



FACILITATOR *guide*





Lifestyle Coaching

Facilitator Guide

Lifestyle Coaching Skills

General Conference of Seventh-day Adventists
Silver Spring, Maryland, USA

Lifestyle Coaching Skills Workshop Facilitator Guide

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Adventist Health Ministries

General Conference of Seventh-day Adventists

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Introduction

Why does a lifestyle coaching approach matter?

Health ministry teams and health promoters offer health fairs, teach health programs, and counsel people to make lifestyle changes to lower their health risks and improve their health.

But changing a health habit is not an easy process. The challenges of everyday life and the power of long-term habits make it difficult for people to implement the information shared. A common response to the person struggling with health behavior change is to provide more information, share what has worked for others, or give unsolicited advice. This approach often isn't helpful and can even create more resistance to change.

Although the Bible doesn't use the term "coaching," there is much written on the way we are to support one another on the Christian walk. A coaching approach uses these biblical principles to provide personalized support that can cut through common barriers to lifestyle change. This approach can accelerate an individual's growth and application of new information and skills. More importantly, the supportive relationship provided through coaching enables the health promoter to foster rapport and trust. In turn, opportunities open for deeper change conversations that lead the individual to experience breakthroughs, gain new insights into their thinking and behavior, and understand the bigger picture of how God is working in their life to restore His image in them.

There is a major difference between a travel agent and a tour guide. Planning a trip can be a time-consuming and complicated process. Travel agents simplify the process by helping travelers plan, choose, and arrange their travel. They offer advice on destinations, plan trip itineraries, and make transportation and housing arrangements. They supply promotional material about the trip for the traveler to review on his own. Once travel arrangements are made, a travel agent bids the traveler to enjoy the trip.

Tour guides are different. Unlike the travel agent whose work ends before the trip begins, a tour guide accompanies a traveler on the journey. Tour guides have a personal knowledge about the itinerary, having visited each place numerous times and led previous tours. Often, they have developed connections that allow travelers access to places and experiences not available to them on their own. They know the language, the history, the culture. They point out interesting landmarks, answer questions, and tell stories that make the trip more engaging. In addition, the tour guide makes sure that the travelers adhere to local regulations, responds to emergency situations, and assists travelers with special needs. The tour guide's goal is to use their strengths and knowledge to ensure that the travelers have the most amazing journey possible.

People need tour guides when it comes to lifestyle change. We don't want to just give information, advise change, or even write a lifestyle prescription. Coaching is an approach that allows us to travel with people on their journeys to better health. As we walk alongside them, we are following Jesus' method for winning souls. "Christ's method alone will give true success in reaching the people. The Savior mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me.'" (*The Ministry of Healing*, p. 143)

The *Lifestyle Coaching Skills* workshop focuses on teaching health promoters the essential skills needed to use a coaching approach when working with people in the area of lifestyle change. It is designed to provide a basic introduction to a biblical, evidence-based health coaching approach that can be applied to any health ministries program. It's an approach that emphasizes four gifts that we give when we coach others: The Gift of Perspective, the Gift of Presence, the Gift of Clarity, and the Gift of Support. This interactive training program integrates coaching skills, lifestyle change concepts, and biblical principles to equip your workshop participants to be more effective in supporting people in lifestyle change and in pointing them to the Divine Power for change.

What do I need to know about facilitating training in lifestyle coaching skills?

Coaching has been defined in many ways. However, the essence of coaching is a relationship that builds motivation and facilitates a positive change in an individual. Although this may sound simplistic, the field of coaching is built on evidence-based science and specific skills. A distinct difference between coaching and other ways of working with people is the understanding that the coach is not the expert. Nor does the coach provide all the answers. Rather, the coach uses reflective listening and powerful questions to successfully navigate the change process.

Coaching training helps participants learn the foundational philosophy, attitudes, and skills of coaching. But effective coaching training is much more than transmitting information. The greater challenges are shifting your participants' mindsets to a coaching mindset and developing their coaching skills through coaching practice. In coaching, it's not what you know, but how you approach the relationship and what you do in the moment of the conversation. That takes a lot of practice and feedback to (re)learn how we communicate with others. The *Lifestyle Coaching Skills* workshop recommends a time balance of one-third information from the leader, one-third participant interaction in discussion and learning activities, and one-third practicing the coaching skills. The last third provides the largest impact on learning. In each workshop, there are suggested coaching practice activities for "real world" coaching between and after the workshop sessions to help participants to further build their experience in using a coaching approach in health ministries.

In addition, you will want to model a coaching approach when you are facilitating by encouraging participants to offer their own ideas and experiences and to ask open-ended questions, so that learning happens through self-discovery and new connections that bring deeper understanding.

What do I need to know about the Lifestyle Coaching Skills workshop?

The *Lifestyle Coaching Skills* workshop explores the foundational philosophy, attitudes, and skills of coaching within the context of health ministries in Seventh-day Adventist congregations. The workshop is divided into 3-hour sessions and can be delivered as a weekend event or in five weekly sessions.

- **Session 1 - The Lifestyle Coaching Approach:** This first session explains what lifestyle coaching is and why it is important for health promoters to use a coaching approach when working with people in the area of lifestyle change. It also lays a biblical foundation for coaching as a way of working with people like Jesus did.

- **Session 2 - The Gift of Perspective:** Before focusing on coaching skills, this session introduces the mindset that a health promoter brings to a coaching conversation and a fundamental understanding of the process of lifestyle change.
- **Session 3 - The Gift of Presence:** This session presents key listening skills and the concept of identifying direction and motivation as a first step when considering lifestyle change.
- **Session 4 - The Gift of Clarity:** This session offers techniques for asking questions to take a conversation a little deeper and help someone set SMART change goals, weekly action steps, and strategies for meeting obstacles.
- **Session 5 - The Gift of Support:** Building further on the biblical foundation of coaching and lifestyle change, this session addresses approaches for providing support for change and integrating faith with lifestyle change. The workshop concludes in this session as participants consider how a coaching approach can be incorporated into existing health ministry activities.

What are the workshop objectives?

By participating in the *Lifestyle Coaching Skills* workshop, participants will be able to:

- Define lifestyle coaching and how it aligns with biblical values.
- Explain the value of using a lifestyle coaching approach in health ministries.
- Describe the elements of the Lifestyle Coaching Model.
- Describe the four gifts we give as coaching, and how they reflect the heart of God.
- Discuss key concepts for understanding behavior change and practical implications for lifestyle coaching and health ministries.
- Practice key coaching skills and a coaching conversation model to help someone create a Lifestyle Change Plan in the area of physical activity.

How should I prepare for the workshop?

The *Lifestyle Coaching Skills* workshop is designed to be adaptable for many levels of expertise in coaching and workshop facilitation. As the facilitator, you are not expected to be the perfect example or an expert in coaching. People remember better if they are actively involved in their own learning. Therefore, your role is to create an environment conducive to learning, present the content on the slides, guide group discussion and learning activities, and help direct participants toward resources to answer their questions.

Putting together and facilitating a training workshop can be time consuming, even when the materials are ready-made. Following are some strategies to focus your preparation, depending on your level of expertise in coaching and workshop facilitation.

New to both coaching and facilitation: If you are new to the concepts of coaching and have little or no experience facilitating a workshop, you will want to stick closely to the materials as they are designed. The PowerPoints include verbatim scripts. You will want to spend extra time reviewing the presentation slides to familiarize yourself with the coaching principles. Closely read Section 1

before delivering the program. You may even consider practicing some coaching conversations with a friend.

Familiar with coaching, but new to facilitating a workshop: If you have prior knowledge about coaching (have taken courses, read books), but have little or no experience facilitating a workshop, you will want to closely review Section 1 before delivering the program so that you understand the role and skills of a facilitator and increase the effectiveness of your workshops. You will also want to be familiar with the learning activities that you will be leading. This workshop is designed to do more than transmit knowledge about coaching to your participants. In addition to presentation slides, there are group discussion questions, learning activities, and coaching practice sessions to engage participants in a hands-on and practical training experience.

New to coaching, but comfortable as a facilitator: If you consider yourself an expert in facilitating workshops, but are new to the concepts of coaching, then spend extra time reviewing the presentation slides to familiarize yourself with the coaching principles so that you feel comfortable using some of your own words.

Familiar with both coaching and facilitation: If you have prior knowledge and experience in both coaching and facilitating workshops, then focus your preparation on the biblical foundation of coaching. What makes this workshop different from a secular coaching training course? You may consider incorporating other materials and training activities that you've developed. However, you may not modify or otherwise customize the presentation slides and activities in the *Lifestyle Coaching Skills* workshop, other than translation to a different language. You must also retain the credit line denoting the original source of the material. Keep in mind that it is illegal to present this content as your own work.

How do I use this Facilitator Guide?

The *Lifestyle Coaching Skills* Leaders Guide provides everything you need to lead a *Lifestyle Coaching Skills* workshop.

Section 1 highlights essentials for effective coaching training, including understanding adult learners, creating an effective learning environment, utilizing key facilitation skills, and integrating coaching practice and feedback.

Section 2 is focused on the *Lifestyle Coaching Skills* workshop. It is divided into three parts:

A. Workshop Planning & Preparation contains steps for planning and promoting the *Lifestyle Coaching Skills* workshop, a task timeline, materials list, and suggested schedules.

B. Session Facilitation Guides walk you step-by-step through each of the five workshop sessions. Each guide is laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. Because the Presentation speakers notes contain verbatim scripts, these guides are designed to be a straightforward and simple tool to keep you on track during the training. They include cues on the learning activities, notes about handouts, and other important delivery tips.

C. Workshop Follow-up discusses ideas for follow-up after the workshop is over. While the workshop plays an important role in your participants' learning, it is only the beginning. Your participants are busy, and the new skills and concepts they learned in the workshop will become a distant memory without follow-up. This chapter offers ideas for post-workshop learning, coaching support, and building a culture of coaching at your church.

Section 3 provides detailed instructions for facilitating the workshop learning activities. For each activity, the objectives, materials, and instructions are provided.

Section 4 provides thumbnail versions of the *Lifestyle Coaching Skills* handouts in the Participant Guide. They include resource materials and participant worksheets for learning activities.

Access to Materials

As you prepare for the *Lifestyle Coaching Skills* workshop, note that these materials were created for use within the Seventh-day Adventist church for training health promoters to use *lifestyle coaching skills* in health ministries. Materials are copyrighted. It is illegal to present this content as your own work. Permission is granted to translate into other languages.

Getting Started

Once you have a general sense of the *Lifestyle Coaching Skills* Facilitator's Guide, set it aside! Then take the following steps to get started:

1. Spend time praying that God will direct your planning and equip your church to be effective at integrating health coaching in health ministry.
2. Share your ideas with your church pastor and health ministries leader.
3. Prayerfully build a team who will commit to pray for the workshop and help with the various aspects of coaching training.
4. Select the appropriate workshop format for the needs of your congregation.
5. Assemble the workshop materials and familiarize yourself with the workshop format, presentation slides, learning activities, and the presentation media.
6. Set a date for the workshop and use the workshop promotional materials to promote the training.
7. Facilitate the coaching training, remembering to plan for evaluation and coaching training follow-up activities.

Section 1: Effective Coaching Skills Training

Understanding Adult Learners

Adult learners have accumulated a foundation of *life experiences and knowledge*. They need to connect learning to this knowledge and experience base. To help them do so, facilitators should draw out participants' experience and knowledge that is relevant to the topic.

Adults are also *relevancy-oriented*. They must see a reason for learning something. Help them to make connections between the topic and their roles in ministry and personal/professional lives.

They are also *practical*, focusing on the aspects of a lesson most useful to them in their lives. This is the reason that the coaching practice activities are based on their own stories and experiences. This is also why the learning activities add value to the workshop, because they allow participants to "do" something with the information rather than simply "knowing" it. While physical activity has been emphasized as a chosen focus for this workshop, allow flexibility if that area is not relevant to a participant.

Creating an Effective Learning Environment

The role of the facilitator is to create a comfortable environment for learning, growth, and support. Set the "ground rules" for the group, so that it offers respect, confidentiality, and a safe environment for group support of individual needs. For each Session, your goal is to ensure that each participant learns something new and commits to apply that new learning in a concrete way. Additional responsibilities include:

- Encourage open exchange of ideas and collaborative learning.
- Direct the coaching process and ensure that coaching conversations stay goal focused.
- Provide affirmation. Although a coaching approach seems simple enough, many people find that they struggle learning some of the skills. Affirm their efforts and encourage them that "You can do this!"
- Keep the training on schedule.
- Guide group activities and discussions, ensuring that they stay on topic and end on time.
- Manage group dynamics.
- Available for effective follow-up!

Group Dynamics

The more people you have in a group the less responsive they usually get. Therefore, good facilitation includes multiple types of interaction--large group, small groups, pairs.

Group Size	Participation
3-6 people	Everyone speaks
7-10 people	Almost everyone speaks Quieter people say less 1-2 people may not speak
11-19 people	5-6 people speak a lot 3-4 others join occasionally
19-30 people	3-4 people dominate
> 30 people	Little participation possible

Facilitation Tips

- Promote participant discussion of the content delivered. This is not just a check or a review. Encourage participants to offer their own ideas and experiences, and to ask questions, so that learning happens through self-discovery and new connections that bring deeper understanding. *What did you hear in the presentation that rang true for you? What made the biggest impression? How does this concept relate to your experience?*
- Debrief after each activity, and after the entire Session. Use targeted, open ended questions based on the previous experience. *What was that experience like for you?*
- Don't be afraid of silence. Allow for pauses and silences. People need time to think and reflect. You may find it helpful to silently count to ten after posing a question.
- Seek to involve everyone in the discussions; however, never call on someone who does not want to share.
- Remember to be coach-like when you are facilitating. Use open ended questions, paraphrase when needed. *If I understand correctly, you are asking...* Add your own points only after participants have expressed their thoughts.
- Affirm participants for their contributions. *I'm glad you brought that up... Good point. Let's build upon that...*
- Don't let any one person dominate, including yourself. Make it your practice to always let other people react first to a question or to a statement by another participant. If they say what you were thinking, so much the better, you don't have to.
- Refrain from responding to every comment. Thank the participant, and then ask for other

responses. *Thank you. Who else has a thought?*

- Don't be too quick to answer questions. You can reverse the question back to the questioner. *You have obviously done some thinking on this. What's your view? What do you think?* You can also redirect questions to others. *Who has some thoughts on how to answer this question?*
- Keep the session flowing smoothly. Try not to get sidetracked by unrelated topics that are not beneficial to the whole group.
- Another way to make these Sessions effective and motivate people to retain what they learn is a strong call-to-action. Usually this occurs in the Session Takeaways activity. You can help people define their own call to action by asking: *What made the biggest impression on you today? Why? What did you learn that you'd like to share with others? Why? How do you want to apply this insight to your life?*

Integrating Coaching Practice and Feedback

There is no more effective means for learning than through hands-on experience. Participants can improve their knowledge and understanding of coaching skills by listening to the presentation. But they need to be able to put the skills to use in real-time situations. This means it is important to allocate the time needed to practice these skills and get feedback on their progress. In addition, it's a good idea to give them the opportunity to experience coaching firsthand so that they experience the benefits of coaching and become more committed to using a coaching approach as a method for supporting others.

Section 2: The *Lifestyle Coaching Skills* Workshop

Workshop Planning & Preparation

Successful training workshops require thorough preparation and planning. The “Seven Steps of Planning” is a series of questions that help you make sure all details are covered. It can be used as both a planning guide and checklist for workshop planning.

Step	Questions
Why?	Why is this workshop needed?
Who?	Who are the participants? How many should be invited? Who are the facilitators? What are their roles? Who are other invited resource people? Who takes care of logistics?
What for?	What are the outcome objectives of this workshop? What are the learning objectives of each session?
What?	What are the knowledge, skills and attitudes that participants need to acquire or change during the course of this workshop? What materials are required for each session? What materials or resources are needed? What will we charge? What schedule format would best fit our needs?
When?	When should the workshop be held (date)?
Where?	Where is the most appropriate place for the training, considering the budget? Where is the most appropriate meeting room, considering the training format? Where will refreshments or lunch, if any, be served?
How?	How many hours are necessary for this workshop? How will the workshop be promoted? How will registrations be handled? How will monitoring and evaluation be conducted?

Source: Adapted from Berardinelli, P., Burrow, J., & Vella, J. *How do they know they know: Evaluating adult learning*. San Francisco: Jossey-Bass, 1997.

Planning Timeline

• 8-12 Weeks in Advance:

- Pray about offering the *Lifestyle Coaching Skills* workshop in your church. Ask God to prepare your church leaders and health ministry team to use this training program to learn better ways to walk alongside others in their wellness journey.
- Talk with those most likely to participate in the *Lifestyle Coaching Skills* workshop to determine their level of interest. Getting two or three key people on board from the beginning can become your best promotion.
- Schedule a meeting with your pastor, health ministry leader, or other church leaders to enlist their support.

• 6-8 Weeks in Advance:

- Schedule the *Lifestyle Coaching Skills* workshop by placing it on the church calendar. For the best attendance, find a 5-week timeframe that doesn't fall over a holiday or during the summer.
- Order *Lifestyle Coaching Skills* Participant Guides. Plan one for each participant and a few extras.

• 4-6 Weeks in Advance:

- Advertise the workshop in your church bulletin or newsletter and on strategically placed posters. Arrange for a pulpit announcement. Don't overlook the effectiveness of personal invitations.
- Place a sign-up sheet on the church bulletin board for participants to register for the training program. Consider whether you want to limit the number of participants. Ideally, the training should have 8-20 participants for best group dynamics.
- Secure a meeting room. The room should comfortably accommodate tables for 4-6 persons, with enough space to divide into smaller groups and pairs for coaching practice.
- Arrange for child-care, if necessary.

• 2-3 Weeks in Advance:

- Secure all necessary equipment and supplies (see materials list).
- Verify that adequate Participant Guides are on-hand.
- Register participants.

• 1 Week in Advance:

- Contact participants to confirm workshop registration, start date, and any necessary information on materials, schedule, etc.
- Create an attendance roster.
- Review Session 1 materials.
- Continue praying that God will use this training program to enhance your congregation's health ministry outreach.

Promoting the Lifestyle Coaching Skills Workshop

Effective promotion and enrollment are essential to a successful training workshop. Since many people may not know what coaching is, be sure to include an explanation and benefits in your promotion strategy. Here are some suggestions for getting the word out about your *Coaching Lasting Lifestyle Change* workshop:

- Talk about the event. The best promotion is a personal invitation by someone who believes in the lifestyle coaching approach and is excited about the impact it would have on the

church's health ministry outreach.

- Show copies of the Facilitator Guide and/or Participant Guide.
- Ask your pastor to announce the event from the pulpit.
- Create a flyer for the church bulletin board or worship bulletin.
- Handout flyers at doorways/entrances.
- Send an email or postcards to your church mailing list
- Make announcements in Bible Study classes, prayer meeting, and other events.
- Phone people you feel might be interested
- Organize a phone campaign in your church
- Put an announcement in your church bulletin and newsletter
- Use the church website or social media page to promote the event
- Consider making your workshop a multi-church event, and promote to other congregations

Workshop Format

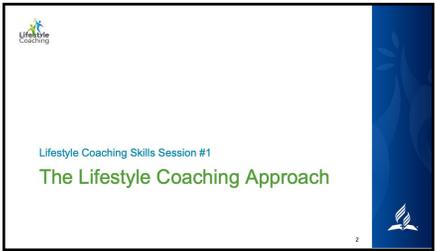
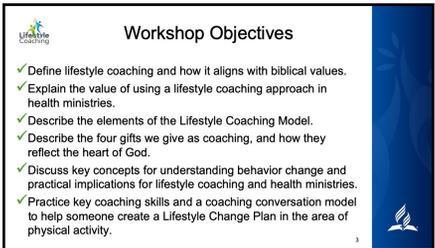
The approximate workshop time for participants is 15 hours, divided into five sessions (2.5 – 3 hours each). You may deliver the training as five weekly sessions (preferred, to allow time for coaching practice between sessions) or over a weekend. If conducting the training over a weekend, you may arrange the sessions to begin on Friday evening with Session 1. Sabbath and Sunday would be two full workshop days, with an optional break inserted for participation in the congregation's worship service.

Workshop Materials List

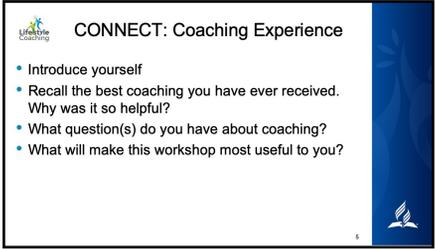
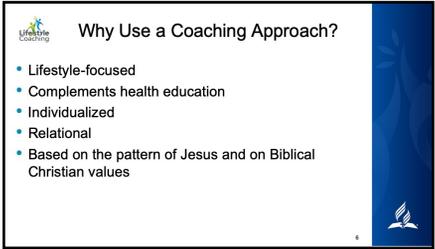
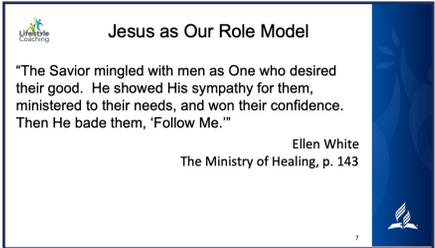
- Facilitator Guide
- Participant Guide for each participant
- Computer
- LCD projector and screen
- Flip chart (or dry erase board) and markers
- Sticky notes
- Name tags
- Pens/pencils
- Timer for timing learning activities
- (Optional) CD player and instrumental music CDs to play during coaching practice activities to offer some privacy to the conversations.
- (Optional) Four gift-wrapped packages as a visual aid

Facilitation Guides

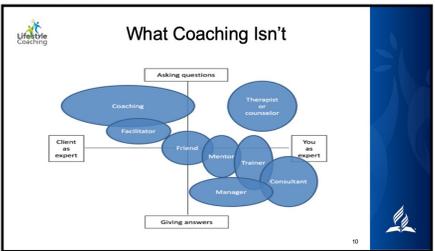
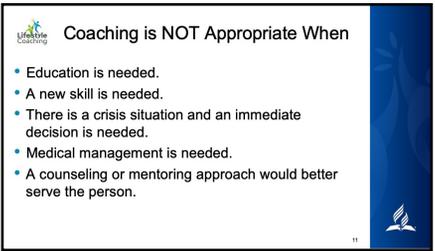
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
<p>Before the workshop</p>	<p>Slide 1</p>  <p>Session 1 is approximately 2.5 hours:</p> <ul style="list-style-type: none"> • 60-minute section • 15-minute break • 75-minute section 	<p>Workshop Setup</p> <p>Arrange for any food and beverages. Set up the room so that participants are seated at tables of 4-6 people.</p> <p>Acquire all necessary equipment and supplies:</p> <ul style="list-style-type: none"> • Name tags • Pens or pencils • Sticky notes • Flip chart or dry erase board • Markers • Timer (to time breaks and activities) • Four gift-wrapped boxes for display <p>Acquire enough Participant Guides so that each participant has their own copy.</p> <p>Review PowerPoint Speakers Notes and LCS Learning Activities 1-3.</p>
<p>2 minutes</p>	<p>Slide 2</p> 	<p>Opening</p> <p>Welcome participants as they arrive. Provide name tags for each to wear. Briefly introduce yourself. Open with prayer.</p>
<p>2 minutes</p>	<p>Slide 3</p> 	<p>Objectives</p> <p>Review the objectives for the workshop. Set the stage for it to be participative. <i>During this training, we'll be learning basic coaching skills like reflective listening, asking open-ended questions, goal-setting, action planning. We are going to have actual practice sessions where we work at these skills and you'll get to practice them with each other, using real issues from our own lives. Authenticity and confidentiality are crucial to this process.</i></p>

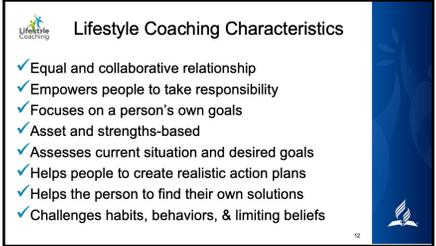
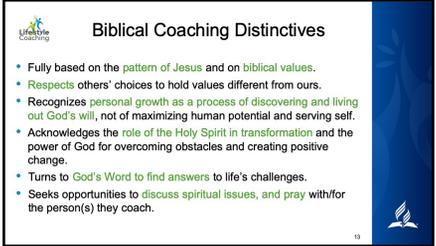
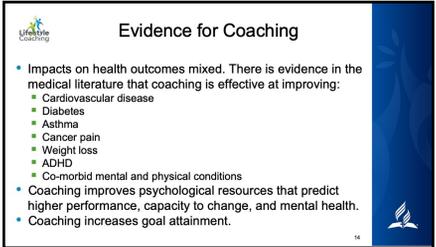
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 4</p> 	<p>Welcome and Logistics</p> <p>Review basic expectations and logistics. Distribute Participant Guides. Point out how to locate the PowerPoint Handouts and LCS Handouts.</p>
15 minutes	<p>Slide 5</p> 	<p>Learning Activity 1 - CONNECT: Coaching Experience</p> <p>This activity will help participants get to know each other and start talking about coaching. It also helps to create the learning environment by preparing participants to share with each other. Use the instructions on Learning Activity 1 and the questions on Slide 5 to facilitate the exercise.</p> <p><i>Everyone knows something about coaching and can contribute to learning. So let's begin by getting acquainted and sharing our coaching experiences.</i></p>
2 minutes	<p>Slide 6</p> 	<p>Why Use a Coaching Approach?</p> <p><i>Before we launch into the what and how of coaching lifestyle change, let's step back and ask ourselves, why is it important for a health ministry team to use a coaching approach?</i></p> <p>Use Slide 6 to briefly review the five reasons why we should use a coaching approach in our health ministries programs.</p>
1 minute	<p>Slide 7</p> 	<p>Jesus as Our Role Model</p> <p>READ SLIDE.</p> <p>Use Slide 7 to make the key point that Jesus' method of working with people was very coach-like.</p>

