



LEADER'S GUIDE

Purpose

Keys to Embracing Aging introduces 12 healthy behavior practices that encourage optimal aging throughout the life span. The 12 keys of optimal aging include:

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|-----------------------------|-----------------------------|-------------------------|
| 1. Positive Attitude | 5. Social Activity | 9. Stress Management |
| 2. Eating Smart and Healthy | 6. Tuning-in to the times | 10. Financial Affairs |
| 3. Physical Activity | 7. Safety | 11. Sleep |
| 4. Brain Activity | 8. Know Your Health Numbers | 12. Taking Time for You |

Background/Introduction

Aging is an inevitable and unavoidable process that affects each and every one uniquely. Aging brings on many changes as a person develops throughout the lifespan. The way in which you take care of yourself through the years both physically and mentally will impact the way in which you age. Many of our lifestyle behaviors and choices are integrated, thus there is a strong association between healthy lifestyles, prevention and longevity. No one knows this better than centenarians, people who are 100 years old and older. America's population of centenarians is the largest in the world and the fastest growing segment of the U.S. population. Today, approximately 70,000 Americans are 100+ years old. This number is expected to rise to 600,000 by 2050 (U.S. Census Bureau, 2011).

Centenarian studies demonstrate that life does not diminish with aging. In fact, 100 year olds are teaching us that the acceptance of aging can be a positive, joyful, and exciting experience. Today's elders share their knowledge and wisdom to help us better engineer a positive approach to the aging process (Buettner, 2008; Reuters, 2007).

Keys to Embracing Aging is an interactive program that highlights 12 keys aimed at helping you to grow old gracefully, successfully, and with increased longevity, based primarily on findings from centenarian studies and the advice from those who participated. *Keys to Embracing Aging* will influence attitude, nutrition, physical activity, brain health, social activity, technology, safety, medical literacy, stress management, financial security, sleep, and taking time for yourself.



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Lesson Objectives

1. To teach participants that healthy behaviors and choices across the lifespan affect future health and well-being.
2. To teach participants that healthy behaviors and choices across the lifespan affect optimal aging.
3. To illustrate how lifestyle behaviors and choices are integrated.

Target Audience: This program can be adapted and made fun for people of all ages and professions. For adolescents and young adults, this is a powerful lesson that can follow an age simulation as it reinforces healthy behaviors and lifestyles over time to live longer and healthier lives. Middle aged adults may resonate with the information because they are today's primary caregivers to aging parents. Middle aged adults are also facing increasing changes and challenges associated with their own aging process. Older adults will benefit because it is never too late to adapt healthy lifestyle behaviors. Groups of different generations may provide for some powerful discussion.

Optimal Group Size: This lesson can accommodate both small and large groups.

Estimated Program Time: Keys to Embracing Aging can be presented in multiple ways:

- To briefly highlight all 12 keys in one session, allot 45 to 60 minutes.
- Each key could also be broken down into 15 minute lessons. You could highlight one key (15 minutes) or two keys (30 minutes) at a time, for example.
- Each key can also be presented in depth. Allow 45 to 60 minutes to discuss one key and do activities.
- You could also highlight each individual key in depth and facilitate a competition between participants, counties, and even states – this is called The 30 Day Keys Challenge (see below). You could highlight one or two keys per session, with a total of 12 or 6 Challenge sessions.

The 30 Day Keys Challenge: Measure program effectiveness and lifestyle behavior change in a 30-day challenge! To get started, schedule a “kick-off” program to be followed by one or two “Keys” per month. In the kickoff, you would introduce the 12 keys (as you would in a regular program), introduce the rules of the challenge and sign people up for the challenge (see The 30-Day Keys Challenge: Sign In).

