment with physical activity.

## Physical education the New Moves way:

At the core of the New Moves PE philosophy is the belief that to effectively engage New Moves girls in a physical activity experience, they must begin to enjoy their time in class. A major part of your work will be to change the way New Moves girls view PE class by providing a new and positive experience.

Girl's development reinforces the philosophy that providing a choice in class may increase the likelihood that girls will enjoy themselves and become more self-directed in physical activity in the future. In some ways, girls have already exercised individual choice by choosing New Moves to fulfill their PE credit. Therefore, New Moves has been structured to provide choice and variety within the schedule, i.e., different guest instructors visiting the class and the PE teachers offering choices on some days.

Since many of the students in New Moves have not enjoyed physical education in the past, it is important that the New Moves classroom be different than other PE classes. Key elements for a New Moves classroom include ***choice, a safe and fun environment, and providing positive feedback***. Each of these elements is discussed further below.

### Choice:

Providing choice can reduce resistance and turn the focus to the development of skills. There are a variety of ways to give girls choice in the classroom including, choosing the activity, the structure of the day, or the music. Giving girls the option to pick between

two activities such as “Do you want to do double dutch or yoga today?” or by the structure of the day “Do you want to start with a game or by doing drills?” gives a sense of ownership of the class. By providing choice, you will establish a classroom that:

- Encourages self-management.
- Prepares students for a lifetime of self-directed activity.
- Sets students up for success - students work harder at tasks they enjoy.
- Enhances potential for long-term activity pursuit.
- Allows students to participate in activities in which they believe they will succeed and feel comfortable.
- Encourages girls to practice making decisions about their physical activity (girls need to consider their personal inclinations, physical abilities, what motivates them, etc.).

*\*\*See page XX for additional ideas on how to incorporate choice in your curriculum.*

## Creating a fun and safe environment:

An environment that is lively, fun and safe is important for the class. Think about what girls like, such as:

- Music – it’s a great motivator for movement! Allow for music whenever possible. If you don’t have any CDs ask girls to bring in radio friendly CDs to play in class.
- Privacy - create as much privacy as possible for the class.
  - Enforce girls only time in the weight room for class.
  - Make sure outdoor activities are not right outside classroom windows of the school.
  - If swimming, allow for non-swimsuit clothing options (e.g., t-shirt or gym shorts), especially if there are religious or body image concerns.

## Positive feedback:

We all need support when we start something new, especially if it’s out of our comfort zone. New Moves students are no different and need lots of positive reinforcement and feedback in the classroom. The following are possible examples when providing feedback:

- Look for effort and positive attitude and give sincere compliments whenever possible.
- Take care when using constructive criticism. It will only be seen as criticism to a sensitive girl, no matter how much you are trying to be helpful.
- When making comments, be positive and supportive with your feedback. Comments like, “Good, now try slowing it down.” are more affirming than “You are going too fast, slow down.”

- Behavior issues are often a cry for help. When girls passively misbehave (often by not doing anything and/or bothering others) ask why they are acting that way rather than punishing them. Help them address reasons for avoiding physical activity.
- Use the compliment sandwich model to give positive feedback. “That throw was really good; now try using your shoulder to throw the ball. Great effort!”
- If applicable, briefly mention your own struggles learning a particular skill-“I used to be unable to make a jump shot, but I practiced a lot and eventually I got it!” OR “I was never a good dancer, but I take a dance class because I like it.”
  - Most of your students will think you were able to do everything naturally, so at times sharing your struggles can help them through their frustration.

## New Moves class design:

Because many sedentary girls have had negative experiences with physical education, New Moves must look and feel different from other physical education classes. Therefore, the focus of a New Moves class includes the following:

- Variety
- Traditional and non-traditional activities
- Skill progression
- Active classroom (MVPA 50% of the time)

## Variety:

The physical activity plan for New Moves is based on research with girls and PE, as well as input from teachers and girls. To accomplish the goal of encouraging and exposing girls to lifetime options for physical activity, the class has been designed with a variety of activities while still allowing for skill development. Since practice and skill building has been shown to increase self efficacy in physical activity, many activities will stay consistent throughout the class. The New Moves class will include:

- Strength training
- Circuit training
- Guest fitness instructors
- General physical activity/sport (use a variety of activities)
- Seated classroom time for **Be Fueled** (nutrition education), and **Be Fab** (social support).

## Traditional activities:

While New Moves focuses on creating a different look and feel than other physical education classes, traditional activities, such as volleyball, badminton, and basketball,

provide both challenges and opportunities in the New Moves class. These activities can work, with a focus on:

- Skill-building.
- Fun, rather than competition.
- 50% or more of class time spent doing MVPA.

In some cases in order to be successful with more traditional sports some adjustments to the way the sport or game is played are needed. For example, playing games like tennis or badminton may be more successful if girls don't keep score and the rules are modified or playing volleyball with a beach ball or soccer with a stability ball may be more successful in some classes.

*\*\*See page XX for additional ideas on how to make traditional activities more active*

## Skill progression:

The typical New Moves girl is often more active when there is less focus on competition and winning and more focus on collaborating and having fun. Team sports can be a great option as long as they are fun and build skills with less emphasis on winning.

Here are a few ideas to get started:

- Start with activities that require minimal physical and emotional risk (i.e. start with walking, not swimming).
- When playing team sports, the focus should be on fun and teamwork, not winning –don't keep score!
- Choose activities that allow girls to feel successful at being active or are fun for girls such as walking, dancing, individual activities, volleying, and a variety of cool drills.

## Active classroom:

Getting and keeping girls moving is a big part of New Moves. One of the goals for New Moves is to ensure that girls are moderately to vigorously active for 50% of class time. Each class is different, for example, a 52 minute class, should include at least 26 minutes of moderate to vigorous activity. Keep in mind, for many New Moves girls, brisk walking will accomplish this goal!

One thing we've learned is momentum is the key to keeping girls active throughout the class. The goal is to keep girls moving, as much as possible, from the moment they enter the classroom to the moment class is over. One option to do this is by having an **active roll call**. The following are examples of how active roll can be done in a variety of settings:

- While strength training:
  - PE teacher walks around the room and takes roll while the girls are strength training.



- Take attendance as you pass out strength training logs.
- While circuit training:
  - Select a station-- as girls come to that station you can take attendance and provide support on that station/exercise. Each week go to a different station so you can see them doing various exercises.
- PE teacher choice day:
  - Walk/jog roll call-- students will begin to walk the perimeter of the gym or other pre-established walking/jogging route for a certain number of laps or time. When they reach that point (laps or time) they should slowly increase their pace. This is NOT a stroll, but rather a gradual increase and progression in activity level. As they pass the teacher or roll-taker, they should report their last name or roll call number, whichever you establish at the beginning of class.
- Teaching Assistants:
  - Use TA's, if available-- have students start walking as soon as they enter the gym and have TA take attendance while girls are walking.

## COMPONENTS OF NEW MOVES

New Moves was designed in a different way than a typical PE class in that it includes nutrition and social support lessons, individual sessions to aid in behavior change, and support once the class is over. The initial phase of New Moves refers to the class portion and individual sessions, and the maintenance phase refers to the continued support provided to girls in the form of individual sessions and lunch bunches. For schools on a semester system, each phase will last the same amount of time, i.e., a semester for the initial phase and a semester for the maintenance phase. The components are described in detail below.

### Initial phase:

The initial phase includes the New Moves class, individual sessions and parent outreach. The goal of this phase is to introduce the girls to the New Moves goals, address individual needs on a one-on-one basis, and provide a parent component aimed at encouraging support among parents. The overall focus remains primarily on the girls and their school environment.

### Class – Be Fit, Be Fab and Be Fueled:

The New Moves class will be held each week in the gym, weight room or a classroom. The focus will be on three basic principles: physical activity (Be Fit), social support (Be Fab) and nutrition (Be Fueled). Each of these topics coincides with the New Moves textbook (Girl Pages) and corresponding Girl Pages workbook. More information on Be Fit is found on page XX and teacher lesson plans for Be Fab and Be Fueled are found on page XX.

### Individual sessions:

Each participant will meet with a New Moves coach for five-seven individual sessions throughout the course of the school year. Individual sessions are designed to help participants set and meet New Moves goals. Motivational interviewing techniques are used in the individual sessions. The coach is present primarily to assist the participant in identifying barriers, finding ways to overcome these barriers, and to enhance the participant's motivation thereby supporting the individual's autonomy and ability to make healthy lifestyle decisions.

The participant and New Moves coach will schedule a standing time, day of the week and location for the sessions. Sessions can be held during gym time (ex. while weight lifting), lunch, study hall or before/after school. Sessions last between 10 and 25 minutes and vary depending on each participant. Reminder notes/passes will be given to the participant prior to each visit in order to maintain a regular and consistent meeting schedule.

Individual sessions have been a well liked component of New Moves and are important for encouraging behavior change. The New Moves coach can vary within each school. Some schools may choose to have the PE teacher serve as individual coach and check in with girls during class time. Other schools may utilize a school counselor or social worker. Another option to consider is to check in with local colleges that have kinesiology, nutrition, or similar health related fields for student volunteers to work with you on the New Moves class.

More information and individual session outlines can be found on page XX.

### **Parent outreach:**

The aim of the parent outreach will be to communicate to parents the New Moves activities and enlist their support to facilitate, and not undermine, healthy behavioral changes made by their daughter. During the classroom portion of New Moves, six postcards will be sent to parents. These postcards will coincide with New Moves key behavioral messages and topics discussed in class, e.g., eating more fruits and vegetables and finding time to be more physically active. The postcards will also include 2-3 questions designed to encourage conversation between parents and daughters in relation to a New Moves topic. General postcards may be sent during this phase as well such as a listing of local family events, quick and healthy recipes, and relevant seasonal activities in the area.

The parent-teacher conferences also provide an opportunity for parent outreach. New Moves information should be made available for parents to pick up and use. Examples include: New Moves recipe cards, fit cards, and tracking sheets.

### **Maintenance phase:**

The maintenance phase takes place immediately following the New Moves class and lasts for the remainder of the school year. During this time, individual sessions continue to be held (for girls that are interested in continuing) along with weekly lunch bunch meetings. The goal of this phase is to continue to be in contact with the girls and to support their new behaviors and encourage

additional changes. Focus is given to maintaining their progress while continuing to assess physical activity and eating behaviors, set realistic goals, reinforce positive behaviors and assist in overcoming barriers. Motivation and continual support will be given on an individual as well as a group level, for example, arranging a weekly after-school New Moves group (ex. girls only time in the weight room, exercise DVDs, etc.) is one way to provide support to the girls.

### Individual sessions:

Individual sessions will continue in the maintenance phase. All girls should be encouraged to participate in the sessions, but if girls are not interested they should be allowed to opt out. The focus will continue to be for girls to strive towards achieving the New Moves goals and identifying barriers and finding ways to reduce them. Since girls will no longer attend class each day, it is important that the sessions are held on a regular basis. Continuing to meet with their personal coach as they did during the class is designed to enhance long-term motivation and the ability to make healthy lifestyle decisions.

### Lunch Bunch:

As part of the maintenance phase, all class participants are invited to a weekly lunch bunch once the class ends. The lunch bunches are held during the regular lunch periods at the school. A healthy lunch is provided and New Moves related topics are discussed. Most of the sessions focus on activities specific to the New Moves goals and objectives, although some sessions may address more general social and community building activities.

Reminders for lunch bunch should be announced on the daily announcements to encourage attendance. The following is a sample of a Lunch Bunch schedule

<b>New Moves Lunch Bunch</b>	
<b>Date</b>	<b>Topic</b>
Wednesday, April 12 <sup>th</sup>	Be Fit: Nothing Can Stop Me Now
Wednesday, April 19 <sup>th</sup>	Be Fueled: Coffee and Smoothies 101
Wednesday, April 26 <sup>th</sup>	Be Fab: Media Magin
Wednesday, May 3 <sup>rd</sup>	Be Fit: Flexibility Trivia
Wednesday, May 10 <sup>th</sup>	Be Fueled: I Scream for Ice Cream
Wednesday, May 17 <sup>th</sup>	Be Fab: Supportive Friends and Family
Wednesday, May 24 <sup>th</sup>	Be Fit: Playground workout
Wednesday, May 31 <sup>st</sup>	Be Fueled: Food and Mood
Wednesday, June 7 <sup>th</sup>	Be Fab: Role Models

If providing a full lunch on a weekly basis is not possible for your school other options for lunch bunch include:

- Once a month lunch bunches
- Having girls bring a healthy brown bag lunch.
- Doing a family style or healthy potluck lunch and each girl brings in a healthy item to share.

- Provide a portion of lunch and have girls bring the rest (provide fruit and yogurt parfaits).

Additional information about lunch bunch, menu ideas, and topic outlines are found on page XX.

## **Be Fit: New Moves Physical Education**

As discussed previously, New Moves is different than most traditional PE classes. One of the main differences is the structure of the class and the emphasis on non-traditional and lifetime activities. Additionally, New Moves includes classroom lessons on nutrition and social support to help foster an overall healthy lifestyle.

The New Moves PE component (Be Fit) includes the following: strength and circuit training, guest instructors, and non-traditional activities. Each of these components is described further below.

### **Strength training:**

New Moves encourages one day a week of strength training. Strength training has traditionally meant weight lifting, but resistance bands, stability ball work, fitness yoga, pilates, and other forms of strength training can be very effective methods with girls.

Aim for the girls to complete 2-3 sets of 12-15 repetitions of each exercise. Like typical PE classes, girls will track their strength (weight) training, each exercise, reps and weight in individual strength training logs. Strength training is especially important in New Moves for the following reasons:

- Allows various fitness levels to work in the same setting.
- Leads to results in a fairly short period of time (4-5 weeks).
- Provides skills and practice in a lifetime activity.
- Debunks the myth that strength training will bulk them up or is not as important as aerobic activity.
- Can be done regardless of size or fitness level.
- Getting stronger is a great self-esteem boost!

### **Circuit training:**

In addition to weekly strength training, circuit training will also be a part of New Moves. Circuit training includes the benefits of strength training while providing additional benefits of aerobic activity. It has also been shown as an effective way for previously sedentary females to begin and maintain an exercise plan. Circuit training involves alternating stations of strength training and aerobic conditioning to provide a medium to high intensity comprehensive workout. This can be done in the weight room where each girl rotates through machines, or in a class format with stations set up in a gym, outdoors, or in another setting.

### **Guest Instructors:**

In order to provide girls with a variety of physical activities guest fitness instructors are invited to lead the class once a week. Classes could include self-defense, kickboxing, yoga, hip-hop dance, and more. This unique feature of the New Moves class has been one of the highlights for many girls (and teachers!) as it provides an opportunity to expose girls to new ways to be active as well as community resources and classes.

If it is not feasible to have a guest instructor come to class on a weekly basis other options include having guest instructors come in once or twice during the class, asking girls to lead the class (especially if girls are into dance and can teach a series of dance moves), or using exercise DVDs (pilates, kickboxing, etc.).

## **Non-traditional activities:**

Since New Moves is not a traditional physical education class, non-traditional activities are a great fit within the curriculum. These include activities like:

- Ultimate Frisbee
- Roller skating / In-line Skating
- Broomball
- Frisbee Golf
- Dance
- Double Dutch jump roping

If you already do these in your class, we encourage you to continue to do so! If not, consider using these types of activities instead of more traditional sports and games. It can be a useful way for girls to try new things and help them be active. Since these activities are new to many students, they do not have preconceived notions about their abilities or skills for the activity, which can prevent participation in more traditional PE activities.