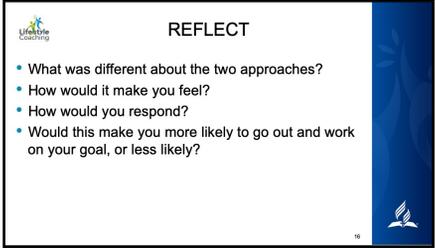
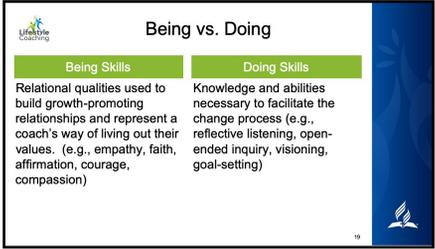
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 8</p> 	<p>Coaching Background</p> <p>Use Slide 8 to briefly review the history of coaching.</p> <p>Make the following key point: <i>This training program does not meet standards for training you to be certified as a health coach. Its objective is to introduce you to coaching concepts and skills that can be used to help participants in our health ministries programs to be successful in lifestyle change.</i></p>
1 minute	<p>Slide 9</p> 	<p>What is Lifestyle Coaching?</p> <p>Present the basic definition of coaching we will be using in this workshop, emphasizing the following words:</p> <ul style="list-style-type: none"> • Relationship • Motivation • Change process • Visioning, goal setting, and accountability <p><i>These are concepts that are integral to the coaching approach.</i></p>
2 minutes	<p>Slide 10</p> 	<p>What Coaching Isn't</p> <p>Use Slide 10 to review how coaching differs from other ways of helping people. Make the key point that we often <i>think</i> we are coaching, when we are actually giving advice or counseling. Many types of conversations are designed to help people, but most are not driven by a coaching approach.</p>
1 minute	<p>Slide 11</p> 	<p>Coaching Is NOT Appropriate When</p> <p>Use Slide 11 to help participants understand the scope of a coaching approach. It is best used when a person is considering lifestyle change, and there are several situations in which coaching would not be the best way to help someone.</p>

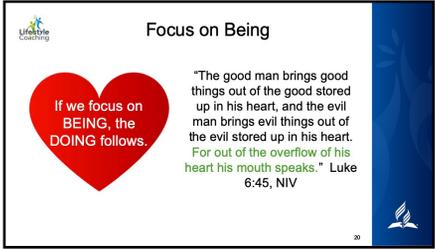
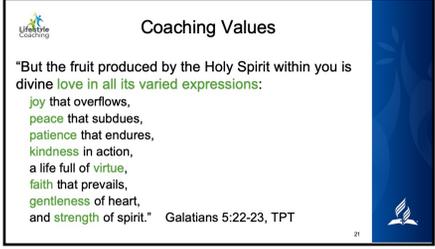
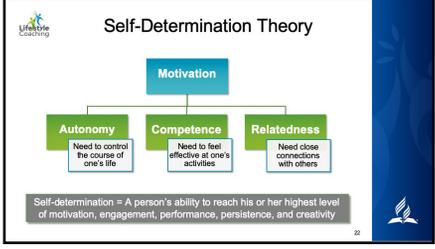
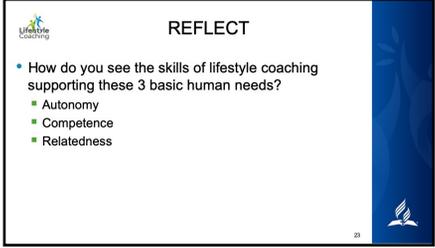
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 12</p> 	<p>Lifestyle Coaching Characteristics</p> <p>Use Slide 12 to review common characteristics of lifestyle coaching. <i>Bottomline, a coaching approach changes the way we interact with others.</i></p>
2 minutes	<p>Slide 13</p> 	<p>Biblical Coaching Distinctives</p> <p>Use Slide 13 to make the point that what makes lifestyle coaching Biblical isn't just occasionally throwing in a scripture verse or tacking on a prayer at the end of a coaching conversation. Rather, there are several distinguishing features of Biblical coaching. These distinguishing features offer a way of thinking about coaching that will help build the foundation for its use in health ministries.</p>
1 minute	<p>Slide 14</p> 	<p>Evidence for Coaching</p> <p>Use Slide 14 to briefly review the many health-related benefits associated with coaching.</p>
12 minutes	<p>Slide 15</p> 	<p>LCS Learning Activity 2 - Coaching Demonstration</p> <p>This activity will help participants experience coaching, as well as contrast a coaching approach with an expert or educating approach to behavior change. Use the instructions on Learning Activity 2 and on Slides 15-16 to facilitate the exercise.</p>

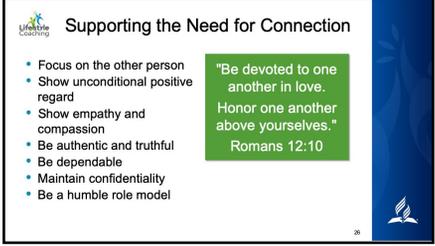
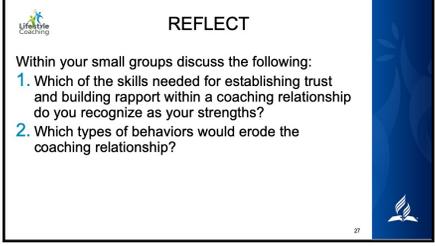
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 16</p> 	<p>LCS Learning Activity 2 - Coaching Demonstration Debrief</p> <p>Lead a large group discussion using the questions in the Learning Activity 2. The key point here is that lifestyle coaching feels very different from getting advice.</p> <p><i>This workshop will help you better understand the process of lifestyle change, learn to listen reflectively to someone without giving advice, and ask powerful questions that will cause them to think differently about their situation.</i></p>
3 minutes	<p>Slide 17</p> 	<p>Key Point</p> <p>Share the key point, which emphasizes the nature of coaching to help people generate new insights which leads to action. <i>The primary outcome of a coaching conversation is not action, but new thinking and a growth mentality.</i></p> <p>Make a connection back to the definition of coaching: "Coaching is a growth-promoting relationship that elicits autonomous motivation, increases the capacity to change, and facilitates a change process..."</p>
15 minutes	<p>Slide 18</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
2 minutes	<p>Slide 19</p> 	<p>Being vs. Doing</p> <p>Use Slide 19 to differentiate between "being" skills and "doing" skills.</p> <p><i>Our relationship, our way of being with others, is an important component of effective coaching.</i></p> <p><i>Before we jump into the "doing" skills of lifestyle coaching, lets spend some time reflecting on the values that provide the foundation for our actions.</i></p>

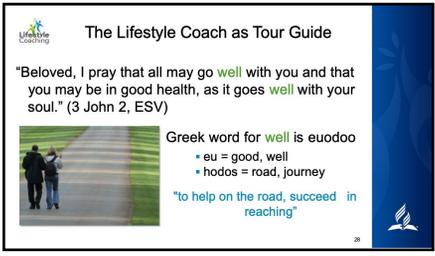
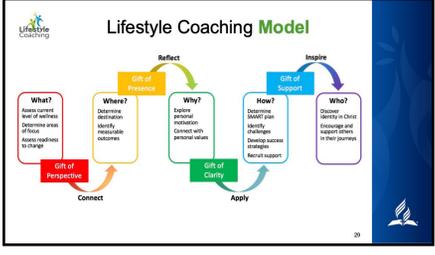
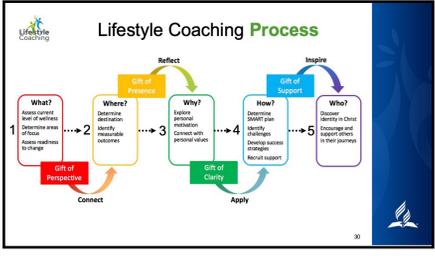
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 20</p> 	<p>Focus on Being</p> <p>Use Slide 20 to emphasize that the importance of focusing on our inner preparation for lifestyle coaching. <i>We have to do more than just talk about these values. If we want to be effective in helping people change, then Christian values must lie at our very core. When we truly adopt them as our own, we'll automatically become effective coaches. If we focus on BEING, the DOING follows.</i></p> <p>Ask, <i>What Christian values can you think of that might be important to coaching?</i></p>
2 minutes	<p>Slide 21</p> 	<p>Coaching Values</p> <p>Make the point that we can think of coaching values as the fruit that the Holy Spirit produces in us.</p> <p><i>When we live out these values, we are providing space for God to love others through us.</i></p> <p>Ask, <i>do these values reflect the way we conduct our health ministry programs, or do we operate as if information is most important?</i></p>
5 minutes	<p>Slide 22</p> 	<p>Self-Determination Theory</p> <p>Use Slide 22 to review the components of Self-Determination Theory.</p>
8 minutes	<p>Slide 23</p> 	<p>REFLECT</p> <p>Use the question on Slide 23 to help participants make connections between Self-Determination Theory and lifestyle coaching. Ask the participants to discuss by table initially (5 minutes), then facilitate a 3-minute group discussion to collect all the ideas brought out in the table discussions.</p>

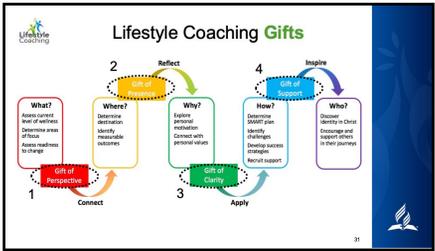
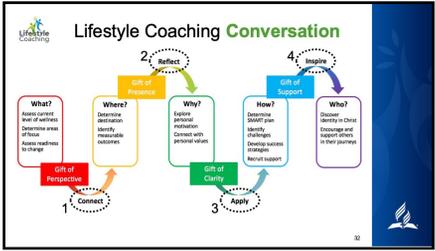
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS				
2 minutes	<p>Slide 24</p>  <p>Supporting the Need for Autonomy</p> <table border="1"> <thead> <tr> <th>Coach Approach</th> <th>Expert Approach</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Serve • Collaborate • Co-create • Appreciate • Cultivate growth • Facilitate behavior change </td> <td> <ul style="list-style-type: none"> • Direct • Control • Advocate • Criticize • Expect compliance • Provide expert knowledge </td> </tr> </tbody> </table>	Coach Approach	Expert Approach	<ul style="list-style-type: none"> • Serve • Collaborate • Co-create • Appreciate • Cultivate growth • Facilitate behavior change 	<ul style="list-style-type: none"> • Direct • Control • Advocate • Criticize • Expect compliance • Provide expert knowledge 	<p>Supporting the Need for Autonomy</p> <p>Use Slide 24 to contrast the coach approach with the expert approach. Point out that the expert role does serve a purpose, and it will be important for us to identify when participants need our information and then deliver it in a coach-like way. This will be discussed further in Session 5.</p>
Coach Approach	Expert Approach					
<ul style="list-style-type: none"> • Serve • Collaborate • Co-create • Appreciate • Cultivate growth • Facilitate behavior change 	<ul style="list-style-type: none"> • Direct • Control • Advocate • Criticize • Expect compliance • Provide expert knowledge 					
1 minute	<p>Slide 25</p>  <p>Supporting the Need for Competence</p> <ul style="list-style-type: none"> • Lifestyle coaching model provides structure • Lifestyle change plan • Clear expectations • Achievable SMART goals • Experimental SMART steps • Success strategies, such as tracking progress • Positive feedback • Redefining "failures" as opportunities for learning 	<p>Supporting the Need for Competence</p> <p>Use Slide 25 to highlight a few ways that we support the basic need for competence, or self-efficacy, when we use a lifestyle coaching approach with our participants. Note that several of these strategies will covered in greater detail later in the workshop.</p>				
2 minutes	<p>Slide 26</p>  <p>Supporting the Need for Connection</p> <ul style="list-style-type: none"> • Focus on the other person • Show unconditional positive regard • Show empathy and compassion • Be authentic and truthful • Be dependable • Maintain confidentiality • Be a humble role model <p>"Be devoted to one another in love. Honor one another above yourselves." Romans 12:10</p>	<p>Supporting the Need for Connection</p> <p>Use Slide 26 to review the ways we support the need for connection. A key point to make is that the heart of lifestyle coaching lies in the connections we foster with our participants.</p>				
8 minutes	<p>Slide 27</p>  <p>REFLECT</p> <p>Within your small groups discuss the following:</p> <ol style="list-style-type: none"> 1. Which of the skills needed for establishing trust and building rapport within a coaching relationship do you recognize as your strengths? 2. Which types of behaviors would erode the coaching relationship? 	<p>REFLECT</p> <p>Use the questions on Slide 27 to help participants reflect more personally on the topic of supporting the need for connection. To foster more participation in the discussion, ask participants to pair up with another person at their table. Then facilitate a large group discussion to collect all the ideas brought out in the paired discussions.</p>				

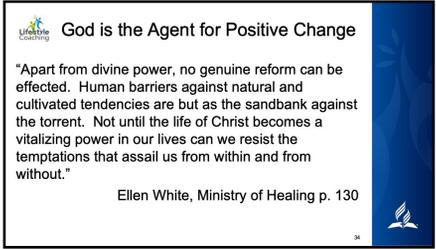
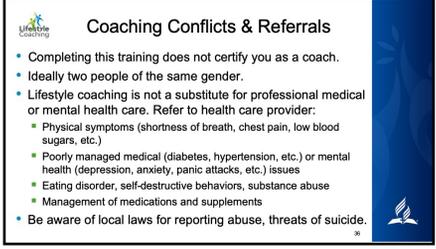
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 28</p> 	<p>The Lifestyle Coach as Tour Guide</p> <p>Slide 28 introduces the metaphor of a tour guide. This metaphor offers another way to thinking about coaching, provides further clarification on the usefulness of lifestyle coaching in health ministries, as well as offers another Biblical basis for the role of a lifestyle coach.</p>
2 minutes	<p>Slide 29</p> 	<p>Handout 1 - The Lifestyle Coaching Model</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 1 - The Lifestyle Coaching Model.</p> <p>Introduce the Lifestyle Coaching Model. Slide 29 provides the big picture. Don't define in detail because you will refer back to this model throughout the workshop.</p> <p><i>The Lifestyle Coaching Model will provide a framework for the rest of the Lifestyle Coaching Skills training workshop. We'll examine the various components of the model during the four remaining sessions, and introduce some coaching skills needed for each step.</i></p>
1 minute	<p>Slide 30</p> 	<p>The Lifestyle Coaching Process</p> <p>Continue to refer to Handout 1. On Slide 30, point out the five steps of the lifestyle coaching process, denoted by the boxes labeled 1-5 in the center of the model.</p> <p><i>In the Lifestyle Coaching Model, we see the coaching process that consists of five steps for coaching lifestyle change: 1) What? 2) Where? 3) Why? 4) How? and 5) Who?</i></p>

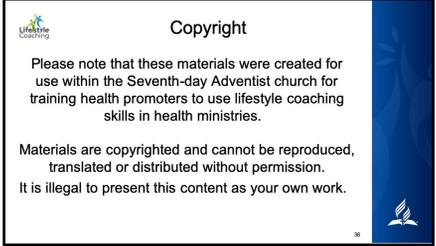
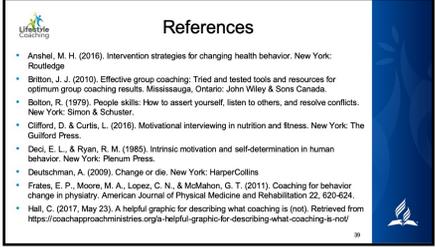
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 31</p>  <p>The diagram shows four gifts in a cycle: 1. Gift of Perspective (What?), 2. Gift of Balance (Where?), 3. Gift of Clarity (Why?), and 4. Gift of Support (How?). Each gift is linked to a phase: Connect, Reflect, Apply, and Inspire. The 'Who?' column lists 'Support: Identify in Christ, Encourage and support others in their journey.'</p>	<p>The Lifestyle Coaching Gifts</p> <p>Continue to refer to Handout 1. On Slide 31, point out the four gifts that we give when we use a lifestyle coaching approach, represented by the dotted circles labeled 1-4.</p> <p><i>These gifts make up the being and doing skills of a lifestyle coach. They reflect the heart of God and Jesus' way of helping people.</i></p>
1 minute	<p>Slide 32</p>  <p>The diagram shows four phases in a cycle: 1. Connect (What?), 2. Reflect (Where?), 3. Apply (Why?), and 4. Inspire (How?). Each phase is linked to a gift: Gift of Perspective, Gift of Balance, Gift of Clarity, and Gift of Support. The 'Who?' column lists 'Support: Identify in Christ, Encourage and support others in their journey.'</p>	<p>The Lifestyle Coaching Conversation</p> <p>Continue to refer to Handout 1. On Slide 32, point out the four phases of the Lifestyle Coaching Conversation: Connect, Reflect, Apply, and Inspire.</p> <p><i>Through the 4 gifts that we give when we use a lifestyle coaching approach, we guide people through the coaching process in our coaching conversations. The Lifestyle Coaching Conversation has four distinct phases: Connect, Reflect, Apply, and Inspire.</i></p>
4 minutes	<p>Slide 33</p>  <p>The diagram shows three overlapping circles: HEALTH INFORMATION (Trust, Appt Approach, Reduce Health), LIFESTYLE COACHING (Trust, Guide Approach, Change Process, Group Support), and FAITH (God's Power for Change, Personal Faith Practices). The overlap of Health and Lifestyle is 'Quality Change'. The overlap of Lifestyle and Faith is 'Trust Change'. The overlap of Health and Faith is 'Trust Change'. The center overlap of all three is 'Trust Change'. Text on the right: 'Effective Health Ministries: Offer knowledge and support for change. Connect individuals to the REAL Power for change.'</p>	<p>Handout 2 - Lifestyle Coaching in Health Ministries</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 2 - Lifestyle Coaching in Health Ministries.</p> <p>Introduce the Lifestyle Coaching in Adventist Health Ministries Model. This model depicts how lifestyle coaching fits within Adventist health ministries. Review the overlapping circles, starting with Health Information and moving to Lifestyle Coaching and Faith in God. Then review the overlap areas.</p> <p><i>Health ministries programs become more effective by integrating a lifestyle coaching approach.</i></p>

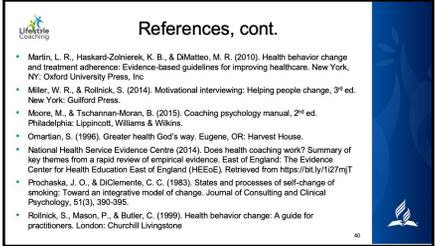
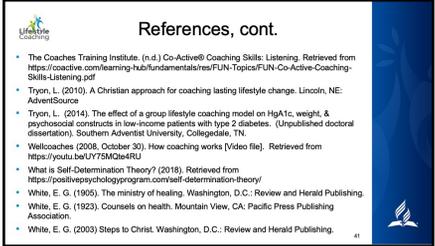
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 34</p> 	<p>God is the Agent for Positive Change READ SLIDE. Ask, <i>how does understanding God as the agent for positive change impact your health ministry efforts?</i></p>
2 minutes	<p>Slide 35</p> 	<p>Lifestyle Coaching in Health Ministry Use Slide 35 to review the ways we can use a lifestyle coaching approach in health ministries.</p>
2 minutes	<p>Slide 36</p> 	<p>Coaching Conflicts & Referrals Use Slide 36 to provide clarification on the scope of practice for lifestyle coaching after completing this workshop. Due to the personal nature of coaching conversations, it is recommended that women coach women, and men coach men. Another key point is that lifestyle coaching is not a substitute for professional medical or mental health care. Know when to refer/report.</p>

Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
20 minutes	<p>Slide 37</p> 	<p>Learning Activity 3 - Session 1 Takeaways Ask participants to turn in their Participant Guide to LCS Handout 3 - Session 1 Takeaways.</p> <p>Use the instructions on Learning Activity 3, Handout 3, and the questions on the Slide 37 to facilitate the session debrief. <i>Of all the notes you take, this page is the most important.</i></p> <p>Close in prayer. Include a time of silent reflection, allowing them to pray about their personal insights and how they feel God is leading them to put these ideas into action.</p> <p>Thank participants for their participation, interesting insights, challenging questions, enthusiasm, or any other strengths you noted. Be specific without singling people out.</p> <p>Remind participants of the next session date/ time.</p>
	<p>Slide 38</p> 	<p>Copyright Information</p>
	<p>Slide 39</p> 	<p>References</p>

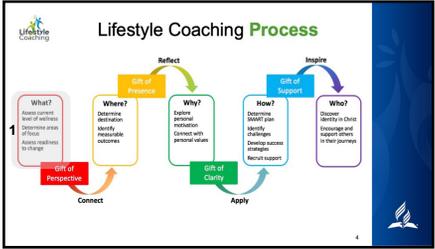
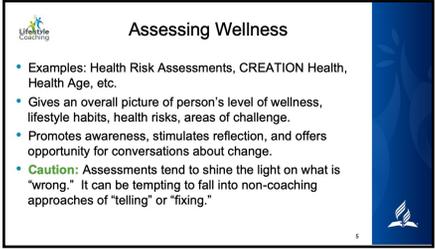
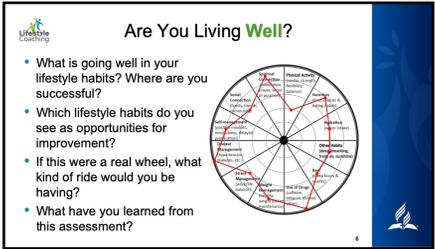
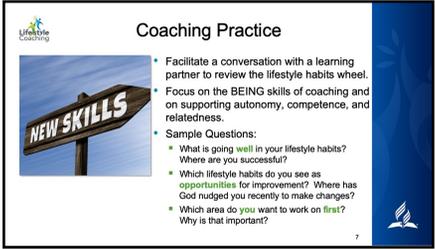
Session 1 - The Lifestyle Coaching Approach

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
	<p>Slide 40</p> 	<p>References, cont.</p>
	<p>Slide 41</p> 	<p>References, cont.</p>
	<p>Slide 42</p> 	<p>After the Session: Evaluate the session. Were you able to begin and end on time? Are there any concerns that need to be addressed before the next session? What changes do you want to make for future sessions? Pray for participants.</p>

Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
<p>Before the workshop</p>	<p>Slide 1</p>  <p>Session 2 is approximately 3 hours long:</p> <ul style="list-style-type: none"> • 35-minute section • 10-minute break • 60-minute section • 15-minute break • 60-minute section 	<p>Workshop Setup</p> <p>Arrange for any food and beverages. Set up the room so that participants are seated at tables of 4-6 people.</p> <p>Acquire all necessary equipment and supplies:</p> <ul style="list-style-type: none"> • Name tags • Pens or pencils • Sticky notes • Flip chart or dry erase board • Markers • Timer (to time breaks and activities) • Four gift-wrapped boxes for display Copy handouts for each participant: • Session 2 PowerPoint Handout, if using • Handouts 4-7 <p>Review PowerPoint speakers notes and Learning Activities 4-9. Also, review participant questions and goals from Session 1 to make sure that you address any that are relevant to the content in Session 2.</p>
<p>1 minute</p>	<p>Slide 2</p> 	<p>Opening</p> <p>Welcome participants back to the Lifestyle Coaching Skills Training Workshop. Open with prayer.</p>
<p>6 minutes</p>	<p>Slide 3</p> 	<p>Welcome and Logistics</p> <p>Review logistics (breaks, restroom location, exits, cell phone usage, etc.) Distribute Session 2 PowerPoint Handout. Reserve remaining handouts to distribute when prompted during the Session. Engage participants in discussion about additional thoughts and questions they have had since Session 1. Lead large group discussion around questions on slide.</p> <p>Ask, <i>where is your thinking now? Do you have any new thoughts about last session's topic? What questions do you have about lifestyle coaching?</i> (Ask participant to write on a sticky note and include on board at front of room.)</p>

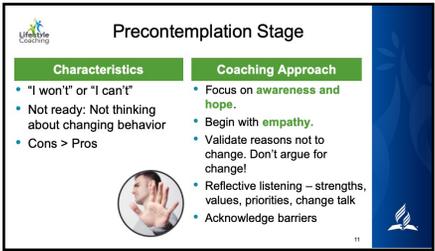
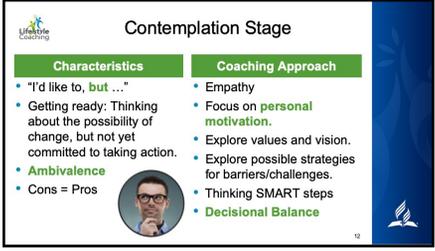
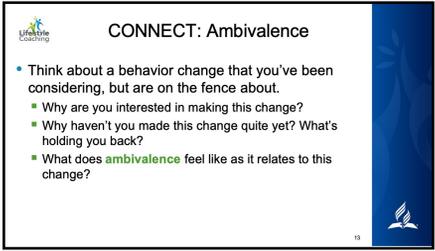
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 4</p> 	<p>Lifestyle Coaching Process Use Slide 4 to provide a brief review of the Lifestyle Coaching Process.</p> <p><i>The Lifestyle Coaching Process is represented by five boxes that highlight the steps for coaching behavior change: 1) What? 2) Where? 3) Why? 4) How? and 5) Who?</i></p> <p>Point out the greyed box and the number 1 on the left side of the model.</p> <p><i>In the first step of the coaching process model, "What?" the health promoter spends time understanding the patient's current level of wellness, desired area(s) of focus, and readiness to change.</i></p>
2 minutes	<p>Slide 5</p> 	<p>Assessing Wellness</p> <p>Use Slide 5 to discuss the usefulness of assessment tools.</p>
5 minutes	<p>Slide 6</p> 	<p>Handout 4 - Are You Living Well?</p> <p>Distribute Handout 4. This activity will help participants experience using a tool for assessing lifestyle habits.</p> <p>Use the instructions on Handout 4 and on Slide 6 to facilitate the activity. Distribute pens or pencils, as needed.</p>
20 minutes	<p>Slide 7</p> 	<p>Learning Activity 4 - Coaching Practice: Assessments</p> <p>This activity will provide opportunity for participants to practice assessing wellness and determining an area of focus. Use the instructions on Learning Activity 4 and on Slide 7 to facilitate the exercise.</p>

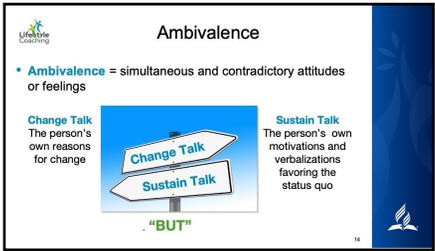
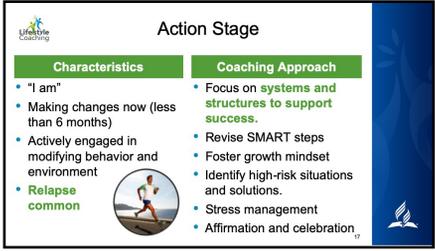
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 8</p>	<p>Use Slide 8 to connect the concept of assessing wellness with scripture.</p> <p><i>When we come back from our break, we'll take a look at another valuable area for assessment: readiness to change.</i></p>
10 minutes	<p>Slide 9</p>	<p>Break Adjust break time to fit schedule.</p>
2 minutes	<p>Slide 10</p>	<p>Assessing Readiness to Change Distribute Handout 5. Use Slide 9 and Handout 5 to introduce the Transtheoretical Model for change. For this slide, just review the names of the stages. Key points to emphasize include: 1) behavior change is not an event, but a process; and 2) people at different stages need different things in order to move forward in positive change. We need to tailor our approach and resources offered to the stage that the individual is in.</p> <p><i>We are going to talk about each of these stages of change, and the lifestyle coaching approach to use when someone is in each stage.</i></p>

