

Session 8 Leader Guide:

Step Up Your Physical Activity Plan

Objectives

In this session, the participants will:

- Receive a pedometer and become familiar with it.
- Understand how to wear a pedometer, determine average daily steps, and use the pedometer as a tool to monitor physical activity levels and overall movement.
- Understand the concept of aerobic fitness and the F.I.T.T. Principle (frequency, intensity, type of activity, and time) as related to their activity goal.
- Learn two ways to estimate their physical activity intensity: by rating their perceived exertion and or by taking heart rate.

To Do Before the Session

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 8 handout for participant notebook.
- Have pedometers (one per participant).
- Become familiar with the pedometer. For example, wear it for a week or two, record steps, and calculate the daily average. Also complete the 100-Step Test.

Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**
- **2017 GLB Supplies Ordering Information**

Group Sharing Time (allow at least 5 minutes)

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What did you learn by self-monitoring?
- Were you able to stay close to your calorie and fat gram and calorie goals?
- Were you able to follow your plan for physical activity, including lifestyle activity? How did you do with reaching your physical activity goal?

[Remind participants to graph their activity if they have not yet done so.]

The last session was “Problem Solving”. Were you able to use the five steps to problem solving and follow your action plan? What went well? What was challenging? What could you do differently?

[Problem solve with the participants to address any barriers.]

[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]

Session 8: Step Up Your Physical Activity Plan (pages 1-2)

[Note: Participants may already be using some type of an activity monitor. Above all, acknowledge and encourage their efforts. Suggest that they try using the pedometer provided to the group as an additional learning exercise and to see how it compares to their current activity monitor.]

[Review the information at the top of page 1. Ask participants to answer the questions and to share their answers, if they feel comfortable doing so.]

Step Up Your Physical Activity with a Pedometer

[Review the information on the bottom of page 1 and include the following:]

So far in the physical activity portion of Group Lifestyle Balance, the focus has been on increasing the amount of time you are doing moderate intensity physical activities. Most of you have gradually increased your activity and have reached or exceeded the program goal of at least 150 minutes of moderate intensity activity. Some of you are still working toward your goal. Many of you are walking because it’s easy to do and doesn’t require any special equipment. Other activities of at least moderate intensity, of course, are acceptable. It is just a matter of preference.

Now let’s see how you can get an estimate of your overall movement (of moderate intensity (or greater) as well as light intensity activity). This will be done through the use of pedometers.

[Review the information on page 2 and include the following:]

Pedometers are great tools that measure steps taken throughout the day. Not only do they capture the steps that you take when you do planned activities, but they also capture steps that you do in more spontaneous or unplanned activity and many light intensity activities.

Therefore, if you wear your pedometer throughout the day, you can get a better idea of how much total movement (both planned and spontaneous/light intensity movement that we discussed in Session 4) you have done in that day. Keep in mind that the pedometers will not capture activities such as arm work, or biking, (because there isn’t the impact of

your foot hitting the ground that the pedometer counts) or water activities like swimming (because you can't wear the pedometer in the water).

Pedometer Instructions (page 3)

Before we go into the various ways to use it, let's talk about how the pedometer works and how to wear it.

[Distribute one pedometer per participant. Review page 3.]

Show participants how to wear the pedometer. Demonstrate how and where to clip on the pedometer and how to use the safety strap.

Emphasize that it is important to **reset the pedometer every night. Also emphasize that the pedometer is to be worn at the waist and must be kept in an upright position. Illustrate this by holding the pedometer upright and moving it up and down to hear the clicking sound of the pedometer recording that movement. Now move it side-to-side. You will notice that you don't hear the clicking sound in side-to-side movement. The pedometer will only register a step in the upright position.**

Participants should record their steps each day. If using the GLB Keeping Track books, explain that they should record steps in the same area where activity minutes are recorded.

Make it clear to participants that pedometers record their planned moderate intensity physical activity plus all their unplanned activity and lower intensity activity. They should **continue to self-monitor and hand record their minutes of planned activity every day.**

Get to Know Your Pedometer and Your Activity Levels (page 4)

It's important to make sure your pedometer is accurately recording your steps.

[Review page 4.]

Review the instructions for the **100 Step Test**. Demonstrate how to complete the test and, **where possible, have everyone do it as part of the group meeting**. In situations where the pedometer steps fall in the unacceptable range, discuss reasons why this may have occurred and solutions for fixing it.