The Challenge Concept: Talk in greater detail about one or two keys each month. You can use the PowerPoint slides notes/script and the supplemental fact sheets to help you with your individual lessons. You can also collaborate and invite local speakers from correlating disciplines (see list of potential collaborators below) to talk in greater detail, but for evaluation purposes, it is important that speakers discuss materials as outlined for each key in this program. You may want to create a 3-ring

notebook for participants and fill it with a schedule of program dates and dividers for each key. Within each divider, include “Keys” publication handouts and “Key” specific evaluations. At each program, participants will learn in detail about a particular “Key” and complete a short evaluation. They will then be **“challenged” to enhance that particular behavior or lifestyle for the next 30 days** (e.g., increase exercise, lower stress, be more positive, etc.). To track the behavior change, each participant will take home an evaluation, which includes an exercise or activity to help them enhance the behavior about which they just learned. They will then bring back to you their evaluation and activity log (except for the monthly cash flow worksheet) at the next program so that it can be tracked. You may want to create a wall chart or display of some sort for your office to highlight the increased behavior. From the collected data, you can compare participants within your county, you can challenge other counties, and we can also challenge the other states who are participating—Arkansas, Kansas and Kentucky! All evaluations and worksheets (except for the monthly cash flow worksheet) should be sent to Dr. Erin Yelland, who will help you with data analysis.

Program Materials and Supplies (all materials are located on Basecamp and aging.ksu.edu)

- Marketing tools:
 - Promotional poster
 - Radio / News release consumer tips
- PowerPoint presentation
- Leader’s script (in PowerPoint notes section)
- Evaluation instrument(s)
- Activity worksheets
- The 30 Day Keys Challenge sign-in sheet
- Publication handouts (13 total)
 - 00. Keys to Embracing Aging 101
 - 1. Positive Attitude
 - 2. Eating Smart and Healthy
 - 3. Physical Activity
 - 4. Brain Activity
 - 5. Social Activity
 - 6. Tuning-in to the Times
 - 7. Safety
 - 8. Know Your Health Numbers
 - 9. Stress Management
 - 10. Financial Affairs
 - 11. Sleep
 - 12. Taking Time for You

Potential Collaborators

- AARP
- Alzheimer’s Association
- Area Agencies on Aging
- Department of Health and Human Services (State or National)
- Emergency Responders (Police, Fire, EMT)
- Financial Advisor
- Health Care Professionals (doctor, nurse, pharmacist)
- Life Coach
- Nutritionist

- Red Cross
- Senior Center
- Therapists (Physical, Occupational, Speech, Mental Health, Marriage and Family Therapy)
- YMCA or Fitness Center
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Before the Lesson Begins

Space:

- Decide how you want to present the program, as one 45-60 minute overview, as short individual lessons, or as The 30 Day Keys Challenge.
- Confirm the meeting room and time.
- Set up meeting room day of the lesson.

Lesson:

- Gain familiarity with all aspects of the program, including objectives, activities, presentation, script and evaluation instrument.
- Practice presenting the program. Become comfortable with coordinating the slides, script, and any supplemental information. Staying true to the material, make personal or additional notes to emphasize certain points and/or invite additional audience participation as needed.
- Prepare for activities you intend to engage participants in.

Materials:

- Gather materials needed for any activities you plan to do and print worksheets, if needed
- If you are doing The 30 Day Keys Challenge, print sign-in sheets
- Print evaluation instrument(s)
- Print PowerPoint handout (choose option “3 slides” to allow for note taking)
- Print publications
 - 00. Keys to Embracing Aging 101
 - 1. Positive Attitude
 - 2. Eating Smart and Healthy
 - 3. Physical Activity
 - 4. Brain Activity
 - 5. Social Activity
 - 6. Tuning-in to the Times
 - 7. Safety
 - 8. Know Your Health Numbers
 - 9. Stress Management
 - 10. Financial Affairs
 - 11. Sleep
 - 12. Taking Time for You

Technology:

- Make sure the computer and projector are working
- Make sure you can retrieve and display the program PowerPoint presentation

Program Procedure

- Distribute program handouts (PowerPoint handout and 13 publications)
- Start the PowerPoint presentation, beginning with the title slide (slide 1). Introduce yourself to the audience and thank everyone for coming.
- Follow the facilitator script. See “notes” section of the PowerPoint presentation.

