

# How to M.O.V.E. toward Emotional Wellness



## Digital Module Facilitator's Guide

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Link to the digital module: <https://patientslearn.uams.edu/center-for-health-literacy/>.

# Introduction

## What is the How to M.O.V.E. toward Emotional Wellness Digital Module?

“M.O.V.E.” is an online learning module about emotional wellness. It helps teens and adults make emotional wellness a part of their daily routine and seek professional care when they need it. The module is based on an [earlier printed version](#) (see link at bottom of page).<sup>1</sup> You can view the M.O.V.E. digital module (available in English and Spanish) here: <https://patientslearn.uams.edu/center-for-health-literacy/>.

The Center for Health Literacy at the University of Arkansas for Medical Sciences (UAMS) designed the module with guidance from the UAMS Fay W. Boozman College of Public Health. Many community members reviewed it and provided feedback. The digital module is:

- ✓ Easy to use
- ✓ Appropriate for teens and adults of all ages
- ✓ Free to access online

## What is the purpose of the M.O.V.E. Digital Module Facilitator’s Guide?

Most people can use the M.O.V.E. digital module on their own. They simply go to the web page and click their way through the material. The purpose of this guide is to help you facilitate the digital module:

- For learners who cannot use the digital module on their own (perhaps due to limited computer skills); or
- In a group learning session.

Everyone in the community can benefit from working on their emotional wellness. You can be a “facilitator” and help people use this important content. You do not need to be a health expert to do this. In fact, the module does most of the talking for you!

Here are examples of ways you could use this guide and the M.O.V.E. digital module in a learning session in person or online (virtually):

- One-on-one sessions with adults in a literacy, mentoring, or tutoring program.
  - In-person: Sit down with them and go through the module together, using just one computer.
  - Virtually: Both you and the learner will need a computer. You will advance through the module on your computer with your screen and audio shared for your learner to see and hear on theirs.
- Group sessions with church members, school associations, or other community groups.

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<sup>1</sup> <https://healthliteracy.uams.edu/for-healthcare-professionals/patient-engagement-resources/how-to-m-o-v-e-toward-emotional-wellness/>

- In-person: Present to a live audience with your computer screen projected onto a large screen (as you would for a PowerPoint presentation).
- Virtually: Both you and your learners will need computers. You will advance through the module on your own computer with your screen and audio shared for your learners to see on theirs.

**Who can I call for help with this material?**

If you have questions about this guide or want to order print materials, please contact:

UAMS Center for Health Literacy

501.686.2595

[healthliteracy@uams.edu](mailto:healthliteracy@uams.edu)

## Before You Host a Learning Session

### What kind of software do I need to host a virtual learning session?

If you are hosting your learning session in a virtual format, choose the platform that is easiest for you to use (e.g. Zoom or Google Meets). The M.O.V.E. digital module you will be sharing is loaded onto a web page, so you can access it and then share it through any platform you choose to use.

### How do I invite people to a group learning session?

If you are doing a group session, it is best if you can find a group of people who are already planning to meet. Examples are meetings at places of worship and community education sessions. This way, you will not need to advertise a lot to get people to the session. Remember, this session can benefit anyone, and you should stress that in your invitation.

If you need to advertise:

- Use this script as a sample and fill in your details (for example, if you are announcing this at a church):  
“You are invited to a special gathering this Wednesday night at 7:00 p.m. We will meet online in Zoom for a group discussion about our wellness. This session is for everyone and will focus on emotional wellness. Just like we have to eat right if we want our bodies to be healthy, there are things we can do to keep our emotional health at its best. Whether you think your emotional health is terrible or excellent, you should come to this session. If you’re interested, let me know, and I’ll send you the link.”
- Use the flyer template on the next page. Print and fill in the blanks with the details of your group session.

# Join us for a virtual conversation!



## How to M.O.V.E toward Emotional Wellness!

This is a session for everyone! Emotional wellness is part of our overall wellness. We can all do small things to keep our emotional wellness at its best.

Come learn tips to take care of your emotional wellness.

Date: \_\_\_\_\_

Time: \_\_\_\_\_ to \_\_\_\_\_

How to join: \_\_\_\_\_

## How do I prepare learners for a virtual learning session?

- Offer to set up a “tech-check” to make sure participants’ microphones, cameras, and other features are working correctly. Do this far enough in advance so they have a few days to troubleshoot if needed.
- Send them a reminder 1 week before and another reminder 1 day before the session.
- Let your learners know the best way to contact you if they have trouble during the session (text, call, email).
- Tell your learners to have a pen and paper handy for the session.