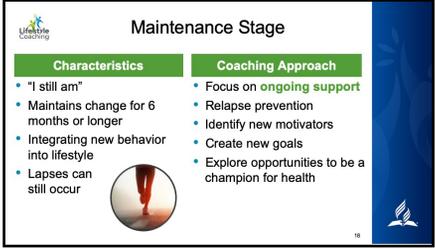
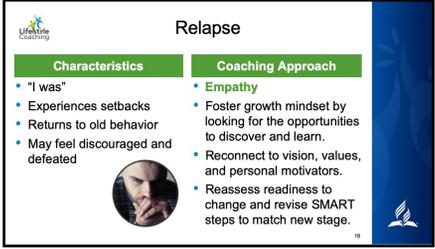
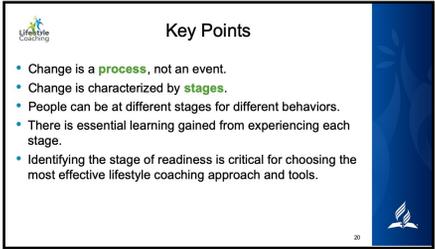
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 11</p>  <p>The slide titled 'Precontemplation Stage' is divided into two columns: 'Characteristics' and 'Coaching Approach'. Under 'Characteristics', it lists: 'I won't' or 'I can't', 'Not ready: Not thinking about changing behavior', and 'Cons > Pros'. Under 'Coaching Approach', it lists: 'Focus on awareness and hope', 'Begin with empathy', 'Validate reasons not to change. Don't argue for change!', 'Reflective listening – strengths, values, priorities, change talk', and 'Acknowledge barriers'. There is a small image of a hand with fingers spread.</p>	<p>Precontemplation Stage</p> <p>Use Slide 10 and Handout 5 to review the characteristics of people in the Precontemplation stage of change. It is important for participants to be able to identify the stage of change that an individual is in, as well as to know what approach they should use when helping them.</p> <p><i>In the early stages of change, empathy is often the only tool we are able to use until a person feels that we are really listening and that we accept him.</i></p>
3 minutes	<p>Slide 12</p>  <p>The slide titled 'Contemplation Stage' is divided into two columns: 'Characteristics' and 'Coaching Approach'. Under 'Characteristics', it lists: 'I'd like to, but ...', 'Getting ready: Thinking about the possibility of change, but not yet committed to taking action.', 'Ambivalence', and 'Cons = Pros'. Under 'Coaching Approach', it lists: 'Empathy', 'Focus on personal motivation.', 'Explore values and vision.', 'Explore possible strategies for barriers/challenges.', 'Thinking SMART steps', and 'Decisional Balance'. There is a small image of a person's face.</p>	<p>Contemplation Stage</p> <p>Use Slide 11 and Handout 5 to review the characteristics of people in the Contemplation stage of change and the coaching approach they should use when helping them.</p> <p><i>In this stage there is ambivalence--there are good reasons to make the change and good reasons not to change. It's different from the Precontemplation "I can't" stage, in that the Pros for making a change have grown enough and/or the Cons have decreased enough to bring something closer to balance between the Pros and Cons.</i></p>
10 minutes	<p>Slide 13</p>  <p>The slide titled 'CONNECT: Ambivalence' contains a list of questions for a group activity: 'Think about a behavior change that you've been considering, but are on the fence about.', 'Why are you interested in making this change?', 'Why haven't you made this change quite yet? What's holding you back?', and 'What does ambivalence feel like as it relates to this change?'. There is a small image of a person's face.</p>	<p>Learning Activity 5 - CONNECT: Ambivalence</p> <p>This activity will help participants recognize their own ambivalence as it relates to behavior change and increase empathy and understanding for individuals in the Contemplation stage of change. Use the instructions on Learning Activity 5 and the questions on the slide to facilitate the exercise.</p> <p><i>Ambivalence, feeling two ways about something and not knowing which way to go, is a natural part of the change process. It is very common when people are considering behavior change.</i></p>

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TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 14</p> 	<p>Ambivalence</p> <p>Use Slide 14 to help participants understand what ambivalence is and the difference between change talk and sustain talk. <i>Ambivalence in and of itself is actually not a bad thing at all. It simply means a person is contemplating making a change. An important point to consider is that when we give people reasons to change, it leaves them defending the reasons NOT to change.</i></p>
10 minutes	<p>Slide 15</p> 	<p>Learning Activity 6 - Decisional Balance</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 6 - Decisional Balance. This activity will provide opportunity for participants to practice using a Decisional Balance exercise for a health behavior. Use the instructions on Learning Activity 6, Handout 6, and on Slide 15 to facilitate the exercise. <i>A tool that is quite useful with people in the Contemplation stage is the Decisional Balance.</i></p>
3 minutes	<p>Slide 16</p> 	<p>Preparation Stage</p> <p>Use Slide 16 and Handout 5 to review the characteristics of people in the Preparation stage of change and the coaching approach they should use when helping them.</p>
3 minutes	<p>Slide 17</p> 	<p>Action Stage</p> <p>Use Slide 17 and Handout 5 to review the characteristics of people in the Action stage of change and the coaching approach they should use when helping them.</p>

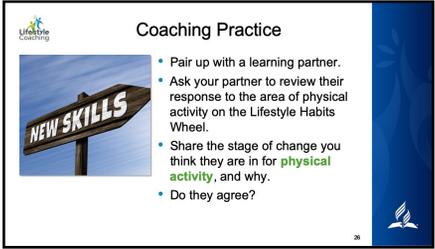
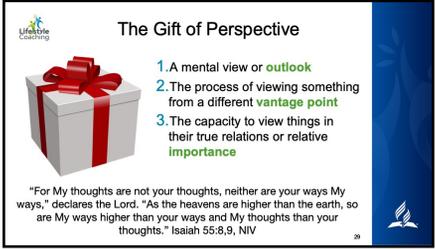
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 18</p> 	<p>Maintenance Stage</p> <p>Use Slide 18 and Handout 5 to review the characteristics of people in the Maintenance stage of change and the coaching approach they should use when helping them.</p>
3 minutes	<p>Slide 19</p> 	<p>Relapse</p> <p>Use Slide 19 and Handout 5 to review the characteristics of people who relapse back to their previous behavior and the coaching approach they should use when helping them. <i>Relapses back to old behavior are common and considered necessary to learn how to sustain change.</i></p>
3 minutes	<p>Slide 20</p> 	<p>Key Points</p> <p>Use Slide 20 to review key points about the transtheoretical model of change and implications for health ministries. <i>Relapses back to old behavior are common and considered necessary to learn how to sustain change.</i></p>
2 minutes	<p>Slide 21</p> 	<p>Learning Activity 7 - APPLY: Stages of Change</p> <p>This activity will help participants to apply what they have learned about the Transtheoretical Model and the coaching approach for persons in each stage. Use the instructions on Learning Activity 7 and the questions on Slide 21 to facilitate the exercise. (The person in this scenario is in the Action stage.)</p>

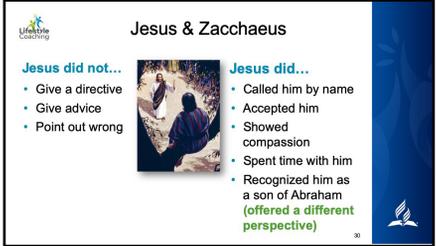
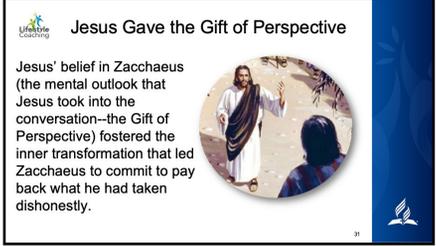
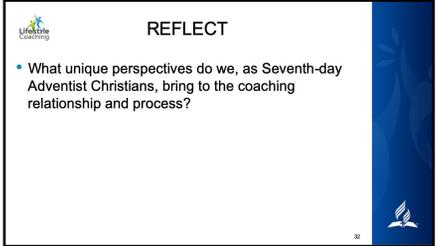
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 22</p> <p>APPLY: Stages of Change</p> <p>Ralph was unhappy, overweight, and an alcoholic. His wife had cheated on him, and because of the economic downturn it looked like he might lose his job. He blamed others for all of his faults and failures, and spent his evenings in the local bar.</p> <ul style="list-style-type: none"> • What stage of change do you think Ralph is in? Why? • What coaching approach could you take with Ralph? 	<p>Learning Activity 7 - APPLY: Stages of Change</p> <p>they have learned about the Transtheoretical Model and the coaching approach for persons in each stage.</p> <p>Use the instructions on Learning Activity 7 and the questions on Slide 22 to facilitate the exercise. (The person in this scenario is in the Precontemplation stage.)</p>
2 minutes	<p>Slide 23</p> <p>APPLY: Stages of Change</p> <p>A chain-smoker for 20 years, Rudy suffered a heart attack last month. While in the hospital, he began to realize the consequences of his heavy smoking and how his lifestyle choices impacted his 12-year-old son. He decided to attend the "Breathe Free" smoking cessation class offered at the local Adventist church after the holidays.</p> <ul style="list-style-type: none"> • What stage of change do you think Rudy is in? Why? • What coaching approach could you take with Rudy? 	<p>Learning Activity 7 - APPLY: Stages of Change</p> <p>This activity will help participants to apply what they have learned about the Transtheoretical Model and the coaching approach for persons in each stage.</p> <p>Use the instructions on Learning Activity 7 and the questions on Slide 23 to facilitate the exercise. (The person in this scenario is in the Preparation stage.)</p>
2 minutes	<p>Slide 24</p> <p>APPLY: Stages of Change</p> <p>Mary is a working mom who tries hard to balance work and family life. She wants to lose weight, but feels tired after long hours at her job each day. She often resorts to convenience foods for the family dinner. She has a gym membership, but never finds time to go.</p> <ul style="list-style-type: none"> • What stage of change do you think Mary is in? Why? • What coaching approach could you take with Mary? 	<p>Learning Activity 7 - APPLY: Stages of Change</p> <p>This activity will help participants to apply what they have learned about the Transtheoretical Model and the coaching approach for persons in each stage.</p> <p>Use the instructions on Learning Activity 7 and the questions on Slide 24 to facilitate the exercise. (The person in this scenario is in the Contemplation stage.)</p>
2 minutes	<p>Slide 25</p> <p>APPLY: Stages of Change</p> <p>Lynn lost 35 lbs. last year while participating in the "First Place" weight loss program offered at her church. She has made significant lifestyle changes, but still has to be very intentional during periods of high stress. Volunteering as a group leader at the weekly support meetings is a priority for her because it keeps her accountable.</p> <ul style="list-style-type: none"> • What stage of change do you think Lynn is in? Why? • What coaching approach could you take with Lynn? 	<p>LCS Learning Activity 7 - APPLY: Stages of Change</p> <p>This activity will help participants to apply what they have learned about the Transtheoretical Model and the coaching approach for persons in each stage.</p> <p>Use the instructions on Learning Activity 7 and the questions on Slide 25 to facilitate the exercise. (The person in this scenario is in the Maintenance stage.)</p>

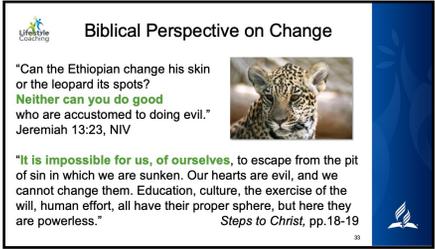
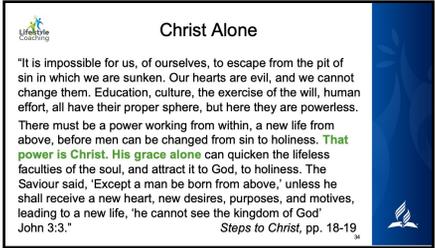
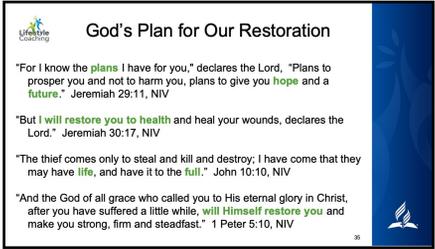
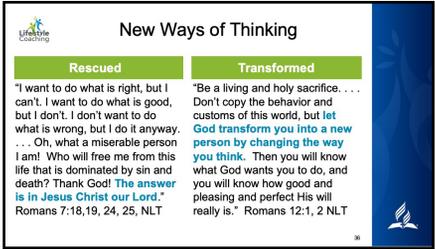
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
10 minutes	<p>Slide 26</p> 	<p>LCS Learning Activity 8 - Coaching Practice: Readiness to Change</p> <p>This activity will provide opportunity for participants to practice identifying readiness to change in their learning partner. Use the instructions on Learning Activity 4 and on Slide 26 to facilitate the exercise. Participants will need to refer back to LCS Handout 4 - Are You Living Well?</p>
15 minutes	<p>Slide 27</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
1 minute	<p>Slide 28</p> 	<p>Lifestyle Coaching Gifts</p> <p>Use Slide 28 to transition to the first Lifestyle Coaching Gift: The Gift of Perspective. Point out the dotted circle and the number 1 on the left side of the model.</p>
2 minutes	<p>Slide 29</p> 	<p>The Gift of Perspective</p> <p>Use Slide 29 to define the Gift of Perspective. Emphasize how God's perspective is different from man's.</p> <p><i>Extending the Gift of Perspective helps someone to shift their thinking so they can see their situation differently... to see problems as challenges and setbacks as opportunities... to see where they fit in light of eternity.</i></p>

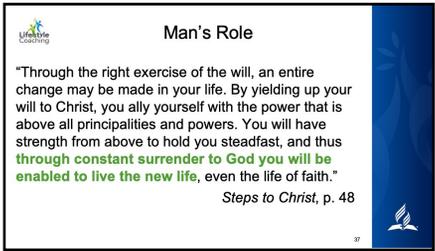
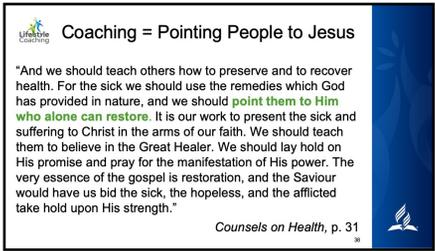
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 30</p> 	<p>Jesus & Zacchaeus</p> <p>Tell the story of Jesus and Zacchaeus (Luke 19:1-10). <i>Jesus did not give a directive to Zacchaeus. Or advice. Or point out what he was doing wrong in his life. Rather, He called him by name. He accepted him and showed compassion on him. Jesus let Zacchaeus know that He wanted to spend time with him—no matter what he had done. The scribes and Pharisees accused Zacchaeus as a sinner, but Jesus recognized him as a son of Abraham. And that different perspective made all the difference.</i></p>
1 minute	<p>Slide 31</p> 	<p>Jesus Gave the Gift of Perspective</p> <p>READ SLIDE.</p>
10 minutes	<p>Slide 32</p> 	<p>REFLECT</p> <p>Use the question on Slide 32 to help participants think about the Gift of Perspective we bring to the coaching process as Seventh-day Adventists. To foster more participation in the discussion, ask participants to discuss the question at their table for 5 minutes. Then facilitate a 3-minute large group discussion to collect all the ideas brought out in the table discussions. Answers will vary. The key point is: <i>As Seventh-day Adventist Christians, we are commissioned to share God's perspective with those around us.</i></p>

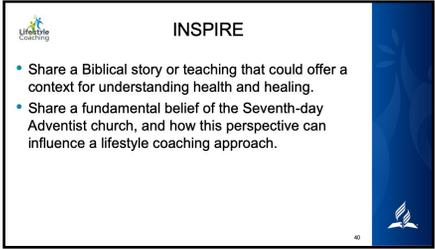
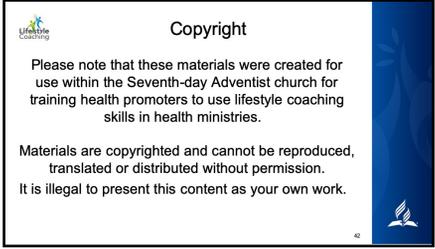
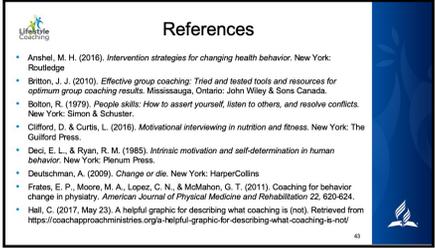
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 33</p> 	<p>Biblical Perspective on Change</p> <p><i>ONE key perspective we can offer to those attending our health ministry programs is that we are powerless to change ourselves, and that restoration and renewal comes only through the power of God.</i></p> <p>Use Slide 33 to point out the Biblical perspective on change.</p>
2 minutes	<p>Slide 34</p> 	<p>Christ Alone</p> <p>READ SLIDE.</p> <p><i>There must be a power working from within—and that power is Christ. He brings the change that we cannot make ourselves—a new heart, new desires, new purposes, new life.</i></p> <p>This is a Biblical perspective on change that we can give.</p>
1 minute	<p>Slide 35</p> 	<p>God's Plan for Our Restoration</p> <p>Use Slide 35 to point out another perspective that we can give--that God has a unique plan for each person's restoration.</p> <p><i>The theme of the whole Bible is that of God's plan to save us and restore us. It's a picture of God that people need to see, because it draws us to His heart.</i></p>
2 minutes	<p>Slide 36</p> 	<p>New Ways of Thinking</p> <p>Use Slide 36 to emphasize the change in thinking--a shift in our perspective--that comes with a Biblical view on change.</p>

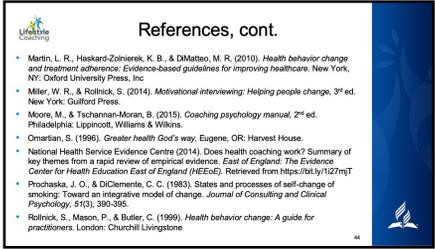
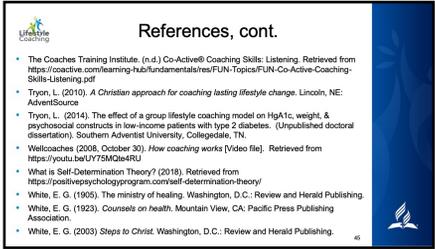
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 37</p> 	<p>Man's Role <i>Building on the Biblical perspectives of change is that of man's role in the restoration process.</i> READ SLIDE.</p>
1 minute	<p>Slide 38</p> 	<p>Coaching = Pointing People to Jesus Use Slide 38 to re-emphasize that when we use a lifestyle coaching approach, we give the Gift of Perspective. And the most important perspective that we can share is to point people to Jesus who alone can restore. Help participants to see the connection with the Seventh-day Adventist health message.</p>
2 minutes	<p>Slide 39</p> 	<p>Adventist Christian Perspective Use Slide 39 to point out the many Biblical stories and teachings that offer a unique perspective for understanding health and healing. <i>When we see the overarching theme of the Bible as God's story to redeem and restore man, then we will begin to relate many passages to process of lifestyle change—perspectives we can offer when we give the Gift of Perspective.</i></p>

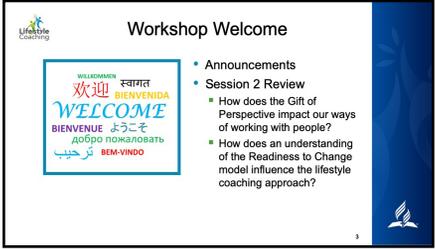
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
10 minutes	<p>Slide 40</p> 	<p>INSPIRE</p> <p>Use the questions on Slide 40 to help participants think of Biblical stories and passages that they could use when giving the Gift of Perspective.</p> <p>To foster more participation in the discussion, ask participants to first discuss the question at their tables. Then facilitate a large group discussion to collect all the ideas brought out in the table discussions.</p>
20 minutes	<p>Slide 41</p> 	<p>Learning Activity 9 - Session 2 Takeaways</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 7 - Session 2 Takeaways. Use the instructions on Learning Activity 9, Handout 7, and the questions on the Slide 41 to facilitate the session debrief.</p> <p>Close in prayer. Include a time of silent reflection, allowing them to pray about their personal insights and how they feel God is leading them to put these ideas into action. Thank participants for their participation, interesting insights, challenging questions, enthusiasm, or any other strengths you noted. Be specific without singling people out. Remind participants of the next session date/ time.</p>
	<p>Slide 42</p> 	<p>Copyright Information</p>
	<p>Slide 43</p> 	<p>References</p>

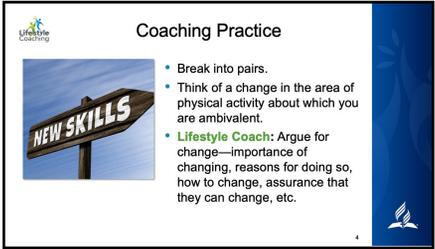
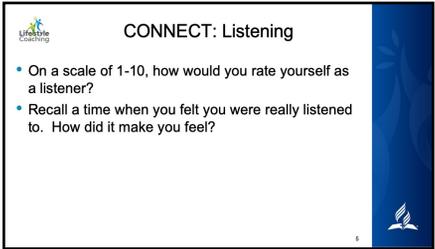
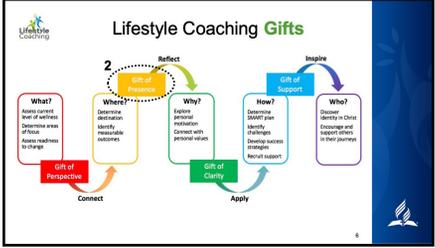
Session 2 - The Gift of Perspective

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
	<p>Slide 44</p> 	<p>References, cont.</p>
	<p>Slide 45</p> 	<p>References, cont.</p>
	<p>Slide 46</p> 	<p>After the Session: Evaluate the session. Were you able to begin and end on time? Are there any concerns that need to be addressed before the next session? What changes do you want to make for future sessions? Pray for participants.</p>

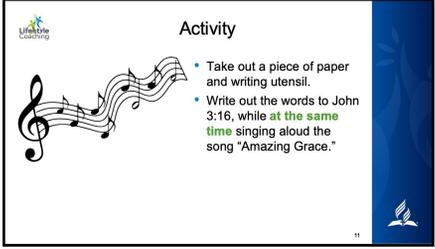
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
<p>Before the workshop</p>	<p>Slide 1</p>  <p>Session 3 is approximately 3 hours long:</p> <ul style="list-style-type: none"> • 60-minute section • 10-minute break • 60-minute section • 10-minute break • 40-minute section 	<p>Workshop Setup</p> <p>Arrange for any food and beverages. Set up the room so that participants are seated at tables of 4-6 people. Acquire all necessary equipment and supplies:</p> <ul style="list-style-type: none"> • Name tags • Pens or pencils • Sticky notes • Flip chart or dry erase board • Markers • Timer (to time breaks and activities) • Four gift-wrapped boxes for display <p>Review PowerPoint speakers notes and LCS Learning Activities 10-18. Also, review participant questions and goals from Session 1 to make sure that you address any that are relevant to the content in Session 3.</p>
<p>1 minute</p>	<p>Slide 2</p> 	<p>Opening</p> <p>Welcome participants back to the Lifestyle Coaching Skills Training Workshop. Open with prayer.</p>
<p>5 minutes</p>	<p>Slide 3</p> 	<p>Objectives</p> <p>Review logistics (breaks, restroom location, exits, cell phone usage, etc.) Ask participants to turn to the Session 3 PowerPoint Handouts in their Participant Guides. Engage participants in discussion about additional thoughts and questions they have had since Session 2. Lead large group discussion around questions on slide. <i>Ask, where is your thinking now? Do you have any new thoughts about last session's topic? In this session, we will introduce the Gift of Presence and continue our progression through the Lifestyle Coaching Process.</i></p>

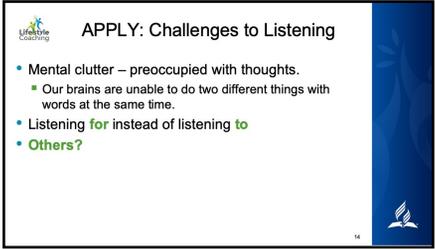
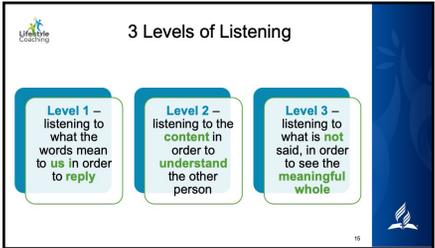
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
6 minutes	<p>Slide 4</p> 	<p>LCS Learning Activity 10 - Coaching Practice: Arguing for Change</p> <p>This activity will provide opportunity for participants to experience the impact that arguing for change can have on another individual. Use the instructions on Learning Activity 10 and on Slide 4 to facilitate the exercise.</p>
10 minutes	<p>Slide 5</p> 	<p>LCS Learning Activity 11 - CONNECT: Listening Experience</p> <p>This activity will help participants connect with each other and the topic of listening as they rate themselves as listeners and share about a time when someone listened to them. It also helps them to connect previous experiences with new learning. Use the instructions on Learning Activity 11 and the questions on Slide 5 to facilitate the exercise.</p>
1 minute	<p>Slide 6</p> 	<p>Lifestyle Coaching Gifts</p> <p>Use Slide 6 to transition to the second Lifestyle Coaching Gift: The Gift of Presence. Point out the dotted circle and the number 2 at the top of the model.</p>
3 minutes	<p>Slide 7</p> 	<p>The Gift of Presence</p> <p>Use Slide 7 to define the Gift of Presence. <i>The word "presence" comes from the Latin words prae "pre" + esse "to be". It is the state of being present with another person.</i></p> <p><i>What does it mean to "be present"?</i> (If time allows, you can solicit participant input to round out the definition of this concept.)</p>
1 minute	<p>Slide 8</p> 	<p>Social Isolation</p> <p>Use Slide 8 to emphasize why the Gift of Presence is so important in today's technological world, and how offering the Gift of Presence requires more from us than an interaction through a device like a phone or computer.</p>

