

Session 25: Time to Transition

Objectives

1. Participants will identify challenges associated with transitioning from weekly to biweekly meetings.
2. Develop a plan for monitoring weight and weight control behaviors on the “off week”.
3. Underscore the need for a lifestyle approach to weight maintenance.

New materials to have on hand:

- Month at a Glance Daily Weight Graph
- Blank “Progress Review” forms

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. **Keeping Track and “Progress Review”.** Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. TOPIC: TIME TO TRANSITION

A. Introduction

Most women admit to joining a program like PRIDE because of the need for support and accountability. One of the most obvious differences in this next phase of the PRIDE program is that the frequency of meetings is reducing to every other week. Many women like the security of a group and find transitioning from weekly to every

other week meetings very scary. Others look forward to having extra time each week for them selves.

For many reasons, women may find that moving to less frequent meetings can make it harder to stick with their behavior change efforts. They worry how they will continue to be successful. Other women are eager to try things out on their own a bit more than they were doing before. You may fall into one of these two groups or perhaps you feel a little bit of both these things. No matter which group you are in, it will be important to develop your own personal maintenance routine to help you maintain your progress and to **learn the skill of weight maintenance**.

B. Complete: “How will the change in how often your group meets affect you?”

Give women about 2 minutes to complete the questions asked:

- What part of meeting “less often are you looking forward to?
- How might any of these responses affect maintaining the PRIDE goals?
- What part of meeting “more often” will you miss?
- How might this affect your weigh loss effort?

Allow the group to identify how the transition might affect their weight control efforts. Some of the women may find not having to meet weekly a relief, and others may find they just are not ready to cut from the “mother ship” even for a week. Problem solve for common concerns with the group.

OPTIONAL: Ask what the relationship of the tricycle, training wheel bike and bike might be to the topic? Transitioning from weekly to bi-weekly is much like transitioning from a tricycle to a bicycle with training wheels. A tricycle is more balanced with a low center of gravity. It is safer and provides more assistance to the child. In much the same way, weekly meetings offer a more structured, balanced routine. Weekly assistance keeps you in balance, and offers a more assisted lifestyle, keeping you on track with weekly reminders of diet and exercise. A tricycle also has only two things to teach a child: steering and pedaling. It offers very little freedom to the child with their decision making. Stepping up to a bicycle with training wheels allow the child to realize his or her potential on their own, without the safety and balance of the third stable wheel. There is less supervision. As you grow stronger and more confident with yourself, you realize that you can maintain your balanced lifestyle of diet and exercise without as much intervention. Transitioning from weekly to biweekly sessions allows you more freedom to carry out your goals. In a sense, you are “let go” and allowed to proceed without the close regulation and reminders of the weekly sessions. Much like training wheels, if you fall unsteady and wobble, the bi-weekly session will lend you a hand and set you back on track with the intervention and support that is needed to maintain a healthy lifestyle.

C. Taking Charge – “PROGRESS REVIEW”

Expectation at this juncture is for participants to begin taking ownership of their personal weight control program. Regular “self assessments” are crucial to long term success. It is helpful to identify a time each week to review how your week has gone. We do this regularly in group meetings. Now that you will have a week in which you have no group meeting, it will be important to find a time for you to review your progress on your own. Find a time that you can commit to sitting down and looking over you Keeping Track and graphing your weight. You might want to consider doing this on the day and at the time your group would meet.

Have the participants decide on day, time and place for their “Progress Review” and write it in their materials before leaving class. Suggest they go home and write in on a calendar or put on refrigerator to remind them.

Ask, “What will your “Progress Review” look like? What would you include in your weekly check up? The following tips are a good place to start.

1. Know your numbers...calories, fat grams, exercise minutes

- Keeping Track: Average calories and fat grams for the week.
Minutes of exercise
Current Weight/Early warning weight
Compare to your individual goals

2. Pick your “Early Warning Weight”

(Note to leader... Say: Weights should be such that they allow for realistic changes in weight but not so much above present weight that losing the weight is discouraging.)

Another part of the weekly check is to comparing one’s weight with a “early warning weight”. This early warning weight should be represented on participants’ weight chart. (Suggest they draw a horizontal red line 2-4 lbs above the participant’s current weight. (For participants still trying to lose weight, this line should be drawn 1 lb. above their current weight, and will have to be re-drawn as more weight is lost.) If a ppt’s weight approaches or reaches these red lines, it should be a clear signal that immediate action needs to be taken. The ppt will need to make a plan for further reductions in the caloric intake and energy density of the diet, increasing the number of structured meals or snacks, and/or increasing physical activity to reverse the weight gain trend. Use your problem solving skills to help you come up with a plan to prevent weight regain.

NOTE: In the materials is a MONTH AT A GLANCE Daily WEIGHT graph. Some ppts like the visual of plotting daily weights over time. Helps identify trends in weight gain/loss.

3. Set Weekly Goals

From the review of your Keeping Track and graphing your weight, set weekly goals. If the weight and exercise are on target, the goals may only need only a small tweak, or just continued as they are. If the goals set the week before did not accomplish what you'd expected, change them to fit, and try out the new goals for a week. Be realistic about what you can do. Learn from the past week's efforts.

Good plans have the characteristics of a good goal.

Specific: The goals should be clear. Give the details.

WHEN, WHERE, HOW?

Realistic: You should feel 80% confident you will achieve the goal. Set yourself up to succeed!!!!

Behavioral: The goal should describe a behavior over which you have direct control.

Flexible: Set goals that let you be human.

Measurable: How much and how often?

C. Quick Fix Verses Lifestyle

There is a page labeled "Quick Fix Verses Lifestyle". Have participants discuss briefly what the difference between the two words means to them. How far have they come in their thinking of permanent weight management?

Permanent lifestyle change begins a new way of looking at yourself, your behaviors, expectations, the way you thinkit reaches all facets of your inner being. Have them answer these questions in their participant materials after reviewing the "Quick Fix Vs Lifestyle" page.

Which of the statements under "QUICK FIX" do you recognize having had in the past?

Of the "QUICK FIX" statements, are there any that still linger?

Which "LIFESTYLE" statements do you have ownership of today?

Which of the "LIFESTYLE" statements are you working toward?

Quick Fix Verses Lifestyle

Quick Fix	Lifestyle
<p><u>Motivation:</u></p> <p><input type="checkbox"/> Being fat is bad, being thin is good <input type="checkbox"/> I must weigh XXX pounds <input type="checkbox"/> I hate my body. <input type="checkbox"/> When I lose weight, my life will be better</p>	<p><u>Motivation:</u></p> <p><input type="checkbox"/> Health <input type="checkbox"/> Energy <input type="checkbox"/> Fitness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Become my own best friend <input type="checkbox"/> Treat myself like the wonderful person I am</p>
<p><u>Attitude:</u></p> <p><input type="checkbox"/> Right now, impatient <input type="checkbox"/> Temporary behavior <input type="checkbox"/> Rigid, perfectionist</p>	<p><u>Attitude:</u></p> <p><input type="checkbox"/> Gradual learning, patient <input type="checkbox"/> New life-long healthy habits <input type="checkbox"/> Flexible <input type="checkbox"/> Comfortable with my body size</p>
<p><u>Behavior:</u></p> <p><input type="checkbox"/> Rely on “experts” <input type="checkbox"/> Deprivation, restriction <input type="checkbox"/> Judge foods and eating behavior as good or bad <input type="checkbox"/> Program controls what I eat, how much and when</p>	<p><u>Behavior:</u></p> <p><input type="checkbox"/> Trust myself to find what works for me <input type="checkbox"/> Kind, positive <input type="checkbox"/> Eat what I want with awareness <input type="checkbox"/> Eat when I am hungry and stop when I have had enough</p>
<p><u>Results:</u></p> <p><input type="checkbox"/> May lose weight, but usually gain it back, plus more <input type="checkbox"/> Follow set-backs by beating myself up <input type="checkbox"/> Feel like a failure when weight is regained <input type="checkbox"/> Become discourage that I will never find a solution that is safe and effective</p>	<p><u>Results:</u></p> <p><input type="checkbox"/> Small steps lead to success with becoming fit <input type="checkbox"/> Follow setbacks with forgiveness <input type="checkbox"/> Increased understanding of behavior and actions that work <input type="checkbox"/> Feel in-charge as I become more skilled <input type="checkbox"/> Learn more about myself than I imagined</p>



HOMEWORK

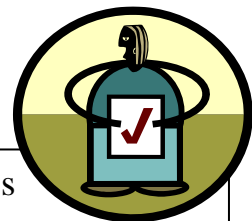
Making this lesson work for you:

Next week,

- ✓ Plan the day, time and place you will have your “Progress Review” and write it on an appointment calendar, or put a reminder on the refrigerator, or someplace in plain sight.
- ✓ Actively begin steps to be “accountable to yourself” for your weight control. List at least one step you made to “Take Charge”.

Follow through with the weekly “Progress Review”. Ask yourself the questions posed in the materials and put in writing your plan. Place inside your Keeping Track. You will continue to self monitor just as you have in the first 6 months and bring to class.

NOTE: A “Month at a Glance” weight graph is available to plot daily weights. How might this be helpful in monitoring weight?



- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain average at or below personal goal assigned.
- _____ Weigh daily and record in KT.
- _____ **My** “**Early Warning**” weight is: _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

My “Progress Review” For the week beginning _____

Total minutes of exercise _____ / goal _____

Average calories _____ / goal _____

Average fat grams _____ / goal _____

EARLY WARNING WEIGHT _____ / Today's weight _____

✓ “What was my biggest problem/barrier/challenge this past week in my effort to control my weight?”

✓ “What is my plan to address the problem/barrier/challenge next week?”

Name _____

My “Progress Review” For the week beginning _____

Total minutes of exercise _____ / goal _____

Average calories _____ / goal _____

Average fat grams _____ / goal _____

EARLY WARNING WEIGHT _____ / Today's weight _____

✓ “What was my biggest problem/barrier/challenge this past week in my effort to control my weight?”

✓ “What is my plan to address the problem/barrier/challenge next week?”

Name _____

Session 26: Maintaining Energy Balance

Objectives

1. Help participants understand the total f calories they expend on average each day.
2. Help participants understand realistic weight loss goals based on their current energy expenditure and intake.
3. Help participants understand that if they are not losing weight, yet it appears that they have an energy deficit, that this lack of weight loss is typically a result of the difficulty in estimating energy intake accurately. This provides and opportunity to review the importance of portion sizes and the need to weigh and measure food intake.

New material to have on hand:

From last week

- Month at a Glance Daily Weight Graph
- Blank “Progress Review” forms

To do before the session

Get material ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White boards pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping

I. WEIGHT PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the last page of previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. Session TOPIC: MAINTAINING ENERGY BALANCE

This session reviews the components of energy balance (energy intake and energy expenditure) to help participants understand may impact weight loss and weight maintenance. Counselors should begin by asking the participants to reflect on the goal of the PRIDE intervention and components of the intervention that impacted this goal. The counselor should ultimately work towards having the participants indicate that to achieve successful weight loss

they need to expend more calories than they consume. Below are example questions that may assist the counselors in achieving this goal.

1. The PRIDE study is working with you to achieve weight loss. Why do you feel that weight loss is important? Participants will express different reason ranging from health, to appearance, to functional improvements.
2. What is the weight loss goal of the PRIDE study? Participants should respond that the minimal weight loss goal is to achieve 10 percent of their baseline body weight. It is important to acknowledge that some members of the group may have achieved or exceeded this goal, while other are still working towards this goal. Encourage those that may have struggled to achieve this goal that the PRIDE staff will continue to work with them to achieve this goal. Be sensitive to differences in progress towards achievement of this minimal goal.
3. What are some things that you may have done over the previous 6 months that have helped you as you work towards achieving this goal? Participants will list a number of strategies that they have used such as not eating out in restaurants, recording their food in their diaries, etc. This discussion should conclude with subjects understanding that all of the strategies that have been used were implemented to assist them with reducing the energy that they consume and increasing the energy that they expend.

A. Understanding the Calorie Deficit Necessary for Weight Loss

Once participants have identified that the key to weight management is to expend more calories that they consume, it is important for participants to understand how much the deficit needs to be to result in significant weight loss. Ask participants if anyone knows approximately how many calories are in one pound. The correct response is approximately 3500 calories. Explain to participants that a deficit of 3500 calories will reduce body weight, whereas an increase of 3500 calories will increase body weight. The deficit is dependent on the difference between the number of calories that you eat and the number of calories that you expend. By participants knowing how many calories they expend they will then be able to determine the number of calories that they can eat to either lose or maintain their body weight.

This section of the lesson will focus on the ways that individuals burn calories. While one component of energy expenditure is the thermic effect of a meal, this lesson will focus primarily on the resting metabolic rate and energy expenditure during routine activity and structured activity/exercise.

B. Understanding and Estimating Resting Metabolic Rate

Introduce resting metabolic rate (RMR) to the group by having them describe the different ways in which they expend calories. Ultimately at least one participant will indicate that they expend calories just to maintain normal physiological functions, and this is the RMR. It is estimated that this accounts for approximately 75% of the energy expended each day.

A few participants that may have struggled to lose weight will probably indicate that this is a result of their metabolism being slow. However, while possible, the metabolism being so low that it is the sole reason for weight gain is very rare. Thus, use the charts provided with this lesson to help participants estimate their resting energy expenditure. The directions and examples for using these charts are explained on pages 2-3 of the participants' lesson.

It is important for participants to understand the factors that can influence RMR. For example, RMR decreases with age, RMR is lower in women compared to men, and RMR is lower for smaller people. Use examples from the RMR charts provided with the lesson to make this point.

Another key point is to help participants to understand that as they lose weight their RMR will also start to decrease. Use the example of the women that lose weight, which is provided in the lesson to make this point. The key is to use this point to help participants understand why continued weight loss becomes harder and harder overtime. This small but significant reduction in RMR with weight loss may also help to explain why weight can be regained quickly when individuals are non-adherent to their dietary intervention such as the one prescribed for PRIDE. Complete the exercise found on page 3 and 4 of the participants' lesson.

C. Additional Methods of Expending Energy

Even though the RMR significantly contributes to total energy expenditure, the RMR is difficult to change. Thus, ask participants to identify other ways that they can expend more calories. The response should be through different forms of daily activity.

Most participants perform very common activities as part of their daily routine. Have participants identify the different activities that are part of this daily routine. This can range from housework to occupational work. For most individuals, these forms of routine activity will increase the total daily energy expenditure by approximately 30%. Have participants compute this by completing the exercise on page 5 of the lesson. (Note: Counselors should have calculators available to assist the participants.)

The other method of increasing energy expenditure is through exercise. Remind participants that the goal of PRIDE is to progress to a minimum of 175 minutes of aerobic forms of exercise. This provides an ideal opportunity to review the components of the activity program for PRIDE and to distinguish between desired forms and intensities of activity and those that may not adhere to the PRIDE guidelines. Refer to sessions 5 and 8 in the Participant's Manual for these guidelines. Have participants estimate the energy they expend in exercise using the information provided on page 6 of the participants' lesson.

1. Using the information provided in the lesson, review how activity and exercise can significantly impact weight loss and weigh maintenance efforts. Have the participants complete the "Determining Your Energy Balance Needs" worksheet. This worksheet is designed to accomplish the following: Help participants understand the total number of calories they expend on average each day.
2. Help participants understand realistic weight loss goals based on their current energy expenditure and intake.