- After the program, distribute the evaluation. If you are presenting all 12 keys at one time, use the “*Keys to Embracing Aging: Evaluation*”. If you are presenting an individual key or The 30 Day Keys Challenge, use the individual key evaluations. See evaluation procedure instructions below.

Evaluation Procedure

1. Depending on your program set-up, print “*Keys to Embracing Aging: Evaluation*” OR the individual key evaluations.
2. Distribute evaluation to each participant AFTER the program ends.
3. Instruct participants to label their evaluation (top right corner) with the last 4-digits of their telephone number and their county and state in which they participated.
4. Allow for approximately 5-8 minutes and instruct participants to complete the remaining portions of the evaluation.
5. Collect all evaluations and send or email them to:
Erin Yelland
343 Justin Hall
1324 Lovers Lane
Manhattan, KS 66506-1401
email: erinyelland@ksu.edu
6. Before participants leave, give them each a follow-up evaluation specific to your program (e.g., an overall evaluation if you teach all 12 keys at once or an evaluation specific to each key if you divide the program into individual keys) to take home AND a pre-addressed and stamped envelope to your extension office or Dr. Erin Yelland. Instruct participants to label their post-evaluation with the last 4 digits of their telephone number and their county and state in which they participated. Then ask each participant to complete the survey in 30 days and to then mail the evaluation to you or Dr. Erin Yelland. If participants are joining a 30-day challenge, they will not need a pre-stamped/addressed envelope. Instead, instruct them to bring their evaluations with them to the next program. You may want to send reminder emails to people as the 30-day mark gets closer.
7. Once all the post evaluations are collected, send or email them Erin Yelland at the address above.

Activities

Each of the 12 keys has at least one optional activity to aid in program presentation and delivery. Depending on the audience and the time allotted for your presentation, you may choose to do one or up to all of the activities. Listed below are the activities that accompany each Key to Embracing Aging.

Introductory Activity: Attitudes about Aging

Supplies: dry erase board or easel with paper, writing utensil

1. Write down what words come to mind when you think of the words “age/aging/old” – using a whiteboard/chalkboard/easel paper would be helpful.
2. Count how many words are positive (circle them) and negative (cross them out)
3. Sometimes there might be more negative words than positive. Why is this?
4. Discuss how aging is influenced by:
 - a. Society and media (we live in a culture that values youth – we grow up learning/thinking this). Therefore, older adults might think they’re a burden, that they have no purpose, or that aches/pains/frailty is “normal”
 - b. Ageism (negative stereotyping of older adults)
5. Discuss the positive words from the brainstorm

1. Positive Attitude

Activity 1: Is the Glass Half Full or Empty?

Supplies: dry erase board or easel with paper, writing utensil

Ask the participants as a group to brainstorm several concerns that range from controversial issues such as abortion or fun issues such as ice-cream flavors. List the concerns/issues on a dry erase board or large piece of paper. After the list is written, ask the participants to state what they are FOR vs. AGAINST. When you are against something, you may sound and likely even feel negative. People can interpret your negativity as a personal attack and feel less likely to cooperate when they think you are against them. When you are “for” something, you are focusing your energy and thoughts more positively (see examples below). Positive attitudes not only contribute to well-being, but they also contribute to healthier, more meaningful collaborations with others.

Topic:	Instead of Saying:	Say...
Abortion	I am against abortion.	I am for pro-life.
Chocolate Ice cream	I don’t like chocolate.	I like vanilla.

Activity 2: You Don’t Say (group activity)

Supplies: none

Another way to change your attitude to being more positive is by being more positive to others. Ask each participant to pay at least two sincere compliments to every person in the room. The key word is **sincere**. People care what you think about them. They appreciate your mentioning their good work or hard effort. Therefore, when the participants pay a compliment and recognize the individual, have them be specific in their compliments. For example, don’t just say, “You look nice today” but say “You look very nice in your blouse. It is a pretty color.”

In return, the participants must accept sincere compliments. For some people, accepting a complement is very hard! For others, however, deflecting a compliment can be seen as rude. During this activity, have the participants practice saying, "thank you." They may be pleased with how gracious and thankful for the positive words they become after this activity.

