



United States Department of Agriculture

Eat Smart, Live Strong

Nutrition Education for Older Adults



Reach Your Goals, Step by Step

Participants set goals for eating more fruits and vegetables and being more physically active. They are encouraged to record their progress.

Session 1

Session 1

Welcome!



Welcome to *Eat Smart, Live Strong*. This is one of four fun, social, and interactive sessions. The *Eat Smart, Live Strong* sessions are designed to help older adults adopt two behaviors that may improve their health and overall well-being. The two behaviors are:

- 1 Eat at least 3½ cups of fruits and vegetables every day (1½ cups of fruit and 2 cups of vegetables)
- 2 Participate in at least 30 minutes of moderate-intensity physical activity most days

Each session guide includes a handout that describes four exercises. With an extra 10 minutes before and after each session, you may choose to lead participants in these exercises as a “warm-up” and a “cool-down.”

The four sessions in this kit are:

Session 1 Reach Your Goals, Step by Step

Session 2 Challenges and Solutions

Session 3 Colorful and Classic Favorites

Session 4 Eat Smart, Spend Less

Each session is designed to address specific ways to help participants adopt the behaviors. To learn more about the behaviors please see the *Eat Smart, Live Strong Leader's Guide*. The Leader's Guide also provides information about encouraging *Eat Smart, Live Strong* behaviors in the context of a healthy diet.

You can use the session guides “as is” or tailor them to meet your group's needs. Refer to the Leader's Guide for tips on adjusting the session to meet the needs of your audience. The sessions are designed to flow nicely together, each session further reinforcing the key behavioral messages. However, you can use the sessions as stand-alone pieces if you do not have the opportunity to provide all four.

Enjoy!

The sessions are meant to be fun for you – the group leader – and for the participants.

Reach Your Goals, Step by Step

Objectives for Session 1

Participants will be able to:

- Describe three benefits of eating at least 1½ cups of fruits and 2 cups of vegetables every day.
- Describe three benefits of participating in at least 30 minutes of moderate-intensity physical activity on most days of the week.
- State their goal for eating more fruits and vegetables and how they plan to meet the goal.
- State their physical activity goal and how they plan to meet the goal.

Session Overview

- Participants have a chance to practice four simple exercises in an optional 10-minute physical activity “warm-up.”
- In the session:
 - The group discusses the two behaviors and their benefits.
 - Participants view examples of 1 cup portions of fruits and vegetables.
 - In a food and exercise recall, participants assess their current behaviors by counting how many cups of fruits and vegetables they ate and how many minutes they were physically active.
- Participants set goals for eating more fruits and vegetables and for being more physically active during the upcoming week.
- Participants take home a weekly log to track progress toward their goals, and are invited to bring back the completed log to review at the next session.
- The leader closes this session with a brief discussion about how to overcome challenges to meet goals.
- Participants repeat the same four simple exercises in an optional 10-minute physical activity “cool-down.” They receive a handout that visually depicts the exercises so they can do them at home.

How the Session Encourages Behavior Change

- **Goal setting:** Committing to specific, realistic goals often helps people to adopt a behavior.
- **Tracking success:** The weekly log gives participants a visual tool to track their progress.
- **Peer support:** Knowing that others in the group are also trying to change their habits will motivate participants.



Materials



- Pens or pencils for all participants
- A place to write participant responses so all can see:
 - large sheets of paper (flip chart pages), masking tape, and markers; or
 - chalk board and chalk; or
 - white board and erasable markers
- Samples of fruits and vegetables, 1 cup of each
- 1 cup measures
- Handouts:
 - Handout 1a: Set Your Goals
 - Handout 1b: Exercises
 - Handout 1c: How Did I Do Yesterday?
 - Handout 1d: Participant Feedback Sheet



Session 1 **How Did I Do Yesterday?**

Check the box that represents the cups of **fruits** you ate yesterday.

Some examples of moderate-intensity physical activity are:

- Walking briskly _____
- Mowing the lawn _____
- Aerobics _____
- Weight lifting _____
- Jogging _____
- Dancing _____
- Swimming _____
- Stationary cycling _____
- Active walking or running with grand-children _____
- Other _____

Write the total number of minutes you spent doing physical activity yesterday.

Total minutes of physical activity _____ minutes

Check the box that represents the cups of **vegetables** you ate yesterday.