## **CLASS SCHEDULE SAMPLES**

## Class Schedule—Quarter (9 weeks)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Be Fit	Be Fit	Be Fab 1	Be Fit	Be Fueled 1
<b>Week 2</b>	Be Fit	Be Fit	Be Fab 2	Be Fit	Be Fueled 2
<b>Week 3</b>	Be Fit	Be Fit	Be Fab 3	Be Fit	Be Fueled 3
<b>Week 4</b>	Be Fit	Be Fit	Be Fab 4	Be Fit	Be Fueled 4
<b>Week 5</b>	Be Fit	Be Fit	Be Fab 5	Be Fit	Be Fueled 5
<b>Week 6</b>	Be Fit	Be Fit	Be Fab 6	Be Fit	Be Fueled 6
<b>Week 7</b>	Be Fit	Be Fit	Be Fab 7	Be Fit	Be Fueled 7
<b>Week 8</b>	Be Fit	Be Fit	Be Fab 8	Be Fit	Be Fueled 8
<b>Week 9</b>	Be Fit	Be Fit	Be Fit	Be Fit	Be Fit

*\*schedule does not account for holidays, early release days, etc.*

## Class Schedule—Trimester (13 weeks)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Be Fit	Be Fit	Be Fab 1	Be Fit	Be Fueled 1
<b>Week 2</b>	Be Fit	Be Fit	Be Fab 2	Be Fit	Be Fueled 2
<b>Week 3</b>	Be Fit	Be Fit	Be Fab 3	Be Fit	Be Fit
<b>Week 4</b>	Be Fit	Be Fit	Be Fueled 3	Be Fit	Be Fit
<b>Week 5</b>	Be Fit	Be Fit	Be Fab 4	Be Fit	Be Fit
<b>Week 6</b>	Be Fit	Be Fit	Be Fueled 4	Be Fit	Be Fit
<b>Week 7</b>	Be Fit	Be Fit	Be Fab 5	Be Fit	Be Fueled 5
<b>Week 8</b>	Be Fit	Be Fit	Be Fab 6	Be Fit	Be Fit
<b>Week 9</b>	Be Fit	Be Fit	Be Fueled 6	Be Fit	Be Fit
<b>Week 10</b>	Be Fit	Be Fit	Be Fab 7	Be Fit	Be Fit
<b>Week 11</b>	Be Fit	Be Fit	Be Fueled 7	Be Fit	Be Fit
<b>Week 12</b>	Be Fit	Be Fit	Be Fab 8	Be Fit	Be Fueled 8
<b>Week 13</b>	Be Fit	Be Fit	Be Fit	Be Fit	Be Fit

*\*schedule does not account for holidays, early release days, etc.*

## Class Schedule—Semester (19 weeks)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Be Fit	Be Fit	Be Fab 1	Be Fit	Be Fit
<b>Week 2</b>	Be Fit	Be Fit	Be Fueled 1	Be Fit	Be Fit
<b>Week 3</b>	Be Fit	Be Fit	Be Fab 2	Be Fit	Be Fit
<b>Week 4</b>	Be Fit	Be Fit	Be Fueled 2	Be Fit	Be Fit
<b>Week 5</b>	Be Fit	Be Fit	Be Fab 3	Be Fit	Be Fit
<b>Week 6</b>	Be Fit	Be Fit	Be Fueled 3	Be Fit	Be Fit
<b>Week 7</b>	Be Fit	Be Fit	Be Fab 4	Be Fit	Be Fit
<b>Week 8</b>	Be Fit	Be Fit	Be Fueled 4	Be Fit	Be Fit
<b>Week 9</b>	Be Fit	Be Fit	Be Fab 5	Be Fit	Be Fit
<b>Week 10</b>	Be Fit	Be Fit	Be Fueled 5	Be Fit	Be Fit
<b>Week 11</b>	Be Fit	Be Fit	Be Fab 6	Be Fit	Be Fit
<b>Week 12</b>	Be Fit	Be Fit	Be Fueled 6	Be Fit	Be Fit
<b>Week 13</b>	Be Fit	Be Fit	Be Fab 7	Be Fit	Be Fit
<b>Week 14</b>	Be Fit	Be Fit	Be Fueled 7	Be Fit	Be Fit
<b>Week 15</b>	Be Fit	Be Fit	Be Fab 8	Be Fit	Be Fit
<b>Week 16</b>	Be Fit	Be Fit	Be Fueled 8	Be Fit	Be Fit
<b>Week 17</b>	Be Fit	Be Fit	Be Fit	Be Fit	Be Fit
<b>Week 18</b>	Be Fit	Be Fit	Be Fit	Be Fit	Be Fit
<b>Week 19</b>	Be Fit	Be Fit	Be Fit	Be Fit	Be Fit

*\*schedule does not account for holidays, early release days, etc.*

## SESSION TOPICS AND CLASS MATERIALS

The teacher outlines provide an in-depth look at the curriculum for the **Be Fab** and **Be Fueled** sections. The outlines have detailed descriptions of lesson activities and discussions, as well as page references for the Girl Pages, materials needed for the lessons, and page references for the Girl Pages workbook. Lesson plans can be found starting on page XX.

The **Be Fab** and **Be Fueled** outlines focus on the New Moves behavioral goals and include activities and discussions aimed at facilitating behavior change. At the end of each lesson time should be provided for girls to identify ways they could make change around the day's topic.

Note: there are no outlines for the **Be Fit** section, but covering the information in this section will enhance the girls understanding of physical activity and exercise. Following are the topics for each lesson as well as a description of the Girl Pages and Girl Pages workbook.

## Be Fit topics:

- Lesson 1: Get movin', get groovin'
- Lesson 2: BeneFITS
- Lesson 3: Body basics: move it and groove it
- Lesson 4: 24 hours OR 1440 minutes in a day: make 'em count
- Lesson 5: Mix it up
- Lesson 6: Where to go and what to know
- Lesson 7: Nothing can stop you now!
- Lesson 8: Fit and fabulous forever

## Be Fab topics:

- Lesson 1: It's all about me
- Lesson 2: Choose your adventure
- Lesson 3: Setting goals that last
- Lesson 4: Day in the life
- Lesson 5: Media-rama
- Lesson 6: Stress less
- Lesson 7: Comparison trap
- Lesson 8: Wrapping it up

## Be Fueled topics:

- Lesson 1: Getting started with nutrition
- Lesson 2: Aaahhh, refreshing water
- Lesson 3: Breakfast basics
- Lesson 4: Fruit and veggie explosion
- Lesson 5: Good for you snacks
- Lesson 6: Let's do lunch
- Lesson 7: Fast food facts
- Lesson 8: Planning for the future

## Class Materials and Resources

### Girl Pages

The Girl Pages is the textbook for New Moves. The teacher outlines reference the Girl Pages for discussion topics and classroom activities. Within each lesson's section the Girl Pages is divided into three areas: Be Fit, Be Fab, and Be Fueled to correspond to each teacher outline.

### Girl Pages Workbook



The Girl Pages workbook is for student use to supplement the Girl Pages text. Within the workbook are worksheets for in class activities as well as some pages that girls may use or fill out at home. Also included are samples of self-monitoring sheets that girls can use for monitoring behavior change. Blank copies of these sheets are found on the New Moves website, which is discussed below.

## New Moves Website

New Moves materials and resources can also be found on-line on the New Moves website, [www.newmovesonline.com](http://www.newmovesonline.com). On the website you will find the New Moves cookbook with quick, easy, and healthy recipes, fit cards (exercise cards for girls to use at home or at the gym, and blank copies of self-monitoring tools for girls to track their behavior changes.

## TEACHER OUTLINES

The following Session at a Glance sheets for **Be Fit**, **Be Fab**, and **Be Fueled** provide a brief outline of what is covered in each of the sessions. More detailed teacher outlines for Be Fab and Be Fueled are found starting on page XX.

Each of the Session at a Glance outlines includes:

- **Be Fit**
  - Session topic
  - Teacher tasks/role
  - Reference pages in the Girl Pages
    - The **Be Fit** topics can be taught in a traditional class setting or in smaller segments of time such as at the end of a class period or during time in the weight room.
- **Be Fab**
  - Session topic
  - Main themes of the lesson
  - Reference pages in the Girl Pages
- **Be Fueled**
  - Session topic
  - Main themes of the lesson
  - Reference pages in the Girl Pages

## Be Fit Session at a Glance

Topic	PE Teacher Tasks/Role	Girl Pages Reference
<b>Week 1</b> Get movin' get groovin'	<ul style="list-style-type: none"> <li>▪ Discuss what it means to have an active lifestyle</li> <li>▪ Discuss fun and easy ways to be active</li> </ul>	▪ Pages XX
<b>Week 2</b> BenefITS	<ul style="list-style-type: none"> <li>▪ Identify the benefits of being active</li> <li>▪ Discuss the benefit of strength training</li> </ul>	▪ Pages XX
<b>Week 3</b> Body basics: move it and groove it	<ul style="list-style-type: none"> <li>▪ Introduce components of physical fitness</li> <li>▪ Introduce the FITT principle and highlight the sample programs</li> </ul>	▪ Pages XX
<b>Week 4</b> 24 hours or 1440 minutes in a day: make 'em count	<ul style="list-style-type: none"> <li>▪ Discuss ways to make your days more active</li> <li>▪ Discuss ideas on how to keep track of the activity you do</li> </ul>	▪ Pages XX
<b>Week 5</b> Mix it up	<ul style="list-style-type: none"> <li>▪ Discuss tips for choosing an activity that fits you</li> <li>▪ Highlight the benefits of choosing a lifetime activity</li> </ul>	▪ Pages XX
<b>Week 6</b> Where to go and what to know	<ul style="list-style-type: none"> <li>▪ Increase knowledge regarding different places to be active</li> <li>▪ Provide information about equipment and clothing needed for activity</li> </ul>	▪ Pages XX
<b>Week 7</b> Nothing can stop you now!	<ul style="list-style-type: none"> <li>▪ Recognize the challenges to being and staying active</li> <li>▪ Discuss strategies to making activity a habit</li> </ul>	▪ Pages XX
<b>Week 8</b> Fit and fabulous forever	<ul style="list-style-type: none"> <li>▪ Discuss what has been accomplished to increase physical activity</li> <li>▪ Plan for the future</li> </ul>	▪ Pages XX

## Be Fab Session at a Glance

Topic	Main Themes	Girl Pages Reference
<b>Week 1</b> It's all about me	<ul style="list-style-type: none"> <li>▪ Discuss the concept of self image</li> <li>▪ Identify social support networks and begin to develop ones that encourage a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 2</b> Choose your adventure	<ul style="list-style-type: none"> <li>▪ Increase knowledge of factors influencing self-image</li> <li>▪ Set goals and self-monitor physical activity using pedometers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 3</b> Setting goals that last	<ul style="list-style-type: none"> <li>▪ Share successes and challenges to self-monitoring</li> <li>▪ Discuss and set a New Moves goal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 4</b> Day in the life	<ul style="list-style-type: none"> <li>▪ Identify how they currently spend their time</li> <li>▪ Practice strategies to better manage time, i.e., limit daily screen time and find time to increase activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 5</b> Media-Rama	<ul style="list-style-type: none"> <li>▪ Increase media literacy</li> <li>▪ Learn ways to proactively deal with the media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 6</b> Stress less	<ul style="list-style-type: none"> <li>▪ Identify current stresses in life</li> <li>▪ Discuss strategies for managing stress effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 7</b> Comparison trap	<ul style="list-style-type: none"> <li>▪ Recognize the negative effects of comparing to others</li> <li>▪ Identify own personal strengths</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 8</b> Wrapping it up	<ul style="list-style-type: none"> <li>▪ Review key themes of New Moves sessions by playing “Not-So-Trivial Pursuit”</li> <li>▪ Plan for the future</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>

## Be Fueled Session at a Glance

Topic	Main Themes	Girl Pages Reference
<b>Week 1</b> Getting started with nutrition	<ul style="list-style-type: none"> <li>▪ Identify the benefits of healthy eating</li> <li>▪ Increase knowledge around weight management</li> <li>▪ Review the diet cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 2</b> Aaahhh, refreshing water	<ul style="list-style-type: none"> <li>▪ Identify the benefits of drinking water and limiting pop and sugary drinks</li> <li>▪ Discuss ways to increase water consumption</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 3</b> Breakfast essentials	<ul style="list-style-type: none"> <li>▪ Explore the reasons for and benefits of eating breakfast every day</li> <li>▪ Discuss ideas for a quick and healthy breakfast</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 4</b> Fruit and veggie explosion	<ul style="list-style-type: none"> <li>▪ Learn the importance of eating fruits and veggies</li> <li>▪ Identify ways to increase use of fruits and veggies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 5</b> Good for you snacks	<ul style="list-style-type: none"> <li>▪ Learn how to recognize hunger and satiety cues</li> <li>▪ Identify healthy snacks at the store and at home</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 6</b> Let's do lunch	<ul style="list-style-type: none"> <li>▪ Learn how to assemble a healthy, balanced lunch</li> <li>▪ Identify healthy lunch options at home, school and while eating out</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 7</b> Fast food facts	<ul style="list-style-type: none"> <li>▪ Learn how to modify to a healthier meal when eating out</li> <li>▪ Discuss strategies for healthy eating when eating out</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>
<b>Week 8</b> Planning for the future	<ul style="list-style-type: none"> <li>▪ Discuss motivational strategies to help stay on track</li> <li>▪ Celebrate accomplishments and plan for the future</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pages XX</li> </ul>

# BE FAB LESSON OUTLINES

## **Session 1--It's All About Me**

### Session objectives:

At this session, participants will:

- 1) Discuss the concept of self-image and share with the group what it means to them.
- 2) Identify and begin to develop a social support network of people who accept a wide range of body shapes and sizes.

### Materials and supplies needed:

Flip chart or Community Guidelines poster

### Girl Pages references

Pages XX

### Girl Pages workbook references

Pages XX

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## **Welcome and agenda**

“This is the Be Fab portion of New Moves. We will be discussing and doing activities to build a positive self image, feel good about ourselves and set goals toward living a healthier lifestyle. We encourage you to think about what you might like to work on in the weeks ahead as far as feeling good about yourself. Today we are going to establish group norms, get to know the people in the class and discuss what being a phenomenal woman means. Does this sound o.k.?”

## **Discussion/Activities**

### 1. Group guidelines

“A lot of time in New Moves classes will be spent discussing important topics in smaller groups or as a larger class. Here’s your chance to give input for the way things are handled in our class.”

**Activity: Community Guidelines** (refer to the Girl Pages pg.XX)

### Discussion question:

What do you think you need to feel safe with one another?

- Record the groups list of rules on flip chart or poster.
- Read list back to girls and ask if they can all commit to following the community guidelines.
- Have girls write the final community guidelines in the Girl Pages workbook sheet pg. XX.

### 2. “Getting to Know You...”

“One of the most important parts of this class is feeling comfortable with your classmates. Some of you may be friends already or you may be meeting somebody for the first time. Meeting new people while keeping your old friends will help you create a group of young women you can lean on for support when you need them. So... let’s get to know each other!”

