

Manual of Operations

Motivation and Skills-Based Maintenance Interventions

Rationale: After completing the 6-month weight loss intervention in the Lifestyle and Behavior Change arm of the PRIDE study, women will be randomized by group to either the Motivational Maintenance Intervention (MMI) or to the Skills-Based maintenance program. Both interventions are designed to help participants maintain their initial weight loss and/or to lose additional weight to achieve at least 10% weight reduction.

The Skills-Based intervention is similar to what is traditionally offered during the maintenance phase of weight control programs, such as the Diabetes Prevention Program and Look AHEAD. This intervention is designed to help participants refine the essential weight management skills that were introduced during the initial 6-month program. In order to enhance dietary skills, participants will learn about energy density and to enhance exercise, increased variety of physical activity will be stressed. The skills-based sessions will also help participants practice behavioral skills such as problem solving, relapse prevention, and affect regulation.

The Motivational Maintenance Intervention (MMI) is newly developed for this trial. The goal of this intervention is to help participants maintain their motivation to perform healthy eating and exercise behaviors and thereby maintain or increase their weight loss. The MMI will focus on enhancing commitment to behavior change by helping participants recognize the positive changes they have made, creating discomfort about the possibility of returning to their old diet and exercise habits, and emphasizing the increased congruence of their new behaviors with the participant's personal goals. The MMI intervention will also help the participant cultivate a new identity as a successful weight loser.

Behavioral and Weight Loss Goals: Women in both groups will be encouraged to lose and maintain a weight loss of at least 10% of their initial body weight. They will be prescribed an individualized calorie and fat goal (typically 1200 – 1500 kcal per day with 20% of calories from fat) to achieve this weight loss. In addition, all women will be encouraged to achieve at least 200 minutes of physical activity per week using activities similar in intensity to brisk walking and 10,000 steps per day. These goals are identical to the goals prescribed at the end of the initial 6-month intervention.

Format and Structure of Group Meetings: Both the MMI and Skills-based intervention group will attend hour-long group sessions every 2 weeks over a one-year period; thus

they will attend a total of 24 sessions. These sessions will be conducted by a group leader(s) who has worked with these participants during the initial 6 months; care will be taken to make sure that all group leaders conduct both motivational and skills-based maintenance groups over the course of the study. Participants in both maintenance approaches will be weighed at the start of each session. The participants will continue to keep self monitoring diaries, which they will hand in at each session for review by the interventionist. At the start of each session, the group leader will ask participants to provide a progress report on their Keeping Track monitoring. The group leader will specifically ask about issues that participants were encouraged to reflect on/keep track of during the prior 2-week period (the motivation arms will be keeping track of different behaviors related to the content of the session, but both arms will continue to keep track of basic information related to their eating and exercise). The exercise prescription that was established in the Lifestyle and Behavior Change Program will continue to be endorsed, and key messages about the importance of low fat/low calorie eating, daily monitoring, and weighing will still be offered as they relate to weight maintenance.

In the MMI, group sessions will be experiential and interactive in nature. Group leaders will utilize motivational techniques that will support participants' goals and help draw connections between overall life goals and specific weight loss goals. The sessions are designed to ensure that key points are covered through discussions, exercises, and exposure to relevant media (e.g., videos, magazine articles...). At the end of each session, participants will be provided with a handout (called Session Overview) which briefly reviews the content of that session, suggests areas for participants to monitor over the course of the following 2 weeks, and reminds them about the items they will need to bring to the subsequent session.

In the Skills-Based Intervention, the group leader will present the basic information for the session topic with more extensive handouts and a more distinctly problem solving approach to dealing with challenges and barriers faced by group members. Participants will be given a chapter from the participant manual related to the session content with worksheets included and/or assignments for participants to complete. The final page of the packet will list program goals for the following 2 week period.

Session Topics:

The content of the MMI sessions will include the following 5 themes:

1. Looking Back- recalling what life was like prior to weight loss/healthy lifestyle changes
2. Cultivating an identity as a successful weight loser/individual who has adopted a healthier lifestyle
3. Determining how one's overall values fit with weight loss and exercise goals
4. Developing the rationale and time for self-care
5. Cultivating a culture/environment that supports their new behaviors/lifestyle.

Over the course of the 12-month program, 5 sessions will be devoted to chronicling the weight loss journey in scrapbook or journal form. Participants are free to choose which medium they prefer. The participants will be informed in advance of the material to bring to these sessions, which will be related to the session content which was just covered. The interventionist will bring to these sessions the scrapbook supplies, which include fancy scissors, glue stick, markers, stickers, colored paper, magazines, and other decorative items. During the scrapbook/journaling sessions, the participants will be prompted to discuss the meaning/triggers/memories associated with the items they chose for their scrapbook page or the ideas they are capturing in their journals.

The content of the Skills-Based Intervention will include topics such as:

1. Volumetrics: Eating more low energy density foods to feel full
2. Emotional Eating: Strategies to cope with emotional triggers to overeating
3. Relapse prevention: Planning for high-risk situations
4. Exercise variety: Introducing a range of activities to prevent boredom
5. Eating in restaurant: Developing effective plans for eating away from home
6. Managing holidays: Specific attention to weight maintenance strategies for the holiday season

Over the course of the Skills-Based Intervention program, a number of sessions will be devoted to practicing the healthy eating and exercise skills through group activities such as cooking demonstrations, tasting new recipes, and trying different types of physical activity. The participants will be informed ahead about these sessions so they can dress appropriately. All cooking materials and foods for sampling will be provided by the intervention staff, as well new exercise videos, equipment and the like.

General Procedures for Conducting Groups

- Treatment materials: In the MMI, participants will receive a handout (Session Overview) at the end of each lesson which summarizes the main point of the lesson, offers ideas for self-monitoring, and lists items to bring to the next session. In the Skills-Based Intervention, participants will receive a chapter from the participant manual at the end of each lesson which includes the session content, worksheets, “Making this lesson work for you”, and Pride homework goals.
- Weigh-ins: Participants will continue to be weighed prior to the start of each session and receive feedback in the same manner and tone as was provided during the first 6 months of the Lifestyle and Behavior Change program. Participants will be encouraged to maintain their own graphs or records of their weight.
- Attendance: Attendance will be recorded at each meeting
- Make-up sessions: Participants will be offered make-up sessions when they miss a session. This will include a weigh-in and brief summary of what was discussed in the session. If a participant is unable or unwilling to attend a make-up session, the appropriate materials will be mailed to them. Make-up sessions are the only occasion when individual sessions should be offered during maintenance; there should be no additional sessions, weigh-ins, or contact (beyond the group sessions and make-up sessions). This will assure comparable contact between the two maintenance treatment arms.
- Self-monitoring and homework: In addition to monitoring dietary intake and physical activity, participants will be asked to monitor behaviors related to the content of the lesson just covered (e.g., in the MMI, the self-monitoring assignment related to the lesson on creating an identity as a successful weight loser will have the participant recording the behaviors she engaged in which help to reinforce this identity; in the Skills-Based Intervention, the self-monitoring assignment related to exercise variety will have participants tracking the new exercises they tried in that 2-week interval). The group leader will review the self-monitoring diaries and make comments about basic skills as well as specific tasks participants were asked to monitor over the 2-week interval. In both intervention arms, the core messages conveyed about basic skills will be the same. But since participants in each arm will be tracking different behaviors, the comments related to these behaviors will

differ. Collective comments will be provided in one Keeping Track booklet, which will cover the self-monitoring completed for both weeks.

- Session reminders: Study participants in both maintenance arms will be sent a reminder postcard a week in advance of the meetings.

Intervention Fidelity – in order to insure that all maintenance sessions are conducted as prescribed, the interventionists will complete an Intervention Fidelity Form at the end of each session. This form will indicate whether participants were weighed (yes/no), whether the Keep Track records were reviewed (yes/no) and whether the session contact was delivered as prescribed (rated on a 5 point scale).

Summary: Comparison of the MMI and Skills-Based Intervention.

	Motivational Maintenance Intervention	Skills-Based Intervention
Participants weighed-in at group meetings with goal of losing/maintaining $\geq 10\%$	YES	YES
Participants given specific diet and physical activity goals	YES	YES
Participants given specific meal plans and coupons for 1 Slimfast/day with option of 2 Slimfast/day	YES	YES
Self-monitoring and homework assigned and presented at start of next session	YES	YES
Self-monitoring reviewed by leader with feedback on behavior changes; tie-back to current lessons if appropriate	YES	YES
Prescribed content for each session	YES	YES
Participant manual	NO (but handouts provided at end of session)	YES
Formal in class problem-solving	NO	YES
Scrapbooking/journaling	YES	NO
Cooking demonstration/physical activity practice session	NO	YES
Make-up sessions offered	YES	YES

Session 25 : Maintaining Motivation on Your Weight Loss Journey

Objectives

In this session participants will:

- Learn the rationale for the motivational maintenance program
- Introduce scrapbooking

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers)
- Bring successful weight loser video
- Bring sample scrapbook pages to serve as models
- Bring homework handouts

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Present Program Rationale

Provide a brief review of the purpose of this motivational program. Emphasize that the program is designed to help them stay motivated to perform healthy eating and exercise behaviors. Discuss that weight loss is a journey and this program will help them see where they've been, where they are now, and where they are going.

Thus far, we have helped you learn many new behaviors for weight loss (making better food choices to reduce fat and calories; increasing physical activity). Our goal now is to

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Session 1

help you stay motivated to perform these new healthier eating and exercise behaviors. If you continue to do these healthy behaviors, you will maintain your weight loss and/or lose additional weight.

When you first began your weight loss journey, your motivation level was probably at an all-time high. You were eager to hit the ground running and tackle your weight loss with a vengeance. But, as time wore on, the novelty may have started to wear off and you may have found yourself wondering if all of the effort involved is really still worth it. You've been counting calories, tracking steps, weighing ounces, and calculating pounds and you may have gotten so mired in the details that it's hard to remember why you're doing all of this anyway! Perhaps you have lost sight of the big picture.

Well, this maintenance program is meant to put that big picture back into bold relief! In this program, we will help you think about your "weight loss journey": where you've been, where you are, and where you're going. In so doing, we hope to infuse new meaning into it and inject new life into your weight maintenance efforts.

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C. Review the Themes of the Program

- You've Come a Long Way Baby – These lessons review the participants' motivation for joining the program and what it was like for them to be at a heavier weight
- Time to Brag – These lessons focus on the positive changes participants have made thus far
- Why am I doing this anyway? – These lessons help participants think about their values and how healthy eating and exercise fit with their values
- Taking care of yourself – These lessons focus on creating balance and fun in life
- Commitment Language – These lessons focus on how commitment fluctuates and what can be done to increase commitment
- Where do you go from here? – These lessons focus on what can be done now to increase chances of future success

Here's a brief synopsis of what we'll be covering in subsequent weeks:

We'll start our review of your weight loss journey by looking back at the beginning – at what motivated you to join the program in the first place. In these sessions ("You've Come a Long Way, Baby"), you will have an opportunity to look at how far you've come. It can be mobilizing to reflect on what was tough about being at a heavier weight- to remind yourself why you don't want to go back there. It can be easy to get caught up in what you have yet to achieve (e.g., the stubborn last few pounds that you want to lose; the exercise that you're not doing) and to forget all of the progress you have made. Sometimes, remembering the positive changes can do more for your motivation than getting bogged down by what's left to do.

After that we will talk about where you are now. In "Time to Brag", you'll have an opportunity to take stock of all the positive changes you have made that contribute to your

continued success. We will help you develop an identity of yourself as a successful weight loser and/or as an individual who is making healthier choices.

After that, we will tackle the big question, “Why am I doing this anyway”?; What’s the point?”. You will have the chance to examine where healthy eating and exercise are placed among the values most important to you, and see how your new eating and exercise behaviors can help you achieve your most important values.

Another section of the program will be about “Taking Care of Yourself”! It’s difficult to muster up the motivation to maintain your weight loss if there isn’t enough of a balance in your life. So, we’ll look at what you consider fun and whether you are having enough fun (if you’re not, we will insist that you have more!). We’ll also ask each participant to share their outlets for fun with the rest of the group so that we can all benefit!

Finally, we will examine your motivation and commitment (Commitment Language) how it fluctuates over time and how you can make the most of it.

Just as we started the program by looking to the past, we will end the program by looking to the future and what the next chapter of the story holds for you. We help you build a “culture of support” to sustain your motivation when we are no longer meeting (“Where do you go from here?”)

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D. Show Video of Weight Loss Journey

Explain to participants that sometimes it helps to see an example of someone else’s “weight loss journey” to remember what the past was like. As they watch the video of a person who has been very successful at weight loss, encourage them to think about the stages that she goes through in her journey. For example, ask them to think about what she remembers about her life before her weight loss success, how she views herself now, and where she is heading for the future. Use the themes that emerge to help participants reflect on their own weight loss journey.

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E. Discuss scrap-booking/journaling

Discuss the plan to have each participant make a scrapbook or journal of their journey. Several sessions of the program will be devoted to working on this scrapbook or journal. We will do scrapbook pages for who they are now, what they remember from before the program, what changes they see in themselves, their values, and what the future may look like. The scrapbook/journal will serve as a:

1. Reminder of the progress the participant has made thus far
2. A keepsake or memory of the journey that can be shared with friends and family
3. An introduction to the art of scrapbooking/journaling- a fun and creative activity

Discuss ideas for the different types of things they could include in their scrapbook/journal.

- *photos of yourself (either before you lost weight and/or now)*
- *memorabilia from exercise events in which you participated*
- *your weight loss graph*
- *inspiring stories you have come across about others, who like yourself, are succeeding in the battle to maintain their weight*
- *a copy of a particularly healthy eating day despite temptations around you- from your Keeping Track book*
- *a poem you write about your weight loss journey*
- *a size tag from a clothing item- reflecting a drop in weight*
- *photos of yourself engaging in a physical activity*
- *photos of family members who are cheering you on and who indirectly benefit from your better health (e.g., because of your weight loss, you are better able to play with your grandchildren)*
- *grocery store receipts reflecting your healthy food choices*
- *magazine clippings of inspirational stories related to weight loss and healthy choices*
- *changes in your health indices*
- *reminders of what it was like to be at a heavier weight*
- *scenes of places you find particularly inspiring to your weight maintenance efforts.*
- *Leaf from a hike you took*
- *Motivational quotes*

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Show examples of other scrapbooks and pages

Emphasize that the scrapbook/journal is to help them think about their journey-it does not have to be a work of art.

It is important to realize that we are we are not trying to create a work of art. You do not need to be artistic or creative for this endeavor. We are using scrap-booking/journaling as a new approach to help you think about your weight loss journey. Your scrapbook can be as inventive or artistic as you would like. So, feel free to express yourself in any way that is pleasing to you! We only ask that your entries pertain to the themes listed above.

F. Homework

1. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of initial body weight

2. Distribute Handouts

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Session 1

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Page 4

- Calendar of meetings
- Weight graph
- Scrapbook resource sheet
- Homework

3. Review Homework Assignment For Next Session

Ask participants to bring in items for the first page of their scrapbook reflecting who they are now. (See participant handout for examples).

Session 26 : A Snapshot of you NOW – The First Scrapbooking/Journaling Session

Objectives

In this session participants will:

- Begin scrapbooking/journaling by doing a page that captures the person they are NOW
- Receive an introduction to the next few sessions which focus on helping participants look back at themselves prior to starting the program

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers) and journals
- Bring magazines participants can cut images from

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Review of Scrapbooking

Explain to the participants that this is the first of a number of scrapbooking/journaling sessions. Remind them that they can use both the materials that they brought from home as well as the center materials. Stress to the participants that they do not have to be a “great artist” to create a “great scrapbooking page.” The thing that makes it wonderful is that it is meaningful to them. Encourage this to be a very open session in which participants talk to each other about the page they are creating.

You may be thinking that you are not creative or artistic. You may be wondering if you can make a page that looks “good.” The thing that makes a great scrapbooking page is one that tells YOUR story and is meaningful to you. So don’t worry if art is not your thing. That isn’t what this is about at all! We want you to have fun while you are doing this. It’s a great time to talk with your group about the page you are creating.

C. Scrapbooking Session Focus: A snapshot of you NOW

Tell the participants that the page they are working on this week will illustrate the person that they are today. They can use pictures, words, or anything else to create this page. If any of the participants are having trouble getting started with their scrapbook/journal, here are some prompts that you may use to help get them started. You can best do this by walking around the room and working individually with participants who seem to be stuck.

What adjectives describe you? You can try to find pictures or words of these traits.