Total Cups of Fruits and Vegetables _____ cups

Handout 1c: Eat Smart, Live Strong Turn Over

Preparation



Session 1 Set Your Goals

Recommended Goals

1. Eat at least 3 1/2 cups of fruits and vegetables every day.
2. Participate in at least 30 minutes of moderate-intensity physical activity most days.

My Personal Goals

I will eat _____ cup(s) of fruits and _____ cup(s) of vegetables every day.

I will get at least _____ minutes of moderate-intensity physical activity on _____ days next week.

My Weekly Log

In the space provided, write the cups of fruits and vegetables you ate and the minutes of physical activity you completed each day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Cups of fruits	# of cups						
Cups of vegetables	# of cups						
Minutes of physical activity	# of minutes						

Handout 1a: Eat Smart, Live Strong

Session 1 Participant Feedback Sheet
for Session 1, Reach your Goals, Step by Step

Please take a few moments to complete this form. Return this sheet to the group leader. Your comments will help the leader continue to improve the session.

Today's Date: _____

1. How useful was the information you learned from this session? (Mark one response.)
 - Not at all useful
 - Somewhat useful
 - Useful
 - Very useful
2. Are you planning to eat more fruits and vegetables next week? (Mark one response.)
 - Yes
 - No
 - I am not sure
3. Are you planning to increase your physical activity next week? (Mark one response.)
 - Yes
 - No
 - I am not sure
4. What did you like the **most** about this session? _____
5. What did you like the **least** about this session? _____
6. How did you hear about this Eat Smart, Live Strong session? (Mark all that apply.)
 - Supplemental Nutrition Assistance Program office
 - Friend
 - Senior center
 - Poster
 - Flyer
 - Newsletter
 - Place of worship
 - Other – specify _____
7. In which programs do you participate? (Mark all that apply.)
 - Supplemental Nutrition Assistance Program
 - Community Supplemental Food Program
 - Senior Farmers' Market Nutrition Program
 - Home delivered meals
 - Congregate meals
 - Food bank or pantry

Thank you for participating in Eat Smart, Live Strong!

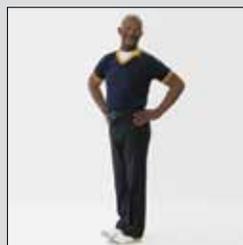
Handout 1d: Eat Smart, Live Strong

- Prior to the session, prepare 1 cup samples of a variety of fruits and vegetables, each in a separate container (or use three-dimensional food models). To help you with measurements, visit the **www.ChooseMyPlate.gov** site. Click on *MyPlate*. Click on *Vegetables* or *Fruits* to learn more about “What counts as a cup?”
- When choosing foods to sample, consider including:
 - Foods familiar to your audience
 - Foods that are in season and/or affordable on a tight budget
 - Foods that can be counted into a cup, such as beans or grapes
 - Whole, raw fruits and vegetables that equal about 1 cup, such as a small apple or a cucumber
 - A variety to include canned, fresh, and frozen foods
 - A variety of colorful fruits and vegetables
- Liquid or soft foods, like applesauce or orange juice, that are easy to measure
- Raw leafy greens (2 cups of raw leafy greens contain an equivalent amount of nutrients to 1 cup of non-leafy vegetables)
- Dried fruit (a half cup of dried fruit contains an equivalent amount of nutrients to 1 cup of non-dried fruit)
- Tailor Handout 1a, *Set Your Goals*. Make a blank “master” photocopy. On this master, fill in the dates for the current or upcoming week before making copies for participants.
- Make 1 copy of Handouts 1a, 1b, 1c, and 1d for each participant.
- Arrange room so participants sit in a semicircle. If you will conduct the optional physical activity segments, use straight-back, firm chairs placed in a semicircle at least 2 feet apart.

Optional Physical Activity Warm-Up

In addition to talking about the value of physical activity, you have the option of leading participants through several simple exercises at the beginning and end of each session.

- Add 10 minutes for each optional “warm-up” and “cool-down” exercise session; they feature the same set of exercises and the same handout is used for both.
- Handout 1b has all of the instructions needed to lead Session 1 exercises.
- Participants will have a chance to try the same movements twice.
- This repetition, along with the handout, will give participants the skills, self-confidence, and tools to do these exercises on their own at home.
- Most group leaders will find the exercises simple to lead.
- You do not need to be a skilled exercise instructor to lead these exercises, but you may want to try them out ahead of time so you will be comfortable demonstrating them.
- Keep in mind that you do not have to use all of the exercises presented in this session. You may want to tailor the physical activities to meet the needs of each group.



