

# Healthy Me! Healthy You!

A Wellness Program for People  
with Developmental Disabilities



Leslie Lovejoy, R.N., Ph.D. and Steven Lewis, H.H.P.

## ***Healthy Me! Healthy You!***

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## Acknowledgement

The authors would like to thank Ilene Dumont, CEO of People Services for her vision and passion in promoting wellness in her staff and for her clients. We thoroughly enjoyed working with Crystal Edwards, their Wellness Coach who will take this turn-key program forward. We would also like to acknowledge the wonderful clients that participated in this program for their willingness to try new things and whole hearted participation.

## Forward

Over the past several years a “Wellness Center” was created within our local hospital and its wellness energy spread throughout Lake County. It was contagious! I, personally, embraced this new lifelong journey of healing and discovered an awareness that wellness is a dynamic process involving the continuous movement towards physical, mental, emotional and spiritual balance and harmony. I chose to share this positive discovery with the staff of our agency and found the benefits that flowed into the workplace. At that point, it was only natural to want to find a way to bring this same energy to the people we served.

I knew from my own experience that the natural environment would be instrumental in creating a positive successful wellness program. I really needed to partner with the Wellness Center and Wellness Pathways consultant Leslie Lovejoy to integrate this opportunity into the lives of those we served. After careful planning and sharing with those we served we began our venture to bring wellness into our menu of “choices” within our existing services. Wellness is not just for the fit and able, anyone can choose the wellness journey, regardless of their current state of health.

We feel the wellness program offers people with developmental disabilities the opportunity to appreciate their strengths and struggles, as they move towards wholeness and positive health.

***“Wellness is the right and privilege of everyone.”***

**F. Ilene Dumont**  
Executive Director  
People Services, Inc.

# Introduction

***No matter what the challenges in our lives, anyone can learn to be healthy.*** We are all capable of learning to make positive choices, moving our bodies, letting go of our stress and improving our health. Over the course of six months, the authors had the privilege of helping individuals with developmental disabilities challenge themselves to become aware of their habits, learn to move their bodies to increase strength and flexibility, build their self confidence, and grow in their understanding of how they could become and stay well. Going into the program, we had no idea the tremendous changes that were about to take place for both the clients and the support staff. We saw an improvement in flexibility and strength by 50%. We found that the clients not only applied stress management techniques but they were telling staff how to de-stress. The clients not only learned about healthy nutrition, they often made comments when they noticed others making unhealthy choices. They became wellness role models! After the first program was completed, a few of the clients volunteered to repeat the program and act as mentors for the next group. The success of the program exceeded any expectations that we had.

When the pilot program was completed, we were encouraged by all those participating to write a facilitator manual that provides the basic program, tools, and practical suggestions for how to create a similar program.

## Background History of the Pilot Program

This program evolved out of a grant from People Services in partnership with the Sutter Lakeside Hospital in Lakeport, California and Wellness Pathways, a wellness consulting firm. The project challenge was to develop a core curriculum that included wellness education, healthy snack education, and a period of fitness involving stretching and basic yoga movement. It was decided that the program would span six months and include up to fifteen clients, care providers or staff.

## Program Goals

1. To help the client improve their physical, mental, emotional and spiritual health.
2. To provide the client with a classroom program and routine that will help them integrate themselves into other fitness or wellness programs with their parents or caregivers.
3. To provide family members and caregivers with education about the wellness philosophy and ways in which they can support the client's efforts to improve their health.
4. To provide People Services program staff with education that supports this program and encourages staff to become wellness role models.
5. To train People Services program staff in curriculum delivery in order to promote an on going internal program that was self sufficient.

## Program Overview

At the beginning of each session, clients come into the classroom, take their shoes off, help with rolling out their yoga mat, and then sit quietly until class begins. The first twenty minutes of the session involves education followed by breathing and a progressive relaxation exercise. They share a healthy snack and receive education regarding why the snack is healthy. During the remaining time, the clients are led through a movement routine. At the end of the session, they roll up their mats, put them away and put on their shoes. Staff members assist with these tasks as needed based on the ability of the client to participate.

**Education:** There are four (4) six-week education modules that focus on the following topics:

1. *Coping with Stress:* this section helps the client learn the relationship between thoughts and feelings and tension held in the body. They learn how to relax their body and calm their mind through progressive relaxation and deep breathing. Long term practice of both promotes the development of a new habit in responding to the stresses they experience in their lives. Abdominal breathing brings all of us into a state of relaxation where it is possible to learn to respond rather than react to what is happening. People who practice this type of breathing are said to be “stress resilient” and have been shown to be healthier.
2. *Healthy Choices:* this section helps the client learn the relationship between the food they eat, the amount of available energy for daily tasks and their overall health. By helping clients try different foods, they are able to increase their choices and provide themselves with necessary nutrients that come from a well balanced diet.
3. *Caring for Self:* this section addresses how positive thoughts and emotional states promote health. Clients learn tools to feel good about themselves and how to apply them in simple ways. They also learn the value in learning to care for themselves.
4. *Staying Safe:* this section addresses trusting themselves to keep themselves safe by learning to handle foods, keeping their environment safe, practicing balance in activity and rest, and knowing when to ask for help.

*The clients are given a wide variety of fruit and vegetable snacks. Those without the ability to chew, have 100% organic fruit juices. • The movement portion of the program includes gentle yoga stretches geared toward increasing flexibility and strength and cross body activities to stimulate brain-body functioning. • Optimally, the class should meet twice per week for one hour each session. The second session should always be a repeat of the first session each week. The sixth week is an overall review of the previous five weeks and includes measurements for fitness progress. Repetition is key to this program and we found that this was an effective way for clients to learn the concepts being taught and to be able to demonstrate learning. • The program should be held in a peaceful space which allows for the dimming of lights and for space to lie down on the floor. A yoga studio is one suggestion. Calming music is helpful to set the mood.*

**Measurement:** Client progress is assessed using three (3) tools; two of which are easily adaptable to any program. These tools are located in the appendix.

1. *Are You Healthy Wellness Wheel:* this assessment tool can be filled out by the client or by the parent/caregiver to assess the client's state of wellness before and after the program. The inventory assesses General Health, Healthy Nutrition, Healthy Exercise, Caring for Self, Breathing, and Staying Safe.

2. *Healthy Me! Healthy You! Program Challenge Goals:* this is a weekly progress report filled out by parents/caregivers or staff that monitors progress on four (4) indicators: eating 5-7 servings of fruit and vegetables per day, drinking 6-8 8ounce glasses of water per day, getting at least thirty (30) minutes of exercise daily, and the daily practice of deep breathing.

3. *Physical Flexibility Progression Chart:* this tool monitors physical flexibility. A baseline measurement is done on the first day of the program. At the end of each education module, another measurement is done. If the client is present for each measurement session, there will be five incidences of measurement. The fifth measurement would be considered your post-program measurement. It is critical that the measurements be done the same way and by the same person each time to ensure accuracy. Some students can be sensitive to their results. Reassure them that they are doing great not only in the measuring but overall in class. A little extra encouragement or time with them can make a big difference.

*It is also helpful to collect anecdotal information on client progress as some improvements cannot be measured. These changes can be subtle emotional shifts in assertiveness and confidence, being able to perform tasks that they were not able to do before, weight loss, changes in eating habits, and the ability to sit silently in a group setting. An additional form of measurement could involve a list of "happy faces" of all emotions. Ask some questions like; "How do you feel today?," "How did you feel last week?," "Did you practice any of the ways that you learned to feel better?". This is a way of tracking their mental/ emotional progress and reminding them to practice the stress reducing techniques they are learning in class.*

The effectiveness of any program of education involves all those participating in the care and support of the client. Program modules need to be reinforced at all levels and staff and caregivers should be encouraged to also take the journey and become wellness role models. This is especially important as staff and family will be more likely to help with monitoring if they are part of the program. In this program, staff and caregivers are expected to actively participate with their clients as well as assist the program instructors with the education. This then effectively trains staff and caregivers to be role models and to reinforce what the client is learning.

In addition, some thought needs to be put into how progress made during the program will be sustained and built upon after clients have completed the program. One suggestion is to have program staff reinforce principles and fitness activities as part of your daily program. Another is to build a culture that supports wellness within your program and promote continuous wellness education at staff meetings and retreats.

**To Program Coordinator:** Before beginning your own program, here are some highly recommended suggestions to consider in creating a wellness program for clients with developmental disabilities.

**1. Allow several months before starting the first class.** It takes time to plan, organize and recruit clients.

**2. Talk with clients and their parents or caregivers.** You will need to educate on what a wellness class is all about, the benefits of their participation and the time commitment. A letter describing the program may be helpful for those clients who live with their families, in group homes, or board and care.

**3. Find a healing environment such as a yoga studio, meditation room or wellness center.** Provide a tour of the environment prior to the program to provide a context for the program.

**4. Identify your instructors.** Using outside instructors, staff of the center you are using, or local practitioners adds interest to the program for the clients and engages the support of the community.

**5. Introduce the wellness opportunity to your program staff, talk about the many ways this will benefit our consumers and be fun!** Elicit their buy-in and commitment. Discuss how transportation will be arranged. How many staff are needed in each class. What supplies need to be taken to the class e.g. towels, mats, snacks etc.

**6. Just before the program starts, talk with participating staff about their roles and how they are to help the clients?** Talk to staff about the atmosphere and pace for the class. A slow and relaxed pace sets a “tone of well-being”. Have the consumers find their own starting point and do the exercises to their own level of satisfaction. Having fun with the exercises is more important than doing them perfectly. Repetition of the exercises is important and encouraged. For consumers who need a bit more support, physical prompts/assistance are generally more effective than verbal prompting. The physical prompts can be faded over time and contribute to a more relaxed atmosphere. Speaking softly during class is important to keep the atmosphere quiet and serene. Using a thumbs-up can be just as powerful as a verbal compliment. After class can be a time for praise and discussion. It is important that this is fun and relaxing and that it really does feel good to be at class!

**7. Make participation in the program special.** Create a team logo and provide tee-shirts, bracelets, whatever is affordable, so that clients feel that they are joining a wellness team.



## Six-Month Program Overview

A visual timeline to assist the facilitator in understanding the flow of the program.

Week	Education Modules	Measurement
1 - 6	Coping with Stress 1-6	week 1 week 6
7 - 12	Healthy Choices 1-6	week 12
13 - 18	Caring for Self 1-6	week 18
19 - 24	Staying Safe 1-6	week 24



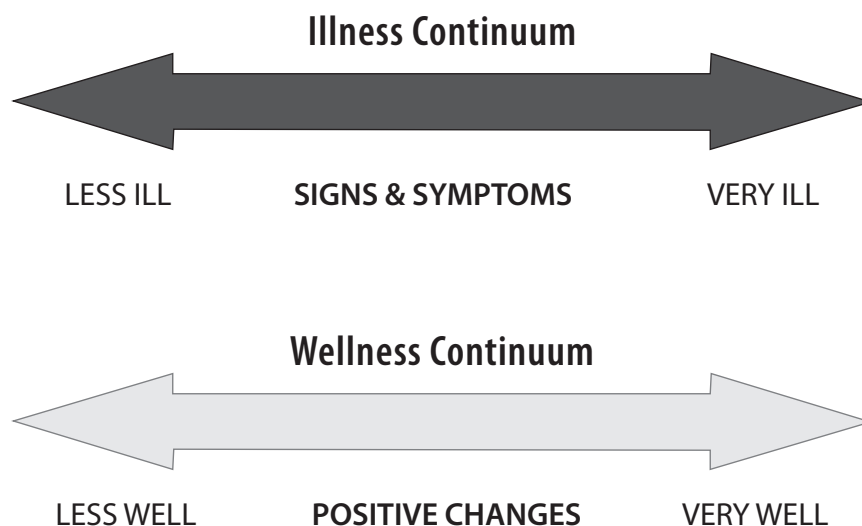
## CHAPTER 1

# Wellness Philosophy And Model

**Learning to be and stay well is a life long journey.** It is a journey everyone can and does make. Where we are, on the journey, is a direct reflection of our current state of physical, mental, emotional and spiritual health. Wellness is about creating balance and our journey begins when we grow into the awareness that our health is a direct reflection of choices made and the underlying feelings and beliefs that support those choices. What we eat, how much we exercise our bodies, and how we feel about ourselves is reflected in our state of health at any moment in time.

