

SMALL STEPS TO HEALTH AND WEALTH™

Commit to Change Instructor Guide Strategy 4



SSHW Materials Developed by: Rutgers, The State University of New Jersey
Instructor Guide Developed by: University of Arizona Cooperative Extension

Objectives:

Participants will:

1. Determine the stage they are in relative to health and wealth behaviors they want to change.
2. Consider the pros and cons of making specific health and finance changes.
3. Identify obstacles, self-help or support systems so they commit to take action to improve their health and finances.

Educators will: Learn to recognize the stage of change a person is in and help them to make progress towards changes in health and finance behaviors.

Estimated Time: 15 minutes (1:1 counseling) to 20 minutes (small group activity)

Activity Handout Needed: *Commit to Change Worksheet*

Introduction and Instructor Script:

The *Commit to Making a Change* strategy is based upon the Transtheoretical Model that identifies five major stages of change for participants:

- Pre-contemplation – is not aware change needs to be made and has no plans to take action within 6 months; (The facilitator may have to use real life examples to help participants in this state to recognize the outcomes from not making a change.)
- Contemplation – plans to take action in the next 6 months and starts to gather information;
- Preparation – plans to take action within 30 days and identifies action steps to get started;

- Action – takes action with the identification of action steps to get started;
- Maintenance – action steps have been in place for 6 months and they are seeing the benefits of behavior change.

Instructions for the Activity:

Individual Counseling: Discuss the *Commit to Change Worksheet* and ask the participant to answer each question regarding a behavior change first for personal health and then for personal finances. It may be necessary to state some negative outcomes if action is not taken. The participant is encouraged to identify a behavioral change that they can easily accomplish to help get them started (i.e., cutting out 1 slice of cheese each day, walking 15 minutes more each day). The facilitator might suggest seeking support from others, such as walking with a friend or taking a finance class with a spouse.

Group Activity: Discuss the *Commit to Change Worksheet* and give an example of either the health or finance change for participants to follow. Ask participants to pair off and to share their responses on the health and wealth portions of the worksheet.

Debriefing Questions: What did you learn about yourself in doing this exercise? What obstacles were identified? How could these be overcome?

Additional Resources:

Provide participants with additional information on community resources that could provide support when they get stuck or refer them to online resources (e.g. America on the Move or www.eXtension.org).

“The three great essentials to achieve anything worthwhile are, first hard work; second, stick-to-itiveness; third, common sense.”

-Thomas Edison

Commitment to Change

Strategy 4—Worksheet



Complete the *Commitment to Change Worksheet* below for both a health-related goal and a wealth-related goal:

Question	Health Goal	Wealth Goal
What behavior change are you planning to make?		
What are some reasons to make this change?		
What are some reasons not to make this change?		
How strongly do you want to change? How confident are you that you'll succeed?		
What is keeping you from changing right now?		
What steps will you take to make the behavior change?		
Will you need any help? Do you have any role models?		
When will you start taking action? Give a specific date.		
What obstacles do you expect to face? How do you plan to address them?		



**THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721**

LINDA BLOCK, MS, AFC
Associate Agent

CONTACT:
LINDA BLOCK
lblock@cals.arizona.edu

This information has been reviewed by University faculty.
cals.arizona.edu/pubs/consumer/az1500d.pdf

Any products, services, or organizations that are mentioned, shown, or indirectly implied in this publication do not imply endorsement by The University of Arizona.

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, James A. Christenson, Director, Cooperative Extension, College of Agriculture & Life Sciences, The University of Arizona.
The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation in its programs and activities.