**Activity: Power in Numbers** (refer to the Girl Pages workbook pg. XX)

- Split class into groups of 5.
- Have each group figure out how many things all 5 of them have in common in ~5 minutes. Encourage girls to go beyond the obvious things like “we are all girls or we all go to \_\_\_\_\_ school.”
- Each group introduces group members to the class and shares what they all have in common.
- Affirm that we all have similarities and differences which are good and make us unique.

### 3. Self-Image Discussion: (refer to the Girl Pages pg. XX)

- What does self image mean to you?
  - Definition on pg. XX—“it’s a combination of things that make up how you think about yourself.”
- Finish this sentence “A person with a positive self image...” or “What does it mean to have a positive self-image?”
  - Being proud of who you are, feeling good about yourself inside and out, acknowledging your accomplishments, enjoying the roles that you play as a friend, sister, daughter, etc.
- What ways can a person work towards developing a stronger or more positive self image?
  - Make a list of all of your positive traits and read them daily, look in the mirror and tell yourself what you like about yourself, surrounding yourself with positive people that respect you for who you are, etc.

### 4. Phenomenal Women poem (refer to the Girl Pages pg. XX)

Ask for a volunteer to read the poem on pg. XX.

What did you think of the poem?

- What does phenomenal mean to you?
- What message does this poem convey to women?
- Women with self pride and self-confidence are empowered, phenomenal women
- Be accepting of all body types
- Revel in the beauty of all aspects of your body
- When you love yourself and exude self-confidence, people admire and are drawn to you
- A positive self-image is a powerful thing –others detect it and respect you for it

### **Wrap-Up**

- Think about using this class as a place to talk openly about important issues that are relevant to your everyday life.
  - What factors contribute to your self-image? Think about ways to contribute to a positive self image.
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### **Session 2--Choose Your Adventure**

#### Session objectives:

At this session, participants will:

- 1) Be introduced to personal goal setting related to nutrition, physical activity or improving self-image.
- 2) Learn how to set a SMART goal.

3) Set goals and self-monitor physical activity using pedometers.

Materials and supplies needed:

Pedometers

Girl Pages references

Pages XX

Girl Pages workbook references

Pages XX

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## **Welcome and agenda**

“Today we are going to talk about goal setting and practice setting an individual physical activity goal using pedometers. We will also be doing an activity where you will measure the number of steps to some typical places you walk within the school. Does this sound o.k.?”

## **Discussion/Activities**

### 1. Goal Setting

“New Moves has 8 goals (review 8 goals listed in intro section of the Girl Pages pg. XX). We want to support you in making these healthy choices for yourself and your body. We want to help you develop your own real-life strategies so you can take care of your mind, body and spirit. One strategy that girls your age use is setting individual goals to help identify WHAT it is you want to do and HOW you are going to do it.”

“Because you are important, you need to nurture and take care of your body. A plan with specific goals can help. Let’s start with a discussion on goals and goal setting.”

Facilitate discussion. Ask:

- What are the benefits of setting goals?
  - Keeps you on task (focused), makes task seem more doable by breaking down bigger goals into smaller ones, lets you see potential barriers to goals
- What makes some goals challenging?
- What strategies have you used to overcome challenges when setting a goal in the past?

### 2. SMART Goal Setting (refer to the Girl Pages pg. XX)

Review the SMART concept with examples

- Ask for a volunteer to read (pg.22) the explanation and example for each:
  - SPECIFIC
  - MEASURABLE
  - ACTION –ORIENTED
  - REALISTIC
  - TIME-BASED
- Has anyone used this method of goal setting before? What were your experiences?
- How do you define a short-term vs. long term goal? (refer to the Girl Pages pg. XX)

**Activity: Setting goals with pedometers** (refer to the Girl Pages workbook pg. XX)

- Split students into pairs.
- Have them work on pg. 25 and guess how many steps they would take to get to the destinations listed [bathroom, main office, gym, water fountain].
- Once all girls have completed pg. XX, provide brief overview on how to properly wear and use a pedometer.
- Pass out pedometers.
- Once girls have their pedometers on, have them walk to the places listed on pg.XX with their pedometers and record their actual steps and compare to their guesses. Remind them to zero out the pedometers each time they return to the classroom before walking to another location.
  
- Discuss with large group
  - What surprised you most?

**Activity: Setting a personal pedometer goal** (refer to the Girl Pages pg XX and the Girl Pages workbook pg. X)

“Over the next week, you will track your steps and set a goal to increase your steps. For the first two days, track your normal amount of steps per day. Make a goal to increase your steps over the next 5 days. Try different ways to increase your steps. Look at some examples of ‘at home challenges’ to help you boost your numbers”.

- Use the chart to track your steps or you can use your own journal.
- Set a SMART goal and record.
  
- What ideas do you have to increase your steps?

### **Wrap Up**

- Setting realistic goals that work for you and your situation makes it more likely that you will be successful. How do you plan to reach your goal?
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### **Session 3–Setting Goals That Last**

#### Session objectives:

At this session, participants will:

- 1) Share successes and challenges to using the pedometers to increase their number of daily steps.
- 2) Discuss goals related to nutrition, physical activity and the challenges teens face in setting these goals.
- 3) Set a New Moves goal.

#### Girl Pages references

Pages XX

#### Girl Pages workbook references

Pages XX

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### **Welcome and agenda**

“Today we are going to talk about setting goals, more specifically we will discuss WHAT it is you want to do and HOW you are going to do it. Setting goals is like designing a road map or



game plan to get you where you want to go by taking small steps that can lead to big changes. How does that sound?"

### **Discussion/Activities**

#### 1. Setting goals and self-monitoring (refer to the Girl Pages pg. XX)

"In New Moves we talk about making changes to become healthier. As we talked about last week, setting goals can help you change your behaviors. During class we will focus on the 8 New Moves goals we discussed last week. Today we will review these and you will set a specific goal."

Review New Moves goals and then discuss:

- What do you think of these goals? Are these things you are interested in working on?
- Do these seem reasonable? Why?
- What should you be thinking about when selecting one of the goals?
  - Benefits of change, how important it is to you to change, how realistic of a change it is for you in your life
- What challenges do you see?
- What strategies will you use?

#### **Activity: What do I want to work on?**

Take a few minutes to look at the New Moves goals (pg. XX) and see if any are areas you are ready to work on now or might be ready to work on in the future. Put a mark by those you are ready to work on now and this is likely where you'll start when setting a goal.

#### 2. Case Study Discussion (refer to the Girl Pages pg. XX)

Have participants read the case study and think about the SMART goal setting guidelines (pg. XX). Facilitate a brief discussion about the case study. Ask:

- What is good about the goal she set? What makes the goal:
  - SPECIFIC?
  - MEASURABLE?
  - ACTION-ORIENTED?
  - REALISTIC?
  - TIME-BASED?
- What challenges does she face?
- What strategies could she use?

#### 3. Action planning activity (refer to the Girl Pages pg. XX)

- Have each girl select a partner or assign partners.
- Girls should select a New Moves behavior they want to set a goal around.
- Complete the Action Planning (pg. XX) and Be Heard Worksheets (pg. XX).
- Have girls read aloud to their plan to their partner or share with the whole group.

### **Wrap-Up**

- Setting a realistic goal and tracking your progress is one of the best ways to change a behavior. Stick to the goal you set and monitor your progress over the next week. We will then discuss what went well and what we might do differently.
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## **Session 4– Day In The Life**

### Session objectives:

At this session, participants will:

- 1) Identify how they currently spend their time, specifically addressing sedentary activities and where there are opportunities to increase physical activity.
- 2) Practice strategies to better manage time and find time for physical activity.
- 3) Set a goal for increasing physical activity.

### Materials and supplies needed:

Markers (variety of colors)

### Girl Pages references

Pages XX

### Girl Pages workbook references

Pages XX

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## **Welcome and agenda**

“Today we are going to talk about how each of us spends our days and discuss ways to plan our time to make all things fit. Many girls your age identify not having enough time as the #1 challenge to being physically active. We will focus on how to create more time to be physically active and how to turn inactive time into active time. Many young people have very busy schedules, and learning how to fit physical activity into YOUR day can help you stick to a plan. Each person’s life is different, which is why you will be making your own schedule.”

## **Discussion/Activities**

### 1. Sandy’s Story – Case Study Discussion (refer to the Girl Pages pg XX)

“Before we have you look at your own schedule, let’s take a look at Sandy’s life.”

Ask for volunteer to read the top of p XX:

- *Sandy wants to find time to exercise because she likes the way it makes her look and feel. However, she is very busy with school, family obligations, and has to work in order to save for college. This doesn’t even count time for friends or other fun activities.*

## **Discuss with large group**

Discussion questions: Looking at Sandy’s schedule....

- What can’t Sandy change? (non-negotiable)
- What is somewhat flexible?
- If you were in Sandy’s position, what strategies could you use to find time to exercise or to be physically active? (refer to pg.XX—top of page)
- What changes did Sandy decide to make to fit physical activity into her day? (refer to pg. XX—bottom of page)

**Activity: A Day in Your Life** (refer to the Girl Pages workbook pg. XX)

“Now that we have spent some time looking at how Sandy spends her days, each of us is going to look at an average day and discuss ways to plan our time to make all things fit and find time for physical activity.”

- Have each girl choose their own colors to fill in the key (non-negotiable time, flexible, free time) on pg. XX.
- Girls will fill in their schedule for an average weekday and weekend day. Each student should also write the activity they are doing during each time block (refer to Sandy's Story example).
- Have girls circle their free time when they are finished.
  
- Discuss with large group
  - Looking at your schedule:
    - What is not negotiable? (school, family obligations, meal time)
    - What is somewhat flexible? (homework, friend time, work)
    - When do you have free time?
    - How do you normally fill your free time?

## 2. Setting a Goal for Physical Activity

“When doing this activity many people notice they spend a lot of time being inactive. Let's work on finding ways to change some of the time we spend sitting or inactive to active time. Lack of time is often given as the main reason people are not physically active on a regular basis. Finding time for physical activity can sometimes seem difficult. However, being physically active doesn't mean you have to go to the gym or spend an hour running. Short bursts of activity add up quickly.”

- Discuss with large group:
  - Where in your schedule do you have time to be active?
  - What are some ways you can be active without going to the gym? (walk the dog, dance, play hopscotch with your little sibling, etc)

### **Activity: Finding time to be active**

- Ask girls to think of how much time they would like to spend being physically active each day, with a minimum of at least 15-minutes more per day from what they are currently doing.
- Have girls look at their daily plan and find a way to add at least 15 minutes of active time during each day.
  - Provide suggestions such as lifting weights rather than watching TV, or while watching TV.
  - Remind them to be realistic about what they would really do.
  - Refer them to pg. XX for ideas on how to limit screen time.
- Share the plan with a partner. Make sure their goal/plan is SMART, (Specific, Measurable, Attainable, Realistic, Time-based)
- Make any needed changes after discussing with a partner.

### **Wrap-Up**

- There are many strategies people can use to fit more physical activity into their busy schedules. Thinking of ways that you can make your inactive time more active is one

strategy to increasing physical activity. Setting goals and planning your time can help you get more sleep, eat healthier, and even save money.

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## **Session 5– Media-Rama**

### Session objectives:

At this session, participants will:

- 1) Increase knowledge about factors influencing body image and self-image.
- 2) Increase understanding of media influences.
- 3) Recognize unrealistic messages presented in the media.
- 4) Learn to critically evaluate media messages.

### Materials and supplies needed:

Teen magazines/Fitness magazines  
Markers  
Scissors  
Glue  
Poster-board  
Decoding media messages topic sheets

### Girl Pages references

Pages XX

### Girl Pages workbook references

Pages XX

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## **Welcome and agenda**

“Today we are going to talk about the media and how it plays a role in shaping our society. As you know the media’s portrayal of the ideal body type can make many girls and women feel that their bodies are unattractive and that they could never measure up to what is perceived as ideal. We’ll take a look at how we are targeted everyday by the media, and then discuss how this may impact our thoughts and feelings about ourselves.”

## **Discussion/Activities**

### 1. Media on the mind

**Activity: Bodies Through History** (refer to the Girl Pages pg. XX)

- Split class into small groups
- In their groups, have students review "Bodies Through History" on page XX.
- Have each group discuss the following questions:
  - What is considered the “ideal” body type today?
  - Do celebrities and models look like people in your community?
  - How are they similar or different?
  - How does seeing images of celebrities and models influence how you feel about yourself? About your appearance?
  - What can you do to help yourself feel better about who you are and what you look like?

- Ask a few participants to share what they discussed. Continue the class discussion asking the following questions:
  - Mass media has predominately shown white people. How has this affected you?
  - "Bodies Through History" is a very white way of looking at body types. What is it like for other cultures?
  - What does your culture consider to be attractive for a female?
    - How does that impact how you feel about yourself?

### Activity: Decoding Media Messages

- In small groups—handout a topic sheet, magazine, poster-board, and markers.
- Girls will create a poster-board based on the topic sheet they are given.
- Each group will present their topic (2-5 minutes).
- Discuss each topic before moving on to next group.

### Topics:

- Cost
  - Using the fashion and make-up stories in the magazine come up with an entire week of outfits, including make-up. Add up the cost of the clothes and make-up for each day. Cut out the outfits and make-up from the magazine and put the total cost of each day underneath the outfit. Make sure to include shoes and accessories. Then total up the costs for the entire week.
  - **Discussion: fashion magazines often show very expensive outfits and accessories that are out of reach of most teens. Why would magazines promote clothing that their audience can't afford? Who benefits from this? Summarize that fashion can be fun, but can easily become an expensive habit that ends up costing lots of money as clothing and other fashion accessories go out of style quickly.**
- Fitness magazine
  - After looking through the fitness magazine(s) summarize what the magazines are about using pictures and text from the magazine. Consider the following questions: How are women portrayed? What are they wearing? What are the articles about? What promises are made about diet and/or exercise? Who is the target audience? How does the target audience differ or how is it similar to who is shown in the magazines? How do the images in the magazine compare to athletic and fit women you know in real life?
  - **Discussion: Fitness magazines often show very thin women, who may or may not be physically fit. They also show lots of skimpy outfits that no one really wears to work out! Another note: fitness magazines often show lots of semi-nude or scantily clad women, which seems strange since the audience is usually women. Fitness magazines are often focused on weight loss, "sexy" muscles, and other superficial factors rather than actual health and fitness.**
- Ad count
  - Look through magazine(s) and count the ads. Compare that to the page count and figure out what percentage of the magazine are ads. Next, note the subject matter

of the ads and create general categories (menstruation, make-up, hair products, shoes, etc.). Identify how many of each category there are and note any dominant categories.

- **Discussion: Any surprises with what you found?**
- Ad content
  - Pretend you were from another country and had never seen an American teen magazine. Imagine you had to report back to your class about what teenage girls cared about in the United States. What would you tell them? Make a collage based on your findings from the magazines. Questions to consider: What are the ads in the magazines for? What are the articles about? What kinds of clothing/fashion are portrayed? How are things like periods, skin, and hair discussed? What is the overall impression of teenage girls from the magazines?
  - **Discussion: Do you agree with how teenage girls are depicted in magazines? Is there more to teenage girls than what appears in the magazines? Where are those qualities/characteristics/interests portrayed if not in a teen magazine?**
- **Overall aim of activity:** This activity is designed to get girls thinking about the messages they receive from magazines about being a girl as well as messages about health and fitness. Many times girls do not take a time-out to think about what is being sold to them. In doing the activity, remind the girls that they are doing a project and not just enjoying the magazine. The aim is not for them to totally reject the media, rather to become critical consumers of messages they receive.