## How can I be sure I am ready to host a M.O.V.E. learning session?

- **Get comfortable with the material.** But remember, you do not need to be a mental health expert to host a M.O.V.E. learning session. Here are some things you can do to feel comfortable as a facilitator:
  1. Go through the M.O.V.E. digital module on your own. This will help you get familiar with the content.
  2. If you think of questions that your learners may ask, check the Frequently Asked Questions section in this guide. If you do not see the question and answer there, contact the UAMS Center for Health Literacy, and we will find an answer for you.
  3. Decide in advance how you will handle any serious situations that may come up. For example, if a learner says they plan to hurt themselves or someone else, you need a plan to respond. Check with your organization to find out what your response should be. Some organizations and professions have policies about what must be reported. Remember, you can always help someone call the National Suicide Prevention Lifeline at 1-800-273-8255 or your local law enforcement agency.
  4. Decide in advance what personal information you will share, if any. If you decide to, please only share things you would say on TV or wouldn’t mind shared on social media! Also, do not share in a way that suggests your experience is, or should be, like anyone else’s. For example, you could say, “I went through a time when I was not sleeping well. I had a lot of stress, and I didn’t want that to turn into a bigger problem, so I went and talked to my doctor about it.” You should **not** say, “I wasn’t sleeping. My doctor gave me a drug called SleepWell, and it fixed my problem right away.” Your examples should only reinforce the key message that we all have times when we can improve our emotional wellness.
- **Print the talking points.** The next section of this guide includes a screen shot of each slide from the M.O.V.E. digital module along with suggested talking points. The narrator in the module does most of the talking, but there are some places where we recommend pausing to discuss with your learners.
- **Print the learner handouts for group sessions.** You do not need to print handouts for an individual session because the module will guide you to fill in the blanks for the learner

and print their answers. But for groups, each person should have their own handouts if possible.

- For in-person groups, print a copy of the handouts for each person. They are located at the end of this guide. Also, be sure to bring enough pens or pencils for your participants to use.
- For virtual groups, you may print the handouts and give them to your participants ahead of time. Or, you may send them to learners in an e-mail or post them in the chat box. Also, ask participants to have paper and a pen handy during the session for notetaking.
- **Decide how to share other resources with your learners.** The 'Resources' tab in the module has links to sites with more information about emotional wellness. The module refers to these resources and encourages learners to visit those sites. Decide how you will provide learners with access to the sites, to encourage them to use the information. For example, you could visit each site and print out the pages for individual learners. Or, you could copy the links and put them in the chat box for users to download. For in-person groups, print a copy of the resource links handout for each participant. It is located at the end of this guide.
- **Plan for technology needs.**
  - Make sure you are comfortable sharing your screen. You may need to do a search online to learn how to share your sound during a virtual presentation.
  - For groups: Recruit a volunteer to serve as tech support during your session. It is difficult to lead the group and deal with technical problems that may come up.

### **What final steps should I take to prepare on the day of the learning session?**

- Set up your computer in a quiet room away from distractions.
- Close other apps on your computer.
- Turn off other devices that use your internet (TVs, gaming systems, etc.). This will help your internet connection.
- If you are hosting a virtual session, encourage your learner(s) to follow these steps, too.



## During the Learning Session

### How is the script set up?

Below, the M.O.V.E. digital module is broken down slide by slide. Each row in the table below shows:

- On the left: The visuals from the module (what the learners will see)
- On the right: Instructions for you, the facilitator. Please note:
  - Words written in italics (*like this*) are directions for you.
  - Words written in regular font (like this) are for you to read aloud to the learners.



### How do I facilitate the digital module?

Use the following instructions, for the type of session you are leading:

- In-person, one-on-one session:
  1. Launch the module.
  2. Provide as much help as the learner needs to advance through each section. For example, you may need to click through each section of the module. Or, if they can click through on their own, allow them to do so.
  3. Follow the script and pause, as prompted, for discussion. Feel free to be informal and let the learner guide the conversation. They may wish to have more discussion than we have laid out for you in the script.
- In-person, group session:
  1. Launch the module.
  2. Advance through each section.
  3. Pause for discussion where prompted in the script. Stick with the talking points below so the conversation stays on track.
- Virtual session, one-on-one, or group:
  1. Launch the module.
  2. Share your screen so the learner(s) can see and hear your computer.
  3. Advance through each section.
  4. Pause for discussion when prompted in the script. If a one-on-one session, allow the learner to guide the conversation as time allows. If a group session, stick with talking points.

