

# EXAMPLE Kāu hana o ka lā

*How do you spend your time?*

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>Waking through lunch</p> <p>Activities:</p> <p><i>Lying in bed trying to get up</i></p> <p><i>Shower</i></p> <p><i>Getting dressed and grooming</i></p> <p><i>Cook breakfast</i></p> <p><i>Eat breakfast</i></p> <p><i>Commute to work and listen to news</i></p> <p><i>Morning work meeting (10 minutes late)</i></p> <p><i>Routine work (emails, phone messages, written memo)</i></p> <p><i>Daydreaming</i></p> <p><i>Socializing with coworkers</i></p> <p><i>Lunch with friends (15 minutes late)</i></p>	<p>Time you spent:</p> <p><i>20 minutes</i></p> <p><i>15 minutes</i></p> <p><i>30 minutes</i></p> <p><i>10 minutes</i></p> <p><i>5 minutes</i></p> <p><i>30 minutes</i></p> <p><i>40 minutes</i></p> <p><i>10 minutes</i></p> <p><i>5 minutes</i></p> <p><i>20 minutes</i></p> <p><i>45 minutes</i></p>
<p>After lunch through dinner</p> <p>Activities:</p> <p><i>Productive work</i></p> <p><i>Phone call to friend</i></p> <p><i>Daydreaming</i></p> <p><i>Low-priority work (helping a friend)</i></p> <p><i>Commute</i></p> <p><i>Shopping</i></p> <p><i>Mail and newspaper</i></p> <p><i>Phone call (family)</i></p> <p><i>Cook while watching/listening to news</i></p> <p><i>Eat dinner</i></p> <p><i>Clean the kitchen</i></p>	<p>Time you spent:</p> <p><i>80 minutes</i></p> <p><i>5 minutes</i></p> <p><i>10 minutes</i></p> <p><i>40 minutes</i></p> <p><i>30 minutes</i></p> <p><i>20 minutes</i></p> <p><i>15 minutes</i></p> <p><i>5 minutes</i></p> <p><i>30 minutes</i></p> <p><i>20 minutes</i></p> <p><i>10 minutes</i></p>
<p>After dinner until sleep</p> <p>Activities:</p> <p><i>Take a shower and brush teeth</i></p> <p><i>Watch TV</i></p> <p><i>Turn off light and sleep (40 minutes late)</i></p>	<p>Time you spent:</p> <p><i>20 minutes</i></p> <p><i>90 minutes</i></p>

1. Which of the activities on your daily log are in line with your values? **Mark these activities with a star.**
2. Which of the activities on your daily log are **not** in line with your values? **Circle these activities.**
3. Based on your previous response, write down how you would be willing to reschedule, reduce, or eliminate low-priority activities in your day.

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4. Are any of your values being violated by any of the activities on your daily log?

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5. Are some of your values being neglected or ignored?

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6. Write down how you would be willing to make a change so that it would be consistent with the values that you have been neglecting.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**My Goal Statement** (be specific) *I want to lose at least 10 pounds in three months.*

Why is this goal important to me? *Maintaining a healthy weight is important to me because it will help to reduce my blood pressure and make me feel better about myself.*

How will I reach this goal? List 3 action steps you'll take (be specific)

1. *Dance hula at least 3 times a week*
2. *Drink more water throughout the day*
3. *Eat at least one serving of vegetables at every meal*

Skills and resources I'll need:

*Partner to exercise with*  
*Stock the fridge with healthier foods*

I will reach my goal by (date) 8 / 20 / 2016

Additional dates and milestones I'll aim for

*Lose 5 pounds by 6/20/16*

The obstacles I may face are:

*Scheduling time to exercise*  
*Finding a friend to exercise with me*  
*Learning new ways to cook/prepare healthy food*

I will overcome these obstacles by:

*Check my time log to schedule in exercise*  
*Find fun cookbooks or ask friends for recipes*

I will reward myself when I achieve my goal by:

*I will buy that new outfit I was eyeing up in Macy's.*



Name Miss Momí Lomilomí Date 4/20/16

**My Goal Statement** (be specific) *I want to lose at least 45 pounds in three months.*

Why is this goal important to me? *Losing weight is important to me because it will help to reduce my blood pressure and make me feel better about myself.*

How will I reach this goal? List 3 action steps you'll take (be specific)

- Run and dance hula at least 3 times a day*
- Replace juice and soda with water or soda water*
- Eat at least five servings of vegetables at every meal*

Skills and resources I'll need:

*Partner to exercise with*

*Throw away all the unhealthy foods in my house*

I will reach my goal by (date) 7 / 20 / 2016

Additional dates and milestones I'll aim for

*Lose 25 pounds by 5/15/16*

The obstacles I may face are:

*Scheduling time to exercise*

*Finding a friend to exercise with me*

*Learning new ways to cook/prepare healthy food*

I will overcome these obstacles by:

*Check my time log to schedule in exercise*

*Find fun cookbooks or ask friends for recipes*

I will reward myself when I achieve my goal by:

*I will indulge in some cake and ice cream.*

## Motivational Interviewing

This concept creates a partnership between the facilitator and the participants. Ask open-ended questions for participants to discover conclusions and express their interest for change on their own. Be empathetic by communicating respect and acceptance of participants' feelings.