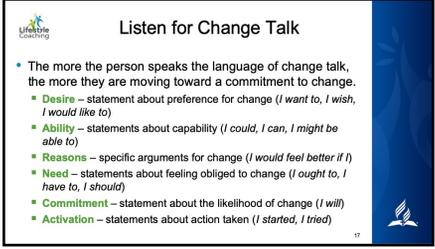
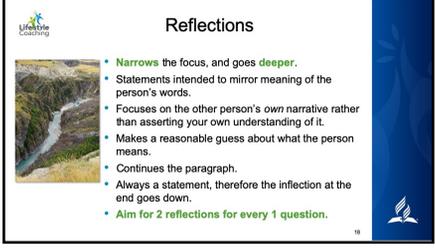
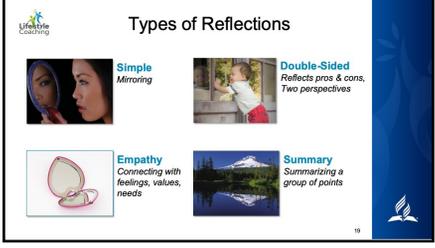
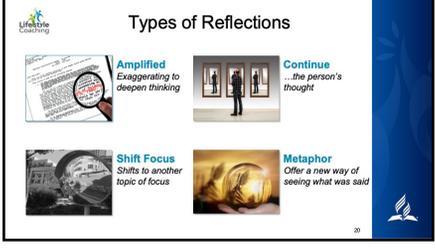
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 9</p> 	<p>Listening Helps the Speaker Use Slide 9 to review the ways that effective listening can help the person speaking.</p>
1 minute	<p>Slide 10</p> 	<p>Listening Imitates the Heart of God Slide 10 makes the key point that when we are present and truly listening to another person, we are imitating the heart of Christ. <i>When we listen deeply to someone, we imitate the heart of Christ in a world that is overwhelmed with isolation.</i> <i>Think of the significance of the gift we are giving when we give the Gift of Presence.</i></p>
5 minutes	<p>Slide 11</p> 	<p>LCS Learning Activity 12 - Brain Limits with Words This activity will help participants recognize one of the key challenges to listening well. Use the instructions on Learning Activity 12 and on Slide 11 to facilitate the exercise.</p> <p><i>There are some tasks that we may be able to accomplish while doing something else. But it is difficult for our brains to do two different things with words at the same time. In order to listen well, we must manage the mental clutter. We must turn off the distracting thoughts in our heads and give our full, undivided attention to what the other person is saying.</i></p> <p>NOTE: Do not advance the next slide before giving instructions!</p>
5 minutes	<p>Slide 12</p> 	<p>LCS Learning Activity 13 - Listening Filters This activity will help participants recognize a second challenge to listening well. Use the instructions on Learning Activity 13 and on Slides 12-13 to facilitate the exercise.</p>

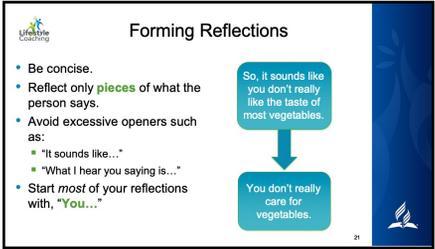
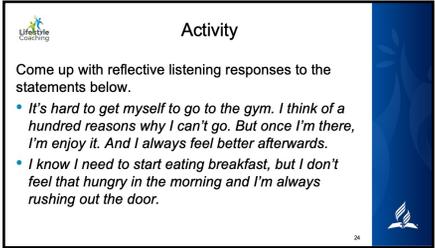
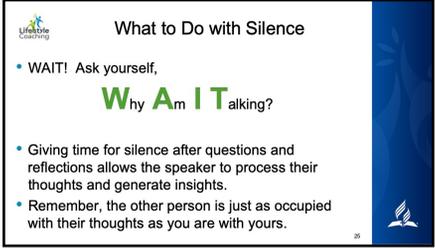
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 13</p> 	<p>LCS Learning Activity 13 - Listening Filters, cont.</p> <p><i>When we listen for something, we're not actually hearing what the person is saying because our listening filter is holding the things we are listening for and letting the rest go through. This is another challenging to listening well.</i></p>
2 minutes	<p>Slide 14</p> 	<p>APPLY: Challenges to Listening</p> <p>Use Slide 14 to review the key points from Learning Activity 12 and Learning Activity 13, then ask for participants to contribute other challenges that they've experienced.</p> <p><i>So far, we have discussed two challenges to listening well. What other challenges to listening can you think of? What have you experienced?</i></p>
3 minutes	<p>Slide 15</p> 	<p>3 Levels of Listening</p> <p>Use Slide 15 to explain the 3 levels of listening. Emphasize the words that are in bold font.</p>
4 minutes	<p>Slide 16</p> 	<p>4 Keys to Truly Listening</p> <p>Use Slide 16 to share strategies to improve listening skills and more effectively offer the Gift of Presence. Emphasize the words that are in bold font.</p>

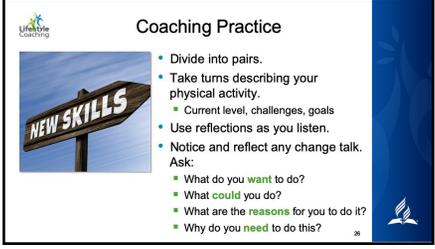
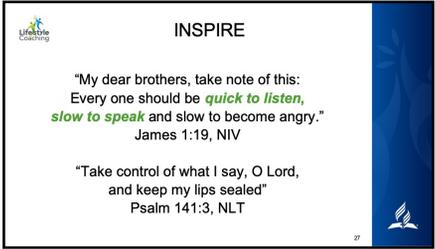
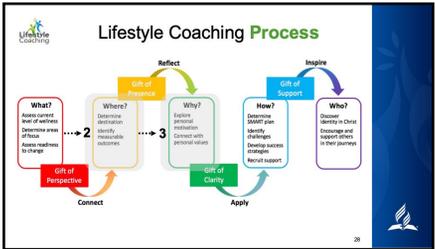
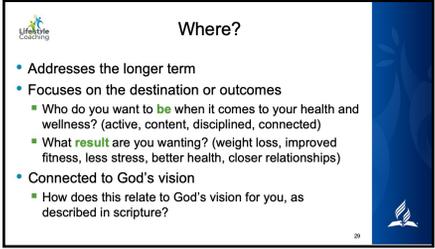
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 17</p> 	<p>Listening for Change Talk</p> <p>Use Slide 17 to review the concepts of ambivalence, change talk, and sustain talk from Session 2. Emphasize that the more a person speaks the language of change talk, the more they are moving toward a commitment to change. Review the different kinds of change talk.</p> <p><i>An important part of the Gift of Presence is to attune our ears to change talk, to recognize it, reflect it back to them, and affirm it when we hear it.</i></p>
4 minutes	<p>Slide 18</p> 	<p>Reflections</p> <p>Use Slide 18 to help participants understand the characteristics and value of reflective statements. Reflections are an important lifestyle coaching skill, so considerable time will be spent on this concept. Key points to make include: a) not making the statement sound like a question, and b) aiming for 2 reflections for every 1 question.</p> <p><i>When we listen to the words and experiences of another person and reflect back to them, it's a powerful thing. It's not advice that comes slinging back. Or a question. Instead, it is an invitation to pause, think, and linger long enough to allow space for exploration and insight.</i></p>
2 minutes	<p>Slide 19</p> 	<p>Types of Reflections</p> <p>Use Slide 19 to review types and examples of reflections.</p>
2 minutes	<p>Slide 20</p> 	<p>Types of Reflections, cont.</p> <p>Use Slide 20 to review more types and examples of reflections.</p>

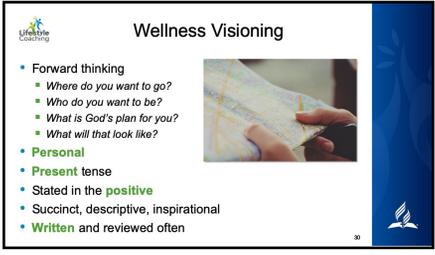
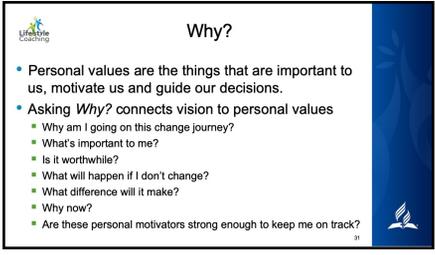
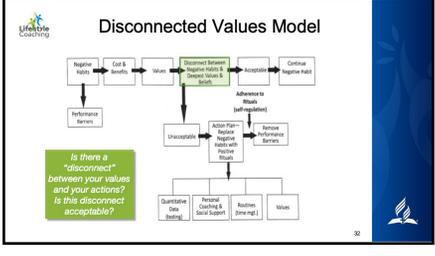
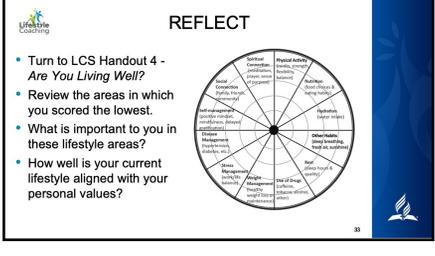
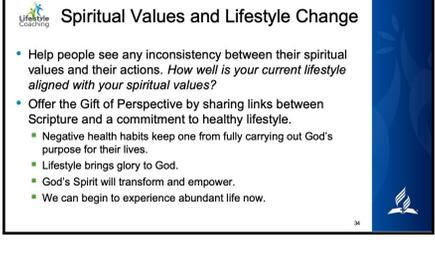
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 21</p> 	<p>Forming Reflections</p> <p>Use Slide 21 to discuss some tips for forming reflections. <i>One way to tell if your reflections are useful is that both of you are working. You are listening with full, undivided attention in order to understand and reflect, and the person speaking is considering what they have just heard you reflect, taking their thinking to a deeper level.</i></p>
2 minutes	<p>Slide 22</p> 	<p>When to Reflect</p> <p>Use Slide 22 to discuss when to offer reflections. A key point from this slide is that you can rarely go wrong by reflecting. Repeat the 2:1 ratio and remind participants to listen for and reflect change talk.</p>
10 minutes	<p>Slide 23</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
8 minutes	<p>Slide 24</p> 	<p>LCS Learning Activity 14 - Reflections</p> <p>This activity will help participants practice making reflections. Use the instructions on Learning Activity 14 and Slide 24 to facilitate the exercise.</p>
1 minute	<p>Slide 25</p> 	<p>What to Do with Silence</p> <p>Use Slide 25 to discuss the value of silence in a coaching conversation. <i>When there is a pause in the conversation, don't rush to fill it with words. Let silence do its job. The other person is thinking, just not out loud. Hold the space, and listen a little longer, allowing them to process their thoughts and generate new insights.</i></p>

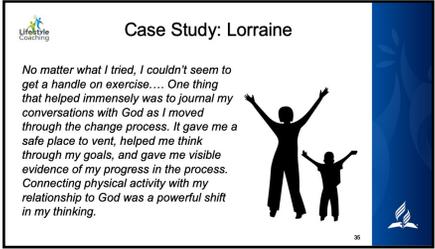
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
15 minutes	<p>Slide 26</p> 	<p>LCS Learning Activity 15 - Coaching Practice: Listening Reflectively</p> <p>This activity will provide opportunity for participants to experience the impact that listening reflectively can have in a lifestyle coaching conversation. Use the instructions on Learning Activity 15 and on Slide 26 to facilitate the exercise.</p>
1 minute	<p>Slide 27</p> 	<p>INSPIRE</p> <p>Wrap up this portion of Session 3 with a few passages of scripture that relate to listening and the Gift of Presence.</p>
1 minute	<p>Slide 28</p> 	<p>Lifestyle Coaching Process</p> <p>Let's return to the Lifestyle Coaching Process. Once the What? is in place, the second step is Where? in which the health promoter seeks to help the individual determine destination and identify measurable outcomes. Closely related is the Why? step, in which we help the person we are coaching to identify a personal reason why change may be important to them. Point out the dotted lines and the numbers 2 and 3 in the middle of the model.</p>
3 minutes	<p>Slide 29</p> 	<p>Where?</p> <p>Use Slide 29 to discuss the importance of the Where? step of the Lifestyle Coaching Process. Emphasize that this step addresses the desired outcomes --what the person wants to be with regard to their health, or the result that they are wanting. This will be an important distinction from goal-setting described in the next Session. Another key point is that addressing Where? provides an opportunity to offer the Gift of Perspective and connect them to God's vision for their health.</p>

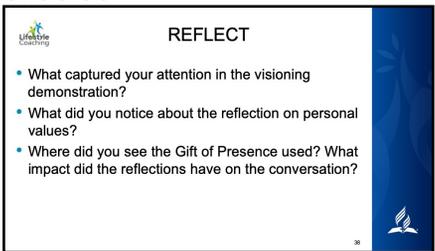
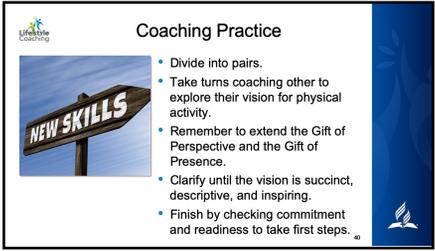
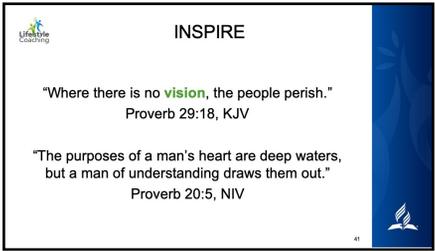
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 30</p>  <p>Wellness Visioning</p> <ul style="list-style-type: none"> • Forward thinking <ul style="list-style-type: none"> ▪ Where do you want to go? ▪ Who do you want to be? ▪ What is God's plan for you? ▪ What will that look like? • Personal • Present tense • Stated in the positive • Succinct, descriptive, inspirational • Written and reviewed often 	<p>Wellness Visioning</p> <p>Use Slide 30 to review the characteristics of a Wellness Vision. Emphasize the words in bold font.</p>
1 minute	<p>Slide 31</p>  <p>Why?</p> <ul style="list-style-type: none"> • Personal values are the things that are important to us, motivate us and guide our decisions. • Asking Why? connects vision to personal values <ul style="list-style-type: none"> ▪ Why am I going on this change journey? ▪ What's important to me? ▪ Is it worthwhile? ▪ What will happen if I don't change? ▪ What difference will it make? ▪ Why now? ▪ Are these personal motivators strong enough to keep me on track? 	<p>Why?</p> <p>Use Slide 31 to point out that the Why? step of the lifestyle coaching process is closely related to the Where? Step, because helps to connect the person's vision to their personal values. <i>The Gift of Presence is invaluable in this step, because reflective listening helps the person to clarify their personal motivation for change.</i></p>
3 minutes	<p>Slide 32</p>  <p>Disconnected Values Model</p> <p>Flowchart showing the process from Negative Health to Positive Health, involving Disconnected Values, Action Plan, and various barriers.</p> <p>Is there a "disconnect" between your values and your actions? Is this disconnect acceptable?</p>	<p>Disconnected Values Model</p> <p>Use Slide 32 to briefly review the Disconnected Values Model. <i>The takeaway from this model is that sometimes the person is best helped by asking, "What's really important to you?" Discrepancy becomes apparent through a reflection on life values and can exert a powerful effect on behavior.</i></p>
2 minutes	<p>Slide 33</p>  <p>REFLECT</p> <ul style="list-style-type: none"> • Turn to LCS Handout 4 - <i>Are You Living Well?</i> • Review the areas in which you scored the lowest. • What is important to you in these lifestyle areas? • How well is your current lifestyle aligned with your personal values? 	<p>REFLECT</p> <p>Use Slide 33 to help participants reflect on the concepts of the Disconnected Values Model at a more personal level.</p> <p>READ SLIDE.</p> <p>Allow 1-2 minutes of personal reflection time for this activity.</p>
3 minutes	<p>Slide 34</p>  <p>Spiritual Values and Lifestyle Change</p> <ul style="list-style-type: none"> • Help people see any inconsistency between their spiritual values and their actions. <i>How well is your current lifestyle aligned with your spiritual values?</i> • Offer the Gift of Perspective by sharing links between Scripture and a commitment to healthy lifestyle. <ul style="list-style-type: none"> ▪ Negative health habits keep one from fully carrying out God's purpose for their lives. ▪ Lifestyle brings glory to God. ▪ God's Spirit will transform and empower. ▪ We can begin to experience abundant life now. 	<p>Spiritual Values and Lifestyle Change</p> <p>Use Slide 34 to refer back to the Gift of Perspective, and its application to the Why? step of the Lifestyle Coaching Process. <i>We can also offer the Gift of Perspective in our health ministry programs and coaching conversations, by sharing the links between Scripture and a commitment to making healthy lifestyle choices.</i></p>

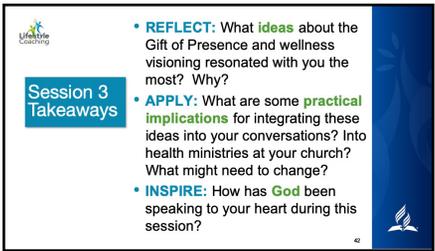
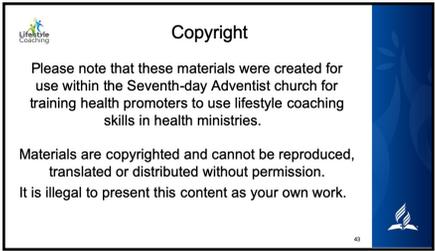
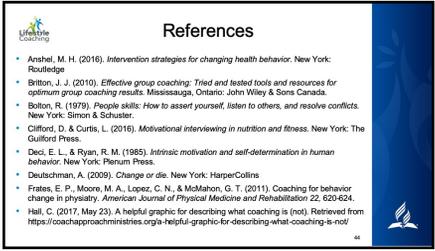
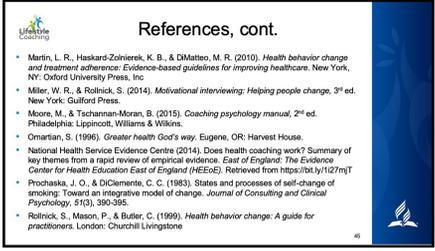
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 35</p> 	<p>Case Study: Lorraine</p> <p>Slide 35 provides an example of someone who benefitted from exploring spiritual values with lifestyle change.</p> <p><i>Lorraine was a Christian who had been working unsuccessfully on increasing her physical activity. She hated exercise but knew that she needed to be physically active to be healthy. She had made a list of benefits of being more active, wrote out a specific vision for being an active person, found an exercise partner, started an exercise log, and tried numerous other strategies to become more physically active. But it wasn't until she saw a disconnect between her habit of living a sedentary life and her value of her relationship with God and honoring Him with her body that she was able to successfully change. Here are her words about this breakthrough in her thinking.</i></p> <p>READ SLIDE.</p> <p><i>Lorraine now walks every day with her grandson and even signed up to do a 5k together. She is still moving towards her vision for physical activity, but no longer experiences the disconnect between her values and her actions.</i></p>
1 minute	<p>Slide 36</p>  <ul style="list-style-type: none"> • What is going well in your life? • Where are the opportunities? • What is your vision for this area? • Why does this matter to you? • What strengths can you use? • What challenges do you see? • What possible strategies could you use? • What are your first steps? • What are you taking away from this conversation? 	<p>Vision Coaching Questions</p> <p>Use Slide 36 to emphasize point out that there are endless ideas for facilitating a conversation around a person's vision for their overall well-being or a specific area of their health.</p> <p><i>The key principle is to ask open-ended questions that help someone focus on their future selves and what is most meaningful to them. While these questions are a good starting point, keep in mind the importance of the Gift of Presence and the skill of listening reflectively.</i></p>
3 minutes	<p>Slide 37</p>  <ul style="list-style-type: none"> • I need a volunteer who would be willing for me to coach them for a few minutes around their vision for physical activity. 	<p>LCS Learning Activity 16 - Coaching Demonstration: Visioning</p> <p>This activity will help participants explore the concepts of visioning and motivation in the context of a real coaching conversation. Use the instructions on Learning Activity 16 and on Slides 37-38 to facilitate the exercise.</p>

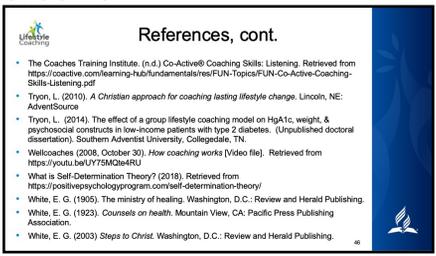
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 38</p> 	<p>LCS Learning Activity 16 - Coaching Demonstration Debrief</p> <p>Lead a large group discussion using the questions in the Learning Activity 16 and Slide 38. The key point is that, once you've identified an area for change, it is important to explore a person's vision of their ideal selves in an area and their reasons why they want to change BEFORE you help them create a plan for change. The Where? and Why? steps in the coaching process determine the destination and purpose for the journey, making it easier to establish How? the person will get there.</p>
10 minutes	<p>Slide 39</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
29 minutes	<p>Slide 40</p> 	<p>LCS Learning Activity 17 - Coaching Practice: Visioning</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 8 - A Vision for Change. This activity will provide opportunity for participants to practice coaching someone around their vision for physical activity.</p>
1 minute	<p>Slide 41</p> 	<p>INSPIRE</p> <p>Use Slide 41 to connect select scripture passages with this sessions' concepts of the Gift of Presence and the Where? and Why? steps of the Lifestyle Coaching Process.</p>

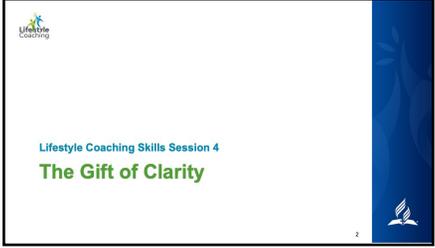
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 42</p> 	<p>LCS Learning Activity 18 - Session 3 Takeaways</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 9 - Session 3 Takeaways. Use the instructions on Learning Activity 18, Handout 9, and the questions on Slide 42 to facilitate the session debrief. Close with prayer. Include a time of silent reflection, allowing them to pray about their personal insights and how they feel God is speaking to their heart. Thank participants for their participation, insights, challenging questions, enthusiasm, or any other strengths you noted. Be specific without singling people out. Remind participants of the next session date/time.</p>
10 minutes	<p>Slide 43</p> 	<p>Copyright Information</p>
29 minutes	<p>Slide 44</p> 	<p>References</p>
1 minute	<p>Slide 45</p> 	<p>References, cont.</p>

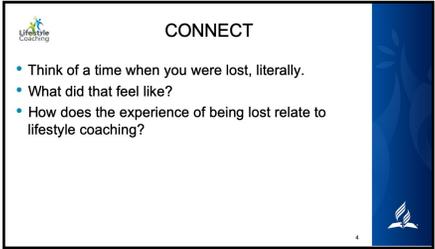
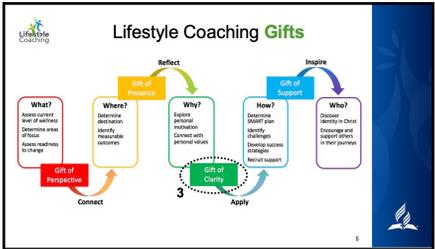
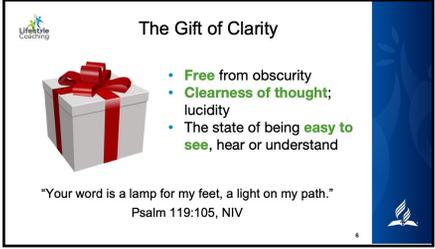
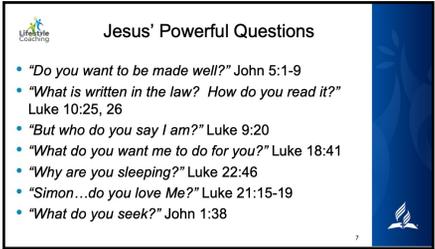
Session 3 - The Gift of Presence

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
5 minutes	<p>Slide 46</p> 	<p>References, cont.</p>
10 minutes	<p>Slide 47</p> 	<p>After the Session: Evaluate the session. Were you able to begin and end on time? Are there any concerns that need to be addressed before the next session? What changes do you want to make for future sessions? Pray for participants.</p>

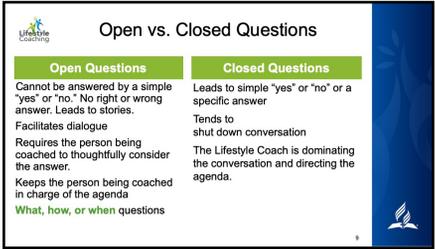
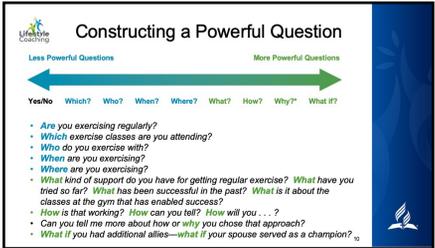
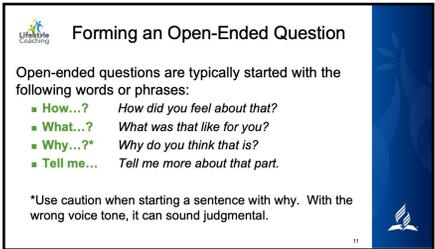
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
<p>Before the workshop</p>	<p>Slide 1</p>  <p>Session 4 is approximately 3 hours long:</p> <ul style="list-style-type: none"> • 60-minute section • 10-minute break • 60-minute section • 15-minute break • 35-minute section 	<p>Workshop Setup</p> <p>Arrange for any food and beverages. Set up the room so that participants are seated at tables of 4-6 people. Acquire all necessary equipment and supplies:</p> <ul style="list-style-type: none"> • Name tags • Pens or pencils • Sticky notes • Flip chart or dry erase board • Markers • Timer (to time breaks and activities) • Four gift-wrapped boxes for display <p>Review PowerPoint speakers notes and LCS Learning Activities 19-24. Also, review participant questions and goals from Session 1 to make sure that you address any that are relevant to the content in Session 4.</p>
<p>1 minute</p>	<p>Slide 2</p> 	<p>Opening</p> <p>Welcome participants back to the <i>Lifestyle Coaching Skills Training Workshop</i>. Open with prayer.</p>
<p>4 minutes</p>	<p>Slide 3</p> 	<p>Welcome and Logistics</p> <p>Review logistics (breaks, restroom location, exits, cell phone usage, etc.) Ask participants to turn to the Session 4 PowerPoint Handouts in their Participant Guides.</p> <p>Engage participants in discussion about additional thoughts and questions they have had since Session 3. Lead large group discussion around questions on slide. Ask, <i>where is your thinking now? Do you have any new thoughts about last session's topic? In this session, we will introduce the Gift of Clarity and continue our progression through the Lifestyle Coaching Process.</i></p>