2. Eating Smart and Healthy

Activity: MyPlate Exploration

Supplies: Eating Smart and Healthy MyPlate worksheet; pens/pencils

Ask participants to think about the last lunch or dinner they ate. Using the "Eating Smart and Healthy MyPlate" worksheet, ask participants to write down each food and drink item in the proper MyPlate quadrant. Then ask the group whether or not their plate represented all of the food groups? Ask if half their lunch or dinner was fruits and vegetables? Ask if at least half of their grains were whole grains? Ask if their protein was lean or low-fat and whether or not their dairy was fat-free or low-fat? Recommend participants to further track their foods and nutrition the USDA SuperTracker at <https://www.supertracker.usda.gov/>. The SuperTracker website also provides tips and support to help people make healthier choices, including physical activity.

3. Physical Activity

Activity: Balance Exercise

Supplies: chair with a sturdy back

Of the 4 types of exercise (balance, endurance, strength training and flexibility/stretching) balance exercises are the least well known, but still important. Therefore, let's practice a balancing exercise today. Ask participants who are able to stand up and:

- Balance on one leg.
- Balance on one leg with their eyes closed. (It will be more difficult with their eyes closed as they will not have visual clues to help them balance.)
 - Encourage people to stand behind their chair and use the back to help steady themselves and to prevent falling.
- Heel-to-Toe Walk (position the heel of one foot just in front of the toes of the other, take a step, and put your heel just in front of your other foot. Repeat.)
- Balance Walk (Raise your arms to your sides, shoulder height. Walking in a straight line, lift your leg to put your knee in the air and your toes just below the knee. Repeat. This is similar to marching, except the toes are touching near the knee.)

Activity: Deskercise

Supplies: none

See <https://www.uaex.edu/publications/PDF/FSFCS29.pdf> **and**

<https://www.uaex.edu/publications/pdf/MP523.pdf> from the University of Arkansas

4. Brain Activity

Activity: Neurobics Olympics

Supplies: sensory art worksheet, markers or crayons, charades list, Up and Down Words puzzle

Background information: Neurobics are aerobic exercises for the brain. Neurobics are fascinating—and challenging—because you can use all of the senses to exercise your brain, which helps your brain get stronger by growing new cells. Neurobics force you out of our habitual routines that do not demand as much brain power. For example, you don't think about the way in which you brush your teeth every night—you just do it. But if you were to brush with your non-dominant hand, you will have to work harder to properly brush. This same concept can be applied to getting dressed, eating, or doing other familiar activities, including driving a new route home from the store or cleaning the kitchen last if you usually clean it first. Today, let's try a neurobics olympics! (Note: You can do this in stations – with multiple facilitators – or as multiple group activities.)

1. Sensory Art

Instruct participants to draw a picture of what they think they'll look like when they are 90 while listening to music – pick any music you would like. For an added challenge, instruct them to draw their picture with their non-dominant hand.

2. Charades

Using the charades list provided below, or by creating your own, instruct a participant to act out one activity on the sheet while the rest of the group guesses – no talking! Then have another person take a sheet and act. You might also choose to have half of the group act while the other half tries to guess.

Milking a cow, skinny dipping, sunbathing on the beach, mowing the grass, cleaning the toilet, shooting a shotgun, texting while driving, driving a tractor, chasing a chicken, drinking wine, skydiving, sending an e-mail

3. Puzzles

Using the Up and Down words puzzle provided, or by finding your own, instruct participants to complete a puzzle. Choose something unusual (such as Up and Down Words), but easy.

4. Walkin' Wonky

Instruct participants to do the following moves for 20 steps each: walk on your toes, walk on your heels, skip, walk sideways, walk backwards, hop on one foot.

5. Social Activity

Activity 1: Brainstorming

Supplies: none

Ask the participants to brainstorm and share with the group ways that they seek meaningful social interactions.