We all play different roles (mother, sister, daughter, teacher, tennis player, employee and friend) and these roles partly define us. What are some of the different roles you play? What type of images can you use to illustrate these roles?

Describe a typical “day in the life of YOU” How does your healthy eating and exercise fit into your daily life? Can you incorporate that into your scrapbook/journal?

D. Scrapbook Wrap Up

Generate some discussion at the end of the session about this first scrapbooking experience.

How do you think about yourself now?

Does scrapbooking/journaling help you focus on some key aspects of who you are now?

Why did you pick some of the images you selected?

F. Homework

1. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2. Review Homework Assignment For Next Session

Explain to the participants that the next session will be the first of a few sessions focusing on how things were for the participants *before* they joined the PRIDE program. Keeping memories “alive” about things that were negative in the past can help participants stay motivated to keep up their weight maintenance efforts. The participant handout lists specific questions to help participants begin thinking about the past. Encourage participants to bring in any things that remind them of themselves before they joined PRIDE. For example, an item of clothing that they may have saved from before they lost weight.

Session 27 : You've Come a Long Way Baby!

Objectives

In this session participants will:

- Reflect back on how their life was before losing weight
- Participate in numerous activities that will help them think about their past (e.g. reading weight loss success stories and discussing items they brought in from home such as old pictures or clothing.)

To do before the session

Have materials ready:

- Weight loss success stories
- Copies of the participant's run in diary and incontinent episodes per week information from baseline
- 2-3 backpacks depending on the number of participants in group
- 4-6 bags of flour (5 pounds each)
- Copy of each participant's baseline interview videotape
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

B. Review of Rationale for looking back at life before losing weight.

Note to leader: The theoretical rationale for this session comes from a paper by Rothman on Behavioral Maintenance (Health Psychology, 2000, Vol 19 Number 1, pages 64-49). He notes: "People choose to maintain a behavior in order to preserve a

favorable situation and strive to avoid an alternative, less favorable state. Thus the decision processes that guide behavioral maintenance can be conceptualized as an avoidance-based self-regulatory system in which progress is indicated by a sustained discrepancy between a current state and an undesired reference state (Carver & Scheier, 1990).” This session helps participants look back at the difficulties created by being overweight and thereby remain motivated to eat a healthier diet and be physically active in order to avoid returning to that less favorable state. Although participants may note the progress they have already made, these positive changes will be the focus of later lessons and should therefore not become the focus of this lesson.

Explain to participants that one way to stay motivated is to spend some time looking back and remembering the negatives of their life prior to losing weight. Focusing on this information may help strengthen the desire to NEVER go back to their previous weight and unhealthy habits.

Provide participants with an overview of the different activities that are going to take place in this session.

Today is the first session in a series of sessions in which we are going to spend some time looking back at your life before you lost weight. By doing this, you will begin to recall some of the difficulties and disadvantages to being overweight and inactive. The benefit of doing this is it can strengthen your desire to NEVER be there again. This can be a strong motivator for keeping your weight off for the long term.

We are going to help you reflect on the past in many different ways today. We are going to read success stories from other people who have successfully lost weight. Each of you will also have the chance to talk about the item you brought in from home. We also have backpacks and bags of flour for you to wear to remind you of the extra weight that you used to carry around.

C. Weight Loss Success Stories

Pass out the different weight loss success stories to participants. These stories are meant to illustrate the difficulties associated with being overweight and the reasons why some people chose to lose weight. Ask the participants to read the story they are given and then share with the group a few key parts of the story (or pick one or 2 stories and ask a participant to read the story aloud to the whole group) These stories should serve as a springboard to help participants remember the negatives they felt about being overweight and what triggered them to lose weight.

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Did the story remind you of yourself in any way? The author of the story mentioned things that bothered them about being overweight. Were those things difficult for you too?

D. Discussion of items from home

The participants were asked to bring in an item from home that reminds them of their life before losing weight. Examples include things such as old pictures, old clothing, or an old medical report. Generate a discussion with participants about what they brought in and why that was the item they selected.

Tell us about the item that you brought in. Please share with us why you selected it and what it helps you remember. If you brought in old clothing and you feel comfortable doing so, you can try it on for the group!

E. Carrying extra weight exercise

Perhaps the best way for participants to remember what it was like to carry excess weight around is to actually carry it around again! Use the flour bags and the backpacks to create an extra 10-pound weight for all participants. Instruct them to walk around the center and up and down flights of stairs.

*How does it feel to carry around an extra 10 pounds?
Compare this feeling to how you used to feel before you lost weight.*

For those participants who have not lost ten pounds:

If you have not hit a 10-pound weight loss at this point in the program, this is still a valuable exercise. You can see how much work it is to carry around this additional amount of weight. It also shows you what a big impact even a 10- pound loss can have!

F. Baseline information (Optional)

Provide participants with a folded piece of paper containing the number of incontinent episodes they had per day at the beginning of the program. Also provide participants with their run in diary so they can look at what their dietary intake was like at the start of the program. Use this information to help remind participants of how their incontinence and eating behaviors affected their life.

We have provided you with the information you gave us at the beginning of the program revealing the number of incontinent episodes you had per day. How did your incontinence get in the way of your daily life before beginning the program?

Does looking back at your food diary help you remember any problems you had with your eating and the types of food choices you made?

G. Concluding Questions and Comments

Stress to participants that it can be very helpful to look back at some of the negatives about being overweight, to help stay motivated in the future. Review any of the questions below if they were not already touched upon during this session.

What was the moment you would describe as your personal low that motivated you to do something about your weight?

In the past, how did you feel about going to see your doctor? What type of things would he or she say about your weight?

Were you treated differently by other people before you began losing weight?

Some participants may not have made many changes during the program or lost much weight. These participants may indicate that things are just as bad now as they were before. Stress to them that by recognizing that being overweight has negative effects on their life, they may be able to increase their motivation to change.

It sounds to me like you are feeling like not too much has changed...how does this make you feel? Are there aspects of being overweight that are hard for you? Given that being overweight makes some things tough, where do you go from here?

H . Homework

1. Review Homework Assignment For Next Session

Give each of the participants a copy of their taped interview from the beginning of the program. This week they are to watch the video. While they watch the video, encourage them to jot down notes or mark sections that they may want to share with the group. Explain to the participants that during the next session, each participant will share their thoughts and responses to the questions about their video.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 28 : A Live View of the Past: Discussion of Personal Video Tapes from the Beginning of PRIDE

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Objectives

In this session participants will:

- Share their thoughts and reactions to the video they made at the beginning of the program.
- Show parts of their video to other members of the group.

To do before the session

Have materials ready:

- VCR

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

B. Video Discussion

This session is devoted to having each participant discuss their thoughts about the video that they made at the beginning of the program. The primary goal is to emphasize that being overweight, eating unhealthy, living a sedentary life, and having incontinence are all tough! These things can all have negative effects on the participants' health, self-esteem, job performance, social life and more.

Let each participant share their thoughts about their personal video or show sections of their video to the rest of the group. Use the questions below as prompts for those who need them.

How was your life limited by your weight before you entered this program?

How was your life limited by your incontinence?

What was most unpleasant about having problems with incontinence?

What was most unpleasant about your weight?

What triggered your weight loss?

What were you reminded about while watching this video that you had forgotten?

Future sessions will focus more directly on helping participants recognize the progress they have made. However, even in this session, it is helpful to spend time making sure that participants see how far they have come on their weight loss journey.

What positive changes have you made in your life that perhaps you haven't really recognized until watching this video? (probe as needed to get participants to acknowledge things such as healthier eating, increased physical activity, better attitude, more energy, ease at activities of daily living such as climbing the stairs or playing with grandchildren.)

C. Concluding Comments

Explain to participants that by watching the video of themselves at the beginning of the program, they got a "live" look at some of their prior challenges and struggles. Emphasize that the group brought up many different negatives that they experienced by being overweight. Remembering the negative aspects of being overweight can help to motivate continued adherence to healthier eating and exercise behaviors.

D. Homework

1. Review Homework Assignment For Next Session

Tell the participants that the next session will be the second scrapbooking/journaling session. During this session, participants will have the opportunity to create a page capturing their life **prior to weight loss**. Ask them to bring in items for this page. A few suggestions include:

- Old photographs reflecting a higher weight
- Any reminders about incontinence or other health problems associated with their obesity
- Old medical reports with poor glucose, cholesterol, or blood pressure results
- Baseline page from a food diary
- Personal story, poem, letter, or quotes
- Reminders of the money participants spent on supplies for incontinence or other obesity related health problem, prescriptions, or additional money spent on snack foods
- Ads for incontinence supplies
- Notes about the activities that were limited by your weight/incontinence

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 29 : A Look Back at Life Before Weight Loss – The Second Scrapbooking/Journaling Session

Objectives

In this session participants will:

- Continue scrapbooking/journaling by adding a page that captures their life **prior** to weight loss
- Receive an introduction to the next few sessions which focus on helping participants recognize the progress they have made since starting the PRIDE program and the positive changes they have made in their eating and exercise behaviors

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, stickers, papers, and markers)
- Bring magazines that participants can use for their scrapbooking

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Scrapbooking Session Focus: A Look Back at Life Prior to Weight Loss

Remind participants about some of the key points of the discussion at the last group session. At that time participants shared many of the negative aspects of being overweight, eating unhealthy foods, incontinence, and living a sedentary lifestyle. In this session, they will have the opportunity to create a visual image or written journal entry

about their life prior to weight loss. As in the prior scrapbooking session, remind participants that they can use pictures, words, or anything else to create this page. If any of the participants are having trouble getting started with this page in their scrapbook/journal, here are some prompts that you may use to help get them started. You can do this by walking around the room and working individually with participants who seem to be stuck.

What was most unpleasant about your weight/incontinence? Can you find some pictures of images illustrating this?

How was your life limited by your weight/incontinence before you entered this program? Do any of the things you brought to group today help illustrate these thoughts or feelings?

D. Scrapbook Wrap Up

Stress to participants that by looking back and remembering some of the negative aspects of their life prior to losing weight, they may increase their motivation to continue working on healthy eating and exercise behaviors. Generate some discussion at the end of the session.

Does scrapbooking/journaling help remind you of some of the negative aspects of being overweight?

What were some of your strongest memories from the past?

Does thinking about the past help you feel more motivated to work hard to avoid going back there?

F. Homework

1. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2. Review Homework Assignment For Next Session

Explain to participants that in the next sessions we will be “moving ahead” on the weight loss journey. The last sessions helped them look back on the past. The focus for the next few sessions will be: “Looking at yourself NOW – Time to Brag!” Stress to participants

that these sessions will focus on all the positive changes they have made since joining the PRIDE program. They will have the opportunity to “brag” to other participants about all the great eating and exercise changes they have made and their progress thus far. Prior to attending the session, encourage participants to think about the changes they are proudest of—what behaviors do they do now that they probably would not have done before?. Instruct patients to put a star (in their keeping track diary) next to positive changes that they have been making. At the next session, they will discuss these changes and “brag” to each other about their progress.

Session 30 : It's Time to Brag – a Look at you NOW

Objectives

In this session participants will:

- Begin to see themselves as someone who is a successful weight loser and/or someone who is making positive lifestyle changes
- Tell another participant about some of the positive behavior changes they are proud of making and listen while this person describes these changes to the rest of the group

To do before the session

Have materials ready:

- Interview worksheet and participant handouts
- Organize partner pairs and put name tags on “assigned” seats
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

Participants were asked to star items in their keeping track books that illustrate positive behavior changes they have been making during the program. Ask each participant to share some of the items that they starred.

B. Background information for the Leader about the rationale for the next series of sessions – this material is not to be read in group, it is just to set the framework for the LEADER

The next few sessions are designed to improve maintenance by having participants acknowledge the positive changes they have made. These sessions are drawn from several theories that all suggest the importance of recognizing these positive changes. Rothman, for example, suggests that the decision to change a behavior is based on expectations about future outcomes, whereas the decision to maintain behavior is based on a person's satisfaction with the outcomes they have obtained. A goal of these sessions is therefore to increase participants' satisfaction with the outcomes they have already attained. A second theoretical perspective related to these sessions is "self-presentation"; presenting oneself in a positive light helps people see themselves in this new way; they begin to internalize a new identity and feel "dissonance" if they don't maintain the change. Finally, the sessions are also based on the evidence that others can see how much a person has changed before the person sees the changes. Hearing what the others have to say can thus help make the person recognize these changes.

C. Session Overview

Explain to participants that this is the first of a few sessions to help participants begin to acknowledge all the positive changes (weight loss, healthy eating, and/or increased physical activity) that they have achieved since beginning the program. After a general discussion, participants will break off into pairs to begin sharing their "successes" with another group member.

Explain to participants that if they begin to view themselves and describe themselves as a "successful weight loser", "a healthy eater", and/or a "regular exerciser," they may work harder to live up to that reputation. In other words, if they start to go back to old, unhealthy behaviors, they may feel uncomfortable. This often leads back to positive behavior changes.

Be sure to stress that weight loss is only one measure of success. Some participants may not have experienced significant weight loss thus far in the program. Help these participants acknowledge the successes they have made in terms of eating and exercise. Stress to them that they still have 12 months in the program to achieve weight loss success.

This is our first session in the next series "Time to Brag – a Look at you NOW." The goal of these sessions is to take time to acknowledge the many positive changes you have made since beginning the program. For some of you it's changes in the way you eat, for others it is an increase in physical activity, for others it is successful weight loss. For many of you, it is all three! You should be very proud of all the changes you have made.

One of the things that we are going to begin to work on with you today is to start seeing yourself as a SUCCESS. We will talk about this as a group and then you will also have the chance to break off in pair and “start BRAGGING!”

When you view yourself and describe yourself as a success, it helps you feel as though you need to live up to your reputation. When you slip back into old eating or exercise habits, you may feel uncomfortable. These behaviors don't jive with the new you and your successful identity. The result? You feel more motivated to resume your healthy eating, exercise and weight loss/maintenance behaviors.

Remember even if you have not experienced a significant amount of weight loss success thus far in the program, there are many other positive changes that you have made. Think about changes you have made in your eating and exercise. Think about any activities of your daily living that have become easier – things like climbing the stairs without getting out of breath or more energy to play with your grandchildren.

D. Partner Interview

The remainder of the session is going to be spent by participants interviewing each other about their success and then sharing their partner's story with the rest of the group. Divide the participants into pairs (make one a group of three if there is an uneven number.) Think ahead about the best pairing to use to help participants get to know others in the group and to mix more positive participants with others who are less positive. Assign seating at the start of the session so that participants are seated next to the partner. Instruct the participants to use the interview worksheet to ask their partner about the positive changes they are most proud of having made during the past six months. Encourage them to take notes while their partner speaks so that they can accurately share the person's story with the rest of the group. Each person will be interviewed for three minutes and the group leader will be the “timekeeper,” informing them of when to switch.

Now I am going to put you all in groups of two. The goal of the next 10 minutes is for each of you to have the opportunity to “brag” a bit about your success. I am going to pass out a worksheet with questions to ask your partner. We are focusing on what makes you different than you were six months ago and the eating and exercise changes you are most proud of. Each of you will be interviewed for three minutes and then you will switch places. Be sure to take notes while your partner answers the questions. That way you will be able to accurately share their responses with the rest of the group. Try to really get your partner to tell you a lot of information. Great ways to do this are to ask probing questions such as “tell me more about that” or “how did you feel about that?”

After giving the participants instructions, pass out the worksheets and let them begin their interviews. After three minutes give the signal to switch places. After another three

minutes, reconvene the group. Begin having each participant share their partner's responses one at a time. During the presentations, write down any examples of "Yes, But" comments, in order to use these as illustrations at the next session. It is expected that all interviews will be completed during this session, but if this is not accomplished, the rest can take place at the next session.

E. Session Summary

End the session with a discussion about how it felt to "brag" to another group member. Explain to the participants that sometimes by "talking the talk" it becomes easier to actually "walk the walk" or in other words, they feel motivated to live up to the behaviors they are talking about. Also ask them what it felt like to have another group member talk about their success.

How did it feel for all of you to "brag" in the group today? Is it easy or difficult to talk about all of your achievements? As we talked about, sometimes it helps to "talk the talk" and discuss your new health behaviors with people. It may motivate you to want to live up to the behaviors, or "walk the walk!"

What was it like to hear someone else talk about your achievements?

F. Homework

1. Review Homework Assignment For Next Session

Explain to participants that this week we want them to ask a friend or relative or another member of their weight loss group a series of questions about the changes they have noticed in the participant. Explain that this may help the participant begin to see herself in a new light. Refer participants to the homework assignment sheet and briefly review it with them.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight.