**Our culture, in the past, has defined our state of health by the presence or lack of mental-emotional or physical symptoms of illness.** It was not thought that our emotional state affected our physical state or vice versa. It also defined health as the absence of signs and symptoms. Currently, research combined with philosophical thinking has supported conclusively what is called the mind-body connection. Health is now defined as how long you live and how well you live. We can no longer just talk of symptoms as representing our state of health. *We must think of the person from a more holistic model which suggests an interaction between thoughts and feelings, purpose and connection, and physical health.*

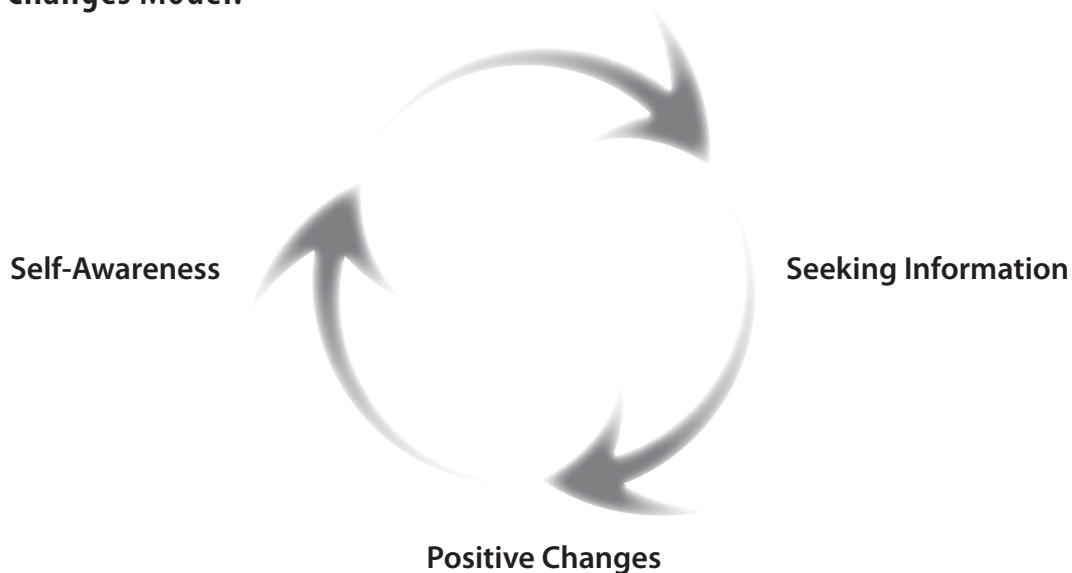
**Consider for a moment that we move between two continuums during the course of our lives.** The Illness Continuum moves between our feeling less ill to the development of signs and symptoms of illness to the extreme of being very ill. The Wellness Continuum moves from feeling less well to feeling high- level wellness. What determines the amount of time we spend on either continuum is a conscious choice to become self- aware and to take ownership of our state of health. Because we are talking about both illness and wellness as being present and not polar opposites, it is possible for a person with an illness to be more well than a well person who is in denial about some aspect of their health.



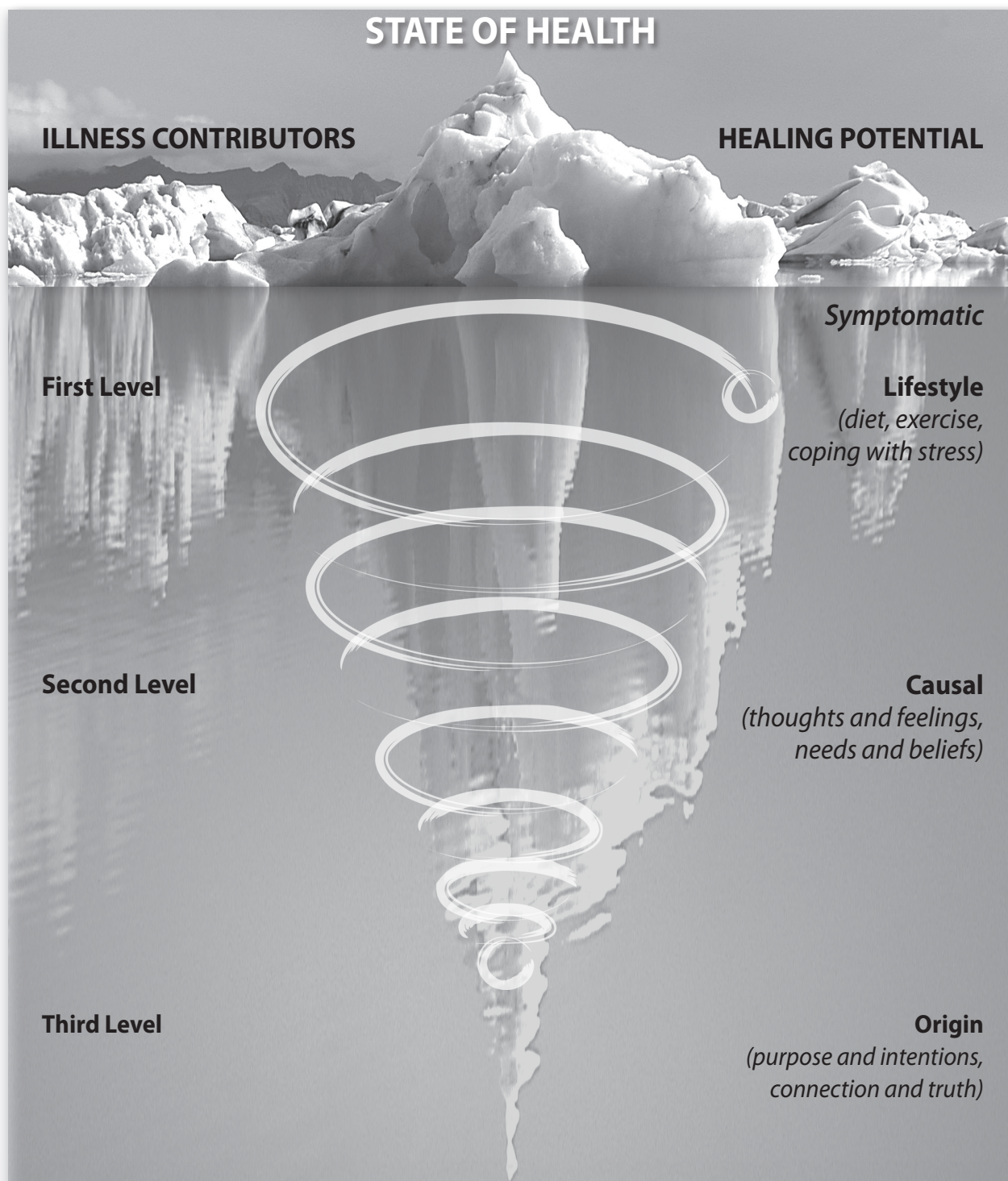
*For example, it is possible for a person who has some chronic disease or inherited impairment to be more well than ill even if they may appear to be physically impaired. That person has come to terms with physical impairment and has chosen to live a healthy lifestyle and maintain a positive outlook. On the other hand, a person may appear to be very well physically but show symptoms of mental- emotional stress or exhibit personality traits that predispose a person to having a heart attack. So, physical appearances do not tell the whole story about how well or ill a person may be.*

**In order for positive changes to occur, the individual must first become aware of where they are in the current moment.** Self-awareness involves taking the time to assess current choices. A wellness inventory or health risk assessment is usually used to provide the baseline information and the opportunity for setting improvement goals. The next step in the change process is seeking information. Identifying the habits and the underlying thoughts, feelings and beliefs that support them is the initial educational process. The second portion of seeking information involves acquiring new skills and tools to build new habits. The final step, positive changes, involves actually practicing these tools and growing into new habits that promote a healthier lifestyle and build quality of life. Through inner and external feedback we refine these new practices so that they are the most effective for us.

### **Positive Changes Model:**



**Public Health statistics have demonstrated that a major contributor to most major causes of death and disability is lifestyle choices.** These are choices we make about we eat, our activity level, how we cope with stress. This means that we have the power to change our lifestyle such that our lives may become healthier. In addition, how we think and feel about ourselves, the beliefs we hold and how connected we feel to ourselves and others play a major role in supporting the lifestyle choices we make. Using an iceberg as a metaphor to understand the layers of factors that contribute to our health at any given time, one can see that the appearance of health, the tip, is not necessarily the whole picture. Our current state of health is a complex mixture of four levels that contribute on a daily basis towards promoting health or illness. Each level also represents a level of personal involvement in the wellness process.



*An iceberg is used to illustrate the idea that most of what determines our health is below the surface and shows the levels of self-healing potential and illness contributors. The same levels of illness contributors can be contributors to healing.*

Using the concept of four levels of healing, we can see from the above graphic that the foundation, or “Origin” of healing and the wellness journey begins at the deepest level and represents a person’s sense of trust, meaning and purpose in the world. Isolation and disconnection promote illness while connection and support promote health and well-being. Learning to keep ourselves safe and in relationship through self-trust and then trust of others is a challenge for all of us and especially for those with developmental disabilities. This level influences the next level, working from the bottom up, and can be heard in the statements and language we use when talking

about ourselves and is reflected in the beliefs we hold about life. This level is called “Causal” because our thoughts and feelings create our reality. Learning to love and care for ourselves becomes the task and then bringing that love out into the world as we interact with it. This level directly determines the lifestyle choices we make. Our nutrition, level of exercise, use of substances and the methods we use to cope with stress all reside here and are the product of the lower levels. Learning to express our thoughts and feelings in a healthy way, learning to love and care for ourselves by making healthy choices reflects healing at the Lifestyle level. The very tip, called “symptomatic”, reflects an orientation to healing that is superficial. We have symptoms and we seek medical help without exploring what was going on below the surface that contributed to those symptoms results in very little involvement with the healing process. *This program addresses each of these areas: lifestyle, causal and origin in the following manner.*

#### **Wellness Contributors: Lifestyle**

HEALTHY CHOICES: Nutrition	HEALTHY CHOICES: Exercise	Coping with Stress
Healthy Snack Information	Twenty (20) minutes of movement that combines:	Abdominal Breathing
Fruits, Vegetables	Stretching	Tense & Release Progressive
Nuts, Cheese	Strengthening	Relaxation
Water	Light Aerobics	Visualization

*Lifestyle choices are supported by thoughts, feelings and beliefs about who we are and how we meet our needs.* To promote healthy thoughts and feelings, the program provides education and experiential learning in the following ways.

#### **Wellness Contributors: Thoughts & Feelings (Causal)**

CARING FOR SELF: Thoughts	CARING FOR SELF: Feelings	Coping with Stress
Positive Self Talk	Happy, Glad, Mad, Sad	Practicing Self Love
Positive Talk about others	Caring for self and others	Release of emotion through movement

Finally, our thoughts and feelings are supported by our sense of connection to others and being able to trust our own experiences in guiding decisions. The program addressed this area with the following education and experiential learning.

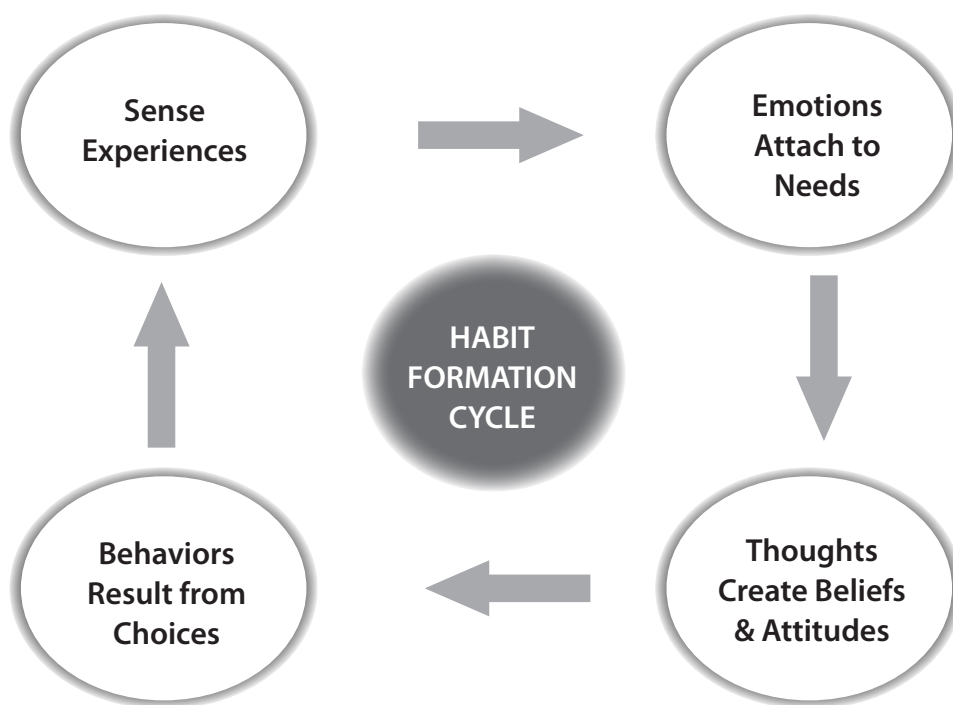
#### **Wellness Contributors: Connection & Purpose (Origin)**

STAYING SAFE	STAYING SAFE	STAYING SAFE
Making safe decisions about:	Keeping their environment safe	Building trust through movement
Handling food, hand washing	Exercising safely	
Knowing when to ask for help	Taking time to rest and play	

The program curriculum emphasizes repetitive education that reinforces the development of new habits. ***New habit formation takes approximately 21-28 days of active repetition for new behaviors to replace old ones.*** Current research in this area indicates that this is the amount of time it takes for old habitual neural associations to disassociate and for new ones to form.

## HOW DO HABITS FORM?

In its simplest form, a habit is the product of a four step process. It usually only takes a few experiences to reinforce a habit and then the habit becomes a part of the constant brain chatter in the subconscious mind. It becomes automatic and we are often unaware when are acting out of habit unless it is called to our attention. Habits become hardwired into the brain, which is why they are so hard to break. However, it is possible to break a habit. Just as it took some work to create it, we can learn to break it and replace it with another habit. The following graphic depicts the habit formation process and gives us an understanding of how habits form and the method by which we can learn to make needed changes.