Activity 2: Thumbball

Supplies: thumbball

Purchase a thumbball ice breaker ball online (amazon.com or other outlet) or make your own. If you make your own, purchase a soccer ball and write down a topic on each hexagon (best concert, best book, worst job ever, dream job, best Chinese food, best Italian food, sport you love to play, celebrity crush, favorite tv show, favorite movie, best place to live, etc.). Instruct participants to stand in a circle and toss the ball to anyone in the circle, answer the prompt, and pass it again. This is a great social activity that promotes learning about one another and developing relationships.

6. Tuning-in to the Times

Activity 1: Group Discussion

Supplies: none

Ask the participants to brainstorm and share with the group ways that they tune-in or feel discouraged/overwhelmed when it comes to technology.

Activity 2: Electronics Presentation

Supplies needed: none (unless you do the presentation yourself)

If you have a local electronics store, or even a big-box store, call to ask if they would send a representative out to show off some of the latest gadgets and do a presentation for you. Or, if you feel inclined, do a presentation yourself – or ask someone you know that is technologically savvy to present to your group.

Activity 3: Social Media

Supplies needed: computer and internet access

Do a short presentation on the latest social media. Snapchat, twitter, pinterest, and more! Ask one or two of your 4-H teen leaders to come do the presentation for you – they'll certainly know what 'all the rage' is!

Activity 4: Popular Moves!

Supplies needed: none

Teach your group the latest dance moves! Whether it's the 'whip/nae nae' or the 'wobble baby' – they're sure to have a good time.

7. Safety

Activity: What are you doing to prepare?

Supplies: pen/pencil and handouts: 1) “What are you doing to prepare?” 2) “Ready on a budget” and 3) “FEMA Family Emergency Plan”

According to the Red Cross, a basic action plan includes: (1) an emergency supply kit, (2) a plan for evacuation (including where to meet, and what to do if family is separated), and (3) being informed of potential disasters or emergencies that may occur in your area. Before an action plan can be take place, people need to discern what they know, what they think they know that is not accurate, and what they don't know. Pass out the handout, “What are you doing to prepare?” and have the participants take a few minutes to check the boxes. Next discuss a few of the responses. (All counties are different so be sure to check with your local county government for some of the answers. For example, do you have an official local evacuation route or does your county have a Citizen Corps Council?) Finally, pass out the handouts “Ready on a budget” and “Family Emergency Plan” and encourage your participants to go home and follow the suggestions.

8. Know Your Health Numbers

Activity: BMI and Waist Circumference

Supplies: pen/pencil, paper, tape measures, calculators and BMI worksheet

Keeping our body mass index (BMI) and waist circumference within healthy ranges affect our long term health. Therefore, today we will practice calculating BMI and/or measuring our waist circumference.

1. Pass out a paper, pencils, calculators and tape measures.
2. BMI: Ask participants to calculate their BMI with the following formula:
weight (lb) / [height (in)]² x 703. Interpretation: A healthy BMI should be between 18-25.
3. Waist Circumference: Instruct participants to measure their waist size: Place a tape measure around your bare abdomen just above your hip bone. Be sure that the tape is snug, but does not compress your skin, and is parallel to the floor. Relax, exhale, then measure.
Interpretation: Males: ≤ 40; Females: ≤ 35

Discussion: While respecting people's privacy, discuss ways in which healthy numbers can be obtained: (Examples include: healthy/smart nutrition, exercise, stress management & sleep.)

9. Stress Management

Activity: Resources for Stress

Supplies: pen/pencil, Stress Management worksheet

To manage your stress, it is helpful to know what resources you do have. Many resources fall into broad categories such as supportive social networks, personal skills and interests, as well as your life experiences. Ask participants to complete the Stress Management worksheet:

1. Write a list of specific resources that you currently have in Column 1 (Examples may include: helpful friends, strong family, savings, coping ability, hobbies, caring minister, great family traditions, creativity, experiences with challenges, religious faith, pay and leisure activities, local

library, personal journal realistic expectations, healthy lifestyle, family pet, mentors, advisors, or counselors.)