Interview Worksheet – Lesson 30

Take the next few minutes to interview your partner and then have her interview you. Please ask the questions listed below. When you are done, you will share your partner's responses with the group. **So, it may be helpful to make notes of her responses, so that you don't forget anything!**

After she answers a question you may want to probe for more detail, you could ask:

- ❖ *"Tell me more about that";*
- ❖ *"How did you feel about that?"*
- ❖ *"What happened as a result of that?"*

If you get stuck, put up your hand and the leader will come help you.

1. Describe a time when you felt proudest of yourself as an exerciser...
2. Describe a time when you felt proudest of yourself as a healthy eater...
3. Describe what you feel proudest of about your participation in PRIDE.
4. Tell me something that someone has said to you about your exercise, eating habits, or healthy behaviors that made you feel as though you'd really accomplished something.
5. Tell me about a time when you did or said something that took you by surprise and made you think to yourself, "Wow, I really have changed"
6. What about something that you're doing now that shows that you're a different person than you were last year (e.g., I am now willing to wear a bathing suit in public...) Or where you can say, "_____ is something I'm doing now that I used to think was just for other people, not me".

Session 31 : “Yes, I am changing, but....”

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Objectives

In this session participants will:

- Learn to recognize “Yes, but” thinking
- Understand the negative role “Yes, but” thinking plays in recognizing success
- Discover ways to change “Yes, but” thinking to something more positive

To do before the session

Have materials ready:

- Participant handouts

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track and family/friend interviews

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this. Also check in with the participants about the experience of interviewing a family member or a friend about the changes they have made.

I'm going to ask each of you to share with the group a little bit about your homework this week. What changes had your family and friends noticed? How did it feel to have them describing the changes they have seen?

B. Session Overview

Tell the participants that we are going to introduce the concept of “Yes, but” thinking in this session. Explain that often when people look at the positive changes they have made instead of focusing on all the positive things they have done, they focus instead on *how much more there is still left to do*. For example, “Yes, I did lose 20 pounds but I still have another 40 to go.” The other thing people do is to minimize their success. An example of this is “Yes, I accomplished that but it’s not such a big deal.”

Both of these forms of “Yes, but” thinking can undermine continued behavior change efforts because this type of self-talk is discouraging, discounting and disruptive. The goal of the session today is to help participants recognize when they may be doing “Yes, but” self-talk and to teach them strategies to change this self-talk to something more motivating and accurate. Stress to participants that it is important to recognize all the changes they have made even if there is still more to accomplish.

Today I’m going to introduce the concept of “Yes, but” thinking. Often when people think about the positive changes they have made instead of focusing on all that they have achieved, they think more about what is still left to do. The other thing people do is to minimize their success. This is how “Yes, but” thinking sounds: “Yes, I did lose 20 pounds, but I still have another 40 to lose” or “Yes, I walk everyday but for only 15 minutes. That’s not such a big deal!”

Now that we are introducing you to this concept, you may realize how often you talk this way to others or in your head to yourself. This type of thinking can undermine your continued behavior change efforts. It is discouraging and disruptive.

Thinking back on your interviews with your family or friends this week, did anyone find themselves responding with any “Yes, but” thinking?

Today we are going to help you recognize when you may be doing it as well as tools to help you change this self-talk into something that is more positive and motivating!

C. “Yes, but” scenarios

Present a few different scenarios to patients and have them discuss the scenarios. It’s key to ask them to identify what was accomplished by the “yes, but” thinking as well as how it makes the people involved feel.

Let’s start our discussion with the following non-weight related scenario. Susan and Joan are friends and the following conversation takes place:

Susan: Joan, that was a great meeting you organized. I learned SO much.

Joan: Thanks, BUT I forgot to mention...

What is “but” doing in this story?

Good answers! True, Joan isn't taking credit for having done a good job. She now may finish the conversation feeling bad about herself instead of hearing the positive comments that Susan made.

Here is another example perhaps you can even better relate to:

Susan: Joan, you look great! You have really been successful at your weight loss program.

Joan: Thanks, I have lost 20 pounds, BUT I really want to lose another 10!

Again, what is the BUT doing in this sentence?

How would you feel if you were Joan after giving the response?

Right, negative instead of positive!

How do you think Susan would feel? How do you think she may respond?

Right, she may say things like, "You really don't need to lose anymore weight, you look great!" or "WOW – you lost 20 pounds! That is great.

Susan may also be left feeling bad after this exchange. She may feel like her compliment was not taken seriously or that she made her friend feel bad when she meant to make her feel good.

D. "Yes, but" examples from the group

Generate a discussion with the group asking them for their own examples of "yes, but" thinking. If they do not come up with any, give them a few more weight, eating and exercise examples. Ask them to think about what is negative about "yes, but" thinking. Also ask if it is ever helpful. Some participants may suggest that it keeps them striving for more, or aiming high. Encourage them to aim high, but also to acknowledge all the progress they make along the way.

Talk about the example of a glass being half full or half empty, stressing that you can look at the same thing two different ways – the positive or the negative.

Can anyone share an example with the group of their own "Yes, but" thinking? Do any of you remember using "yes, but" during the interview you did with a friend or family member this week?

If people don't have any ideas use these:

Here are a few more examples:

"I wore a size 20 at my heaviest; now I have reduced to a size 12, BUT I really want to be at an 8."

"I walk 10 minutes every day, BUT I really should walk longer."

"I ate a healthy dinner last night, BUT I should do that every night."

How does saying "Yes, but" make things more difficult for this person?

Very true, it can be very discouraging to always look at the negative. It is important to also give yourself credit for what you have accomplished.

When might it be helpful to use "Yes, but" thinking?

Interesting. Some people do say that it helps them to set high goals and to keep striving for them. We agree that it is important to aim high, but it is also important to recognize the progress that you have made and to be proud of your accomplishments.

It is like the question of if the glass is half full or half empty. Both ways of looking at it are technically correct. One is a positive way of looking at it and the other is negative. If you always just emphasize how much you have left to accomplish it can be very discouraging. It is important to give yourself credit for what you have accomplished. At the same time, you can also be aware that there is still more to accomplish.

D. "Changing "Yes, but" thinking

The rest of this session is going to focus on changing "yes, but" thinking. This is done in two steps. The first is to emphasize and expand the yes. The next is to change the "but" to an "and." Provide different examples to the group.

Now we are going to focus on changing this "yes, but" thinking. There are two parts of this process. The first is to spend more time on the yes part of the sentence. The second part is to change the "but" to an "and." Let me give you some examples of how this works.

We are going to practice helping each other expand the YES part of the sentence. The way to do this is asking each other for more information. So in the example "I ate a healthy dinner last night, BUT I should do that every night." You can ask the person to tell you more about the healthy dinner or how it felt to eat a healthy dinner.

The next piece is to change the "but" to "and." In this example, you could say, "I ate a healthy dinner last night. I really enjoyed the low fat pasta dish I tried AND I think I'm going to try and eat healthy a few more nights this week.

This is another way of saying what you still hope to do, but it is a more positive way of doing so.

Let's take a few minutes and practice changing "yes, but" thinking to "yes, and" thinking. Why doesn't someone start by making a "yes, but" statement and then as a group we can get you to expand the yes and then change the "but" to "and." Any volunteers?

E. Session Summary

Wrap up the session by reviewing with patients the downside of "yes, but" thinking. The goal is to shift away from this negative type of thinking. The first step in changing this behavior is becoming aware that they actually do the behavior. From there participants are encouraged to do two things to change this type of thinking. The first is to expand the yes part of the sentence, and talk more about the positive things that they have done. The other part is to stop saying **but** and say **and** instead. This is another way of saying what you still want to do but it is more positive.

We have talked today a lot about "yes, but" thinking and why it is detrimental to long-term success. Hopefully now you will notice when you are doing it and you have some tools for changing it as well.

I want to close by saying that PRIDE views the whole weight loss effort as a journey – each step is a milestone on that journey. The old Chinese proverb says that a journey of a thousand miles begins with the first step. If you were driving from New York to California, you would mark your progress along the way. You would feel good about your progress when you hit Chicago or Nevada. That would be far more positive than focusing on how much further you still had to drive. In the same way, in order to make progress in your weight loss journey, it helps to feel good about the steps you are taking along the way to your eventual destination.

F. Homework

1. Review Homework Assignment For Next Session

The homework for these next two weeks is to identify times that participants use "yes, but" thinking. Ask participants to keep track of times they catch themselves. This can be in the keeping track book or on a separate piece of paper. Ask participants to work on changing their "yes, but" thinking. Have them work hard to expand the yes and change the "but" to "and."

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2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day

- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 32 : Talking the Talk; Walking the Walk

Objectives

- Explore the idea of what it takes to develop a new identity.
- Discuss how “acting the part” or “walking the walk” relates to the development of the participant’s emerging identity as a healthy eater and exerciser
- Discuss with the group the positive changes in diet and physical activity that they have seen in others.

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues that may emerge related to this.

Ask participants if they noted some times when they used “Yes, but” thinking. Have them describe these situations and discuss how it made them feel. Ask participants if they were able to focus more on the Yes part, and substitute AND for BUT.

B. Session Overview

Explain to participants that in this session we will talk about what it takes to develop a new identity. We will explain the benefits of “acting the part” or “walking the walk” as a way to develop a new identity. Group members will discuss examples of people they know who have made major changes in their diet and exercise behaviors and successfully changed their identity.

C. Developing a New Identity

Discuss with patients what it takes to develop a new identity. Good examples to begin the discussion are “how does a new grandmother come to view herself as a new grandmother?” or “how does someone who just started playing golf come to see themselves as a golfer?” Stress to participants that sometimes by *doing* the behavior first, an identity is created. For example, in the case of the grandmother, it is only after visiting the grandchild, playing with the grandchild, talking about your grandchild, and the grandchild calling you “grandma” that a woman identifies herself as a grandma. Then

discuss with the group the process by which an actor takes on a new identity or role. Often the actor will watch others in that role to see how they talk, move, and dress. Then the actor will try to adopt a new speaking voice (or accent), walk in a different way, and dress in a new way. Slowly the actor takes on the identity of the character they are playing. (Note—If the group is having difficulty with the actor analogy, the leader could move to Section C and use that to introduce these concepts).

What do you think it takes to develop a new identity? In other words, how do you start to see yourself as a successful weight loser, a healthy eater or a regular exerciser? One way to begin thinking about this is to explore a non-health related issue to answer the question.

What type of things may make a new grandmother feel like a grandmother?

Great answers! Things like visiting the grandchild, talking about the grandchild, playing with the grandchild, and the grandchild calling you “grandma.”

*For many people **doing** the behavior first helps create the new identity. The same may be true when someone takes up a new sport. How does someone who is starting to play golf see herself as a golfer? It may be when she plays several times a week or after buying golf clubs or other equipment. Dressing like a golfer makes her start to see herself as a golfer. Others also start to see the person as a golfer and that reinforces the new identity.*

*Another way of thinking about this is to consider how actors take on new identities for the roles that they play. Many times, they need to adopt completely new physical features, speaking voices (accents), movements, clothing, and ways of interacting with others- so much so that they become unrecognizable as their true selves (e.g., Nicole Kidman in *The Hours*; Oprah Winfrey in *Color Purple*). Can you think of other examples of actors who totally transformed themselves for a role?*

Good answers. Actors often learn to play a new role by watching others in the role, and seeing how they talk, move, and dress. Then they try to copy what they have seen and keep practicing until they can walk and talk like the other person. Slowly they begin to completely take on the identity of the character they are playing.

Next, capitalize on this acting analogy and ask participants how they would act the part if they were to fully embrace the role of a healthy eater. Then ask about the role of a regular exerciser. The group leader can write the responses on the board or divide group into 2 smaller groups and have some answer the question for healthy eaters and the others for exercise.

Let's apply this analogy to acting the part of a healthy eater. If you were to fully become that person, what would you look, sound, and act like? What would your lines be? What props might you have around the house to support this identity? Now let's do the same thing for regular exerciser. If you were to fully become that person, what would you look,

sound, and act like? What would you wear? How would you walk? What would your lines be? What props might you have around the house to support this identity?

Ask participants which of these behaviors they are already engaging in. Use this discussion to help them see that they are already developing the identity of the “characters” they just described. Ask participants if they realized that their identities were changing. This may lead to a discussion of why it is hard to change one’s identity and the tendency to go back to the old identity (e.g., continuing to go to plus-size department after one’s size has dropped, choosing the chair without arms even though one can now fit into a smaller chair). It could also lead to a discussion of what stops them from purchasing some of the props (e.g. they may not want to buy exercise clothes because they are afraid they will not keep up their exercise). Remind participants that sometimes behaviors change more quickly than identities do- it takes a while for the brain to catch up.

Think about your own behaviors. Are you already doing some of the behaviors you just described? Have you bought some of the “props”? Which behaviors and props do you still need in order to more fully act out your role as a healthy eater and regular exerciser? What keeps you from buying some of those props?

Is your new identity developing as quickly as your behaviors are changing? Keep in mind that it takes time to develop a new identity. In fact, even after people have changed, they often continue to see themselves in their old identity—for example going to the plus size clothes after you have lost weight. Little by little, if you keep doing the new behaviors you will begin to see yourself in the new role.

C. Recognizing changes in others

Recognizing that others have been able to make major changes in their lifestyle and changed their “identity” in terms of physical activity, diet, or weight can be inspiring. Ask participants to describe examples of people they know who have developed a new identity, made major changes in their diet or physical activity and might inspire others that they can also make such changes. This might include someone who developed diabetes or had a heart attack and drastically changed his/her diet or a former “couch-potato” who gradually became a runner. Examples might include another member of the group who has made impressive changes in some aspect of her behavior. If the group cannot provide examples, the leader should discuss someone they know who has made such changes or select a magazine articles about such changes.

Key points to probe for are: Why did the person make the changes? How did the person make the transition to the new identity or become a “new person”? How does the person “walk the walk and talk the talk” related to this new identity? Ask the participants what they admired about these changes. Discuss the fact that others often see changes a person has made or see a person’s “new identity” before the person themselves recognizes the

changes. The group might then discuss why they think it is easier to see changes in others than in themselves.

D. “Acting the Part” with Family and Friends

Explain to participants that one way to create/strengthen their identity as a success is to practice “acting the part in the company of others.” They can do this by using any opportunity they can to tell family or friends about the positive changes they are making. For example, sharing a new kitchen gadget they discovered that allows them to easily measure or weigh their foods, talking about how they modified a recipe to make it low fat, sharing new information they learned in the PRIDE program, or mentioning some new exercise equipment/clothing that they purchased. This is going to be one of the homework assignments for this week. For now, have them each practice this for a minute or two with the person sitting next to them.

One great way to strengthen your identity as a successful weight loss maintainer, exerciser, healthy eater, or possibly all three is to talk to family and friends about all the positive changes you are making. You may want to talk about new foods you buy, routes you walk or exercise classes you attend. This week as a homework assignment, we are going to ask you to do this with a family member or friend. For now why don't you get a little practice by talking for minute with the person sitting next to you. After you finish “acting the part” have your partner do the same.

How did it feel to “act the part?” Can you see how “acting the part” might help you change your identity?

E. Session Summary

Summarize the key things that were talked about in group today. Emphasize that “acting the part” of a healthy eater, exerciser and successful weight loser is important in developing their new identity.

F. Homework

1. Review Homework Assignment For Next Session

Explain to participants that the homework for this session is to practice “talking the talk” which helps to create/strengthen their identity as a success. For homework, they should talk to a friend and/or family member about some aspect of their new identity.

The other part of the homework is to bring in items for the next scrapbooking/journaling session.

There are two things we would like you to do for homework this week. One is to talk to a friend or family member about some aspect of your new identity. For example, you might talk to a friend about recipe modifications you have made or some new exercise

equipment/clothing that you purchased, or new walking route you discovered. Acting the part will help you begin to accept your new identity. Think a bit about whether you think you have taken on a new identity. If you don't quite feel that you have become a "new" you, think about what it might take for you to reach the point where you feel that you have a new identity.

The other part of your homework is to bring in materials for the next page of your scrapbook/journal. This page will be about your new identity as a successful weight loser/healthy individual. You should think about scrapbook items, stories, quotes that reflect your emerging identity as a successful weight loser/exerciser. You might want to write a journal page about your changing identity or bring in a leaf from a walk you took, a page from your Keeping Track, a label from a healthy new food you tried, a photo showing you being active.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 33 : I am a successful weight loser/healthy individual – The Third Scrapbooking/Journaling Session

Objectives

In this session participants will:

- Work on their scrapbook/journal by doing a page illustrating how they are a successful weight loser/healthy individual/exerciser
- Receive an introduction to the next group of sessions that will focus on helping participants identify what values are most important to them.