Exercises



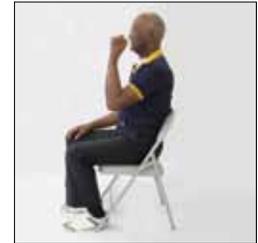
Walking in Place



Leg Curls



Upper Body Twists



Bicep Curls

- Explain that these exercises can improve your strength, balance, and flexibility.
- Assure participants that most will find these four simple exercises easy to do and many will be familiar with the exercises.
- Let them know that if they do not feel comfortable or have a physical condition that prevents them from doing any or all of the exercises, it is OKAY to sit them out; if they feel pain, discomfort, or fatigue while exercising, they should not hesitate to stop or take a break; and, if they need assistance, they should let you know right away.
- Pass out Handout 1b, *Session 1 Exercises* and ask participants to take a look at it.
- List the four exercises on the handout:
 - Walking in Place
 - Leg Curls
 - Upper Body Twists
 - Bicep Curls
- Lead Session 1 Exercises 1-4, using Handout 1b and directing participants to look at the pictures.
- Demonstrate the exercises. Make sure participants can see you and invite participants to follow along as you repeat each exercise.
- Check whether the group is doing each exercise correctly and help those who appear to need additional instruction.
- Be sure to encourage and give positive feedback to participants as they try the exercises.

Tip! Try Out the Exercises!

Most group leaders will find these exercises simple to lead. You do not need to be a skilled exercise instructor to lead these exercises. Try the exercises before the session, so you can easily describe and demonstrate them.



Reach Your Goals, Step by Step

1 Welcome and Introductions

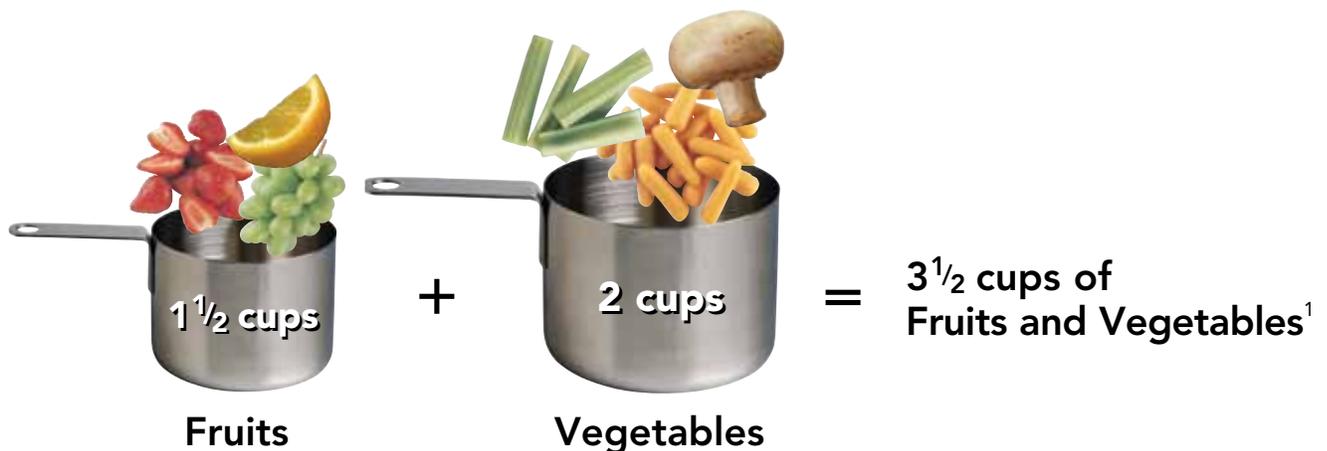


- **Introduce the session.** Let participants know that this is the first of four sessions in the *Eat Smart, Live Strong* series and that today's session is "**Reach Your Goals, Step by Step.**"
- **Get to know each other.** Begin by introducing yourself and mentioning a personal goal you have recently set. Ask participants to introduce themselves by stating their names and sharing a personal goal they have recently made – or reached!
- **Set a warm and relaxed tone for the session.** Let participants know that you hope to learn from their experiences and that they may offer comments or ask questions at any time.
- **State the purpose of today's session.**
 - 1 to eat more fruits and vegetables and
 - 2 to get more physical activity
- **Share the length of the session.** Let people know that the session will take about an hour. Mention other helpful information such as the location of the rest rooms, water fountains, or exit areas.