2. Make a new list that includes all of the stresses and challenges you are currently facing in Column 2 (Examples may include: balancing caregiving and work, health problems, job loss, divorce, or decision-making).
3. Take your list of challenges (Column 2) and compare/pair it with your list of existing resources (Column 1). Can you identify any resources that can help you deal with your challenge? Do you have stressors that cannot be addressed with existing resources? Circle these stressors in Column 2.
4. For any stressors that do not have a resource, create a list of resources that would help and think about ways in which you can seek such help in Column 3.
5. Finally, discuss the strength of identifying existing and needed resources. Brainstorm resources for particular stressors as a group.

10. Financial Affairs

Activity 1: Rags to Riches

Supplies: pen/pencil, paper, dry erase board or easel with paper

We often don't realize how rich we are in comparison to the rest of the world. Ask the participants to:

1. Think about how blessed they are
2. Ask participants to consider everything on their body (clothes, undergarments, shoes, jewelry, glasses/contact, tattoos, hearing aids, etc.) and the cost associated with each item. Then ask them to consider items that they normally carry on their person: cell phone, purse, and wallet. Ask participants to add these costs and to write the total on a piece of paper. Tell participants not to write their name on this paper.
3. Ask participants to pass their papers to the front
4. On a dry erase board or tablet, list the various totals that were handed forward. Discuss with the participants whether or not they are surprised at how high or how low the figures are.
5. Compare the value of what is participants are wearing with the national poverty threshold for a family of four: As of 2015, the national poverty threshold for a family of four was an income of \$24,250 per year or \$2,020.83 per month. Some people might be wearing more than what a family of four makes per month.

Activity 2: Build Your Savings

Supplies: pen/pencil, University of Arkansas Fact Sheet FSFCS43 "Build your Savings"

(http://www.uaex.edu/Other_Areas/publications/PDF/FSFCS43.pdf)

Ask the participants to take a few minutes to complete the University of Arkansas fact sheet, "Our Family's Goals Wish List." If more than one family member is present for the program, encourage families to compare/contrast/discuss their lists and/or discuss the goals and wish lists as a group in addition to the importance of having such goals and discussion.

11. Sleep

Activity: Deep breathing

Supplies: none

Often when people cannot fall asleep they get impatient, which can result in not being able to sleep. To help yourself fall asleep, try to first relax. This starts with staying in the bed with the lights (and electronics!) off. Let's try some relaxation techniques now. It's okay if you snooze off, we will wake you up!

1. The first thing I want you to do is to focus on your breathing. Consciously slow your breathing to a particular count (*3 to 5 seconds in and out is good but it will vary by person*). Counting focuses your mind and deep breathing relaxes you. Being relaxed and slowing your heart rate will make it easier to fall asleep.
2. Now that your breathing is slow and deep, picture a scene, a familiar place where you are happy—the beach, the mountains, your backyard. Visualize yourself moving around your place until you find a comfortable place to sit or lie down. In your imagination, sit or lie down and be comfortable there. When you are restless in bed trying to fall asleep, moving around in your favorite place in your mind can help relieve that restlessness. Once you are calm in your mind, you can become calm in your body.
3. Recheck your breathing. Slowly breathe in and out. Take deep breaths. Are you still picturing your familiar place? Are you lying down in your mind? While you picture yourself in your favorite place in your mind, we are going to relax your muscles. Start by tensing up your toes for a few seconds while you breathe, then relax. Do it again. Tense the arches of your feet, hold, relax. Now your calves muscles.... (*Walk the participants through tensing and relaxing their muscles up their body and end at the face.*) By having this body awareness, it can help remove body tension and make you more comfortable enabling sleep to come easier.
4. Are you relaxed? Do you feel sleepy? Open your eyes and stretch. You can try these and other techniques at home to help you fall asleep at night.

12. Taking Time for You

Activity 1: Get to Know You (individual activity/group discussion)

Supplies: pens/pencils, Recipe Card worksheet

This activity encourages participants to think carefully about the unique individual characteristics that make them who they are (a unique, one-of-a-kind individual who is a blend of "ingredients"). For example, you may be a mix of strength, 8 hours of sleep, and determination combined with short legs, blue eyes, brown hair and laughter and passion, to make a complete recipe of you.