3. Help participants to understand that if they are not losing weight, yet it appears that they have an energy deficit, that this lack of weight loss is typically a result of the difficulty in estimating energy intake accurately. This provides an opportunity to review the importance of portion sizes and the need to weigh and measure food intake.

D. DEVELOPING YOUR OWN PERSONALIZED MAINTENANCE PLAN

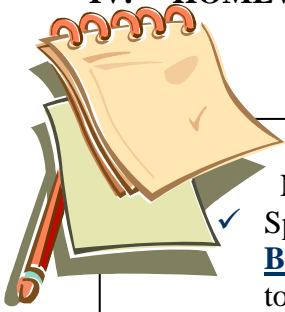
Sessions are moving to a less frequent schedule. Some will welcome this change and others will find it challenging. Since everyone has moved into or will move to a maintenance goal in the next few months, we're introducing a number of procedures that will help participants do a "check up" on themselves now that they'll be having less contact with us now.

When people are losing weight, they tend to maintain an awareness of their food intake, exercise, and other weight control strategies. However, as their efforts become more routine, and especially when their goal shifts to weight maintenance, their weight control behaviors can gradually "fade into the background." Sometimes the first indication of this is when they step on the scale and see that their weight has unexpectedly gone up. Starting now we want them to develop a routine of regular "check up" skills to avoid such surprises. Just as the owner manual of a new car advises us to bring the car in for routine maintenance to avoid expensive repairs later, the same strategy will help participants spot emerging problems early, while they are far easier to solve.

Therefore, we'd like participants to pick the same specific time each week that they'll be able to review all aspects of their weight control efforts. The purpose of this is to spot any emerging trends of concern. If feasible, this weekly review is best done with a friend, relative or a buddy from group either in person, on the phone, or via e-mail. By making a date with someone else, it is less likely that participants will neglect doing their weekly review. Furthermore, just as meeting with others for group sessions can act as a motivator for ongoing weight control efforts, so can sharing one's maintenance efforts with another. An option for group leaders to suggest is to "pair up" participants and encourage them to contact their buddy in the "off week." If the group leader elects to do this, care must be taken in arranging the pairs so that participants who are equally committed and likely to follow through are put together. It can be frustrating and demoralizing for a participant who wants to have a "buddy" to be paired with a "buddy" who consistently fails to live up to the role. Therefore, if you elect to use this often very successful strategy, care must be taken to re-evaluate and possibly re-organize the pairings. The re-evaluation of the selection of a "buddy" at some later session is a good idea, whether that individual is another group member or someone the participant selected for him/herself.

Another part of the weekly check in is comparing one's weight with a "early warning weight." This early warning weight should be represented on participants' weight charts by a horizontal red line drawn 2-4 lbs. above the participant's current weight. (For participants who are still trying to lose weight, this line should be drawn 1 lb. above their current weight (and will have to be re-drawn as more weight is lost). If a participant's weight approaches or reaches these red lines, it should be a clear signal that immediate action needs to be taken. The participant will need to make a plan for further reductions in the caloric intake and energy density of the diet, increasing the number of structured meals or snacks, and/or increasing physical activity to reverse the weight gain trend.

IV. HOMEWORK



Making this lesson work for me.

Next week:

- ✓ Spend more time focusing on you “thinking” and your behaviors!!
Behaviors, you do have control over!!! List behaviors you are learning to control (example: type of food and the amount “**I**” put in MY mouth.)

- ✓ Read again the materials and complete the calculations in the materials if needed.
- ✓ QUESTION: Walking 30 minutes burns _____ calories.
- ✓ Look through you KT and identify by circling the foods you could have “trimmed” or “done without” that makes up about 100 calories.



PRIDE Goals

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain average at or below personal goal assigned.
- _____ Weigh daily and record in KT.
- _____ **My** “Red Flag Alert” weight is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Session 27: Strive for FIVE

Objectives:

- ✓ To reinforce exercise as a means of continuing to lose and/or maintain weight.
- ✓ To promote continued activity through a contract with group leader.
- ✓

In class, participants will:

- Discuss recent evidence from successful weight losers suggesting that they maintain their weight loss in part by becoming very physically active. Their self-reported levels of activity are close to 2800 kcal/week, or about 60-90 minutes/day.
- Be encourage to achieve the 200-minute activity goal and then to try to move higher to levels of 235 minutes/week.
- Launch a motivational goal “Strive for FIVE”.
- Review proper footwear facts and ways to achieve more “steps” each day.

New TO DO for this session

- Calculate the minutes of activity/week each participant reported during the prior month. Average across all 4 weeks or as many weeks of data as you have.
- Complete the Strive for Five worksheet for each participant by indicating their past months activity/week.
- Write the Date on the reporting form the Campaign will be completed
- Set a PRIZE for meeting the Campaign goal over the 4 weeks.
- Review the attached Background Information.
- Print and distribute weight and exercise graphs

Copies to make:

Weekly Planner for Exercise.

I. WEIGHT PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: PHYSICAL ACTIVITY IN SUCCESSFUL WEIGHT MAINTENANCE

Recent research indicates that successful weight loss maintainers may, on average, do higher levels of activity than the 200 minutes we have recommended. It is important to make sure that those who have not yet achieved 200 minutes/week recognize that the 200 goal is still an important goal to achieve. This session is NOT saying that 200 minutes won’t help with maintenance of weight loss; any increase in activity is potentially important. However, it is important for those who have achieved the 200 minutes to recognize that reaching even higher levels of physical activity is even more beneficial for long-term maintenance of weight loss.

- ✓ *The message for those who are still not reaching 200 minutes/week of activity should be to continue to try to reach this goal.*

- ✓ *The message for those who are already at 200 minutes/week of activity should be to try to reach 235 minutes/week.*

A. WHY DOES IT TAKE SO MUCH PHYSICAL ACTIVITY?

Participants may be resistant to trying to achieve this higher goal. They may respond as follows:

- *Why do I need to do so much physical activity?*
Possible answer—The data suggest that the best way to maintain your weight loss is with the combination of diet and physical activity. It appears that the more physical activity the better. Successful weight losers report doing significant amounts of physical activity which may help them compensate for occasional overeating.

- *How can I fit more physical activity into my schedule?*
Possible answer—In order to increase your activity, it is best to go slowly. Can you find 5 or 10 minutes in your day when you can take an extra walk? Maybe an extra walk before or after lunch or dinner? Or perhaps you could add 5 minutes to each of your current walks.

B. “STRIVE FOR FIVE” PHYSICAL ACTIVITY GOAL

To prepare for this goal you will need to have done the following:

- Calculate the number of minutes of activity each participant averaged last month.
- Fill out a Strive for FIVE Worksheet (p. 5 Counselor Manual and p. 4 Participant Manual) for each participant that indicates how much activity they reported during the last 4 weeks. During the class participants will set their personal goal for the next month.

During the session you will need to:

- Explain that the reason for the goal is to increase motivation for physical activity;
 - Pass out individual charts, and
 - Make sure that participants understand their goal.
- ✓ **Strive for “FIVE”** will start today and continue for 1 month (2 sessions). We have figured out how many minutes of activity/week each of you averaged last month (based on the diaries you turned in).
- ✓ The goal is for each person to increase her activity level by 5 minutes for each planned exercise session. This is especially important if you are still striving to reach your goal of 200 minutes of exercise each week.
- OR
- ✓ Your goal may be to increase the number of planned exercise sessions to 5 days each week if you have not reached that yet.
- OR
- ✓ Your goal may be to maintain at least 200 minutes of physical activity on at least 5 days a week

C. WAYS TO INCREASE PHYSICAL ACTIVITY

- Ask participants for ways to increase physical activity
- Review handout “100 ways to step it up.” Which of these might work for you?
- When increasing physical activity you want to remember the importance of proper footwear. Review Footwear Facts Sheets and address any questions. Encourage participant to visit their local shoe store for more personalized information.
- Give participants an idea of what Pride prize(s) they might obtain their 4 week goal.

IV. HOMEWORK

Making this lesson work for you:

- ❖ Write the exercise goal you decided fits your needs for the next month’s “**STRIVE FOR FIVE**” Campaign.

Strive for "FIVE"

Name: _____ Date: _____

Your average physical activity during the Month of _____

Average Minutes per week: _____

Average number of Days Exercised: _____

Therefore my starting point = _____ min on _____ days

Pick your "FIVE"

- ❖ I plan to add 5 minutes to each of my activity sessions.
Therefore, my goal for the next month will be: _____ minutes on _____ days.

OR

- ❖ I plan to increase the number of days on which I exercise to FIVE
Therefore, my goal for the next month will be _____ minutes on _____ days.
The days on which I plan to exercise are _____.

OR

- ❖ I plan to maintain my current level of exercise for the next month.
Therefore, my goal for the next month will be to maintain my exercise
at _____ minutes/week; and _____ days/week.



Pick YOUR FIVE and let your group leader know your plan before starting the "STRIVE FOR FIVE" Campaign.

Background Information

Wing, R.R. & Hill, J.O. Successful Weight Loss Maintenance. Annual Review Nutrition, 2001, 21; 323-41.

Data from National Weight Control Registry, a registry of over 3,000 individuals. These individuals (mean age = 45; 97% Caucasian; 67% married) have lost over 60 lb and kept it off 6 years.

To lose weight, 89% of NWCR members modified their diet and their physical activity. About half lost weight on their own—the others used some type of program or received help from a nutritionist, etc.

To maintain their weight, registry members report continuing to consume a low calorie, low fat diet, to self-monitor their weight at least once/week, and to be physically active. Only 9% of registry members report maintain their weight loss without physical activity. The attached pages of the article describe the physical activity habits of NWCR members in more detail.

The following are reprinted from: Wing, R.R. & Hill, J.O. Successful Weight Loss Maintenance. Annual Review Nutrition, 2001, 21; 323-41.

Physical Activity

Regular physical activity has been found in many studies to be associated with long-term weight loss maintenance (20.37). Most subjects in the NWCR report engaging in regular physical activity to lose weight as well as to maintain the weight loss. Only 9% of registry subjects report maintaining weight loss without regular physical activity. Using the Paffenbarger Physical Activity Questionnaire (33), we determined current levels of physical activity. Women in the registry report expending an average of 2545 kcal on physical activity per week and men report an average of 3293 kcal/week. This amount of physical activity is comparable to about 1 h of moderate intensity physical activity, such as brisk walking, per day. This is much higher than physical activity recommendations for the general public. The Surgeon General recommends that adults engage in 30 min of moderate intensity physical activity at least 3 day/week (46). Among registry subjects, 52% expend more than 1000 kcal and 72% more than 2000 kcal on physical activity per week.

Physical activity experts now recommend that rather than only planned exercise, people increase “lifestyle physical activity,” which involves being more active in daily life (e.g. increase walking, taking stairs, etc) (46). Most registry subjects report efforts to increase both lifestyle activity and regular planned exercise. As noted above, only 9% report that they do no physical activity for weight loss maintenance. Among registry members, 49% report using a combination of walking and another form of regular exercise, 28% report only walking, and 14% report only another form of regular exercise. Thus, the combination of lifestyle and programmed exercise is used by almost half the participants, and walking is an important aspect of the exercise for over 75%.

Table 1 shows the six most frequently reported physical activities of subjects in the registry (45). It is interesting that a high proportion of subjects report weight lifting. In the registry, 24% of men and 20% of women regularly engage in weight lifting. A representative national population, the National Health Interview Survey, conducted in 1991, reported that 20% of men but only 9% of women regularly engage in weight lifting. Thus, women in the registry engage in weight lifting to a much greater extent than do women in the general population. The extent to which this contributes to their success in weight loss maintenance is not clear.

Table 1 The six most common activities reported by National Weight Control Registry subjects

Activity	% Reporting engaging in activity
Walking	76.6
Cycling	20.6
Weight lifting	20.3
Aerobics	17.8
Running	10.5
Stair climbing	9.3

Table 2 Effect of weight loss on other areas of life^a

Determinant	Improved	No difference	Worse
Quality of life	95.3	4.3	0.4
Level of energy	92.4	6.7	0.9
Mobility	92.3	7.1	0.6
General mood	91.4	6.9	1.6
Self-confidence	90.9	9.0	0.1
Physical health	85.8	12.9	1.3
Interactions with			
opposite sex	65.2	32.9	0.9
same sex	50.2	46.8	0.4
strangers	69.5	30.4	0.1
Time interacting with others	59.1	39.6	1.3
Job performance	54.5	45.0	0.6
Other hobbies	49.1	36.7	0.4
Interaction with parents	32.8	65.0	2.2
Interactions with spouse	56.3	37.3	5.9
Time spent thinking about			
food	49.1	36.7	14.2
weight	51.0	28.6	20.4

^a N= 784. Results indicate percentage.

Session 28:

Matching Calorie Intake to Maintenance Goal

Objectives

- Introduce basic principles of volumetric and how they reinforce PRIDE’s dietary and caloric goals
- Familiarize participants with **Volumetrics** book as a reference for PRIDE sessions
- Review the benefits of structured meals to weight maintenance.
- Explore pros and cons and problem solve any barriers.

NEW for this class:

“**VOLUMETRICS**” book for each ppt

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the last page of previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC:

MATCHING CALORIE INTAKE TO MAINTENANCE GOAL

This session focuses on the role of structured meals in maintenance and introduces volumetrics. Explain to participants that they will be presented with sessions focusing on eating patterns designed to maximize their feelings of fullness without over consumption of calories. These sessions are based on the same low-fat eating and healthy eating patterns they are already familiar with from previous Pride sessions, but with greater emphasis on using foods to maintain satiation. The participants should continue tracking their total calorie intake daily. We will soon be recommending that they supplement their recording of calories and fat grams with recording of foods that were chosen specifically because they are lower in Caloric density.

A. How to eat fewer calories without going hungry

Going hungry can set you up for weight control challenges. Avoiding weight regain requires a balance between caloric intake and output. In order to reduce caloric intake, many people restrict the amount of food they consume. However, recent studies indicate that people tend to eat the same weight or volume of food daily. It appears that the amount of food in the stomach helps to regulate satiety, irrespective of caloric or fat intake. Thus, simply restricting the amount of food eaten results in feelings of hunger; ultimately, food intake increases back to habitual levels, resulting in increased caloric intake. In order to avoid feelings of hunger, it is important to maintain the habitual amount of food consumed but alter the caloric content. Increasing the amount of low calorie, bulky foods in the diet while also reducing the amount of high fat foods, produces a satiating diet with a lower overall calorie content.

B. Caloric Density

Caloric density is defined as the number of kilocalories in a given weight or volume of food.

$$\frac{\text{Number of calories}}{\text{Weight (gm)}}$$

Two examples of caloric density are provided for the participants in their materials: a medium apple (Caloric Density = 0.4), and a slice of apple pie (Caloric Density = 2.6). These examples illustrate how the two foods would provide quite different feelings of fullness for the same amount of calories. Participants may comment that they would rather have the pie than 6 apples. It is important to stress that eating a low Caloric Density diet doesn't mean removing all higher Caloric Density food items. By ensuring that the BULK of the diet comes from lower Caloric Density foods, with only occasional high Caloric Density foods, they will be less likely to consume excess calories that can result in weight regain.