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers) and journals
- Bring magazines participants can cut images from
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Review Homework Assignment on “Talk the Talk and Walk the Walk”.

At the last session, participants were asked to talk to a friend or family member about some aspect of their new identity (e.g. sharing a low-fat recipe or exercise tip). Ask participants about this experience.

What did you discuss with your friends and family?

How did discussing these things make you feel about your own identity?

C. Scrapbooking Session Focus: I am a successful weight loser/healthy individual

Tell the participants that the page they are working on this week will capture their new identity as a successful weight loser, healthy eater, exerciser or all three. Encourage them to include stories, quotes and images that reflect their emerging identity as a successful weight loser/exerciser. If they are doing a journal, they might want to write about the changes they have made and how it feels to be developing a new identity. If they are doing a scrap book, they might want to include a page from their Keeping Track book, a label from a healthy new food, or a photo showing them being active. Walk around the room and help people individually that seem to be having difficulty.

C. Scrapbook Wrap Up

Generate some discussion at the end of the session about this scrapbooking/journaling experience.

Over the past few sessions we have talked about a lot of different things to help you strengthen your identity as a successful weight loser/healthy eater/exerciser. By talking about this new identity and actually doing the behaviors, you begin to see yourself in a new light. Your actions make you want to live up to this new image.

Tell the group a little bit about your page and why you selected what you did? Did the creation of this page or writing in your journal strengthen your identity even further?

F. Homework

1.Review Behavioral Goals

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2.Review Homework Assignment For Next Session

The next group of lessons is about exploring the key principals and values that are important to the participants. We will begin to think about how these guiding forces impact decisions related to eating and exercise. Participants will be given a handout to review before the next session to start thinking about this topic.

The next set of lessons focuses on exploring the values and principles that are most important in your life. Your homework is to begin thinking about what values are most important in your life. Later we will discuss how these values might influence

your eating and exercise decisions. I am going to pass out a handout for you to look at before the next session to get you thinking about this topic.

Session 34: Identifying the Most Important Values in your Life

Objectives

In this session participants will:

- Identify the things (values) that are most important to them
- Explore how weight management fits in with these values

To do before the session

Have materials ready for activity and demonstration:

Markers

Large colored address labels

Small circular colored dots

Values graphic

Large glass jar with a wide mouth, several fist-sized rocks (more than will fit in the jar,) some gravel, some sand, and a pitcher of water.

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues that may emerge related to this.

B. Session Overview

This session will help participants identify what they value the most in their lives. From there, participants will explore how well their actions match what they value. Then participants will explore how weight management fits into this value structure.

C. Understanding Values

Explain to participants that values are the guiding forces in their daily lives. There are many different ones, but a few to get them thinking include:

Commitment- to make enduring, meaningful commitments
Achievement- to have important accomplishments
Dependability- to be reliable and trustworthy
Family- to have a happy, loving family
Health- to be physically well and healthy
Leisure- to take time to relax and enjoy
Responsibility- to make and carry out responsible decisions
Strength- to be physically fit and strong

Begin a group discussion about what are their top values. Make sure participants clearly define what they mean by the values they name.

Values are the big picture things that guide your daily life. They are the things that are most important to you. Values often guide the decisions that you make. There was a list of different values on your handout last week including: commitment, achievement, dependability, family, health, leisure, responsibility, and strength. Were any of these key values for you? Were there others that you added to the list? What does that specific value mean to you?

Participants are now going to participate in an activity to continue their thinking about their values. (See example of the finished Value Graphic at the end of this session so that you understand what the participants are creating). Pass out big mailing labels, small circles, and the Values graphic. The specific steps of the activity are detailed below, but briefly they are as follows: Ask participants to write down on the labels the things that they value the most. Have them write one value on each sticker. These values will then be placed on the "Values graphic" handout. Values that relate to or help support weight management are placed touching the weight management circle. Those that do not can be placed on the sheet away from the circle. Then the participants use the little circles to write down how they spend most of their time. These circles should then be placed on the values that they reflect. Anything that they do that does not support a value should just be placed on a blank area of the sheet. Participants are then asked identify one of the values they wrote down and tell how weight management fits into that value.

Let's do a little exercise to make this even clearer. I'm passing out a few different things to you: large mailing labels, small circles, and a sheet that says values on the top and weight management within a circle (the Value Graphic). We are going to do several things with these materials.

PRIDE
Counselor's Manual

1. *What I want you to do first is to write down the things you value the most on the large mailing labels. Write down one value on each label. Use as many labels as you need.*
2. *Now we are going to think about how you spend your time and the choices you make daily. Think about a typical day. Using the small circles, write down the different activities that you do. Things on the dots may include housework, work, exercise, going to church, and so on. Think about how you spend your time on typical days. Remember to think about both weekdays and weekends.*
3. *Now let's put the big labels on the handout. Place any of the values that fit in with weight management touching the circle. Place values that don't seem to fit with weight management or conflict with it outside the circle. Now place these activity circles on the value that they reflect. If they do not reflect a value, place them on a blank area on the page.*

Begin a discussion with the participants about whether the values they endorse are reflected in how they spend their time. Explain to participants that it is important to examine how what they “say” compares with how they “spend their time.” For example, someone may say it is important to be healthy, however, they do not make the time for food planning, food shopping, healthy cooking or exercise.

Looking at this piece of paper, how do you think your values correspond to how you actually spend your time? Do you back up your values with the activities that you do? Are your behaviors really helping to further a goal or a value?

4. *Now I want you to think about how the changes you are making in your eating and exercise and your desire to lose weight fit with these values. Weight management may fit with some values but seem to be in conflict with others. For example, if you value health and you value family – taking time to exercise may help with health but it may take away time from family time. Let's go around the room, and I would like each of you to talk about one of your values and how it fits with or conflicts with weight management.*
5. *It is hard when weight management seems to conflict with a basic value because you can't seem to satisfy both. Can any of you think of solutions for this? For example, you might want to involve your family in the exercise with you by all taking a hike in the woods—then time spent exercising won't conflict with your basic value of family. How about other examples of conflicts? How might you solve or lessen these conflicts?*

D. Conduct Rock Demonstration

Tell the group it's time for a quiz. Take out the glass jar and rocks (keep the gravel, sand, and water pitcher hidden) and ask the group, "How many of these rocks do you think we can get in the jar?" Take some guesses, then say, "Let's find out." Put as many of the rocks as will fit into the jar. Then ask, "Is the jar full?" After the group responds, pull out the gravel. Dump some gravel in and shake the jar. Ask again, "Is the jar full?" After the group responds, pull out the sand and shake the jar again. "Is the jar full?" After the group responds, pull out the pitcher and fill the jar with water. Then ask, "Well, what's the point?" Someone may say, "If you really work at it, you can always fit more into your life." But that's not the real point. The point that you want to focus the discussion upon is "If you hadn't put the big rocks in first, would you have ever gotten them all in?" If someone in the group brings this up, follow up on the point. If no one brings it up, then ask the group this question.

Move the discussion to the fact that those "rocks" represent the key values that the participants just identified. The key point is that they have to make them a priority, and put them into their day **first** to make sure there is enough room (or time) in the day for those things. Stress to participants that unless the time is protected for certain values, such as taking care of their health, other things may get in the way. Ask participants to describe some times when they have been careful about making sure their most important values get top priority in their day. Then ask them to describe some times when they did not fit their value in first and found that what they value ended up falling through the cracks.

Participants may be concerned that if they pursue some of their big "rocks" or values (like taking care of their health), there may not be enough time available to pursue other important values such as spending time with family and friends. Ask participants to think of ways they can insure that all of their values get attention.

E. Session Summary

Today we discussed identifying the values that are most important to participants. Each person was then encouraged to see how well their actions match up with their stated values. We also discussed how weight management fits in with their important values.

I hope that you found this session interesting. The first thing we did was to help you see visually what you value the most. We also asked you to think about how your efforts to manage your weight might fit with some of these values but might conflict with others. It is important to think about how you can reduce any conflicts that you see between weight management and your basic values. Then we discussed the way you spend your time. . Sometimes we don't spend our time in ways that most support our core values. I think the rock demonstration makes it quite clear that it is important to take care of the things that matter most to you first. If you don't you may not find the "room" or "time" for them in your life. It is interesting to think about what you say is most important to you and then to look at how you structure your life and spend your time.

F. Homework

1. Review Homework Assignment For Next Session

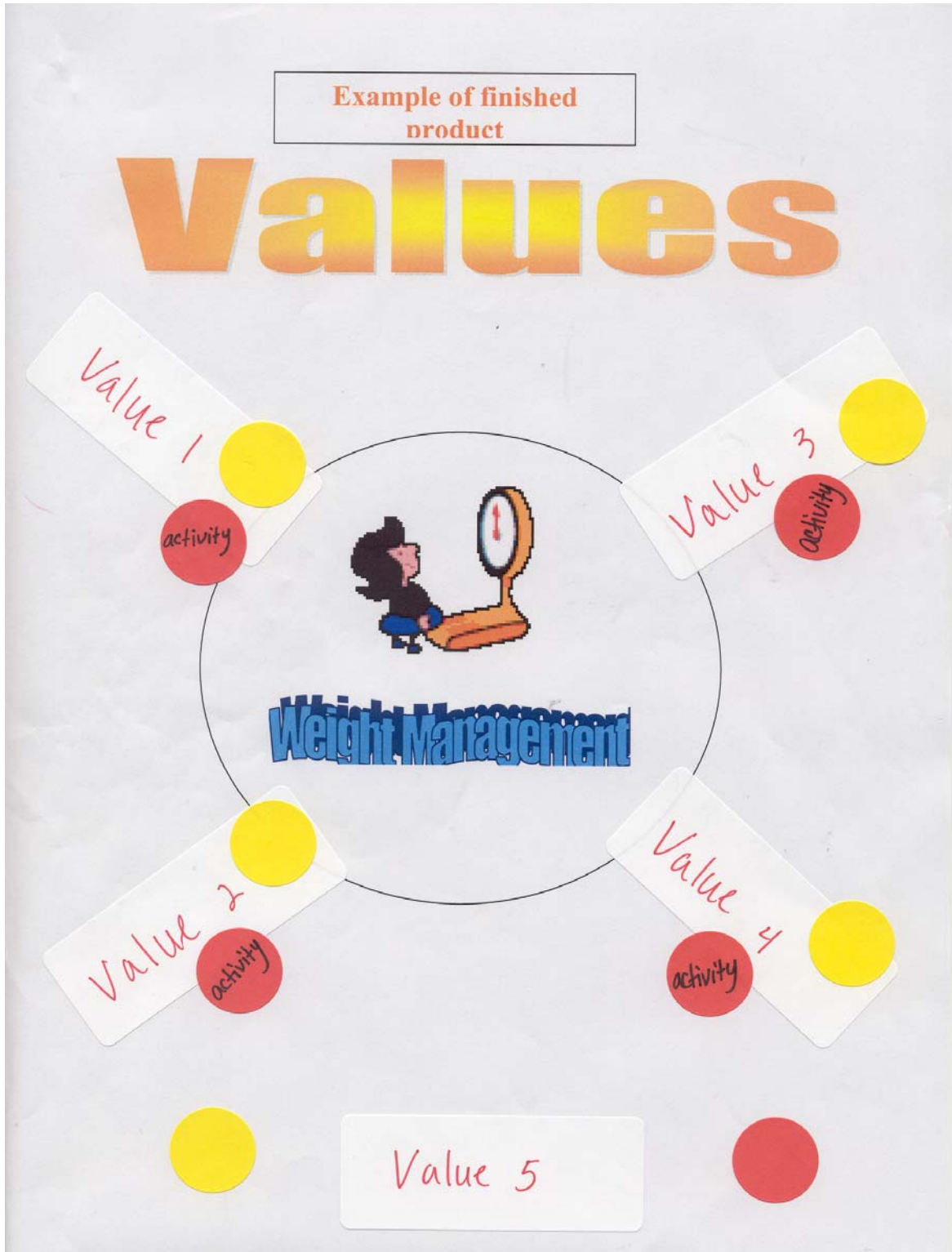
The next session is a scrapbooking/journaling session. Bring in items, pictures, and words that reflect your important values.

2. Review Behavioral Goals

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight.

Values





Session 35 : Values – The Fourth Scrapbooking/ Journaling Session

Objectives

In this session participants will:

- Work on their scrapbook/journal by doing a page illustrating the things they value most
- Receive an introduction to the next group of sessions focusing on the importance of taking time out for pleasurable activities and caring for themselves (and not just others!) for meeting long-term goals.

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers) and journals
- Bring magazines participants can cut images from
- Determine who or how many participants will present their activities at the next session and who will present at the following session

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Scrapbooking/Journaling Session: Focusing on values

Tell the participants that the page they are working on this week will capture images of the things that they value the most. Encourage them to include stories, quotes and images that reflect their top values. Explain to participants that as they learned in the last session, their behaviors **may or may not** match up with their values. Ask participants if they made any changes based on this discussion from the last session. Encourage participants to talk with the others in the group about the things they are putting on their scrapbook or journal page. Walk around the room and help any participants who seem to be having difficulty.

C. Scrapbook Wrap Up

Generate some discussion at the end of the session about this scrapbooking/journaling experience.

These past two sessions have challenged you to think about what you value the most. We also spent some time in the last session exploring how the way you actually spend your time matches with what you value the most. For some of you, your behaviors really didn't reflect your values and for others they did. Have any of you made changes in how you spend your time or plan to make any changes since our discussion last time?

Let's go around the room for a few minutes and each of you can share with the others why you picked some of the images on your page or discuss what you wrote about in your journal. It will be important to look back at this scrapbook page or your journal entry from time to time to remind yourself of what is most important in your life.

D. Rationale and Overview of the next sessions

Explain to the participants that the next group of lessons focuses on **“taking care of yourself.”** For many women, this is a difficult concept. They are usually so busy caring for **others** instead of themselves. Explain to the group that by taking care of themselves, they will be better able to achieve their personal goals.

*The next few sessions are going to focus on “taking care of yourself.” For many women, this is a difficult concept. Women are often busy caring for **others** instead of themselves. One of the many reasons to care for yourself is that the healthier you are, the better able you are to achieve your personal goals. During the next 2 sessions we are going to ask each member of the group to tell the other members of the group about an activity that you really enjoy doing. This activity might be something that you do now or have done in the past. We are going to have you tell about it in a way that may inspire other group members to try this activity. In a way you are “selling the others” on a new activity. You may talk about knitting, a book club, hiking, collecting teapots...anything you are passionate about doing. You will have about 10 minutes to tell others about the activity. Be sure to bring your “props”(pictures, actual items, or slides) to best illustrate your activity. Half of you will present at one session and the rest of you will share your activity at the meeting after that. Assign some participants to present at the next session and some to present the following time. (Assign extras for the first session in case some forget or do not attend). Emphasize the importance of attending these sessions both to present and to hear the presentations. Meet with those participants who will be presenting at the next session for a few minutes after class (or call them during the week) to make sure that they understand the assignment. Refer them to the specific questions in the homework assignment and encourage them to bring “props”.*

F. Homework

1. Review Behavioral Goals

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Formatted: Bullets and Numbering

2. Review Homework Assignment For Next Session

As discussed earlier in the session, some of the participants are going to tell the group about an activity they enjoy doing. Encourage them to bring in anything to illustrate the components of their activity (kind of like a big session of show and tell!).

Session 36: Taking care of YOU

Objectives

In this session participants will:

- Understand the benefits and importance of taking time for themselves to engage in activities they find enjoyable
- Learn that by better taking care of themselves, it may help them to feel better overall and contribute to achievement of long term goals
- Share with the other group members information about an activity they enjoy doing

To do before the session

Have materials ready:

- Participant Handouts

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Session Overview

This session introduces the concept of “taking care of yourself”. This may be a hard concept for women who are typically used to taking care of others. The session presents 2 ways of taking care of themselves—first, through small self-care activities and secondly by having hobbies or other pleasurable activities in their lives. About half of the participants will then present on their own enjoyable activities. Each participant should have about 10 minutes for the presentation and for others to ask about the activity.

C. The Importance of Self-Care and Enjoyable Activities

First explain to participants what is meant by an enjoyable activity and let them know it can be something little (like reading a book) or something much more involved (like ballroom dancing lessons.)