2 Two Important Behaviors and Their Benefits



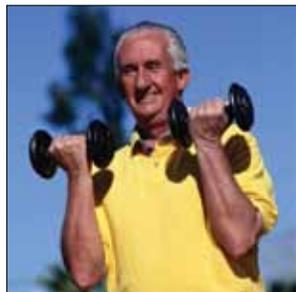
- Explain that the *Eat Smart, Live Strong* program focuses on two important behaviors. These are two actions that health experts recommend to improve the health and well-being of people of all ages:
 - 1 Eat at least 3¹/₂ cups of fruits and vegetables every day¹
 - 2 Participate in at least 30 minutes of moderate-intensity physical activity most days
- Mention that the amount of fruits and vegetables for any person depends on activity level, age, and gender. Point out that older adults should eat at least 3¹/₂ cups each day. One and a half cups should be fruit. Two cups should be vegetables.



¹ Based on the segment of the target audience with the lowest caloric need – sedentary women (1,600 calories per day). For older adults who are more active, recommend 2 cups of fruits and 2¹/₂ cups of vegetables (2,000 calories per day).

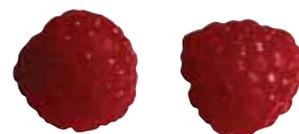
- Ask participants to name some of the benefits of eating 3½ cups of fruits and vegetables every day. Make sure the following are mentioned:
 - Get some of the vitamins, minerals, and fiber needed to maintain good health
 - Maintain regularity
 - Help prevent or delay the effects of chronic conditions such as obesity, diabetes, hypertension, and heart disease
 - Add color, taste, and variety to the diet

- Ask participants to list some of the ways they can be physically active and list these on a chalk board or flip chart page where all can see. Save this list; you will use it later in this session. Be sure to include examples of moderate-intensity physical activity such as:



- Walking briskly
- Mowing the lawn
- Aerobics
- Weight lifting
- Jogging
- Dancing
- Swimming
- Stationary cycling
- Active walking or running with grandchildren

- Discuss the benefits of engaging in 30 minutes of physical activity most days. Mention the following:
 - Help prevent or delay the effects of chronic disease
 - Feel better
 - Decrease mild stress, anxiety, and depression
 - Build and maintain healthy bones, muscles, and joints
 - Improve strength
 - Increase balance and reduce the risk of falling
 - Improve sleep

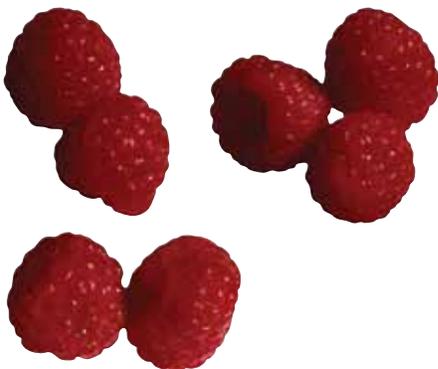




3 Why You're Here



- Invite participants to talk about the recommendations to eat more fruits and vegetables and to exercise more. Ask:
 - Is this something that you think you can do? Why or why not?
 - What makes it hard for you to eat more fruits and vegetables?
 - What makes it hard for you to get enough exercise?
- Acknowledge that these recommendations can be a bit overwhelming. Stress that every little bit helps. Making small changes – like eating a serving of fruits or vegetables as a snack instead of sweets or taking a walk around the block every afternoon – can make a difference.
- Let participants know they will reflect on past behavior and think about new ways to live healthier lives.