C. Categories of Caloric Density

It is possible to group food items on their Caloric Density. Below is a table of the four categories of caloric density, which can be used for handouts or for overheads for the group sessions. You have been provided with photographs illustrating the types of foods that fit into each category. Use these photographs to further illustrate these four categories.

Very low	Low	Medium	High
CD less than 0.6	CD 0.6 - 1.5	CD 1.5 – 4.0	CD > 4.0
Includes: Most fruits and vegetables Skim Milk Broth based soups	Includes: Many cooked grains, breakfast cereals with skim milk, low fat meats, beans and legumes, low fat mixed dishes, salads.	Includes: Meats, cheeses, salad dressings, high fat mixed dishes, some snack foods	Includes: Crackers, chips, chocolate candy, cookies, nuts, butter and full fat condiments

To achieve a filling, satisfying diet that doesn't provide excess calories, the bulk of the food consumed should come from the very low and low Caloric Density categories, fewer foods from the medium category and only occasional foods from the high Caloric Density category. Encourage participants to think about how frequently they consume very low and low Caloric Density foods, discuss ways they could incorporate more low Caloric Density foods in their diets.

D. Determinants of Caloric Density

Determine if participants can identify factors that influence the caloric density of foods. Foods with a low caloric density contain a high water and low fat content. Decreasing the water content and increasing the fat content increases caloric density. To a lesser extent, the amount of fiber also determines caloric density. In general, increasing the amount of water in the diet will produce a lower calorie density diet. The notion that decreasing the fat content in the diet produces a lower calorie density diet is not new to Pride participants. However, the focus on increasing the water content while maintaining a low fat content will be a new concept and this should be highlighted.

E. Volumetrics Book

All participants have been given a copy of the Volumetrics book by Barbara Rolls. This is to be a supplement to the intervention materials for interested participants and is to be

presented as a resource rather than required reading. However, the book will be helpful in providing further details on Low Calorie Density Eating and in offering some listings of the Calorie Density of some common foods (pages 118-148). Encourage those participants who are interested to use the book, but it is not a mandatory component of the program.

F. Practice in Identifying Caloric Density

Have participants work together in small groups to use their Volumetrics and their calorie count books to look up the caloric density of the foods listed on their worksheets. If time is short, it can be helpful to break the assignment into sections, giving each group one section of the assignment and then asking everyone to report back to the larger group. Some of the items on the chart may require calculation (remember its number of calories divided by weight in a single serving for the calorie density). Be prepared with the materials to facilitate this.

G. The Role of Structured Meals in Weight Maintenance

Most people eat most of their food in an unstructured way. This means that there are no pre-existing limits or guidelines on what or how much we “should” eat. For example, nearly all meals and snacks eaten at home are chosen from a wide variety of foods that are available in amounts far greater than could be consumed at one sitting. The situation is the same when eating outside the home. For example, at restaurants, and at entertainment and sporting events, there are a variety of delicious foods, usually served in large portions. Research has shown very clearly that as *portion size, palatability, and food variety* increase, caloric intake also increases. Therefore, the typical context in which people chose foods to eat makes it extremely difficult to consistently limit caloric intake to a level that will support weight loss or maintenance.

If people who have a demonstrated vulnerability to weight problems regularly eat in traditional eating contexts, over-consumption of calories and eventual weight regain is likely. When portion size, palatability, and food variety are uncontrolled (or are controlled by others), it is unreasonable to expect that vulnerable people will be able to consistently avoid their powerful allure. This does not mean that we should not help participants develop skills such as monitoring their food intake, slowing their eating rate, etc. It does mean that the most successful weight control plan will both limit exposure to tempting foods and enhance skills for controlling intake in all eating contexts.

Structured meals are a way of controlling exposure to the three characteristics (portion size, palatability, and variety) that makes over-consumption more likely. As shown in the participant’s manual, degree of meal structure exists along a continuum. In Pride, the most highly structured meals are those we offer to participants (Slim Fast, Glucerna, or Optifast). Portion size is predetermined and reasonable, and food variety is eliminated. Slightly less structured meals (or components of meals) are frozen dinners or cans of

soup. Typical meals at home are usually unstructured. Perhaps the least structured meal setting of all is an all-you-can-eat buffet served at a restaurant.

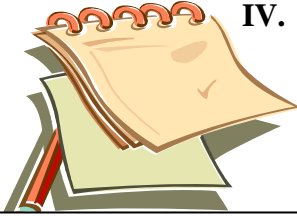
When choosing how much structure they should create with their diet, we want participants to find a balance between comfort and effectiveness. Someone might be uncomfortable with liquid or solid meal replacements, but may be more willing to adhere to a written meal plan. On the other hand, for the reasons we have outlined, greater structure usually produces greater control and, over time, better weight maintenance. Therefore, it is important to discuss these dimensions and make it clear that the safest path to take is to use as much structure as someone feels comfortable with.

Pride recommends for best weight maintenance that participants continue to use one liquid replacement and a bar to replace one meal per day and one snack per day. If participants have discontinued use of meal replacements or are adamant that they will no longer continue, encourage them move to the next most structured option with which they are comfortable. The bottom line is that weight maintenance is most likely to be successful if participants will use the greatest degree of structure they can tolerate for at least one of their meals per day.

The best way to raise these points about the value of structured meals is to ask the group to tell you what some of the advantages they have noticed in the past using the meal replacements or other structured meals. Probe and prompt them so that they volunteer as many of these points as possible. The role of the group leader should be to facilitate this discussion and reinforce when desired points are raised by the group members. Only after participants have run out of ideas about how structure helps should the group leader “fill in” the points that were not raised. In summary, this discussion of structured meals for maintenance will be most effective if it is not a lecture, but rather a discussion among participants about how structure can help in weight control efforts. The group leader can reinforce points that participants raise by echoing the research that supports the point or expanding upon the points raised by a group member. This is preferred over a more didactic presentation.

H. Summary

- Review the key points of reduced calorie density eating. Specifically, the goal to eat sufficient food so that you feel full by eating the majority of your foods from among those that are low calorie density. Stress the benefits of this include not only a healthy diet that will help them maintain their weight (or continue to lose) but also that it will help them feel full and satisfied. Encourage them to start looking at what they typically consume and evaluating whether the foods are low or high in caloric density.
- Also review how structured meals can be effective in efforts to maintain weight loss successfully. Encourage participants to set a goal to increase (or continue) the highest level of structure they are comfortable with at one meal and for one snack.



IV. HOMEWORK

Making this lesson work for you:

During the week:

- ✓ Thumb through “Volumetrics” p.118-150.
What foods have Caloric Densities are surprising to you? List them here.

Look through your “Keeping Track”

- ✓ List some foods and beverages you enjoy. What do you think their CD (caloric density) would be?
- ✓ Thinking back, what foods have you thought “just don’t fill me up”!! Is there a reason? What is the Caloric Density?



PRIDE Goals

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain average at or below personal goal assigned.
- _____ Weigh daily and record in KT.
- _____ **My** “**Early Warning**” weight is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Counselor's Answer Key

Food	Very Low	Low	Medium	High
Apple	√			
Tortilla chips				√
Tomato Juice	√			
Raw carrots	√			
Grilled skinless chicken breast			√	
Candy				√
Red Beans and Rice		√		
Graham Crackers				√
Pretzels			√	
Whole wheat bread			√	
Broiled lean sirloin			√	
Oatmeal	√			
Cooked white rice		√		
Fried pork rinds				√
Spaghetti with white sauce			√	
Spaghetti with red sauce		√		
Coca Cola, Dr. Pepper, etc.	√			
Tuna canned in water		√		
Crystal Lite, Diet Coke, etc.	√			

Think about some foods and beverages that you enjoy. What do you think their Caloric Density would be? How often do you think you should eat them, daily, weekly, only occasionally, daily but in very small amounts?

Food or Beverage	Caloric Density Category	Frequency
Carrots	Very low Caloric Density	As often as I like
Nuts	High Caloric Density	A couple of times a week in small amounts.
Pizza with mushrooms and onion	Medium Caloric Density	
Pepperoni Pizza	High Caloric Density	

Session 29: Reduced Calorie Eating and Keeping Track More Accurately

Objectives

- Review key points of low caloric density foods
- Discuss the importance of accuracy in keeping track and evaluate ways to increase accuracy
- Review the foods guide pyramid and ways to maintain a balanced diet while choosing foods low in caloric density

Before class:

- ✓ If you are not familiar with Reduced Calorie Density Eating, you can review pages 40-98 and 105-133 in “Volumetrics: feel full on fewer calories” Barbara Rolls, R Barnett, Harper Collins Publishers, NY, NY 2000.
- ✓ Select “breakfast cereal” and “sandwich” from the supporting material (photographs in power point) OR purchase the following items to re-create the demonstration:

Whole wheat bread	regular cheese
Regular mayonnaise	low fat cheese
Low fat mayonnaise	unsweetened cheerios
Lettuce	Skim Milk
Tomato	Whole milk
Green pepper	Frosted mini-wheats
Low fat roast beef	Bologna

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)
 - ✓ Progress Review
 - ✓ Daily Weight Graph
 - ✓ “Strive for” 35 planner

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: Making Keeping Track Records More Accurate

This section is a reiteration of the importance of “Keeping Track” but is also meant to show that even when people do keep track, their food records will often be inaccurate.

As the group members move toward weight maintenance, the mental focus on eating and activity that members had during weight loss often begins to lessen. Since Pride is based on developing “early warning” skills, a very important early warning is changes in food intake. Therefore, maintaining a daily record of ongoing food intake is critical. Start off by explaining the importance of having any early signs of developing problems to come from the “Keeping Tack” records, rather than from the scale. Remember that it is important to maintain an attitude in this discussion that inaccurate recording or slipping in accuracy over time can be common and does not reflect a lack of motivation per se, a character flaw, an intention to deceive, etc.

Ask the group to go through the multiple choice question by asking for a show of hands for each item. Explain the answer by saying that research generally finds that most people with weight problems into category C or D. Briefly explain that older research suggested that overweight people do not eat more than normal weight people, suggesting that overweight people suffered from a “slow metabolism.” However studies conducted with doubly-labeled water (a technique that allows very accurate measurement of total calories burned in everyday life) has proven that overweight people usually do eat more than people of normal weight. These doubly-labeled water studies have also shown that most people report eating less than they actually eat, and that this tendency is more pronounced in overweight individuals.

Briefly review the bullet points. Note that the number of calories that overweight women who are weight stable consume each day ranges from approximately 1,500 (for women weigh less) to 2200 calories (for women weighing more). Comparable figures for men are roughly 600-800 calories higher. Explain that food records often reflect a caloric intakes that are several hundred calories lower than these figures. For example, if Sheila is trying to maintain her weight and consumes 500 calories more than is in the foods she writes down, she would expect her weight to be remain stable. But, at her next weigh-in two weeks later, Sheila learns that she actually gained two pounds (500 calories per day x 14 days = 7000 calories or two pounds). Sheila would probably feel shocked and very frustrated. She thought she was doing well but her weight went up “for no good reason.”

Ask group members if they’ve experienced this kind of unpleasant surprise at the scale. Such surprises are not entirely due to underreporting of food intake, but this is one common source of unexpected weight gains (or the absence of expected weight losses).

Review the next two bullet points. The point is that underreporting can lead to feelings of helplessness because people end up feeling that their weight “has a mind of its own.”

This can undermine confidence in their ability to control their weight and their motivation to continue doing so.

Now have the group do the second multiple-choice on their paper. Ask members which of the answer or answers they think are correct. The correct answer is “all of the above.” Particularly emphasize #3 as a significant reason for underreporting. Clinical experience indicates that individuals start out recording all their food intake right after they eat it (which is the correct procedure) but gradually shift to recording their eating retrospectively (e.g., only once or twice a day). This practice contributes to overlooking or forgetting about some food intake. The “take-home” point is that Keeping Track is the foundation of most everything else we teach in this program, because self-control ultimately depends on self-awareness. Therefore, the better their foundation of eating self-awareness, the more effective they can be in responding to any problems as soon as they arise.

Discuss the suggestions for improving the Keeping Track process and encourage members to adopt as many of these suggestions as possible. Have group members go to the goal setting form at the end of the lesson materials and identify a strategy that they will implement to improve the accuracy of their Keeping Track. Share some of the strategies each have picked within the group.

A. Using the Food Guide Pyramid to Create a Diet Low in Caloric Density

Participants should be familiar with the food guide pyramid from earlier sessions. It is important to stress that a low Caloric Density eating pattern follows the recommendations for healthy eating outlined in the food guide pyramid; the bulk of the diet should come from breads, cereals, rice, and pasta combined with fruits and vegetables. However, within each of these food groups it is possible to choose both low and high Caloric Density foods. Today’s session is focused on low (or lower) Caloric Density choices within each food group. Choosing a lower Caloric Density food option within each category will result in small but important decreases in caloric consumption. These small but important decreases can help make the difference between successful weight maintenance and gradual weight regain.

For the comparisons below, it is important to note that even small decreases in Caloric Density can, overtime, significantly contribute to a lower caloric intake and decrease the likelihood of weight regain.

1. Breads, Cereals, Rice and Pasta: 6-11 servings daily

This group is very important in a low Caloric Density diet. There are many good food choices in the low Caloric Density category; however, there are also plenty of foods that fall into the high Caloric Density category. Typically lower Caloric Density options have a higher fiber content (whole wheat bread vs white bread, brown rice vs white rice) and higher water content (soup versus a thick stew).

Some examples of LOWER caloric density choices:

Cooked grains: rice, couscous, pasta
Unsweetened high fiber breakfast cereals
Whole wheat bread products

Some examples of HIGHER caloric density choices:

Pretzels, crackers (including saltines, Graham, wheat thins etc)
Granola, sweetened breakfast cereals.
Doughnuts, waffles.

2. Vegetables 3-5 servings and Fruits 2-4 servings per day.

Both these food groups should be eaten in abundance. Stress to your participants that while fresh fruits and vegetables are a great addition to their diets, canned (in water) or frozen products are just as beneficial. The canned or frozen products may be more affordable and provide a convenient alternative.

The higher the water content, the lower the caloric density. Therefore vegetables and fruits such as watermelon, cucumber, and lettuce have a very low caloric density. Other fruits and vegetables such as bananas, potatoes, corn, and sweet potato have a higher Caloric Density but still fall in category 2: low caloric density. Dried fruits fall into the medium Caloric Density category and should be consumed less frequently. Within this food group it is important to be careful with high Caloric Density additions, such as salad dressing, sour cream, and food preparation techniques such as deep frying. If participants choose to consume these, they should do so infrequently and be cautious of portion size.

3. Milk, yogurt, & cheese: 2-3 servings per day

This is a food group with a large range in caloric density. Choosing low fat options as well as controlling portions of high fat options is extremely important. Even low fat varieties can have high Caloric Density (part skim milk mozzarella, for example, still has an Caloric Density of 2.8 but is a better alternative to full fat). Products such as Parmesan and Feta cheeses can be used in a low Caloric Density diet as an alternative to regular cheddar cheese (despite their higher Caloric Density), provided smaller portions are used.