### Sense Experiences

We begin the cycle with sense experiences. ***By sense experiences, I am referring to what is seen, heard, smelled, tasted, touched and intuited.*** We are constantly picking up information from our environment and processing that information to determine how we will respond. Most of the information doesn't even reach consciousness because the brain is constantly filtering what is being received and paying attention to the new and unusual. Things that we have seen before are filed into our current memory bank and we respond in a habitual way to them. That is why we sometimes wonder how we traveled to work without being aware of the actual ride. We function quite a lot on what is often called "automatic pilot". The term "automatic pilot" is used to describe the way we



respond to many events in our life in the form of habits such as dressing, taking a shower, driving to work. We have done them so often that we now do them without consciously thinking about it.

## Emotions Attach To Needs

*Sensations trigger emotions, which in turn attach to a need.* We feel emotions every moment of the day. We are feeling all the time and it is those feelings that create the energy that motivates all behavior. Emotions too can happen without our consciously being aware of them for any number of reasons. Some of us learned early in life that emotions and their expression was not safe and have buried our feelings to the point of not knowing what we feel during a given instance. Others learned that some feelings were “acceptable” while others were not. Regardless, it is our emotions that form what can be called our Emotional Guidance System. It is our Emotional Guidance System that gives us information about what we are experiencing and sets the course for how we will respond. If you were to look through the dictionary you would find many different types of and labels for emotions. All emotions may be categorized into two major emotions: Love and Fear. Love based emotions include compassion, joy, courage, empathy, altruism, caring, and love. Fear based emotions include anger, guilt, shame, envy and jealousy. Some emotions such as grief or sadness can be either depending on the event. Grief or sadness that comes from a healthy need to complete the past and move on is more love based than fear based

Most fear based emotion promotes feeling bad about ourselves, prevents us from seeing alternatives and acting on them, and promotes what is often called “victim mentality”. A victim mentality responds to life events from a defensive position and often makes statements such as: “I have to...; I should do ...; I have no choice ...; If only...; I ought to ...” and so on. Fear based emotions also promote the constant negative self-talk tape that plays in our heads. These emotions promote a negative self-image and create obstacles to self-love.

Expressing healthy emotions as they arise improves wellness. Delayed, constrained or suppressed emotion can lead you down the path of illness through chronic stress. Emotional balance involves becoming aware of our emotional life.

Our emotions are associated with needs. These needs are motivating forces that drive all behavior. There are many categories of needs such as needs for water, food, shelter and safety. We have needs for love, affection, approval, self respect. There are needs for competence, achievement, independence, control, and finding meaning and becoming whole. We live in a constant state of need and all of our behavior can be traced to attempts to meet some need. This may be a challenging concept to work with. We are not used to examining our behaviors to identify the emotion and need promoting it. Again socialization can make it difficult as we may have learned to disconnect from our needs, to deny them or to enter into relationships expecting others to know and meet them for us. We may also have a negative response to the term “neediness” as it brings up ideas about a certain person or way of behaving that we don’t associate with ourselves. “I don’t act that way or do those things, therefore I am not needy”. Everyone has needs and experiences neediness in their lives. Those on the wellness journey are aware of this and move to meet their own needs when possible. When we love and accept ourselves, we freely express what we feel and are aware of when we feel needy. When this happens, we are able to meet those needs instead of expecting others to meet them for us.

## **Thoughts Create Beliefs And Attitudes**

Before emotions and needs promote behavior they are given meaning through our thoughts. Thoughts coupled with emotions create our reality. Our thoughts provide the context and meaning for what we feel and sense in our environment. These thoughts are influenced by many factors. In our early life the adults around us helped interpret what we experienced and attach thoughts to feelings. We accept what adults and our society says about what we experience and their experience of us. Later on in life we begin to attach our own thoughts to our experiences. We may challenge what has been presented and form our own opinions or we may accept what has been passed on as truth. This then gives rise to our beliefs and attitudes from which decisions are made about choice and action. If you experience fear quite a lot those fearful emotions become negative thoughts. Those negative thoughts create more negative thoughts until it just becomes habit to think in a negative way. We no longer have to think about it, it just happens. Thus negative self-talk and the internal critic are born! The opposite is true for positive thoughts. If we experience joy, happiness and love emotions most of the time, then your thoughts become positive and you create a habit of positive thinking.

Our beliefs are very powerful. They provide the lens for what we pay attention or don't pay attention to and directly reflect our thoughts about how we handle our emotions and meet our needs. For example: a strong feeling of anxiety and loss of control coupled with a need for comfort and safety and a belief that comfort comes from food will result in going to find food whenever this feeling arises, especially if in the past, you have felt better at least momentarily after eating.

## **Behaviors Arise From Choices**

The final piece in the circle involves the behaviors we choose in response to what we sense, what emotions and needs arise, and what beliefs and thoughts we have about them. Our behavior is directly linked to all the previous factors. Negative thoughts and beliefs create unhealthy choices. Positive thoughts and beliefs create healthy choices. We may not think that we are choosing but we are in fact making a decision about how to respond. We are making choices all the time. The goal is to become aware of what is being chosen, what motivated it and change it once we have concluded that it promotes pain and suffering.

## **HOW ARE HABITS ADDRESSED IN THE PROGRAM?**

Because we are working to change old habits, the program provides alternative choices but also grounds them in what the client is thinking and feeling. With each session, the educator always encourages the client to express what is being felt and thought and relating it to the new skills that they are learning. The clients receive 6 months of repetitive experiential learning which, in our pilot project, allowed for significant change in habits and improved health and well-being. It is important to recognize that there will be different levels of capabilities with some clients being more aware than others. It may be challenging to build self awareness and conscious connection to making positive changes but our experiences with the clients showed us that subtle shifts occur even in the most impaired client. That being said, all levels of behavioral change are to be celebrated.

## **CREATING GOALS AND DEFINING SUCCESS**

Every program and client population has specific and individual needs so that program goals need to be adapted to suit those differences. At a minimum, goals should be set for learning how to cope with stress, providing healthy nutrition while at program, and building physical flexibility and



strength. Here's what we saw:

- Overall increase in self esteem and self confidence. Our participants came out of class radiant, full of energy and happy.
- Overall increase in physical flexibility and strength. Our participants had a 50% improvement in this area. Participants who could not get up and down off the floor by themselves were able to master this within the second month of the program.
- Overall increase in the ability to attend and follow the education program and the exercises. Our participants not only were able to do this, but it spilled over into their other programs and to their homes.
- Overall reduction in stress reactivity. Our participants learned abdominal breathing and many of them taught family members or caregivers and the program staff.

The next chapters provide the education scripts, snack suggestions and movement routine. If possible, have a yoga instructor, personal trainer or physical therapist facilitate the movement section in order to ensure that movements are done safely. *Handouts for specific classes are located in the Appendix.*

# CHAPTER TWO

## Education Modules

We have provided 24 education scripts that may be adopted as a whole or adapted to fit your program. Remember that each script is used twice. Some of the modules will need more staff involvement than others and you may need to modify content on the second session to reflect what occurred in the first session. You may also need to change snack choices in order to “eat in season”.

### MODULE 1: COPING WITH STRESS

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
INTRODUCTION	Introduce self and talk about the structure of the session. <ol style="list-style-type: none"><li>1. 20 minutes of education</li><li>2. Healthy snack</li><li>3. 20-25 minutes of exercise</li></ol>
OPENING	We are going to talk about stress: what stress is and how it feels in the body and mind. <ol style="list-style-type: none"><li>1. Ask the clients if they have ever had to do something that made them really nervous. Ask them what that felt like. Ask them how their body felt.</li><li>2. Point out that the body and the mind work as a team.</li></ol>
CONTENT POINTS	
A. Defining Stress	Stress is the body’s response to demands. It’s a feeling of internal pressure.
B. What happens in the body when we feel stressed?	Here are some physical signs of stress: <ul style="list-style-type: none"><li>• Your heart pounds</li><li>• Your hands and feet get cooler</li><li>• Your face may become warm</li><li>• Your ears and neck may turn pink or red</li><li>• You may get a headache</li><li>• Your mouth may get dry</li><li>• You may have butterflies in your stomach</li><li>• You may become restless</li><li>• You may sweat more</li></ul> These responses are perfectly normal when we experience stress. Ask the clients if they have experienced any of these. If possible have them share when.
C. What is something you can do when you feel stressed?	Did you know that the easiest way to relive stress is to take a deep breath? Did you know that when we are busy doing the things we need to do,

## MODULE 1: COPING WITH STRESS - *continued*

C. What is something you can do when you feel stressed?	we often forget to breathe? We do. Then we catch ourselves yawning or sighing during the day and we think we are just tired. It's really our body telling us that we need oxygen/air. Sometimes we hold our breath. Ask the clients if they ever do this. Teach the diaphragmatic/ belly breath and have them to demonstrate it. Ask them how they feel? Ask if anyone felt dizzy and explain that when the body relaxes, more oxygen goes to the brain and that can create a feeling of lightheadedness at first. Tell them to stop for a moment and then try it again. Reinforce that they don't have to force the breath, just let the body breathe itself.
CONCLUSION	When we breathe deeply we fill our lungs with lots of oxygen that gives us energy. <b><i>Provide them with the "Be Healthy Challenge" form and explain how to use it and when to bring it back.</i></b>
HEALTH SNACK	Fruit choices: Apple slices Why is fruit a healthy snack? It provides vitamins, fiber and natural sugar.
EXERCISE SESSION	Using the Physical Flexibility Progression Chart, measure each client's ability to perform the stretches.

## MODULE 2: COPING WITH STRESS

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	<p>We are going to talk about stress: what a stressor is and the difference between “good” stress and “bad” stress.</p> <p>Ask the clients if they know what a stressor is. If they do, ask them to give examples of stressors.</p>
CONTENT POINTS	
A. Defining Stress	A stressor is anything that places a demand that we feel pressured or tense about.
B. What are some examples of a stressor?	<p>Here are some examples of stressors:</p> <ul style="list-style-type: none"><li>• Not understanding when something is happening</li><li>• Doing daily activities</li><li>• Moving away from a friend or having them move away</li><li>• Watching your parents or friends have a major fight</li><li>• Getting sick</li></ul> <p>Can they give you some more? If not, have staff give examples.</p>
C. Are there “good stressors”?	<p>Yes, things like:</p> <ul style="list-style-type: none"><li>• Having a birthday party</li><li>• Going on a trip to somewhere new</li><li>• Learning something new</li></ul> <p>Can they give you some more?</p>
D. What is one new skill you learned to help you when you are stressed?	<p>Breathing! That’s right. So let’s practice breathing for a little bit. Remind them how to do it and do it for 5 minutes. Then ask them how they feel.</p>
CONCLUSION	<p>Deep breathing is a very good thing to do when we feel stressed. Deep breathing helps us stay alert and to concentrate better. It also helps us remember things. And best of all, when we deep breathe we can’t be anxious/nervous or fearful.</p> <p><b>Ask them to practice this at home and during the day while they are attending the programs.</b></p>
HEALTH SNACK	<p>Fruit choices: Raisins</p> <p>Why are raisins a healthy snack? Raisins provide fiber, iron and other vitamins.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 3: COPING WITH STRESS

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about stress: how do you know someone else is feeling stress?
CONTENT POINTS	
A. Stress in action	<p>Ask the client if they can tell you how they know that someone else is stressed. Let them give examples if they can.</p> <p>Here are some examples of what stress looks like or sounds like in others:</p> <ul style="list-style-type: none"><li>• Arguing a lot</li><li>• Eating too much or too little</li><li>• Wanting to sleep all the time or not being able to sleep</li><li>• Getting sick a lot</li><li>• Feeling worn out, frustrated</li><li>• Worrying all the time</li><li>• Crying a lot</li><li>• Not wanting to do things</li><li>• Being cranky</li></ul> <p>Ask them if they have seen any of these in others. Ask them if they have felt any of these?</p>
B. Today we are going to learn a new way to relax	<p>I am going to teach you an easy way to relax your body when you are feeling stressed. Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
C. What was the other new skill you learned to help you when you are stressed?	<p>Breathing! That's right. So let's practice breathing for a little bit. Remind them how to do it and do it for 5 minutes. Then ask them how they feel.</p>
CONCLUSION	<p>We need to let our bodies relax and let go of stress so that we don't have aches and pains.</p> <p><b>Ask them to practice this at home at the beginning and end of their day.</b></p>
HEALTH SNACK	<p>Fruit choices: bananas</p> <p>Why are bananas good for you? Because they have potassium and potassium is good for the heart.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 4: COPING WITH STRESS

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about the ways you handle your stress now.
CONTENT POINTS	
A. What you do know	<p>Ask the client if they can tell you how they handle it when things get stressful now.</p> <p>Last time we said that some people handle their stress by:</p> <ul style="list-style-type: none"><li>• Arguing a lot</li><li>• Eating too much or too little</li><li>• Wanting to sleep all the time or not being able to sleep</li><li>• Getting sick a lot</li><li>• Feeling worn out, frustrated</li><li>• Worrying all the time</li><li>• Crying a lot</li><li>• Not wanting to do things</li><li>• Being cranky</li></ul> <p>Ask them if they do any of these. What are some things you could do instead? Use the self nurturing handout as a guide and go over alternatives.</p>
B. Today we are going to review the two ways you have already learned to relax	<p>Let's start with the belly breath. We are going to do this for 5 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after the 5 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decide to let go of our stress by choosing positive and healthier ways.</p> <p><b>Ask them to practice this at home at the beginning and end of their day. Ask them to try to use some of the activities in the handout when they get stressed.</b></p>
HEALTH SNACK	<p>Fruit choices: pear slices</p> <p>Why are pears a healthy snack? Fiber, natural sugars and vitamins.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 5: COPING WITH STRESS

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how we show we care for ourselves.
CONTENT POINTS	
A. What you do know	<p>Ask the client if they can tell you how they would care for a pet.</p> <ul style="list-style-type: none"><li>• Food and water</li><li>• Exercise</li><li>• Shelter</li><li>• Annual check-up and shots</li></ul> <p>Ask them how they would show that they cared for themselves.</p> <ul style="list-style-type: none"><li>• Healthy food and lots of water</li><li>• Exercise</li><li>• Taking care of their clothes, room etc.</li><li>• Annual check-ups</li><li>• Using the breath and relaxation to reduce stress</li></ul> <p>Go through the <b>Self-Nurturing Handout</b> and discuss them. Ask them if they do any of these now. If so, how do they feel in their emotions and in their body when they do these activities.</p>
B. Today we are going to review the two ways you have already learned to relax	<p>Let's start with the belly breath. We are going to do this for 5 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after the 5 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decide to let go of our stress by choosing positive and healthier ways.</p> <p><b>Ask them to practice this at home at the beginning and end of their day. Ask them to try to use some of the activities in the handout from last week during the week.</b></p>
HEALTH SNACK	<p>Fruit choices: orange slices</p> <p>Why is an orange a healthy snack? Full of vitamin C that helps fight infections.</p>
EXERCISE SESSION	Take them through the exercise routine.