1. Pass out Recipe Card worksheet
2. Read directions to the group
 - Think carefully about your personality, values, what makes you happy, what makes you special, favorite foods, hobbies, or any other characteristics that make up you. Use strong adjectives to describe you. Brainstorm first and then write down your ideas on the front of this card.
 - On the front of your card, list the ingredients and measurements that make you, YOU (1/2 cup love; 1 tsp. orneriness).

- Provide directions on how to mix your ingredients together.
 - Name your recipe.
3. Allow 3-5 minutes for individual brainstorming/writing
 4. Allow 5-8 minutes for group sharing (optional)

Activity 2: Take Care of Yourself

Supplies: none.

Ask participants to brainstorm about the many ways to take care of yourself. Some answers may include: Sleep, Exercise, Eat healthy, Laugh more, De-clutter or organize your house and/or office, Read a book, Walk your pet, Play with your kids/grandkids, Join a club, Go to your doctor for checkups...

Activity 3: Bucket List

Supplies: pens/pencils, Bucket List worksheet

A bucket list is a list of things you want to do before you die. Keep in mind that not everyone wants to jump out of planes or climb mountains. A bucket list can also include dreams, aspirations, plans and decisions for the future.

1. Pass out Bucket List worksheet
2. Read the directions:
 - In column 1, write down your dreams, aspirations, plans and/or decisions you want to make or anticipate making in the future.
 - Include your age/date that you think these events might take place in Column 2.
3. Allow 2-3 minutes for participants to brainstorm and write
4. Allow 5-8 minutes for group sharing/discussion

Note: If you are doing the 30 Day Keys Challenge, a bucket list aimed at daily me-time is included as a part of the post-evaluation. If you choose to do this bucket list as well, be sure to emphasize the difference: the daily me-time activity focuses on things you can change on a daily basis, while this activity focuses on long-term dreams, aspirations, and decisions for the future.

Resources for Additional Information:

<http://www.aging.k-state.edu/programs/embracing-aging.html>

AARP (www.AARP.org or 1-877-434-7598)

AARP is a nonprofit, nonpartisan organization that helps people 50 and over improve the quality of their lives.

Alzheimer's Association (www.alz.org or 1-800-272-3900)

The world's leading voluntary health organization in Alzheimer's care, support and research.

American Diabetes Association (ww.diabetes.org or 1-800-342-2383)

The ADA fights to prevent and cure diabetes and improve the lives of all people affected by it.

American Heart Association (www.heart.org or 1-800-242-8721)

The AHA builds healthier lives, free of cardiovascular diseases and stroke.

Beloit College Mindset List (<http://www.beloit.edu/mindset>)

The Mindset List was created at Beloit College in 1998 to reflect the world view of entering first year students. It started with the members of the class of 2002, born in 1980 and has turned into a globally reported and utilized guide to the intelligent if unprepared adolescent consciousness.

Blue zones: How to Live Longer (www.bluezones.com)

For the book: Buettner, Dan. (2008). The blue zones: Lessons for living longer from the people who've lived the longest. Washington, DC: National Geographic.

Researchers visited five places around the world where people live the longest to figure out their secrets of healthy longevity. People in the Blue Zones nurture strong social networks, consume a plant-based diet, eat in moderation and incorporate daily, natural physical activity into their lives. The Blue Zones profile this journey.

Centers for Disease Control and Prevention (CDC). (www.cdc.gov)

The CDC maintains several departments concerned with occupational safety and health. Each department provides expertise, information, and tools that people and communities need to protect their health – through health promotion, prevention of disease, injury and disability, and preparedness for new health threats.

eXtension.org

eXtension provides research-based and credible information you can use every day to improve your life.

Fit in 10 (University of Arkansas Cooperative Extension Service)

“Fit in 10” is a research-based exercise program including the “Increasing Physical Activity as We Age”

Fact Sheets, an exercise DVD, and exercise routines on posters. The website is

<http://www.arfamilies.org/health_nutrition/fitin10/default.htm>

KSRE's Families! Webpage (www.ksre.k-state.edu/families)

The FAMILIES! website from K-State Research and Extension is designed to share research-based educational information for enhancing the quality of personal and family life in communities throughout Kansas as well as the nation.