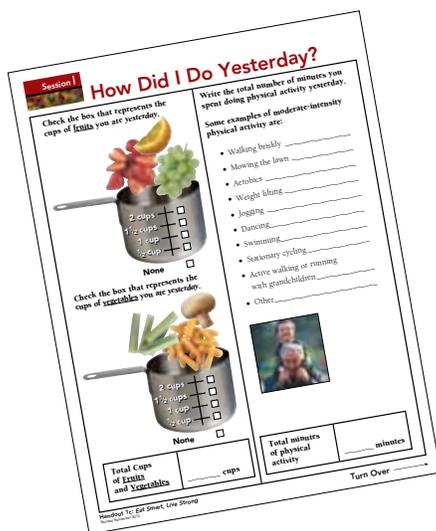
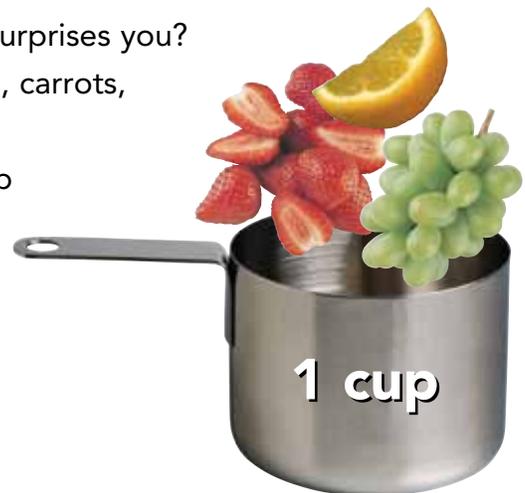
4 Skills-building Activity

Be sure that everyone is seated comfortably and that all can see you, the leader.

How Did I Do Yesterday?



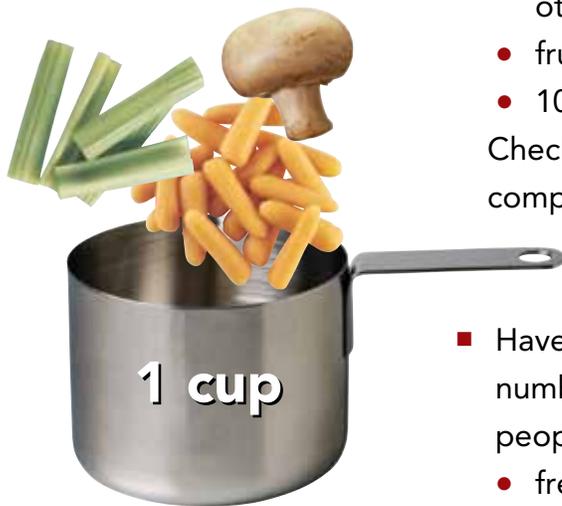
- Prior to the session, prepare 1 cup samples of a variety of fruits and vegetables, each in a separate container.
- Use the fruit and vegetable samples that you have measured out ahead of time to help participants visualize what 1 cup of various fruits and vegetables looks like. Pass these samples around and encourage discussion, asking some of these questions:
 - Which of these measures surprises you?
 - How many (grapes, berries, carrots, green beans) are in 1 cup?
 - How do you estimate 1 cup of fruit or vegetable?



Tip! What counts as a cup of fruit?

In general, 1 cup of fruit or 100% fruit juice, or half cup of dried fruit, contains the nutrient equivalent of 1 cup of fruits. For more information please visit: www.choosemyplate.gov/food-groups/fruits-counts.html.

- Set these measured samples in a place where all can see them as they record what they ate yesterday.
- Pass each participant a copy of Handout 1c, *How Did I Do Yesterday?* Help participants use the handout to record the number of cups of fruits they ate yesterday. Remind people to think about:
 - fresh, frozen, dried, or canned fruit packed in 100% juice or water
 - fruits that were ingredients in salads, desserts, smoothies, or other mixed dishes
 - fruits they ate at meals or as snacks
 - 100% fruit juice



Check people's handouts to ensure they understand how to complete them. Have them write in the total number of cups of fruits they ate yesterday.

- Have participants continue to fill in the handout, recording the number of cups of vegetables they ate yesterday. Remind people to think about:
 - fresh, frozen, or canned low-sodium vegetables
 - vegetables that were ingredients in sandwiches, salads, soups, casseroles, or other mixed dishes
 - vegetables they ate at meals or as snacks
 - 100% vegetable juice

Tip! What counts as a cup of vegetables?

In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens, contains the nutrient equivalent of 1 cup. For more information please visit: <http://www.choosemyplate.gov/food-groups/vegetables-counts.html>.