## Sample Script

Use the script below to lead your group session. The words that *look like this* are instructions for you. The other words are the script you read.

Screen Shots	Instructions
<p data-bbox="147 422 289 453"><b>Welcome</b></p>  <p>The screenshot shows a presentation slide with a dark purple background. At the top left, it says 'MOVE' and 'Resources'. The main title is 'How to M.O.V.E. toward Emotional Wellness!'. Below the title is a 2x3 grid of six small images showing diverse people. At the bottom, there are two UAMS logos: 'UAMS   Fay W. Boonman College of Public Health' and 'UAMS   Center for Health Literacy'. Navigation arrows and 'Previous'/'Next' buttons are at the bottom.</p>	 <ul style="list-style-type: none"><li>• <i>Introduce yourself and your role.</i><ul style="list-style-type: none"><li>- My name is _____.</li><li>- I volunteered to lead this session because <i>(Fill in the blank: e.g. I feel like we can all learn more about emotional wellness)</i></li><li>- I will share some information about emotional wellness with you today, but I am not a mental health expert. You may have questions I cannot answer. Write those down as we go. I will answer what I can, and you can ask your doctor about anything I cannot answer.</li></ul></li><li>• <i>Encourage interaction.</i><ul style="list-style-type: none"><li>- I hope this will be interactive. It will be much more fun, and you will get more from it, if you participate. So, ask questions and offer comments. And please, silence your phones so you can fully participate.</li><li>- <i>[Virtual, group session only] Let them know how you would like them to speak up; for example, how to use the “hand raise” feature or post a question in the chat box.</i></li><li>- <i>[Group session only]</i> Of course, we do want to be respectful of each other. Feel free to voice your opinion, but let everyone else do the same thing. Let’s be supportive of each other so everyone feels safe to speak up.</li><li>- Let’s talk about confidentiality. You may share some personal things today.<ol style="list-style-type: none"><li>1. <i>[Group session only]</i> It is very important that we all agree to not repeat personal information shared by anyone else.</li><li>2. I will not share anything you say to me. <i>(Adjust this statement based on your role and the rules of your organization. For example, if you are required to</i></li></ol></li></ul></li></ul>

report that someone is planning to harm themselves or others, you should say so.)

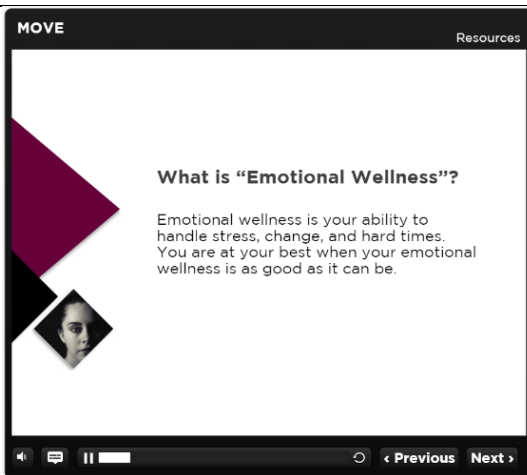
- Explain how the session will work.
  - Let learners know about how long the session will last.
  - [Virtual session only] Let learners know what to do if they have technical trouble. Provide a phone number to call for help.

## Introduction to Module



**Next >**

If you are leading the session, your learner does not need to know all of this, so press 'Next' to skip this slide. However, if you are hosting an in-person session with a single learner who can help navigate through the module, go ahead and click on each step shown on this slide.



Play slide.



**Explain:** You will hear the narrator mention the 'Resources' tab several times in this module. At the end, I will show you those resources and talk about how you can get copies of them if you would like them.

**Next >**

Click 'Next' to continue.

MOVE Resources

What you will learn in this emotional wellness module:

- How can my behavior and activity affect my emotional wellness?
- How is my emotional wellness related to my overall wellness?
- When and how should I seek help with my emotional wellness?
- How long should I keep working on my emotional wellness?