## MODULE 1: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. How does what you eat affect your energy level?	<p>Ask the client if they think that what they eat affects their energy level? If they say yes, ask them how. If no response talk about how certain foods can give you energy and how some take away your energy.</p> <ul style="list-style-type: none"><li>• Sugar</li><li>• Caffeine</li><li>• Soda</li><li>• Salt</li><li>• Fruits and vegetables</li></ul> <p>Ask the clients if making positive choices about what they eat is a way that they can take care of themselves?</p> <p>When we say a food is healthy we mean that it has lots of nutrients and fiber with little fat, sugar, salt. Nutrients refer to vitamins, minerals that give the body energy and help it stay healthy. Fiber helps the body release waste and toxins from our body through our bowels.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to increase the amount of fruits and vegetables they eat.</b></p>
HEALTH SNACK	<p>Veggie choices: baby carrots</p> <p>Why are carrots a healthy snack? Vitamin A is good for the eyes.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 2: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. How does what you eat affect your energy level?	<p>What do we call the energy in food? It is called calories. How many of you think calories are bad? How many think they are good? How many think they are both? Well, the truth is that we can't live without calories. All food has calories. We need them to do all the things we do during the day. But taking in too much of them is not good for the body.</p> <p>Does anyone know what happens when we eat too many calories? The food energy is stored in the body as fat.</p> <p>What happens when we store too much fat in the body? Talk about the consequences of excess body fat.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to increase the amount of fruits and vegetables they eat.</b></p>
HEALTH SNACK	<p>Veggie choices: celery &amp; peanut butter cups</p> <p>Why is celery and peanut butter a healthy snack? Fiber and water from celery, protein from peanuts.</p>
EXERCISE SESSION	Take them through the exercise routine.

**Note:** You may choose to add some visualization to the breathing portion at this point in the program. Start with the image of breathing in happiness and breathing out worry and tension. Have them imagine a bubble of happiness all around them that only lets in happy and positive thoughts and feelings.

## MODULE 3: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. Healthy snacks	<p>Ask the clients if they can give you an example of a healthy snack. Pass out the Green Go-Yellow Slow-Red Stop list and go over the lists with them.</p> <p>Pull out a box of typical snacks from the grocery store and ask them which are healthy and which are not. Explain why.</p> <p>Why do people keep eating unhealthy foods and too much food if they know it is not healthy? Ask for client response. If none:</p> <ul style="list-style-type: none"><li>• Not just because it tastes good</li><li>• Is addictive</li><li>• It is everywhere</li><li>• No time to fix healthy food</li><li>• Everyone else is eating it</li><li>• It helps you feel good (comfort and pleasure)</li></ul> <p>People tend to eat more when they are stressed and unhappy. So how can you move from feeling stressed to making healthy choices (breathing, exercise &amp; relaxation)</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to increase the amount of fruits and vegetables they eat.</b></p>
HEALTH SNACK	<p>Snack choices: pineapple slices</p> <p>Why is pineapple a healthy snack? Vitamin C for a healthy body.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 4: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. Eating from the Rainbow?	<p>You may have noticed that vegetables and fruit come in all kinds of colors. To get the best variety of vitamins and minerals, all of us should eat the “rainbow”.</p> <p>Pass out the handout of the same name. Go over the colors and ask for examples of each from the clients. Have a box of examples to show them and ask if any of them have eaten what you are showing them.</p>
B. Ok, now let’s practice our breathing and relaxation exercise	<p>Let’s start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the “Tense-Release” exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to increase the amount of fruits and vegetables they eat.</b></p>
HEALTH SNACK	<p>Snack choices: trail mix</p> <p>Why is trail mix healthy snack? Protein and fiber.</p>
EXERCISE SESSION	Take them through the exercise routine.

**Note:** You may choose to add to the visualization at this point to include the rainbow. Have them imagine they are breathing the color red into their heart and filling their whole body until they are red and then exhaling out red into their bubble. Do that with each of the colors until they have a full rainbow in their bubble.

## MODULE 5: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. About water and its importance	<p>Why do you think it is important to drink water?</p> <ul style="list-style-type: none"><li>• Quench our thirst</li><li>• Replace water that we have sweated out</li><li>• Keep our joints and tissues, skin moist and healthy</li><li>• Flush the toxins from our body through elimination</li></ul> <p>How much water do you think you need to drink a day?</p> <p>6-8 8oz. glasses unless your doctor has told you to drink less.</p> <ol style="list-style-type: none"><li>1. Sometimes we think we are hungry when we are really thirsty.</li><li>2. When especially should we make sure to drink water: after exercise, when its hot outside etc.</li></ol>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to increase the amount of fruits and vegetables they eat.</b></p>
HEALTH SNACK	<p>Snack choices: jicama slices</p> <p>Why is jicama a healthy snack? Water, vitamins and fiber.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 6: HEALTHY CHOICES

KEY CONCEPT	Learning to make healthy choices can help us stay healthy.
OPENING	We are going to talk about how making healthy choices can help us feel healthy and have more energy.
CONTENT POINTS	
A. What healthy and positive choices can you make to give you more energy and help you stay healthy?	Review why making healthy food choices and drinking water will help them feel more energy and cope with stress better.
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to try and "eat the rainbow" when they are eating fruits and vegetables and drink more water.</b></p>
HEALTH SNACK	<p>Snack choices: small cup of green beans, broccoli and jicama</p> <p>Why are veggies a healthy snack? Vitamins, minerals and fiber for energy and a healthy body.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 1: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how thoughts and feelings can create stress.
CONTENT POINTS	
A. What healthy and positive choices can you make to give you more energy and help you stay healthy?	<p>Ask the clients if they think that what they think about themselves can affect their energy level? If they say yes, ask them how. If no response talk about how certain thoughts can give you energy and how some take away your energy.</p> <ul style="list-style-type: none"><li>• Give some examples of happy thoughts and ask them how it feels in their body when they say them.</li><li>• Give some examples of unhappy or negative thoughts and ask them how it feels in their body when they say them.</li><li>• Ask them if the feelings in their body when they say negative things about themselves is the same as when they feel stressed.</li></ul>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 5-7 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse.</p> <p>Ask them how they feel after the 5-7 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: nuts</p> <p>Why are nuts considered a healthy snack? Protein and healthy fat.</p>
EXERCISE SESSION	Take them through the exercise routine.

**Note:** By this time the group should know the tense and release sequence fairly well. You can ask them what comes next as you do the sequence to help them participate more fully and to assess their learning.



## MODULE 2: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how thoughts and feelings can create stress.
CONTENT POINTS	
A. Positive self talk = Healthy person	<p>Review the idea that when we talk positively about ourselves we feel good.</p> <ol style="list-style-type: none"><li>1. Ask them to tell you one positive thing about themselves. Give them a card and help them write that positive thing on the card.</li><li>2. Talk about how sometimes we think negative things about ourselves and it make us feel bad. Give them a card and help them write that negative thing down.</li><li>3. Talk to them about how we don't have to keep that negative thought. We can throw it away and only think something positive about ourselves. Have them tear up the card with the negative thought and throw it in the trash.</li></ol>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 3 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 3 minutes. Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: string cheese</p> <p>Why is string cheese considered a healthy snack? Calcium for strong bones.</p>
EXERCISE SESSION	Take them through the exercise routine.

**Note:** This session requires staff assistance and you may need to use picture cards for those that can't write or can only use pictures.

## MODULE 3: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how thoughts and feelings can create stress.
CONTENT POINTS	
A. What happens when we feel mad or sad?	<p>We have lots of feelings each day. Sometimes we get mad. Have any of you been mad today or during the last few days? What happens when we get mad?</p> <p>Ask for examples.</p> <ul style="list-style-type: none"><li>• We get tense</li><li>• We turn red</li><li>• We yell</li><li>• Sometimes we want to hit something or break something?</li></ul> <p>Ask them what they do to calm themselves down?</p> <p>What new ways have they learned in this class?</p> <ul style="list-style-type: none"><li>• Take a deep breath</li><li>• Let go of the feeling &amp; think positive</li><li>• Relax</li><li>• Do some exercise</li></ul> <p>Go through the same questions focusing on feeling sad.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 3 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 3 minutes. Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: strawberries</p> <p>Why are strawberries considered a healthy snack? Vitamins and fiber for a healthy body and heart.</p>
EXERCISE SESSION	Take them through the exercise routine.

**Note:** This can be an emotional class so allow time. Emphasize the positive in expressing and releasing these emotions as a way of taking care of themselves.

## MODULE 4: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how thoughts and feelings can create stress.
CONTENT POINTS	
A. What happens when we feel happy or glad?	<p>We have lots of feelings each day. Sometimes we feel happy. Have any of you felt happy today or during the last few days? What happens when we feel happy?</p> <p>Ask for examples.</p> <ul style="list-style-type: none"><li>• We get excited</li><li>• We have lots of energy</li><li>• We laugh</li></ul> <p>Ask them what they do when they feel happy or glad. Give them some examples from what you do and the other staff in the room.</p> <ol style="list-style-type: none"><li>1. When we feel happy and glad, what kind of thoughts are we thinking? Positive thoughts!</li><li>2. We also feel other positive feelings like self love.</li></ol> <p>When we like ourselves, we feel happy and have positive thoughts.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: grapes</p> <p>Why are grapes considered a healthy snack? Fiber, heart healthy antioxidants.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 5: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how thoughts and feelings can create stress.
CONTENT POINTS	
A. What happens when we feel happy or glad?	<p>When you love someone how do you show them that you love them? How do you show to yourself that you love yourself? Give some examples of how you show that you like/love yourself. Ask them if they do any of those things.</p> <ol style="list-style-type: none"><li>1. Ask them what new ways have they learned to show that they like/love themselves<ul style="list-style-type: none"><li>• Taking time to breath</li><li>• Taking time to relax</li><li>• Eating healthy foods</li><li>• Thinking positive thoughts</li></ul></li><li>2. Ask them if there are any other ways they take care of themselves that shows that they care about themselves.</li></ol>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: whole grain crackers</p> <p>Why are whole grain crackers considered a healthy snack? Grains provide fiber, vitamins/minerals.</p>
EXERCISE SESSION	Take them through the exercise routine.

## MODULE 6: CARING FOR SELF

KEY CONCEPT	Learning how caring for yourself in a positive way promotes physical, emotional and mental health.
OPENING	<p>We are going to review our discussion about how thoughts and feelings affect our health.</p> <ol style="list-style-type: none"><li>1. Ask them if they are thinking a positive thought about themselves daily.</li><li>2. Ask them if they have used the breath or any other new tool to calm down when they were mad.</li><li>3. Ask them if they have been more or less happy since the last session.</li></ol>
CONTENT POINTS	
A. Positive thoughts and feelings = healthy person	Review why positive thoughts and self love will help them feel more energy and cope with stress better.
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to say something positive about themselves everyday.</b></p>
HEALTH SNACK	<p>Snack choices: a small cup of blueberries and raspberries</p> <p>Why are blueberries and raspberries considered a healthy snack?</p> <p>Antioxidants for heart health.</p>
EXERCISE SESSION	Stretch and then use the Physical Flexibility Progression Chart to do the measurements.