How Did I Do Yesterday? *continued*

- Show participants where to fill in the total cups of fruits and vegetables. Make sure everyone has filled in a total.
- Have participants share how many cups of fruits and vegetables they reported. To do this, ask everyone who ate at least 1 cup of fruits and vegetables to stand up. Ask those who ate at least 2 cups to remain standing – and the others to take a seat.
- Repeat for at least 3 cups and, again, for at least 3½ cups. Point out that those who remain standing ate the minimum recommended number of cups of fruits and vegetables yesterday. Have the group congratulate them.
- Using the physical activity list they created earlier, have participants discuss the kinds of physical activity that raise the heart rate and breathing. Ask people to record the **number of minutes** they participated yesterday in each type of physical activity in the list on Handout 1c.
- You may want to have a general discussion about the first item in the handout – walking. Ask participants to stand up if they walked yesterday. Remind them that they may have gone for a walk with a friend, walked to the store, walked up and down stairs, or walked the dog. Have participants talk about some advantages of walking: no equipment needed; no cost; can be a social event; etc.
- Ask those who are standing: “How many minutes did each of you walk yesterday?”





- Have participants who walked fill in the first blank in the list to indicate the number of minutes walked.
- Have participants continue filling in the number of minutes they participated yesterday in each activity. Point out that the bottom row – “Other” – allows them to write in a physical activity not on the list. Have everyone add up the total number of minutes they exercised yesterday and write the total at the bottom of the chart.
- Have participants report on the number of minutes they exercised the previous day. To do this, ask all participants to stand up. Have everyone who exercised less than 10 minutes yesterday sit down. Continue for less than 20 minutes and less than 30 minutes. Those who were physically active for 30 minutes or more will remain standing. Have the group congratulate them.



Tip! Help with Writing

Participants may need help with writing – because of limitations in their vision, reading skills, or ability to grasp a pencil. Make it easy for people to ask for help – from you or from their peers.

Set Your Goals

- Make sure everyone has a copy of Handout 1a, *Set Your Goals*. Talk about how they will set a personal goal for eating more fruits and vegetables every day over the next week. Consider:
 - The goal should be just a bit more than what they did in the handout “How Did I Do Yesterday” – suggest an extra half cup of both fruits and vegetables for each day. At the top of the handout, have them fill in the total number of cups that is their daily goal.
 - Discuss new ways to eat fruits and vegetables to help participants reach their goal. Encourage them to write new ideas on the handout.
- Call on several participants to share their fruit and vegetable goals. Have each compare his/her goal to the number of servings eaten the day before. Ask a few to share what they will try to do differently to reach their goals. Ask others to comment on their goals and their choices.
- Briefly discuss the importance of variety. One way to encourage a wide range of fruits and vegetables is to eat a variety of colors such as orange, dark green, red, blue-purple, and white. Encourage participants to try new fruits and vegetables regularly to get many of the vitamins and minerals their bodies need.



Set Your Goals

Set goals for 3 1/2 cups of fruits and vegetables every day.
 and in at least 30 minutes of moderate-intensity physical activity most days.

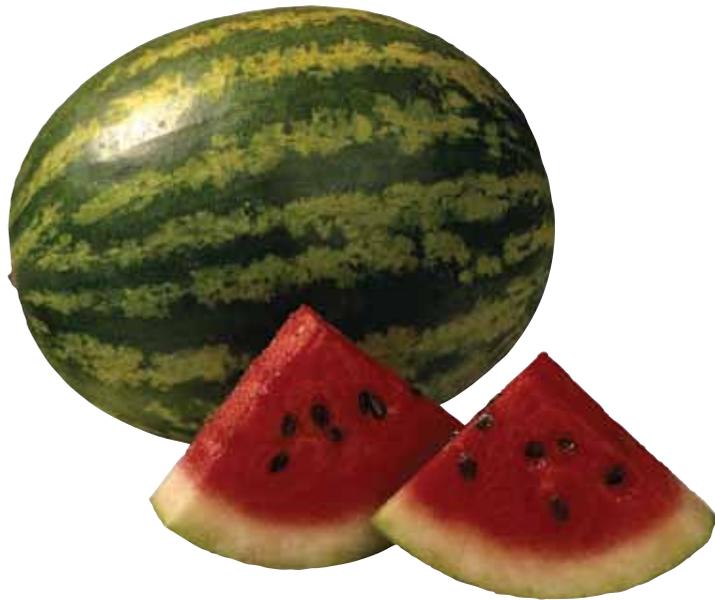
Personal Goals: _____ cup(s) of fruits and _____ cup(s) of vegetables every day.
 _____ minutes of moderate-intensity physical activity on _____ days next week.

Weekly Log: _____ cup(s) of fruits and vegetables you ate and the minutes of physical activity you did each day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
# of cup(s)							
# of minutes							

Don't Yo. Eat Smart. Live Strong.