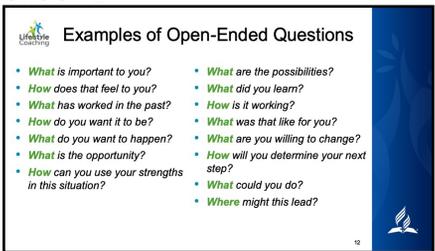
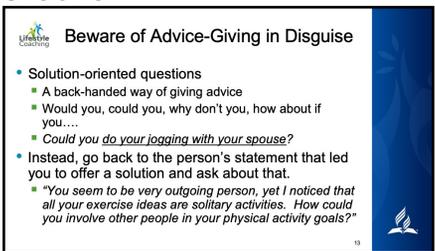
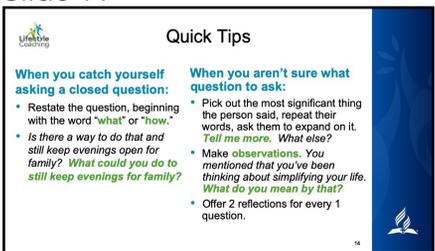
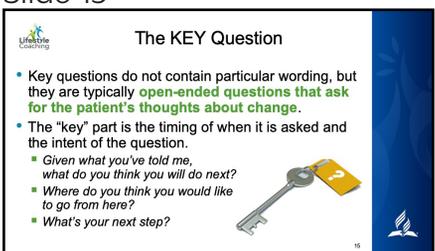
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
8 minutes	<p>Slide 4</p> 	<p>LCS Learning Activity 19 - CONNECT: Feeling Lost</p> <p>This activity will help participants connect with each other and introduce the topic of the Gift of Clarity as they recall the feeling of being lost and connect those experiences with new learning. Use the instructions on Learning Activity 19 and the questions on Slide 4 to facilitate the exercise.</p>
1 minute	<p>Slide 5</p> 	<p>Lifestyle Coaching Gifts</p> <p>Use Slide 5 to briefly review the Lifestyle Coaching Model and introduce the Gift of Clarity. Point out the dotted circle and the number 3 at the bottom of the model. <i>The Gift of Clarity is useful throughout the Lifestyle Coaching Process, but especially during the How? Step, because it keeps the process collaborative instead of directive.</i></p>
2 minutes	<p>Slide 6</p> 	<p>The Gift of Clarity</p> <p>Use Slide 6 to define the Gift of Clarity. <i>Extending the gift of clarity is a way of asking questions that takes the conversation a little deeper so that the person can see their path more clearly in order to move from where they are to where they want to go. What might not be clear to them? (If time allows, you can solicit participant input to discuss where clarity might be needed when exploring lifestyle change.) When we give the Gift of Clarity, we are truly reflecting God's heart.</i></p>
3 minutes	<p>Slide 7</p> 	<p>Jesus' Powerful Questions</p> <p>Use Slide 7 and the story of the crippled man by the pool of Bethesda (John 5) to make the point that when Jesus walked the earth, people came to Him with dilemmas, doubts, questions, problems. Although He had all the answers available to Him, He met their questions with questions of His own, questions used to give the Gift of Clarity to His listeners. <i>Jesus' powerful questions raised people's awareness of their deepest needs, connected them to what is most important, stimulated their thinking, and helped them to relate spiritual truths to their own lives.</i></p>

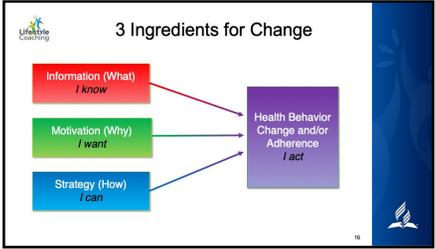
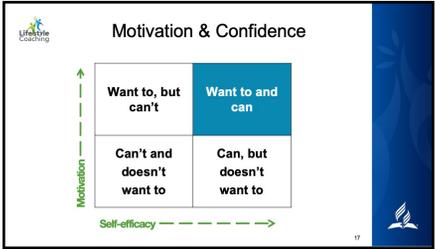
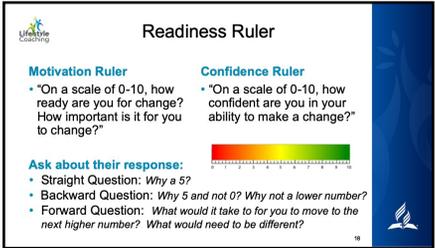
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 8</p> 	<p>Powerful Questions Use Slide 8 to review the impact of asking powerful questions.</p>
2 minutes	<p>Slide 9</p> 	<p>Open vs. Closed Questions Use Slide 9 to contrast Open Questions and Closed Questions. <i>It's also important to note that closed questions do serve an important purpose in the coach approach. These questions are excellent for uncovering logistics when creating goals and action steps. For example, "When during your day do you imagine exercising?" or "How long will you exercise?"</i></p>
2 minutes	<p>Slide 10</p> 	<p>Constructing a Powerful Question Use Slide 10 to point out the difference in questions as you move from the left side of the continuum to the right. More powerful questions stimulate deeper thinking and more creative responses. READ QUESTIONS ON SLIDE.</p>
1 minute	<p>Slide 11</p> 	<p>Forming an Open-Ended Question Use Slide 11 to provide a pattern for open-ended questions, using the words how, what, why, and tell me. <i>One thing to keep in mind: Unless a "Why?" question is carefully constructed, it can evoke a defensive response and undermine growth. For example, "Why did you do that?" could cause defensiveness. However, "Why do you think you achieved your goal?" might illicit a more reflective response.</i></p>

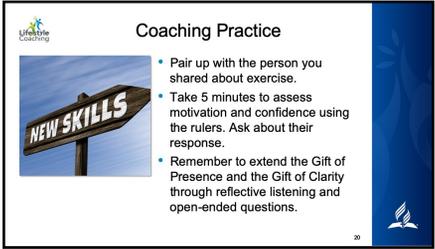
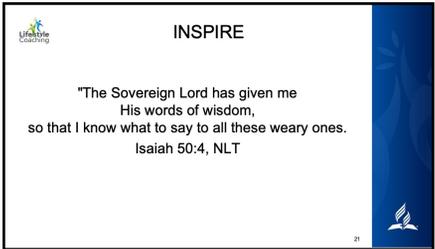
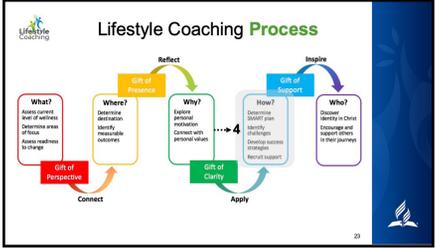
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 12</p> 	<p>Examples of Open-Ended Questions Use Slide 12 to provide examples of open-ended questions.</p>
2 minutes	<p>Slide 13</p> 	<p>Beware of Advice-Giving in Disguise Use Slide 13 to point out that some questions may be advice-giving in disguise--solutions developed by the coach and offered in the form of questions. The remedy is to go back to the statement that sparked your solution idea and ask about that instead.</p>
2 minutes	<p>Slide 14</p> 	<p>Quick Tips Slide 14 offers some quick tips for asking questions when you catch yourself asking a closed question or when you aren't sure what question to ask. <i>Keep in mind that the Gift of Clarity is an important gift--- but used judiciously! A good rule of thumb is to offer at least 2 reflections for every 1 question. And to try not to ask two questions in a row. The more questions you ask, the more you limit the other person's exploration. The more reflections you offer, the more you invite them to consider and explore.</i></p>
2 minutes	<p>Slide 15</p> 	<p>The KEY Question Slide 15 introduces the concept of the KEY question, which is an open-ended that asks for a person's thoughts about change. It is important to note that the "key" part is the timing of when the question is asked and the intent of the question. <i>In essence, a key question asks "What next?" and thereby evokes the person's own thoughts about change rather than imposing those of the health promoter.</i></p>

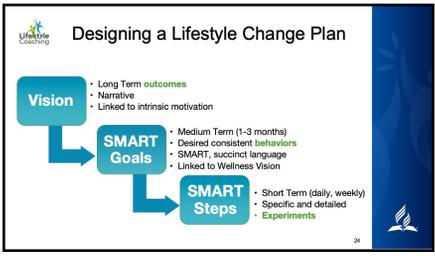
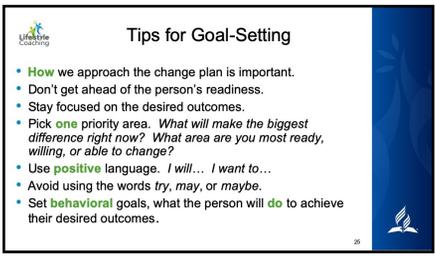
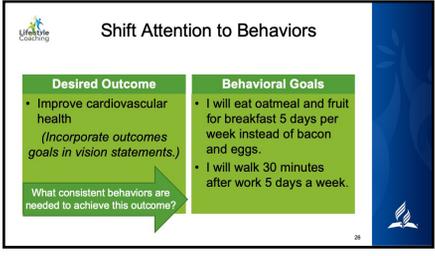
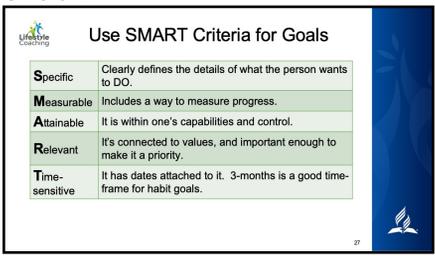
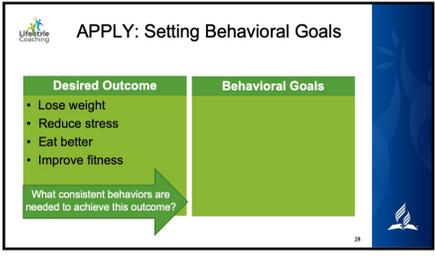
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 16</p> 	<p>3 Ingredients for Change</p> <p>Use Slide 16 to review 3 key ingredients for change: information, motivation, and confidence.</p> <p><i>A simple way of looking at the components of this model is "I know," "I want," and "I can," therefore, "I act."</i></p>
2 minutes	<p>Slide 17</p> 	<p>Motivation & Confidence</p> <p>Slide 17 shows the importance of needing both high motivation and high confidence for successful lifestyle change. Review the four quadrants of the diagram.</p> <p><i>So how do we assess motivation and confidence levels?</i></p>
3 minutes	<p>Slide 18</p> 	<p>The Readiness Ruler</p> <p>Use Slide 18 to explain how to use the Readiness Ruler to help assess a person's motivation and confidence levels and guide conversations about personal change. A key point to make is the importance of listening for and reflecting change talk.</p>
4 minutes	<p>Slide 19</p> 	<p>Increasing Motivation & Confidence</p> <p>Use Slide 19 to point out that the Readiness Ruler is also useful to help us choose effective strategies for increasing motivation and confidence.</p> <p>READ LEFT COLUMN OF SLIDE. <i>How do you think these strategies would impact motivation?</i></p> <p>READ RIGHT COLUMN OF SLIDE. <i>How do you think these strategies would impact confidence?</i></p>

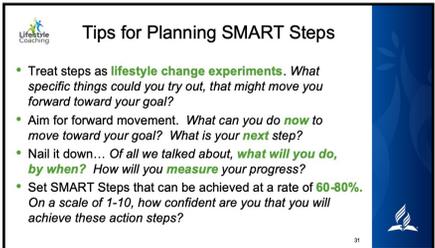
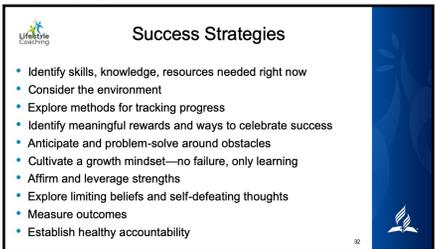
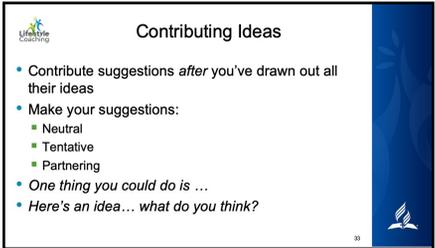
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
15 minutes	<p>Slide 20</p> 	<p>LCS Learning Activity 20 - Coaching Practice: Readiness Ruler</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 10 - Readiness Ruler. This activity will provide opportunity for participants to practice using the Readiness Ruler to assess a person's motivation and confidence levels and guide a conversation about personal change. Use the instructions on Learning Activity 20, Handout 10, and on Slide 20 to facilitate the exercise.</p>
1 minute	<p>Slide 21</p> 	<p>INSPIRE</p> <p>Use Slide 21 to connect the Gift of Clarity with a scripture passage that encourages participants to lean on the Lord for wisdom to form powerful questions. <i>As you continue to build your skills in forming powerful questions, lean on the Lord for wisdom. He who reads the heart knows their deepest desires and motivation for change. He understands the issues that have decreased their confidence. And He will help you to form powerful questions that open the door for them to explore new ways of thinking about change.</i></p>
10 minutes	<p>Slide 22</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
1 minute	<p>Slide 23</p> 	<p>Lifestyle Coaching Process</p> <p>The next step in the Lifestyle Coaching Process is <i>How?</i> in which the health promoter helps people translate vision into action. Point out the dotted lines and the number 4 in the middle of the model.</p>

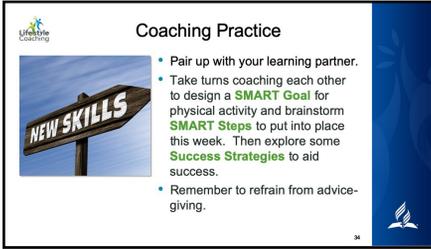
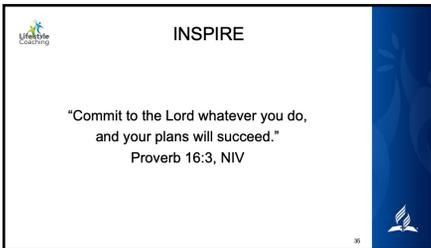
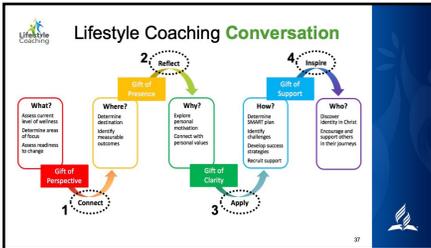
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 24</p> 	<p>Designing a Lifestyle Change Plan</p> <p>Slide 24 introduces an important lifestyle coaching skill --designing a successful plan for lifestyle change.</p> <p>As you review the slide, point out the following key differences between Vision, Goals, and Steps.</p> <ul style="list-style-type: none"> • Long term, medium term, and short term • Outcomes, behaviors, experiments
3 minutes	<p>Slide 25</p> 	<p>Tips for Goal-Setting</p> <p>Use Slide 25 to discuss tips for helping people in the goal-setting process, emphasizing the highlighted words.</p>
1 minute	<p>Slide 26</p> 	<p>Shift Attention to Behaviors</p> <p>Use Slide 26 to emphasize the relationship between desired outcomes and behavioral goals. A key point is make is that we should avoid goals that are really outcomes, and instead shift attention to the behaviors needed to achieve these results. The desired outcomes should be incorporated in Vision statements.</p>
3 minutes	<p>Slide 27</p> 	<p>Use SMART Criteria for Goals</p> <p><i>SMART is an acronym that gives criteria to guide in the setting of goals that can be achieved. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-sensitive.</i></p> <p>Use Slide 27 to review the SMART criteria for goals.</p>
10 minutes	<p>Slide 28</p> 	<p>LCS Learning Activity 21 - APPLY: Setting Behavioral Goals</p> <p>This activity will guide participants to apply what they have learned about helping someone translate that compelling vision into concrete behavioral goals. Use the instructions on Learning Activity 21 and Slide 28 to facilitate the exercise.</p>

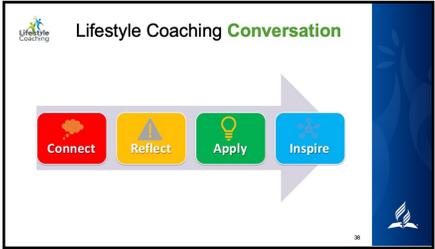
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 29</p> 	<p>SMART Steps</p> <p>Use Slide 29 to define SMART Steps. Important points are highlighted on the slide. <i>The Lifestyle Change Plan is about creating a series of small experiments, or SMART Steps, that provide new thinking about change leading to achievement of new behaviors and, ultimately, the desired outcome.</i></p>
1 minute	<p>Slide 30</p> 	<p>Respecting Autonomy</p> <p>Use Slide 30 to connect back to prior learning about Self-Determination Theory and the coaching approach for supporting the human need for autonomy.</p>
3 minutes	<p>Slide 31</p> 	<p>Tips for Planning SMART Steps</p> <p>Use Slide 31 to discuss tips for helping people to plan SMART Steps, emphasizing the highlighted words.</p>
5 minutes	<p>Slide 32</p> 	<p>Success Strategies</p> <p>Once the Lifestyle Change Plan is in place, we want to consider strategies for successful implementation. There are many proven strategies for successful lifestyle change. Consider them as tools in your coaches' toolbox, to use as appropriate in health programs and coaching conversations. If time allows, lead a brief large group discussion around the following questions:</p> <ul style="list-style-type: none"> • Which of these have you found to be useful? • Are there any others you would add to the list?
1 minute	<p>Slide 33</p> 	<p>Contributing Ideas</p> <p>Slide 33 provides tips for contributing ideas while still respecting a person's autonomy.</p>

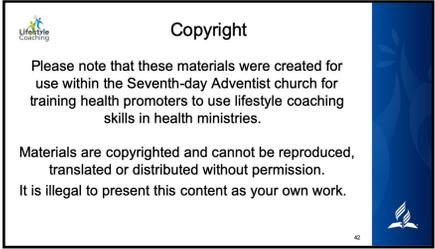
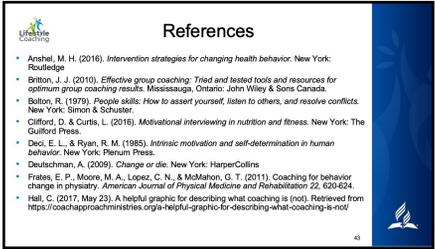
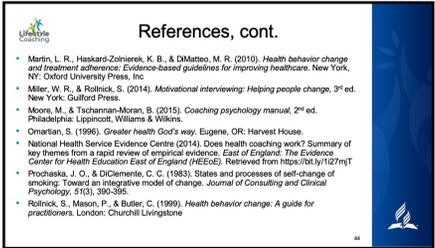
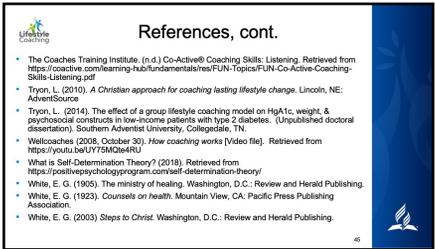
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
3 minutes	<p>Slide 34</p> 	<p>LCS Learning Activity 22 - Coaching Practice: Vision to Action</p> <p>Ask participants to turn in their Participant Guide to Handout 11 - Vision to Action</p> <p>This activity will provide opportunity for participants to practice coaching someone around setting goals and action steps for physical activity. Use the instructions on Learning Activity 22, Handout 11, and Slide 34 to facilitate the exercise.</p>
3 minutes	<p>Slide 35</p> 	<p>INSPIRE</p> <p>Use Slide 35 to connect scripture with the concept of the Lifestyle Change Plan.</p>
1 minute	<p>Slide 36</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>
3 minutes	<p>Slide 37</p> 	<p>Lifestyle Coaching Conversation</p> <p>Use Slide 37 to review content covered thus far. We will cover the final step of the process (Who?) and the Gift of Support in Session 5. Point out the dotted circles and the numbers 1-4. <i>It is through the Lifestyle Coaching Conversation that we guide people through the coaching process and have the opportunity to share the four Lifestyle Coaching Gifts.</i> The Lifestyle Coaching Conversation has four distinct phases: Connect, Reflect, Apply, Inspire. Not only are these phases useful at specific points in the Lifestyle Coaching Process, they provide a framework for every coaching conversation.</p>

Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 38</p> 	<p>Lifestyle Coaching Conversation</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 12 - Lifestyle Coaching Conversation. Introduce the Lifestyle Coaching Conversation Model. Slide 38 shows the big picture. <i>This diagram shows the four phases of the Lifestyle Coaching Conversation Model. It's a simple model, but highly effective in guiding the coaching process.</i></p>
5 minutes	<p>Slide 39</p> 	<p>Lifestyle Coaching Conversation</p> <p>Use Slide 39 and Handout 12 to review the Lifestyle Coaching Conversation Model in greater detail. Make the point that while the Four Gifts are always useful, they are especially strategic at specific points in the Lifestyle Coaching Conversation. Review the tasks associated with phase and possible coaching questions appropriate for each phase.</p>
18 minutes	<p>Slide 40</p> 	<p>LCS Learning Activity 23 - Coaching Practice: Inspire</p> <p>This activity will provide opportunity for participants to practice the <i>Inspire</i> phase of a coaching conversation. Use the instructions on Learning Activity 23 and Slide 40 to facilitate the exercise.</p>
10 minutes	<p>Slide 41</p> 	<p>LCS Learning Activity 24 - Session 4 Takeaways</p> <p>Ask participants to turn in their Participant Guides to LCS Handout 13 - Session 4 Takeaways. Use the instructions on Learning Activity 24, Handout 13, and the questions on Slide 41 to facilitate the session debrief. Close with prayer. Include a time of silent reflection, allowing them to pray about their personal insights and how they feel God is speaking to their heart. Thank participants for their participation, insights, challenging questions, enthusiasm, or any other strengths you noted. Be specific without singling people out. Remind participants of the next session date/time.</p>

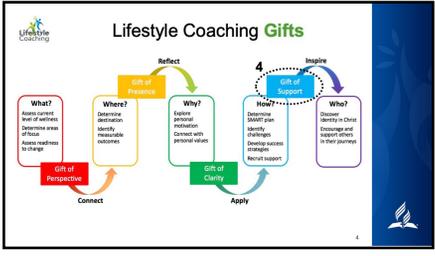
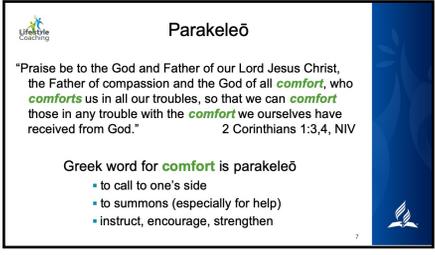
Session 4 - The Gift of Clarity

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
	<p>Slide 42</p> 	<p>Copyright Information</p>
	<p>Slide 43</p> 	<p>References</p>
	<p>Slide 44</p> 	<p>References, cont.</p>
	<p>Slide 45</p> 	<p>References, cont.</p>
	<p>Slide 46</p> 	<p>After the Session: Evaluate the session. Were you able to begin and end on time? Are there any concerns that need to be addressed before the next session? What changes do you want to make for future sessions? Pray for participants.</p>

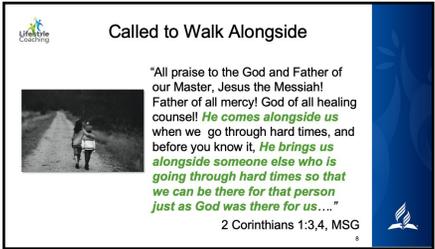
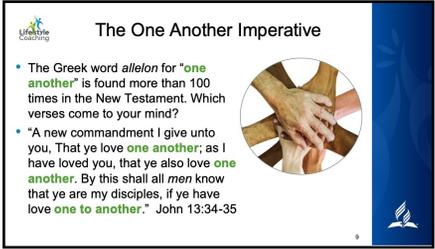
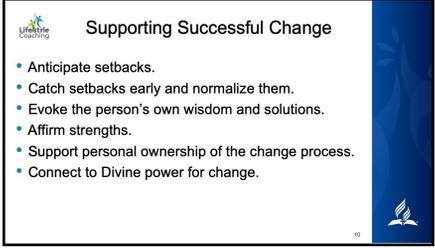
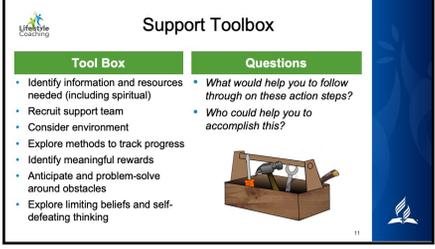
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
<p>Before the workshop</p>	<p>Slide 1</p>  <p>Session 5 is approximately 3 hours long:</p> <ul style="list-style-type: none"> • 35-minute section • 10-minute break • 65-minute section • 10-minute break • 60-minute section 	<p>Workshop Setup</p> <p>Arrange for any food and beverages. Set up the room so that participants are seated in groups of 4-6 people. Acquire all necessary equipment and supplies:</p> <ul style="list-style-type: none"> • Name tags • Pens or pencils • Sticky notes • Flip chart or dry erase board • Markers • Timer (to time breaks and activities) • Optional: Four gift-wrapped boxes for display <p>Review PowerPoint speakers notes and LCS Learning Activities 25-27. Also, review participant questions and goals from Session 1 to make sure that you address any that are relevant to the content in Session 5.</p>
<p>1 minute</p>	<p>Slide 2</p> 	<p>Opening</p> <p>Welcome participants back to the Lifestyle Coaching Skills Training Workshop. Open with prayer.</p>
<p>4 minutes</p>	<p>Slide 3</p> 	<p>Welcome and Logistics</p> <p>Review logistics (breaks, restroom location, exits, cell phone usage, etc.) Ask participants to turn to the Session 5 PowerPoint Handout in their Participant Guide. Engage participants in discussion about additional thoughts and questions they have had since Session 4. Lead large group discussion around questions on slide. Ask, <i>where is your thinking now? Do you have any new thoughts about last session's topic? In this session, we will introduce the Gift of Support, finish our progression through the Lifestyle Coaching Process, and share ways that churches have integrated lifestyle coaching skills into health ministries.</i></p>

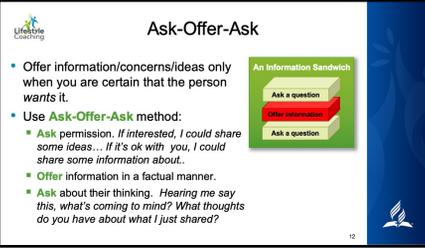
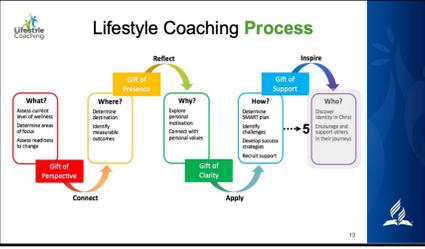
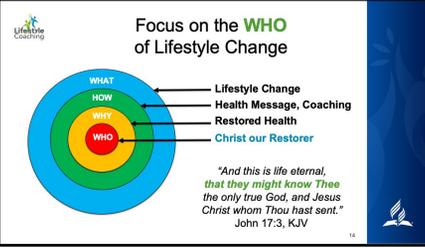
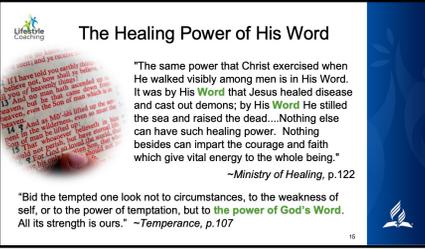
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 4</p> 	<p>Lifestyle Coaching Gifts</p> <p>Use Slide 4 to briefly review the Lifestyle Coaching Gifts and introduce the Gift of Support. Point out the dotted circle and the number 4 at the top of the model.</p> <p><i>Today we introduce the fourth gift--the Gift of Support—which is most useful in the How? and Who? Steps of the Lifestyle Coaching Process.</i></p>
1 minute	<p>Slide 5</p> 	<p>The Gift of Support</p> <p><i>The Gift of Support, is based on the Biblical admonition to “encourage one another and build each other up.” It is made up of two components...</i></p> <p><i>1) success strategies and tools that help support successful achievement of goals, and, perhaps most importantly, 2) supportive relationships.</i></p>
2 minutes	<p>Slide 6</p> 	<p>Support</p> <p>Use Slide 6 to review the origin and definition of the word support. Make the point that each of the definitions refer to something that a person making lifestyle change might need. Thus, the Gift of Support is a valuable gift to offer in the Lifestyle Coaching Process.</p>
3 minutes	<p>Slide 7</p> 	<p>Parakeleō</p> <p>Slide 7 introduces another word that gives understanding to the Gift of Support. The Greek word in 2 Corinthians 1:3,4 is parakeleō (pronounced par-ak-al-eh'-o).</p> <p><i>God calls us to His side SO that we can call others to our side and share with them the comfort and instruction and encouragement and strength God has given us! This gives significance to the challenges we face and learn from.</i></p> <p>Connect this learning with the Tour Guide metaphor for lifestyle coaching.</p>