## MODULE 1: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Can anyone tell me how your home environment can affect your health? Ask for examples:</p> <ul style="list-style-type: none"><li>• Clutter can create stress</li><li>• Keeping your home clean</li><li>• Fresh air versus odors</li><li>• Noise</li></ul>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to look at their home and see if they can add some nature.</b></p>
HEALTH SNACK	<p>Snack choices: baby carrots</p> <p>Why are baby carrots considered a healthy snack? Vitamin A for vision, fiber, healthy sugars.</p>
EXERCISE SESSION	Take them through an exercise routine.

## MODULE 2: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Can anyone tell me why washing your hands is so important?</p> <ul style="list-style-type: none"><li>• Prevents the spread of germs</li></ul> <p>Can anyone tell me where germs come from?</p> <ul style="list-style-type: none"><li>• Everywhere including our skin</li><li>• When germs get on food it can go bad; when it gets into our body, we can get sick.</li></ul> <p>When should you wash your hands?</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by thinking and feeling positive about ourselves.</p> <p><b>Ask them to their handwashing.</b></p>
HEALTH SNACK	<p>Snack choices: peach slices</p> <p>Why are peach slices considered a healthy snack? Vitamins and fiber.</p>
EXERCISE SESSION	Take them through an exercise routine.



## MODULE 3: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>What are some things you could do to make sure that the food you eat is fresh and safe to eat? Ask for examples.</p> <ul style="list-style-type: none"><li>• Throw out food that has mold on it</li><li>• Throw out food that has a bad odor</li><li>• Make sure that you put refrigerator items back in the refrigerator after you use them</li><li>• Throw out wilted and/or discolored lettuce</li><li>• Always use sealed containers and baggies to store food in the refrigerator</li><li>• Throw out leftovers after 2 days</li><li>• If you are cutting raw chicken on a cutting board, wash the board with soap and water before using it to prepare other food.</li><li>• Follow with any other ideas that are brought up.</li></ul>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to focus on their breathing this week.</b></p>
HEALTH SNACK	<p>Snack choices: a plum</p> <p>Why are plums considered a healthy snack? Vitamins and fiber.</p>
EXERCISE SESSION	Take them through an exercise routine.

## MODULE 4: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Ask the clients if they think you should exercise before or after eating a meal. The correct answer is before a meal or at least 1-2 hours after a meal. Why? Because your body is trying to digest the food and you may end up with stomach cramps if you exercise after eating a big meal.</p> <ol style="list-style-type: none"><li>1. Safe exercise is exercise that does not cause pain. If you are exercising and you feel pain, that is your body telling you to stop.</li><li>2. It's OK to feel a stretch; that is different than feeling pain. Pain creates stress in the body.</li><li>3. Our bodies and our thoughts and feelings work together. Part of loving and caring for yourself is to trust what your body is telling you.</li></ol>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to pay attention to what their body is telling them when they exercise.</b></p>
HEALTH SNACK	<p>Snack choices: watermelon</p> <p>Why is watermelon considered a healthy snack? Water content, refreshing and has some vitamins.</p>
EXERCISE SESSION	Take them through an exercise routine.

## MODULE 4: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Ask the clients if they think you should exercise before or after eating a meal. The correct answer is before a meal or at least 1-2 hours after a meal. Why? Because your body is trying to digest the food and you may end up with stomach cramps if you exercise after eating a big meal.</p> <ol style="list-style-type: none"><li>1. Safe exercise is exercise that does not cause pain. If you are exercising and you feel pain, that is your body telling you to stop.</li><li>2. It's OK to feel a stretch; that is different than feeling pain. Pain creates stress in the body.</li><li>3. Our bodies and our thoughts and feelings work together. Part of loving and caring for yourself is to trust what your body is telling you.</li></ol>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to pay attention to what their body is telling them when they exercise.</b></p>
HEALTH SNACK	<p>Snack choices: watermelon</p> <p>Why is watermelon considered a healthy snack? Water content, refreshing and has some vitamins.</p>
EXERCISE SESSION	Take them through an exercise routine.

## MODULE 5: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Ask the clients if it is important to take time to rest and relax. If yes, ask why. Here are some reasons.</p> <ul style="list-style-type: none"><li>• To allow the body time to digest its food</li><li>• To allow your body and mind time to re-energize</li><li>• To balance rest with activity so that we stay feeling happy</li></ul> <p>Ask them if they take time to rest and relax? When do they do this (not just when they go to bed) and where do they do this?</p> <p>Rest is not just going to sleep, we can rest by listening to music, reading, watching a happy movie etc. We relax best in an environment that we feel safe in.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to pay attention to what their body is telling them when they exercise.</b></p>
HEALTH SNACK	<p>Snack choices: melon pieces in a cup</p> <p>Why is melon considered a healthy snack? Vitamins that give you energy.</p>
EXERCISE SESSION	Take them through an exercise routine.

## MODULE 6: STAYING SAFE

KEY CONCEPT	Learning to cope with stress in a positive way promotes physical, emotional and mental health.
OPENING	We are going to talk about how to stay safe and healthy.
CONTENT POINTS	
A. Keeping our home safe and healthy.	<p>Ask the clients what they learned about keeping themselves safe and healthy.</p> <ul style="list-style-type: none"><li>• Wash their hands</li><li>• Handle and store food safely</li><li>• Keep their home safe and clean</li><li>• Exercise before meals and stop when you have pain</li><li>• Take time to rest and relax</li></ul> <p>All of these activities involve trusting what you think and feel or what your body is telling you.</p> <p>When you trust yourself, you listen to what you think and feel and you act on them.</p>
B. Ok, now let's practice our breathing and relaxation exercise	<p>Let's start with the belly breath. We are going to do this for 8 minutes. So lie down and close your eyes. Take a deep breath in through your nose, letting your belly get big and when you exhale let your belly collapse. Ask them how they feel after 8 minutes.</p> <p>Have them sit up and listen carefully. Take them through the "Tense-Release" exercise. Ask them how they feel and then mention that when we feel stressed our bodies get tense.</p>
CONCLUSION	<p>We can decrease our stress and give ourselves lots of energy by making positive eating choices.</p> <p><b>Ask them to pay attention to what their body is telling them when they decide to rest and relax.</b></p>
HEALTH SNACK	<p>Snack choices: blackberries in a cup</p> <p>Why are blackberries considered a healthy snack? Good for the heart.</p>
EXERCISE SESSION	Stretch and final measurement.
CLOSE	This is the last session topic for the 6 months. Do some acknowledgment on the second session. A certificate of achievement for instance.

## CHAPTER 3

# Exploring and Energizing Our Bodies!

## Overview of Teaching Stretches and Exercises

**It is important to remember that these stretches are simply guidelines and you may find that you need to adjust them to fit the person's needs.** One of the principle points to convey is listening to and being patient with our bodies. Sometimes the mind wants to go a little faster or push a little harder. A good way to practice listening and patience is to bring awareness to the breath. The breath is the quickest way to receive nutrients and release wastes. When doing the exercises, it is important that you adjust them to the abilities of the clients. You may need to use blocks and straps, or do all of the exercises lying down. All the exercises can be adapted to the level of ability of the class.

**It is only natural that during exercise and mindful movement, when we are literally rebuilding ourselves, that we focus on the breath.** This will help ease any tensions in the muscles by increasing oxygen intake and release metabolic wastes through respiration. Bringing more oxygen to our brains we find that the experience of the stretch is much more enjoyable. Our mind is relaxed when it has the proper amount of oxygen and we no longer feel tense even if we are in a difficult stretch. Starting each session out with a few "Big Belly Breaths" while moving the arms up (inhale) and down (exhale). Through this simple warm up, the breath and the movement become a more natural combination. Let's practice this right now.

### Flow of the Class

**Another important point to consider when teaching these techniques to a class is the energy and flow of the persons in the room.** Some days are different than others and you might have to move through the series of stretches a little quicker or a little slower. For example if the class is a little agitated or excited and they are having a hard time settling down, you might want to move more quickly through the series at first. This does not mean moving quickly into the stretches which can have the possibility of injury. Instead of holding the stretch for a long time come out of it a little sooner. You may resort to dancing for a while, encouraging free movement of the body just to get out some of the restless energy. The quicker pace helps to keep the attention on the subject at hand. If you find the energy changing then it is ideal to move them into a few stretches that they can hold themselves in and focus on the breath. This will bring their energy to a more manageable level, help to strengthen their focus, and to feel clear and connected in body and mind.

**If you notice that the energy seems a little low or sluggish and they don't really want to do anything then your tactics for teaching will change.** In this instance you might need to start slow and easy. This will allow them to get started moving their bodies with minimal effort. Then build the practice at a steady flow bringing more energy to the stretches. If you feel the energy rising then give them a quicker pace for a number of stretches before bringing them back to a longer hold with increased focused.

**These are just guidelines and there is no formula that can accommodate the beauty of being in the moment.** Some classes might be mostly dancing, or mostly Qi Gong, or most of the time on the ground or standing. Once you familiarize yourself with the practices and techniques you will have a

better understanding of their effects and be better equipped to teach and share in the moment. Your ability to gauge the class energy comes over time and practice. Be patient and enjoy the unexpected!

## **Movement Program**

**The exercises in this program are intended to re-introduce the person to their bodies.** For some of the students it may have been a long time, if at all, since they experienced focused movement in their bodies. These simple stretches are easily adapted to the person's skill or abilities. This program will stretch the muscles, improve circulation, connect the hemispheres of the brain with physical movement, and build a stronger relationship with the abilities and strengths not only of the physical body but also the mental and emotional bodies.

**It is a good idea to have some tools or "props" available to assist the students in certain stretches.** Straps, blocks, and blankets are a good start. They will be able to help those that need a little extra support in the various exercises. A "strap" can be any length of fabric or material that is fairly taught. A canvas belt-like object without metal or hard parts is ideal. "Blocks" are tools used to raise parts of the body in different stretches to relieve overly tight muscles such as low back and hamstrings. Blankets can be used to lift the hips off the ground while sitting making for a more gentle stretch. They increase padding on the mat giving more cushion to the knees and backs. They also can be used to keep the students warm during relaxation if the room is too cold. There are many other forms of props available but they are not absolutely necessary for these instructions. As you move through the exercises on your own you can experiment with different tools and see what can be incorporated into your class.

**The names of the stretches and exercises are based on what they look like.** You can make up fun names for each one. At times the author included the Sanskrit Yoga word for the stretch or the word used to describe the Qi Gong practices. You can even ask the students what they think the stretch could be called or what it reminds them of. This is a fun way to connect with them as well as stimulating the mind throughout the class.

**The stretches and exercises have no particular order.** It is important to organize the stretches on the ground, sitting, and lying, as well as standing so that the students are not exerting themselves more than necessary getting up and down. In future classes getting up and down more will add a level of difficulty to the practice and can help strengthen different aspects of the body and will power. A general flow that the author used in the stretching was as follows: **Sitting - Standing - Sitting - Lying - Relax.**



## Stretches & Exercises

**General Precautions:** Forward bends are typically not recommended for those with spinal disk problems. Certain poses may not be beneficial for those who have had hip replacements, spinal fusions, or other reconstructive surgeries. Always make sure you know your client's individual physical limitations and obtain medical clearance to participate if needed.

### SITTING

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- **SUNRISE BREATH** Sitting comfortably on the floor (sitting on a blanket can ease tension in tight hips) with legs crossed if you can (straight is fine). Feel your spine tall and strong. Relax your shoulders down away from your ears. Bring your focus to your belly and let it expand out with every inhalation. When you exhale pull your navel in towards your back. Now as you **INHALE** sweep your arms up to the sky making a sun shape with your hands. **EXHALE** and relax your arms back down. Do this 5 – 10 times.

**BENEFITS:** the sunrise breath is a great way to connect the movement of the breath to the movement of the body. This aspect is important when moving through the rest of the exercises as it will bring greater relaxation to the muscles being stretched and exercised by increasing the oxygen in the blood and releasing any wastes through the exhale. When we encounter stressful situations in life as well as stressful postures and stretches there is a tendency to hold the breath. This holds the intensity of the experience and can send us into a Fight or Flight response. This response creates a chemical change in our bodies increasing the levels of adrenaline and cortisol. These chemicals in prolonged excess have been known to cause or assist in many disorders in the body and mind. When we breathe it signals to our body and mind to relax therefore releasing any need for these “stress” chemicals and increasing beneficial chemicals such as serotonin which assists in the bodies natural healing process and relaxes the mind. By lifting the arms up as you breathe it creates more space within your body for the breath allowing for a deeper breath and an increase of awareness of breath and movement. This helps people who are not necessarily accustomed to deep breathing, as well as seasoned practitioners, maintain their deep breathing through their practice and increase the benefits of the exercise.

- **SEATED SPINAL TWIST** Sitting tall with legs crossed or straight out, **INHALE** reach your arms up to the sky, and **EXHALE** twist to your right. Place your right hand at the base of your spine, left hand to your right knee, and look over your right shoulder. **INHALE** back to center reaching your arms up and **EXHALE** switching sides.



**BENEFITS:** In eastern philosophies such as yoga, spinal twists awaken our energy centers along the spinal column. This relates to our central nerve channel and its plexuses. This increases the smooth flowing movement of energy through our nerves which permeate all parts of our body and mind. Twists are also beneficial for the vertebrae and discs within the spine. The twisting movement encourages more blood

flow to the areas of the spine therefore increasing nutrient intake and waste removal. It is said that twist help to reduce fat around the waist and benefit the spleen and liver organs. These two organs in eastern thought balance the movement of fluids and nutrients through the body and govern overall organ health. The liver is a known organ of detoxification in the west as well.