Discuss with participants that there are many important reasons for making room in their lives for regular self-care and pleasurable activities. Some people turn to food when they are looking for comfort, distraction, or to relieve stress. Having an activity to turn to instead can fill this need.

Another benefit may be to add “fullness” or “added value” to your life. Having something you feel passionate about may contribute to a greater overall positive feeling about yourself. This may spill over into treating yourself better in terms of healthy eating and physical activity.

Check in with participants to see if they can think of additional benefits about having activities in their life they feel passionate about.

Address the issue of the barriers that people may have for adding in activities they enjoy into their days.

First let's talk a little bit about enjoyable activities. There are really two different types of pleasurable activities. One type of activity might be called “self-care” activities—by adding small pleasant things into your day and/or just taking out time for yourself you are doing “self-care.” Can you give me some examples of self-care activities? (Note—self-care activities would include reading a book, talking on the phone to a friend, or leaving work on time). The other type of enjoyable activity is something bigger—like a new hobby or a more major regular pleasurable activity. Can you give me some examples of that type of activity? (Note--A few examples of this are knitting, quilting, ballroom dancing, hiking, collecting something, joining a book club, or photography.) The key feature about the activity is that it is something you enjoy doing and that you feel renews or relaxes you. Both small self-care activities and the larger ones are important.

Note to leader: If the group mostly identifies sedentary activities, you may want to prompt for more “active” self-care activities. *There are many good reasons for adding both small self-care activities and ongoing hobbies or enjoyable pleasures into your days. (Have group generate these reasons).*

Self-care is important because you are important. Often life can feel like one long “to do” list. It is important to put YOU on that to-do list. It doesn't mean being self-centered at the exclusion of others. It means realizing that you are worth taking care of. Without self-care you will be running on “empty” and will get burned out. Changing your diet and exercise to make yourself healthier is a form of self-care; because you take yourself seriously, you take your health seriously.

Often times people turn to food when they are bored, need a distraction, or feel stressed. Wouldn't it be great to have other ways to "self soothe", become energized, or cope? This is one role that pleasurable activities can fill. Eating does not have to be the go-to response in these situations.

Another thing that can happen by cultivating a special interest is that it can add "fullness" into your life. This may make you feel better in general, which can spill over into healthier eating and more physical activity.

What other benefits to including time for activities you enjoy into your days can you think of?

So...with all these positive reasons for taking time out for YOU, what are some of the things that get in the way of doing so? (Generate a list). Those are many of the common reasons...time, feeling guilty or feeling selfish.

One issue that some people may find hard is that to make time for pleasurable activities and hobbies, other responsibilities may need to be delegated to other family members or friends. How do you feel about that?

Often women neglect themselves at times in order to take care of or "be there" for others. Think about this...What would happen if you didn't take care of yourself? How would some of your top values that you spoke about in our last sessions be affected? Thinking about this may help you realize that taking time out for yourself is not only ok, but actually very important for fulfilling what you value most.

C. Finding Self-Care and Pleasurable Activities

Explain that if people do not do these types of activities on a regular basis, it may be hard for them to generate ideas of enjoyable activities. Others may be in a rut with their activities and could use a little extra spark of new ideas. Two things we are going to do in this session will help. The first is to generate a large list of pleasurable activities as a group. Then each participant in the group will talk about one thing that they are passionate about. We will get to half of the group this week and the other half in our next session.

As a group let's create a big "laundry list" of options. We will generate a list of small self-care activities and then a list of the bigger activities or hobbies. If you don't engage in these types of activities often, it may be hard to generate a list of enjoyable activities to do. One way to do this is to think back to a time where you had less responsibility such as a job and/or family. At that time, what did you like to do for fun?

The group leader should generate a list of self-care activities and then a list of enjoyable activities or hobbies. The group leader may find it helpful to look over the homework handout list prior to the session for ideas.

Next we are going to have each of you tell the group a bit about something that you are passionate about doing or something that brings you pleasure. Who would like to go first?

Some prompts that you may use while participants are sharing include:

What about that activity do you like?

How does it help with your weight loss efforts?

In what ways does this activity bring you pleasure or positive feelings? What other things that you do or might consider doing also make you feel this way? The reason that I ask these questions is that if you can figure out what it is you like about these activities, you may be able to find others that bring you similar feelings.

Have half of the group present this week and then rest of the participants will present at the next meeting.

Thank you so much for telling us about all of your interesting activities! I think this gives others great ideas for different things to try. We look forward to hearing from the rest of you next week.

D. Concluding Comments

Read the passage from O (Oprah) Magazine, which is a great summary of the lesson. Also thank the participants for talking about one special thing they enjoy doing and let them know we look forward to hearing from the rest of the group at the next session.

I have to read a passage modified from O Magazine that really illustrates the take home message of this lesson very well.

“The bottom line is, you cannot lose weight until you make yourself enough of a priority to do the things you need to do to make it happen. People always say, “I have to be there for the kids,” “I’ve got too much work.” You know what? These are little lies you’re telling yourself, and they go against the laws of self-preservation, because the more whole and healthy you are, the more fully you can give to other people. And that’s the truth. I’m not asking anyone to abandon her children. I’m just saying: Put yourself at the top of the list so you can treat your body with as much care and respect as you’d give to someone else’s – and when anyone needs something from you, you will be operating from a full cup.”

This helps to illustrate the importance of making time for YOURSELF and doing things that you enjoy. The group generated some great ideas for self-care activities. The session handout includes a list of small self-care activities as well. Perhaps you can keep this list handy to remind you of the many ways you can care for yourself. This list can give you other ways to care for yourself, instead of turning to food, when you are feeling bored, need a distraction, or are stressed.

The presentations we heard today were great. They really make you want to go out and try some of the things you talked about. We look forward to hearing from the rest of you next time. After that session, we will provide you with a resource list with information you can use if you are interested in getting started in one of the activities discussed.

Homework

1. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2. Those participants who did not present during this session will be asked to present at the next session.

Session 37: Taking care of YOU (continued)

Objectives

In this session participants will:

- Share with the other group members information about an activity they enjoy doing
- Discuss whether they find their current eating and/or exercise enjoyable

To do before the session

Have materials ready:

- Participant Handouts
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

B. Session Overview

Explain to participants that the majority of this session is dedicated to finishing the presentations by patients about activities they enjoy doing. The other part of the session will focus on whether they find their current eating and exercise habits “enjoyable” and their reactions to that.

C. Presentations on Activities

Ask each of the participants that did not present in the group last week to present to the group about an activity they enjoy doing.

Next we are going to have everyone who did not share with the group at our last session have a chance to talk about something that you are passionate about doing or something that brings you pleasure. Who would like to go first?

Some prompts that you may use while participants are sharing include:

What about that activity do you like?

How does it help with your weight loss efforts?

In what ways does this activity bring you pleasure or positive feelings? What other things that you do or might consider doing also make you feel this way? The reason that I ask these questions is that if you can figure out what it is you like about these activities, you may be able to find others that bring you similar feelings.

Thank you so much for telling us all about all of your interesting activities! I think this gives others great ideas for different things to try. I will compile the information from our last session and our session today, and create a reference sheet about all of these wonderful activities.

D. Discussion of “enjoyment” of current eating and exercise routine

In the final part of this session, the group leader should generate a discussion of whether participants find their current eating and exercise habits pleasurable, and if not, whether this is bothersome to them. The discussion should include the fact that we do many things for our health that may not be particularly pleasurable—like brushing our teeth. However, we do them because the ultimate benefit is pleasurable. Some questions that might be asked are suggested below.

We have been talking about pleasure and about taking care of yourself. Which of the activities that you are doing for weight loss give you pleasure or make you feel like you're doing something good for yourself?

What gives you pleasure about these behaviors? How do you make these activities pleasurable? Were they always pleasurable for you?

Which activities feel more like a chore? Is it necessary for all of these activities to be pleasurable in order to pursue them? Do you get pleasure out of doing other self-care activities? What about brushing your teeth? If you don't get pleasure out of brushing your teeth, why do you do it?

If some of the behaviors you perform don't give you pleasure, could you change the behaviors in some way so that they would give you more pleasure? Or, could you reframe your thinking about these activities, so that they may feel more worthwhile?

This week, when you are engaging in healthy eating and exercise behaviors, think about to what extent they bring you pleasure. What about them creates the pleasure (or feeling that you are doing something good for yourself)?

E. Concluding Comments

Thank the participants for sharing with the group information about an activity they enjoy doing. Encourage them to try some of the things the others mentioned. Explain that this information will be compiled on a resource list and distributed at our next session. Remind participants to bring in materials for the scrapbook/journal page that they will create at the next session.

Homework

1. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2. Bring materials for the next scrapbooking/journal session on pleasurable activities and taking care of themselves.

Session 38: The Pleasures in your life- the Fifth Scrapbooking/Journaling Session

Objectives

In this session participants will:

- Work on their scrapbook/journal by doing a page illustrating their self-care activities
- Receive an introduction to the next group of sessions focusing on increasing their commitment to behavior change

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers) and journals
- Bring magazines participants can cut images from
- Bring resource list of self-care activities and distribute to group

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Scrapbooking/Journaling Session: Focusing on self care and hobbies

Tell the participants that the page they are working on this week will capture images of the different ways that they take time out for themselves. These should include both small “indulgences” such as reading a book or taking a bath as well as hobbies that they enjoy. Encourage them to use this page as a reminder in the future that it’s important to take time out for themselves. Having pleasurable activities as a regular part of life can contribute to a greater overall positive self-image. This may spill over into treating themselves better in terms of healthy eating and physical activity.

C. Scrapbook Wrap Up

Generate some discussion at the end of the session about this scrapbooking/journaling experience.

These past few sessions have really focused on taking time out for YOU. How have your feelings changed over the past few weeks about how this feels? What are some of the ways in which you are making more time for YOU? Is it getting easier over time? How do you feel this may be benefiting you?

Tell the group a little bit about why you selected what you did on your page to represent how you take care of yourself or add pleasurable experiences to your life.

D. Rationale and Overview of the next sessions

Explain to the participants that the next group of lessons focuses on **“commitment to behavior change.”** We will explore different ways to strengthen your commitment to keeping your exercise and eating behaviors on track over the long term.

F. Homework

1. Review Behavioral Goals

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2. Review Homework Assignment For Next Session

In your keeping track book over the next two weeks, keep track of any time you take out for self care and hobbies.

Session 39: Commitment to Weight Loss/Maintenance

Objectives

In this session participants will:

- Identify what is currently serving as their source of motivation to continue with weight loss/maintenance efforts
- Identify a weight-loss behavior that they did not think they would be able to change, but changed nonetheless (even if they are not sustaining that change) and reflect on what allowed them to do so
- Increase their commitment to specific aspects of their weight control behaviors

To do before the session

Have materials ready:

- Participant Handouts
- Keeping Track books
- “Key” worksheet (this could be printed on a large label or just handed out for participants to create their sign)

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

Ask participants if they engaged in self-care behaviors- perhaps ones inspired by the list that was handed out in the last session

B. Session Overview

Often we do the behaviors we are most motivated to do, and avoid the ones we are less motivated to do. Our motivation is often tied to how important we think these behaviors are, the benefits we expect to gain from doing these behaviors and the consequences we fear might happen if we don't do them. For example, if we believe that it is important to receive a weekly paycheck and health benefits, we will be highly motivated to go to work each day. Or, if we believe that brushing and flossing our teeth each day will help us to avoid tooth decay and gum disease, we will be highly motivated to brush and floss.

There are numerous behaviors that, together, contribute to weight loss. You may already be motivated to do some of these routinely. Others you may be doing sometimes, but not often, and others may be a real struggle for you.

The goal for today's session is to identify behaviors that you are not currently doing that you believe could make a significant contribution to your weight loss success. We want to help you identify strategies that may allow you to begin doing this/these behavior(s).

C. Determining the source of motivation

We would first like to begin by reviewing what motivates you to continue working to change your eating and exercise behaviors. At the start of the program, you may have been motivated by wanting to lose weight or improve your incontinence. Now, your source of motivation may be different.

So, let's start there- what are the motivators/incentives keeping you on track or helping you get back there if you've gotten off track?

Are these motivators the same ones that got you going at the very start of the program?

So, it's important to recognize that your reasons for renewing your commitment to weight loss/maintenance on a regular basis may be different than what got you to originally commit to it. It can be helpful to check in with yourself once in a while and ask yourself, "what is driving me to engage in these behaviors at this time?" If you know the source of your motivation, you can make sure that you capitalize on it to meet your goals..

D. Using successful behavior to inform commitment to new behavior

1. Identifying behaviors that seemed hard at first, but were achieved:

As I mentioned a few minutes ago, our goal today is for you identify a behavior that you would like to do more of or do better at. But, before we get there, let's examine the ones that you are doing or did at one point in the program. Specifically, I am interested in behaviors that at the start of the PRIDE program you shook your head at- expecting that you would not be able to or did not want to perform, but yet found yourself engaging in.

Note to leader: it is okay if a participant chooses to reflect on a behavior that she managed to change but has not maintained that change.

So, think back to the start of PRIDE and all of the behaviors that we said you would need to engage in order to be successful with weight loss and you thought to yourself “there’s NO way I’ll be able to do that – or do it as often as they say I need to do it.”

Allow participants to generate examples of behaviors that they thought would be hard but they then succeeded at. If they leave out any of the ones listed below, you can add to their list (assuming that they agree that these behaviors were among the ones that seemed tough but were nevertheless practiced):

- walking on a regular basis*
- writing down everything you ate*
- looking up calories and fat content of each food and beverage*
- using Slim fast everyday*
- weighing everyday*
- weighing and measuring your food*

2. Identifying what made these behaviors seem hard to change and how the participant became successful.

Note to leader: Some participants may have changed some of their behaviors, but did not have difficulty doing so and they have not yet tackled a behavior which would be more difficult for them to change. They can answer these questions referring to the more easily-changed behavior.

Which of these behaviors did you think you did not want to do or had a hard time with, yet find yourself performing nonetheless?

What made this behavior seem so unachievable?

How motivated were you to change this behavior?

How do you explain your success with these behaviors? What allowed you to get yourself to do them?

Have participants generate a list of how they got themselves to incorporate these behaviors into their repertoire. Items on the list may include:

- making small changes at first*
- publicly committing to a behavior or to an activity (e.g., road race)*
- visualizing behavior change*
- encouraged by seeing others engaging in this behavior*
- had materials needed to make change easily available*
- reminded self of the benefits or outcomes of the behavior*

How do you get yourself to do this behavior when you don’t want to?

3. Now ask participants to discuss a specific behavior that they do not do routinely (i.e. that is problematic for them) but that they believe would be important for their weight loss goals. The goal is to apply the strategies they have used successfully before to this problematic behavior.

NOTE: In identifying the problematic behaviors, participants should be encouraged to pick behaviors that would really make a difference (i.e. occur frequently, involve significant calories).

For example, participants might indicate that the following are still problematic:

1. Avoid purchasing cookies and having them at home
2. Reach 10,000 steps on at least 5 days in the week
3. Deal with my emotions by doing something other than eating
4. Sustaining self monitoring on all days

4. Participants should discuss the following questions for the behavior they do not do routinely:

1. Why do I think I have not been successful at changing this behavior?
2. How important do I think this behavior would be to my success at weight control?
3. How motivated am I to change this behavior?
4. Reasons for doing this behavior
5. **What can I learn from my successes that I can apply here? (Discussion might focus on commitment; getting rid of barriers; may have seemed hard at first, but once they got started they were able to be successful).**

Ask participants to choose one of the strategies which they identified above for their successful behavior change and which they can now try to apply to the less frequently occurring behavior. Participants should discuss how they may use this strategy to increase the frequency of this behavior.

Ask participants to identify a time every day (e.g., when they get on the scale) when they can remind themselves why they are doing this new behavior

Use the “key” worksheet to have participants indicate the “what”, “how” and “why” related to their specific behavior. The “what” is the behavior the participant would like to engage in more. The “how” is the strategy that the participant believes will help her to achieve this goal. The “why” is her reason for doing so. Instruct participants to affix their sign next to their scale at home or some other prominent place so that each morning they can be reminded of their commitment, how to achieve it, and what makes it important to them.