### 3. Reducing media impact:

- Ask for a volunteer to read the comment from the workbook pg XX.
  - *"You don't have to buy into what the media is selling! Instead of letting media define beauty for you--you can define it by remembering all of the amazing characteristics that your friends and family value and like about you. That is what makes YOU beautiful!!"*
- Ask them what other strategies they could use to combat the media's influence. Have them list their ideas in their workbooks.
- Let them know that in a future class we will be doing an activity that celebrates what makes them beautiful.

### **Commit to Change**

- Choose 2 of the actions on page XX you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes.

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## **Session 6– Stress Less**

### Session objectives:

At this session, participants will:

- 1) Practice strategies to identify and address stress and negative feelings (such as depression, loneliness, etc).

2) Practice relaxation strategies to use when stressed.

Materials and supplies needed:

Calming music and CD player

Girl Pages references

Pages XX

Girl Pages workbook references

Pages XX

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### **Welcome and agenda**

“Today we are going to talk about stress and how it affects each of us. We'll talk about things that stress you out and how you respond to stress. We will share some of our healthy responses to stress and also some of our not-so-healthy responses. Finally, we'll spend some time practicing ways to de-stress. Does this sound o.k.?”

#### **Discussion/Activities**

##### 1. Introduction: What is stress?

- Begin discussion by asking the following questions, write down answers on multiple places on the board.
  - What stresses you out?
  - How do you know you're stressed out? How does your body feel when you're experiencing stress?
    - get headaches, become more irritable, crave comfort foods, body feels tense, feel anxious
  - What do you do when you're stressed?

##### 2. Dealing with stress

“There are healthy and unhealthy ways to deal with and manage stress. Let's look at both and have you share some examples of when you've been able to use a healthy strategy to deal with stress.”

- Ask for volunteers to read out loud the strategies on pg. XX of the Girl Pages.
- After some of the strategies are read, ask for a volunteer to talk about when they used a healthy strategy after a stressful situation.
- Solicit ideas for other healthy ways to deal with stress (you can refer back to the suggestions given during the introduction section if needed).

“Sometimes we don't always find ourselves using a healthy strategy to manage stress and it is important to know that there are a lot of unhealthy ways that people deal with stress. We want to avoid unhealthy strategies. Unhealthy ways to deal with stress typically don't relieve stress for very long and often times lead to being more stressed.”

- Highlight a few of the unhealthy strategies on pg. XX and explain why these are not helpful strategies.

##### 3. Stress Continuum

“We all have stress and we all have had to deal with stress right when it happens. The key to reducing stress is to recognize your patterns for what stresses you and how you react to it.

Often times when we are in the moment we have a hard time thinking of a healthy way to deal with stress and end up using an unhealthy strategy. But if we know certain things make us stressed we can figure out healthy strategies that will work and turn to those in the heat of the moment.”

**Activity: Stress makeovers** (refer to the Girl Pages workbook pg. XX)

- Write down a situation(s) or event(s) that caused you stress.
- Next to each situation, rate the amount between 1 and 10 that this situation made you stressed, 1 being the least and 10 being the most.
- In the “I responded by” column, fill in what you did to relax or manage stress after this situation.
- If the strategy used was a healthy one have participant go on to a different situation.
- If the strategy used was not healthy participant should fill in the column for “Next time I will try to” with a healthy strategy they think they could use in the future.
- Remind them about their decision to use a healthier coping strategy and that they can always return to their journal when they’re feeling stressed to remind themselves of all their healthy options.

#### 4. Practice relaxation/stress reduction

- Classroom Yoga
  - Have students turn to pg XX in the Girl Pages. Discuss that yoga is a way of relaxing the body and mind through stretching and breathing. There are some yoga positions that you can practice in your chair, or standing next to your desk.
  - Practice 3 of the moves on the sheet. Make sure to take your time and not push your body. Do what feels good.
- Relaxation Visualization--Another way to encourage good feelings is to learn to relax through visualizing and deep breathing.
  - Make sure girls are in a comfortable position with legs and arms uncrossed and eyes closed. Encourage girls to clear their minds of all thoughts and concentrate only on the music or sounds.
  - Play soothing music or peaceful nature sounds. If no music is available, ask students to close their eyes and visualize a quiet, calm scene (like sitting on a quiet beach watching the waves roll in; stretching out in a lawn chair on a lazy summer afternoon with warm sun overhead).
  - Continue this activity for a few minutes and then ask students how they feel.
  - For the next stress-reduction technique, ask students to begin to tighten the muscles in their body, starting with their toes. Hold each tightened position for a count of five before letting go and moving upward to the next body part. Finish with tightening the facial muscles and letting them go.
  - Then ask them to relax all their muscles and to practice deep, abdominal breathing, while being aware of the tension leaving their bodies. Remind them to inhale deeply through their noses, and exhale slowly through their mouths.
  - Inform the students that they have just learned two simple relaxation techniques that they can use to reduce their feelings of stress. Encourage them to take time to relax and “de-stress” every day.



## **Commit to Change**

- From the “Healthy Ways to Deal” worksheet choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.
- 

## **Session 7– Comparison Trap**

### Session objectives:

At this session, participants will:

- 1) Recognize the negative effects of comparing themselves to others.
- 2) Explore ideas for ways to reduce comparing themselves to others.
- 3) Learn ways to reduce level of "fat talk" among peers.
- 4) Work with classmates to identify their own unique strengths.

### Materials and supplies needed:

Construction paper/cardstock  
Pens/Markers  
Small pieces of cardstock/construction paper  
Glue

### Girl Pages reference

Pages XX

### Girl Pages workbook reference

Pages XX

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## **Welcome and agenda**

"A few weeks ago we discussed the media and how it can influence how we feel about ourselves and our bodies. This week we are going to discuss how we interact with peers and others in our life and how that can affect our body image. Does this sound okay?"

## **Activity/Discussion**

### 1. Comparison Trap Discussion

- Ask students to turn to pg. XX in the Girl Pages and look at the diagram of the comparison trap.
- Ask for a volunteer to read “The Comparison Trap” on pg. XX.  
*"Jada, Alexia, and Lisa are all wonderful people with lots of things to offer, but instead of focusing on themselves or others as whole people, they are comparing parts of themselves they don't like about themselves with the parts they like about others. Often people compare themselves to others and pick out things that they don't like about themselves and only notice and compare with other people who they think are better on those particular things."*
- Ask the girls if that cycle looks familiar to them.
  - Draw the comparison trap on the board. As a class, fill in the blanks as a real-life example of comparing that they might deal with.

- What are some common things that girls compare themselves to others?
- Ask girls to discuss the following questions in small groups and record in their workbook:
  - What do you see as problems with the comparison trap?
  - What are at least 3 things you can do to avoid the comparison trap in your life?
    - Refer to the Girl Pages, page XX and have participants share what they feel they can do.
- Ask the class to answer the questions in their workbook:
  - Think of the things about yourself you compare to others.
  - Are the aspects you compare things you like about yourself? Do not like about yourself? Are unsure of?
  - Are the people who you compare yourself with, people who youth think are better on those things?
- “A lot of times when people compare themselves they pick out things that they don’t like about themselves and only notice and compare with other people who they think are better on those particular things. This is what we are calling the comparison trap. Often times, people compare things they don’t like about themselves with people they think have the things they want. For example, a girl who hates her naturally curly hair compares herself to girls whose hair is straight.”

## 2. Teasing

“Teasing about appearances is something that everybody has probably experienced in their lifetime either from family members or peers. Teasing is pervasive in our society and we often see it as an accepted part of schools, families, and communities. Many of us have been teased about something and have internalized those messages making us feel badly about who we are and our appearance.”

### **“Fat Talk” Discussion** (refer to the Girl Pages pg. XX)

- We are going to talk about another scenario that may be quite familiar to you. This is what we call “fat talk”.
- Ask for a volunteer to read the ‘fat talk’ scenario on pg. XX.
- *LaShawna is really good friends with Jasmine, Heidi, Mai See, and Jennifer...* After reading discuss the following as a large group:
  - What are some ways these girls could turn this conversation around so that everyone feels good about themselves by the end of the conversation?
    - What are some ways you can avoid getting into these types of conversations? E.g. When a friend says “I hate...”
    - How can you keep this conversation from being a cycle of “fat talk”?

### **Activity: Defining Beauty for ourselves**

- We are going to do an activity that celebrates what makes us unique and beautiful in our own ways.

- You will also get small pieces of cardstock to write something you like about your classmates. Think about what you like about them: their personality, a talent or skill they have, or something they do that you appreciate. Comments on their appearance are fine, but try to think about what you really like about the person beyond what they look like.
- You will then glue your comment on the paper that has their name on it. Each of you will leave here today with all the comments from your classmates.
- After they are done, ask them to read their comments.
- Ask:
  - How does it feel to read compliments from their classmates?
  - How does it feel to give compliments?
  - How could they incorporate this idea into their daily life? (i.e. give compliments, focus on skills and personality, as a reminder that they are a good person that other people like)

### **Wrap-up**

- Summarize the fat trap conversation and the comparison cycle discussions.

## **Session 8– Wrapping It Up**

### Session objectives:

At this session, participants will:

- 1) Review key themes from nutrition, social support, and physical activity
- 2) Discuss solutions and strategies for common barriers to healthy eating and physical activity
- 3) Discuss activities and logistics for maintenance sessions

### Materials and supplies needed:

Not-So-Trivial Pursuit question cards (can be found at New Moves on-line: [www.newmovesonline.com](http://www.newmovesonline.com))

### Girl Pages references

Pages XX

### Girl Pages workbook references

Pages XX

## **Welcome and agenda**

“Today we are going to play a game that tests our knowledge from the New Moves lessons.”

### **Discussion/Activities**

#### 1. Activity: Where am I now?

- Have students answer the worksheet on page XX of the Girl Pages workbook: Where am I now?
- Have girls share parts of what they wrote.

#### 2. Not-so-Trivial Pursuit

- Introduce the **Not-So-Trivial Pursuit** game. This game will be a fun way to assess their knowledge about New Moves topics including nutrition (Be Fueled), physical activity (Be Fit), and social support (Be Fabulous).
- Game instructions:
  - Divide girls into 4 teams and decide which team will go first, second, third, and fourth.
  - Start by asking a Be Fit question to the first team. If the team gets the question correct they get 2 points. If they do not get the question correct the next team gets a chance to answer the question (and so forth until the question is answered or all teams have had a chance to answer it) and receives 1 point if they get it correct.
  - Ask a Be Fabulous question to the next team and follow the same process as described above.
  - Ask a Be Fueled question to the next team following the same process as before.
  - For the next rounds each team gets to choose which category they would like their question from: Be Fit, Be Fabulous, Be Fueled, or Hurdle (worth 3 points).
  - Continue to play until the first team reaches 15 points. Can continue to play with remaining teams until all teams have reached 15 points.
  - Award prizes in the order in which teams reach 15 points (prize ideas include water bottles, sugar-free flavor packets, breakfast bars, sparkly pens, etc.)

### 3. Play the game

- If you run out of class time, the winner will be the team that is closest to 15 points. Each team will get to select prizes in the order of how close they were to 15 points.

## BE FUELED LESSON OUTLINES

### **Session 1--Getting started with nutrition**

#### Session objectives:

At this session, participants will:

- 1) Identify the benefits of healthy eating.
- 2) Increase knowledge around weight management.
- 3) Discuss the ineffectiveness of the diet cycle compared to healthy eating by watching portion sizes and listening to hunger cues.

#### Materials and supplies needed:

Post-It Notes

Portion Distortion slides (can be found at New Moves online: [www.newmovesonline.com](http://www.newmovesonline.com))

#### Girl Pages references

Pages XX

#### Girl Pages workbook references

Pages XX

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## Welcome and agenda

“This is the Be Fueled portion of New Moves. We will be discussing and doing activities in relation to making healthy choices and discovering how to find balance in your eating habits. We encourage you to think about what you might like to be working on over the next few weeks as far as your own eating habits. Today we are going to talk about what New Moves Be Fueled is about, the benefits of healthy eating, energy balance and the ‘diet cycle’. Does this sound o.k.?”

### Discussion/Activities

#### 1. “News Moves Be Fueled is about...

enjoying food, making gradual changes, eating breakfast, paying attention to your body’s hunger and fullness cues and feeding your body fruits and vegetables every day. These are the main messages that we will be talking about over the next few months. However before we try to absorb all those items, it’s important to think about why we are talking about healthy eating? After all, why do we benefit from healthy eating?”

#### **Activity: Why is healthy eating important for teens?**

##### **Post-it-note activity**

- Pass out post-it notes to each girl and have them write down why they think it is important for teens to eat healthy (1 per each post-it).
- Once they are finished have them stick them on a white board/flip chart.
- Go through and discuss the reasons girls provided and add others as needed (refer to the Girl Pages pg. XX).
  - Feel better, more energy
  - Helps keep you at a healthy weight (without dieting)
  - Improves your moods
  - Means no more dieting
  - Perform better in school and sports
  - Disease prevention

#### 2. The Diet Cycle: (refer to the Girl Pages pg. XX)

“Now that we’ve talked about why healthy eating is important, let’s spend a little time discussing diets and dieting.”

#### **Activity: What is the deal with diets?**

- In small groups or individually have girls answer the following questions.
  - What do you think of when you hear the word diet? (refer to definition on p. XX when discussing)
  - If you or someone you know has been on a diet...how did they feel? How did they act? Did they seem happy?
    - Discussion points—feel tired, irritable, hungry, acted angry, easily annoyed, cranky, usually don’t seem happy
  - True or False...Most people who lose weight on diets are able to keep the weight off for good. (refer to News Flash on p. XX as well as the diet cycle)
- Discuss each question and the girls’ answers referring to the Girl Pages as needed.

### **The Diet Cycle (pg. XX)**

“Bottom line is that diets don’t work when it comes to losing or maintaining weight. So what does work? Making behavior changes that you can stick with like watching your portion sizes and listening to your body for when it’s hungry and full.”

- Review the diet cycle (pg. XX)
  - Ask for girls to share any thoughts about the diet cycle. Does it make sense? Do they know anyone that has experienced that before?

### **3. Energy Balance/Portion size: Girl Pages pg. XX**

Facilitate a discussion on energy balance:

- What does energy balance mean?
  - Energy in = energy out
- Why do you think it might be hard for people to maintain energy balance?
  - Not all foods are the same (cherries vs. cherry pie)
  - Not all activity is the same (walking 3 miles vs. dusting)
- What strategies have you used or could you use to maintain balance?
  - Be more active
  - By generally spending more time up and moving
  - By limiting screen time (watching TV or on the computer)
  - Choosing an aerobic activity that is more intense (See “Be Fit Aerobic Intensity Guide”, section1, page XX)
  - By limiting foods which are very high in calories/energy e.g. chips, pop, oils, etc.
  - By eating foods that are more filling, such as high fiber foods, i.e., fruits, veggies and whole grains.
  - By having larger portions of foods which are low in calories/energy and rich in nutrients – fruits and vegetables, low fat yogurts.
  - By planning healthy snacking.
  - Paying attention to portion sizes
  - Choose nutrient dense foods instead of calorie dense foods that are low in nutrients

### **Hunger/Satiety Scale**

“One of the best ways to keep yourself in balance when it comes to food is to listen to your body. Our bodies are smart and if we listen to them we can usually stay in pretty good balance. This means eating when you are hungry and stopping when you are full.”