Some examples of LOWER caloric density choices:

Non fat, or 1% milk
Sugar free, reduced fat yogurt
Plain fat free yogurt
Fat free frozen yogurts
Fat free sour cream

Some examples of HIGHER caloric density choices:

Parmesan cheese
Cheddar cheese
Sour cream
Half and half, cream
Specialty cheese: brie, blue

4. Meat, poultry, fish, dry beans, eggs and nuts group 2-4 servings

This is another food group with a very wide range in caloric density. Encourage participants to try new foods with low caloric density. For example, beans, legumes and products made from them (black bean spread, tofu, hummus) have a low Caloric Density and can readily substitute for red meats occasionally. Fish, turkey, and chicken can also serve as lower Caloric Density alternatives. Incorporating more beans and legumes and lean meats can lower the Caloric Density of mixed dishes.

Some examples of LOWER Caloric density choices:

Tofu
Fat Free refried beans
White Fish, broiled, steamed
Extra lean ham
Ground turkey
Ground tenderloin

Some examples of HIGHER caloric density choices:

Bratwurst
Salami
Bratwurst
Bologna
Chicken wings
Bacon

B. The Pyramid tip: Fats, oils and sweets: Use sparingly

This category is almost all high caloric density foods. Participants will already have knowledge from the previous Pride sessions on how to use lower calorie substitutes for these food items. Prompt participants for lower caloric density alternatives to the foods listed below.

High sugar soda drinks
or fruit drinks*
Mayonnaise, Salad dressing
Cream cheese
Sugar, jams, jellies
Butter
Oil
Candy

NOTE exception:

(This is one exception to the rule. Due to volume, regular soda has a low caloric density despite its high caloric content. It is preferable to drink diet soda or other low calorie beverages, such as sugar-free flavored seltzer, Crystal Lite, herbal iced tea, etc.)

C. Demonstrations

Using either the photographs provided (in Powerpoint file) or using real food models, illustrate to the participants how choosing low Caloric Density options within these food groups can result in either the consumption of more food for the same number of calories, or more food for less calories. In both examples, ask participants which dish would leave them feeling fuller, and if they could adapt some of these changes in their own diets. The visual impact of the choices is often more compelling than simply discussing the choices.

Breakfast cereals:

Low Caloric Density

1.75C unsweetened Cheerios
6oz skim milk
4 oz Fruit cup in extra light syrup

Calories: 306

Caloric density: 0.9

Higher Caloric Density

1 C Frosted mini wheats
6oz whole Milk

302

1.3

Sandwiches:

Low Caloric Density

2 slices whole wheat bread
2 oz low fat roast beef
1 oz reduced fat cheese
1 piece lettuce
2 slices tomato, 2 rings green pepper
1 tsp light mayonnaise

Calories: 429

Caloric density: 1.7

Higher Caloric Density

2 slices whole wheat bread
2oz beef bologna
1oz cheese
1 piece lettuce
1 tablespoon Mayonnaise

626

3.2



VI. Homework

Making this lesson work for you:

_____ Record when you **CHOOSE REDUCED CALORIC DENSITY EATING** options by marking **RCDE** in your Keeping Track in the blank column.

_____ After reviewing the suggestions made above, please list anything you could do differently to improve the accuracy of your Keeping Track records.

Session 30: *FaciNg FruStRaTioN!*

Objectives:

In this session, the participants will:

- Define frustration and feelings associated with it.
- Identify current frustrations with weight loss.
- Reflect on ways participants have been successful in handling frustration with weight loss in the past.
- Make a plan for facing frustration.

To Do Before the Session:

- Coupons for meal replacements
- Keeping Track Books
- Pages for participant notebooks
- Scale
- Pens/Pencils
- Basket to collect Keeping Track books
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals.

Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: FACING FRUSTRATION

A. Defining Frustration

Frustration is a word that can mean many different things to many different individuals.

Begin the conversation by asking participants, “What are some things that can be meant by frustration?” To further explain how they feel when they are frustrated, ask participants, “What feelings do you associate with frustration?” For example, hopelessness, anger,

disappointment (i.e., unmet expectations), aggravation, and sadness are some examples of what persons may feel when “frustrated.”

Identifying the thoughts that accompany frustration can help guide participants to the solution for their frustration. Ask, “What is going through your mind when you are frustrated?” Identifying thoughts may be difficult for some participants and providing examples may be helpful. They may be having thoughts such as, “I shouldn’t be having any problem losing weight. It was so easy in the past,” “I can’t do anything right,” “If my husband would just be supportive, I could do this,” “With this new job, I don’t have time to exercise,” “Why can Betty lose weight and I can’t?” or “This is just not working for me. I’ll never be able to lose weight.” Have participants share their thoughts.

B. What is frustrating you?

Ask participants to identify in detail what is frustrating them the most and write their response on the handout. Some potential frustrations are:

- Participating in PRIDE: Being tired of keeping food diaries, using meal replacements, counting calories, weighing in, or exercising
- Regretting or dwelling in the past: “How did I become overweight?”
- Comparing yourself to others (the success of others or what others can “get away” with eating)
- Comparing your present self to your past self (Examples of accompanying thoughts: “Weight loss was so easy when I was younger!” “I used to be so thin!”)
- Striving for a goal that seems unreachable
- Confusion: Not knowing how to get what you need, not knowing where to go from here, not knowing how to get what you want
- Family, work, physical health situations that get in the way of accomplishing your exercise and diet goals.
- Expectations
 - Losing weight is harder than you expected
 - Life at a lower weight is not as you expected

C. Identifying options for handling the frustration.

Now ask participants to identify what would need to happen for the frustration to decrease or be removed and answer the question “What would it take to lessen or remove the frustration?” on their handout. This is important because it will determine their options for handling their situation. For example, if some one else’s behavior is frustrating them, they can choose to accept it or try to find a way to influence the person’s behavior. If the participant is comparing himself to someone else’s success, he can point out the ways he is successful.

Ask participants to answer the second question on their handout. You can prompt them by asking, “What do you think it would take to have relief from your frustration?” or “What specifically would change about your situation?”

Is it something you have control over changing or does it require someone or something else to change?

The answer to this question is another important piece of information in determining what can be done about the frustration. People often spend a great deal of emotional energy on situations that they cannot change instead of focusing on how they can react to it in a more useful manner. Ask participants to answer this question on their handout.

D. Building self-efficacy for change

Ask participants to answer the question, “How have you successfully handled frustration with *other situations* in the past?” on their handout. In the midst of frustration, thinking can be cloudy, and participants may not remember that they have handled other frustrating situations well. They may not recognize that how they have dealt with tough times in the past may apply to their current situation.

Also ask participants to record their answer to “How have you successfully handled frustration with *weight loss/weight maintenance* in the past?” on their handout. Many of them will be struggling with feelings of being stuck and not losing weight. Ask participants to discuss their answers and ask, “When have you faced frustration with weight loss or weight maintenance in the past?” “How did you get through it then?” “What is similar about this situation?” and “What is different?”

E. Making a plan

Now that participants have determined what is frustrating them, what needs to change to reduce or remove the frustration, and ways they have successfully managed similar situations, they can make a plan to deal with their current situation. Review the following options:

○ **Acceptance**

Acceptance doesn't mean that you will not be frustrated anymore, but it can reduce how frustrated you feel and clear your mind to focus on what you need to do. If you are thinking, “I shouldn't be having a hard time with losing weight!” then you have an extra hump to get over. When you accept that weight loss is difficult, you can focus on what *you can do* to encourage weight loss instead of getting caught up or blocked by your thoughts and emotions. If you are struggling with a situation, such as an ill family member or someone else's behavior, accepting the parts of the situation that you can't change can help you to focus on what *you can do*.

○ **Change a thought**

Ask participants what thoughts were going through their minds and refer to examples given earlier in the discussion. Review changing thoughts with participants from the “Negative Thoughts” lesson (Session 13). Some examples are:

- Viewing exercise as a punishment.
 - Focus on what you like about exercising.
- Thinking of using meal replacements as something *you have to do*?

- View *choosing* MRs & healthy foods as in your control. We're asking you to do certain things, but we can't make you do anything.
 - Thinking of yourself as a failure for not exercising as much as you did at the beginning of the program.
 - Consider that you know now what you didn't know then. For example, you didn't anticipate that your father would get sick and you would have to take care of him. Or, you didn't know that you would hurt your back and not be able to exercise as much as you did in the beginning of the program.
 - Questioning," How did I become overweight?"
 - Focus on the task at hand. If the thought, "How did I become overweight?" is running through your mind while you are trying to make healthy choices at the grocery store, your emotions can cloud your thoughts. You will neither feel good, nor be able to concentrate on buying healthy foods. Focus on the task at hand and remind yourself that you are doing something to help yourself *now*.
 - Thinking that you are a failure for not meeting your goal when you wanted to.
 - Change the measure of success.
 - Instead of focusing on weight, focus on behaviors that you can change.
 - Count how many weeks you have successfully met your activity goal.
 - Count how many weeks you have reduced the amount of calories and fat you have eaten.
 - Losing weight should be easier than it has been.
 - Re-evaluate expectations you may not have known that you had.
 - Ask participants:
 - How many of you anticipated that losing weight would be frustrating?
 - How is it like what you expected?
How is it different from what you expected?
 - Is it reasonable to expect that you won't be frustrated in the process of losing weight?
 - Most people expect to lose 30% of their total body weight. Is that true of you? Ten percent is a reasonable goal that can improve your health.
- **Change a behavior**
Some participants will be able to take action to directly improve their frustrating situation. Ask, "What is one thing that you can do to improve your situation?" Go through making a step-by-step plan with small goals to reach a larger goal. Include when the steps will be carried out.
 - **A combination of strategies**
Point out that the solution to their situation may involve several of the suggestions covered above.

Now ask participants to answer the question, “What are some things you can do about your situation?”

F. Pointing out the positive

When someone experiences a great deal of frustration, it can look like *nothing* is going right or that they aren't doing anything right. Help participants to realize that it isn't all bad. For example, if they are frustrated about not losing weight, suggest that they take a break from the frustration. Tell them to make a list of things that they feel good about. Include things that have to do with weight loss and things that do not have to do with weight loss. Also list the benefits of the changes they've made. People tend to do the things that they feel good about and the things that they feel are possible to accomplish. Tell them not to be afraid to give themselves credit for what they have accomplished! They can feel good about the *process* of losing weight not just the *product* (i.e., weight loss). Ask them what behaviors have they changed (i.e., eaten less fat over the past 30 + weeks, increased exercise). Some of them may need encouragement that coming to group is a sign that they are doing the right thing. Remind them that those who come to more groups are more successful!

Ask participants to answer the question, “What are some things that you can feel good about? What are you doing successfully?” on their handout and discuss their answers.

IV. HOMEWORK

Making this lesson work for you:

For the next two weeks:

- ✓ **Identify frustrations that may be hindering weight loss/maintenance success.**
- ✓ **Make a plan to overcome these frustrations.**
- ✓ **Identify negative thoughts and practice changing those thoughts to more positive thoughts.**
- ✓ **Keep a list of your weight loss successes in sight. Make a point to review this list when you are feeling down.**

Session 31:

Making Reduced Energy Density Eating Work for You

Session Objectives:

- To solidify by review, what make up the Caloric Density a food.
- Use of food labels to determine caloric density.
- Identify ways to boost foods with a low caloric density.

TO DO BEFORE THE SESSION:

- Review participants manual, review pages 14-15 “Volumetrics: feel full on- fewer calories” Barbara Rolls, R Barnett, Harper Collins Publishers, NY, NY 2000
- Select a range of food labels to use in class.
- Have calculators available for participants to use in calculation of the caloric content.
- Assemble the following items for the demonstration (or other similar demonstration)

<u>Lower caloric density</u>	<u>Higher caloric density</u>
3 x 12” flour tortilla	3 x 12” flour tortilla
½C canned pink beans	½C refried beans
3 Tbsp corn	4½ Tbsp Sour cream
6 Tbsp salsa	2 oz cheddar cheese
3 Tbsp guacamole	3 Tbsp guacamole
¾ oz cheddar cheese	
Total kcals: 530, caloric density: 1.5	Total kcals: 820 caloric density: 2.3

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: MAKING REDUCED ENERGY WORK FOR YOU

This session will expand on ways to succeed at reduced caloric density eating by teaching participants to use food labels to get an indication of the caloric density of foods. They will learn how to select the lower Caloric Density (CD) option from among similar products and will be offered some methods to lower the caloric density of high CD products. In addition, strategies for increasing the volume of foods consumed without increasing calories (that is, how to get more low caloric density foods into the diet) and maintaining flavor and palatability. The session is intended to be very “hands on” with examples of food labels to review and opportunities to see how the modification of recipes can make a significant difference in the caloric density of foods without sacrificing flavor. If your center is not equipped to allow elaborate food preparation, use pre-packaged items that can be modified modestly to allow participants to see how they might lower caloric density with minimal effort. Use the food demonstrations as examples, adapting them or tailoring them to the unique needs of your participants and your surroundings but trying to maintain the interactive nature of the session.

A. What Makes A Food Low In Caloric Density?

Review with participants the qualities that make a food low in caloric density. Emphasize that any of the following characteristics will reduce caloric density: High water content, low fat content, high fiber content and high air content. Foods that have a combination of these factors will be ideal choices for a Reduced Caloric Density Eating Plan

B. Using Food labels to Determine Caloric Density

The nutrition facts panel on the food label provides all the necessary information to calculate the CD of a product. The exercises outlined in the participant’s manual will guide them through how to calculate the CD of different products. This can enable them to choose between similar products to select the option with the lowest possible CD. It is important to point out that small changes can add up to significant differences in caloric intake over a long period of time. Even if the difference between different products is small, choosing the lower CD product whenever possible can have a significant impact on total caloric intake.

C. In Class Activities

In the first exercise in the participant materials, one breakfast cereal has a CD considerably lower than the other two. Cereal #1 has a caloric density of 3.6. Cereal #2 has a caloric density of 3.2. Cereal #3 has a caloric density of 2.0. The preferred choice, therefore, is Cereal #3. The participants should be able to conclude that it is a higher fiber cereal with less added fat and/or sugar.

Discuss addition of High Fiber Cereals

Some participants may not be able to tolerate a higher fiber product or may not like the flavor of high fiber cereals. Discuss some of the strategies outlined below for ways to increase their intake or acceptance of higher fiber cereals. Recommend the following strategies:

- Start slowly: don't try and change to a high fiber cereal straight away. This may leave people feeling bloated and uncomfortable. Start by adding a small amount to their current breakfast, this will still help to lower the CD of the total breakfast
- Drink plenty of water: this can help ease the intestinal discomfort some may feel.
- Spread their intake of high fiber products out over the day.
- Try different brands of cereals as they can vary in flavor quite a bit. Different people will prefer different brands.
- Try the product more than once; sometimes it takes a while for a new product to "grow on you".
- If they prefer a sweetened cereal, adding fruit to the cereal can increase the sweetness.

The second exercise compares a low calorie yogurt (sweetened with aspartame) with a reduced fat yogurt. The low calorie yogurt has a lower CD and would be a better choice for a low CD diet. Ask the participants if any of them have tried low calorie yogurts, look for positive and negative feedback relating to acceptability, different methods individuals have used to increase acceptability, recommend techniques for increasing acceptability (use the same suggestions as given above: try different brands, try new products a few times). An alternative technique for lowering the CD is to use an unsweetened product and adding fruit for flavor.