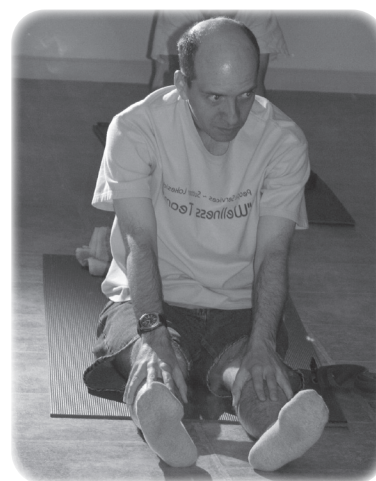


## SITTING



• **SEATED SIDE EXTENSION** Sitting tall with legs crossed or straight out, **INHALE** reach your arms up to the sky, **EXHALE** your right hand down to the ground at your side. **INHALE** reach the left arm straight up lengthening through your left side then **EXHALE** reach your left hand over to the right side. Feel the stretch in the left side and ribs. **BENEFITS:** Gravity is constantly pulling our bodies towards the Earth. By stretching our sides we can bring a refreshing influx of blood, energy, and nutrients into these muscles that can get compacted down throughout the day. This stretch (as all side stretches do) helps to open the breath by relaxing the rib cage and lengthening through the torso creating more space.

• **SEATED FORWARD FOLD** • Sitting tall with legs straight in front of you, **INHALE** raise your arms up over head, **EXHALE** fold from your waist and reach your hands towards your toes. It's okay if you cannot reach your toes yet. Place your hands down on your legs as far as they reach. Be sure to keep your shoulders relaxed away from your ears. Drop your chin to your chest. When you become more comfortable in this posture you can focus on bringing the navel deeper in towards the spine on the exhale. **BENEFITS:** In Yoga forward folds are considered contemplative postures. They help to relax the mind and give a sense of comfort as you fold "into" yourself. When legs are stretched out fully it helps to stretch and strengthen the sciatic nerve. This is a good stretch for lengthening the spine, back, and legs. It also gently strengthens the abdominal muscles.



• **SEATED WIDE ANGLE FORWARD FOLD** Sitting tall with legs extended and out to the side forming a "V" shape. **INHALE** raise your arms up over head, **EXHALE** fold from your waist and reach your hands forward placing them on the ground as far as they reach. Practice keeping your spine lengthened and straight as possible. For a variation try to reach your hands out to the sides and with the first two fingers of each hand grab your big toes.



• **SEATED WINDMILLS** • Sitting tall with legs extended and out to the side forming a "V" shape. Extend your arms out to the side. **INHALE** sit up tall. **EXHALE** reach your right hand across your body towards your left foot/leg. **BENEFITS:** Strengthens the muscles of the stomach and can relieve mild backache. The rotating motion helps to reduce fat around the waist as well as lightly detoxifying the internal organs. By connecting opposite hand and foot you strengthen the nervous system and improve coordination. **Note: do not do this if you have severe back problems.**



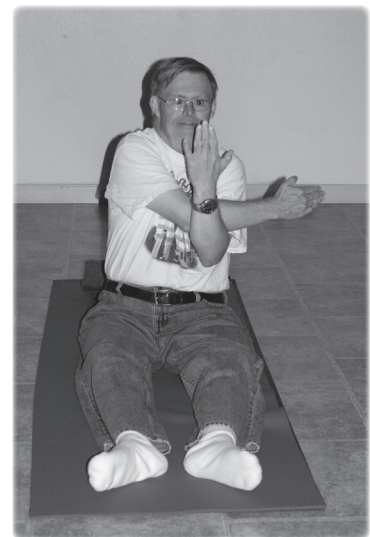
## SITTING



• **SEATED BEHIND BACK ARM STRETCH** Sitting tall with legs straight or comfortably crossed (this can be done from a standing position also). Take a hold of a strap in your right hand and raise it above your head so that the strap falls behind your back. Bend your right arm so the elbow points up to the sky and the hand reaches down the back. Now reach your left hand behind and up your back reaching for the right hand. Grab the right hand or the strap depending on flexibility. Try to keep your right elbow up, chest open, and your chin lifted. Breathe. Hold for 5 breaths or so, shake it out, then switch sides. **BENEFITS:** This stretch benefits the upper body, shoulders, and arms. By focusing on the breath in this often confusing and challenging position

you become more able to remain calm and connected to your breath in difficult life situations. This stretch helps improve coordination and body awareness. *Note: Don't force into this pose. Use the strap, be gentle. Find a place where you can relax into it and then gradually improve your form.*

**SEATED STRAIGHT ARM SHOULDER STRETCH** • Sitting tall with legs straight or comfortably crossed (this can be done from a standing position also). Reach your right arm across your body so the arm is parallel to the ground. Now hook your left hand or crook of the left elbow behind the right elbow so that it stretches the right shoulder. Hold for a few breaths, shake it out, switch sides. **BENEFITS:** An easier arm stretch than the previous one. Still this stretch can be confusing for some due to crossing the mid-line. Therefore this stretch improves coordination as it involves asymmetric arm movement that involves the mind and body. It helps to relax the back of the shoulders and the upper arm.



**WINDSHIELD WIPERS** (no photo) Sitting tall with legs straight and out at an angle. Focus on your right foot first. Begin to move it from the outside to the inside like a windshield wiper. Now do the left foot.

Then do both feet at the same time. Roll them both to the right then to the left. Try rolling them both to the outside then both to the inside. Encourage the student to focus on the different parts of their legs. Where do they feel it? Explore the movement and feeling, focusing on the foot, the lower leg, the knee, thigh, and hip, separately at first and then all together.

**BENEFITS:** This is a good warm up for the legs and it helps to bring focus and concentration to the body, mind, and breath. It encourages the student to feel the different parts of their legs throughout the exercise while connecting each movement of the body to the movement of the breath. This will make the connection with the breath easier to practice in the later more challenging stretches.

**SEATED LEG MASSAGE** (no photo) Sitting tall with legs straight in front of you, place your hands on your thighs close to your torso. **INHALE** sit tall, **EXHALE** rub your hand down your legs towards your toes. **INHALE** back to starting position as you rub your hands up your legs. Repeat 10 times. **BENEFITS:** A good warm up for the back and legs. This provides a gentle stretch that the student can gradually ease into while stimulating circulation in the legs. The increased circulation from the friction



## SITTING

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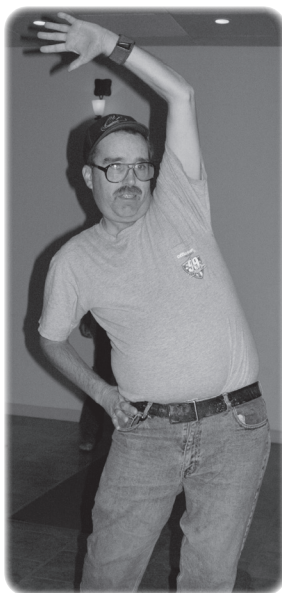
### SEATED LEG MASSAGE - continued

of the hands will allow the muscles in the legs to release more metabolic wastes and deposits increasing the comfort of the stretch and health of the muscles. In Eastern philosophies there are energy channels that run throughout the body. These channels are called “meridians” in Chinese Medicine and “Nadis” in Ayurvedic Medicine. These two forms of holistic practices are the oldest known medical sciences in the world. By stimulating these channels not only is the blood flow increased but the energy or life force (Qi / Prana) is increased benefiting various aspects of body and mind. It is not necessary to know the complete functioning of these channels to receive the benefits. The body has an innate wisdom and will direct the energy it needs for that moment. This exercise also benefits the organs in the abdomen as they are gently massaged from the forward and back movement.

## STANDING

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**STANDING SUNRISE BREATH** • Standing comfortably feel your spine tall and strong. Relax your shoulders down away from your ears. Bring your focus to your belly and let it expand out with every inhalation. When you exhale pull your navel in towards your back. Now as you **INHALE** sweep your arms up to the sky making a sun shape with your hands. **EXHALE** and relax your arms back down. Repeat for 5 – 10 times.



• **REVERSE TEA KETTLE** **INHALE** and reach your arms up to the sky. **EXHALE** and place your right hand on your right hip. **INHALE** reaching your left arm high lengthening the entire left side of your body then **EXHALE** press your right hand into your right hip and reach your left arm over to the right. Feel your left foot grounded as your left arm reaches. Hold this stretch for 2 – 5 breaths then switch sides. **BENEFITS:** We can often feel like the world is weighing down on us. This can create a heaviness in our torso and lead to hunched or slouched postures. This stretch lengthens the sides of the torso. It enables the breath to flow deeply with ease and naturally will help improve the posture.

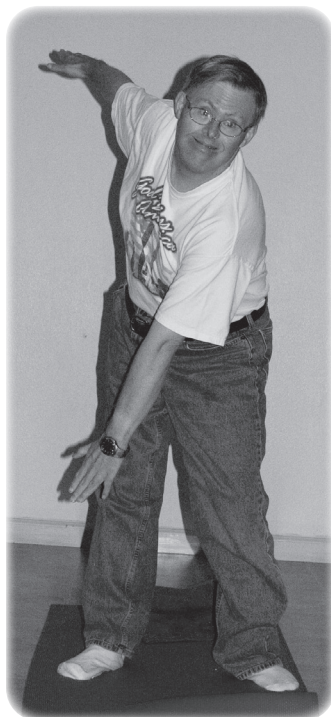
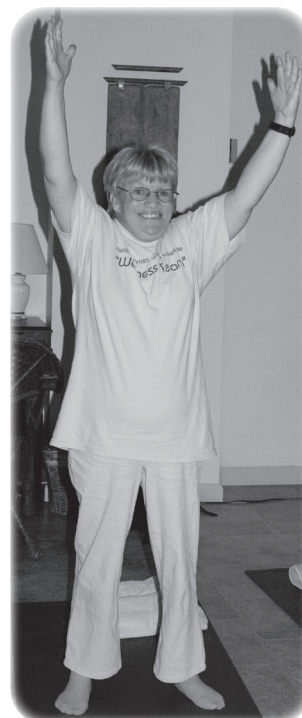


**TABLE TOP (FLAT BACK)** • From Standing Forward Fold, **INHALE** and bring your hands to your shins or knees and lift your torso half way up so that it is parallel with the ground. Lengthen the spine and bring your shoulders away from your ears. Hold here for a few breaths or **EXHALE** back into a fold. **BENEFITS:** this pose is a good in between stretch for forward fold. It counters the stretch in the spine allowing it to lengthen for a deeper stretch as you fold forward once again.



## STANDING

**STANDING FORWARD FOLD** • Standing comfortably and feel your spine tall and strong. Relax your shoulders down away from your ears. Bring your focus to your belly and let it expand out with every inhalation. When you exhale pull your navel in towards your back. Now as you INHALE sweep your arms up to the sky making a sun shape with your hands just like the sunrise breath. EXHALE folding from the waist and reach your arms down towards your toes. It is okay if you cannot touch your toes. Relax, tuck your chin into your chest looking towards your navel, and allow your arms to hang. If your hamstrings are a little tight then bend the knees slightly, eventually straightening your legs as your body relaxes. Allow gravity to do the work. Never force yourself into the pose. INHALE up and EXHALE down a couple times in a row OR hold the fold and take 3-5 big belly breaths. **BENEFITS:** Forward folds are contemplative stretches by nature. As we fold into our selves it allows our mind to relax and notice things that get overlooked in the busyness of our everyday lives. In addition to relaxing the mind, standing forward folds lengthen the spine and gently massaging the organs in the abdominal region. They benefit the waist line and stretch the back of the legs.



• **WINDMILLS** Stand tall with legs out to the side as far as comfortable, forming an upside down “V” shape. Extend your arms out to the side. INHALE and feel your body lengthen, EXHALE bending from the waist reaching your right hand across your body for your left leg. Let your left arm go up and behind you. Touch your leg wherever your hand comes to, eventually reaching all the way towards the opposite toes. INHALE back to starting position, EXHALE to the other side. **BENEFITS:** In this exercise both the body and the mind are benefitted. Anytime the student crosses the midline and touches the opposite side of the body, the neural networks in the brain become strengthened. This provides greater coordination and expands the “range” of the mind allowing the student to be more calm and centered in times of difficulty.



### WIDE ANGLE FORWARD FOLD •

Stand tall

with legs out to the side as far as comfortable, forming an upside down “V” shape. Place your hands on your hips and on an EXHALE begin to fold forward from your waist keeping your back straight at first (for at least half of the movement forward) then relax your spine and neck hanging from your waist. Take a few relaxed breaths.



## BASIC QIGONG (chee-gung)

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Qi is described as the universal energy, in forms such as light and heat etc., that is the activating force in all life and the state of being of any phenomena. It is the thread that connects all things. This vital life force flows through humans along meridians or energy channels in the body. The art of Qigong works to regulate this energy to improve health.

Stand tall with legs out to the side as far as comfortable, forming an upside down "V" shape. Extend your arms out to the side. INHALE and feel your body lengthen, EXHALE bending from the waist reaching your right hand across your body for your left leg. Let your left arm go up and behind you. Touch your leg wherever your hand comes to, eventually reaching all the way towards the opposite toes. INHALE back to starting position, EXHALE to the other side.