- Review hunger/fullness scale p. XX
  - What do you think of the scale?

### **Portion Size**

“In addition to listening to your body’s hunger and fullness cues it is also important to pay attention to portion sizes. Eating a lot of energy dense foods (even in small amounts) and not enough lower energy foods can often make it harder to stay in balance.”

“Portion sizes today make it hard to stay in balance. Twenty years ago you could have ½ a bagel with cream cheese and a banana for breakfast, a turkey sandwich, chips, and an apple for lunch,

spaghetti and meatballs and salad for dinner, and two cookies and a glass of skim milk for dessert, plus walk for 30-45 minutes and be able to stay balanced. But if you had the same thing today, to stay in balance you would likely have to walk for 2 hours!”

- The caloric value of the same foods today is almost twice that of twenty years ago. Twenty years ago we could eat all of that and it would only be 1800 calories, but today if we ate all of that we would be eating almost 3500 calories!

### **Activity: Portion Distortion**

**Portion Distortion Quiz from NHLBI:** <http://hp2010.nhlbi.nih.net/portion>

- Show Portion Distortion Slides
- What do you think about the change in portions?
- How do you know what a serving size really is?
  - deck of cards (3 ounces) = meat, poultry or fish
  - film canister (2 tablespoons) = salad dressing, peanut butter, sauces
  - tennis ball (1 cup) = medium fruit, dry cereal, raw, leafy vegetables
  - computer mouse (1/2 cup) = pasta, vegetables, fruit
  - CD = 1 pancake/slice of bread

#### 4. Good to Know and Give it a Try (pg. XX)

- “Check out the ‘Good to know’ and ‘Give it a Try’ sections when thinking about your commitment to change”.

#### **Commit to Change** (refer to the Girl Pages pg. XX)

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes.”

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### **Session 2– Aaahhh, refreshing water**

#### Session objectives:

At this session, participants will:

- 1) Identify reasons for drinking more water and limiting pop.
- 2) Determine the amount of sugar in regular pop and other sugar-sweetened beverages.
- 3) Discuss alternatives to pop and sample various options.

#### Materials and supplies needed:

Can of pop (12 ounces), Bottle of pop (20 ounces), Big Gulp (40 ounces), Kool-Aid™ (12 ounces), Vitamin Water™ (20 ounces), Sports drink (20 ounces)

Sugar cubes 1 box n=198

Calculators (4)

Water bottles (optional)

Crystal Light individual packages variety of flavors and sliced fresh lemons and limes (optional)

#### Girl Pages references

Pages XX

#### Girl Pages workbook references

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**Welcome and agenda**

“Today we are going to talk about water and how much our bodies crave it each day for hydration, to quench our thirst and to fill us up. One of our New Moves goals is to choose water instead of pop or other sugary drinks so we’ll be doing an activity that will help you understand why drinking water and limiting pop is important. We’ll also discuss some simple ways that you can increase your water intake.”

**Discussion/Activities**1. New Moves goal

The New Moves goal is to choose water or low calorie drinks instead of pop and other sweetened beverages when you can.

- Why do you think we encourage you to drink water instead of pop or drinks like Kool-Aid™?
  - Non-diet pop and sweetened fruit drinks provide very little nutrition, if any, but often provide a lot of calories without filling you up.
- What are the benefits of drinking water?
  - Improved energy, better performance in school/sports/theater/etc., keep skin looking healthy, shiny hair, fewer headaches

**Activity: Measuring sugar in beverages** (refer to the Girl Pages pg. XX and What’s in My Drink workbook sheet)

- Let’s take a look at the amount of sugar and calories in some beverages that we drink. After the activity we’ll come back together as a group and discuss what you found.
  - Set up multiple stations around the room with examples of various sizes of sugar sweetened beverages.
  - Have girls rotate throughout each station filling out the ‘**What’s In My Drink**’ workbook sheet.
  - Girls should read the Food label and determine how many grams of sugar (carbohydrate) and how many calories are in the entire beverage.
  - Girls will then calculate the number of sugar cubes in each beverage **1 cube = 4 grams of sugar.**
  - Once everyone is finished ask for volunteers to count out the number of sugar cubes in each of the beverages.

Discuss with large group

- What do you think about the amount of sugar in some of the drinks?
- What about the number of calories?
- Does the amount of sugar or calories in any of these drinks surprise you?
- Is it something that you think you need to pay attention to? Why or why not?

<b>Drink</b>	<b>Kcal</b>	<b>Sugar (grams)</b>	<b>Sugar cubes</b>
Can of pop (12 oz)	143	40	10
Bottle of pop (20 oz)	239	67	17
Big Gulp (44 oz)	534	149	37



Kool-Aid™ (12 oz)	91	24	6
Sports Drink (20 oz)	125	35	9
Vitamin Water™ (20 oz)	125	33	8

Did you know:

- The amount of sugar in a 20 ounce soda is about equal to the amount in a bag of Skittles. (would you eat 3 bags of Skittles in one day?)
- Sugary drinks provide extra calories without any extra nutrition.
  - Drinking two 20 ounce bottles of regular soda a day has about the same calories as an entire meal.
  - One bottle (20 oz) of Vitamin Water™ has more calories, but less nutrition than skim milk.
- As a frame of reference: a snack of an apple and string cheese has 150 calories, 14 grams of sugar, and 3 grams of fiber.
- Teens that had been drinking 40 or more ounces of pop a day and cut down to 12 or fewer ounces a day saw their weight decrease in a couple of months even without making any other changes.

Not quite ready to give up sugary drinks completely? Try thinking of them like a dessert and not as something to drink with each meal or all throughout the day. That way you can still enjoy them, but not go overboard.

## 2. Water Discussion

- What do you think about drinking more water and fewer sugary drinks?
- As a large group discuss the following questions:
  - What makes drinking water challenging?
  - What is your experience with substituting water or non-calorie drinks for regular pop and sweetened beverages? Was it easy or hard?
  - Where can you substitute?
  - What are some strategies you can use to increase your water consumption?
  - Is juice a good replacement for pop/Kool-Aid™?
    - While juice does have more nutrients than pop or kool-aid you still need to watch how much you drink. Drinking too much juice can easily push your energy balance in the wrong direction.
    - Try to keep your juice intake to around 8 ounces a day, but if the only options are juice or pop...pick the juice.

### **Activity: Taste testing**

- Pass out water bottles (if available)
- Sample water with lemon, limes and orange slices as well as Crystal Light packets
- Ask each girl to name one way they can increase their water intake and/or substitute water for sugary drinks. After they answer each girl receives a sample of a sugar-free drink packet.

**Commit to Change** (refer to the Girl Pages pg. XX)

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.
- 

### **Session 3– Breakfast essentials**

#### Session objectives:

At this session, participants will:

- 1) Identify reasons for eating breakfast regularly.
- 2) Discuss strategies on how to make eating breakfast easier.
- 3) Explore possible breakfast options when in a hurry and when there is no time to prep.

#### Materials and supplies needed:

Variety of breakfast bars (1 bar for every 3-4 girls) (for taste testing)

Variety of fresh fruit (oranges, bananas, apples, pears, etc)--1 per girl (for taste testing)

Napkins

#### Girl Pages references

Pages XX

#### Girl Pages workbook references

Pages XX

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### **Welcome and agenda**

“Today we will be talking about breakfast, why it’s important, how often you are eating breakfast, and ways to make it easier to eat breakfast. We’ll also sample some possible breakfast options for busy days”.

### **Discussion/Activities**

#### 1. The New Moves Goal

- The New Moves goal for breakfast is to eat breakfast every day.

#### 2. Importance of breakfast

- Why is eating breakfast important? (refer to the Girl Pages pg. XX)
  - More energy, less tired, less crabby in the morning
  - Less likely to overeat at lunch
  - Be more alert and do better in school
  - More likely to be at a healthy weight
  - More energy for physical activity (especially if you have New Moves/PE in the morning)

### **Activity: Challenges to eating breakfast**

- Have girls break into small groups.
- As a group girls should answer and discuss the following questions:
  - Many teens skip breakfast, why do you think this is?
  - What makes it challenging for teens to eat breakfast?

- Go around to each group and have girls share one challenge to eating breakfast they came up with. Write ideas on whiteboard/chalkboard.
- Have each group pick one challenge and then brainstorm strategies they could use to overcome this challenge.
  - Encourage girls to look through the Girl Pages and workbook for ideas.
- Review the strategies they came up with for each challenge as a large group.

## 2. Taste testing

- Materials needed:
  - Breakfast bar boxes
  - My Breakfast Plan workbook sheet
- Instructions:
  - Pass out breakfast bar boxes in small groups.
  - Have each group look at the label and determine what the serving size is, how many calories are in it, how much sugar is in it, and how much fiber it has.
    - Things to look at on label:
      - Serving size—do 2 come in a package and only 1 is a serving?
      - Calories—aim for something between 200-400 calories to fill you up and not leave you hungry an hour later. You don't need to count calories though. Be sure to listen to your body and eat when you are hungry and stop when you are full.
      - Sugar—look for foods with added sugars in the single digits.
      - Fiber—this helps keep you full so look for foods that have at least 3 grams of fiber per serving.
  - Each group presents what they've found and information is written on white board.
  - Girls record information on the Breakfast Plan worksheet.
  - Have participants sample each bar and select a piece of fruit that they might pair it with for a quick breakfast.

## 3. Plan for the Week:

- Based on the discussion about strategies for eating breakfast regularly, have participants identify breakfast options, using workbook 'grab and go' and 'take time to prep' ideas as guide, and make a plan to eat breakfast each day. Write this in on **"My Breakfast Plan" workbook sheet**.
- If time, participants can share chosen strategies and options.

## **Commit to Change** (refer to the Girl Pages pg XX)

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes".

## **Session 4– Fruit and veggie explosion**

### Session objectives:

At this session, participants will:

- 1) Learn why it is important to eat fruits and vegetables.
- 2) Identify ways to increase fruit and vegetable intake.

Materials and supplies needed:

“Fact or Fiction?” question sheet (can be found at end of lesson and on-line at [www.newmovesonline.com](http://www.newmovesonline.com))

Girl Pages references

Pages XX

Girl Pages workbook references

Pages XX

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## **Welcome and agenda**

“Today we will be talking about fruits and vegetables, what a serving of fruits and vegetables is, practice making healthy and economical choices at the grocery store and discuss ways to add more fruits and vegetables to our healthy eating plan. Does this sound o.k.?”

## **Discussion/Activities**

### 1. The New Moves Goal

- The New Moves goal for fruits and vegetables is to choose fruits and veggies for snacks, at least 5 a day.

### 2. Fruits and vegetables:

#### **Activity: Fact or Fiction**

- In small groups have girls go through the “Fact or Fiction” questions. If they think a statement is ‘fiction’ they should correct it to make it ‘fact’.
- Once girls are finished with worksheet go through answers as a class, asking for volunteers to read each question and tell the class if they think it is fact or fiction.
- Possible questions to facilitate discussion around f/v in addition to activity:
  - What are some of the benefits of eating fruits and vegetables?
    - For the past 20 years, scientists have consistently found that people who eat greater amounts of fruits and veggies are healthier.
    - Fruits and veggies are a rich source of vitamins and minerals and contain phytochemicals (protective components) which are likely to play a role in preventing chronic disease.
  - What is the recommendation for fruits and veggies?
    - 9 servings, but the average person is eating about 2 ½ servings of f/v each day with fewer than 10% of people eating 5 or more each day.
  - What are some of the fruits and veggies that you commonly eat?
    - People tend to eat the same fruits and vegetables most of the time.
    - The most commonly eaten fruits are: oranges, apples, bananas, and orange juice.
    - The most commonly eaten veggies are: potatoes, tomatoes, lettuce, beans, peas and corn.
  - What makes it hard to meet the recommendation?
    - Cost of fresh f/v; frozen, canned or dried is an option.
  - What strategies have you used to eat more fruits and veggies?

- Be creative when you are trying to increase your use of f/v.
- Use them in both meals and snacks.
- Have them available and easy to eat.
- Add interest by trying new varieties.
- Eat larger servings.

## 2. What's a serving? (refer to the Girl Pages pg XX)

- What is a serving? [1/2 cup is one serving; medium piece of fruit; ¼ cup dried, 1 cup raw lettuce]
- Think about a typical day. How many servings of fruits and veggies do you get?
  - Have girls write down what they might eat on a typical school day and then count how many servings of f/v they usually eat.
  - How can you increase your f/v servings? Can you get 5-9 servings a day? Have girls alter their typical intake to increase their f/v servings as much as they can.
    - Encourage girls to focus on whole f/v and limit 100% juices to 8 ounces a day.
    - Look at all meals and snacks.
  - Ask girls to share their ideas and facilitate a discussion of ways to increase intake.

## 3. Cost of fruits and vegetables (refer to the Girl Pages pg. XX)

- One barrier to eating more fruits and vegetables is often the cost, and many believe that eating healthy will cost more. Let's take a closer look at this.

### **Activity: Let's go shopping (Girl Pages pg.XX)**

- Look at pg.XX and compare the foods in each of the lists.
- Any surprises of what you can buy for \$20?
- Discuss how girls feel about being able to purchase fruits and vegetables at the store vs. buying less healthy foods.

### **Commit to Change:** pages XX

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes."
- 

## **Session 5– Good for you snacks**

### Session objectives:

At this session, participants will:

- 1) Learn how to recognize hunger and satiety cues.
- 2) Identify healthy snacks in a variety of situations (at home, out with friends, when shopping, etc.).
- 3) Brainstorm ideas for healthy snacks.

### Materials and supplies needed:

Various sizes of regular and baked potato chips (1 oz bags, Big Grab, family size, etc.)

### Girl Pages references

Pages XX

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## **Welcome and agenda**

“Today we will be talking about snacks, detecting when you are hungry, making healthy choices, and discussing energy balance and portion sizes of popular snacks. Does this sound o.k.?”

## **Discussion/Activities**

### 1. Snacking

- Facilitate a brief discussion about snacking. Ask:
  - How many of you have snacks regularly?
  - How do you decide if you are going to have a snack?
    - Detect if you are hungry.
      - What cues does your body give you when you are hungry?
      - What cues does your body give when you are full?
        - Review hunger/satiety scale (Girl Pages pg. XX)
      - If you aren't hungry find something else to do—call a friend, go for a walk, etc.
  - What is the difference between a meal and a snack?
    - A snack should include 1-2 food groups, but a meal will usually have at least three food groups.
    - Snacks typically shouldn't be more than 300 calories, and most snacks should be between 100-200 calories. Remember to listen to your body though. If you are less hungry than normal have less.

### **Activity: What do teens snack on?**

- In small groups have girls generate a list of foods that teens commonly snack on.
- Next, have girls go through the list and identify the snacks that they consider to be healthy versus those they consider to be unhealthy.
- Come back together as a big group and ask girls to share what healthy and unhealthy snacks they came up with.
  - Write these on the board.
- Ask girls:
  - What makes a snack healthy or unhealthy?
  - What makes finding a healthy snack challenging?
  - What strategies have you used or could you use to eat healthy snacks when you are at home or away from home?
    - Pay attention to portion size, share, split or save some for later.