- Help participants set a goal for daily physical activity, suggest 5 or 10 minutes more than they exercised yesterday. Ask a few participants to share what type of physical activities they want to try in the next week.
- Give participants a few moments to share their goals. Mention that participants might encourage one another during the week to meet their goals. Some people may want to walk or exercise together.



Use the “Set Your Goals” Sheet to Track Progress



- Encourage participants to take the weekly log home with them to track their progress for the week (Handout 1a, *Set Your Goals*). Help them understand how they can use it to write in the number of cups of fruits and vegetables they eat each day, and the number of minutes they are physically active each day.
- Have participants write in yesterday’s counts on the weekly log, so they practice using the log.
- Encourage them to keep it in a visible place in their home, such as the refrigerator so that they remember to record their progress.
- If you will meet again with this group of participants for Sessions 2, 3, or 4, let them know the time and date of the next meeting. Ask participants to bring their weekly logs to the next session, so they can report on their progress. You may need to remind participants prior to the next session.



Tip! “What if I have a serious health condition?”

Members of your group may be concerned about eating certain fruits and vegetables or participating in physical activity if they have health problems. Suggest that participants discuss their concerns with a health care provider. Point out that everyone can benefit from eating some types of fruits and vegetables and regular physical activity.



Challenges to Reaching the Goals

- Ask participants to talk about the challenges they might face in reaching their goals. Other participants may offer suggestions for overcoming the challenges.
- Depending on the challenges mentioned, briefly discuss some of the obstacles that older adults face. Have participants suggest ways to overcome challenges such as:



- Difficulty chewing fruits and vegetables: choose canned fruit packed in 100% juice or water; cook vegetables until soft
- Trouble handling a knife to pare or cut up fruits and vegetables: choose canned or frozen fruits and vegetables that tend to be bite sized
- Lack of transportation for frequent shopping trips: use a community van service; go grocery shopping with a friend; ask a family member for help

- Older, low-income adults report that the high cost of fruits and vegetables makes it hard for them to eat 3½ cups every day. Ask participants to share ideas about how to eat more fruits and vegetables on a limited budget. Be sure to mention the following tips during the discussion:
 - Participate in the Supplemental Nutrition Assistance Program.
 - Enroll in the Senior Farmers' Market Program, if available.
 - Choose produce in season.
 - Use food distribution programs, such as food banks or food pantries.
 - Purchase dried, frozen, or canned fruits and vegetables when they are on sale.
 - Participants enrolled in the Supplemental Nutrition Assistance Program can use their benefits to purchase seeds and grow a fruit and vegetable garden.



Challenges to Reaching the Goals *continued*



- Offer to talk after the session with participants who would like help in finding some of the program resources mentioned.
- One of the biggest challenges for keeping physically active is time. Have participants think of ways they can be more physically active in their daily routines, such as:
 - Park the car a bit farther from the store or office you are visiting so that you must walk farther.
 - Climb the stairs instead of taking the elevator.
 - When a friend comes to visit, suggest that you walk and talk.
 - While caring for young children, join in some of their active games such as tag, hopscotch, and running.
 - Instead of watching TV, turn on the radio and dance around the house!
- If you will be providing additional sessions, tell participants that Sessions 2 and 4 will address additional challenges and solutions.





5 Wrap Up



- Recap the main point of this session: the value of setting goals in order to eat more fruits and vegetables and to be more physically active. Invite participants to say some encouraging words that may help themselves and others in the group to try to meet their newly set goals.
- Thank participants for joining the session and invite them to the next session, letting them know the time and place.
- Remind participants to bring their completed weekly logs to the next session so they can report on their progress.
- Let participants know that their honest feedback about today's session will help you to improve the session for future groups. Using the *Participant Feedback Sheet* (Handout 1d) and/or through discussion, ask some of these questions:
 - What new thing did you learn?
 - Which part of the session was most important to you?
 - Do you think goal setting will help you eat at least 3½ cups of fruits and vegetables every day?
 - Do you think goal setting will help you to participate in at least 30 minutes of physical activity most days of the week?
 - What could we do to improve the session?
 - How did you hear about today's session? – or – about the ***Eat Smart, Live Strong*** program?
- If you are using the written *Participant Feedback Sheets*, assure participants that this is not a test – and that there are no wrong answers! Tabulating their answers may help you find ways to improve the session before your next group. The feedback may also serve as a report on your educational activities.