More Calculating from Food Labels

Using the food labels the participants have bought along or some you have provided (bring some from food products that they have mentioned in the past, types of food that are particularly problematic to members of the group, and/or ones that offer a range of high and low caloric density rather than all high or all low caloric density foods). Ask participants to calculate caloric density and suggest alternatives to high caloric density products. You may break the group up into smaller working groups and have different members of the smaller groups do the calculations, if you do not have sufficient calculators to go around. Also, remember to use the quick estimation techniques.

IV. HOW DO YOU INCREASE THE VOLUME OF THE FOOD YOU EAT AND MAXIMIZE FLAVOR?

Lowering the caloric density of the diet can be achieved by adding water rich foods to the meal, incorporating more water in food preparation, and lowering the amount of high fat products used in meal preparation. The participant manual provides a fairly exhaustive list of ways to lower the caloric density of the diet. It is not anticipated that all points will be covered in this session. It is to serve as a reference for each participant.

It is important to stress that small changes can have a big impact. For example, choosing low caloric density snack options is an easy way to lower total calorie intake.

A. Ways to Lower the Caloric Density of Your Diet

Familiarize yourselves with the information in the participant’s manual, working with your own groups food preferences’ suggest ways they can lower the caloric density of common meals that they consume. You might consider having different small groups review the four methods of decreasing caloric density and coming back to the larger group and discussing them. Notice that the first three methods (add plenty of vegetables, add plenty of fruits, and add water to the dishes you cook) have previously received less attention in group session than the last method (limit high fat foods) so make sure participants fully understand these principles. Discuss practical changes they can make to their diet: what foods can they change, what additions can they make to their meals. Look for barriers to change and use suggestions from other group members to attempt to remove those barriers.

B. Food demonstration: Burritos

The demonstration for today’s session highlights the different CD of two burrito meals. The low CD meal is produced by choosing the lower CD option from similar products (using the nutrition facts panel) and by adding more low CD ingredients. Discuss these meals with the group, what would happen to the CD with some changes they suggest. For example: they may prefer a chicken burrito, how would the CD change if chicken was used instead of beans, what would you do to make sure the meal remains low CD.

Make burritos for taste testing for the demonstration. Have both recipes available to allow participants to see that the change in caloric density of the two recipes results from just by some simple changes in ingredients.

<u>Lower caloric density</u>	<u>Higher caloric density</u>
3 x 12” flour tortilla	3 x 12” flour tortilla
½C canned pink beans	½C refried beans
3 Tbsp corn	4½ Tbsp Sour cream
6 Tbsp salsa	2 oz cheddar cheese
3 Tbsp guacamole	3 Tbsp guacamole
¾ oz cheddar cheese	
Total calories: 530, caloric density: 1.5	Total calories: 820, caloric density: 2.3

Alternatively, you can do a demonstration with pre-packaged Lean Cuisine and/or Jello. Illustrate the effect of adding vegetables and grains to a meal. Compare a lean cuisine meal that has been heated ‘as-is’ (calories: 240, caloric density: 1.0) with a lean cuisine to which the following have been added: ½ C Rice (+80 calories); 1 ½C mixed vegetables (+45 calories) to the main dish. (calories 365, caloric density: ??)prepared as directed (calories ??, caloric density ??) with Jello prepared with fruit added:

Combine 1 C strawberries (+43 calories), ¼ C blueberries (+20 calories) and ½C sugar-free jello (+10calories) as dessert. (calories ??, caloric density =??).

V. HOMEWORK



Making this lesson work for you:

Next week:

- ✓ Add more fruits and vegetables to your diet. Increase by one serving of each every day and record the extra fruit and vegetable serving in your KT with a “star”. What were some of the barriers in eating more fruits and vegetables?
Barriers _____
How I handled the barriers _____

- ✓ Examine labels to compare products to find one with the lowest caloric density. What did you find? _____

- ✓ Try the modified recipe in your handout or make reduced caloric density modifications to one of your own favorite recipes. Bring in the recipe and share with the rest of the group.

Session 33: Social Support for Physical Activity

Objectives

- Explore the importance of social support in each participant's weight loss journey as well as the role social support will play in continued weight maintenance.
- Identify sources of social support for exercise
- Learn to identify and ask for the types of support that would be most helpful
- Discuss issues regarding nagging

To do before the session

- Bring blank postcards or note cards, pens, markers, etc. for participants to use during the group to write a note to another participant
- Participants will pair up in this session to discuss barriers to activity. Have a plan devised ahead of time for how you would like them to pair up
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants' adherence to individual calorie, fat gram, activity goals. Ask generally about the participant's progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session's participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: SOCIAL SUPPORT FOR PHYSICAL ACTIVITY

Social support for physical activity is an important predictor of continued activity. Social support can come from many different sources (group members, friends, family) and take different forms (for example, actually exercising with the person or doing activities for the person that will create more time for exercise). This lesson will help participants learn to give support and to ask for the type of support that would be most helpful to them.

The purpose of this session is to have participants recognize the importance of social support for activity and maintaining increases in physical activity. They should begin to see others in the group as a source of social support. Hopefully members can both see themselves as a source of support to others in the group and receive support from the group as well. Participants will identify friends and family members who are supportive of their activity and those who are not supportive and learn to ask for the types of support that would be most helpful to them. Participants will also learn ways to address nagging from others.

A. Using the Group as a Source of Support

Group members are a particularly good source of support for each other (often better than the group leader) because they share a lot in common.

A goal of this lesson is to get participants communicating with each other during class and outside of class on issues related to physical activity. Groups often look to the leader for all guidance and support. This lesson points out that others in the group can be another very good source of support.

Group members will design a postcard for another member of the group to encourage exercise. Leaders should give some examples – you could write a motivational message (JUST DO IT! or “Climbing a mountain begins with a single step”) or draw a picture that would motivate someone to be more active (sad face = before exercise/smiling face = after a nice walk). The card will be sent to someone (other than themselves) but they won’t know who will receive it, so they need to write a “generic” motivational message. They can elect to sign their name or remain anonymous. The group leader will send the postcards out to participants a few days after the group session so that they will be received in the “off week” in between group sessions.

When participants receive a postcard from someone else, they should hang it on their refrigerator or their mirror so the postcard will be a cue or reminder to exercise. (Remind participants of the stimulus control lecture when we discussed positive cues for behaviors you want to increase. Hanging the postcard on their refrigerator may cue them to exercise.)

Group members will also work in pairs to discuss activity and the barriers they face to becoming more active. The group leader should think about how best to pair up participants or divide the group in order to assure the pairs activity is productive. The hope is that participants can help each other come up with solutions to these barriers. Some pairs may wish to exchange phone numbers and call each other before the next meeting – encourage this but don’t require it. (Sometimes people forget to call each other and this could be upsetting if one person is expecting a call from the other – if each person has the others’ number, then either one can take the initiative). Note: this pair interaction could occur in the middle of the lesson or at the end, when they could also practice talking to friends and family members to increase their social support. We will

plan to have the pairs reconvene at the beginning of the next lesson to see whether the strategies they tried were helpful in increasing their activity.

B. Obtaining Support from others Outside the Group

The second half of this lesson focuses on increasing support from friends and family outside the group. The message here is that participants may need to teach friends and family how to be supportive. First, participants need to figure out in what ways their friends and family members could be most helpful. Try to get participants to be specific – to think of a specific friend or family member who is or could be helpful and to identify exactly what that individual could do to be more supportive of their efforts to increase physical activity. Have participants complete the worksheet as a way to encourage them to think about different sources of support.

- Ask them to compare what the supportive and non-supportive people say and do.
- Have participants indicate the type of support (and the source of support) that would be most helpful to them.
- After completing the worksheet, encourage some participants to share their responses, moving around the group to get some participation from as many group members as possible.

Help participants see that there are many different types of people in their environment who could potentially provide support and that there are many different types of support that might help. If a participant says there is no one in their environment who is supportive, you may want to encourage them to create a source of support by joining a YMCA, an exercise class, or a walking club. Then practice (role-play) asking for the desired type of support. The role-playing could be done first in front of the entire group and then as part of the pairs activity described above. Have participants practice: (1) complimenting the other person on what they currently do; and (2) requesting further support in a manner that would be most helpful to the participant.

C. Decreasing Nagging

While positive approaches to support can increase the likelihood of a behavior, negative types of support such as nagging, can actually decrease the behavior. Ask group members if their friends and family nag at them about activity? How does that make the participant feel? Does it increase or decrease the chances that they will be active? Why do they think the “nagger” keeps nagging?

The leader should help group members recognize that the nagger often means well, and to appreciate that they can teach these nagers more constructive techniques. Again, role-play conversations between group members and nagers. Have group members practice: (1) acknowledging the nagers desire to be helpful; (2) telling the nagger how nagging makes the participant feel; and (3) asking the nagers to ignore the negative behaviors and to comment only when they see some positive behaviors (or suggesting

some other positive type of support that the nagger could provide). Again, this role-playing should be done first as a group to make sure participants understand how to most effectively deal with the nagger. Then, further practice could be done in the pairs.

Note – if you save the pair activity for the end, you could have pairs do 3 things together:

- A) Discuss their current activity level and barriers to increase activity and problem solve with each other ways to address these barriers.
- B) Role-play asking for support from friends or family.
- C) Role-play asking naggers to provide a more positive type of support.

Alternatively, you could divide into pairs in the middle of the lesson and just do A above. Then B and C could be done as a full group later in the session.

IV. HOMEWORK



Making this lesson work for you:

_____ Ask for More Social Support for your Physical Activity

- Identify how your family and friends could help you increase your physical activity and improve your weight management. Remember that you want them to increase the things that you would find helpful.
- Ask them for assistance. Remember to be specific in your request. You may need to remind them a few times.
- Praise them for their support. If you point out to them how helpful they are being, they are more likely to continue their support.

SESSION 34: Time Management

Objectives

- Review the importance of time management to weight loss efforts
- Use demonstration to help participants identify and prioritize the important things in their lives
- Have Participants identify how they manage their time. Identify areas that may need more focus and brainstorm ways to streamline time.

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books) Have Available for Demonstration
- 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 respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. **Keeping Track and “Progress Review”.**

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. **Review : “Making This Lesson Work for You”**

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: TIME MANAGEMENT

This session will focus on identifying the important things in the lives of participants and discussing how to manage time to increase the amount of time available to spend on these important activities.

A. WHAT'S MOST IMPORTANT TO YOU

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 into what group members think their "rocks" are – what things do they want to put into their days first to assure that there is enough room (or time) in the day for those things. Have participants think about what they would like to spend more time on in the next 2 weeks and fill in their worksheet.

B. FINE TUNING HOW YOU SPEND YOUR TIME

Review the time monitoring worksheets with participants. If participants did not complete their logs, distribute additional worksheets and have them briefly complete them from memory. Ask for volunteers to name some of the problem areas they circled. Ask for some details. For example, "I spent 10 hours this week watching television in the evening. I really want to cut back on this." "I spent 6 hours this week running around doing errands. A lot of that time was wasted, going back and forth to some of the same places over and over again. I'm going to start getting myself organized so that I don't have to backtrack all the time." What other things did they find they spent significant amounts of time on which they didn't think were all that important to them? Write these on the board.

What ways did they save time doing other things? Ask for some details. For example, "I asked my husband to sit with me while I rode my exercise bike so we had a chance to talk." Inquire if anyone has already made changes in how they spend their time based on their self-monitoring. Again, ask for details. Write these on the board also.

You can look for examples of two different approaches to time management and reinforce effective strategies that participants volunteer. Most strategies will fall into the

following categories: 1) saving time by reducing the number of less important things being done or decreasing the amount of time needed to do these less important activities; or 2) by making the less important activities more important by adding a more important activity to the less important one.

C. MAKING MORE TIME FOR THE IMPORTANT THINGS

Using the strategies in the handout as a foundation upon which to build, brainstorm with the group ways to streamline or to free up time. Generate a list for the board. Have participants think about one or two things they will do to streamline and free up time to allow them to spend more time on the important things.

D. WAYS TO STREAMLINE PHYSICAL ACTIVITY

Continue the discussion of streamlining by focusing on ways to make physical activity more efficient. The strategies listed include ways to cut down on the amount of time needed and to combine physical activity with other activities that may be important to participants. Lead the discussion of ways to streamline physical activity while increasing the important things participants spend time on to discussing the advantages of getting double duty when it comes to the important activities, the “rocks.” For example, spending time with spouses, children, or other important people and staying healthy. These two areas are likely to be important to many participants. These are a good combination. This association can be strengthened and can increase motivation for physical activity. If participants think of it as a way to strengthen their relationships in addition to promoting weight loss and diabetes control, this can increase the likelihood for staying motivated.

E. WHAT WILL YOU DO WITH YOUR EXTRA TIME ON?

Use the worksheet to help participants make specific plans for what they want to spend more time doing in the upcoming 2 weeks. Help them be specific in their plans. For example, they might wish to be a better son or daughter. A plan to call their parent for a weekly catch up phone call would be a specific plan to help achieve this goal and would be a better choice to list for the upcoming 2 weeks than the more global and general plan.

Secondly, have participants identify what streamlining strategies they plan to use to free up enough time to accomplish the goal specified above. Provide another “How Do I Spend My Time?” Worksheet

IV. HOMEWORK

Making this lesson work for you:

_____ Put your Streamlining Plan into action.

_____ Use the time that you have saved to spend on the activities that are most important to you, that is spend time on your “rocks.”

Session 35: Mood and Hunger

Objectives

- Explore the link between emotions and unhealthy behaviors
- Recognize the impact of emotions on personal weight loss goals
- Review negative thinking and ways to reframe these thoughts

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. **Keeping Track and “Progress Review”.**

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. **Review : “Making This Lesson Work for You”**

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. **Session Topic: MOOD and HUNGER**

Previously presented material on talking back to negative thoughts will be extended to emotional eating and to issues relevant to weight maintenance. Participants should be reminded that they are developing a set of skills that can benefit from continued practice.

So like a tennis or golf player who practices until he or she can take a swing without thinking about it – it’s just automatic – we want them to practice identifying and responding to negative thinking without having to stop and deliberate. It should become automatic ... and that takes practice. First, you will discuss the link between emotions and unhealthy behaviors (overeating and skipping exercise), with a goal of helping participants recognize when emotions are driving the unhealthy behaviors. Second, you will review ways of thinking to change mood. You will also provide some other behavioral strategies to help people feel better without eating. Finally, some tips on separating hunger from a bad mood will be presented.

A. Recognizing the link between Emotions and Eating and Activity

Perhaps the most important step in trying to separate a link between emotions and unhealthy behaviors is recognizing when it happens. Some people are very aware of the impact of their emotions on their eating or their activity. Others are less aware. Using the checklist in the participant materials, help the group do a self-inventory of their own relationships between food, activity and emotions. There are two ways to encourage them to think both about what they typically do when they feel the uncomfortable moods listed on the checklist. First, what do they do when they feel angry, stressed, etc. Does this lead to overeating, eating special “comfort foods” that were not planned, eating irregularly, skipping exercise, etc? Second what emotions they are experiencing when they do any of those unhealthy behaviors? Sometime people recognize the relationship in one direction (e.g., depressed mood → overeating behavior) but don’t see the association in the other direction (e.g., when skip exercise → usually stressed). Help participants discover the relationships they have between moods and overeating and inactivity. Group discussions or participatory exercises can be used effectively for this purpose.