There are several reasons why a pedometer may under-report steps. The most common reason is that the pedometer may not be staying upright in the vertical plane. If this seems to be the reason, instruct the participant to move the pedometer around the pants/belt line to their back, aligned with the rear of the knee cap. This position helps to keep the pedometer upright when placement in the front does not seem to work correctly.

Other reasons why the pedometer may not accurately reflect the number of steps taken include wearing it on loose clothing or if the participant shuffles as he/she walks without picking up his/her feet.

Use Your Pedometer to Learn About Your Activity Patterns (page 5)

Please wear your pedometer every day this coming week and record your steps each day on page 5. Then you can determine your total steps per week and your average steps per day.

*[Review **Key Challenge #1.**]*

As we discussed, there are some types of physical activity that aren't recorded by the pedometer or situations where the pedometer cannot be worn since the activity happens in water. The three most common examples are biking, resistance training, and water activities like swimming and rowing. However, you can crudely estimate a "step" credit for these activities to add to your daily pedometer count. This information is on page 17, **Step Credit Calculation**.

Next week you will set a goal that is challenging yet reasonable based on your starting average steps.

[Note: This is not the time to tell them about pedometer step goals or national step count averages. You do not want to influence their step count recording for this week. Next week you will provide them with this information.]

Use Your Pedometer to Develop an "Active Head" (pages 6 and 7)

It is also important to try to develop what we call an "Active Head". This means trying to incorporate as much spontaneous activity into your day as possible. Every little bit of movement will add up.

*[Review **Key Challenge #2.**]*

*[Review **Measure Your Mile in Pedometer Steps** on page 7 and include the following information:]*

When measuring a mile, keep in mind that the number of steps it takes to complete a mile will vary from person to person. This is because everyone's stride length is different. Someone shorter will likely have a shorter stride length and therefore require more steps to complete a mile than someone much taller with a longer stride length.

*[Review **Measure Your Weekday vs. Weekend Pedometer Steps** on page 7 and include the following information:]*

Sometimes it can be helpful to figure out when you are most active. One way to do this is to wear your pedometer for a week. At the end of the week, compare the number of steps taken during the week to those taken over the weekend.

[Encourage participants to try these challenges at home this coming week.]

Adding Steps Throughout Your Day (page 8)

Please review this page at home. It may give you some great ideas for ways to add steps throughout your day. You can give us feedback next week if you tried any of these suggestions.

Mixing It Up and Staying Active (page 9)

[Review the information on page 9. Encourage group discussion while completing the chart. Include the following:]

There are many ways to boost your activity.

Add variety.

- **Do something new and different** now and then. Mixing it up is a good strategy for you. It may get stale doing the same activity, day in and day out, every season of the year, in the same way.

Remember, you are making life-long changes, and being active is something you will be doing for the rest of your life. So, build in some variety. For example, if you usually walk during the week, try riding a bike or swimming on the weekend. For the winter, take up cross-country skiing or perhaps indoor cycling. A great idea for all year around is to take up strength (resistance) training. We will be talking about resistance training in an upcoming session.

Can you think of some ways to vary what you do for activity? *[Make sure participants understand to self-monitor only the physical activities that are similar (or higher in) intensity than brisk walking.]*

- **Do the same activity in a new place.** For example:

- Walk a different path through the park.
- Walk in a different neighborhood after work.

What are some ways you can vary where you do your activity?

- **Be active as a way to be social.**

- Instead of going out for a cup of coffee, go out for a “walk and talk” with a friend or family member
- Plan a weekend hike with a group of friends
- Go biking with a cycling club.
- Join a basketball or softball league
- Sign up with a group of friends for a walk for charity.

What are some activities you could do with a friend, family member, or group as a way to socialize?

Make being active fun.

- Plan walking tours of cities when you travel.

What would be fun for you?

Another way to prevent boredom is to **challenge yourself.**

- Train for a challenging mountain hike on your vacation.
- Set up a friendly competition with a friend (whoever walks the most miles before a certain date gets taken out for a healthy lunch by the other).

What would make activity more challenging for you?

Have you been bored at times with your activity in the past?

Have you found anything to be particularly helpful for you at those times?

[Discuss the final question on the page. Encourage group discussion.]

The F.I.T.T. Principle (page 10)

[So far, participants have focused on the “duration” part of their aerobic activity program. Other than mentioning that they do activities similar to a brisk walk, there has been no detailed discussion about the intensity of their effort.]