### 2. The choice is yours: (refer to the Girl Pages workbook pg. XX)

- “Knowing what is a better snack choice or not is sometimes a challenge. The food industry is helpful (or not so helpful) by providing us with many options, they also provide a nutrition label so that we can make a choice based on this information. All foods can fit, however as we have talked about some foods provide more calories than others and therefore require more energy expenditure to maintain a balance. Take for example a variety of kinds and sizes of potato chips.”

### **Activity: What's on the package?**

- Pass around packages of chips (regular and baked) to small groups (1 oz bags, Big Grab, family size, etc).
  - Have participants read the label on each bag and write down the:
    - Calories per serving, servings per container, and then figure the total calories per bag.
  - Have girls calculate the minutes of walking needed to use the energy in each bag of chips
    - 20 minutes of brisk walking = 100 calories
  - Have groups report findings back to large group and write these on the board.
  - Ask girls what they think of this information.
- Facilitate a discussion about energy balance including:
  - How much you eat should be balanced with how much you exercise.
  - Keep the balance and eat when you are hungry and stop when you are full.
  - Listen to your body and pay attention to your portion sizes in order to maintain balance.
  - Portion size matters
    - Have smaller portions of higher calorie/higher fat foods (chips, cheese, etc.)
    - Fill up on lower calorie, nutrient dense foods like fruits and vegetables.

### 3. Plan for the Week

- Based on the discussion about finding healthy snack options, have participants identify snacks that would work for them, using the workbook 'grab and go' and 'take time to prep' ideas as a guide. Write this or circle the ideas in their workbook. If time, participants can share a snack idea.

### **Commit to Change:** pages XX

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes".
- 

### **Session 6– Let's do lunch**

#### Session objectives:

At this session, participants will:

- 1) Learn how to assemble a healthy, balanced lunch.
- 2) Identify healthy lunch options at home, school or while eating out.

#### Materials and supplies needed:

Small brown lunch bags and markers

Hummus (for taste testing)

Baby carrots (for taste testing)

Pita bread (for taste testing)

#### Girl Pages references

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## **Welcome and agenda**

“Today we will be talking about what to look for when it comes to a healthy lunch, selecting lunch options when eating at home, at the cafeteria or out, and new ideas for your lunch bag. How does this sound?”

## **Discussion/Activities**

### 1. Lunch

- Facilitate a brief discussion about lunch. Ask:
  - Why is eating lunch important?
    - A healthy lunch improves the quality of your day.
    - Can curb overeating after school and later in the day.
    - Helps to keep your appetite stable throughout the day.
    - Skipping lunch means you miss out on important nutrients.
  - What is a typical lunch for you while at school, at home, when eating out?
  - Is finding/eating a healthy lunch easy or hard? What makes it easy? What makes it challenging?
    - Time restraints, foods available at home/school, taste of foods, appearance of foods
  - What strategies have you used or could you use when:
    - Packing a lunch from home
      - Keep a variety of foods on hand at home.
      - Limit foods and beverages with little nutritional value, i.e., high sugar and fat; pop and candy
      - Consider portion sizes.
      - Pack your lunch the night before (refer to the Girl Pages pg. 99 for ideas).
    - Selecting from the cafeteria
      - Look ahead at the lunch menu and see what options you have.
      - Balance and moderation – pick a variety of foods and follow the rainbow to healthy eating.
    - When eating out
      - Pay attention to portion sizes, split with a friend, take home leftovers.
      - Be aware of foods that are high in sugar and fat and provide very little nutrition.

### 2. It's in the Bag –Activity (refer to the Girl Pages pg. XX)

- Pass out brown lunch bags and markers to each girl.
- Have participants use the “mix and match brown bag lunch idea” sheet to create a healthy lunch (show examples).
  - Pick items from several categories.
  - Make it a lunch you would actually eat.
- Ask girls to share their lunch and what makes it a healthy lunch.

### 3. Plan for the Week



- Based on the discussion about finding healthy lunch options, have participants plan lunches for the week.
- Use cafeteria menus, “It’s in the bag” ideas, quick and healthy ideas (Girl Pages pg. XX) as a guide for lunch options.
- Have girls write down their plan on “My Lunch Plan” worksheet (Girl Pages workbook pg. XX).
- If time, participants can share a favorite lunch idea.

#### 4. Taste testing

- Participants will taste test carrots and pita bread with hummus while working on their weekly planning.

#### **Commit to Change:** Girl Pages pages XX

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.
- 

#### **Session 7– Fast food facts**

##### Session objectives:

At this session, participants will:

- 1) Recognize that you can eat healthy and still eat out/away from home.
- 2) Learn how to modify or adjust meals when eating out/away from home.
- 3) Discuss strategies for eating out.

##### Materials and supplies needed:

Variety of fast food and restaurant menus

Low-fat vanilla yogurt, frozen fruit, granola (for taste testing)

Small cups/bowls and spoons (for taste testing)

##### Girl Pages references

Pages XX

##### Girl Pages workbook references

Pages XX

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#### **Welcome and agenda**

“Today we will be talking about fast food and eating away from home, and how to select healthy options. Sound o.k.?”

#### **Discussion/Activities**

##### 1. Fast-food

- “Eating out has become a national pastime, not a month goes by that people don’t go out to either celebrate an event, choose to eat out due to time constraints, or just plain socialize. With most of us eating out regularly, it’s important to know what healthy choices we have when eating away from home”.
- Facilitate a brief discussion about fast foods and eating out. Ask:

- How often do you and your family/friends eat out?
- Why do you choose to eat out?
- When you and your friends/family eat out where do you go?
  - Fast food, sit down, buffet, food court/mall, etc.
- What are some of the issues or challenges with eating out? Do you feel it is easy or hard to eat healthy when you eat out? Why or why not? (optional to write answers on board)
  - Can be harder to find healthy options.
  - Expensive.
  - Fast foods tend to not be as nutritious and very high in calories, fat and sodium.
- What strategies have you used or could you use to make healthier choices when eating out or eating fast foods?
  - Choosing restaurants that provide a wide variety of foods can make ordering easier, especially when trying to include foods that align with the New Moves guidelines.

**Activity: May I take your order?** (refer to the Girl Pages workbook pg. XX)

“Now that we’ve discussed some of the challenges to eating out and some ideas for eating out and still eating healthy let’s take some time to practice making healthy choices at fast-food restaurants.”

- Pass out menus from local fast food places and restaurants and refer to “May I take your order” on pg. XX.
- Have girls select a meal they are likely to order at that restaurant.
- Girls will then determine how they can modify the meal to make it healthier
  - Add fruits and vegetables, limit condiments, etc.
- Have participants practice how to make requests when ordering.
  - Either have girls do this in small groups or ask for volunteers to role play in front of large group.
- Debrief: Ask for individuals to share the original meal and the changes they made with the large group.
  - Ideas for change include:
    - Add a tossed salad.
    - Fruit juice, water, diet soda or fat-free milk.
    - Fruit for dessert.
    - Request a specific preparation method.
    - Eat half of portion, ask for a take-home box.
    - Share a meal with a friend.
    - Request added fats and sauces be served on the side (i.e. mayo, sour cream, etc.).
    - Ask that breads and chips not be brought to the table.

2. Plan for the Week

- Based on the discussion about fast food and eating out, have participants identify behaviors that would work for them, using the workbook tips for eating at the mall, at a fast food restaurant or at the school cafeteria. Write this in their workbook or journal. If time, participants can share their plan.

3. Taste testing

- Participants will taste-test yogurt parfaits made with low-fat vanilla yogurt, frozen berries (or other fruits), and small amount of granola.

**Commit to Change:** Girl Pages pg. XX

- Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.
- 

**Session 8– Planning for the future**

Session objectives:

At this session, participants will:

- 1) Discuss their progress in meeting the New Moves guidelines.
- 2) Discuss confidence and motivational strategies to help them stay on track.
- 3) Celebrate their accomplishments.

Materials and supplies needed:

Healthy food and drinks for celebration (optional)

Girl Pages references

Pages XX

Girl Pages workbook references

Pages XX

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**Welcome and agenda**

“This is our last New Moves Be Fueled lesson. We encourage you to continue the habits that brought you success and think about ways to address continued challenges. Today we are going to celebrate your progress by going over the changes you have made, as well as take some time to help you plan for the future.”

**Discussion/Activities**

1. Checking in on changes made:

“After completing a class like this, it is important to look back and reflect on your experiences and accomplishments. You all have come a long way! Let’s start by reviewing what we’ve learned so far. Who can tell us one New Moves nutrition behavior? Any others?”

**Activity: Changes I’ve Made worksheet Girl Pages workbook pg. XX**

- Have each student complete the “Changes I have made” worksheet
- Discuss:
  - Where there any surprises?
  - What surprised you most?

**Activity: Maintenance and Motivation Ruler**

- Ask girls: “On a scale from 1 to 10 with 1 being I am not at all motivated to maintain the New Moves goals and 10 being I know I’ll stick with it, what number would you pick for yourself?”

- Discuss:
  - Why did you pick a \_\_\_\_\_?
  - Why didn't you pick a \_\_\_\_\_?
  - What would it take for you to be a \_\_\_\_\_?
  - Summarize in large group
  
- Steps to maintaining your motivation (refer to the Girl Pages pg. XX)
  - There are many ways to stay motivated and on track. Here are a few steps you might take to continue your progress and stay motivated:
    - Identify your benefits
    - Create supportive surrounding: people, places and thoughts
    - Recognize your success
    - Reward yourself
  - Have girls complete the planning worksheets (Girl Pages workbook pg. XX)
    - If time, have them share their plan

## INDIVIDUAL SESSIONS

As described previously, individual sessions are a unique aspect of New Moves that provides one-on-one time for New Moves girls to discuss plans for behavior change. Each New Moves participant should be assigned a coach to meet with five to seven times throughout the school year. In your school the coach could be you, a guidance counselor, or possibly a student that had previously taken New Moves. Another option is to check into local colleges or universities that have nutrition, kinesiology, public health or other health related programs and inquire about students looking for experience to help with individual sessions or even New Moves in general.

During individual sessions participants set goals related to the New Moves behavioral objectives. In order to help girls meet their goals the coach's role is to guide them through the goal setting process including coming up with an action plan, thinking about barriers to meeting the goal and how to overcome them, and lastly how they will monitor their progress. Self-monitoring has been shown to be an effective tool for behavior change. Many people find tracking their progress, in some fashion, helps them stay on track and motivated towards meeting their goals. It is highly encouraged that participants track their progress, but some girls say they do not find this helpful.

Examples of self-monitoring sheets are in the Girl Pages workbook on page XX. Blank copies for the girls to use are found on-line on the New Moves website. Often times a simple calendar or planner they might already use works well for tracking.

On the following pages are general guides for leading the individual sessions. The sessions use motivational interviewing techniques, which is a client-centered counseling style. With motivational interviewing it is important to refrain from too much advice giving, especially if this is unsolicited advice.

If you are interested in more information regarding motivational interviewing look at [Motivational Interviewing Preparing People to Change Addictive Behavior](#) by William Miller and Stephen Rollnick and [Motivational Interviewing in Health Care Helping Patients Change Behavior](#) by Stephen Rollnick, William Miller, and Christopher Butler.

# Individual session guides

## **New Moves Individual Session**

### **Guide for Coaches**

#### **Session 1 (Time: 10-20 minutes)**

#### **Main Message**

Provide an overview of the individual sessions and answer any questions the participant may have. Focus is on establishing a comfortable and safe place to talk about goals, building rapport with participant and setting the stage for future sessions.

#### **Session Objectives**

- Establish rapport with participant
- Guide the development of the New Moves goals
- Practical application to making health behavior changes

#### **Materials Needed**

- New Moves goal sheet
- Action Plan Worksheet

#### **Session Content**

##### **Set the stage:**

- “We have about 20 minutes to meet today. I thought we might talk about your participation in New Moves. I’d like to hear your thoughts and feelings about why you signed up for the class and see what you think are the benefits to being in the class. We will also discuss how I can help you to meet your goals during the New Moves class and once the class is over since you and I will be continuing to meet occasionally in person. How does that sound? Do you have any questions or concerns about how this will work?”

##### **Explore thoughts, feelings, expectations, and concerns about health and New Moves:**

- “What is important to you about being healthy?”
- “What are your thoughts and feelings about how healthy you are currently?”
- “How are you hoping that participating in New Moves can help you?”
- “What do you think of the New Moves goals? Do you feel like you want to make changes in any of these areas? (refer to New Moves goal sheet)

##### **Listen and reflect participant’s responses:**

- “It sounds like \_\_\_\_\_ is important to you and you are thinking that \_\_\_\_\_ will help.
- “Of these ideas, what specifically are you thinking of doing?”
- “What do you see as the first step?”
- Participant may not be ready to make any changes. If this is the case, acknowledge that they are not ready to make a change and that this is ok. Ask if you can check in with them

in a month or so and see where they are at that time. Emphasize that you are not going to force them to make any change until they are ready.

**Action plan:**

- If participant is ready to set a goal around a New Moves behavior ask them to complete the Action Planning Worksheet.
- Discuss the plan they have designed and make sure they have thought through any potential barriers and how they will overcome them. Also make sure the goal they have set is a SMART goal.
- Make any modifications to the plan that are needed.
- Discuss if they would like to track their behavior change and show the different tracking sheets available.

**Summary**

- Summarize the plan to make sure you've got it all
  - “You have developed a good plan and I'm really confident that you will be able to find a way to make this change. I am here to help if you need it.”
- Discuss a time for the next meeting
  - Typically if participant has set a goal to work on would check in with them in one month.
  - If no goal was set, meet with participant again in one month.

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**New Moves Individual Session**

**Guide for Coaches**

**Sessions 2-5 (Time: 10-20 minutes)**

**Materials Needed**

- Where Are You Now? worksheet
- Action Planning worksheet
- New Moves goals sheet

**Session Content**

**Check in and set the stage:**

- “Thank you for taking the time to meet with me again today. We have about 20 minutes. I would like to take a few minutes to talk about how things have been going for you the past few weeks and complete a short worksheet. We can also take time to discuss a New Moves topic of interest to you. I'd also like to know what help you might like from me. Would that be all right? Is there anything else that you'd like to talk about?”

**Review participant's progress:**

- Follow up on any outstanding issues from previous meeting
- Walk participant through the “Where are you now?” worksheet
  - Elicit participant's interpretation of their responses to the worksheet. Some suggested questions might include one or more of the following:

- What stands out to you?
- What are your thoughts and feelings about this?
- What would need to be different for you to move to a higher number on this scale?
- What do you see yourself doing to continue making progress?
- Listen and summarize. Emphasize change talk.
  - Let me see if I can summarize what you've said about your progress so far...

**Negotiate the agenda and select topic for discussion:**

- “Here are some general topics we might discuss today. In thinking about your progress to date and personal goals is there any one area you would like to focus on?”
- Given what you have said, I would suggest \_\_\_\_, but it is up to you. What do you think?
- Refer to New Moves goal sheet and topic list below for ideas of what to topic to discuss if needed.
- Topic list for discussion:
  - Food
    - Eating more fruits and veggies
    - Eating breakfast
    - Drinking more water during the day
    - Selecting unsweetened or low calorie beverages
    - Keeping your choices healthy
  - Physical Activity
    - Doing some type of exercise every day
    - Social support for physical activity maintenance
    - Staying motivated with exercise
  - Self-Monitoring
    - Writing in your journal regularly
    - Using tracking sheets
  - Relapse Behavior
    - Situational triggers related to relapse
    - Relapse Prevention
  - Thoughts and Self-Image Behavior
    - Body image
    - Changing your negative thoughts
  - Social Support Behavior
    - Maintaining friends and family commitment
  - Stress and Problem Solving Behavior
    - Problem solving
    - Time management
    - Limiting TV watching

**Action Plan:**

- Help participant set a SMART goal with a realistic action plan.