B. Thinking Your Way Out of A Negative Mood

People who are prone to negative thinking may be so used to thinking this way that they may hardly be aware of it when it starts. Successfully challenging negative thinking entails awareness of such thoughts as soon as they occur. A good analogy you can use in the group is that monitoring negative thoughts is like the job of a computer virus checker. A computer virus checker always runs in the background following a set of rules that tells the computer to react as soon as it detects trouble. That kind of back up vigilance is required to recognize that one’s thinking patterns are headed in a negative direction. A virus detector prevents the virus from spreading out of control and damaging the computer. Similarly, rapid detection of negative thoughts can help stop the vicious cycle that can lead to slips and slides in eating and physical activity control.

The group should first go around and review how they have talked back to negative thoughts thus far in Pride. Talk about how they identified problematic thoughts, how they challenged them and what kinds of more helpful or positive thoughts they substituted or how they challenged the negative thought. Between the example given in the participant manual and the examples the group generates, you should look for teaching opportunities that show how unmonitored negative thinking can become self-perpetuating.

For example, having eaten cake at an unexpected work or club party can elicit the negative thought “I’ve messed up the whole day. I’ll never be able to succeed at maintaining my weight.” This thought in turn prompts the person to eat without restraint for the remainder of the day and most of the week. Because this individual is so distressed about getting off track, he or she might become sporadic in doing the Keeping Track because he or she believes that there is no way to succeed, so why bother working so hard? The final result is that the participant may well slide into weight regain because of the relaxed use of techniques that are crucial to maintenance. You can easily see how one negative thought can snowball into another and end up with a serious adherence (and morale) problem.

After a brief review of the thinking styles discussed in the participant materials, again ask the group for their own examples that fit under the various categories. Once the concepts are clear, have a participant volunteer an example that the group can walk through. Or use one of the examples that are provided in the participant materials. The group should first identify why the example is a dysfunctional thought pattern (e.g. what thinking style is being used). Next discuss what makes it problematic. And finally, work towards finding a more positive and helpful way of reframing. Try to use examples that are applicable to the most number of individuals. Also, remind participants that this skill takes practice to master.

C. Turning the Blues Around

There are ways of changing moods that don’t involve directly modifying thinking styles. Some people are most comfortable in changing their thinking. Others are most comfortable changing their behavior. Most people find that a combination of strategies is the most effective for them. Review the strategies to behavioral deal with improving your mood. Ask participants for other behaviors that they find help them feel better, making sure that the behaviors that make the list are ones that truly make them feel better in the long run. For example, drinking a lot of alcohol sometimes makes people feel better in the short term, but the long term consequences are often to feel worse. Use the short term and long term consequences to help participants evaluate what is a good behavioral strategy to cope with negative emotions. For example, eating macaroni and cheese (or some other comfort food) may make you feel better in the moment but worse in the long run while calling your best friend can help you feel better in the moment and also feel good in the long term. Let the group members add to the list of behavioral strategies that are included in the session materials, using strategies that have both short, and long term benefits (or at least no long term negative consequences!)

D. Know Your Pattern

Some scenarios are presented to help participants recognize some common patterns of emotions and behaviors, putting the associations between mood and weight loss behaviors in the context of larger behavior patterns. Use these scenarios as they are most helpful. That is to say, that group leaders do not need to follow the session materials in

the order that they are written, if the flow of the group lends itself to a different order. So, in the section on identifying links between moods and weight loss behaviors, if you think the scenarios would be most helpful there, then you can use them there. On the other hand, if group leaders feel it would be better to address the scenarios as a separate issue, then that also would be fine. Use your clinical judgment about the timing of presentation to make the discussion of behavior patterns the most helpful to the largest number of participants in the group.

E. Are You Really Hungry or Are You in a Bad Mood?

Help participants distinguish between unpleasant emotions and hunger, which is an unpleasant state but not an emotion. Some individuals feel hungry when they experience unpleasant emotions. For example, when people who feel depressed, get hungry and crave chocolate --- that is probably more a sign of emotion than of true hunger. Use the tips to help people learn to distinguish true hunger (the body needs fuel) and an “emotional hunger”, and then problem solve strategies to deal with the emotional state that do not involve eating. The consistent pairing of negative moods and eating high calorie, high fat foods reinforces inappropriate eating as a way of dealing with bad moods. Breaking the pairing helps remove the “mood altering” qualities of food. The more people can separate bad moods and eating, the easier it becomes to avoid eating inappropriately in response to moods. Behavioral strategies to cope with these moods are more healthy and functional in the long term. Problem solve with the group how they will cope with “emotional hunger” in ways other than eating.

VI. Homework

- _____ Identify times that you overeat or skip physical activity (or were tempted to) because of your negative mood and record in your Keeping Track.

- _____ Record your negative thoughts and try to reframe into a more positive and helpful thought. You can write these thoughts right on the pages of your diary.

Session 36: Preventing Relapse - An Ounce of Prevention is Worth Pounds

Objectives

- Identify the difference between a lapse and a relapse and recognize that lapses are a normal part of behavior change. Review with relapse chain.
- Identify personal high risk situations and problem solve ways to prevent lapses due to these situations
- Identify ways to come back from a lapse and prevent relapse

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: RELAPSE PREVENTION

This session focuses on identifying situations that are high risk for a lapse and developing strategies for preventing lapses and relapses. Participants will outline their personal plans for avoiding lapses and for coming back from a lapse to prevent a full relapse.

A. BREAKING THE RELAPSE CHAIN

1. Relapse Fears and Concerns

Many participants have lost weight in the past and regained some if not all of it. They may be concerned that they will regain the weight that they lost in Pride. Some participants may also be noticing a bit of regain. Address these fears and concerns by acknowledging them and discussing how weight management skills require relapse prevention strategies, which will be the focus of the group session. Remind them that even though they've talked about relapse and slip prevention earlier (in Session 15), developing the skills for successful long term weight management requires continued attention, refinement and practice.

2. Definition of Lapses and Relapses

Define lapses and relapses. It can often be effective to have the group offer up their definitions of lapses and relapses before presenting the one that is in the materials. That way you get the vernacular that your participants use to discuss relapse. You are looking to reinforce the idea that a lapse is a small thing that is relatively easy to change or reverse while a relapse is a bigger thing that requires more effort to reverse.

The analogy with the potholder fire is a nice one. It is easy to smother a potholder fire by putting a pot lid on it or by dumping a pitcher of water on it. A kitchen fire is a little harder to put out – but it can still be done. It's never too late until the whole house has burned down. That is another key concept to get across in this session – that it's never too late to try to contain a relapse.

As you get the group to generate their definitions of lapses and relapses, you want to be listening for wording that suggests that participants think of lapses as a failure. This is a dangerous negative thought in response to a lapse because it often means that people give up their efforts. The group leader will want to reinforce the idea that we all make mistakes when learning a new skill. Effective weight management is a skill. As with other skills, making mistakes or not anticipating a problem are all part of the process and not something that indicates failure. The only failure is the failure to learn something from the lapse so that you can prevent it in the future.

Thus, you want to convey optimism about successful weight loss without relapse if participants learn from their lapses and get right back on track right away.

Walk through the example of Rose and her relapse process, having participants identify the links in her relapse chain. It can help to have each of the links on a chalkboard or overhead and ask the group to label what each one would be. For example, going on vacation was the high risk situation (or being pleased with your success and feeling as though you deserve a break). Then Rose has some lapses and some negative thinking. Outline these links as an example before asking participants to go through their own high risk situations and plans for lapses.

High Risk Situation → No Plan for Situation → Small Lapse Occurs → Negative thinking and no Plan for Lapse → Another Lapse & No Comeback Plan → Full Relapse

3. High Risk Situations

Identifying high risk situations is the first step in planning to handle them successfully. A worksheet with some common high risk situations is provided for use in the group session. Important points to make in going through the worksheet are:

- Both positive and negative situations can present a high risk (often people fail to recognize positive situations and focus primarily on the negative) ... the worksheet provides examples of each ... encourage participants to think of their own situations
- Different situations will be high risk at this point in the Pride program than were high risk for participants earlier in the program. Make the point that this is why we are revisiting “Slips.” It is important and worth both repeating to assure that they have developed skills to cope with the high risk situations.

Different Situations are High Risk for Different Weight Management Behaviors ... encourage participants to think individually about their high risk situations for overeating, sedentary behavior and skipping Keeping Track or Pride sessions. Which high risk situations apply to all these behaviors? Which are specific to one of the behaviors? Ask participants to circle all the high risk situations that apply to them. Ask them to indicate whether it is high risk for lapses in eating habits (E), physical activity (PA), doing Keeping Track (KT), or attending Pride sessions.

Both Positive and Negative Situations can Present Risk ... the situations listed are ones typically reported by individuals in weight management programs but the list is not exhaustive. Ask participants to add their own personal high risk situations to their list. Have participants share some of their additions, because it is likely that other people in the group will also find their situation to be high risk.

Different Situations will be High Risk at this Point in the Program than Were High Risk Earlier in the Program... many participants will have confronted lapses earlier in the program and will have dealt with them. They may have already thought about their high risk situations and come up with plans to handle them. However, as you persevere

with weight management behaviors they become integrated into your lifestyle and new challenges present themselves. For example, a rainy day may have been high risk for skipping walking when participants first started their physical activity program but they found a shopping mall to go walk in. Now, they might not think twice about skipping walking because they automatically go to the mall. The rainy day is no longer a high risk situation ... the plan has become automatic. But there may be new situations that make it high risk to skip activity, for example a lot of overtime at a new job that the participant recent began. That is why it is important to periodically revisit high risk situations to make sure that the coping plans are current.

4. A Plan for High Risk Situations

Use the worksheet to help participants outline their own personalized plan for handling their high risk situations so that they do not turn into a lapse. Develop a plan for each of the three areas – a plan for eating high risk situations, physical activity high risk situations, and self monitoring or attendance high risk situations. Make sure that plans are detailed and specific enough to be useful. For example, it is not the most helpful plan for a high risk eating situation to say that “I will eat healthy foods at the party.” A more helpful plan would be to say that “I will fill up on the raw vegetables and then move to a room away from the food table so that I will not be tempted.” A test that you can use to have participants evaluate if their plan is specific and detailed enough is whether there are enough details to permit a movie director to be able to direct an actor portraying the participant in that situation. If not, work with the participant to get that level of detail (remember you want an academy awarding winning performance in the high risk situation!)

B. PREVENTING LAPSES FROM GROWING INTO RELAPSES

Reinforce again that lapses are a natural part of the change process. What matters is how participants respond to lapses. The goal is to learn from the experience and to get right back on track with weight management efforts. Lapses are never a real problem to a weight control program – they only become a problem if a string of them grow into a relapse. That is why it is important to have a **Comeback Plan** to keep lapses from escalating into relapse.

1. What Makes a Good Comeback Plan?

- ❖ Take charge immediately. Get back into action As Soon As Possible!
Encourage participants to think about immediately getting into action. Don't wait until the next day to get started. If you wait, there is danger of not getting back on track. Getting back on track should happen ASAP.
- ❖ Stay calm and listen to your positive self-talk
Participant's self talk can be their biggest obstacle to a successful comeback. Remind them to include a plan to talking to themselves so that they stay calm, avoid “failure talk” and have positive expectations from a good comeback plan.

- ❖ Remember that no short period of overeating or skipped activity will erase all of your progress
Reinforce positive outcome expectations
- ❖ Learn from your lapse by figuring out how to avoid it or manage it better in the future
A lapse should be a learning experience. Encourage participants to examine closely what was going on before the lapse, how they responded in the situation and what they did in response to the situation. Learn as much as possible and a lapse can be helpful!
- ❖ Be kind to yourself after a lapse.
Remind participants that the only way to fail following a lapse – no matter how big a lapse it is (and even if it is a relapse) -- is to give up all efforts at behavior change.

2. Developing a Comeback Rescue Plan

All participants will develop their personalized Comeback Rescue Plan. Some suggestions for things to include in the plan are outlined. Participants should be encouraged to employ the behaviors or strategies that they found most effective in their initial weight loss efforts in their Comeback Plans. Help them identify at least 2 strategies that they will use to get back on track with their weight management program after a lapse. It is important to have participants visualize themselves in the situation and make sure that they are selecting behaviors or strategies that they can truly visualize themselves putting into practice.

Have participants anticipate what negative thoughts they might have that will threaten to de-rail their comeback efforts. Ask them to write down these negative thoughts, and to write down a good response. It is easier to think of effective responses to negative thinking when sitting in the group with support and suggestions from other group members and the group leader than it can be to think of a good response on the spot in the middle of a lapse.

Also, have participants think about how they will reward themselves for an effective comeback. Often participants think to themselves that they should have been doing this all along and it is not worthy of reward. However, if behaviors are not reinforced they are less likely to be repeated in the future. Effective comeback from a lapse is definitely a behavior (or set of behaviors) that we want to reinforce. So help participants think through what would be an effective and appropriate reward for doing it. Remember that rewards don't have to be a material thing (although they can be). In addition to purchasing or being given a tangible thing, rewards can be doing something that participants enjoy or getting social recognition for a job well done. So, to make sure that the reward section of the plan is not omitted, the group leader may have to give some suggestions for rewards that participants may not have thought of. A group brainstorming session on how to reward yourself can be a positive addition to the session, if time permits. Beware of rewards that involve food!



VI. HOMEWORK

Making this lesson work for you:

At home, make plans for high risk situations.

_____ Relapse prevention plans

- Identify your high-risk situations and come up with a plan to cope with the situations so that you avoid a lapse.
- Develop your Comeback Rescue Plan for lapses in eating, activity and PRIDE habits and place your Rescue Plan in an easily reached place.
- Keep your eyes open in the weeks ahead to see if there are other high - risk times that you did not realize before-times when you were tempted to eat something not in your meal plans or to skip your activity. When you discover a new high-risk situation, outline a plan to cope with it and write it down.

Session 37: Exercise Videos

Objectives:

- Encourage women to add variety to their exercise routine.
- To see exercise videos as an alternative for exercise on bad weather days.
- Participants will be given guidelines for choosing an exercise video.
- View exercise video tapes and identify Do's and Don'ts

Before class:

- Set up room for viewing and working out with exercise videos.
- Have more than one video to demonstrate fitness levels and types of exercises.
- Print and distribute weight and exercise graphs

Spend most of the session being active.

I. **WEIGH PARTICIPANTS**

Weigh participants and respond to weight change.

II. **REVIEW PROGRESS and HOMEWORK**

A. **Keeping Track and “Progress Review”.**

Review participants' adherence to individual calorie, fat gram, activity goals.

Ask generally about the participant's progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. **Review : “Making This Lesson Work for You”**

Refer to the previous session's participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. **Session TOPIC : Exercise Videos**

Exercise videos are a good alternative to gym membership when there are monetary or logistical concerns. Maybe you are looking for a little variety or a respite for bad weather. While some videos are boring or hard to follow, there are many that are well produced.