Let’s discuss the “F.I.T.T.” principle as a great summary of both the activity components that we have discussed so far and those that we still need to consider. *[Review page 11 and include the following:]*

“F” stands for **frequency**, or **how often you are active.**

“**I**” stands for **intensity**, or **how hard you are working while being active**. (Which we will discuss in more detail in a minute).

“**T**” stands for **type of activity**.

- To improve your fitness, you should do “**aerobic**” activities. As we said before, these are moderate (or greater) intensity activities that **challenge your heart**. Brisk walking, swimming, and cycling are all examples of aerobic activities.

The final “**T**” stands for **time**, or **how long you are active**

- To improve your aerobic fitness, you should **stay active continuously for at least 10 minutes at a moderate intensity (or greater) and do activities that require the use of large muscle groups such as those in your legs**. Activities done briefly and/or that use small muscle groups (such as the muscles in your arms when pitching a softball or washing a window) will not greatly improve your aerobic fitness.
- The **total number of minutes per week should reach or exceed your GLB activity goal for that week**.

Physical Activity Intensity Level (page 11)

We have discussed all of the components of F.I.T.T, with the exception of intensity. So far in GLB, you have been focusing on the type, frequency, and time portion of your physical activity program with the goal of attaining 150 minutes of aerobic activity.

However, it is very important to assess the intensity of your physical activity, in other words, how hard you are working when you are active.

[Review page 11 and include the following:]

How to Measure your Physical Activity Intensity

How hard you are working is usually reflected in two ways....**how fast your heart beats and how hard you breathe.**

1. We want your heart to beat faster than it usually does so that it will become stronger, but we don’t want to push you out of the moderate intensity range.
2. Your breathing should also increase to the point **that you can talk but not sing**. You should be able to have a conversation with a friend while walking, but **if you can break into song, speed it up!** On the other hand, **if you have trouble breathing and talking while you walk, slow it down.**

Both are good options but we use the RPE in GLB. If you are interested in learning more about how to estimate target heart rate, the steps are on the handout on pages 15-16 for you to review at home. Please note that certain medications can affect the heart rate so using the target heart rate range would not be appropriate.

How Hard are You Working? Estimating Rating of Perceived Exertion (page 12)

Let's talk a little more about how to estimate your physical activity intensity level through measuring your perceived exertion.

First let's look at the **Rating of Perceived Exertion (RPE) Scale**.

This is a tool that estimates how hard you are working by determining how you feel while performing physical activity. Rate yourself on this scale while you're being active. How hard are you working? Your goal is to achieve an activity intensity around "Somewhat Hard", which is between 4-6 on the RPE scale.

Review this page with the participants. The scale provided in the box is a modified version of the Borg's Rating of Perceived Exertion (RPE) Scale. This modified numerical scale ranges from 1 to 10, with 1 corresponding to very easy, 5 to somewhat hard, and 8 to very hard. The activity intensity goal for this program is to achieve and maintain ratings between 4 and 6.

To Do (page 13)

Turn to page 13 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight and eating. Come as close as you can to your calorie and fat gram goals.

New things to practice:

[Review this section. Encourage participants wear the pedometer every day and to try some of the ways for "Adding Steps Throughout Your Day" listed on page 8. In addition to completing the "100 Step" (page 4) in class, ask participants to occasionally do this at home.]

You may also find it interesting to complete the two pedometer challenge activities listed on page 7, **Measure Your Mile in Pedometer Steps** and **Measure Your Weekday vs. Weekend Pedometer Steps**. You can share your experience/feedback with the group next week.

Focus on your activity intensity each time you are participating in your planned activity this week. You may need to adjust how hard you are working during an activity so that you stay within your ideal rating of perceived exertion range.

Let's talk about your activity goal for this coming week.

- If your goal for last week was 150 minutes and you reached it, congratulations. This will continue to be your minimum goal throughout GLB. If you are doing more, great work and keep it up. *[Note: This is the standard GLB exercise progression. Many participants will be able to comply. However, flexibility is included based on health or other barriers to exercise.]*
- If you were active for less than 150 minutes last week, that's okay. Start at your current activity level and try adding 30 minutes more this week.

[Note: You should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]

[Announce the day, time, and place for the next session.]

After the session:

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
 - Praise all efforts to self-monitor and to change eating and activity behaviors.
 - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: working on solving an eating or activity problem and coming close to their calorie, fat gram, and activity goals.
 - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.