Stand with feet slightly apart (about hip width) and feel rooted to the earth like a tree. Knees, elbows, & fingers are all slightly bent, shoulders relaxed. Your chest should feel relaxed and open and your spine should feel long and open. Relax your abdomen and solar plexus (below the anterior junction of the ribs). Eyes are open with a soft relaxed gaze.

- First notice your breath. Make it slow, quiet, & deep. Breathe in through your nose and out through your mouth. Purse your lips slightly and imagine exhaling in a straight line. Connect the tip of your tongue to the roof of your mouth completing the energy circuit through the body which strengthens the nervous system and the energetic flow (not as important in the beginning). Take a few breaths to bring energy from the earth up through your feet to your pelvis.
- Then bring the energy up to navel area with a few breaths.
- Next move the energy up to your heart center.
- Finish with a few full body breaths all the way to the crown of the head. Relax your mind into your breath.

Now you are ready to begin.

**RELAXED ARMS BODY TWISTING** (no photo) Breathe in and out relaxed through the nose. Keeping your legs grounded relax your upper body. Let your arms hang from your shoulders like cooked spaghetti noodles. Begin to gently swing your arms back and forth as your torso twists side to side. Have a gentle yet firm stance while your upper body is relaxed. This is a good warm up for the body before the following exercises. It opens the channels of energy and relaxes the mind which in turn relaxes tension throughout the body.

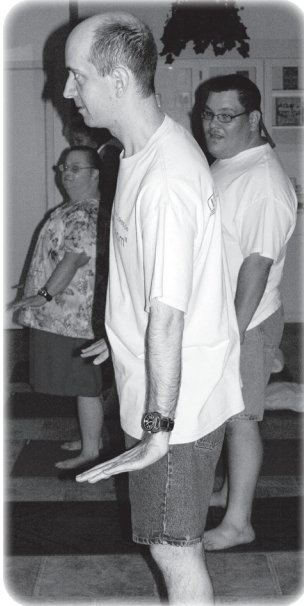
**UP AND DOWN ENERGY MOVEMENT** • With arms relaxed down in front of you, lightly connect the tips of your middle fingers (or just close together) with palms facing up like you are holding a cup of soup or a ball of energy. INHALE through your nose bringing your hands up to your neck/chin level. Turn your hands over so they are on top of the energy ball, palms down to the earth, and EXHALE through your mouth in a straight line, pushing your hands back down to the starting position near your waist. Turn your palms up and repeat. Practice balancing the breath by counting to 4 or so on the in breath and the same count for the out breath. Continue for at least 10 breaths.





## BASIC QIGONG

**IN AND OUT ENERGY MOVEMENT** • In the same standing position, start from the inhale of the previous exercise and this time on the EXHALE turn your palms away from your mouth/throat/chest area and push them out from your body. INHALE turn palms towards your mouth/throat/chest area bringing them in to your body. Continue these movements, balancing the breath, as if bringing the breath into your mouth/throat/chest area on the inhale and exhaling your hands out away from your body. Continue for at least 10 breaths.



• **INVISIBLE TABLE** Bring your arms down to your sides. Point your fingers forward with your palms facing down to the earth. Press down the ground with the heel of the palm. Keep your hands parallel to the ground. It should look like you are resting your hands on an invisible table. This helps to stretch the arms and open the meridians that flow through that area. Breathe full breaths from the roots in your feet to the top of your head. Hold here for at least 10 breaths.

**FEEL THE ENERGY** Remain in the Qigong stance. Bring your arms out laterally to your sides. Hold your hands up as if you were holding a large beach ball in front of your chest. Close your eyes and slowly begin to move your hands closer together but don't touch them. Be patient. Clear your mind and focus your energy of awareness on the palms of your hands. What do you feel? When you begin to feel something (energy) in your

palms/arms, stop moving your hands. This experience is often like your hands are polar ends of a magnet pressing away from each other. It can feel like you are holding a ball of energy in your hands. Play with this ball for a while. Keep your eyes closed and notice what you see or feel. You created this energy!!! Then bring your hands together pressing the energy into your body through your arms. **BENEFITS:** Through this practice you can get a better sense of the energy within you. It demonstrates that you can create it on your own without outside stimulus. This gives a sense of self-empowerment. Qigong removes blockages of energy in the body and allows you to experience the inner movement of life. Traditionally Qigong is said to help strengthen the nervous system, open the flow of Qi, blood, and vital fluids increasing overall health and vitality. These simple exercises help to relax the body and mind, bringing more focus to the energy of life.

**MARCHING** (opposite hand/knee touch) • From standing position, feet hip width apart, bend your right knee bringing it up towards your torso while crossing your left hand across your body touching the knee/thigh. Then switch touching the right hand to the raised left knee/thigh. Many people cannot lift their leg off the ground when they begin the program due to lack of balance and strength in those particular muscles. Just bending the knee and keeping the toes on the ground while still touching it with the opposite hand is an easier variation. Having them visualize their knee lifting all the way will help



## BASIC QIGONG

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### MARCHING - continued

**their body-mind connection and quicken their abilities. BENEFITS:** This is a very energizing exercise. It is good if the class is a little excited as it will help calm down their energy by focusing and releasing it. This exercise also can bring energy to the group if they seem a little tired. It stimulates movement of the muscles, joints, circulation, and mind. By crossing the midline coordination is improved and the mind body connection strengthened.

## LYING DOWN EXERCISES

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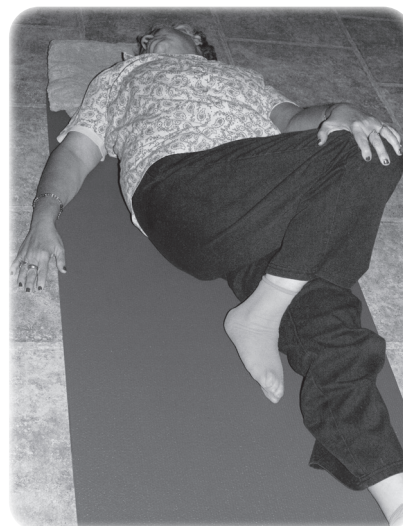
**KNEES TO CHEST** • Lying down with legs straight out on the mat, INHALE and bring your right knee in towards your chest. Hold it in to your body for a breath or two then EXHALE and straighten your leg. Now INHALE and bring your left knee in towards your chest. Hug it in then EXHALE release. After you have done each leg, bring both legs in on an INHALE. **BENEFITS:** This movement stimulates the body, stretches the low back, and gently massages the internal organs. The movements massage the organs so they can better release their waste and the colon therefore improving elimination of wastes (note that you may hear some of this release during class). Improved elimination benefits the entire body and mind. Connecting the movement with breath helps build coordination and self-confidence.



• **KNEES TO CHEST** (opposite hand/knee touch) Start with the same initial movement of the previous exercise. Instead of hugging the knee into the chest/body, touch the knee/thigh with the opposite hand. INHALE as the leg comes up, EXHALE as it goes back down. At first the students will need to hold in the position for a couple breaths. This exercise can be slow or sped up when the students have become more familiar with the movements. Switch from

one side to the other touching at least 5 times each leg. **BENEFITS:** It offers the same benefits as crossing the midline exercises. It has a gentle massage effect on internal organs. It also helps strengthen the core muscles.

**SUPINE SPINAL TWIST** • Lying down with legs straight out on the mat, INHALE and bring your right knee in towards your chest. Relax your right hand down to the side and hold the right knee with the left hand. Feel that your back is relaxed down on the mat. Check your hips, are they starting to lift? If so then relax a little and come back to a neutral spine (grounded, not flexed or extended). On an EXHALE and gently guide your right knee across your body to your left side while at the same time looking to the right (if you are able). Keep both shoulders on the ground and breath into your back relaxing your



## LYING DOWN EXERCISES

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### SUPINE SPINAL TWIST - continued

shoulders, back, and hips. Take a few big relaxing breaths here before switching sides. Your knee does not have to go all the way over. **BENEFITS:** This is a twist from the Thoracic vertebrae. It brings nutrients to the vertebrae and discs in the spine. The spine is the main channel for our energy and the information that travels through our body. Twists generally open this flow of energy invigorating the body and mind. It benefits the internal organs and can help with constipation and gas. Because this stretch involves crossing the midline, and moving your body in different directions it improves coordination and confidence.



### • RAISED LEG STRETCH W/ STRAP

Lie on your back with both legs straight on the ground. Bring both knees into your chest. Place the left foot down to the ground so the knee is bent and the sole of the left foot is on the mat. Take the strap in both hands and wrap the middle of it around the sole of your right foot. Straighten your right leg up to the air. Eventually get the raised leg at a 90 degree angle from your body but in the beginning it can be at any angle. Experiment with the leg bent slightly slowly moving towards straight. The grounded leg can take a variety of positions depending on the flexibility of the lower back and hamstrings. Begin with the grounded leg as described above. If that is too challenging then try and bend the knee back into the chest. For a more advanced variation you can straighten the leg to the ground. This is the ideal goal of this stretch. Switch legs. Then do both legs raised at the same time with the strap then without. **BENEFITS:** This stretch is good for those with weak or troubled lower backs. It stretches the hamstrings without putting any stress on the lower back as can sometimes happen in forward folds. This would be a good stretch to warm up with in the beginning of class. With one or both legs raised this stretch acts as inversion. Inversions help to bring any metabolic waste from the feet towards the organs of elimination. Gravity is always pulling things down to our feet so this provides a good counter to that pull. **Note: inversions are not recommended for those beginning their menstrual cycle or that have high blood pressure.**

## END OF EXERCISE SESSION RELAXATION

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It is a good idea to encourage relaxation in every pose. This is how we can begin to take the practice of these exercises off the mat and into our lives. Sometimes the stretch may be intense and we are not used to being in that position. By reminding the students (and yourself) to relax and find their breath they can begin to expand their edge and feel the strength they have to overcome many of their "fears". The relaxation position for the end of class is a very simple one. Lie down on your back, arms relaxed at your sides, palms facing up. If you are experiencing low back discomfort then have the soles of the feet on the ground with knees bent up to the sky. Let the knees fall together in the center to release the lower back. Take them back to the belly breath and use the visualization process in the education modules or your own to complete the session.



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- C. Green-Go! Yellow-Slow! Red-No!
- D. Eating from the Rainbow

### References

For more information on wellness, diaphragmatic breathing and its effects, and yoga we recommend the following.

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3. Kabat-Zinn, Jon, Ph.D., Full Catastrophe Living, Dell Publishing, New York, 1990
4. Lovejoy, Leslie, Ph.D. & Mather, Kelly, M.H.A., Create Your Health Using the Five Keys to Wellness, Harmony Healing House, 2008
5. Wenig, Marsha, YogaKids, Stuart, Tabori & Chang, New York, 2003

## Are You Healthy?

### WELLNESS ASSESSMENT

1= No/Never    2= Sometimes    3= Usually    4= Yes/Always

#### General Health

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. I am well and do not get sick very often. | 1 | 2 | 3 | 4 |
| 2. I have energy and feel good all day.      | 1 | 2 | 3 | 4 |
| 3. I have very little pain.                  | 1 | 2 | 3 | 4 |
| 4. I take very little medicine.              | 1 | 2 | 3 | 4 |
| 5. I wakeup excited about my day.            | 1 | 2 | 3 | 4 |

Score \_\_\_\_\_ divide by 5=\_\_\_\_\_/4

#### Caring For Self

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. I like myself.                                  | 1 | 2 | 3 | 4 |
| 2. I take time for myself and rest daily.          | 1 | 2 | 3 | 4 |
| 3. I am a good friend and have several friends.    | 1 | 2 | 3 | 4 |
| 4. I am usually happy and say nice things.         | 1 | 2 | 3 | 4 |
| 5. I usually think positive thoughts about myself. | 1 | 2 | 3 | 4 |

Score \_\_\_\_\_ divide by 5=\_\_\_\_\_/4

#### Coping with Stress

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. I practice deep breathing daily.                        | 1 | 2 | 3 | 4 |
| 2. I take a deep breath when I am upset.                   | 1 | 2 | 3 | 4 |
| 3. I spend time outside in nature daily.                   | 1 | 2 | 3 | 4 |
| 4. I make time to stretch and relax my body daily.         | 1 | 2 | 3 | 4 |
| 5. I watch TV or play video games less than 2 hours a day. | 1 | 2 | 3 | 4 |

Score \_\_\_\_\_ divide by 5=\_\_\_\_\_/4

#### Healthy Choices

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. I eat 2 vegetables, 2 fruits and 2 grains every day.   | 1 | 2 | 3 | 4 |
| 2. I drink water and beverages with very little caffeine. | 1 | 2 | 3 | 4 |
| 3. I eat a wide variety of fruits and vegetables daily.   | 1 | 2 | 3 | 4 |
| 4. I get 30 minutes of exercise daily.                    | 1 | 2 | 3 | 4 |
| 5. I eat very little sweets.                              | 1 | 2 | 3 | 4 |