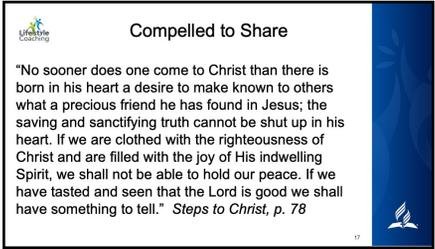
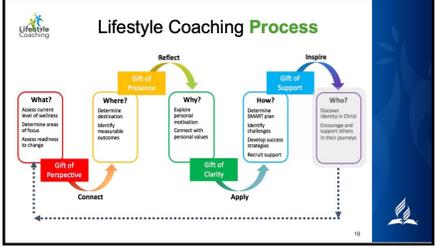
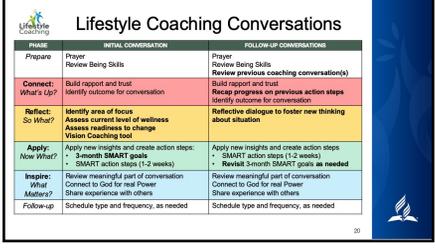
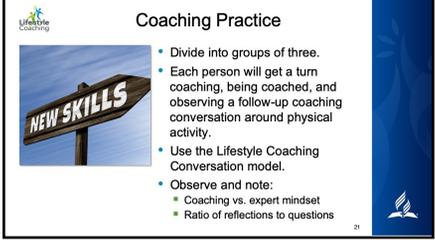
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
1 minute	<p>Slide 8</p> 	<p>Called to Walk Alongside <i>In the Message Bible, Eugene Peterson paraphrased 2 Corinthians 1:3,4 in this way...</i> READ SLIDE</p>
4 minutes	<p>Slide 9</p> 	<p>The One Another Imperative Use Slide 9 to discuss God’s ideal for us to live in Christian community with one another. <i>The Greek word for one another, allelon (pronounced al-lay-lone), is used about 100 times in the New Testament—and over half of the time in the form of positive commands. Which verses come to your mind? Allow a 2-3 minutes for participant responses.</i> READ VERSE. <i>Jesus also taught that caring for one another is how we demonstrate our love for Him. It forms the basis for true Christian community and has a direct impact on our witness to the world.</i></p>
2 minutes	<p>Slide 10</p> 	<p>Supporting Successful Change <i>Lifestyle change takes time, energy, effort. Often unexpected aspects of implementing change arise which pose new problems that weren't anticipated.</i> Use Slide 10 to share specific strategies for offering a person support during the lifestyle change process.</p>
2 minutes	<p>Slide 11</p> 	<p>Support Toolbox Use Slide 11 to introduce the concept of a Support Toolbox. <i>In offering the Gift of Support, we must evaluate which tools will do the job best for this person in this situation.</i> Also re-emphasize that it is important to use a coaching mindset of collaboration instead of direction.</p>

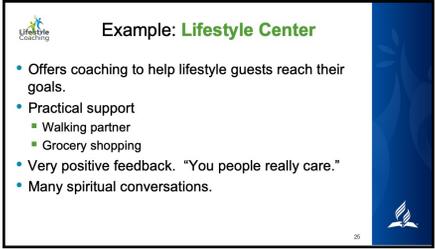
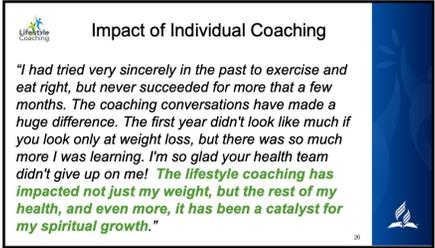
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 12</p>  <p>Ask-Offer-Ask</p> <ul style="list-style-type: none"> Offer information/concerns/ideas only when you are certain that the person wants it. Use Ask-Offer-Ask method: <ul style="list-style-type: none"> Ask permission. <i>If interested, I could share some ideas... If it's ok with you, I could share some information about.</i> Offer information in a factual manner. Ask about their thinking. <i>Hearing me say this, what's coming to mind? What thoughts do you have about what I just shared?</i> 	<p>Ask-Offer-Ask</p> <p><i>When the support that is needed is Information, we can use a coaching approach to provide that information.</i></p> <p>Use Slide 12 to review the Ask-Offer-Ask method.</p>
1 minute	<p>Slide 13</p>  <p>Lifestyle Coaching Process</p> <p>Flowchart steps: Connect (Gift of Perspective) → Reflect (Gift of Presence) → Apply (Gift of Clarity) → Inspire (Gift of Support) → Connect (Gift of Perspective).</p>	<p>Lifestyle Coaching Process</p> <p>Use Slide 13 to review the Lifestyle Coaching Process.</p> <p>Point out the number 5 at the right side of the model.</p> <p><i>In the last step, the focus is on the WHO of lifestyle change. As the person experiences a new identity in Christ, they in turn are drawn to share their experience with others.</i></p>
3 minutes	<p>Slide 14</p>  <p>Focus on the WHO of Lifestyle Change</p> <p>WHAT: Lifestyle Change HOW: Health Message, Coaching WHY: Restored Health WHO: Christ our Restorer</p> <p><i>"And this is life eternal, that they might know Thee the only true God, and Jesus Christ whom Thou hast sent."</i> John 17:3, KJV</p>	<p>Focus on the WHO of Lifestyle Change</p> <p>Review the model on Slide 14, emphasizing that the inner circle of WHO is the most significant focus--and the difference that Christianity makes in lifestyle coaching and in the health message.</p>
2 minutes	<p>Slide 15</p>  <p>The Healing Power of His Word</p> <p><i>"The same power that Christ exercised when He walked visibly among men is in His Word. It was by His Word that Jesus healed disease and cast out demons; by His Word He stilled the sea and raised the dead... Nothing else can have such healing power. Nothing besides can impart the courage and faith which give vital energy to the whole being."</i> -Ministry of Healing, p.122</p> <p><i>"Bid the tempted one look not to circumstances, to the weakness of self, or to the power of temptation, but to the power of God's Word. All its strength is ours."</i> -Temperance, p.107</p>	<p>The Power of God's Word</p> <p><i>How do we introduce them to Christ, their Restorer, and His power for change? Through His Word. Ellen White wrote...</i></p> <p>READ SLIDE</p>
3 minutes	<p>Slide 16</p>  <p>A New Identity</p> <ul style="list-style-type: none"> "Walk in the Spirit, and you shall not fulfill the lust of the flesh." Galatians 5:16, KJV "Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come." 2 Corinthians 5:17, ESV "I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave Himself for me." Galatians 2:20, NIV 	<p>A New Identity</p> <p>Use Slide 16 to talk about the inner transformation that comes from the Holy Spirit's work in their lives.</p> <p><i>This is such a contrast to our old ways that the Paul described it as having a completely new life in Christ.</i></p>

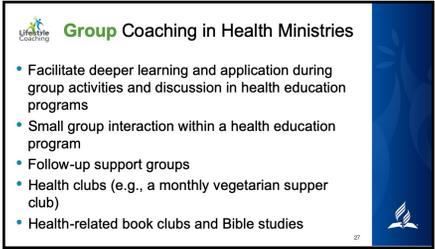
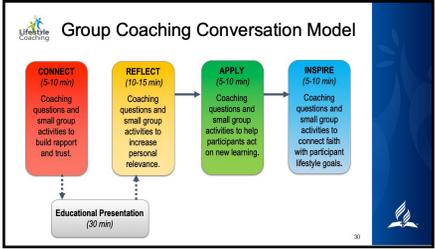
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS																					
1 minute	<p>Slide 17</p> 	<p>Compelled to Share</p> <p><i>As the person experiences successful change through their connection with Christ, they in turn are drawn to share their experience and encourage and support others in their journeys.</i></p> <p>READ SLIDE</p>																					
1 minute	<p>Slide 18</p> 	<p>Lifestyle Coaching Process</p> <p><i>Thus, the Lifestyle Coaching Process starts over again, with the changed person becoming the health promoter and leading others to explore What? Where? Why? How? and Who? in a new lifestyle coaching relationship.</i></p> <p>Point out dotted line that begins at the end of the model and returns to the beginning.</p> <p><i>What a beautiful picture of health evangelism!</i></p>																					
10 minutes	<p>Slide 19</p> 	<p>Break</p> <p>Adjust break time to fit schedule.</p>																					
5 minutes	<p>Slide 20</p>  <table border="1" data-bbox="376 1443 811 1691"> <thead> <tr> <th>PHASE</th> <th>INITIAL CONVERSATION</th> <th>FOLLOW-UP CONVERSATIONS</th> </tr> </thead> <tbody> <tr> <td>Prepare</td> <td>Prayer Review Being Skills</td> <td>Prayer Review Being Skills</td> </tr> <tr> <td>Connect: What's Up?</td> <td>Build rapport and trust Identify outcome for conversation</td> <td>Build rapport and trust Recap progress on previous action steps Identify outcome for conversation</td> </tr> <tr> <td>Reflect: So What?</td> <td>Identify area of focus Assess current level of wellness Assess readiness to change Vision Coaching tool</td> <td>Reflective dialogue to foster new thinking about situation</td> </tr> <tr> <td>Apply: Now What?</td> <td>Apply new insights and create action steps: • 3-month SMART goals • SMART action steps (1-2 weeks)</td> <td>Apply new insights and create action steps: • SMART action steps (1-2 weeks) • Review 3-month SMART goals as needed</td> </tr> <tr> <td>Inspire: What Matters?</td> <td>Review meaningful part of conversation Connect to God for real Power Share experience with others</td> <td>Review meaningful part of conversation Connect to God for real Power Share experience with others</td> </tr> <tr> <td>Follow-up:</td> <td>Schedule type and frequency, as needed</td> <td>Schedule type and frequency, as needed</td> </tr> </tbody> </table>	PHASE	INITIAL CONVERSATION	FOLLOW-UP CONVERSATIONS	Prepare	Prayer Review Being Skills	Prayer Review Being Skills	Connect: What's Up?	Build rapport and trust Identify outcome for conversation	Build rapport and trust Recap progress on previous action steps Identify outcome for conversation	Reflect: So What?	Identify area of focus Assess current level of wellness Assess readiness to change Vision Coaching tool	Reflective dialogue to foster new thinking about situation	Apply: Now What?	Apply new insights and create action steps: • 3-month SMART goals • SMART action steps (1-2 weeks)	Apply new insights and create action steps: • SMART action steps (1-2 weeks) • Review 3-month SMART goals as needed	Inspire: What Matters?	Review meaningful part of conversation Connect to God for real Power Share experience with others	Review meaningful part of conversation Connect to God for real Power Share experience with others	Follow-up:	Schedule type and frequency, as needed	Schedule type and frequency, as needed	<p>Lifestyle Coaching Conversations</p> <p><i>Use Slide 20 to point out the differences between an initial lifestyle coaching conversation and follow-up lifestyle coaching conversations.</i></p> <p>This table provides a comparison. The words in bold font represent the tasks that are unique to each conversation.</p>
PHASE	INITIAL CONVERSATION	FOLLOW-UP CONVERSATIONS																					
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60 minutes	<p>Slide 21</p>  <p>Coaching Practice</p> <ul style="list-style-type: none"> • Divide into groups of three. • Each person will get a turn coaching, being coached, and observing a follow-up coaching conversation around physical activity. • Use the Lifestyle Coaching Conversation model. • Observe and note: <ul style="list-style-type: none"> ■ Coaching vs. expert mindset ■ Ratio of reflections to questions 	<p>LCS Learning Activity 25: Coaching Practice</p> <p>- Follow-up Coaching Conversation</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 12 - Lifestyle Coaching Conversation Model. This activity will provide opportunity for participants to practice a follow-up lifestyle coaching conversation around physical activity, as well as observe and give feedback on a coaching conversation. Use the instructions on Learning Activity 25 and Slide 21 to facilitate the exercise.</p>																					

Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
10 minutes	<p>Slide 22</p> 	<p>Break Adjust break time to fit schedule.</p>
3 minutes	<p>Slide 23</p> 	<p>Individual Coaching in Health Ministries Use Slide 23 to discuss the ways that individual lifestyle coaching can be used in health ministries.</p>
1 minute	<p>Slide 24</p> 	<p>Example: Health Expo Use Slide 24 to share how individual lifestyle coaching was used in a multi-church health expo event.</p>
1 minute	<p>Slide 25</p> 	<p>Example: Lifestyle Center Use Slide 25 to share how individual lifestyle coaching was used at a lifestyle center.</p>
1 minute	<p>Slide 26</p> 	<p>Impact of Individual Coaching Use Slide 26 to point out the impact that using a coaching approach can have. READ SLIDE</p>

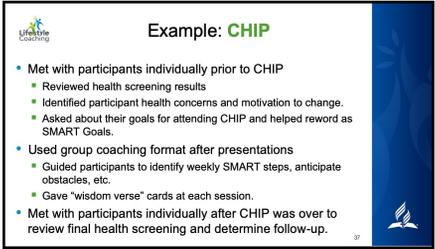
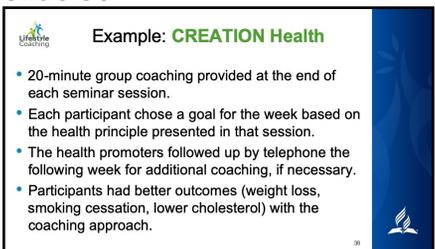
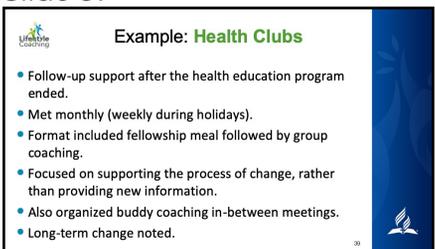
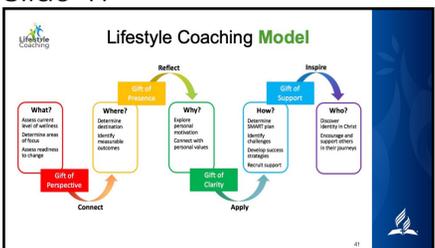
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 27</p> 	<p>Group Coaching in Health Ministries Use Slide 27 to discuss the ways that group lifestyle coaching can be used in health ministries.</p>
2 minutes	<p>Slide 28</p> 	<p>Coaching Groups Use Slide 28 to discuss some of the benefits and challenges of using a coaching approach with groups.</p>
1 minute	<p>Slide 29</p> 	<p>Lifestyle Coaching Conversations in Groups Use Slide 29 to point out that the Lifestyle Coaching Conversation Model can also be used as a framework for facilitating group coaching. Point out the red line between the Connect and Reflect stages, where an educational presentation would take place.</p>
1 minute	<p>Slide 30</p> 	<p>Group Coaching Conversation Model Use Slide 30 to show a little more detail for each for each stage of the group coaching, as well as suggested time frames. Notice that the emphasis is on the coaching, not the educational presentation.</p>
3 minutes	<p>Slide 31</p> 	<p>Stage 1: Connect (What's Up?) Use Slide 31 to describe the characteristics of the Connect stage of the Group Lifestyle Coaching Conversation.</p>

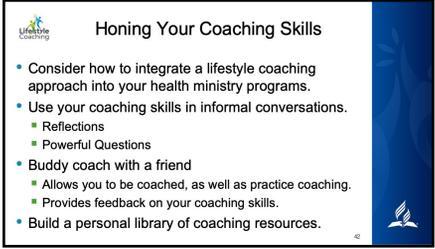
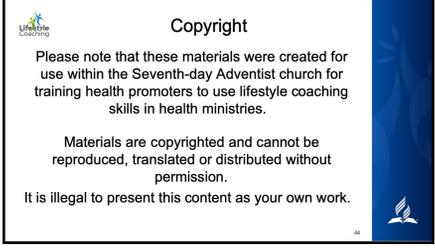
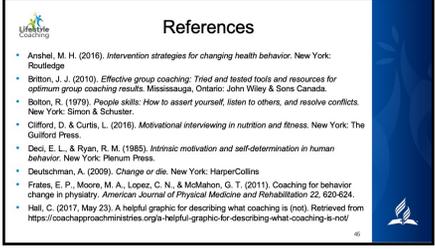
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 32</p> <p>Stage 2: Reflect (So What?)</p> <ul style="list-style-type: none"> REFLECT (10-15 min) Coaching questions and small group activities to increase personal relevance. Intended to help participants reflect on the subject material at a more personal level. <ul style="list-style-type: none"> What did you find interesting about tonight's program? What key insight do you want to take home? What do you think (or how do you feel) about the information provided? How does this topic relate to you? What are the possibilities? How important is it to you to make a change in this area? What do you want to happen? Where might this lead? What has worked in the past? 	<p>Stage 2: Reflect (So What?)</p> <p>Use Slide 32 to describe the characteristics of the Reflect stage of the Group Lifestyle Coaching Conversation.</p> <p><i>Don't rush this stage. In today's culture of information overload, people are constantly taking in information with little if any time to think about it. However, behavior change begins in the mind. Reflection must precede the Apply stage, in which participants are guided to act on what they have learned.</i></p>
2 minutes	<p>Slide 33</p> <p>Stage 3: Apply (Now What?)</p> <ul style="list-style-type: none"> APPLY (5-10 min) Coaching questions and small group activities to help people act on new learning. Help participants apply new learning so that everyone leaves with a next step. <ul style="list-style-type: none"> How do you want to apply this new learning? Involve group in brainstorming ideas. Use Ask-Offer-Ask to contribute additional ideas. <ul style="list-style-type: none"> What could you do about this? What will be your next step? (Make it SMART!) Anticipate obstacles and explore success strategies. <ul style="list-style-type: none"> What might get in the way? What success strategies could you try? 	<p>Stage 3: Apply (Now What?)</p> <p>Use Slide 33 to describe the characteristics of the Apply stage of the Group Lifestyle Coaching Conversation.</p> <p><i>More than any other, this stage is a hallmark of a group coaching conversation, as the focus is on forward movement towards positive change.</i></p>
2 minutes	<p>Slide 34</p> <p>Stage 4: Inspire (What Matters?)</p> <ul style="list-style-type: none"> INSPIRE (5-10 min) Coaching questions and small group activities to connect faith with participant lifestyle goals. Elicit takeaways <ul style="list-style-type: none"> Of all that we've talked about tonight, what was most valuable for you? Faith connection <ul style="list-style-type: none"> What bearing does this have on your spiritual life? How can your faith support your change efforts? What scripture verses ("wisdom verses") would be an encouragement? How can we be praying for you? 	<p>Stage 4: Inspire (What Matters?)</p> <p>Use Slide 34 to describe the characteristics of the Inspire stage of the Group Lifestyle Coaching Conversation.</p>
2 minutes	<p>Slide 35</p> <p>Example: Dinner with the Doctor</p> <ul style="list-style-type: none"> Participants seated at tables with "Table Coaches" <ul style="list-style-type: none"> "We know that information alone won't bring about change. You'll be partnered with a Table Coach who will provide personal support to help you reach your goals for improving your health." Table Coaches led conversation at tables. <ul style="list-style-type: none"> During the meal, the focus was on relationship-building. After the presentation, used a lifestyle coaching approach to help participants identify how that evening's topic was relevant to them, explore motivation and confidence for change, set goals, share additional resources, etc. In-between sessions, Table Coaches made follow-up phone calls. 	<p>Example: Dinner with the Doctor</p> <p>Use Slide 35 to share how a church used group lifestyle coaching in a Dinner with the Doctor monthly event.</p>
1 minute	<p>Slide 36</p> <p>Example: Diabetes Seminar</p> <ul style="list-style-type: none"> Participants assigned to tables hosted by "Table Coaches." At the end of each session, Table Coaches facilitated small-group discussions on the nightly topic, goal-setting, progress, challenges faced during the week, etc. Participants were provided with <i>Reversing Diabetes</i> goal worksheets and asked to identify action steps for the week. Follow-up surveys revealed that the participants liked the interaction and nurturing approach of group coaching. 	<p>Example: Diabetes Seminar</p> <p>Use Slide 36 to share how a church used group lifestyle coaching in an 8-session Reversing Diabetes Seminar.</p>

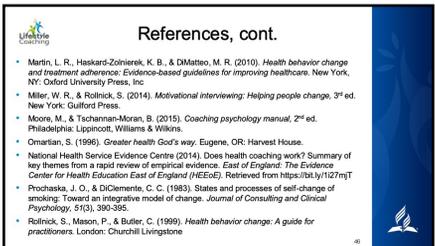
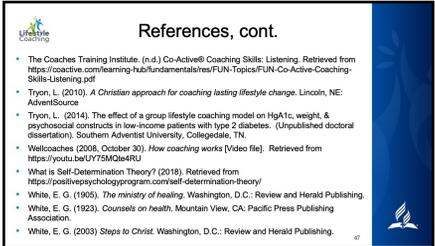
Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 37</p>  <p>Example: CHIP</p> <ul style="list-style-type: none"> Met with participants individually prior to CHIP <ul style="list-style-type: none"> Reviewed health screening results Identified participant health concerns and motivation to change. Asked about their goals for attending CHIP and helped reword as SMART Goals. Used group coaching format after presentations <ul style="list-style-type: none"> Guided participants to identify weekly SMART steps, anticipate obstacles, etc. Gave "wisdom verse" cards at each session. Met with participants individually after CHIP was over to review final health screening and determine follow-up. 	<p>Example: CHIP</p> <p>Use Slide 37 to share how group lifestyle coaching was used in a CHIP (Complete Health Improvement Project) intensive lifestyle change program.</p>
1 minute	<p>Slide 38</p>  <p>Example: CREATION Health</p> <ul style="list-style-type: none"> 20-minute group coaching provided at the end of each seminar session. Each participant chose a goal for the week based on the health principle presented in that session. The health promoters followed up by telephone the following week for additional coaching, if necessary. Participants had better outcomes (weight loss, smoking cessation, lower cholesterol) with the coaching approach. 	<p>Example: CREATION Health</p> <p>Use Slide 38 to share how group lifestyle coaching was used in a CREATION Health Seminar.</p>
1 minute	<p>Slide 39</p>  <p>Example: Health Clubs</p> <ul style="list-style-type: none"> Follow-up support after the health education program ended. Met monthly (weekly during holidays). Format included fellowship meal followed by group coaching. Focused on supporting the process of change, rather than providing new information. Also organized buddy coaching in-between meetings. Long-term change noted. 	<p>Example: Health Clubs</p> <p>Use Slide 39 to share how group lifestyle coaching was used as a format for a Health Club.</p>
18 minutes	<p>Slide 40</p>  <p>REFLECT & APPLY: Lifestyle Coaching at My Church</p> <ul style="list-style-type: none"> Which example of lifestyle coaching in health ministries most intrigued you? Why? Which health ministry activities offered by your church do you think could be enhanced by integrating a lifestyle coaching approach? What are the possibilities? What could it look like? Where might this lead? What conversations could you have, and with whom, to move things forward? What is the next step? What's the first action for this step? 	<p>LCS Learning Activity 26: REFLECT & APPLY - Lifestyle Coaching at My Church</p> <p>This activity will guide participants to reflect on ways that lifestyle coaching can be integrated into the health ministries activities offered by their church. Use the instructions on Learning Activity 26 and on Slide 40 to facilitate the exercise.</p>
2 minutes	<p>Slide 41</p>  <p>Lifestyle Coaching Model</p> <p>The diagram illustrates the Lifestyle Coaching Model as a cyclical process. It starts with 'What?' (Assess current level of wellness, determine area of focus, assess readiness to change) leading to 'Where?' (Identify resources, identify measurable outcomes). 'Where?' leads to 'Why?' (Establish personal motivation, connect with personal values), which leads to 'How?' (Develop SMART plan, identify challenges, develop strategies, recruit support). 'How?' leads to 'Who?' (Identify in Christ, encourage and support others in their journey). 'Who?' leads back to 'What?'. The process is supported by four gifts: Gift of Perspective (Connect), Gift of Compassion (Apply), Gift of Clarity (Apply), and Gift of Support (Inspire). The overall process is supported by the Gift of Resource (Reflect).</p>	<p>Lifestyle Coaching Model</p> <p>Use Slide 41 to review the components of the Lifestyle Coaching Model:</p> <ul style="list-style-type: none"> The Lifestyle Coaching Process The four Lifestyle Coaching Gifts The Lifestyle Coaching Conversation

Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
2 minutes	<p>Slide 42</p> 	<p>Honing Your Coaching Skills</p> <p>Use Slide 42 to discuss some ways participants can continue to develop and practice their <i>lifestyle coaching skills</i> after the workshop. Point out LCS Handout 14 - Lifestyle Coaching Pocket Cards in their Participant Guide as a tool for a quick reference to the coaching concepts and skills taught during the workshop.</p>
10 minutes	<p>Slide 43</p> 	<p>LCS Learning Activity 27 - Session 5 Takeaways</p> <p>Ask participants to turn in their Participant Guide to LCS Handout 15 - Session 5 Takeaways. Use the instructions on Learning Activity 27, Handout 15, and the questions on Slide 43 to facilitate the session debrief. Close with prayer. Include a time of silent reflection, allowing them to pray about their personal insights and how they feel God is speaking to their heart. Thank participants for their participation, insights, challenging questions, enthusiasm, or any other strengths you noted. Be specific without singling people out.</p>
	<p>Slide 44</p> 	<p>Copyright Information</p>
	<p>Slide 45</p> 	<p>References</p>

Session 5 - The Gift of Support

TIME FRAME	POWERPOINT SLIDE	FACILITATION NOTES/INSTRUCTIONS
	<p>Slide 46</p> 	<p>References, cont.</p>
	<p>Slide 47</p> 	<p>References, cont.</p>
	<p>Slide 48</p> 	<p>After the Session: Evaluate the session. Were you able to begin and end on time? What changes do you want to make for future workshops? What is your plan for follow-up after the workshop is over? Pray for participants.</p>

Workshop Follow-up

The workshop is not the only learning solution for new knowledge and skills. In fact, most learning occurs outside the workshop. This is especially true for coaching skills because mastering a new mindset and approach for working with people requires practice. Growing coaching skills is a journey--not an event. Therefore, follow-up activities after the workshop is over is critical for reinforcing and deepening the skills you are introducing to the participants in your workshop. Select one or two of the ideas below, and plan to implement them as soon as your workshop ends.