Session 1 Participant Feedback Sheet
for Session 1, Reach your Goals, Step by Step

Please take a few moments to complete this form. Return this sheet to the group leader. Your comments will help the leader continue to improve the session.

Today's Date: _____

1. How useful was the information you learned from this session? (Mark one response.)
 Not at all useful
 Somewhat useful
 Useful
 Very useful
 Why or why not? _____

2. Are you planning to eat more fruits and vegetables next week? (Mark one response.)
 Yes
 No
 I am not sure

3. Are you planning to increase your physical activity next week? (Mark one response.)
 Yes
 No
 I am not sure

4. What did you like the **most** about this session?

5. What did you like the **least** about this session?

6. How did you hear about this **Eat Smart, Live Strong** session? (Mark all that apply.)
 Supplemental Nutrition Assistance Program office
 Friend
 Senior center
 Poster
 Flyer
 Newsletter
 Place of worship
 Other – specify _____

7. In which programs do you participate? (Mark all that apply.)
 Supplemental Nutrition Assistance Program
 Commodity Supplemental Food Program
 Senior Farmers Market Nutrition Program
 Home delivered meals
 Congregate meals
 Food bank or pantry

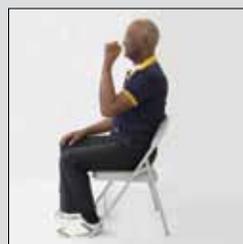
Thank you for participating in **Eat Smart, Live Strong!**

Handout 1d, **Eat Smart, Live Strong**
 © 2010 National Cancer Institute

Optional Physical Activity Cool-Down

Following the 30-minute session, add 10 minutes to lead the same set of exercises with which you opened this session. If you opted not to do the “Warm-Up,” refer to pages 4-5 for more explanation.

- Announce that the last activity in today’s session will be 10 minutes of “cool-down” exercises.
- Emphasize that if they do not feel comfortable or have a physical condition that prevents them from doing any or all of the exercises it is OKAY to sit them out; if they feel pain, discomfort, or fatigue while exercising, they should not hesitate to stop or take a break; and, if they need assistance, they should let you know right away.
- Ask participants to look at Handout 1b before they begin. Remind them that they will take the handout home and can do these exercises every day.
- If you have noticed some participants who are comfortable with the exercises, you might invite a participant to lead the group in one of the exercises; or ask the participant to help others who may be having difficulty.
- Thank the group again for their participation. Express the hope that they see adding a little physical activity to their day can be fun and easy. Suggest that they do these simple exercises with a friend or family member.

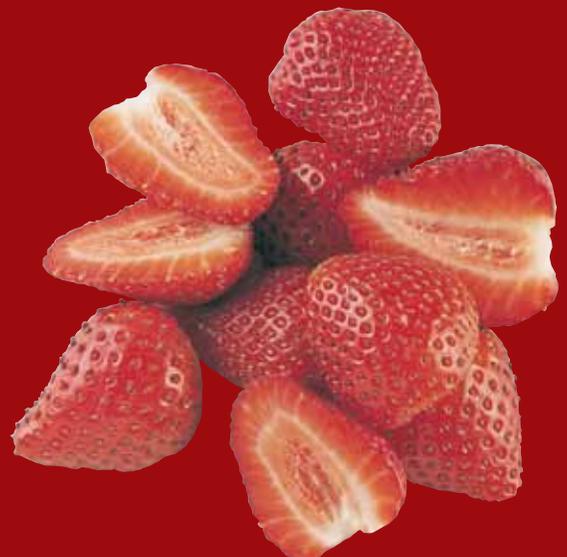


Eat Smart, Live Strong Activity Kit

The *Eat Smart, Live Strong* Activity Kit offers a set of learning experiences to facilitate older adults' adoption of two important behaviors that can improve almost everyone's health and quality of life:

- 1 Eat at least 3½ cups of fruits and vegetables every day
- 2 Participate in at least 30 minutes of physical activity most days

Because knowledge is not enough for people to adopt healthful habits, the kit takes a behavioral approach that builds on applied behavioral theory and prior research. The sessions and materials were tested with staff and group leaders in nutrition sites. Handouts were also tested with potential participants – low-income adults between 60 and 74 years old who are eligible for USDA Food and Nutrition Service's programs.



United States Department of Agriculture
Food and Nutrition Service
3101 Park Center Drive, Alexandria, VA 22302



The USDA is an equal opportunity provider and employer.

Revised November 2012