< Previous Next >

**▶ Play slide.**


**Next >** *Click 'Next' to continue.*

MOVE Resources

**M.O.V.E. to be the best you that you can be!**

Use the letters in M.O.V.E. to remind you how to keep your emotional wellness on track. In the same way you have to work on physical wellness, you also have to work on emotional wellness.

- M**ark any changes in behavior or activity.
- O**wn your emotional wellness.
- V**isit a professional.
- E**xpect to keep working toward your emotional wellness.



< Previous Next >

**▶ Play slide.**


**Next >** *Click 'Next' to continue.*

**M: Mark any changes in behavior or activity**

MOVE Resources

**Mark any changes in your behavior**

It is important to pay attention to how you are doing, and to note when things are not going as well as they could be.




< Previous Next >


**▶ Play slide.**

**Next >** *Click 'Next' to continue.*

MOVE Resources

## Mark changes in your mood

 Behavior and activities changes checklist

<p><b>Changes in energy levels</b></p> <input type="checkbox"/> Less energy than normal <input type="checkbox"/> More energy than normal	<p><b>Changes in your sleep</b></p> <input type="checkbox"/> Sleeping less than usual <input type="checkbox"/> Sleeping more than usual <input type="checkbox"/> Feeling tired all the time	<p><b>Other changes</b></p> <input type="checkbox"/> Seeing or hearing things that are not there <input type="checkbox"/> Avoiding family or friends <input type="checkbox"/> Having a hard time focusing <input type="checkbox"/> Being confused often
<p><b>Eating changes</b></p> <input type="checkbox"/> Eating more than usual <input type="checkbox"/> Eating less than usual <input type="checkbox"/> Gaining weight without trying <input type="checkbox"/> Losing interest in eating <input type="checkbox"/> Losing weight without trying <input type="checkbox"/> Throwing up on purpose	<p><b>Mood changes</b></p> <input type="checkbox"/> Feeling sad more than usual <input type="checkbox"/> Feeling very angry <input type="checkbox"/> Swinging from very good moods to very bad moods <input type="checkbox"/> Being afraid more often than usual <input type="checkbox"/> An upset stomach (butterflies, nerves, or nausea) that will not go away <input type="checkbox"/> Worrying a lot	<p><small>We will not be able to see your answers. You are the only one who can see them.</small></p> 

**Print**

◀ Previous Next ▶

 *Play slide.*

 *Pause to discuss.*

*[One-on-one, virtual or in-person]*

- Let's break this down and only focus on one section at a time. As I read each option, think about whether that applies to you. If so, we'll check the box.
- *Read each option in each section, pausing to allow time for answering. If you are controlling the computer, check the items the learner asks you to.*
- *Print this page for the learner. If you are presenting virtually, tell them how you will send them the printout.*

*[Virtual group]*

- Let's break this down and only focus on one section at a time. As I read each option, think about whether it applies to you. If so, write it down.
- *Read each option in each section, pausing to allow time to write.*

*[In-person group]*

- *Pass out this handout.*
- Let's break this down and only focus on one section at a time. As I read each option, think about whether it applies to you. If so, write it down.
- *Read each option in each section, pausing to allow time to write.*

**Next >** *Click 'Next' to continue.*

MOVE Resources

## When should I take action

So, when might these signs mean you need to take some action with your emotional wellness? Let's say you are not sleeping well. How do you know if it might be connected to emotional wellness?

It came on all at once

It lasts longer than 2 weeks

It is just making your life harder than it should be

< Previous Next >

*Play slide.*

**Next >** *Click 'Next' to continue.*

## O: Own your emotional wellness

MOVE Resources

## Own your emotional wellness

Everyone can work on their emotional wellness.

Carmen works full-time and has 2 teenaged children. She is at a healthy weight and her doctor said her blood pressure is good. Carmen spends time each week planning meals, and she gets up early 2 days every week to exercise.

Carmen wants to keep her health right where it is!

< Previous Next >

*Play slide.*

**Next >** *Click 'Next' to continue.*

MOVE Resources

## Own your emotional wellness

There are several steps you can take to maintain your emotional wellness. Even if your emotional wellness is good, you can do these things to stay well.

