Multimedia Appendix 3

Print Materials
Outline of Content
I. Fitness: Are You Ready?
   a. Why Should You be Active?
   b. Stages of Change Model
      i. Which stage are you at?
      ii. Pre-Contemplation stage
      iii. Contemplation stage
         1. Decrease your “cons” list
         2. Increase your “pros” list
   c. Cons-My Reasons for Not Being Active
   d. Pros-My Reasons for Being Active
      i. Would you like to enjoy:
      ii. Other personal benefits might include:
      iii. Preparation stage:
      iv. Action stage:
      v. Maintenance stage:
      vi. Termination stage
   e. Graphic with sections the reader can complete
      i. Ways to Find Time For Exercise
      ii. Ways to Make Exercise More Convenient
      iii. Ways to Be More Active at Home
      iv. Ways to Be More Active at Work

II. The F.I.T. Prescription: Skill 1
   a. The New Fitness Prescription
      i. The “traditional” F.I.T. prescription recommended:
         1. Frequency
         2. Intensity
         3. Time
      ii. The “new” F.I.T. prescription for cardiovascular fitness recommends:
         1. Frequency
         2. Intensity Time
   b. Should You See A Physician Before Beginning an Exercise Program?
      i. 7 questions for reader to answer to determine whether he/she should see a physician before starting an exercise program
      ii. Graphic of Target Heart Range Chart
   c. Exercising at the Right Pace
      i. Graphic of BORG Scale of Perceived Exertion
   d. Warming Up/Cooling Down
   e. Do You Know When to Stop?
      i. Graphic of Warm Up, Aerobic Activity, Cool Down
III. Aerobic Activity: Skill 2
   a. How much aerobic activity is necessary to be healthy?
      i. Graphic: How Active Are Americans?
   b. Do You Know How Fit You Are?
      i. A Simple Walking Test
      ii. Equipment Needed
      iii. Graphic of Exercise Tracking Chart: Date/Time/Heart Rate

IV. Flexibility: Skill 3
   a. Proper Stretching Can:
   b. The Rules of Stretching
      i. Graphic of a person performing a variety of stretches

V. Strength-Building Activities: Skill 4
   a. The F.I.T. Prescription for Building Strength
      i. Intensity
      ii. Time
      iii. Graphic of person performing a variety of exercises

VI. The S.M.A.R.T. Plan: Skill 5
   a. Specific
   b. Measurable
   c. Agreed Upon
   d. Rewarding
   e. Trackable
   f. Hints to Help You Stay on Track
   g. Graphic of a SMART plan Contract the reader can fill out

VII. References
I. Intro
   a. Everyone Has Stress
      i. The Pros and Cons of Stress
   b. What’s Ahead (graphic telling each of the five skills to be covered in the booklet)
   c. Starting to Manage Stress
      i. Finding a Place to Start
      ii. Learning to Deal with Stress

II. Skill 1: Learning About Stress: How does stress affect your body, mind, and emotions?
   a. How Your Body Reacts to Stress
   b. How You May Respond to Stress
      i. Physical Symptoms (checklist of symptoms underneath)
      ii. Emotions (checklist of symptoms underneath)
      iii. Thinking (checklist of symptoms underneath)
      iv. Behavior (checklist of symptoms underneath)

III. Skill 2: Getting to Know Your Stressors: What triggers your stress? It’s time to find out.
   a. What Can Trigger Your Stress Response?
      i. Common Stressors (examples underneath)
   b. Keeping Track of Your Stressors
      i. Graphic of Stress Log: Date/Time, Stressor, Response

IV. Skill 3: Taking Action: How You Respond to a Stressor is Your Choice
   a. Choosing Your Response to a Stressor
      i. Accepting a Stressor
         1. Activity-Reader can write down a stressor from previous page that he/she can’t control and how he/she will accept it
      ii. Avoiding a Stressor
         1. Activity-Reader can write down a stressor from previous page that he/she can avoid & how he/she will do so
      iii. Altering a Stressor
         1. Graphic where reader can write down a stressor from previous page that he/she can alter & how he/she will do so
      iv. Adapting to a Stressor
         1. Activity-Reader can write down a stressor from previous page that he/she can adapt to & how he/she will do so
V. Skill 4: Preventing and Relieving Stress: To keep stress away, take some time to manage your day
   a. Managing Your Time
   b. Curbing Stress with Activity and Relaxation
      i. Aerobic Exercise
      ii. Stretching and Yoga
      iii. Stress Busting Activity Tips
      iv. Relaxation Techniques
         1. Deep breathing
         2. Progressive relaxation
         3. Stress-Busting Relaxation Tips

VI. Skill 5: Setting SMART Goals
   a. Specific
   b. Measurable
   c. Achievable
   d. Rewarding
   e. Trackable
   f. Break Though Your Barriers
      i. Activity-Common barriers to managing stress and tips to get past them (boxes of 4 barriers with tips and a spot where the reader can write in their own way).