- “We’ve talked about a lot today. Based on our discussion, what would you like to accomplish in the next few weeks?”
- Summarize goal and action plan.
- Discuss barriers and brainstorm ways to overcome barriers to meeting goal.
  - “Consider times in the next few weeks that will be more challenging for you. What will help you avoid slips during these times?”

**Summary:**

- Summarize the session, including thoughts, concerns and action plan.
- Support self-efficacy.
  - “I applaud your efforts to maintain your physical activity and healthy eating. I know it can be difficult sometimes. I am confident in your ability to ... You’ve made good plans and set reasonable goals.”
  - “Please let me know if there is anything I can do to support your efforts.”

**Discuss a time for next meeting**

## LUNCH BUNCH:

Lunch bunch is a weekly lunch get together for New Moves participants. The purpose of lunch bunch is to provide additional support and encouragement for healthy habits started during the New Moves class and to foster continued change.

A healthy lunch (menu ideas to follow) is provided to girls and a New Moves topic (outlines on following pages) is discussed. This part of the New Moves study was very well received and girls enjoyed trying new foods and in general having a healthy option for lunch. While the girls did enjoy the food, they also enjoyed the continued support lunch bunch provided for sticking with goals.

If a weekly lunch isn't possible in your school try to have them as often as possible. Even once a month could be helpful. Also, if providing a full meal isn't realistic consider providing just a portion, like fresh fruit, vegetables with hummus or low-fat ranch dressing, or fruit and yogurt parfaits (these were a favorite among girls). Be creative with lunch bunch and remember the goals are to provide healthy food and a safe, supportive, and encouraging environment.

### Menu Ideas

#### Menu #1

- Wrap sandwiches
- Vegetables (carrots, cucumbers, green peppers, jicama, etc.) with hummus and/or low-fat ranch
- Fruit kebobs
- Water/Crystal Light

#### Menu #2

- Deli sandwiches
- Yogurt parfaits
- Fresh fruit
- Water/Crystal Light

#### Menu #3

- The Big Salad
- Crackers with hummus
- Yogurt parfaits
- Water/Crystal Light

#### Menu #4

- Deli sandwiches
- Baked chips/pretzels
- Fresh fruit
- Water/Crystal Light

## **Ingredient List:**

Following are ideas for specific foods to offer for sandwiches, salads, and sides.

### **Deli sandwiches/wraps**

- Meats: turkey, chicken, roast beef
- Cheeses: cheddar, Swiss, pepper-jack
- Vegetables: leaf lettuce, sliced tomatoes, sliced cucumbers
- Condiments: mustard, light mayonnaise
- Breads: whole wheat bread, bagels, rolls, wraps (whole grain)

### **The Big Salad**

- Greens: mixed greens, romaine lettuce
- Vegetables: shredded carrots, chopped peppers, sliced cucumbers, chopped tomatoes, diced beets (canned), chopped broccoli, frozen peas (thawed), frozen edamame (thawed)
- Fruits: mandarin oranges, raisins, chopped apples
- Proteins: chopped turkey/chicken, chickpeas, shredded cheese
- Nuts: almonds, sunflower seeds
- Dressings: Light dressings, salad spritzers

### **Yogurt parfaits**

- Low-fat vanilla and/or plain yogurt
- Fruit: frozen or fresh berries, sliced bananas
- Granola

### **Fruit kebobs**

- Grapes, kiwi, apples, banana, berries, etc.
- Wooden skewers

# Lunch Bunch Discussion Outlines:

## Be Fab

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### Attitude Makeovers

#### Topic discussion:

- What is attitude?
    - Attitude is simply your emotions and feelings and how you express those feelings.
  - How would you describe a healthy attitude or one that makes you feel good about yourself? (Assertiveness, empathy, determination, etc.)
  - How do your family and friends affect your attitude?
  - Do you act differently around your friends, family, significant others, people you don't get along with?
  
  - What does your attitude say about you?
  - What kind of body language and facial expressions can display attitude?
    - Frowning, arms crossed, rolling eyes, smiling, laughing.
  
  - We've talked about how others can affect your attitude, but how does your attitude effect others?
  - What types of things can you do to change your attitude to be more positive?
    - Feeling good about yourself and expressing confidence
    - Listening and treating others with respect
- 

### Bad Ads

#### Topic discussion:

- What is the point of advertising? (To sell products)
  - How do companies do this? (Fear, longing, using celebrities, etc)
  - Pass around examples of ads from magazines (look for ones that are negative, strange, or unbelievable).
  - Discuss each by asking:
    - What is the product they are selling?
    - How are they selling it? What tactics are being used to get you to want the product?
    - What promises are being made if you use/wear the product?
    - What will the product actually do for you?
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## **Giving and Receiving a Compliment**

### **Topic discussion:**

- Why is it so hard to give/ receive compliments
  - Is it embarrassing?
  - Do they feel sincere?
  - Are compliments motivating?
- Think about the last compliment you gave/ received
  - How did it make you feel?
  - How do you think the giver/ receiver felt?
- Just say “thanks”
  - Some people have a hard time just saying “thanks” to compliments—Why do you think this is?
  - People often use sarcasm or self-insults (“yeah, right,” “not on my best day”) instead of just accepting a compliment
- Practice compliments
  - Have each girl share a compliment with a classmate

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## **Media Magic**

### **Topic discussion:**

- As a review:
    - How are media images altered?
    - Why do advertisers and other businesses alter media images?
    - How does this impact you or other young women? (Highlight that it creates and unrealistic standard of beauty that can lead young women to be hard on themselves and others)
  - Bring in a few copies of teen magazines and ask girls to look at magazines to tell you what they say about being female.
    - For example, if an alien from another planet read a teen magazine, what would they think about teenage girls?
  - Wrap up with a discussion about how media wants to influence teenagers to be consumers of their products by creating unrealistic images for average girls to live up to and what steps they will take to define beauty for themselves.
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## More Media Messages

### Topic discussion:

- What images do you see about eating and exercise in magazines, TV, internet, etc.
  - What do the magazines, television commercials tell you?
  - What do some performers tell you?
  - What should they be saying?
- Where are the positive messages
  - Discuss positive messages regarding eating and activity
  - How do we encourage more positive messages
- Make your voice heard
  - Explain how you can comment to magazines and television (letter writing, internet comments)
  - Show “letters to the editor” in magazines
  - What would their letter say?

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## Role Models

### Topic discussion:

- What is a role model?
  - Who is one of your role models?
    - Try to think of someone you would like to be like because of their beliefs, attitudes, or abilities; look beyond the surface.
  - Why are they your role model?
  - How do or can they help you in your life?
  - Does your role model encourage you to be healthy? In what ways?
  - Are you a role model for anyone? When people look up to you, what do you want them to see?
  - Wrap up with a discussion about the importance of role models in our lives to help provide support, examples, guidance, leadership, and other factors that help us all be better people.
  - Contrast this with the focus society often places on appearance. Remind the girls that usually people who are important to us are not selected for their appearance, but rather who they are as a person.
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## Supportive Friends and Family

### Topic discussion:

- Discuss New Moves goals and other health goals they have set and accomplished
    - Who supported you in achieving these health goals?
      - Who did you share your goal with?
      - Was there anyone you didn't share it with because of what they may say?
      - How have your friends/ family felt about your healthy changes?
  - Talk about ways to keep up with healthy behaviors without friends/ family thinking you've "changed".
    - What are some healthy foods that you can share with your friends and family?
    - What are some activities that you can share with your friends and family?
  - What do you do when people try to sabotage your healthy changes?
    - Friends
    - Significant others
    - Family
- 

## Setting Realistic Goals

### Topic discussion:

- Discuss goals they have set and reached
    - How were you able to accomplish your goal?
    - How did it feel to reach that goal?
    - What makes a goal "real" and not just a "I should"?
  - Setting realistic goals and avoiding frustration
    - Start small—make sure your goal is realistic
      - If you are new to running don't set a goal that you will run a marathon within a month.
    - Work up & reward
      - Gradually increase your goal—go from running 2 times a week to 3 times a week and so on.
      - If rewarding yourself keeps you motivated then find a fun reward for meeting your goal.
      - Any ideas for rewards?—New CD or song for your MP3 player, manicure, bubble bath, picking out a movie for family movie night, etc.
    - Avoiding burnout
  - Have girls set a realistic goal for a behavior they are working on or want to start working on.
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## Who Supports You?

### Topic discussion:

- What is social support?
  - Support we provide or receive from those around us. It can come from many different places and be expressed lots of different ways.
- How do your friends support you?
- How does your family support you?
- How do you support others?
- Why is support important?
  - Does having support help you stay motivated?
  - Does it make you feel cared for?
- How can we support one another?
  - Giving compliments, motivational comments
- Support activity
  - Pass out the “Who Supports You” handout
  - Show completed example
  - Explain how different people provide different kinds of support (always honest, just listen, or provide advice)
  - Who makes up their support petals—write names of people on the petals

## Be Fit

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### Nothing Can Stop Me Now

#### Topic discussion:

- What are some challenges you face that make it hard to be physical active or hard to make exercise a regular part of your day?
  - Discuss these barriers to being active and brainstorm ideas to overcome them.
  - Invite participants to share personal stories about how they conquered similar challenges.
- 

### Aerobic Activity Trivia

#### Topic discussion:

- Trivia questions--
  - What muscle is *always* strengthened by aerobic activity? Answer: Heart
  - In addition to strengthening the heart, what are the benefits of aerobic activity? Answers include (there may be other ones they come up with):
    - stress relief
    - energy boost
    - strengthens and tones the muscles used in the activity (i.e. walking: legs, swimming: whole body, boxing: arms)
    - reduces aches and pains associated with too much sedentary activity
    - helps you sleep better at night,



- uses energy as fuel (calories-but we try to say energy more often than calories) which can assist in keeping the energy balance to help you maintain or lose weight
- it can help reduce or eliminate complications associated with diseases such as depression, diabetes (Type II), asthma, heart disease, and obesity
- helps make everyday activities easier and less tiring
- AND it is fun!
- **What activities are aerobic?** Answer: anything that gets your heart rate up for an extended period of time (generally, over 15 minutes, but less is still better than none!), which can be recognized by an increasing in breathing. Specific examples: biking, walking fast, running, swimming, dancing, roller skating or in-line skating, ice skating, and aerobic classes.
- **How much aerobic activity should I be getting?** Any aerobic exercise is better than none! However, depending on your goals, there are different guidelines. For health, 30 minutes a day most days of the week are recommended. For weight loss, longer periods of time, up to 60 minutes are recommended. These can be combined in shorter bursts throughout the day or all at one time. No matter what, start with shorter amounts of time and work up to longer workouts. A great way to start running, for example, is to walk one block, run one block, etc. Our bodies catch up over weeks and months making these activities easier with time.

## Flexibility Trivia

### Topic discussion:

- Trivia questions--
  - **What is flexibility?** Flexibility is the range of motion that your muscles allow. It can be increased and is based on your body's design. Some people are naturally more flexible than others, and some muscles are more flexible than others. NEVER compare your flexibility with others-it is very individual! Plus, some people are overly flexible (i.e. professional ballerinas) and their bodies are prone to injury for this reason. People who are not flexible enough (i.e. professional football players) are also prone to injury!
  - **What are the benefits of regular stretching or flexibility training?** Answers include (there may be other ones they come up with):
    - Decreased chance of injury
    - Increased range of motion
    - Helps make activities easier (especially dance, gymnastics, etc)
    - Helps you relax
    - Reduces tension caused by stress
    - Reduces soreness from exercise!
  - **What activities can help me increase my flexibility?** Stretches, yoga, pilates, martial arts.
  - **When and how should I do flexibility training?** You can stretch every day. Gentle stretching can be done at any time, but in order to increase your flexibility, you will need to stretch your muscles when they are already warmed up, such as after a workout, holding each stretch for at least 15 seconds, preferably longer. Stretch to

the point where you feel tension, not pain. Breathe deeply and stretch further as you hold the stretch. You only need to stretch before a workout if you need to be flexible during the activity (such as dancing or martial arts) but make sure you are warmed up first. See pages 40-41 for more information on flexibility. Too little or too much flexibility is not ideal-you want to aim for moderate flexibility!

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## Exercise Intensity Trivia

### Topic discussion:

- Trivia questions—
    - What is intensity? The energy you expend in a workout. Walking is usually low intensity, running or weight lifting is often high intensity.
    - Why should I care about intensity? Isn't being physically active enough? This goes back to your goals. If you are happy with where you are at, it really is not that important. However, if you would like to get more from your workouts, intensity can help you get to the next level. It can help you:
      - overcome a plateau. A plateau is where you are no longer getting new benefits from your current level of activity. This is most commonly discussed in terms of weight loss, but can also be identified by boredom or not increasing in strength or stamina.
      - improve your fitness level. Mixing up intensity can make big changes in your cardiovascular system and strength gains.
      - reduce the amount of time you exercise. High-intensity workouts are usually shorter-making them a great option for busy days and lives!
      - prevent workout boredom. Changing the intensity throughout a workout can help keep you from getting bored.
      - be proud of what your body can do. You may be surprised what challenges your body can rise to if given the chance!
    - What are the guidelines for intensity? Keep your intensity levels varied throughout the week to keep your body guessing and your mind from getting bored! Alternate high intensity workouts with lower intensity ones-never do two high intensity workouts in a row. For example: kickbox on one day, do yoga the next. Try dancing one day and doing a tough circuit the next. Your body and mind will thank you for mixing it up!
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## Strength Training Trivia

### Topic discussion:

- Trivia questions—
  - **How does strength training work?** Answer: At first it works by improving your brain's ability to communicate with your muscles. Next, it works by creating microscopic (tiny) tears in your muscle. That is why you are sore after some workouts, especially when you first start working out. You gain strength because your body figures the muscle needs to be stronger, so it repairs the tears and builds stronger muscle tissue to withstand more weight or resistance.

- **What are the benefits of strength training?** Answers include (there may be other ones they come up with):
  - Creates strong muscles
  - Makes everyday activities easier
  - Increases lean muscle mass and reduces the size of fat tissues
  - It can be done no matter what your size or fitness level
  - Reduces aches and pains associated with weak muscles
  - Helps you perform better at various sports and activities (for example, strong legs and abdominal muscles help you with dance moves)
  - Improves balance and coordination for every day life
  - Can be a big self-esteem booster!
- **What are strength training activities and tools?** Answer: weight lifting, calisthenics (push-ups, sit-ups, etc), yoga, pilates, kettlebells, stability balls, BOSU, medicine balls, and resistance bands. There are other forms but these are the most common.
- **How often should I strength train?** Your body needs at least a days rest between strength training sessions to repair the muscle. Try strength training at least once a week and work up to more if you choose. 2-3 times a week is ideal, but any is better than none! If you are really sore between sessions, low intensity aerobic activity like walking or swimming can help reduce soreness. Try circuit training, which alternates aerobic activity with strength training exercises for a time-saving and very beneficial workout!