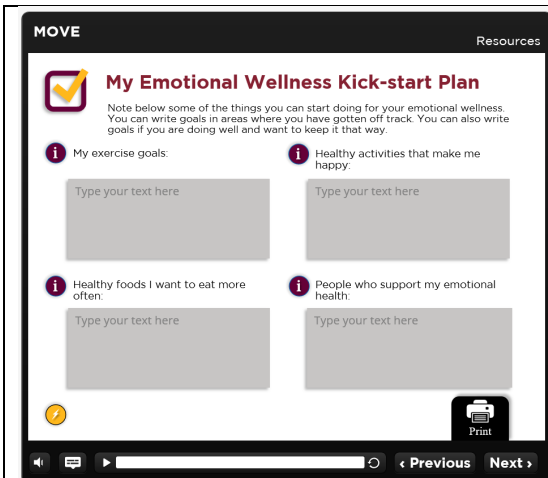
- Exercise regularly (go for a walk or take a yoga class).
- Eat healthy foods (lean protein, vegetables, fruits, and whole grains).
- Get plenty of sleep (6 to 8 hours per night).
- Spend time doing healthy activities that make you happy (hobbies, gardening, volunteering in your community).
- Spend time with people who support your emotional health (family, friends, or pastor).

< Previous Next >

*Play slide.*

- Pause to discuss.*
- Read through this list. Which of these do you think you do well?
    - *Listen to their answers. Responses will vary.*
  - Which of these do you want to improve?
    - *Listen to their answers. Responses will vary.*

**Next >** *Click 'Next' to continue.*



 *Play slide.*

*[In-person group] Pass out this handout.*

*[Virtual group] Have the learners write on their own paper.*

*[Virtual one-on-one] Type their responses for them or allow them to have remote control of your screen.*



*Pause to discuss. The goal here is for the learner to write at least one personal goal. They do not need to have a goal in each section. Below are some possible conversation starters.*

- Let's break this down and only focus on one section at a time. Remember, no matter how good we feel about any of these areas, we can always make improvements.
- **Exercise**
  - Think about what you do for exercise right now. Is there anything you can do to improve? Start small and build up. Make your goals manageable and within your ability level.
  - *Allow time for the learner to type or write their response.*
- **Healthy activities**
  - What activities bring you joy? Do you have any hobbies? Is there anything you're interested in learning such as painting or cooking?
  - *Allow time for the learner to type or write their response.*
- **Healthy foods**
  - What healthy foods do you like to eat? How could you add in more?
  - *Allow time for the learner to type or write their response.*
- **People**
  - Think about the people in your life you can trust the most. Those are the people you want to list here. Is there anyone else you want to add to the list?
  - *Allow time for the learner to type or write their response.*

*[One-on-one] Print goals sheet for learner.*

**Next >** *Click 'Next' to continue.*

## V: Visit a professional

MOVE Resources

### Visit a Professional

Let's go back to Carmen, the lady I told you about earlier. Well, even though she was doing a lot to stay healthy, things changed. She went to a health fair and they said her blood pressure was a little high. She decided to go see the doctor, to see if there is anything she needed to do to bring her blood pressure down.



< Previous Next >

**▶** *Play slide.*


*Click 'Next' to continue.*

MOVE Resources

### Visit a Professional

Even if you are working on your emotional wellness on your own, a mental health professional can give you even more support.

A mental health professional is trained to help you get where you want to be emotionally and stay there. Your insurance will normally pay for visits.



< Previous Next >

**▶** *Play slide.*

**Next >** *Click 'Next' to continue.*



MOVE Resources

## Visit a Professional

Let's take a look at some common questions people have regarding visiting a mental health professional. Click on each question below to learn more.

- How do I find someone who can help me?
- What are the different kinds of professionals?
- How can I get ready for my first emotional wellness visit?
- What should I do during my emotional wellness visit?
- Is my information private?



< Previous Next >

**▶ Play slide.**

*Click through each of the gray tabs to play that information.*



*Pause to discuss.*

- If you wanted to visit a professional, what would **you** do to get started?
  - *Listen to their response. If they need help, go back to the first gray tab on this slide.*

**Next >**

*Click 'Next' to continue.*

## E: Expect to keep working toward your emotional wellness

MOVE Resources

## Expect to keep working toward your emotional wellness

Click the tabs to learn more!