How do you find the perfect video without wasting a lot of time and money trying them out? Here are a few pointers taken from the FitnessLink and the American Council on Exercise.

1. **Know your own fitness level.** Too easy is ineffective; too hard is frustrating. Rule of thumb:

- **BEGINNER:** Just starting to exercise, or haven't exercised in 6+months.
- **INTERMEDIATE:** Fairly active in some type of regular exercise program (3 times per week).
- **ADVANCED:** Very active in a regular exercise program four or more times per week for at least 6 months.

2. **Make sure the video suits your needs.** Choose a video that matches your fitness goals. Are you looking for a cardio workout or strength training? Are you interested in yoga or Pilates? Most exercise videos can be divided into three groups. Below is a brief description of each:

- **AEROBICS:** Most effective for weight loss; reduces stress; increases endurance; strengthens the cardiovascular system (step aerobics, cycling, fitness walking, dance aerobics).
- **STRENGTH TRAINING:** Tones muscles; shapes, defines body; improves overall body strength; increases lean muscle to burn more calories. (Pilates, weight training, resistance bands, body sculpting).
- **FLEXIBILITY/STRETCHING:** Increases flexibility; reduces risk of muscle discomfort or injury; improves posture and balance; promotes relaxation, relieves stress (yoga, tai chi, total body stretching).

TO GET THE MOST BANG FOR YOUR BUCK, and to provide variety in your workout, you may want to consider a video that combines more than one type of conditioning. Circuit training, tae bo, kickboxing and power walking are examples of workouts that combine aerobics and muscle toning. Other videos combine flexibility training with muscle toning and so on. Cross-training is considered to be an excellent way to improve overall fitness by challenging your body with an all-around exercise regimen.

Shop for videos that feature a certified, experienced instructor who includes a warm-up and a cool-down in the workout, and "alternatives or modifications" to the main program if it is too difficult for you. Avoid videos that feature a celebrity as the main selling point, especially if they try to teach the routine themselves without support from a trained fitness professional.

GUIDELINES for Selecting an Aerobics Video

The videotape should include:

- ✓ Heart rate checks or the use of a perceived exertion scale.
- ✓ How exercises can be modified to accommodate individual limitations. For example, low impact alternatives should be shown if the session becomes high impact.
- ✓ Stretching that is completed after rhythmic activity.
- ✓ Movements, particularly stretching and strengthening, that are done in a controlled, smooth manner and not with jerky flings or twists.
- ✓ Encouragement to work at own pace, not the pace of the instructor.

- ✓ Explanations regarding the purpose of the movements that are being performed and the muscle groups that are being used.

The videotape should NOT include:

- ✓ Full circle neck rolls. The head should turn side to side or chin to chest, but should never be bent back.
- ✓ Fast, jerky trunk twists. These should be done slowly and with control.
- ✓ Full body trunk rolls that may stress the back. Avoid any exercises that cause hyperextension of the back.
- ✓ Bouncing during stretching movements.
- ✓ Toe touches of any kind. Frequent bending over to the floor may contribute to lower back problems.

SPEND most of the class in activity with the videos.

IV. Homework



Making this lesson work for you:

Before the next meeting:

- ✓ List the places you found had exercise videos to borrow, rent, or buy (libraries, discount stores, supermarkets, malls, etc.)

- ✓ Identify and talk to one person that is using an exercise video. Ask the name of the video they like and why.

What information from the lesson did you find most useful to you?

How do you see exercise videos becoming a part of your healthier lifestyle?

Session 38: Supersize ME / Eating out

Objectives:

In this session, the participants will:

- Discuss why eating out can be difficult
- Identify strategies which allow them to stay within their goals when they eat at restaurants
- Review tips for eating at fast food and ethnic restaurants

OPTIONAL:

View the SUPERSIZE ME video. Discussion outline and questions are included in the leader materials.

- TV/video player
- video

To Do Before the Session:

- Coupons for meal replacements
- Keeping Track Books
- Pages for participant notebooks
- Scale
- Pens/Pencils
- Basket to collect Keeping Track books

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: EATING OUT

This session is devoted to strategies for eating in restaurants. Eating out is a special type of challenge for anyone trying to maintain healthy eating habits, but don't despair. Eating out in restaurants CAN be part of your weight maintenance efforts if you learn and implement the strategies presented in this lesson.

There are many reasons restaurant eating is a challenge to diners concerned about their calories and fat. One reason is portion sizes served in restaurants are typically much larger than “standard” portions or food portions prepared at home. As an example, the Center for Science in the Public Interest analyzed foods served at Chinese restaurants in major metropolitan cities – the average portion size for entrees were often as large as four of five cups. One possible reason for the large portion sizes is customers want to feel as though they are getting value. Restaurant foods are often high in fat as well. One role fats have is the ability to add flavor to foods. It's easier for restaurants to add extra fat instead of being more creative with alternatives such as fresh herbs, citrus juices and vinegar.

III. What to do when you can't plan ahead

As with all social eating, the first step in learning to deal with restaurant eating is to learn to plan ahead. The more you are able to plan ahead, the better able you will be to control your diet and stay within your weight maintenance calorie and fat gram goals. Planning ahead for eating out means thinking carefully about what the meal will be like and adjusting your other meals and snacks accordingly. Sometimes you will not be able to plan ahead – a friend will call for a last minute lunch invitation or your boss will arrange a lunch meeting that you must attend. In these situations it is impossible to plan ahead. In this case, make the best choices available to you and if need be, make calorie and fat adjustments later in the day and the following day. Adding extra minutes to your exercise routine is another way to counterbalance some of the extra calories.

A. Selecting and ordering your meal

As you select from the menu, start by asking yourself what you are in the mood to eat. You have already have a good idea of the calorie and fat content in many foods as well as the ability to recognize approximate portion sizes of foods you eat regularly. This information can be very helpful. As you look over the menu, look for familiar foods, then make your selections from these foods, knowing that your calories and fat intake will be "in the ballpark."

The following strategies may help you select your meal:

- Limit the Number of Items You Eat

When ordering, select 3-4 items you would most prefer and order these items a la carte. This helps you to limit your food to the 3-4 foods you have selected, rather than eating the additional foods that may come with the dinner. Another strategy would be to order a dinner meal but specifically instruct your server to hold items that you are trying not to eat.

- Match Meal Choices to the Length of the Meal

Plan your order in accordance with the anticipated length of the meal and whether or not you will eat again later in the evening. If dinner out is the evening's activity, order items that will take a long time to eat, such as salad, or seafood in the shell. If the meal is short, to be followed by dessert or a snack after some activity, such as a movie, eat quicker-type foods, but be sure to save some calories and fat grams for later!

- Order Low-Calorie Item to Start Your Meal

A low calorie “starter” can help you to cut down on the amount you eat of higher calorie items. Especially, if you are very hungry, order raw vegetables, salad, or a glass of low-fat milk to be brought to your table right away.

- Watch for Hidden Calories

In deciding what to order, remember that extra calories and fat are hidden in restaurant foods just as they are in foods prepared at home. One important source of hidden calories and fat is butter and margarine. It's common practice to add butter and margarine to vegetables, broiled fish, poultry or meat, and sandwiches. You'll also find it on baked goods and breads, especially when they are served warm or toasted. Other sources of extra calories and fat are: cheeses, crackers, sauces (served on meat, sandwiches, vegetables and potatoes), salad dressings and fixings. Extra calories and fat are also present in marinated meats and vegetables. Knowing where extra calories and fat are found will help make menu selection easier and restaurant eating more predictable.

- Keep Dessert “Light”

If you want dessert, fruit is an excellent choice. If you really want a sweet, share a dessert with someone else or order angel food cake, fruit sherbet, or low-fat yogurt.

B. Enjoying your meal

You've done your best. You've estimated calories and fat in your selections and asked to have high calorie and high fat extras left off. Your meal arrives and it is still higher in calories and fat than you prefer. How do you manage? A few options remain. If one of your requests was not accommodated, feel free to ask again that the sauce be removed or the dressing be served on the side. You may want to remove them as best you can yourself. You could also decide to eat only half the portion of the higher calorie/fat foods, or you may just decide to eat the whole meal, adjusting calories and fat for the rest of the day and/or the next day. In any case, enjoy your meal. Then, ask yourself if this situation might be more predictable in the future, and what you might do differently next time. Use it as an opportunity to learn and practice your eating out skills. Remember trial and error learning is the name of the game.

C. What about fast foods?

Eating in fast food restaurants makes calorie control especially difficult. Many foods are fried and high in calories and fat. If you find yourself in a fast food restaurant, try these "on the spot" strategies:

- Salad bars are the newest options, however use caution on high calorie and high fat toppings and salad dressings.
- Alternatively, try ordering a plain sandwich. Added cheese and special sauces mean extra calories and fat, so ask to have these left off.
- Order the regular size sandwich instead of the "super" size. The regular size will have less calories and fat.
- Try ordering a plain beverage such as skim or low-fat milk, coffee, tea, or perhaps a fruit juice instead of a shake. Shakes are sources of extra calories and fat.

Group Leader Viewing Guide for Super Size Me

Instructions:

- Please preview the movie so you are familiar with the format and where to fast forward.
- Chapter information is given for centers using the DVD.
- Centers using the VHS version should follow the chapter titles shown on the lower left corner of the screen. Only chapters 5-33 are shown on the screen, so familiarize yourself with what to show at the beginning and at the end of the movie.
- Cue the movie to “The Con” to start.
- If you use the following format, the viewing time is approximately 35 minutes. Due to time limitations and our anticipated audience, we elected to include only information that documented Morgan’s journey on his “McDiet”. We omitted information about school lunches, school physical education, food manufacturing, material with sexual content, and any chapters that took a long time to make only one or two points. It is not the intent of PRIDE to condone or condemn any particular chapter of this documentary, but rather guide centers in putting together a program for a broad-based audience.
- Please do what you think is best for your participants. Feel free to add or delete chapters.

Chapters of the DVD

(Annotated with optional commentary and discussion topics)

Introduction: *We are about to show you selected excerpts from the much talked about and critically acclaimed documentary Super Size Me. The filmmaker, Morgan Spurlock, takes on “Big Food”, and chronicles in vivid detail his journey from self-described burger, fries, and shakes enthusiast to queasy-stomached and depressed fast food has-been. We thought it would be valuable to share this film with you for several reasons.*

- *Like most documentaries it puts controversial issues and ideas right out on the table.*
- *As a study group we do not necessarily endorse all of the views emphasized in this documentary, however we believe it raises many important questions that all of us should be thinking and talking about.*
- *The information given here is relevant to your personal health and the health of our nation*
- *We all like David and Goliath stories, right?!*

1. **The World’s Fattest Nation** – Include, but mention to participants that they do use profanity (“sue the bastard”). *Are unhealthy eating habits and/or the*

obesity problem in the USA simply a matter of personal responsibility and choice? Does “Big Food” have any responsibility to the consumer? What role, if any, should federal agencies/government/policy makers play as we learn more about the relationship between consumption of fast foods, obesity, and illness?

2. **The Super Size Me 30-day Challenge** – Include.
3. **Opening Credits** – Include. After showing the McDonald’s Thank You sign and Morgan starts walking across the street, fast forward to chapter 6/ Day 1.
4. **First Medical Exam** – Very lengthy section (do not include), but mention or list on the board or flip chart his pre- McDiet medical information.
 - Height – 6’2”
 - Weight – 185.5
 - LRC note:* (BMI = 23 or 24)
 - Body fat – 11%
 - Blood pressure – normal
 - Total Cholesterol – 168
 - Triglycerides – 43
 - Liver functions – normal
 - Determined by physicians to be in great health.
 - The doctors estimated that following this McDiet for 30 days would increase his weight, cholesterol and triglycerides.
 - Dietitian calculated that he needs to eat approximately 2500 calories/day to maintain his current weight with 80 grams of fat and less than 25 grams saturated fat. He was asked to keep a food diary for the dietitian. *Does this sound familiar?*
 - An exercise physiologist evaluated Morgan and reported that he was at an above average fitness level for his age group.
 - He planned to stop exercising and to wear a pedometer to limit his activity to what an average American does; approximately 5000 steps/day.
5. **The Last Supper** – Do not include. Mention that his girlfriend is a vegan chef. She prepared a vegetarian meal high in vegetables and whole grains for his “last supper”.
6. **Day 1 – The Rules** – Include. Tell the participants to notice he is using the same Accusplit pedometer we used in DPPOS. He refers to his food diary as a scorecard. Key points include that McDonald’s delivers for free and the serving sizes are smaller in France than here in the USA. *Do you have any thoughts on why Americans have come to have such “big appetites”? How have we come to feel so cheated (disappointed) when we are not given big servings for our dollar? Do you feel that way?*
7. **Suing the Fast Food Establishments** – Include. Warn the participants they use profanity (“sue the bastards”). This section addresses personal vs. corporate responsibility, how McDonald’s markets to children, and “portion distortion”. *How might this be similar to (or different than) the large scale anti-smoking campaigns/lawsuits of the last several decades? How do you feel about these fast-food marketing tactics? How can we more effectively market healthy*

foods to our children? (Hint: Just telling them, “Eat it, its good for you!” usually doesn’t work).

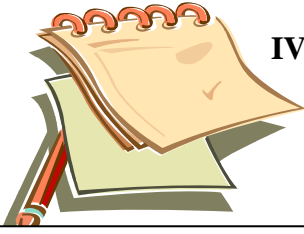
8. **Day 2 – McStomach Ache** – Include. To skip the scene of Morgan vomiting, fast forward to chapter 11/The Impact when it says “15 minutes later” on the screen. *Discuss how “pleasurable” fast food is for us. Has anyone gone through periods where their diet was full of a lot of fast or convenience foods, and how did that feel? Has anyone had the experience of being really tantalized by the smell and initial taste of certain fast foods but later on felt bad or sick? Is there anyone who never eats fast foods? Given that the dependence on fast foods is at least in part due to our extremely busy family lifestyles, what other options do we have?*
9. **The Toxic Environment** – Do not include. This section mentions that our environment provides constant access to food plus little activity due to our dependence on machines.
10. **Days 3 & 4 – The Three Day Hump** – Do not include. There is some profanity and Morgan describes problems with his sexual functioning.
11. **The Impact** – Include. This section gives a lot of good information about the incidence of overweight and diabetes. End this section as they interview a teenager about weight issues (it says “Caitlin, age 16” on the lower left corner of the screen). Fast forward to chapter 13/Day 5. *In some cultures being a large person is more accepted than in other cultures. We do not want to stigmatize our children, yet we also want them to be healthy and strong. How can we talk to our children about eating habits, weight, and health in positive ways?*
12. **The Baskin-Robbins Story** – Do not include. Interesting information about the family of this famous ice cream manufacturing family, but not relevant to Morgan’s McDiet.
13. **Day 5 – 1st Weigh-in** – Include. Keys points include that he is eating two times his caloric need (5000 calories instead of 2500 to maintain). He had an increase of 5% in body weight to 195 pounds. End this section after Morgan’s weigh in when they start interviewing people on the street. Fast forward to chapter 16/Day 9.
14. **Day 6 – McFrankenstein** – Do not include. This chapter shows Morgan in Los Angeles and the processing/production of McNuggets.
15. **Days 7 & 8 – Chest Pressure** – Do not include. Mention that in this chapter, his friends tell him he smells bad. He reports feeling chest pressure, but not chest pain.
16. **Day 9 – Big Mac Enthusiast** – Include. The main points in this chapter are that he reports not feeling well and he feels depressed. He also reports that he gets hungry again soon and wants more McDonald’s food. End this section as Morgan is driving in the car with music playing. Fast forward to chapter 24/Day 18. *How might this be similar to or different than other “addictive” behavior. Why do you think Morgan feels so bad?*
17. **Artistic Genius** – Do not include. This is an interview with an artist who uses McDonald’s as inspiration for his work.