Thank participants for attending. A day or two after the workshop ends, send out a thank-you to your participants in whatever format you prefer. This could be through postal mail, email, a social media update, or even a group text if you have your participant’s mobile phone numbers.

Engage in great conversations. Foster a coaching culture by turning every-day conversations into great conversations through applying a coaching mindset and skills.

Continue the learning. The most often asked question at the end of a workshop is, “How can I

continue to learn and grow in my coaching skills?" Leverage the interest that your participants have, and plan follow-up activities to continue the learning in ways that are feasible. For example, use existing meetings (Bible study group, Sabbath School class, Health Ministry team meeting) to share small bites of additional information and conduct short practice sessions.

Integrate a lifestyle coaching approach into your health ministry program(s). Meet with your health ministries team to integrate a lifestyle coaching approach into your health ministry programs. Identify at least one way to get started. Then watch to see how effective a coaching approach is in fostering supportive relationships with the people attending your programs.

Partner participants for ongoing coaching. This will allow them to experience being coached, as well as to practice coaching conversations. It also provides feedback on their coaching skills.

Assign participants into triads for ongoing coaching. Participants take turns in the role of coach, being coached, and observing. When assigned the role of coaching, the participant facilitates a coaching conversation with another participant for a designated time period (20-30 minutes) on a real topic of their choice followed by a 10-minute debrief of the coaching experience. The group can determine the focus of the observer (open-ended questions, reflections, etc.).

Group Mentor Coaching. Organize groups with at least one mentor who has developed some mastery in coaching. The group can determine the frequency of meeting. Participants rotate roles of coaching being coached, and observing. When assigned the role of coaching, the participant facilitates a coaching conversation with another participant for a designated time period (20-30 minutes) on a real topic of their choice. The Mentor Coach then provides feedback on the conversation, followed by discussion by all.

Lending library. Build a lending library of coaching resources that can be checked out by members.

Coaching book club. Choose a coaching book to read over a defined time period, then meet to discuss. Use a group coaching format for the book club discussion.

Plan the next workshop. Another way to follow up after a workshop is by planning a second session! A "part two" or an advanced workshop can provide opportunities for additional coaching practice, answering questions, and further planning for integrating a lifestyle coaching approach in the health ministries outreach of your church.

Section 3: LCS Learning Activities

The *Lifestyle Coaching Skills* Learning Activities are detailed instructions for facilitating the workshop learning activities. For each activity, the objectives, materials, and instructions are provided. Participants like to know what is going to happen and why. Speak slowly when giving directions, and make sure that the instructions are understood. Suggested timeframes are provided for each activity and discussion. There are intentionally more discussion questions than you need so as to give you some flexibility for following the flow of the participant interaction. You will need to adjust activities and times as necessary in order to stay on schedule. Be sure to begin and end on time, and always allow time to include a debrief after every activity.

Session 1 - The Lifestyle Coaching Approach**LCS Learning Activity 1****Coaching Experience**

Objectives: The purpose of this learning activity is to provide the facilitator with a baseline regarding the group's overall experience with coaching.

In addition, participants will be able to

- Explore coaching by recalling their personal experience receiving coaching.
- Identify their desired outcomes for the coaching workshop.
- Share questions they have about coaching.

Materials

- Session 1, PowerPoint Slide 5
- Dry erase board or two flipcharts, with markers
- One Pen and Sticky notes (two per participant)
- Timer

Time

- 15 minutes

Instructions:

1. Write the words "Goals" and "Questions" on a dry erase board or flipcharts at the front of the room.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to get to know those sitting at their table. *Everyone knows something about coaching and can contribute to learning. Let's begin by getting acquainted and sharing our coaching experiences.*
3. Give teams 6 minutes to answer the questions presented on the slide:
 - Introduce yourself
 - Recall the best coaching you have ever received. Why was it so helpful?
4. Give each participant 2 sticky notes and a pen. Ask them to write "Goal" at the top of one sticky note, and "Question" at the top of the second sticky note. Provide 2 minutes for them to write the answers to the following questions on their respective sticky notes:
 - **Goal:** What will make this workshop most useful to you?
 - **Question:** What question(s) do you have about coaching?
5. Take 2 minutes for participants to place their sticky notes on the board at the front of the room.
6. Lead a 5-minute group discussion using the debriefing questions below.
 - Did you notice any themes emerge as each person recalled their coaching experiences?
 - Quickly read aloud the sticky notes at the front of the room. Let them know that you'll be referring back to the notes throughout the workshop.
 - (Note: Modify the workshop to address the questions and goals of the participants.)

Session 1 - The Lifestyle Coaching Approach

LCS Learning Activity 2

Coaching Demonstration

Objectives: This activity will help participants experience coaching, as well as contrast a coaching approach with an expert or educating approach to behavior change. In addition, participants will be able to:

- Observe a coaching conversation.
- Contrast a lifestyle coaching approach with an expert or educating approach to behavior change.

Materials

- Session 1, PowerPoint Slides 15 & 16

Time

- 20 minutes

Instructions:

1. Ask for a quick show of hands:

- *How many of you feel a bit intimidated by how we have defined a lifestyle coaching approach?* (Reassure them that the purpose of this training workshop is to help them become more comfortable and skilled at using a coaching approach when helping people in health ministries.
- *How many of you would like to receive lifestyle coaching, as we have defined it?*

2. Ask for two volunteers who would be willing to be coached for a few minutes around the area of physical activity. (Note: The area of physical activity will be the focus for coaching in this training workshop, since it is a common area in which people recognize their need for improvement. For this learning activity, choose two volunteers who are not regularly exercising.)

3. Take 2-3 minutes to coach the first volunteer. Ask about how well they are meeting the recommended guidelines for physical activity. Then, instead of a lifestyle coaching approach, use the following approach (adapting to your own words):

- **Expert:** *I'll bet I know what your biggest challenge is... you work long hours, then come home tired and don't feel like exercising.*
- **Experience:** *I've experienced the same thing....*
- **Educate:** *Regular exercise will improve your mental and physical health.*
- **Advise:** *There are three things you can do. First, wear a pedometer so that you can track your activity each day. Second, take a walk during your lunch break. Third, plan ahead by putting your exercise shoes in the car, placing a reminder on your desk at work, etc.*
- **Implore:** *You know how important exercise is to your health. Will you commit to being more active this week?*

4. Thank the first volunteer for stepping into the role of the person being coached-especially when the conversation wasn't very coach-like!

5. Say, *Now I want to demonstrate what lifestyle coaching sounds like. As I do this, I encourage you to listen for how the lifestyle coaching approach is different from an expert or educating*

approach to behavior change, in which the person coaching has all the answers and is striving to inform, to motivate, educate, or maybe even convince the other person to change. This coaching conversation is designed to be exploratory. And to that end, I have no agenda for what we accomplish in this demonstration. Rather, my goal for the conversation is that I learn more about the person I am coaching. And that he/she learns more about himself/ herself in a coaching relationship.

6. Take 8-10 minutes to coach the second volunteer, using a lifestyle coaching approach. Thank the volunteer for stepping into the role of the person being coached. Following are some suggested open-ended questions (you won't need to use all of them). **Keep in mind that it is important to use more reflections than questions.**

- *Using your own health/wellness as the backdrop to our conversation, tell me, what is going well in your life? What are you successful at right now?*
- *Given all that, where are your opportunities? What is something that you've been thinking about changing? Which area(s) have you felt God nudging you recently to make changes?*
- *Which one do you want to work on most?*
- *What do you want to accomplish in this area (or see changed)? Close your eyes and picture yourself having achieved that. What will you be doing? How will you look? How will you feel physically? What difference will it make? How will your family and friends feel about you? How will you feel about yourself? How will this impact your relationship with God?*
- *What is it about this area that makes it important right now? Why does this matter to you?*
- *What will you lean on as far as your own personal capability to bring those about? What strengths can you use?*
- *What are the supports you have around you that would help—people, tools, maybe some other things that you have in mind?*
- *What's the biggest thing that might get in the way? What's on top of mind for you as far as some challenges you'll need to overcome on your way to achieve this change?*
- *What possible strategy or strategies do you see popping up to get through those challenges?*
- *Given what you've told me, what do you think you will do **next**?*
- *What is one insight, learning, or takeaway that's come up for you in our conversation today?*

7. Advance to Slide 16 and lead a 5-minute group discussion using the questions below.

- First, ask the two volunteers to share how the coaching experience impacted them.
- Ask the group, *what did you notice about the two demonstrations?*
 - *What was different about the two approaches?*
 - *How would each approach make you feel?*
 - *How would you respond if coached in these manners? Would it make you more likely to go out and be more physically active, or less likely?*
- *The lifestyle coaching process typically begins with an exploration of a person's vision of him or her self as "optimally healthy"; the gap between this ideal vision and the current state; potential sources of motivation to close this gap; and, importantly, a negotiated strategy to make small but successful progress in the direction of positive, health-promoting, and sustainable behavioral change.*
- *This workshop will help you better understand the process of lifestyle change, learn to listen reflectively to someone without giving advice, and ask powerful questions that will cause them to think differently about their situation.*
- The key point here is that lifestyle coaching feels very different from getting advice.

Session 1 - The Lifestyle Coaching Approach

LCS Learning Activity 3

Session 1 Takeaways

Objectives: This activity will guide participants to apply what they have learned in Session 1. Participants will be able to:

- Reflect on the subject material in Session 1 at a more personal level.
- Capture new insights in a form that can be easily reviewed.
- Consider how to apply new learning to their local health ministries.
- Contemplate how God has been speaking to their heart during the workshop.
- Deepen learning through shared insights.

Materials

- Session 1, PowerPoint Slide 37
- LCS Handout 3 - Session 1 Takeaways, in Participant Guide
- Timer

Time

- 15 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 3 - Session 1 Takeaways.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to personalize their learning from Session 1. *So how does today's session relate to you? What do you want to do about it?*
3. Allow 5 minutes for participants to reflect on the questions presented on the slide and write their responses on the handout.
 - **REFLECT:** What **ideas** about lifestyle coaching resonated with you the most? Why?
 - **APPLY:** What are some **practical implications** for integrating a coaching approach into your health ministry? What might need to change?
 - **INSPIRE:** How has **God** been speaking to your heart during this session?
4. Allow 5 minutes for each team to discuss their responses with their tablemates.
5. Lead a 5-minute large group discussion using the debriefing questions below. Use summary reflections and open-ended questions, as needed. It's their productive thinking you want, not passive recollection.
 - Have three people share their takeaway from today's session.
 - *What do you like about what you have seen so far?*
 - *What do you see as a compelling reason for us to do this?*
 - Ask, *what will you do as a result?* Ask participants to write their action step on their handout, and then share it with the person seated next to them.

Session 2 - The Gift of Perspective

LCS Learning Activity 4

Coaching Practice: Assessments

Objectives: To provide opportunity for participants to practice using a wellness assessment tool. Participants will be able to:

- Practice using a coach approach, rather than an expert approach, in a conversation.
- Practice having a conversation with someone to debrief their responses on a wellness assessment tool.
- Explore the usefulness of an assessment tool when coaching someone in lifestyle change.

Materials

- Session 2, PowerPoint Slide 7
- LCS Handout 4 - Are You Living Well? in Participant Guide
- Timer

Time

- 20 minutes

Instructions:

1. Say, *Coaching real people around real issues is the best way to learn. We also want you to experience the power of being coached. For this learning activity, you'll have an opportunity to have a conversation with someone to debrief their responses on the lifestyle habits wheel.*
2. Ask participants to pair up with a learning partner who is not a family member.
3. Say, *Using LCS Handout 4 - Are You Living Well?, facilitate a conversation around your partner's results. Remember that the goal is to promote awareness and stimulate reflection. Although we have not yet introduced any DOING skills, for this coaching practice focus on **the BEING skills** of coaching and on supporting the three basic human needs of the Self-Determination Theory: **Autonomy, Competence, and Relatedness**. You can experiment with the sample questions on Slide 7.*

After 5 minutes, I'll give a signal to switch roles and repeat the conversation.

4. After 5 minutes, ask participants to switch roles and repeat the conversation. It is also helpful to give a 1-minute warning before the time to switch roles.
5. Lead a 5-minute group discussion using the questions below.
 - *What have you learned about yourself from using the assessment tool?*
 - *What are your thoughts about assessing wellness? About determining an area of focus?*
 - *What is your biggest insight from this learning activity?*

Session 2 - The Gift of Perspective

LCS Learning Activity 5

Ambivalence

Objectives: The purpose of this learning activity is to help participants recognize and respond to ambivalence.

In addition, participants will be able to

- Identify their own ambivalence toward a behavior change.
- Learn that ambivalence is common when people consider change.
- Develop understanding and empathy for individuals in the Contemplation stage of change.
- Consider coaching approaches to individuals experiencing ambivalence.

Materials

- Session 2, PowerPoint Slide 13
- Timer

Time

- 10 minutes

Instructions:

1. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to better understand people in the Contemplation stage of change.
2. Give teams 5 minutes to discuss the questions presented on the slide:
 - Think about a behavior change that you've been considering but are on the fence about.
 1. Why are you interested in making this change?
 2. Why haven't you made this change quite yet? What's holding you back?
 3. What does **ambivalence** feel like as it relates to this change?
3. Lead a 5-minute group discussion using the debriefing questions below.
 - Quickly explore responses to the first two questions.
 - Did you notice any themes emerge as each person recalled their experience with ambivalence?
 - What does ambivalence feel like as it relates to change?
 - What might be the coaching approach to someone experiencing ambivalence?

Decisional Balance

Objectives: The purpose of this learning activity is to help normalize ambivalence by demonstrating that it is a part of the human condition to have mixed feelings about change.

In addition, participants will be able to

- Review the use of the Decisional Balance tool for helping individuals explore and resolve ambivalence.

Materials

- Session 2, PowerPoint Slide 15
- LCS Handout 6 - Decisional Balance, in Participant Guide
- Dry erase board or flipcharts, with markers

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 6 - Decisional Balance. This will be used as a reference. Participants will not write on it during this exercise.
2. Say, *Whenever we consider change--even for the better--there is ambivalence. This is completely normal. Research shows that throughout the cycle of change we weigh the advantages and disadvantages of changing. Whenever the benefits outweigh the costs, we take action. A Decisional Balance is a tool for weighing the pros and cons of making a change when a person is in Contemplation. It can assist him to see more clearly the reasons to change or to stay the same and to evaluate more objectively if this is the right direction to take or the right time in his lives to make change. The use of a Decisional Balance can remind the individual of the reasons to change and help to rekindle motivation for change as he begins to see more Pros than Cons. It might also assist in increasing confidence to make the change as he is reminded of what he has at his disposal to effect a change and identify possible challenges that might get in the way of changing.*
3. Ask for a volunteer to be a scribe and record the group's responses on the dry erase board at the front of the room. Direct the scribe to create a 2x2 table on the board in which to write the group's responses.
4. Say, *Notice the four components to the Decisional Balance on the handout. On the left side, we have the reasons to stay the same. The right side, the reasons to change. Let's play with this tool for just a few minutes. Let's pretend that all of you are thinking about quitting smoking. So we will make our way through all four questions in the Decisional Balance.*
 - **Top Left:** *If we are looking at the resistance side, we may ask about the **benefits of staying the same.** One question you may ask here is, what do you like about smoking? Ask for possible answers and direct the scribe to write them in the top left corner of the Decisional Balance.*

- **Bottom Left:** *Staying within the resistance side on the left--the reasons to stay the same--you could ask. What are the **concerns you might have about making a change?** And this might be asked in this way, what would you miss if you stopped smoking? What's something we might hear from the individual? Raise your hand with a possible answer. Direct scribe to write responses in the bottom left corner of the Decisional Balance.*
- **Top Right:** *Ok, let's move now into the motivation on the right side of the table--the reasons to change. We can start here with **concerns about staying the same.** So for example, one question you could ask is, What do you dislike about the smoking? Direct scribe to write responses in the top right corner of the Decisional Balance.*
- **Bottom Right:** *We have one more to go. Notice where we're ending up in this model--the **benefits of changing.** We could ask, What makes now a good time to quit smoking? Direct scribe to write responses in the bottom right corner of the Decisional Balance.*
- *So we have made our way through all four questions in the Decisional Balance. On the left side we have the reasons to stay the same. And on the right side, the reasons to change. We have four different viewpoints about change. We've helped the individual express some of the cons of changing and the benefits of staying the same, something they may not have considered before. We've also helped them explore the benefits of changing and concerns about staying the same.*

5. Lead a 5-minute group discussion using the debriefing questions below.

- What value do you see in using the Decisional Balance?
- Why might moving from left to right be important when using the Decisional Balance? (Because the conversation ends with the individual's reasons to change, which can increase personal motivation.)
- What are your takeaways from this activity?
- **Key Points:** *When we use a Decisional Balance, the objective is to help the individual assimilate her own thoughts. So, we must remain neutral in the process.*
- *Ultimately, the Decisional Balance allows opportunity for a person to explore their feelings of ambivalence toward a specific behavior and helps to normalize that ambivalence by demonstrating that it is a part of the human condition to have mixed feelings about change.*

APPLY: Stages of Change

Objectives: This activity will guide participants to apply what they have learned about the Transtheoretical Model and the coaching approach for persons in each stage.

In addition, participants will be able to:

- Analyze brief case scenarios to identify stages of change.
- Consider coaching approaches for each case scenario.
- Deepen learning through discussion.
- Explore connections between the Transtheoretical Model and Jesus' approach when working with people.

Materials

- Session 2, PowerPoint Slides 21-25
- LCS Handout 5 - Stages of Change, in Participant Guide

Time

- 10 minutes

Instructions:

1. Lead a 10-minute large group discussion using Slides 21-25.
2. Tell the participants that this activity will help them to apply what they've learned about the Stages of Change. They may want to refer to LCS Handout 5 - Stages of Change in their Participant Guide for this activity.
3. Read each scenario. Ask the participants to identify the Stage of Change, and then to offer suggestions for a coaching approach to take with that person. Use the exercise to clarify any misunderstandings.
 - The person in the scenario on slide 21 is in the **Action** stage.
 - The person in the scenario on slide 22 is in the **Precontemplation** stage.
 - The person in the scenario on slide 23 is in the **Preparation** stage.
 - The person in the scenario on slide 24 is in the **Contemplation** stage.
 - The person in the scenario on slide 25 is in the **Maintenance** stage.
4. Ask participants,
 - *What new insights are coming up for you after learning about the Stages of Change?*
 - *How does the Transtheoretical Model relate to Jesus' approach when working with people?*

Session 2 - The Gift of Perspective

LCS Learning Activity 8

Coaching Practice: Readiness to Change

Objectives: To provide opportunity for participants to practice identifying readiness to change in their learning partner. Participants will be able to:

- Practice having a conversation with someone to identify their stage of change in the area of physical activity.

Materials

- Session 2, PowerPoint Slide 26
- LCS Handout 4 - Are You Living Well? in Participant Guide
- Timer

Time

- 10 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 4 - Are You Living Well?
2. Ask participants to pair up with a learning partner who is not a family member.
3. Say, *Let's apply what we've learned about the Stages of Change to each other.*

*Using Handout 4, facilitate a conversation around your partner's results in the area of **physical activity**. Why did they choose that number?*

*Remember to support the three basic human needs of the Self-Determination Theory: **Autonomy, Competence, and Relatedness** as you listen.*

Then share the stage of change you think they are in for physical activity, and why. Do they agree?

After 3 minutes, I'll give a signal to switch roles and repeat the conversation. It is also helpful to give a 1-minute warning before the time to switch roles.

4. After 3 minutes, ask participants to switch roles and repeat the conversation.
5. Lead a 3-minute group discussion using the questions below.
 - *What have you learned about yourself from considering your own readiness to change in the area of physical activity?*
 - *What are your thoughts about assessing readiness to change?*
 - *What is your biggest insight from this learning activity?*

Session 2 - The Gift of Perspective

LCS Learning Activity 9

Session 2 Takeaways

Objectives: This activity will guide participants to apply what they have learned in Session 2. Participants will be able to:

- Reflect on the subject material in Session 2 at a more personal level.
- Capture new insights in a form that can be easily reviewed.
- Consider how to apply new learning to their local health ministries.
- Contemplate how God has been speaking to their heart during the workshop.
- Deepen learning through shared insights.

Materials

- Session 2, PowerPoint Slide 41
- LCS Handout 7 - Session 2 Takeaways, in Participant Guide
- Timer

Time

- 15 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 7 - Session 2 Takeaways.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to personalize their learning from Session 2. *So how does today's session relate to you? What do you want to do about it?*
3. Allow 5 minutes for participants to reflect on the questions presented on the slide and write their responses on the handout.
 - **REFLECT:** What **ideas** about assessing wellness, readiness to change, or the Gift of Perspective resonated with you the most? Why?
 - **APPLY:** What are some **practical implications** for integrating these ideas into health ministries at your church? What might need to change?
 - **INSPIRE:** How has **God** been speaking to your heart during this session?
4. Allow 5 minutes for each team to discuss their responses with their tablemates.
5. Lead a 5-minute large group discussion using the debriefing questions below. Use summary reflections and open-ended questions, as needed. It's their productive thinking you want, not passive recollection.
 - Have three people share their takeaway from today's session.
 - *If you forgot everything else we discussed during this session, what ONE thing do you want to remember?*
 - Ask, *what will you do as a result?* Ask participants to write their action step on their handout, and then share it with the person seated next to them.

Session 3 - The Gift of Presence

LCS Learning Activity 10

Coaching Practice: Arguing for Change

Objectives: To provide opportunity for participants to experience the impact that arguing for change can have on another individual. Participants will be able to:

- Facilitate a conversation with a learning partner in which an expert approach is used instead of a lifestyle coaching approach.
- Notice the increase in resistance that occurs when we argue for change.

Materials

- Session 3, PowerPoint Slide 4
- Timer

Time

- 6 minutes

Instructions:

1. Ask participants to pair up with a new learning partner who is not a family member.
2. Say, *In Session 2, we learned about ambivalence, a natural part of the change process in which a person feels two opposite ways about something. Think of a change in the area of physical activity in which you are on the fence about making a change... something that you have been thinking about changing, should change, or perhaps want or need to change, but haven't done so yet.*

*Take turns facilitating a two-minute conversation about this possible change. However, when your partner describes the change, **use an expert approach** instead of using a lifestyle coaching approach. **Argue for the change** by stating the importance of changing, reasons for doing so, how to change, assurance that they can change, etc.*

After 2 minutes, I'll give a signal to switch roles and repeat the conversation.

3. After 2 minutes, ask participants to switch roles and repeat the conversation.
4. Lead a 2-minute debrief using the questions below.
 - *How did you feel?*
 - *What did you observe?*
 - *What is your biggest insight from this learning activity?*

Listening Experience

Objectives: This activity will help participants connect with each other and the topic of listening.

In addition, participants will be able to

- Rate themselves as listeners.
- Consider why they rated themselves as they did.
- Recall a personal experience in which someone listened to them.
- Connect their previous listening experience with new learning about listening.

Materials

- Session 3, PowerPoint Slide 5
- Dry erase board or two flipcharts, with markers
- Timer

Time

- 10 minutes

Instructions:

1. Write the words "Impact of Listening" on a dry erase board or flipcharts at the front of the room.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help to deepen their understanding of one of the key coaching skills: listening.
3. Give teams 6 minutes to answer the questions presented on the slide:
 - On a scale of 1-10, how would you rate yourself as a listener?
 - Recall a time when you felt you were really listened to. How did it make you feel?
4. Lead a 4-minute large group discussion using the debriefing questions below.
 - *Why did you rate yourself as you did? Why not a lower number? What strengths do you have that help you to be a good listener?*
 - *In single words or short phrases, describe the impact that being listened to had on you. Quickly write the words or phrases on the dry erase board.*

Session 3 - The Gift of Presence

LCS Learning Activity 12

Brain Limits with Words

Objectives: This activity will help participants recognize one of the key challenges to listening.

In addition, participants will be able to

- Experience the impact on the brain when trying to do two different things with words at the same time.
- Consider implications of this listening activity to lifestyle coaching.

Materials

- Session 3, PowerPoint Slide 11
- Pens and blank sheets of paper

Time

- 5 minutes

Instructions:

1. Distribute a blank sheet of paper and a pen, if needed, to each participant.
2. Tell the participants that this activity will help to deepen their understanding of one of the key challenges with listening.
3. Say, *When the signal is given, you are to write from memory the words to John 3:16, while simultaneously singing together the first verse of "Amazing Grace."* (If necessary, choose a different scripture passage and/or song that participants will know by memory.)
4. Lead the group in singing "Amazing Grace," while indicating for them to begin writing. (If uncomfortable leading the singing, pre-arrange for someone else to do so.)

*Amazing Grace
How sweet the sound
That saved a wretch like me
I once was lost, but now am found
Was blind, but now I see.*

5. At the conclusion of the song, lead a large group discussion about the participant's experience and learning from the activity using the debriefing questions below.
 - *How did it go? How much of the verse did you write? Did anyone get the whole verse written? Why not? What challenges did you experience?*
 - *How might this activity illustrate one of the challenges to listening well? What lessons can we apply to lifestyle coaching?*
 - *There are some tasks that we may be able to accomplish while doing something else. But it is difficult for our brains to do two different things with words at the same time. While you are listening to someone talking, you might also be trying how to solve the other person's problem, composing your reply, or distracted by something entirely different--like what you want to remember to pick up from the store on the way home. In order to listen well, we must turn off the distracting thoughts in our heads and give our full, undivided attention to what the other person is saying.*

Objectives: This activity will help participants recognize a second challenge to listening.

In addition, participants will be able to

- Experience the impact of listening **for** something.
- Consider implications of this listening activity to lifestyle coaching.

Materials

- Session 3, PowerPoint Slides 12-13
- Stopwatch or clock with a second hand

Time

- 2 minutes

Instructions:

1. Prior to advancing to Slide 12, tell the participants that the following slide will have several pictures. They will only be able to view the slide for 5 seconds. During that time, they are to notice the red things in the pictures.
2. Advance the PowerPoint to Slide 12. Using a stopwatch or clock with a second hand, time 5 seconds and then advance to Slide 13.
3. Ask, *What did you see that was **Blue? Yellow? Pink?***
4. *Some of us may be trained and skilled at one small part of listening. For example, the health professional who listens to diagnose, or the lawyer who listens for evidence. But when we listen **for** something, we're not actually hearing what the person is saying because our listening filter is holding the things we are listening for and letting the rest go through. This is another challenging to listening well.*

Session 3 - The Gift of Presence

LCS Learning Activity 14

Reflections

Objectives: The purpose of this learning activity is to help participants practice making reflections.