- Takes time
- It takes work
- Stay inspired by tracking your progress

< Previous Next >

**▶ Play slide.**

*Click on each tab to play that information.*



*Pause to discuss.*

- How can you track your emotional wellness?
  - *Accept all reasonable answers and discuss any additional ideas.*
    - *Apps*
    - *Journal*
    - *Calendar*

**Next >**

*Click 'Next' to continue.*

MOVE Resources

## Helping others M.O.V.E. toward emotional wellness


You may know others who are struggling to stay emotionally healthy. If you see big changes in your loved ones' behavior or activities, they may need to M.O.V.E. toward emotional wellness, too.

**Emotional wellness is hard to talk about, so be careful when talking to someone about it:**

- Talk in private.
- Tell them what you have seen (not what you think it means).
- Tell them you are concerned.
- Listen to their response.
- Offer to help them explore options if they want.

I'm still nervous. Can we practice?

**Let's Practice!**



< Previous Next >


**▶ Play slide.**

*Click on 'Let's Practice' to show examples of how to talk to a loved one who may be struggling to stay emotionally healthy.*

**MOVE** Resources

### Healthy Conversation Starters

Help Rosa decide on the best way to approach her friend Debbie. Select the best response below.



I worry you may be emotionally unhealthy  
**OPTION A**

I noticed you are not eating much lately.  
**OPTION B**



*Play each scenario:*

- Allow the learner to choose the correct answer.
- Discuss why they got the answer right or wrong.
- Do this for all 3 conversation examples.

*After you play all scenarios, pause to discuss before clicking 'Continue':*

- Think about what you might say to a friend or loved one who might be struggling to be emotionally well. How would you approach them, in words that “sound like you”?


**CONTINUE**

*Click 'Continue' for next slide.*

**MOVE** Resources

### Mark. Own. Visit. Expect.

**M.O.V.E. to be the best you can be!**



**M**ark any changes in behavior or activity.  
Watch for changes in eating, energy, sleep, and mood.

**O**wn your emotional wellness.  
Take care of your body and mind. Exercise, eat well, get enough sleep, do your hobbies, and spend time with people who make you feel good.

**V**isit a professional.  
Talk with someone trained to help people feel better, deal with hard times, and adapt to change.

**E**xpect to keep working toward your emotional wellness.  
We are all at different places on the path to emotional wellness. We can all move forward. Make a plan, and keep working!

◀ Previous Next ▶



*Play slide.*



*Pause to discuss.*

- Is there any part of the module you want to go back and look at again?

**Next >**

*Click 'Next' to continue.*

**MOVE** Resources

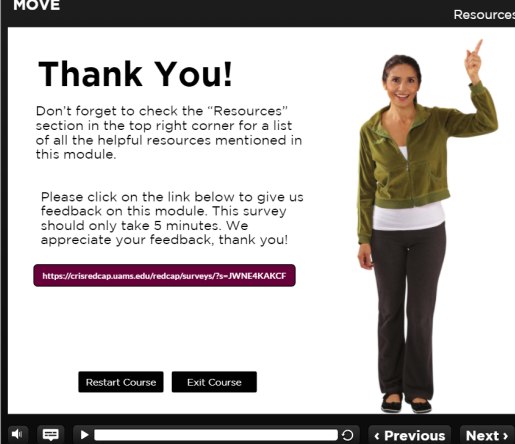
### Thank You!

Don't forget to check the "Resources" section in the top right corner for a list of all the helpful resources mentioned in this module.

Please click on the link below to give us feedback on this module. This survey should only take 5 minutes. We appreciate your feedback, thank you!

<https://crisredcap.uams.edu/edcap/surveys/73-JWNE4KAKCF>

Restart Course Exit Course



◀ Previous Next ▶





*Play slide.*



*Pause to discuss the survey.*

*[One-on-one]*

- Click on the survey link (or if in-person, have the participant click on it). This will open the survey in a new tab.
- Ask the participant to complete each survey item. If needed, read the items and response options aloud and record the learner's answers for them.
- Submit and close the survey. Go back to the module.