KSRE's Family Finance Webpage (www.he.k-state.edu/fshs/extension/family-finances)

This site includes valuable information such as: earn, save and invest, spend, borrow, and protect against risk.

KSRE's Issues in Health Reform Webpage (<http://www.k-state.edu/issuesinhealthreform/index>)

This site includes news and hot topics, educational materials, publications and reports, and more.

Mayo Clinic Health Information (www.mayoclinic.com)

Mayo Clinic health information helps you find information on hundreds of conditions, check your symptoms, and improve your lifestyle.

MoneyWise (University of Kentucky Cooperative Extension - <http://www2.ca.uky.edu/moneywise/>)

Managing in Tough Times Initiative assists families in managing and recovery from the current economic situation.

National Institute of Mental Health (NIMH) (www.nimh.nih.gov or 1-866-615-6464)

NIMH transforms the understanding and treatment of mental illnesses and to pave the way for prevention, recovery, and cure.

National Safety Council (www.nsc.org/ or 1-800 621-7615)

The National Safety Council is a nonprofit organization whose mission is to save lives by preventing injuries and deaths at work, in homes and communities and on the road through leadership, research, education and advocacy. The National Safety Council granted permission to repost the various safety tips used on the Keys to Embracing Aging Safety publication.

National Sleep Foundation (<http://www.sleepfoundation.org/> or (703) 243-1697)

The National Sleep Foundation is a charitable, educational, and scientific not-for-profit organization dedicated to improving sleep health and safety through education, public awareness, and advocacy.

Prepare Kansas (<http://blogs.k-state.edu/preparekansas/>)

Prepare Kansas is an annual K-State Research and Extension online challenge designed to help individuals and families be better prepared ahead of disasters which can make recovery easier. The program focuses on a few activities every week during September. Each year the activities focus on an aspect of becoming prepared.

Small Steps to Wealth and Health (<http://njaes.rutgers.edu/sshw/> or (732) 932-9153, ext. 250)

This program is designed to motivate consumers to implement behavior change strategies that simultaneously improve their health and personal finances.

The Power of Meaningful Intimacy (2004).

Crumbaugh, J.C., & Henrion, R.P. (2004). *The Power of Meaningful Intimacy: Key to successful relationships*. Xlibris Corporation.

This book is a self-help psychological procedure with a spiritual (not necessarily religious) orientation, directed toward that segment of the population who have reached varying degrees of success in relationships of marriage, romance, occupation, education, business and society, but without knowing why life has not been completely fulfilling to them. We have helped these people for over thirty years to find new purpose in life, and to establish meaningful intimacies leading to new and deeper commitments. This reduces conflicts and makes living a relaxed pleasure rather than a tensive burden.

Underwrite Laboratories (UL).

<http://www.ul.com/global/eng/pages/aboutul/> or <http://www.safetyathome.com/home-safety/>

UL is a global independent safety science company with more than a century of expertise innovating safety solutions from the public adoption of electricity to new breakthroughs in sustainability, renewable energy and nanotechnology. Dedicated to promoting safe living and working environments, UL helps safeguard people, products and places in important ways, facilitating trade and providing peace of mind. UL granted permission to repost the various safety tips used on the *Keys to Embracing Aging Safety* publication.

United States Department of Agriculture (USDA) My Plate.

(www.choosemyplate.gov/ or 1-888-779-7264)

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal.

Background/Introduction References:

Buettner, Dan. (2008). *The blue zones: Lessons for living longer from the people who've lived the longest*. Washington, DC: National Geographic.

Reuters (2007). Keeping up with the times key to successful aging. Retrieved from www.reuters.com/article/2007/04/03/us-centenarians-idUSL032236420070403

U.S. Census Bureau, *Statistical Abstract of the United States: 2012 (131st Edition)* Washington, DC, 2011;< <http://www.census.gov/compendia/statab/>>.