E. Session Summary

There are a few conclusions we can draw from today's discussion:

1. *What motivated you to change a behavior in the past may not be what motivates you to do so in the future. Check in with yourself periodically- if you find that your interest in the behavior is waning, perhaps you just need to find another reason to be engaging in it*
2. *You can use your own past success to figure out what might be needed to change other behaviors*

Indicate that next time we will be discussing how to further enhance commitment to behavioral goals

F. Homework

1. Review homework assignment for next session

Affix your “what”, “how” and “why” sign next to your home scale or some other visible place so that you can, review it each morning. Also, mark the behavior for change and how you will go about changing it on your Keeping Track book and chart in your KT book your daily progress.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 40: Say It With Commitment

Objectives

In this session participants will:

- Learn the association between commitment language and behavior change
- Practice using stronger commitment language
- Discuss other ways to increase commitment
- Create a commitment statement, using strong commitment language related to a weight maintenance behavior that each participant would like to refine

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

In the last session, you identified some behaviors that you are doing inconsistently (or not at all) that you feel might help you in your weight loss efforts. How did it go when you tried to give yourself a daily reminder about why you want to perform this behavior? What about applying some of the strategies that have worked for you in the past to these behaviors? How did that go?

B. Session Overview

In today's lesson, we will be looking at how you can make a stronger commitment to behaviors that you already engage in – a fine-tuning of your maintenance behaviors.

C. Provide rationale for Session on Commitment Language

Imagine some of our traditional declarations, such as marital vows and witness testimony and how they might be modified if the language was different.

For example, consider the oath to tell the truth on the witness stand. It states, "I solemnly swear to tell the truth, the whole truth and nothing but the truth".

What if instead, it was changed to, "I'll contemplate/see about/think about/try telling the truth, the whole truth and something close to the truth".

What is different between these 2 versions? What effect does this difference have? (Use this question to bring out the difference in the language – the stronger language has a greater chance of success).

D. Discussion of commitment language

Distribute list of commitment verbs. Point out that the list goes from strongest verbs to weakest verbs.

You will notice from this list that there are many ways of communicating one's commitment- some of which suggest a high level of commitment or conviction and others which reflect a much lower level of commitment. The words we choose may play a significant role in the behaviors that follow.

Think back to the language you used last session when you talked about the behavior that you planned to change. How did the strength of your language relate to how successful you were at changing the behavior?

Identify other areas where commitment language is strong (e.g., vegetarians, people with religious convictions) and weak (e.g., when turning down invitation or offer without responding with unequivocal "no")

Let's look at some examples of how words relate to commitment. For example, do you know any vegetarians? Vegetarians often feel strongly about their decision not to eat meat and are very strict about their eating habits. Phrases like, "I absolutely will not" or "I vow" or "I resolve" would most likely be a part of their vocabulary if they were to indicate their position on eating meat. Similarly, people with strong religious convictions use strong commitment language and this too is reflected in their dedicated adherence to their religious practices.

Discuss different meanings of the phrase "will try to". It can be used to get someone "off your back" or it can suggest a genuine plan.

One final note on the use of language and its different meanings- sometimes, we may use expressions that have different meanings depending on their context. For example, the phrase, "I will try to..." can be a way of getting someone to stop hassling you to do something, but may not reflect a true commitment on your part to do it- instead, it is more of a way of getting that person

off your back. At other times, saying “I will try to...” can suggest a genuine plan- but maybe one in which you are not confident of the outcome. It’s important that you know the meaning of your words- especially so that you don’t fool yourself into thinking that you mean one thing, when in fact you really mean something else.

E. How does commitment language factor into eating behaviors?

Ask participants to first read the following story with weak commitment language.

Susan has been invited to a restaurant. Here is how she prepares for this event: “I know this restaurant meal is going to be hard for me. I will try to deal with it so I can stay under my calorie goal. I will think about calling the restaurant to see what they serve; I assume though that it will have some low calorie choices or perhaps I can just avoid some of the higher calorie choices. I imagine I will just skip the high calorie things to eat.

Discuss the following questions:

Do you think Susan will be successful?

If yes, what makes you think that?

If not, why don’t you think she will succeed?

How could you re-write this paragraph so you really think she would succeed?

Distribute participant worksheet

Have each person re-write the story using strong commitment verbs. Then have a few people read their story out loud to the whole group. Discuss what they believe the outcome will be now.

If you want to be most successful at behavior change, you need to really commit yourself to it. Here is an example of a “commitment contract”(modified from O magazine):

“I (name here) hereby commit to X weeks of regular vigorous exercise and to self-control when it comes to eating. I will be focused on challenging my abilities in the pursuit of elevating my physical performance. I resolve to be conscious of when and why I eat and to eat simply to satisfy my nutritional needs as opposed to my emotional needs. I intend to make healthful food choices. Further I will reaffirm my commitment to myself by using strong “commitment language” to describe my diet and physical activity goals. I realize that this contract is solely with myself and that it carries no rewards, penalties, or punishments other than those associated with the reflection of my commitment to taking care of myself and living a full life”. Sign and date. Stick it on fridge.

Note the strong language that is used in this contract. Imagine how much more focused you might be if you were to read a statement like this first thing each morning.

F. Other ways to increase commitment:

Have participants discuss other ways that they increase their commitment to a behavior. Some key approaches are a) telling another person; b) writing it down; c) doing it with others; d)

placing commitment in a public place. This might lead into a discussion of making a commitment at a time of high motivation that “forces” you to sustain the commitment at times of lower motivation—e.g. if you walk to work in the morning, you are committing yourself to walking home; if you purchase only low calorie foods, you are committing yourself to eating low calorie foods

G. Choosing a behavior to commit to

Have each participant review an inventory of weight maintenance behaviors and indicate the ones that they are already engaging in and then choose one that they would like to refine. Participants will then create a commitment statement related to this particular behavior and write down their own commitment contract, using strong language.

Now that you know what helps to make a strong commitment, I would like each of you to take stock of the behaviors you are already doing for your weight loss/maintenance. Take a few minutes to look over this list of behaviors that people commonly do to achieve their weight loss/maintenance goal. Check off those that you are currently doing. Now, identify one of these behaviors that you would like to refine. Use the strong commitment language we talked about today to create a commitment statement for yourself regarding this behavior (e.g., “I resolve to walk 30 minutes each day at lunchtime”) or modify the commitment contract from O Magazine..

Optional activity: the discussion of committing to a behavior change may bring up several kinds of issues: a) One possible issue is the role of others in their family. Help participants see that they are masters of their own fate. They determine what goes in their mouth (no one else), but they may need to work with their family to meet their goals. b) Another issue that may come up is ways people may undermine their own efforts. Discuss the notion of “apparently irrelevant decisions” like buying cookies for the “kids”. These decisions are often viewed as “irrelevant” but may become “set-ups” for lapses. c) Finally, it may be appropriate to raise the issue of choices. People make many little choices each day, and these little choices add up to who they are and what they do. For example, a person may choose to use 10 minutes of free time to take a walk or read a book. They choose to eat pie or fruit for desert. While each of these decisions seem small by itself, when you add up all these little choices, they ultimately shape whether or not participants experience success.

Making a strong commitment to a behavior change may help participants align all their little choices. By focusing on the overarching goal, they may be able to see the discrepancy between what they really want and what they sometimes do and it may help them see that they are masters of their own fate.

H. Summary of lesson

Today we discussed how the language you choose can set the tone for how you think about your behavior change efforts and this in turn can influence the consistency in which you engage in those behaviors. There are a variety of ways to communicate your commitment to a particular behavioral goal and the stronger your commitment language, the more likely

you are to achieve that goal. There are other ways to increase your commitment as well—such as telling a friend about your plan or writing it down.

I. Homework

1. Review homework assignment for next session

Identify a behavior that you already engage in to help in your weight management that you would like to “boost” your commitment to and “pump it up” with strong commitment language. What is your new commitment statement? Write it on your Keep Track Book. Next, you will want to enact your commitment—i.e., bring it to life. Keep track in your diary whether you are keeping your commitment each day

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 41: Choose Your Own Adventure

Objectives

In this session participants will:

- Imagine how their lives would unfold in the best, worst, and most realistic scenarios related to their eating, exercise and weight

To do before the session

Have materials ready:

- Participant Handouts
- Keeping Track books
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues, which may emerge related to this.

Also, ask participants how they managed at refining their commitment to a weight maintenance behavior. Did they notice the impact of the commitment language they chose for this or other behaviors? Did they review their commitment contract each day – what effect did that have on them?

B. Session Overview

In this session, participants will have the opportunity to imagine what life would be like in 3 different contexts: (1) if they went back to their old eating and exercise behaviors; (2) if they lived out their fantasy expectations regarding their eating, exercise, and weight control; and (3) in the most realistic scenario of maintaining their healthy eating and exercise behaviors. The purpose of asking participants to consider these three different

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story lines, is so that they can remember why they don't want to return to their old habits as well as to see what future achievements are realistic and which are fantasies. Finding a happy medium will allow participants to be satisfied with their success or to find ways to make some aspects of their "fantasy" actually come true.

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C. Considering different endings to your story

Throughout this program, you've had the chance to reflect on where you were and where you are. You've done this by looking back on what things were like before you started your weight loss journey and developing an identity as a successful weight loser and/or healthy individual as you are now. Now, we would like to look to the future to see what that might hold for you. Let's imagine different ways that the future could unfold. First, let's imagine what things would be like if you went back to your old eating and exercise habits.

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This lesson can be run in a couple of ways. For example, participants could respond orally to the questions for the looking back and fantasy versions and in written form for the realistic version. Alternatively, one story can be generated verbally by the entire group- like a continuous story that everyone adds to. Finally, if some participants wrote out their stories as part of their homework over the past week, then they could read their stories to the rest of the group.¶

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1. Have the participants respond to the following questions about what things would be like if they went back to their old eating and exercise habits.. Allow them to let their imagination go wild—they can make these endings as outlandish and extreme as they want to really drive the points home. Allow 5-10 minutes only for discussion of Scenario 1. Make sure that you leave sufficient for the remainder of the lesson.

Scenario 1: What would things be like if you went back to your old eating and exercise habits?

Picture yourself one year from now ---

Describe a day in your life

What would you be like? How would you look? How would you feel about yourself?

What would your health be like? Your relationships?

What aspects of this image are positive?

What aspects of this image are negative?

2. Now have participants describe what things would be like in the most perfect/ideal or fantasy world. Again try to get participants to let their imagination go wild. Allow 5- 10 minutes for discussion of Scenario 2.

Scenario 2, Describe how things would be in the most perfect/ideal/or fantasy world - what would you like to see happen in your fantasy?

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Picture yourself one year from now ---

Describe a day in your life: What would you be like? How would you look? How would you feel about yourself?

What would your health be like? Your relationships?

What aspects of this image are positive?

What aspects of this image are negative?

Then ask the group to consider the following questions. These questions are designed to help participants begin to distinguish what could really come true versus what could not come true. This discussion should take about 10 minutes.

Additional questions:

Are there some parts of the fantasy story that could really come true?

What would you need to do to make those happen?

Are there some points that could never come true? How can you give up those aspects of the fantasy?

Are there some parts of the fantasy that are not really related to weight loss (or not solely related to weight loss)?

Discuss some of their current unrealistic expectations (e.g. goals for how much weight they will lose; how “thin” they will be; how weight loss will make everything wonderful in their lives).

Are some of your current goals more fantasy than reality?

3. For the final story, participants will write their answers to the questions. They will complete this version of the story at home, if time runs out in class. (Recommend allowing 20 minutes for this). Participants should be told that they can finish their story at home if they run out of time and that this story might be a nice part of their scrapbook. However, make sure to leave ample time in the session to discuss the stories, even if participants want to write down more for their story or add greater detail. It is important to make sure that the “realistic scenario” is the one with the most emphasis in the discussion.

▼ *Now consider the ending once more. What would things be like if you kept up your new eating and exercise behaviors (and maybe even got more active over time)? What can you realistically expect weight loss will accomplish? Are there some steps you can take to make some aspects of the “fantasy” come true?*

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Picture yourself one year from now ---

Describe a day in your life: What would you be like? How would you look? How would you feel about yourself?

What would your health be like? Your relationships?

What aspects of this image are positive?

What aspects of this image are negative?

Possible discussion points:

Discuss the fact that the “real future” may not be as perfect as the fantasy but it is probably much better than the future would be if they went back to their old behaviors. Discuss how unrealistic views of what weight loss will accomplish may lead them to feel disappointed in their achievement. For example, if they want to accomplish certain goals (e.g. being better at their job), they may need to consider approaches beyond weight loss to achieve those goals.

D. Session Summary

Today, we considered different possible future outcomes. Of course, no one knows what the future holds, but by *imagining* the future as you would like it to unfold, there is a greater chance that it will. It's important to make sure your vision is a realistic one so that you are more likely to achieve it. It is equally important that you keep in mind an image of the past to remind yourself of those elements that you don't want to revisit again.

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Next session will be our final scrapbook session. You will complete a page about the future- the realistic version. You may want to include a copy of your future story and your commitment contract. Also any pictures, quotes, and descriptions of what you hope for in the future would be appropriate for this page.

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E. Homework

1. Review homework assignment for next session

Complete the written version of your realistic future story if you did not get a chance to do so in class. Bring this story along with your commitment statement as well as any other images or quotes that help you think about what you see for the future to include on your scrapbook page. This will also be your opportunity to complete any other unfinished scrapbook pages as this will be our last scrapbook session.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 42 : The Future – The Final Scrapbooking/ Journaling Session

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Objectives

In this session participants will:

- Work on their scrapbook/journal by doing a page illustrating their vision of the future
- Complete other pages of their scrapbook, if time allows
- Be asked to watch their video again focusing on how their motivation may have changed over time

To do before the session

Have materials ready:

- Bring scrapbook supplies (scissors, scrapbooks, markers) and journals
- Bring magazines participants can cut images from

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track

Check that participants have continued with their daily self-monitoring. Review their progress in reaching weight and activity goals. Address any issues which may emerge related to this.

B. Scrapbooking/Journaling Session: Focusing on the future

This session provides an opportunity for participants to complete the final page of their scrapbook—a page about the future. This page could include the stories from Session 41, motivational quotes to help keep them going, a listing of the successes they have achieved thus far and areas they would like to work on in the future. This page, or a separate page, could reflect the commitment statement participants made in an earlier session. Participants may also want to use some time during this session to finish other pages of their scrapbook

Encourage participants to talk with the others in the group about the things they are putting on their scrapbook or journal page. Walk around the room and help any participants that seem to be having difficulty.

C. Scrapbook Wrap Up

Generate some discussion at the end of the session about this scrapbooking/journaling experience.

In these last 2 sessions, you've begun looking to the future and think about how you would like the future to unfold as far as your diet and exercise are concerned. Given that the program is ending soon, what will you do to make the positive aspects of the future come true? What can you do to keep renewing your commitment to behavior change?

D. Overview of the next session

For next session, we are going to again ask you to watch the video you made at the start of the program. This will help you recall what was motivating you when you started PRIDE and let you compare "then" and "now". We have given you a worksheet of questions to answer after you watch your video.

F. Homework

1.Review Behavioral Goals

- Keep recording weight, diet, and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

2.Review Homework Assignment For Next Session

Participants are to re-watch their video following along with the handout on "What to watch and listen for".

Session 43: The Evolving Me

Objectives

In this session participants will:

- Review the content of their baseline videos and compare and contrast what is different about their motivation, barriers, and coping strategies between then and now

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

In preparation for this session, participants had the opportunity to re-watch the videos they made at baseline and write their responses to the questions they were asked. In today's session, participants will compare and contrast the answers they gave at the start of the program with the answers they would give at this point in the program.

C. Provide Rationale for Reviewing Video

When you started the maintenance portion of PRIDE, we told you that we would be taking you on a journey. We began by asking you to think back about what life was like before you lost weight and/or embarked on a healthier lifestyle. In the last session, we talked about what the future might be like. Well, today, we have come full circle. We are taking you back again to the start of PRIDE by asking you to watch your video again. But you are not the same person you were close to 18 months ago and you may not answer the video questions today in the same way that you did back then.

In today's session, we will discuss your reflections of your video and the similarities and differences between what you said at the start of the program and what you would say today.

Ask participants to comment on what they heard themselves saying in their original videos, using the categories listed below. The goals for this discussion include: reinforce participants' progress and increased awareness, rekindle their motivation, and acknowledge what is still challenging, and determine where they go from here based on where they are now.

Note to interventionist: Keep track of themes that emerge related to what participants gleaned from re-watching their videos. These themes will be referenced when the new video is made in Session 45.

Themes/categories to cover in discussion of the video:

1. Healthy eating and exercise ratings

On the video, you were asked to rate your healthy eating and exercise behavior both at that time and what you were hoping it would be by the end of the program. Now that you are approaching the end, how do you feel about those ratings?