Score \_\_\_\_\_ divide by 5=\_\_\_\_\_/4

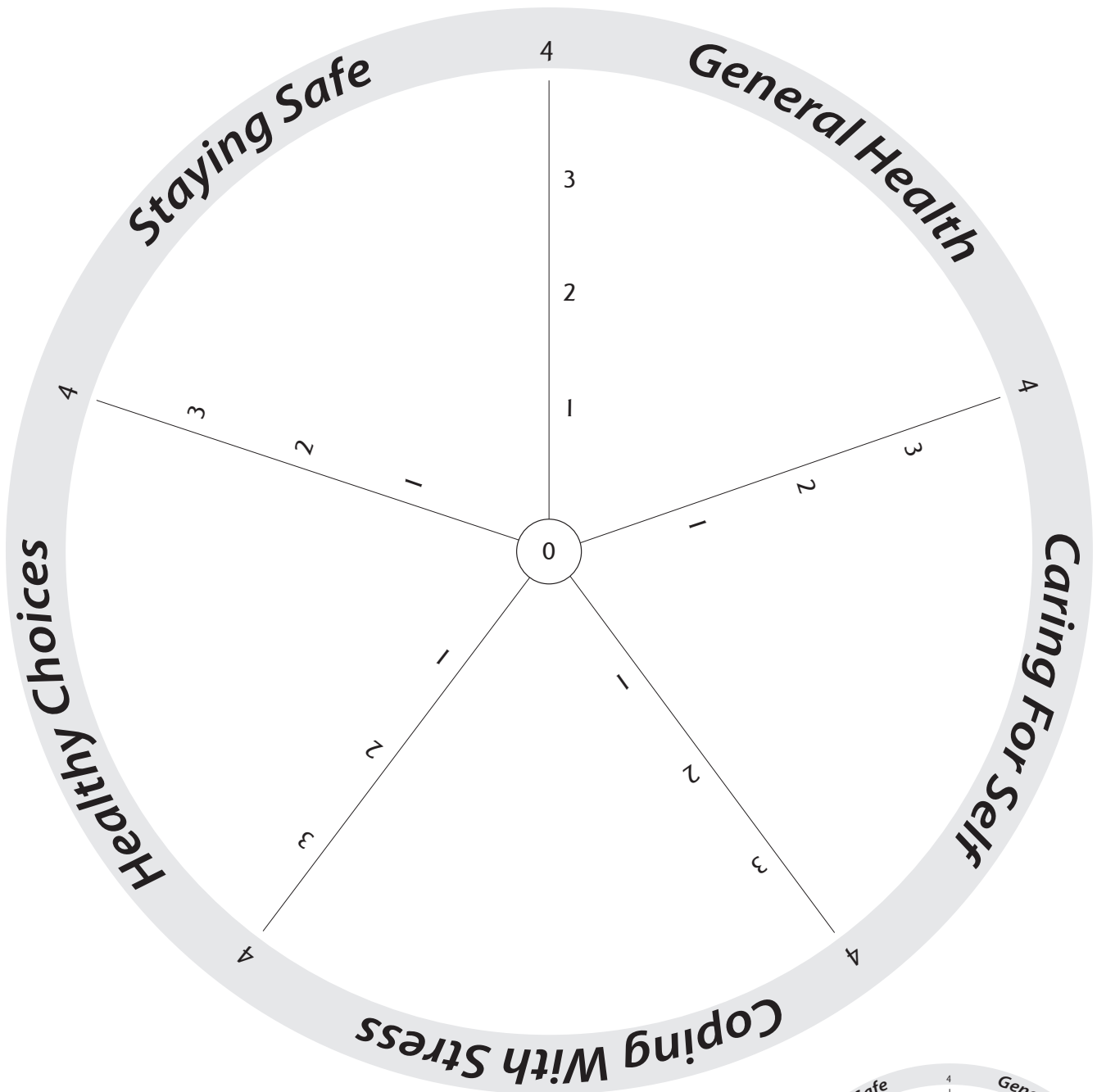
#### Staying Safe

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. I am kind and find kindness is returned to me.     | 1 | 2 | 3 | 4 |
| 2. I make sure to wash my hands before eating.        | 1 | 2 | 3 | 4 |
| 3. I know that my actions and thoughts affect others. | 1 | 2 | 3 | 4 |
| 4. I keep myself safe from harm.                      | 1 | 2 | 3 | 4 |
| 5. I know how to exercise safely.                     | 1 | 2 | 3 | 4 |

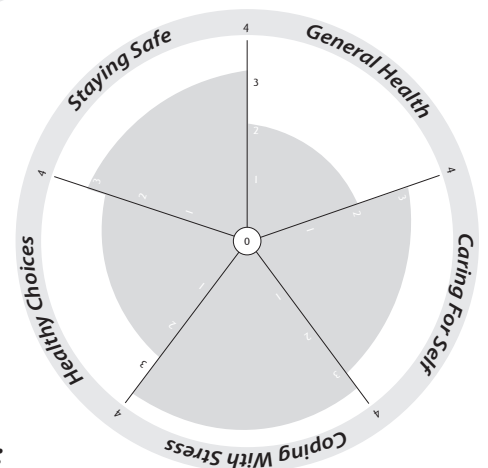
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# WELLNESS WHEEL

Instructions: Plot the final score in the pie wedge that corresponds to the dimension.



Example Wheel:



## Healthy Me! Healthy You! Program Challenge Goals

Name \_\_\_\_\_

Start Date \_\_\_\_\_

### ***Program Challenge Goals:***

Eat 5-7 servings of fruits and vegetables each day

Drink 6-8 8 ounce glasses of water each day

Get at least 30 minutes of exercise daily

### ***Wellness Log: Record Your Progress Below***

WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL
Fruits and Veggies								
Glasses of Water								
Minutes of Activity								
Tried Belly Breathing								

Parents/Care Providers: At each session we teach the importance of taking a deep abdominal breath to de-stress. Was there a time this week when someone in your family could have used a deep breath to de-stress? Did you try using the belly breath this week?    Yes    No

Parent/Caregiver Signature: \_\_\_\_\_

## Physical Health Progression Chart

Name \_\_\_\_\_

Start Date \_\_\_\_\_

**Standing Forward Fold:** Stand with feet hip width apart. Reach your arms to the sky, then fold down to the earth, bending at the waist. Measure from your finger tips to the ground.

Date							
Fingers to ground in inches							

**Behind Back Arm Stretch:** Sit or stand. Reach your right arm to the sky then bend the elbow and bring your hand towards your back. Keep the left arm at your side, bend the elbow and reach the left hand towards the right. Measure between the hands. Then switch sides.

Date							
Right arm above							
Left arm above							

**Sitting Forward Fold:** Stand with your legs straight in front of you. Reach your arms to the sky then fold forward from the waist. Measure from the finger tips to toes with arms straight.

Date							
Finger tips to toes in inches							

**Behind Back Arm Stretch:** Sit or stand. Reach your right arm to the sky then bend the elbow and bring your hand towards your back. Keep the left arm at your side, bend the elbow and reach the left hand towards the right. Measure between the hands. Then switch sides.

Date							
Left knee and floor							
Right knee and floor							

## **Tense and Release Exercise**

The "Tense and Release" exercise is a progressive relaxation exercise involving the tensing of muscle groups (isometrics) followed by relaxing those same muscle groups. Have the clients sit on the floor with legs out stretched. The progression is as follows:

- 1. Beginning with the toes of both feet have them curl their toes as if making a fist with their toes and hold for 2-3 seconds and then release. Repeat three times.**
- 2. Flex the feet towards the head (Toes to the Nose) as if you were trying to touch your nose with your toes and hold for 2-3 seconds and then release. Repeat three times.**
- 3. Extend the feet towards the floor (Toes to the Floor) as if you were trying to touch the floor with your toes and hold for 2-3 seconds and then release. Repeat three times.**
- 4. Pull the cheeks of the buttocks in close to the body and hold for 2-3 seconds and release. Repeat three times.**
- 5. Pull your belly muscles in tight and hold for 2-3 seconds and release. Repeat three times.**
- 6. Hold both arms out in front of the body and make fists with both hands and hold for 2-3 seconds and then release. Repeat three times.**
- 7. Pull the shoulders up to the ears and hold for 2-3 seconds and then release. Repeat three times.**
- 8. Pull the muscles of the face into the center as if you had just bitten into a very bitter lemon and hold for 2-3 seconds and then release. Repeat three times.**

Staff will need to help clients with these moves in the beginning but the client's will learn the pattern very quickly and be able to do it on their own. When they can do the sequence holding easily for 2-3 seconds, you can increase it to 5 seconds.

## Self Nurturing Handout



Here is a list of activities that you can do to help reduce your stress and help you get healthy!

*Go for a walk in nature*

*Listen to soothing music*

*Enjoy a warm bath*

*Watch the sunset or sunrise*

*Exercise*

*Play with a pet*

*Stretch*

*Talk to friends and family*

*Watch a funny movie*

*Listen to music that makes you dance*

*Draw or paint*

*Sing*

*Savor a healthy snack*

*Go to the beach*

*Go to the mountains*

*Go on a picnic*

*Play sports*

*Take a nap*

*Belly breathe*

*Practice positive affirmations*

*Think of things you are thankful for in your life*

*Look at the stars*

*Garden*

*Give yourself a foot massage*

*Go to the lake and watch the ducks*

## **GREEN GO! YELLOW SLOW! RED STOP!**

### **Healthy Snack Choices**

Choose to eat from this list most of the time and limit foods from the yellow list and avoid foods from the red list.



#### ***Green Go!***

Foods are: all vegetables and fruits, most nuts, whole grains, fresh fish, tuna, skinless and low % fat meats, eggs, lowfat cheese, whole grain pastas, 1% or lowfat milk, 100% juices, water, oatmeal.



#### ***Yellow Slow!***

Foods are: muffins, fruit yogurts, granola and other snack bars, juices and beverages that are not 100% juice or that have sugar added puddings, ice cream, popcorn with light butter and salt, rice cakes, juice bars, low sugar cereals, pizza.



#### ***Red Stop!***

Foods are: white rice/bread, fried foods, chips, soda, candy, cake, Gatorade, doughnuts, fast food, ice cream high in fat and sugar.



## EATING FROM THE RAINBOW!

It's not just about eating your greens or your spinach anymore! To get the most nutrition out of your food, it helps if you "Eat the Rainbow". Fruit and vegetables come in all colors and it turns out those colors have very specific purposes in keeping us healthy. All fruits and vegetables have vitamins, minerals and phytochemicals that promote a healthy heart and help us fight infections.

### **Did you know that yellow and orange fruits and vegetables:**

- Support a healthy immune system & fight infections
- Support healthy vision & night vision
- *Examples: oranges, carrots, yellow peppers, butternut squash, pumpkin, peaches, nectarines, corn, sweet potatoes*

### **Did you know that white fruits and vegetables:**

- Support a healthy cholesterol level
- Reduce the effects of aging
- *Examples: jicama, turnips, apples, radishes, cucumbers, potato, pears*

### **Did you know that blue, red and purple fruits and vegetables:**

- Support memory & brain health
- Support healthy aging
- Support a healthy circulatory system
- Support a healthy urinary tract
- *Examples: blueberries, strawberries, raspberries, grapes, plums, cranberries*

### **Did you know that green fruits and vegetables:**

- Support bone health
- Support vision
- Supports healthy skin
- Supports healthy digestion & elimination
- *Examples: grapes, broccoli, salad greens, spinach, kiwi, beans, peas*

Experiment with new fruits and vegetables and see if you can "Eat the Rainbow"!

## ABOUT THE AUTHORS

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**Leslie Lovejoy, RN, Ph.D.** has been actively involved in mainstream healthcare and complementary wellness movements for over forty years. As a wellness coach, educator, writer, and consultant, she helps individuals and groups gain insights into the relationship between mind, body and spirit and the creation of optimal health. She is passionate about living an authentic life and supporting others as they travel towards their own growth.

Leslie holds a Masters Degree in Clinical Psychology and a Ph.D. in Social Psychology. She combines western and eastern philosophies, science and subtle energy practices to help individuals, groups and businesses create sustainable health promotion programs.

Leslie lives in rural Northern California where she spends her time working in her gardens and finding inspiration through the natural beauty and wildlife which supports her journey to promote healthy people and a healthy planet.



**Steven Lewis is a Holistic Health Practitioner**, registered Yoga Therapist, Certified Massage Therapist, author, artist, and musician. He trained at Mueller College of Holistic Studies in San Diego, California where he learned the importance of the Body -Mind connection and various applications to awaken health within the individual. At Mueller he studied many healing arts such as Traditional Chinese Medicine, Ayurveda, and over eight forms of massage and body therapy.



He furthered his training in Energetic Touch and received his yoga training from Deep Yoga, Radiant Child Yoga Program, and SRF-YSS organization international. Steven has synergistically incorporated all of his understanding together to best serve his clients.

Steven Lewis currently lives in Petaluma, California with his two children and nature.

# Healthy Me! Healthy You!

## A Wellness Program for People with Developmental Disabilities

**This manual is amazing!** This well written program provides an excellent curriculum, appropriate program goals and easily applied outcome measures. It benefits the instructors as much as the clients. The program clearly can help teachers who work with the developmentally disabled to promote health and wellbeing for their clients. What a great program!

- Maureen Tiernan, Special Education Teacher, Phoenix, AZ