In addition, participants will be able to:

- Consider possible reflections to sample statements.
- Explore new learning and insights around the use of reflections.

Materials

- Session 3, PowerPoint Slide 24
- Timer

Time

- 8 minutes

Instructions:

1. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will give them an opportunity to practice making reflections.
2. Give teams 5 minutes to come up with possible reflections for the statements on the slide. Assure them that there are many possible responses.
 - *It's hard to get myself to go to the gym. I think of a hundred reasons why I can't go. But once I'm there, I'm enjoy it. And I always feel better afterwards.*
 - *I know I need to start eating breakfast, but I don't feel that hungry in the morning and I'm always rushing out the door.*
3. Lead a 3-minute group discussion using the debriefing questions below.
 - Consider each statement separately, asking for a possible reflection from each table. Ask, *What type of reflection is that? When might that reflection be useful?*
 - What are your thoughts about reflective listening so far?

Session 3 - The Gift of Presence

LCS Learning Activity 15

Coaching Practice: Listening Reflectively

Objectives: To provide opportunity for participants to experience the impact that listening reflectively can have in a lifestyle coaching conversation. Participants will be able to:

- Facilitate a conversation with a learning partner in which they listen reflectively.
- Notice and reflect change talk.
- Contrast this Coaching Practice with the previous Coaching Practice in which they argued for change.

Materials

- Session 3, PowerPoint Slide 26
- Timer

Time

- 15 minutes

Instructions:

1. Ask participants to pair up with the same learning partner that they had when they “argued for change” in the last coaching practice.
2. Say, *Take turns facilitating a 5-minute conversation about physical activity. What is your learning partner doing currently in this area? What are their goals? What challenges do they face? This time you will practice using **reflections** as you listen. Notice and reflect any change talk. Ask your partner the questions on Slide 25:*
 - What do you **want** to do?
 - What **could** you do?
 - What are the **reasons** for you to do it?
 - Why do you **need** to do this?

After 5 minutes, I'll give a signal to switch roles and repeat the conversation.
3. After 5 minutes, ask participants to switch roles and repeat the conversation. It is also helpful to give a 1-minute warning before the time to switch roles.
4. Lead a 5-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *How did you feel? What was it like to be listened to in this way?*
 - Next, ask participants to answer from the perspective of the one listening. *What was it like to listen reflectively? What did you learn about your listening skills? What did you observe about change talk? What differences did you notice between this Coaching Practice and the last one in which you argued for change?*
 - *What is your biggest insight from this learning activity? What do you want to do differently next time?*

Session 3 - The Gift of Presence

LCS Learning Activity 16

Coaching Demonstration: Visioning

Objectives: This activity will demonstrate a coaching conversation in which someone is coached to explore their vision for physical activity.

In addition, participants will be able to

- Observe a coaching conversation, noting the use of reflections.
- Explore the concepts of visioning and motivation in the context of a real coaching conversation.

Materials

- Session 3, PowerPoint Slides 37-38

Time

- 15 minutes

Instructions:

1. Ask for a volunteer who would be willing to be coached for a few minutes around their vision for physical activity. (Note: The area of physical activity will be the focus for coaching in this training workshop, since it is a common area in which people recognize their need for improvement. For this learning activity, choose a volunteer who is not regularly exercising, and who did not volunteer during the coaching demo in Session 1.)
2. Say, *I want to demonstrate a coaching conversation in which I will guide our volunteer to explore their vision for physical activity. As I do this, I encourage you to listen for reflections. This coaching conversation is designed to be exploratory. And to that end, I have no agenda for what we accomplish in this demonstration. Rather, my goal for the conversation is that I learn more about the person I am coaching. And that he/she learns more about himself/ herself in a coaching relationship.*
3. Take 10 minutes to coach the volunteer, using a lifestyle coaching approach. Thank the volunteer for stepping into the role of the person being coached. Following are some suggested open-ended questions (you won't need to use all of them). **Keep in mind that it is important to use more reflections than questions.**
 - **Tell me about** your physical activity. What's going well right now?
 - **What is important to you in the area of physical activity? How well is your current lifestyle aligned with your personal values?**
 - **Where are the opportunities?** Which area(s) have you felt God nudging you recently to make changes?
 - **What do you want to accomplish (see change) in this area?**
 - **Imagine**, when it comes to your physical activity, that you've already achieved your desired change. What will you be doing? How will you look? How will you feel physically? What

difference will it make? How will your family and friends feel about you? How will you feel about yourself? How will this impact your relationship with God? (Take your time here, helping the person paint a clear picture of where they see themselves in the future and why that is important to them.)

- **Provide a summary reflection...** *anything else you want in that picture?*
- *Ok, what is important to you about this change? **Why does this matter to you?** Why now?*
- **How could you bring that picture to life--** *a photo, or poem, or something to connect you with this vision?*
- *Ok, so we have the picture... and we know why you care about it... What will you lean on as far as your own personal capability to bring this about? What **strengths** can you use? What are the **supports** you have around you that would help—people, tools, maybe some other things that you have in mind? Anything else?*
- *So you've got that vision out there for the area of physical activity... What's on top of mind for you as far as some **challenges** you'll need to overcome on your way to realize this vision?*
- *What possible **strategy** or strategies do you see popping up to get through those challenges? What do you want to do about getting around these obstacles? What else do you want to do? What would that mean...look like?*
- *Given what you've told me, what do you think you will do **next** (or first)? If you were the person you want to be with regard to physical activity, what would you do tonight, or tomorrow morning?*
- *What is one insight, learning, or **takeaway** that's come up for you in our conversation today?*

4. Advance to Slide 38 and lead a 5-minute group discussion using the questions below.

- First, ask the volunteer to share how the coaching experience impacted them.
- Ask the group, *what did you notice about the conversation?*
 - *What captured your attention in the visioning demonstration? What thoughts do you have about helping someone explore their ideal vision of themselves in an area of health?*
 - *What did you notice about the reflection on personal values? Was there a disconnect?*
 - *Where did you see the Gift of Presence used? What types of reflections did you observe? What impact did the reflections have on the conversation?*
- The key point in this demonstration is that, once you've identified an area for change, it is important to explore a person's vision of their ideal selves in an area and their reasons why they want to change BEFORE you help them create a plan for change. The **Where?** and **Why?** steps in the coaching process determine the destination and purpose for the journey, making it easier to establish **How?** the person will get there.

Session 3 - The Gift of Presence

LCS Learning Activity 17

Coaching Practice: Visioning

Objectives: To provide opportunity for participants to practice coaching someone around their vision for physical activity. Participants will be able to:

- Facilitate a conversation with a learning partner in which they explore their vision for physical activity.
- Use the Vision Coaching Questions to explore personal values and motivation for change.
- Practice the Gift of Perspective and Gift of Presence.
- Reflect on the impact of the coaching conversation on the **Where?** and **Why?** steps of the coaching process to determine the destination and purpose for the change journey.

Materials

- Session 3, PowerPoint Slide 40
- LCS Handout 8 - A Vision for Change, in Participant Guide
- Timer

Time

- 29 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 8 - A Vision for Change.
2. Ask participants to pair up with a new learning partner who is not a family member.
3. Say, *Take turns facilitating a 10-minute conversation about your **vision** for physical activity. What about being physical active is important to you? Who do you want to be and what do you want to be doing when it comes to exercise? Why does this matter?*

*Use the questions on Handout 8 as a guide, but remember to offer more **reflections** than questions as you help each other explore what it means for you to be physically active. Clarify until the vision is succinct, descriptive, and inspiring. Then finish by checking commitment and readiness to take first steps.*

After 10 minutes, I'll give a signal to switch roles and repeat the conversation.

4. After 10 minutes, ask participants to switch roles and repeat the conversation. It is also useful to give a 5-minute and 1-minute warning before the time to switch roles.
5. Lead a 8-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *What was it like to focus on forward thinking? To create a vision for your physical activity? To consider how your values are aligned with your actions?*
 - Next, ask participants to answer from the perspective of the one facilitating the conversation. *What went well? What did you learn about coaching? About yourself?*
 - *Does anyone want to share their newly defined vision for physical activity?*
 - *What is your biggest insight from this learning activity? What do you want to do differently next time?*

Objectives: This activity will guide participants to apply what they have learned in Session 3. Participants will be able to:

- Reflect on the subject material in Session 3 at a more personal level.
- Capture new insights in a form that can be easily reviewed.
- Consider how to apply new learning to their local health ministries.
- Contemplate how God has been speaking to their heart during the workshop.
- Deepen learning through shared insights.

Materials

- Session 3, PowerPoint Slide 42
- LCS Handout 9 - Session 3 Takeaways, in Participant Guide
- Timer

Time

- 10 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 9 - Session 3 Takeaways.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to personalize their learning from Session 3. *So how does today's session relate to you? What do you want to do about it?*
3. Allow 5 minutes for participants to reflect on the questions presented on the slide and write their responses on the handout.
 - **REFLECT:** What **ideas** about the Gift of Presence and wellness visioning resonated with you the most? Why?
 - **APPLY:** What are some **practical implications** for integrating these ideas into your conversations? Into health ministries at your church? What might need to change?
 - **INSPIRE:** How has **God** been speaking to your heart during this session?
4. Lead a 5-minute large group discussion using the debriefing questions below. Use summary reflections and open-ended questions, as needed. It's their productive thinking you want, not passive recollection.
 - Have three people share their takeaway from today's session.
 - *If you forgot everything else we discussed during this session, what ONE thing do you want to remember?*
 - Ask, *what will you do as a result?* Ask participants to write their action step on their handout, and then share it with the person seated next to them.

Session 4 - The Gift of Clarity

LCS Learning Activity 19

Feeling Lost

Objectives: This activity will help participants connect with each other and introduce the topic of the Gift of Clarity.

In addition, participants will be able to

- Recall a personal experience in which they felt lost.
- Connect their experience of being lost to concepts of lifestyle coaching.

Materials

- Session 4, PowerPoint Slide 4
- Timer

Time

- 8 minutes

Instructions:

1. Write the words "Feeling Lost" on a dry erase board or flipcharts at the front of the room.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help to introduce another key coaching skill: asking questions.
3. Give teams 5 minutes to answer the questions presented on the slide:
 - Think of a time when you were lost, literally.
 - What did that feel like?
 - How does the experience of being lost relate to lifestyle coaching?
4. Lead a 3-minute large group discussion using the debriefing questions below.
 - *In single words or short phrases, describe the impact that being lost had on you. Quickly write the words or phrases on the dry erase board.*
 - *How does the experience of being lost relate to lifestyle coaching?*

Session 4 - The Gift of Clarity**LCS Learning Activity 20****Coaching Practice: Readiness Ruler**

Objectives: To provide opportunity for participants to practice using the Readiness Ruler to assess a person's motivation and confidence levels and guide a conversation about personal change.

Participants will be able to:

- Facilitate a conversation with a learning partner in which they explore motivation and confidence for change in the area of physical activity.
- Use the Readiness Ruler to explore motivation and confidence for change.
- Practice the Gift of Presence and Gift of Clarity.
- Reflect on the impact of the coaching conversation increasing motivation and confidence for change.

Materials

- Session 4, PowerPoint Slide 20
- LCS Handout 10 - Readiness Ruler, in Participant Guide
- Timer

Time

- 15 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 10 - Readiness Ruler.
2. Ask participants to pair up with a learning partner who is not a family member. If they like, they can continue working with their partner from Session 3.
3. Say, *Take turns facilitating a 5-minute conversation about your motivation and confidence for making change in physical activity. Use the Readiness Ruler on Handout 10 as a guide.*

Also remember to listen for change talk and extend the Gift of Presence and the Gift of Clarity through reflective listening and open-ended questions.

After 5 minutes, I'll give a signal to switch roles and repeat the conversation.

4. After 5 minutes, ask participants to switch places and repeat the conversation. It is also useful to give a 1-minute warning before the time to switch places.
5. Lead a 5-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *What was it like to rate your motivation and confidence for change on the Readiness Ruler?*
 - Next, ask participants to answer from the perspective of the one facilitating the conversation. *What went well? How effective were the rulers for eliciting change talk?*
 - *What is your biggest insight from this learning activity? What did you learn about coaching? What do you want to do differently next time?*

Session 4 - The Gift of Clarity

LCS Learning Activity 21

APPLY: Setting Behavioral Goals

Objectives: This activity will guide participants to apply what they have learned about helping someone translate that compelling vision into concrete behavioral goals.

In addition, participants will be able to:

- Consider possible behavioral goals for sample desired outcomes.
- Deepen learning through discussion.
- Explore the value of helping someone shift their attention to the behaviors needed to achieve their desired outcomes.

Materials

- Session 4, PowerPoint Slide 28

Time

- 10 minutes

Instructions:

1. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to practice helping people shift from thinking about desired outcomes to setting behavioral goals that will help them achieve their desired outcomes.
2. Point out the desired outcomes listed on the left side of the slide.
3. Give teams 5 minutes to consider possible behavioral goals for the desired outcomes listed.
4. Lead a 5-minute group discussion using the debriefing questions below.
 - Quickly explore responses to the exercise.
 - *What difference do you think it will make for someone to set behavioral goals instead of outcome goals when attempting lifestyle change?*

Session 4 - The Gift of Clarity

LCS Learning Activity 22

Coaching Practice: Vision into Action

Objectives: To provide opportunity for participants to practice coaching someone around setting goals and action steps for physical activity. Participants will be able to:

- Facilitate a conversation with a learning partner in which they set SMART behavioral goals and SMART action steps for physical activity, and explore strategies for success.
- Practice the Gifts of Perspective, Presence, and Clarity.
- Reflect on the impact of the coaching conversation on the **How?** step of the coaching process to translate vision into action.

Materials

- Session 4, PowerPoint Slide 34
- LCS Handout 11 - Vision into Action, in Participant Guide
- Timer

Time

- 25 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 11 - Vision into Action.
2. Ask participants to pair up with the same learning partner from their last coaching practice.
3. Say, *Take turns facilitating a 10-minute conversation to translate your vision for physical activity into SMART behavioral goals and action steps. If you did not work together during the Session 3 Coaching Practice of Visioning, take 1 minute to summarize your vision for physical activity. Then help each other design a SMART **behavioral goal** and SMART **steps** to put into place this week.*

Use Handout 11, Vision into Action, for suggestions of questions to ask. Practice the coaching skills of reflective listening, open-ended questions, and goal-setting. Remember to refrain from advice-giving!

After 10 minutes, I'll give a signal to switch roles and repeat the conversation.

4. After 10 minutes, ask participants to switch roles and repeat the conversation. It is also useful to give a 5-minute and a 1-minute warning before the time to switch places.
5. Lead a 5-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *What was it like to translate your vision into SMART goals and steps? How was the experience of being coached?*
 - Next, ask participants to answer from the perspective of the one facilitating the conversation. *What went well? What did you learn about goal-setting?*
 - *Does anyone want to share their SMART steps for this week?*
 - *What is your biggest insight from this learning activity? What do you want to do differently next time?*

Session 4 - The Gift of Clarity

LCS Learning Activity 23

Coaching Practice: Inspire

Objectives: To provide opportunity for participants to practice the *Inspire* phase of a coaching conversation. Participants will be able to:

- Facilitate a conversation with a learning partner in which they ask them to share the most meaningful aspects of the conversation to reinforce their personal insights, and connect them with God as the real Power for change through Scripture and/or prayer.
- Practice the Gifts of Perspective, Presence, and Clarity.
- Reflect on the significance of the *Inspire* phase of the coaching conversation for personal lifestyle change and health ministry.

Materials

- Session 4, PowerPoint Slide 40
- LCS Handout 12 - Lifestyle Coaching Conversation, in Participant Guide
- Timer

Time

- 18 minutes

Instructions:

1. Ask participants to pair up with the same learning partner from their last coaching practice.
2. Say, *Take turns facilitating a 6-minute conversation to focus on the **Inspire** phase of the Lifestyle Coaching Conversation.*

Use LCS Handout 12 - Lifestyle Coaching Conversation, for suggestions of questions to ask. Practice the coaching skills of reflective listening and open-ended questions. Remember to refrain from summarizing your partner's takeaways.

After 6 minutes, I'll give a signal to switch roles and repeat the conversation.

3. After 6 minutes, ask participants to switch roles and repeat the conversation. It is also useful to give a 1-minute warning before the time to switch places.
4. Lead a 6-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *What was it like to reflect on the most meaningful aspects of your coaching conversation? How was the experience of applying your faith to your change plan?*
 - Next, ask participants to answer from the perspective of the one facilitating the conversation. *What went well? What did you learn about integrating faith in a coaching conversation?*
 - *What is your biggest insight from this learning activity? What do you want to do differently next time?*

Session 4 - The Gift of Clarity

LCS Learning Activity 24

Session 4 Takeaways

Objectives: This activity will guide participants to apply what they have learned in Session 4. Participants will be able to:

- Reflect on the subject material in Session 4 at a more personal level.
- Capture new insights in a form that can be easily reviewed.
- Consider how to apply new learning to their local health ministries.
- Contemplate how God has been speaking to their heart during the workshop.
- Deepen learning through shared insights.

Materials

- Session 4, PowerPoint Slide 41
- LCS Handout 13 - Session 4 Takeaways, in Participant Guide
- Timer

Time

- 10 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 13 - Session 4 Takeaways.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to personalize their learning from Session 4. *So how does today's session relate to you? What do you want to do about it?*
3. Allow 6 minutes for participants to reflect on the questions presented on the slide and write their responses on the handout.
 - **REFLECT:** What **ideas** about the Gift of Clarity resonated with you the most? Why? What thoughts do you have about creating a Lifestyle Coaching Plan? About the Lifestyle Coaching Conversation model?
 - **APPLY:** What are some **practical implications** for integrating individual lifestyle coaching conversations into health ministries at your church? What might need to change?
 - **INSPIRE:** How has **God** been speaking to your heart during this session?
4. Lead a 4-minute large group discussion using the debriefing questions below. Use summary reflections and open-ended questions, as needed. It's their productive thinking you want, not passive recollection.
 - Have three people share their takeaway from today's session.
 - *If you forgot everything else we discussed during this session, what ONE thing do you want to remember?*
 - Ask, *what will you do as a result?* Ask participants to write their action step on their handout, and then share it with the person seated next to them.

Session 5 - The Gift of Support

LCS Learning Activity 25

Coaching Practice: Follow-up Coaching Conversation

Objectives: To provide opportunity for participants to practice a follow-up lifestyle coaching conversation around physical activity. Participants will be able to:

- Facilitate a conversation with a learning partner using the Lifestyle Coaching Conversation Model and the Gifts of Perspective, Presence, Clarity and Support.
- Receive feedback on their coaching approach and the ratio of reflections to questions used.
- Observe a coaching conversation in order to provide feedback on the coaching approach observed and the ratio of reflections to questions used.
- Experience the impact of being coached.

Materials

- Session 5, PowerPoint Slide 21
- LCS Handout 12 - Lifestyle Coaching Conversation, in Participant Guide
- Timer

Time

- 60 minutes

Instructions:

1. Ask participants to divide into groups of three. Note that if there has not been enough time between Sessions 4 and 5 for participants to carry out their SMART steps, then you may need to ask them to focus the conversation on another topic besides physical activity, or around a hypothetical situation.
2. Say, *When first learning to coach, it is impossible to pay attention to coaching technique while at the same time giving 100% of your attention to the person you are coaching. So for this coaching practice, divide into groups of three. In each coaching practice time, two people will have a 15-minute coaching conversation and the third person will observe and take notes on the mindset used (coaching approach vs. expert approach) and the ratio of reflections to questions. Use LCS Handout 12 - Lifestyle Coaching Conversation in your Participant Guide, as a framework. After 15 minutes, I'll give a signal to switch roles and repeat the conversation.*
3. After 20 minutes, ask participants to switch roles and repeat the conversation. It is also useful to give a 5-minute and 1-minute warning before the time to switch roles.
4. Ask triads to take turns giving feedback to each other from the perspective of the observer. *What was the ratio of reflections to questions? What did you notice about the coaching mindset?* (5 minutes)
5. Lead a 10-minute debrief using the questions below.
 - First, ask participants to answer from the perspective of being the one coached. *How was the experience of being coached? What new ideas or insights did you come up with as a result of being coached?*
 - Next, ask participants to answer from the perspective of the one facilitating the conversation. *What went well? What would you like to do differently next time?*
 - *What is your biggest insight from this learning activity?*

Session 5 - The Gift of Support**LCS Learning Activity 26****REFLECT & APPLY: Lifestyle Coaching at My Church**

Objectives: This activity will guide participants to reflect on ways that lifestyle coaching can be integrated into the health ministries activities offered by their church.

In addition, participants will be able to:

- Reflect on the examples offered in Session 5.
- Explore what it could look like to include individual and/or group lifestyle coaching in the health ministry activities offered by their church.
- Identify a next step for moving forward on their ideas.
- Deepen learning through discussion.

Materials

- Session 5, PowerPoint Slide 40
- Timer

Time

- 18 minutes

Instructions:

1. Divide the participants into groups of 4 to 6 people (at their tables). If there are participants from the same church, ask them to sit together for this activity. Tell the participants that this activity will help them to reflect on the workshop content at a more personal level and prepare them to apply these concepts in their own church.
2. Give teams 10 minutes to discuss the following questions:
 - *Which example of lifestyle coaching in health ministries most intrigued you? Why?*
 - *Which health ministry activities offered by your church do you think could be enhanced by integrating a lifestyle coaching approach?*
 - *What are the possibilities? What could it look like? Where might this lead?*
 - *What conversations could you have, and with whom, to move things forward?*
 - *What is the next step? What's the first action for this step?*
3. Ask each team to share with the large group one idea that surfaced in the discussion at their table (5 minutes).
4. Lead a 3-minute group discussion using the debriefing questions below.
 - *As a result of our discussion today, are you more or less interested in integrating lifestyle coaching in health ministries? Why?*

Session 5 - The Gift of Support

LCS Learning Activity 27

Session 5 Takeaways

Objectives: This activity will guide participants to apply what they have learned in Session 5. Participants will be able to:

- Reflect on the subject material in Session 5 at a more personal level.
- Capture new insights in a form that can be easily reviewed.
- Consider how to continue developing and practicing their *lifestyle coaching skills*.
- Contemplate how God has been speaking to their heart during the workshop.
- Deepen learning through shared insights.

Materials

- Session 5, PowerPoint Slide 43
- LCS Handout 15 - Session 5 Takeaways, in Participant Guide
- Timer

Time

- 10 minutes

Instructions:

1. Ask participants to turn in their Participant Guide to LCS Handout 15 - Session 5 Takeaways.
2. Divide the participants into groups of 4 to 6 people (at their tables). Tell the participants that this activity will help them to personalize their learning from Session 5. *So how does today's session relate to you? What do you want to do about it?*
3. Allow 6 minutes for participants to reflect on the questions presented on the slide and write their responses on the handout.
 - **REFLECT:** What **ideas** about the Gift of Support resonated with you the most? Why? What are your thoughts about the **Who?** step of the Lifestyle Coaching Process?
 - **APPLY:** What are some **practical implications** for continuing to develop and practice your *lifestyle coaching skills*? What might need to change? What resources might you need?
 - **INSPIRE:** How has **God** been speaking to your heart during this session?
4. Lead a 4-minute large group discussion using the debriefing questions below. Use summary reflections and open-ended questions, as needed. It's their productive thinking you want, not passive recollection.
 - Have three people share their takeaway from today's session.
 - *If you forgot everything else we discussed during this session, what ONE thing do you want to remember?*
 - Ask, *what will you do as a result?* Ask participants to write their action step on their handout, and then share it with the person seated next to them.

Section 4: LCS Workshop Handouts

The following handouts are included as full pages in the Participant Guide. They include reference materials and instructions for learning activities. These thumbnail versions are included for reference.

LCS Handout 1

Lifestyle Coaching Model

The Lifestyle Coaching Model is a process for helping people reach their self-set and self-identified goals. It is a collaborative process that involves the coach and the client. The model is based on the following principles:

- 1. The client is the expert on their own life.
- 2. The coach is a facilitator who helps the client explore their options and make choices.
- 3. The coach is not a therapist and does not provide advice.
- 4. The coach is not a teacher and does not provide information.
- 5. The coach is not a friend and does not provide support.

The model consists of the following steps:

1. Assessment: The coach and client explore the client's current situation and identify their goals.
2. Coaching: The coach helps the client explore their options and make choices.
3. Evaluation: The coach and client evaluate the client's progress and make adjustments as needed.

LCS Handout 2

Lifestyle Coaching Model (Venn Diagram)

The Lifestyle Coaching Model is a process for helping people reach their self-set and self-identified goals. It is a collaborative process that involves the coach and the client. The model is based on the following principles:

- 1. The client is the expert on their own life.
- 2. The coach is a facilitator who helps the client explore their options and make choices.
- 3. The coach is not a therapist and does not provide advice.
- 4. The coach is not a teacher and does not provide information.
- 5. The coach is not a friend and does not provide support.

LCS Handout 3

Session 1 Takeaways

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 4

Are You Using Well?

Are you using your time, energy, and resources well? This diagram helps you reflect on your current state and identify areas for improvement.

LCS Handout 5

Stages of Change

Precontemplation	Contemplation	Preparation	Action	Maintenance
Not yet ready to change	Thinking about change	Getting ready to change	Acting on the intention to change	Working to prevent relapse
Not yet ready to change	Thinking about change	Getting ready to change	Acting on the intention to change	Working to prevent relapse

LCS Handout 6

Readiness Ruler

How ready are you to change? This ruler helps you measure your readiness to change on a scale from 0 to 10.

LCS Handout 7

Session 2 Takeaways

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 8

A Vision for Change

What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 9

Session 3 Takeaways

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 10

Readiness Ruler

How ready are you to change? This ruler helps you measure your readiness to change on a scale from 0 to 10.

LCS Handout 11

Readiness Ruler

How ready are you to change? This ruler helps you measure your readiness to change on a scale from 0 to 10.

LCS Handout 12

Lifestyle Coaching Conversation

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 13

Session 4 Takeaways

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 14

Lifestyle Coaching Conversation

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

LCS Handout 15

Session 5 Takeaways

How does it feel to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of? How do you want to be a coach? What do you want to be a coach of?

Section 5: LCS Workshop Power Points and Notes

The power point slides and speakers notes are available electronically for LCS workshop attendees only. For more information contact General Conference Health Ministries at www.healthministries.com. These can be distributed only by trained leaders to participants who attend the full workshop and receive a LCS Workshop certificate of completion.



**Lifestyle
Coaching**