## Be Fueled

### Coffee and Smoothies 101

#### Topic discussion:

- What types of coffee drinks do you buy? How about smoothies? Do you feel coffee drinks and smoothies are healthy or unhealthy? Why?
  - There are a lot of different options and a lot of them are very high in calories, fat and sugar.
  - This can really add to your daily intake and not even make you very full.
  - Caffeine in the coffee drinks can really send you on a roller coaster of ups and downs
- Does anyone have any ideas of healthier options for coffee drinks? What about additions to regular coffee? How about smoothies?
  - Regular coffee with Splenda (or another type of sweetener) and/or skim milk
  - Make sure you get drinks that are made with nonfat milk and opt out of getting whip cream.
  - Choosing the smaller sizes in both coffee drinks and smoothies – you can cut the calories by more than half in many cases and will feel plenty full.
  - Choose smoothies that do not have ice cream or frozen yogurt or any other type of sweet addition in them.

- Coffees and smoothies are good and okay to drink, but making a smart choice is important. Choosing the smaller size and trying to avoid lots of added sugar and fat will help you stay in balance.
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## **Food and Mood**

### **Topic discussion:**

- Do you think that what or when you eat can affect your mood or foods you crave?
    - Your body is similar to a car that needs fuel to run. Without enough or the right kind of fuel your body is likely to get pretty cranky and upset with you.
  - What have you experienced with your own eating habits and your mood? What do you make of those experiences? Are there certain foods you crave when you are feeling sluggish or tired?
    - When we start to feel tired, crabby, and sluggish we want to find whatever will give us that quick pick me up or quick burst of energy. The only problem is that doesn't usually work in the long run. Foods that are high in sugar do give us some quick energy, but this usually leads to a pretty quick drop in energy leaving us back where we started. We end up getting stuck in a cycle of eating high sugar foods throughout the day.
  - What do you think you can do in regards to eating habits to break this cycle and feel energized throughout the day?
    - Eating on a regular basis—don't go more than 5 hours between meals
    - Plan snacks if you are going to have long periods of time between meals
    - Keep meals and snacks balanced
    - Food log for a few days to notice patterns in your own eating habits and how these affect your mood.
  - Eating balanced (and planned) meals and snacks at regular intervals can help you feel at your best throughout the day. This can also help to decrease cravings you may have in response to feeling tired, or sluggish. Many of the foods we crave when we are tired or need energy are high in calories and low in nutrients and don't provide the right type of fuel and nutrients our bodies really need.
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## **Eating Well During Holidays**

### **Topic discussion:**

- Today we are going to talk about how to manage the foods surrounding us during holidays and family gatherings. We will discuss ways that we can eat healthy during these times and still enjoy those foods we love.
- What do different holidays and family gatherings represent to you?
- Do you tend to eat certain foods during different situations?
- What foods or eating habits are associated with holidays or parties for you?
  - Listen to responses and probe for such items as: sweets, candy, generally eating too

much food (Thanksgiving), etc...

- How healthy do you feel your eating habits and food choices are during the holidays or at parties? (Follow-up with why they think what they do.)
  - What are some ways we can enjoy the foods we love and still continue our healthy eating habits?
    - Examples: Eating before you go to social gatherings so you are not so hungry, trying to incorporate fruit based desserts, trying just one new thing at each party, taking a smaller portion of less healthy foods, share less healthy favorites with family and friends. (Often, a few small bites will do the trick and satisfy your sweet tooth.), take less healthy very "tempting" foods with you to other parties so you are less likely to eat as much if it was just sitting at your home and you could eat it anytime, LISTENING TO OUR BODIES, eat when hungry and stop when full!
  - Summarize the discussion and highlight that to maintain our energy balance, we should eat when we are hungry and stop when we are full; a stomachache is never fun!
  - Does anyone want to share strategies they have used to eat healthfully during holidays or at parties?
  - Eating during holidays and parties is a lot of fun because of all the special food, but also a time where people can easily forget their healthy eating habits. Remember that you do not have to eat everything that is available. Choose your favorites, try one thing new and remember to share!
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## **I Scream for Ice Cream**

### **Topic discussion:**

- What's your favorite way to eat ice cream?
- Whether it's in a cone, a bowl or in an ice cream drink, the creamy taste of ice cream is cool and refreshing on a hot summer day. Yet, ice cream can get "over the top" quickly providing little nutrition and high in calories. Let's take a look at some of the popular brands and see just what they have to offer:
  - see handout "I Scream for Ice Cream!"
- What do you make of the information? Does anything surprise you?
  - Some of the items listed have as many or more calories than a meal should
- What are some strategies you could use to help make eating ice cream fit into your healthy, balanced days.
  - Order a smaller size, share with a friend, go for a longer walk or exercise longer/harder on a day you know you're planning to get ice cream.
  - Use your nutrition head before you use your mouth: review the label, order a small, share with a friend, opt for lower fat or no-fat, or fruit sorbets. You may be surprised just how well you enjoy it.

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## **Burrito Basics**

### **Topic discussion:**

- How many of you like Chipotle or other places like that?
- What do you like about these places?
  - Fast, easy, tasty, etc.
- Dashing in for a quick meal can get expensive and may not be as healthy as if you were to make your own. Today we are going to discuss how to make a Chipotle “like” burrito just like you would order but much cheaper and healthier.
- Did you know:
  - Cost of a Chipotle burrito: ~\$6.00
  - Cost of a burrito made at home: ~\$3.00
- Many burritos at places like Chipotle are loaded with calories because of how large they are and the toppings that are added. In fact some have over 1,000 calories in them! That is about 2 meals worth.
- What are some ways you could modify your meal to make it healthier when eating at a place like Chipotle?
  - Reduce or remove the added fats such as sour cream, guacamole, or cheese (or just pick one of these to have)
  - Ask for them to go light on higher fat items
  - Ask for less rice or skip the tortilla and just have rice
  - Eat ½ and save the rest for the next day or split with a friend
  - Order 2 tacos instead of a large burrito.
  - Load up on lower calorie toppings like salsa to add flavor.
- If you were making burritos at home, what can you do make healthy choices?
  - Choose low-fat or reduced fat sour cream
  - Use a small tortilla
  - Add extra vegetables (like green peppers and onions) to your burrito
- Eating out can be fun and quick however it can be expensive and higher in calories and fat than you may normally eat. Try buying the fresh ingredients at a local store and recreating what you like at home, it will save money and calories.

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## **Vacation time...time to eat junk food???**

### **Topic discussion:**

- Do you tend to eat more junk food while on vacation or being away from home?
- What do you think about this? How does it make you feel?
  - Many people use vacations or traveling as a time to forget about healthy eating habits. Going on vacation is fun and sometimes we use it as an excuse to eat differently than we normally do.

- It is not bad to treat yourself while on vacation, but you should not go overboard!
  - Now that you have gone through New Moves, have you thought about ways you could eat healthy while on vacation or away from home?
    - Packing healthy foods to take with them
    - Making sure to eat because you are hungry and not for other reasons (boredom on long car trips)
    - Bringing a water bottle with them on the trip, etc.
  - What do you think about bringing food from home with you on a road trip or when traveling?
    - It is cheaper
    - Helps you stick to your goals—eating fruits and vegetables, drinking more water, cutting down on candy and chips, etc.
    - You are not limited to what is in a little convenience store or all of the fast food along the road or in airports.
  - Eating while on vacation can be very difficult especially if we think it is a free ticket to eat poorly. Knowing that you can plan ahead and bring your own goody bag of foods can help save money and allow you to continue to fuel your bodies!
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## **Emotional Eating**

### **Topic discussion:**

- Have you ever eaten in response to how you were feeling or to your emotions? Maybe you had a really bad day at school and ate some candy thinking it would make you feel better. If you have what was that experience like?
  - Eating in response to your emotions or how you are feeling is common for many teens (and adults too). Unfortunately, food only makes us feel better for a short time and ignores the actual feeling or emotion you are eating in response to.
- What do you think some of the issues with emotional eating might be?
  - Eating for reasons other than being hungry
  - Tend to choose “comfort” foods, which for most of us mean higher fat, higher sugar, and less healthy foods.
  - Ignoring feelings and trying to fix the problem with food, which may tip our energy balance towards weight gain.
- For many of us eating provides a band-aid for the problem or emotion. Feeling upset or mad? Chocolate chip cookies will fix it, right? Sadly, not usually.
- Any ideas for what you could do if you realize you are eating due to emotions and not hunger? (refer to handout “What are you Hungry For”)
  - When you find yourself eating for reasons other than hunger the first step is to try and figure out why you are eating. This means you might actually have to deal with an emotion you were trying to ignore.

- Eating in response to emotions can have some unwanted effects on your health and well-being. Identifying alternatives to eating for emotional reasons can help you better handle your feelings and not let food become more than what it should be.



## RESOURCES

### COMMON CONCERNS FROM TEACHERS:

**Q:** “After taking roll, it feels like pulling teeth to get them up and moving.”

**A:** Girls who are typically inactive will often resist movement or prods by teachers to get up or get started from squads or sitting while attendance is being taken. A simple way to overcome this is to keep girls moving from the moment they get into the classroom to the moment they leave. That way, the energy is more likely to stay high due to momentum.

**Q:** “They complain about everything-whether it’s walking or playing volleyball. I have tried a lot of different activities but the students don’t want to do any of them.”

**A:** It’s frustrating to make a plan only to have students complain every time. An effective way to minimize this is to provide choice whenever possible. While it may seem simple, the act of choice is very powerful. This is why choice has been incorporated throughout the syllabus. If you are feeling a lot of resistance to your activities, letting girls choose the activity is a great way to keep the students active and engaged.

**Q:** “I just don’t get these girls. I loved playing sports when I was their age! I feel like if they just tried harder, they would like sports too.”

**A:** It is hard to relate to inactive people when physical activity has always been an important part of your life. Not everyone likes physical activity, and some people really hate it! It isn’t always a matter of trying it out. Instead of trying to relate your experience to the student, learn more from them about how they feel about physical activity. By listening, you may not be able to relate, but you will better understand their feelings about physical activity. In addition, a girl may not like sports, but may like to dance. Many PE teachers have told us that they would not be comfortable doing hip-hop dance in class because they are not comfortable with the movement. That feeling can provide insight into how girls may feel about physical activity and sports!

**Q:** “I think the girls just need to learn the rules of the games so they can play them. I do care about their activity level, but it is just as important that they get the game and the rules.”

**A:** New Moves is focused on increasing girls’ levels of physical activity so they can prevent health problems related with inactivity. Most students have been exposed to the basics of many sports and games prior to New Moves but are not interested in playing them. Knowing the rules and how to play a sport does nothing for a student who won’t play them!

**Q:** “I’m a pretty healthy eater most of the time, but I don’t know if I feel comfortable teaching nutrition lessons. I’m definitely not an expert in nutrition.”

**A:** You don’t need to be an expert in nutrition to teach the Be Fueled lessons in New Moves. The teacher outlines provide in depth discussion topic ideas and activities for you to use in class. Students may ask you nutrition questions, but don’t worry about having the answer. You can

look up information on-line (try the American Dietetic Association website as a place to start) or even try and bring in a dietitian as a guest speaker if your students are interested. The Girl Pages and workbook have lots of information in them to help you along the way. You can also look into local colleges that have nutrition programs and see if any students would be interested in helping to teach the New Moves nutrition class.

## INCORPORATING CHOICE IN YOUR CURRICULUM:

Providing activity choice supports the development of enjoyment, social support, and autonomy related to physical activity. In addition to having fun in PE, New Moves wants to promote activities that students can choose on their own outside of PE.

New Moves encourages you to consider student choice when planning your **activities** for the class. Consider offering choice in a variety of ways:

- Girls choose music for the day.
- Girls choose the units that are taught each week: dance/rhythms, team sports, group fitness, individual sports.
- Girls choose units within a theme: soccer, basketball, volleyball, flag football (team sports) or salsa, hip-hop, and jazz (dance).
- Girls choose partner to work with and warm-up activity for the day-- emphasis is on someone they can work with and accomplish a pre-established outcome (e.g., must accumulate 500 steps on your pedometer).
- Girls choose equipment to accommodate skill level:
  - Volleyball: beach balls, trainers, volleyballs
  - Basketball: junior size balls vs. regulation size balls
  - Soccer: different color of balls
  - Ultimate Frisbee: frisbees, stability balls, beach balls
- Openly discuss with girls choices that are available at the beginning of the semester.

For **strength and circuit training**, provide choice in:

- Exercises to perform. For example, demonstrate several ways to work your chest (bench press, chest flies, chest press) and have them choose which one to do.
- Aerobic activities for circuit training. Provide several options and let them pick.
- Equipment. Girls can use weights, bands, stability balls, or body weight. All build strength, and for the goals of New Moves, they are equally effective.
- Length of stations or circuits. One minute, 90 seconds, or two minutes are good choices in circuit training.
- Goal setting for number of sets and reps. More sets with less reps, or less sets with more reps is one example of choice.
- Rotation patterns for strength training. Girls can elect to work on two opposing body parts until they have completed all of their sets and reps, or rotate after each set.

## **MAKING TRADITIONAL ACTIVITIES MORE ACTIVE:**

You don't have to avoid traditional physical education activities all together; instead think of ways to make them less competitive, more active, and more fun for New Moves girls. With current class sizes, teams are so big in numbers that games are not vigorous enough to meet MVPA guidelines and some students end up standing around instead of playing. The following are some questions to consider for making traditional activities fit New Moves guidelines:

- How can they be more active?
- How can you focus on skills to play for fun rather than on the mastery of skills?
- How can these activities be fun for a New Moves girl?
- How can they be collaborative and less competitive?
- Is additional aerobic activity presented as fun? (Rather than punishment?)

## **Traditional Physical Education Activities:**

The following is a list of strategies to make these activities more active and fun for your classes:

- Volleyball:
  - Have girls partner up and set a goal to volley for a specified period of time (5 minutes) without stopping.
  - Use alternative equipment (e.g., volleyball trainer, beach balls) to make it less painful and easier to play.
  - Play with fewer players than normal, 3-4 players per side versus 6 players per side, so girls can have more opportunities to hit the ball and participate in the game.
- Badminton:
  - In between matches, have the participants perform some form of aerobic activity.
  - Make the courts larger so girls have to move farther for the birdie.
  - Play singles rather than doubles.
- Soccer or Basketball:
  - Switch teams mid-game to lessen the competitive feeling of the game and allow girls to meet other girls in the class.
  - Instead of playing a game, try out fun drills that can help build confidence and basic skills in small groups.
  - Have girls wear a pedometer and calculate the number of steps they take during each game. Let them choose a goal as a group for number of steps they are going to reach by the end of class and allow them to come up with creative ways to reach that goal.
- Tennis:
  - Allow for singles play whenever possible. If there are too many girls for the amount of equipment or courts, divide them into groups and have the alternate group jog, jump rope, or do another aerobic activity.
  - Volley instead of playing games.

- Give each court one ball so they have to run for it each time it is out of the court.
- If you have lots of courts, have one side rotate every 5-7 minutes so that they can play with a variety of classmates.
- Softball or kickball:
  - Before and after the games, have both teams walk briskly around the bases for 5-8 minutes.
  - Try aerobic softball (or kickball).
    - Batting team must be 20 yards away from the plate and batter must run to the plate when it is her turn to bat. No matter what the batter hits (foul or fair), the objective is for her to run as many bases as she can at her own risk. She can stop at any time while the opposing team tries to get her out in a normal fashion.
    - Meanwhile, for every new batter, the players in the field switch positions.
    - The number of outs does not determine the end of an inning; all players bat as described above and then switch side.