	<p><i>[Virtual group]</i> Provide the survey link in the chat box. Ask participants to take a moment to complete the survey.</p> <p><i>[In-person group]</i> Please post the web address for learners to copy down, or email it to them.</p> <p><i>Pause to discuss the resources.</i></p> <p><i>[One-on-one]</i></p> <ul style="list-style-type: none"> <li>• <i>Click on the 'Resources' tab and read through the options.</i> <ul style="list-style-type: none"> <li>○ <i>Are there any resources you would like to look at? Or that I can print for you?</i></li> </ul> </li> <li>• <i>Help read and summarize any of the resources that the learner would like to review.</i></li> <li>• <i>Print any pages that the learner would like to keep as a reference.</i></li> </ul> <p><i>[Group]</i></p> <ul style="list-style-type: none"> <li>• <i>Click on the Resources tab and copy the links. If virtual, put those in your chat box. If in person, provide a handout of these links.</i></li> </ul>
<b>Close</b>	<p>  Thank you for being here today. I hope you enjoyed it and learned some new things.</p> <p><i>Review any next steps. For example, if you printed materials for individual learners, let them know when to expect those.</i></p>

## **Group Session Worksheets**

The next 2 pages are worksheets for your group session. Print them for your participants.

# Mark Changes in Your Mood

## Behavior and activities changes checklist

Read each section. Check the boxes to mark any changes that apply to you. If these changes do not apply to you, leave that section blank.

### Changes in energy levels

- Less energy than normal
- More energy than normal

### Eating changes

- Eating more than usual
- Eating less than usual
- Gaining weight without trying
- Losing interest in eating
- Losing weight without trying
- Throwing up on purpose

### Changes in your sleep

- Sleeping less than usual
- Sleeping more than usual
- Feeling tired all the time

### Mood changes

- Feeling sad more than usual
- Feeling very angry
- Swinging from very good moods to very bad moods
- Being afraid more often than usual
- An upset stomach (butterflies, nerves, or nausea) that will not go away
- Worrying a lot

### Other changes

- Seeing or hearing things that are not there
- Avoiding family or friends
- Having a hard time focusing
- Being confused often

## My Emotional Wellness Kick-start Plan

Note below some of the things you can start doing for your emotional wellness. You can write goals in the areas where you have gotten off track. You can also write goals if you are doing well and want to keep it that way.

Exercise	
<p><b>Questions to guide your thinking:</b></p> <p>What activities will I do?            How long will I do them?            What days will I exercise?</p>	<p><b>Goals:</b></p>
Healthy activities that make me happy	
<p><b>Questions to guide your thinking:</b></p> <p>What activities will I do?            How long will I do them?            What days will I do them?</p>	<p><b>Goals:</b></p>
Healthy foods	
<p><b>Questions to guide your thinking:</b></p> <p>What are some healthy foods you want to eat more often?            How much and how often will you eat them?</p>	<p><b>Goals:</b></p>
People who support my emotional health	
<p><b>Questions to guide your thinking:</b></p> <p>Who are the people in your life that help support your emotional wellness?            How and when will you spend time with them?</p>	<p><b>Goals:</b></p>

## Digital Module Resource Links

MedlinePlus mental health information: <https://medlineplus.gov/mentalhealth.html>

MedlinePlus child mental health information:  
<https://medlineplus.gov/childmentalhealth.html>

MedlinePlus Teen Mental Health: <https://medlineplus.gov/teenmentalhealth.html>

Older Adults and Mental Health: <https://www.nimh.nih.gov/health/topics/older-adults-and-mental-health/index.shtml>

Your Healthiest Self: Wellness Toolkits: <https://www.nih.gov/health-information/your-healthiest-self-wellness-toolkits>

Building Social Bonds: <https://newsinhealth.nih.gov/2018/04/building-social-bonds>

Taking Control of Your Mental Health: Tips for Talking with Your Health Care Provider:  
<https://www.nimh.nih.gov/health/publications/tips-for-talking-with-your-health-care-provider/index.shtml>

Positive Emotions and Your Health: <https://newsinhealth.nih.gov/2015/08/positive-emotions-your-health>

Keep Active and Eat Healthy to Improve Well-being and Feel Great:  
<https://www.niddk.nih.gov/health-information/weight-management/keep-active-eat-healthy-feel-great>

Work/Life Balance: Stress and Mental Wellbeing:  
<https://wellnessatnih.ors.od.nih.gov/worklife/Pages/Stress-and-Mental-Wellbeing.aspx>

The Emotional Benefits of Exercise:  
<https://www.nia.nih.gov/health/infographics/emotional-benefits-exercise>

My Mental Health: Do I Need Help?: <https://www.nimh.nih.gov/health/publications/my-mental-health-do-i-need-help/index.shtml>