VII. Staying on Track
I. What is Dietary Fat?
   a. Why Eat Less Fat?
   b. How to Get Started

II. Do You Eat Too Much Fat?
   a. Picture of a checklist about food habits & preferences & a picture of a check box with comments about the checklist “The more boxes you checked…”

III. Can Fat Hurt Your Health?
   a. Overweight
   b. Heart Disease
   c. High Blood Pressure
   d. Cancer
   e. Diabetes

IV. How Much Fat is Enough?
   a. Chart “Daily Grams of Fat”
   b. How to Read This Chart

V. The Food Pyramid
   a. Picture of the Food Pyramid with description of
      i. Fat, Oils, & Sweets Group
      ii. Milk, Yogurt, & Cheese Group
      iii. Vegetable Group
      iv. Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
      v. Fruit Group
      vi. Bread, Cereal, Rice, & Pasta Group
   b. Chart: “What Counts as a Serving?”
   c. Tips for Measuring

VI. Where’s the Fat?
   a. Choosing Low-Fat Foods
   b. Avoiding High Fat Foods
   c. Types of Fat
      i. Monounsaturated fats
      ii. Polyunsaturated fats
      iii. Saturated fats
      iv. Hydrogenated oils
VII. Reading Labels Helps Find Fat
   a. Picture of a Nutrition Chart with description of what different sections mean
      i. Serving Size
      ii. Calorie Information
      iii. Total Fat
      iv. Types of Fat
      v. Ingredients
   b. Track Your Fat

VIII. Low-Fat Shopping
   a. Starches and Grains
   b. Vegetables and Fruits
   c. Dairy
   d. Meat and Fish

IX. Low-Fat Cooking
   a. Preparation
   b. Changing Recipes

X. Low-Fat Eating Out
   a. Boxes describing with recommendations when eating:
      i. Fast Food
      ii. Italian
      iii. Mexican
      iv. Asian

XI. Changing Your Ways
   a. Know Your Daily Fat Range
   b. Choose How You’ll Change
   c. Take Action
   d. Reward Yourself When You Succeed

XII. Small Changes Add Up!
   a. Table of low-fat food substitutes & grams of fat in each
      i. Breakfast Foods
      ii. Lunch Foods
      iii. Dinner Foods
      iv. Snacks & Sweets

XIII. Enjoying a Healthy Lifestyle
   a. Resources
I. Why Lose Weight
   a. Reasons to Lose Weight
      i. For Yourself
      ii. For Your Health
   b. Fads Don’t Work
   c. Getting the Most from This Booklet
      i. Describe the little bubbles throughout the packet: Try this Tip, Avoid this Trap, Know this Fact, Ask your Doctor

II. What’s Stopping You?
   a. Looking at Your Barriers
   b. Breaking Down Your Barriers

III. Set Your Long-term Goal
   a. Definition of a Healthy Body
   b. Choosing a Long-term Goal
   c. Another way to Measure Healthy Weight
      i. BMI chart

IV. Make an Action Plan
   a. Take Small Steps to Success
   b. Track Your Progress
   c. Reward Yourself

V. Healthy Eating
   a. What, When, Why, and How You Eat
   b. Eat Less Fat
   c. Understanding Food Labels
   d. Eat More Fiber
   e. Drink Plenty of Water

VI. Exercise and Activity
   a. The Benefits of Exercise
   b. Make Activity Part of Your Day
   c. Make Exercise Fun

VII. Stick With It
   a. Set Yourself Up for Success
   b. Believe That You Can Do It
   c. A Caution About Weight-Loss Programs

VIII. Getting Support
   a. Numbers for various health organizations
I. The Family that Plays Together…
   a. Keep it light
   b. Be a beginner
   c. Adopt an experimental attitude
   d. Be patient as you try a new activity
   e. You don’t have to be among the “super fit”
   f. Recognize and appreciate differences
   g. Active recreation can help blow off family stress…
      i. Creates a natural opportunity to show affection…
      ii. Family memories are made of this…
      iii. Remember-You set the example…
   h. Place for parents to complete the following
      i. Active fun we can try out as a family
      ii. Other ways we can relax together
      iii. Time we could set aside to just do nothing
      iv. Trade offs we might need to make (no fill in the blank for this one)

II. Keeping Your Kids Off Drugs-Specific Steps You Can Take
   a. Set a good example
   b. Give children a clear set of rules
   c. Be clear about rules regarding parties and driving
      i. If you drink don’t drive; and
      ii. Never get into a car with a driver who is even remotely intoxicated.
Alcohol, Drugs, and a Healthy Lifestyle: What’s the Connection?
ISA Associates Inc. © 1996

I. Intro

II. Healthy Alternatives to Feeling Good
   a. Relaxation and release from tension
   b. Release from inhibitions
   c. Feeling euphoria “high”
   d. Feeling stimulated, energized
   e. Altered states

III. The Drug Trap
   a. Intro
   b. Stimulant Drugs, Cocaine (“coke,” “snow,” “blow,”)
   c. Methamphetamine (“crank,” “speed,” “monster,” “Meth,” “Ice”)
   d. Opiates/Narcotics
   e. MDMA (“Ecstasy,” “Adam”)
   f. Marijuana/cannabis (“pot,” “dope,” “weed,” “reefer”)
   g. Other prescription drugs (this wasn’t a main header like above but was bolded)

IV. Alcohol-A Legal Drug
   a. Heavy alcohol consumption is associated with a number of serious problems…
   b. Alcoholism (alcohol dependence) is a serious disease condition…
   c. Box telling recommended daily drinking amounts for men & women
   d. What is a “Drink”
   e. Checklist of the “Ripple Effect” (whether alcohol/drugs is getting in the way of healthy lifestyle)
   f. CAGE drinking screener with scoring information and recommendations of what to do for different scores