- *Where do you stand now compared to where you rated yourself then?*
- *What has happened to the "ruler" you use to evaluate yourself? Has it changed?*
- *How much were your ratings then influenced by what you "hoped" would happen versus what you realistically expected "could" happen?*
- *How does your current healthy eating and exercising measure up to where you said at the start that you wanted to be at this point in the program?*
- *How does viewing yourself back then influence your thinking about where you want to go now?*

Note to leader: The issues you want to make clear here include:

- The original ratings may have been too positive or too negative. At the start of the program, participants were probably making some healthy choices, but there was plenty of room for improvement. By recalling how they were eating and exercising before the program, participants may see how far they have come and remind themselves that they do not want to go back to those old behaviors.
- The ratings for the future may have been unrealistic. Sometimes, in the desire for change, people overshoot the mark and expect more of themselves than is realistic. Participants may now realize that they cannot eat healthy 100% of the time or exercise on all intended occasions. They may have a better appreciation of how difficult it is to change eating and exercise habits and may have more realistic expectations for themselves.

- Participants may begin to see the discrepancy between what they hoped to achieve and what they actually achieved. Recognizing this discrepancy may help motivate participants to try to make greater changes in their behaviors. Participants should be reminded of the values exercise they did, where they listed their most important values and then assessed whether their actual behaviors were in line with those values. This conversation could lead into the next topic of what gets in the way of achieving what they had hoped to achieve.

2. Challenges and Barriers

What challenges/ barriers did you expect to encounter and how did you plan to deal with them? How has that worked? Were there other barriers that you encountered that you had not expected? What worked to cope with those unexpected barriers? What challenges do you continue to have with making the changes you'd like to see in your eating and exercise habits? How can you use what worked in the past in your current situation?

Note to leader: The issues to address here include:

- Give participants a chance to acknowledge their success/how far they've come, while at the same time, reflecting on what is still challenging for them about adopting and maintaining healthier eating and exercise behaviors
- Participants may be able to identify some coping strategies that worked for them for one behavior that might be applied now to other problematic behaviors.

3. Motivation/Commitment

It was probably easy at the time that you made the video to think about how being overweight and incontinent was interfering with your life. Since then, I imagine that most of you have had some changes.

- *What was most compelling or disruptive to you about your weight and incontinence when you made the video?*
- *What continues to be disruptive?*
- *What did you hear yourself saying about how motivated you were when you first started PRIDE and what goals you wanted to achieve? What goals would you like to accomplish now by continuing to work on healthy eating and exercise?*
- *Rate yourself on a scale of 1 – 10 for how satisfied you are with what you have achieved. If you are not fully satisfied, it is important to find ways to increase your motivation.*

Note to leader: There are a few themes that you might want to draw out in this discussion which reflect issues related to the motivational maintenance principles. These include:

- Discuss the fact that when people start a weight loss program, their level of motivation is very high—typically the negatives of being overweight are very clear (they may weigh more than ever before for example), and the difficulties of

losing weight are minimized. Over time, the “reward-cost” ratio shifts. Participants lose some weight and their incontinence improves, so they are no longer as motivated. In addition, they get sick of exercise, miss favorite foods, and get bored with group meetings. This shift in the reward-cost ratio makes it hard to keep working at weight control. Discuss ways that they can deal with these changes in their level of motivation.

- Because things aren’t as bad now as they were originally, it’s possible to become complacent. If this is the case, ask participants if they are in fact comfortable with where they are now. If they started in this very spot, how comfortable would they have been with it?
- Reminding participants that the source of motivation may change over time, so it is important to continue re-inventing their goals and re-defining what is driving their weight maintenance behavior

D. Summary of lesson

Today’s session was intended to help you to better appreciate how far you’ve come and what’s changed. It is perfectly normal for your goals and sources of motivation to have shifted from the time you started the program. This reflects your growth. It may be useful to pull out these questions every couple of months so that you can continue to gauge how much of a priority you continue to place on your weight loss and health maintenance goals.

I. Homework

1. Review homework assignment for next session

Ask participants to review the major themes/principles covered in the last 12 months for a review session next time.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 44:A Trip Down Memory Lane

Objectives

In this session participants will:

- Review the major concepts, principles, and themes from previous maintenance lessons. In part, this will serve as a primer as they begin thinking about what they want to comment on when they make the video in the next lesson
- Generate questions for the group video

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books
- Props from previous lessons to help bring them to life again for participants (e.g., bags with flour, incontinence baseline diaries, handout of commitment verbs...)
- Pauline video
- Materials for participants to use to develop their memory cards (use Publisher file to print memory cards)

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

The last session focused on individual participants' evolution through the program. This session recaptures the major themes and principles that have been discussed during the maintenance phase of the program. The purpose of reviewing these concepts is twofold: first, it is a way of bringing participants back to the big picture and highlighting the elements which were most meaningful to them so that they may begin thinking about how to sustain these elements for themselves beyond the completion of the program; and second, it should prime the participants for answering the questions that will be addressed on the video they create in the next lesson.

C. Provide rationale for Program Review

Explain to participants the rationale for reviewing the themes of prior lessons (reconnecting with big picture, identifying the elements which they found most meaningful, priming participants to answer video questions).

D. Reviewing Pauline's story and reviewing the major themes of the program

In order to get participants to set the stage for the themes/issues that have been covered in the last 12 months, the lesson will start by re-watching the video of Pauline. Ask participants to jot down the themes from the PRIDE program that she touches on as she tells her story.

What did you hear Pauline discuss that reminded you of the material/themes that we covered during the past 12 months?

The discussion of the Pauline video is expected to take about 10-15 minutes. The main themes that might be discussed include the physical changes she experienced, how people responded to her differently after her weight loss, and the increase in confidence she experienced.

There were also a number of activities we did during the program to help you stay motivated during the maintenance process. For example, remember when you wore the backpacks? Why do you think we did that exercise? What did you feel when you were carrying around that extra weight?

Ask participants what they remember about the various assignments/ exercises/ discussions. Present participants with “props/prompts” from prior lessons to stimulate discussion (see below for examples). Topics should be reviewed from the participants' perspective using their language.

Prop/prompt items to consider include:

- Bags with flour
- Urinary incontinence baseline diaries
- List of participants' pleasurable activities
- Themes from values lesson
- Handout of commitment verbs
- Yes, but handouts

The leader should try to let the participants recall the prior discussions, rather than the leader presenting the information.

E. Memory Lane Visual

To end this discussion, participants will get to choose a memory card, which captures one of the themes discussed in the program. This card can be placed in a laminated frame

with a magnet backing which they can place on their fridge. They will also receive copies of the other cards so that they can change the display frame on their fridge as they wish.

F. Plan for next week: Discuss creation of group video

At the next session we are going to make a group video. You will get a copy of the video at the end of the program and hopefully it will help you keep focused on your journey. Although the video will be just for you and the other members of your group, we want you to pretend that we are making the video for someone who is just embarking on her own weight loss journey. Now that you are ‘old pros’, what would your message be to the novice weight loser? What would have been helpful for you to know or to hear from others at the start of your journey? You don’t have to participate on camera if you prefer not to, but we hope everyone will participate by sharing their “messages”.

Solicit suggestions from participants regarding the questions that they would like to address on the video. Two questions that they may want to consider include:

1. Describe a positive thing you did to reach or maintain your weight loss or physical activities or diet goals?
2. How did you manage to overcome a specific challenge you faced in changing your diet, exercise, or weight?

Note: Not all participants need to be videotaped. We would like everyone to answer these questions, but if any individual prefers, her responses can be captured off camera.

Indicate that participants will receive a copy of this video as a keepsake from the program.

G. Summary of lesson

Today’s session should have been like a trip down memory lane for you- reminding you of all of the activities in which you engaged, which in one way or another helped to stimulate your continued motivation and keep you focused on your weight loss/maintenance goals. One of the main purposes of this review was to help you look back and identify the themes or activities which were most meaningful to you and made the biggest impact in your program- these are the ones that you will want to consider maintaining in your life once the program ends. You will have the chance to reflect on how you will do this in a few lessons from now. In our next lesson, you will be sharing your answers to the video questions we identified today. By having the review of the major themes covered fresh in your mind, it should be easier for you to build these ideas into your responses..

I. Homework

1. Review homework assignment for next session

Take some time to reflect on how you will respond to the questions we identified tonight for the video.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Taking
Care of
ME is
Important!



Taking
Care of
ME is
Important!

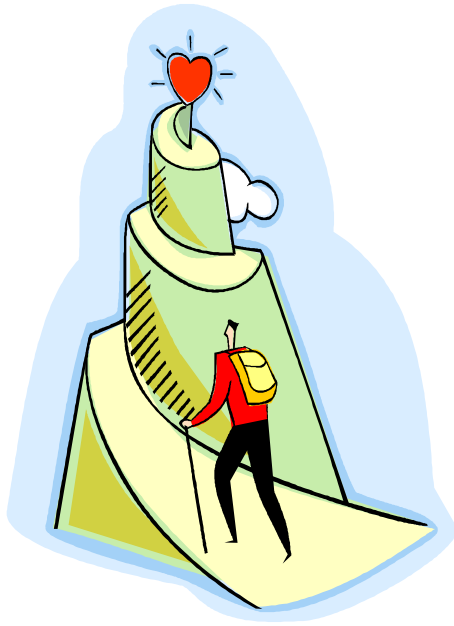


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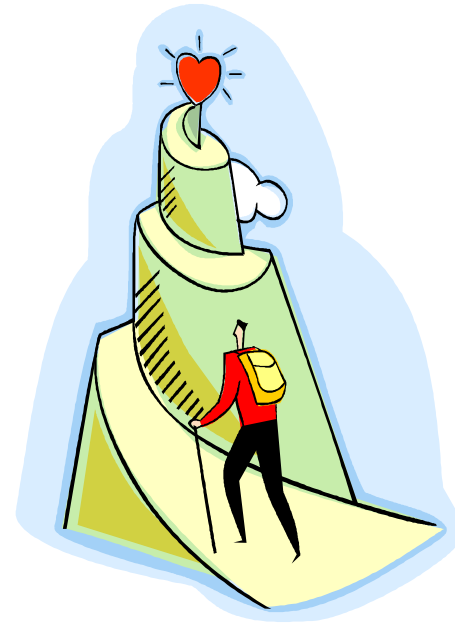


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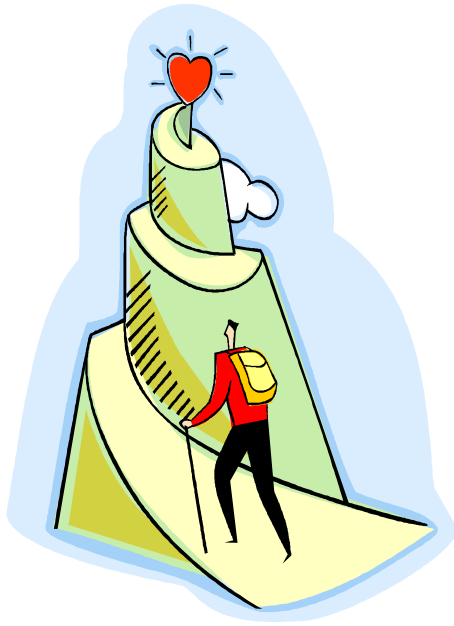




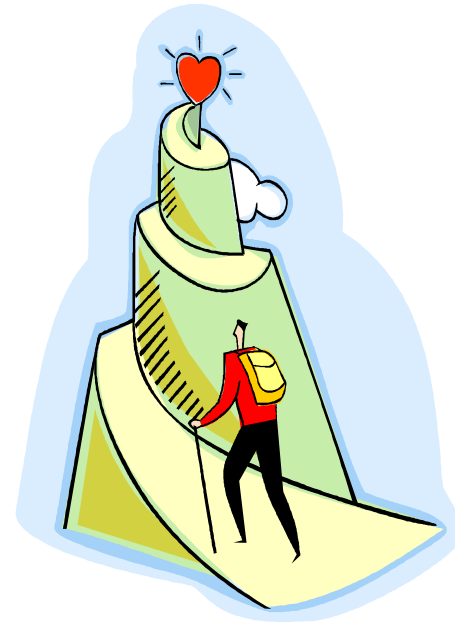
I've Come
So Far,
And I
Don't Want
To Go
Back!



I've Come
So Far,
And I
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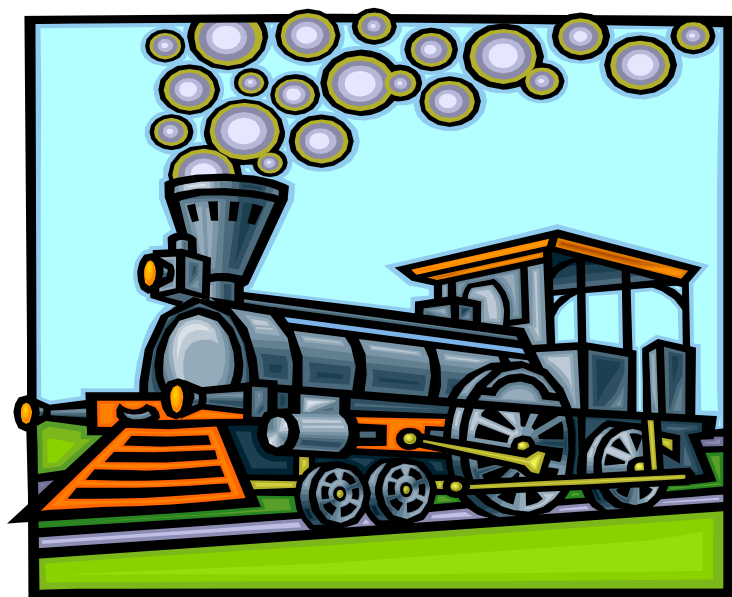


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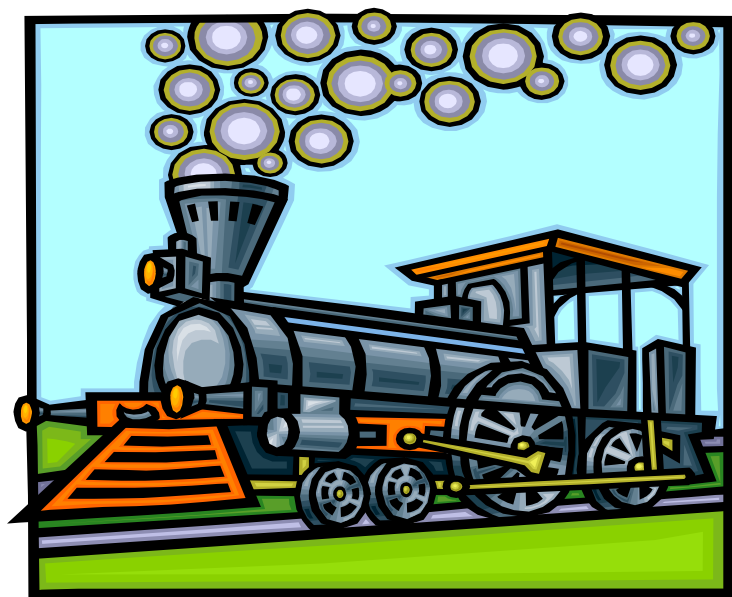


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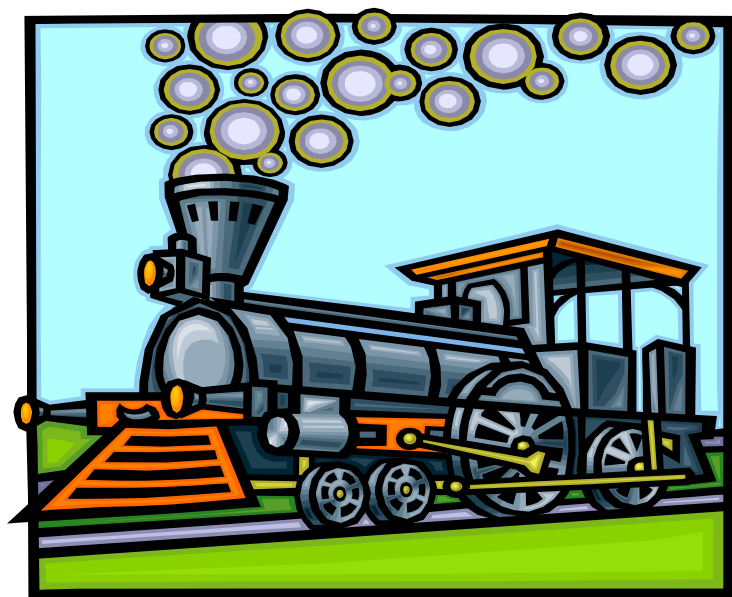
I Think I Can, I Think I Can, I Think I Can



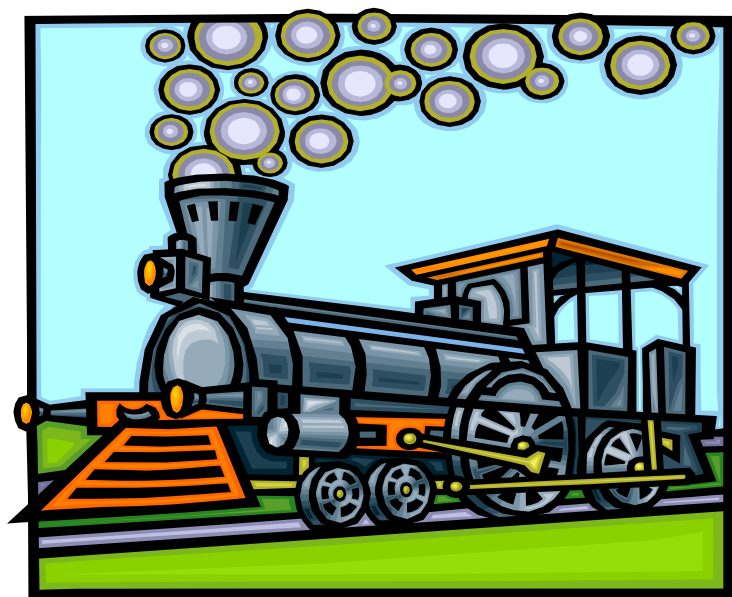
I Think I Can, I Think I Can, I Think I Can



I Think I Can, I Think I Can, I Think I Can



I Think I Can, I Think I Can, I Think I Can





A decorative border featuring a repeating pattern of pink and orange flowers, green leaves, and small blue and yellow dots.