Examples of open-ended questions:

- Why do you think some of your values are being neglected or ignored?
- How have your values changed since being apart of this class?
- How might you go about matching your values with your goals?
- How important is it for you to make this change?
- What happened?
- Give me an example of .....

## Managing Groups

At the beginning of sessions, set the ground rules for group discussions:

- Be respectful of each other's time
- Listen while another member is speaking
- Give other's a chance to share
- Emphasize keeping the group a safe space for sharing

It's important to tend to individuals without disrupting the group. Discussions about a particular individual in the group should benefit all members learning and journey.

## Avoiding Resistance

- Avoid the "why" and "how come" questions. Instead, use "how hard is it?"
- Words like should, have to, and must can cause negative reinforcement for participants.
  - For example, if you tell a person, "don't smoke. Smoking is bad for you. It causes cancer," the participant will likely continue to smoke.

# Navigating Group Discussions

## Example 1

Situation: Discussion dominated by one or two people

***As the meeting went on the same two people more and more controlled the discussions. They were the first to speak on every topic—often interrupting the person presenting the topic before he was finished. Soon the other members of the group made less and less effort to participate.***

Characteristics of these situations

- Only one or two people do the talking
- People seem frustrated and/or holding back their ideas.
- People are being cut off of their contributions are being ridiculed.
- Usually there is only one option to discuss—no exploring of alternatives.
- Non-participating members appear bored and have pushed back from the table.
- Usually talkative, friendly people are reserved and withdrawn in the meeting.

What Not to do as a Facilitator

- Try to control the offenders— “Excuse me Mr. Q do you mind if I let someone else take a turn?” You should not let this become a contest of will and power between them and you as the facilitator.
- Reprimand the dominators— “Excuse me Mr. Q you’re taking up a lot of the group’s time.” This will only create resentment and hostility toward you as the facilitator.
- Speak to the dominating people outside the meeting about their behavior in the group. This can carry over into the meeting and cause problems.

Group Building Facilitator Action

- Structure discussion so that others can participate:
  - 1) Give each person an opportunity to speak in turn, going around the room;
  - 2) Set up two or three people sub-groups for discussion and then have them present their results to the whole group;
  - 3) Have each individual write suggestions before or during the meeting for dissemination before or during the meeting.
- Help the group create ground rules and enforce adherence to them.
- Hold a group discussion about the agreed purpose and work processes.

## Navigating Group Discussions Example 2

Situation: Low Participation by the Entire Group

***The group is simply refusing to participate in the discussion. There have been a few comments but no one has responded to them. People have their heads down and some of them are writing or drawing on their notes. There seems to be some unexplained tension or anxiety in the room.***

Characteristics of these situations

- No interaction or responses to what comments are made.
- People unwilling to look at each other or at the facilitator.
- The room is tense and people are looking anxious.
- No one is willing to state his or her personal opinion or ideas about the topic.

What Not to do as a Facilitator

- Assume that silence means consent and move on.
- Try to force participation by focusing on one individual. “Sue, why don’t you share your thinking about this issue.” This puts the person in a very uncomfortable position and may increase the tension in the room.
- Try to find out what the problem is by asking one person to explain why people don’t want to participate. Again this puts one person on the spot and may increase the tension and anxiety in the group.

Group Building Facilitator Action

- Use other methods to help people share their thinking and ideas:
  - 1) Use individual and/or small group brainstorming and have people write their ideas down before sharing;
  - 2) Have each person make their own list of ideas and then have them pick two or three to share with the group by listing them on flip chart paper on the wall;
  - 3) Go around the room two or three times having each person share an idea with no comment from the group—then do a reflection on what people heard in the sharing.
- Focus on the agenda and process—Ask the group if they are ready to work on the issue at hand. If the answer is “no” then work with the group to develop a plan for how they will deal with the issue.

# Week 4

## Ma Ka Hana Ka 'Ike: Discussion Topics

1. How helpful was the SMART action planning in being more physically active? (if not helpful, explore reasons and discuss; if helpful, also explore reasons and discuss, provide examples)
2. Were you able to increase your practice of hula for more activity? (Why or why not). Did you engage in other types of physical activity?
3. Did you notice any benefits because of you being physical activity? Any challenges?
4. How did the self-monitoring of physical activity and BP go? Was it helpful? Was it hard?
5. How did you choose to self-monitor? Was the passport to health helpful?

*\*Note additional topics that participants discuss during*



## Week 8

### Ma Ka Hana Ka 'Ike: Discussion Topics

1. Have you noticed how physical activity influences your mood or feelings?  
Do you feel different after hula class or after your other physical activities?
2. How have you been managing with your negative emotions?
3. Have you used the deep breathing or PA?
4. Are you using any tools, such as an app or CD recording?
5. Have you been able to spend more time on those values you identified as important to you?

*\*Note additional topics that participants discuss during class.*