My Values

Cut Photo To Fit Here

Make Me Who I Am

A decorative border featuring a repeating pattern of pink and orange flowers, green leaves, and small blue and yellow dots.

My Values

Cut Photo To Fit Here

Make Me Who I Am

A decorative border featuring a repeating pattern of pink and orange flowers, green leaves, and small blue and yellow dots.

My Values

Cut Photo To Fit Here

Make Me Who I Am

A decorative border featuring a repeating pattern of pink and orange flowers, green leaves, and small blue and yellow dots.

My Values

Cut Photo To Fit Here

Make Me Who I Am

Courage to make change

Owning my behaviors

Modeling good habits

Making time for myself

I can be anyone I want to be

Thinking positively

Many miles on my journey

Energy from within

Never giving up

True to myself and my heart

Courage to make change

Owning my behaviors

Modeling good habits

Making time for myself

I can be anyone I want to be

Thinking positively

Many miles on my journey

Energy from within

Never giving up

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Courage to make change

Owning my behaviors

Modeling good habits

Making time for myself

I can be anyone I want to be

Thinking positively

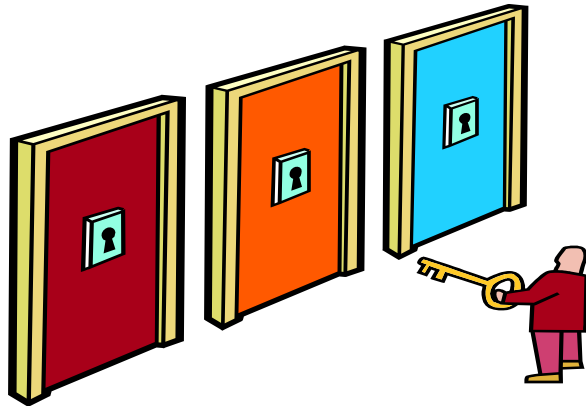
Many miles on my journey

Energy from within

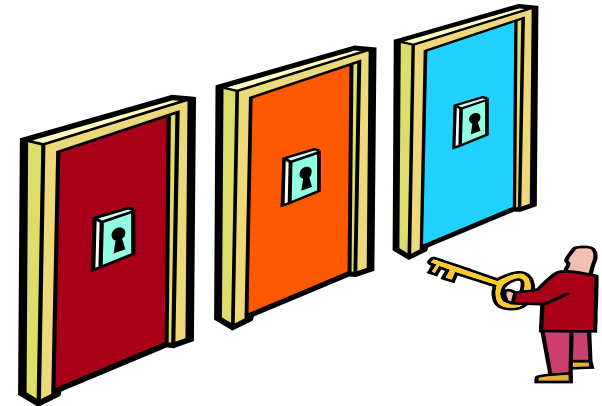
Never giving up

True to myself and my heart

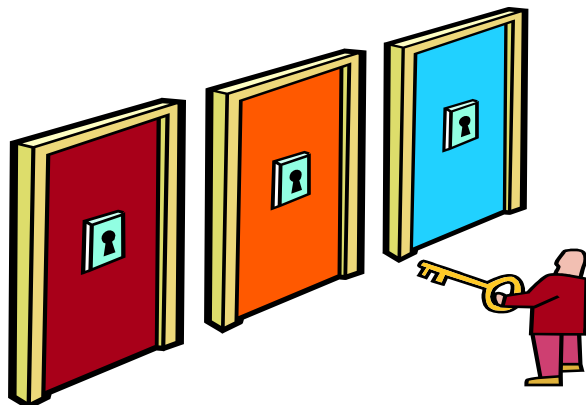
I hold the KEY to my future,
and the
ADVENTURE is
mine to CHOOSE!



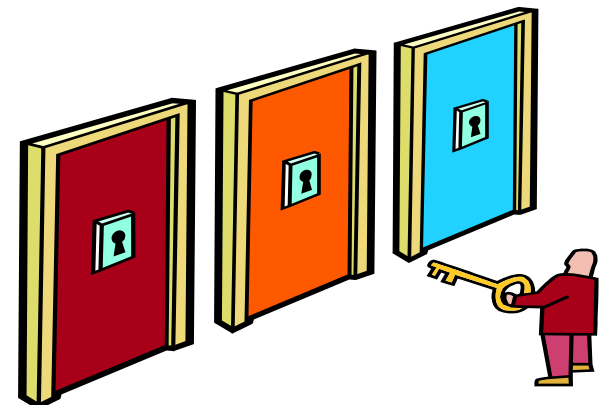
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Session 45: Smile for the Camera

Objectives

In this session participants will:

- Create a group video in which the participants present themselves as an expert in some aspects of weight control. Making the video (and having it at home for the future) provides an opportunity for participants to see themselves as successful and may increase their motivation to maintain this image of themselves.

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books
- Videotape consent forms
- Videotape equipment

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

In this session, participants will create a group video in which they present themselves as experts on weight loss and maintenance and share the components of the program which were most meaningful to their success. Participants will be instructed to imagine that the video will be shown to other prospective weight losers (it will NOT be used in this way, but it will help to pretend). In making the video, participants should be encouraged to use the various concepts they have learned (e.g., refrain from “yes, but” talking).

C. Videotape procedure

1. Have participants sign videotape informed consent. Indicate that if a participant prefers not to be filmed, the video camera can be shut off when it is her time to share

2. Arrange the room so that the video camera can capture each individual when it is her turn to speak (insure that those who do not want to be filmed are seated off camera)
3. Ask 1 of the participants to introduce the group and the purpose of the video (this person can indicate the name of the study, purpose of the study, how long the group has been together...but it would be best not to give full names of participants on the video)
4. Leader poses questions off camera. Responses are solicited voluntarily or by each individual in turn
5. Follow the same format for all subsequent questions. At the end, the leader asks if there are any other comments that participants would like to make.

Participants should be prepared to answer the following questions on the video:

1. Describe a positive thing you did to reach or maintain your weight loss or physical activities or diet goals.
2. How did you manage to overcome a specific challenge you faced in changing your diet, exercise, or weight?
3. What would you think would be helpful to tell someone who is just beginning on their weight loss journey? OR What do you know now that you wish you had been told at the beginning of your weight loss journey?

In addition, the leader should be prepared to ask questions pertaining to participants' discussions over last 2 lessons (i.e., themes which emerged following participants re-watching their baseline videos and identifying program elements which they found most meaningful).

D. Summary of lesson

Conduct short debriefing of videotape experience. How did participants feel presenting themselves as experts/role models? Were they surprised by any of their responses? Were there additional issues/themes that emerged that they had not thought of before?

Emphasize that by making the video and presenting themselves as experts who were successful in some aspects of weight control, participants may be motivated to want to live up to this image. This self-presentation may influence their behavior. Encourage participants to watch this video at home in the future (perhaps after watching the first video) and to compare their self-presentation on the two videos.

III. Homework

1. Review homework assignment for next session

As you know, our program will be ending soon. At our next session, we will discuss what you find most valuable about the program and how you can recreate some of the ingredients of the program on your own. Try to think about how you could do this.

2. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
 - Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
 - Achieve and maintain a weight loss of at least 10% of their initial body weight
-

Session 46: Creating a Culture of Support

Objectives

In this session participants will:

- Begin to plan how they will apply program elements to their own lives once the program ends

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

The purpose of this session is to help participants identify sources of support and accountability in their lives which can mimic/simulate their PRIDE experience so that they can continue to benefit from these resources once the program ends.

C. Provide rationale for session content

As we come to the end of the program, participants sometimes get nervous that once we “set them free,” they will not be able to be as successful on their own as they were with us. Is anyone beginning to experience this kind of worry?

What are you most concerned about? (Note: gaining weight back is not sufficient response. You want to hear what behaviors participants fear they will begin to let slide or abandon or the specific situations that will present the greatest challenge).

The fact is that there is nothing magical about being part of this program. You can mimic/simulate the elements of PRIDE that have helped you be successful and incorporate them into your own life.

In order to do this, it will be important to first identify what aspects of the program helped you. Then you can figure out how to re-create those elements for yourself.

D. The ingredients of success

Why do you think being in this program has helped you? What were some of the specific things that kept you on track?

Interventionist should create a list of these ingredients. Focus on themes of group support and accountability.

The social support that your fellow group members and PRIDE staff have provided has gone a long way in keeping you on track. Similarly, knowing that you had to “answer to them” as well as to the scale week after week also helped to keep you honest and committed. These two ingredients probably fueled your motivation and resulted in your record keeping, exercise activity, and healthy food choices.

As the program ends, you will want to find ways to create on-going sources of support and accountability for yourself in order to keep these behaviors going. This may mean being surrounded by people/items that remind you of your goals and can help you remain true to these goals.

It is possible that without your conscious awareness, you have already incorporated changes which have group support and accountability built in. What comes to mind?

E. Taking it With You

Now, let's look at additional ways that you can increase support and accountability. What reinforcements can you build into your lives to remind you regularly of your goals and keep you focused? Some of these may occur daily (like a daily reading or message on the bathroom mirror) and others may be more sporadic (like a magazine subscription).

Ask participants to generate their own ideas about how they might do this and encourage them to identify daily, weekly, monthly types of reinforcements. The examples below may be suggested if participants don't come up with them on their own.

I. Fostering support and identity:

Having reinforcements/reminders around which encourage your continued focus and commitment can be a great help.

Examples include:

- a. Physical/home: subscribing to magazines which offer health/exercise/nutrition tips, purchasing equipment/gear to support exercise, obtaining an exercise coach/partner
- b. Social: joining outdoor group, developing buddy system, share scrapbook, stay in touch with your fellow PRIDE participants
- c. Motivation: subscribing to online listserv or website which sends regular email messages with healthy theme, setting goals and/or personal challenges on a regular basis; identifying special events/dates to look forward to- for showcasing healthy body, new outfit, increased physical fitness, reading books on weight loss and/or healthy living (perhaps a daily meditation or inspirational book), motivational self-statements.
- d. Increasing identity as successful weight loser: speaking to groups/mentoring others

II. Fostering accountability:

One of the reasons that participants are successful in groups is because they know they have to report in to someone else. Since we won't always be around, how will you sustain this accountability in your own life?

Examples include:

- a. Joining another weight loss program or arranging to get weighed at doctor's office; keeping a record of their weight at home which they can then bring in to their physician visits.
- b. Arranging to exercise with a partner knowing that they are counting on you and you don't want to let them down; making appointment with a personal trainer
- c. Having a regular check-in time with a weight loss buddy to discuss the challenges and triumphs of your week

Brainstorm with the group ideas of ways to incorporate accountability into their Post-PRIDE lifestyle.

Ask participants to identify at least one of the above items (or another item that they suggest that provides accountability) that they think they can begin to incorporate into their lives NOW so that they will be better able to maintain their behaviors when the program ends. Encourage participants to think of different options that address daily, weekly, and monthly time frame. Discuss in session how they will follow through on their plan.

F. Homework

I. Review homework assignment for next session

- a. Ask participants to choose at least one of their ideas for increasing support and/or accountability and incorporate it into their program over the next 2 weeks.
- b. In anticipation of our next session, ask participants to come prepared to present their scrapbooks to the group. They will be asked to narrate their scrapbook pages making reference to their journey through the themes of the program that these pages are meant to reflect.

II. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
 - Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
 - Achieve and maintain a weight loss of at least 10% of their initial body weight
-

Session 47: Scrapbook Show and Tell

Objectives

In this session participants will:

- Share their completed scrapbooks with the group, touching on how their pages reflect the themes discussed in the program
- Debrief the motivational process/discuss participants feelings about moving forward

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

In this session, participants will present their completed scrapbooks with the goal of telling their story as a journey that highlights the various themes of the program. In addition, they will share their feedback on the motivational intervention for qualitative data purposes.

C. Scrapbook Show and Tell

The scrapbooks/journals you made help document your journey. As with any journey, the path has not always been simple or straight. However, we hope that in doing the scrapbook you have come to see weight loss as a process and learned a lot about yourself along the way. We thought it would be helpful to review your journey once more at the close of our program – looking back on what life was like when you embarked on this journey, recognizing and appreciating the positive changes you made along the way, and better understanding how your efforts to lose weight may fit with your most basic core values. We would like each of you to re-tell these stories to the others by reviewing your scrapbook pages. Each of you will have 5 minutes to share your scrapbook with the rest of us. Tell us why you picked certain images for your pages, how you feel about those

images now, and how you see the journey you have been on. (Each person shares book; leader serves as timekeeper).

Participants share their scrapbooks with the group, identifying why they chose particular images/objects, what meaning they have, how they view their earlier scrapbook pages at this point. In general, participants will tell their story via their scrapbook creations, reflecting on where they came from, where they are, and where they are going.

D. Keeping the Journey Going

Although this is not the end of your story, it definitely captures a significant part of it. Of course, you could continue to make scrapbook pages as you move forward. It can keep going as long as you keep going. Or, you may find new and enriching ways to document your on-going journey.

E. Motivational Maintenance De-briefing

In the last 10-15 minutes of the session, the group leader should probe participants about what they thought was most helpful about the program. Do they feel “equipped” now to continue on their journey? How do they feel about the program ending? What will they “take with them” as they continue forward?

F. Homework

I. Review homework assignment for next session

- a. Share your scrapbook with a family member or friend.
- b. Bring your scrapbook to our next and final session so that group members can sign it.

II. Review Behavioral Goals

Below are the goals that will be in place throughout the rest of the program

- Keep recording weight, diet and physical activity every day
- Be active—reach a goal of at least 10,000 steps per day and at least 200 minutes per week
- Achieve and maintain a weight loss of at least 10% of their initial body weight

Session 48: Graduation Party

Objectives

In this session participants will:

- Celebrate their success of having completed the program
- Write supportive farewell messages to their fellow participants in their scrapbooks
- Watch the group video they made
- Receive a certificate of completion

To do before the session

Have materials ready:

- Participant Handouts and Worksheets
- Keeping Track books
- Copies of group video to distribute
- Refreshments
- Diplomas of completion

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate. Refer to the Counselor Manual for an overview of weighing issues.

II. SESSION CONTENT

A. Review Keeping Track.

B. Session Overview

This is the final session of the program. It is anticipated that the session will include the following:

- a) A party with some type of refreshments.
- b) Honorary degrees/certificates that will be given to each group member.
- c) A time for participants to write final supportive messages in their counterparts' scrapbooks. These messages might well be in the form of things 1 member leaves to another for the future (e.g., I leave you the courage to get out and exercise in the cold...) or motivational sayings – I will always remember what you said about living life to the fullest, or whenever I have trouble being active, I will think about you walking 1 hour every day – rain or shine.
- d) Watching the group video they made.

Participants write inspirational/supportive messages to their counterparts in their respective scrapbooks- perhaps do this in session 47 when participants have scrapbooks on hand?

Watch video they have made

Present honorary degrees.