18. **Fast Food Advertising** – Do not include. This section discussed the enormous amount of money spent on advertising fast food. An interesting segment included showing several young children pictures of famous people and asking the child to identify him. The children could not identify Lincoln, Washington, or Jesus, but all of them could identify Ronald McDonald.
19. **Day 10 – Nutrition** – Do not include. This chapter shows Morgan’s difficulty finding nutrition information at a McDonald’s restaurant. Announce that at his second weigh-in Morgan weighed 203 pounds, an increase of 17 pounds in 12 days. He has gained almost 10% of his starting body weight.
20. **It’s for Kids** – Do not include. This chapter is about school lunch programs.
21. **Days 13 & 14 – Texas** – Do not include. Mention that 5 of the 15 “fattest cities in the USA” are in the state of Texas.
22. **School Physical Education Programs** – Do not include. This chapter discusses school physical education programs and that Illinois is the only state that requires physical education in grades K-12.
23. **Day 17 – The Girlfriend Speaks Out** – Do not include. She gives very detailed information about the changes in their sex life since Morgan started his McDiet.
24. **Day 18 – Body Breaks Down** - Include. Key points in this chapter include that he feels ill with headache and sore eyes. He reports that he feels sick and unhappy, but after he eats he feels great. His weight dropped one pound to 202. His blood pressure, cholesterol, and liver enzyme levels increased. *One of the beauties of being a long term DPPOS participant is that you get this type of health monitoring, just like Morgan. Have you also seen these health measures go up and down, as your eating habits and weight have gone up and down?* The dietitian reports he is not meeting his nutrient needs; too few vitamins and too much refined sugar and flour. End this section as he leaves the doctors office and calls his mother. Fast forward to chapter 27: Day 21. *Besides lowering fat and calories, we have always advocated the importance of a healthy variety of foods. Although it is unlikely that any of us would eat in such an extreme fashion, often we do lose track of getting the appropriate amounts of fresh fruits, vegetables, and whole grains. How are you doing with your consumption of these foods?*
25. **Addiction** – Do not include. The key point to mention in this chapter is that he reports mood elevation when he eats McDonald’s food.
26. **Gastric Bypass Surgery** – Do not include. This chapter shows gastric bypass surgery.
27. **Day 21 – Chest Pains** – Include. Only show him at home discussing his chest pains. End this section before he has an EKG and fast forward to chapter 31/Day 29. Mention that two doctors recommended that he stop the McDiet. His uric acid levels are now elevated, putting him at a higher risk for gout and kidney stones.
28. **Day 22 – Food Lobbyists** – Do not include. This chapter discusses food lobbyist and how their job is to influence government. An interesting segment showed a group of people who could not recite the Pledge of Allegiance, but could say the recipe for a Big Mac. Ask the participants if they know the Big

Mac recipe (“2 all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun”).

29. **Day 25 – Washington, DC** – Do not include. Mention that during his 30 day McDiet, Morgan ate eight years worth of what a nutritionist recommends for fast food consumption.
30. **Phone Calls to McDonald’s** – Do not include. This chapter shows Morgan on the phone trying to speak with a representative from McDonald’s.
31. **Days 29 & 30 – Detox Diet** – Include Day 29. When Day 30 starts, fast forward to chapter 32/The Last McSupper.
32. **The Last McSupper** – Include. Notice the two dietitians share a dessert.
33. **Final Medical Exam** – Include. His weight is 210, an increase of 24.5 pounds. His cholesterol increased 65 points to 230. His body fat increased from 11 to 18%. End this section after the dietitian goes through his weight history. Fast forward through the phone calls to chapter 35/The Final Results.
34. **More Phone Calls to McDonald’s** – Do not include. This chapter again shows Morgan on the phone trying to speak with a McDonald’s representative. Can mention that she was not able to make contact with the McDonald’s corporation.
35. **The Final Results** – Include. End this section when the doctors start speaking. Fast forward to chapter 36/Epilogue.
36. **Epilogue** – Include. This section includes very nice visuals of the 30 pounds of sugar and 12 pounds of fat he ate. Stop the movie after the cemetery scene that shows a tombstone for Ronald McDonald.
37. **End Credits** – Do not include. In conclusion, it took Morgan eight weeks for his liver enzymes and cholesterol to return to normal. It took five months to lose twenty pounds and another nine months to lose the last 4.5 pounds.

Do you have any other comments or questions? Would you recommend this film to others?



IV. Homework:

Making this lesson work for you:

During your “Progress Review”

_____ Total the number of times you had meals in a Restaurant or Fast Food place for the last two weeks. Goal is to have no more than 2 meals in a week from a restaurant or fast food establishment.

What are two of the restaurant/fast food places you stop the most often?

List the foods you eat most often at these restaurants/fast food places.
What are the calories/fat grams of those items?

Write a plan for eating out in the two restaurant/fast food places listed above that would allow special foods you enjoy as you work to manage your weight.

Check out this website: <http://www.dietfacts.com/fastfood.asp>

Session 39: Supermarket Smarts

Objectives

1. To identify the basic layout of their grocery store.
2. To identify strategies used at supermarkets to increase consumer spending.
3. To practice the steps in planning one week of meals.
4. To begin the grocery list from the meal plan

New materials for Class:

- Additional copies of “7 Day Meal Planner” Grocery List
- Optional: Copy Grocery List and laminate. Provide dry erase fine marker.
- White paper and pens at each seat.

To do before the session:

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. **Keeping Track and “Progress Review”.**

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. **Review : “Making This Lesson Work for You”**

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

Optional opening Activity:

On standard white paper, have each ppt draw the layout of the grocery store they shop. They can compare the information provided during the class to their store and jot notes on the layout. (NOTE: If the leader has time and feels it would be helpful, a larger, standard model for demonstration could be made. You may be able to call a local grocer and see if you can get a copy of a common layout design.

III. Session Topic: Supermarket Smarts

A. Layout

One goal of this session is to heighten participants awareness of the layout of their grocery store and how the layout influences their shopping habits. Have each participant look at the layout sketch they did of their grocery store. Ask them to compare to the standard model you are using.

In your discussion note where the perishable items are located in the store. Perishables include meat, cheese, produce, bread, fish, and dairy products. In most cases these areas are along the outside perimeter of the store. Point out which direction you are encouraged to walk as you enter the store. What section is immediately in front of you?

Usually, it is the produce section. Generally the most highly colorful section will be the one you are directed to upon entering the store.

One of the reasons the perishables are located around the perimeter of the store , is for ease of restocking. Most grocery stores have several large back entrances. As perishable items arrive, they are brought into the store and restocked. If all the perishables were in the center of the store, they would take up a lot of room and hinder the restocking process. Foods that are more shelf stable, like crackers and canned goods, are usually located in the center aisles of the store. If a grocery store has 7 main aisles, the placement of the dry goods is somewhat random. That is , it does not matter if cereals are on aisle 3 or aisle 5, unless the specific design of a store calls for this. Commonly purchased items tend to be closer to the check out than the less commonly purchased items.

Sometimes products are placed at distant corners of the store. This forces shoppers to travel other aisles hoping they will be enticed to spend more than they intend.

QUESTIONS for discussion:

1. Is there a specific section of the grocery store they feel could be relocated. Why might it be in that location in that particular store.
2. Where are specialty items located? Are they convenient to locate? Where might your participants put that section if they were designing the store?

B. Strategies to Combat Impulse Buying

Question: How does the layout of the store affect your shopping habits?

Think about the times you purchased food that was not on your shopping list. What was the route you took ? What sections do you pass?

How many displays are set up in the store you shop? A mini display is one in which a small amount of a given item is displayed on a table away from its usual aisle. Often flowers are displayed on mini displays . Perhaps a special new product or a product they are selling at a sale price will be on a mini display. How many times have you passed a person providing samples of food for tasting?

Have ppts list the items which encourage impulse buying.
Some points to keep in mind regarding impulse buying:

1. Outer aisles contain fresh foods and lower calorie foods.
2. Inner aisles contain canned goods, dry goods, and snack foods, which can be higher in fat and calories. Beware of snack food section.
3. Higher price products are at eye level on the shelf.
4. Snack foods and candy at check-out stand to increase impulse buying.
5. Displays in the middle of the aisles to increase impulse buying.
6. Location of the bakery is frequently near the entrance to the store. The baked goods can be very tempting when you first enter the store.
7. Red light bulbs are used at the meat counters to improve the color of meat.
8. Fruits and vegetables are waxed to improve appearance.
9. Location of the salad bar within the store.

Slotting Allowances

The number of new items carried in the store is has increased by 50% in the last five years. The demand from food manufacturers to get their products in the finite amount of space offered by the supermarkets has motivated some supermarket companies to charge manufacturers large fees to get their products into warehouses and stores. This fee is called a slotting fee or slotting allowance.

The cost varies by the product, but can range from \$25,000 to \$50,000. Stores turn around and give the patrons a reduced price.

PRACTICE: Planning next week's meals

On the following page is a **7-Day Menu Planner**. Planning a week's worth of meals may take less time than getting in your car, driving to pick up fast food, and returning home. Why not give it a try?

Suggestions for completing the meal plan:

- ✓ Think through the upcoming week. What activities do you have on the calendar? Mark off the meal(s) that you will not have to prepare (Friday night with friends, business luncheon, etc.). **Try to limit eating in Restaurants and Fast Foods to no more than 2 times a week.**
- ✓ Plan, and make the effort, to eat something nutritious each morning. Skipping breakfast, over time, may put you on the fast track to weight gain and heart disease, according to a new study. Monitor the calories of the weekend breakfast foods. Meal replacements are still an option if time is a crunch.
- ✓ Plan the lunches, and include one midday meal as leftovers from a night meal. It is important to include Saturdays and Sundays in the meal plan. Weekends often create random eating and increased calories if meals left unplanned.
- ✓ Include "Volumetric strategies" as you plan the lunch and supper meals. Include a salad or cup of soup as a teaser to the main meal.
- ✓ Plan snacks if you usually get hungry or have low blood sugars between meals. Keep the snacks to 200 calories or less.

HINT: Most institutional based food services (i.e., hospital and school cafeterias) use a 3 week menu cycle. Keep your plans for a month and you'll have 4 weeks of meal plans. Recycle the plan but tweak any meals necessary based on advertised specials and seasonal foods.

IV. Homework



Making this lesson work for you:

Before the next meeting,

_____ Spend 15 minutes planning one week of meals. “Simple” is good!!!! Be prepared to discuss pros and cons of planning. share with the class your experiences.

_____ Identify grocery store “tactics” were you aware of this week.


How did you apply the information from this lesson the last 2 weeks?

What part of “Supermarket Smarts” will become a part of your PRIDE goals?

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Lunch							
Dinner							
Snacks							

Menu Plan for _____

week of

<p>GROCERY LIST by aisle</p> 	<p>PRODUCE</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>DAIRY</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>CANNED GOODS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>CEREALS/GRAINS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>HEALTH/ETHNIC</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>SNACKS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>SPICES/CONDIMENTS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>BEVERAGES</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>PERSONAL HYGIENE</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>HOUSEHOLD ITEMS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>FROZEN FOODS</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>PHARMACY</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>MEAT/SEAFOOD</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>PET FOOD</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Session 40: Body Image and Self Esteem

Session Overview

In this session we will review how weight, body image, and self esteem can relate to one another and how these factors can influence your success in your weight management efforts.

Objectives

- Review weight, body image, and self-esteem and how these factors can influence weight management
- Discuss culture influences on body image and common body image errors
- Practice corrective thinking for common Body Image errors

To do before the session

Get materials ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. SESSION TOPIC: WEIGHT AND SELF-ESTEEM

A. History of Weight and Body Image

The purpose of this session is to consider how body weight can influence people's self-esteem in addition to their physical well-being. We start by tracing the history of how society has viewed weight. Then, we discuss how our society's viewpoint – that “thin is in” - may cause some people to feel negatively about their bodies and themselves. We offer ways to challenge such views.

The ideal body weight has obviously varied considerably throughout history. Shapes that were once thought of as attractive (fleshy and curvaceous) are now typically frowned upon. For most Americans, the current “ideal” body shape is quite unrealistic. However, the negative portrayal of overweight people in our society has the potential to be internalized. However, we recognize that only some overweight people will have a significant problem with body image. Many men and some women, while acknowledging their overweight status, are not affected in terms of self-esteem. But the unrealistic ideal of thinness has encouraged some overweight people to develop goal weights that are simply unattainable. If any group members do have a negative body image, we want to make it clear it is not all in their head. Research studies have found that some people draw conclusions about others' characteristics and personalities based simply on their body weight.

B. Self Esteem and Social Messages

It is very important for group members to learn the difference between scientific findings and cultural beliefs. Research has shown that one's weight in reality has nothing to do with their personality or competence. Nor is there an absolute standard that one must be thin to be attractive. As much as possible, participants' weight, activity and eating goals should be based on improving health, not reaching a particular weight.

C. Countering Prejudice

Nonetheless, the cultural stereotypes about overweight people still exist. It is important to try to respond to these messages in a way that doesn't undermine your sense of self-worth. Go around and ask the group to share beliefs they've encountered and ways they can suggest for disputing these erroneous thoughts. Mention that this week's homework will include practicing this outside of the group.

IV. BODY IMAGE AND SELF IMAGE

Now we shift to specifically how the cultural stereotypes that exist can influence ways overweight people think and feel. Begin by explaining that body image is a combination of thoughts, feelings and behaviors related to the size and shape of our bodies. One's body image results from a combination of one's actual body size and shape, our history of experiences related to our bodies (e.g., teasing about weight), and societal messages

about weight (from movies, magazines, etc.). If people repeatedly have negative thoughts about their bodies, they can experience feelings of anxiety, anger, depression, or shame.

A. Body Image Errors

Many negative feelings about one's body are based on beliefs or assumptions that don't reflect distortions or exaggerations in thinking. In reviewing body image errors, it is helpful to pick out a few to focus on. Your role during the discussion is to point out in all the examples given (in our material or by participants) how participants may be distorting or exaggerating some aspect of experience (e.g. especially when aspects of one's body are used to make character judgments). For each error that you discuss, ask the group to share if they have thought of their bodies in this way and to provide examples.

B. Corrective Thinking

Once you have reviewed the types of errors, present the "A-B-C-D-E Sequence". To begin corrective thinking about body image, it is important to clarify that negative thoughts are detrimental when they lead to irrational inferences, but that there are some kinds of negative thoughts that might be constructive. We want to target the irrational inferences that people may be drawing from these thoughts. For example, a man who thinks he has a large stomach may actually be motivated by this to adhere to a healthy lifestyle program. However, this perception of his stomach becomes irrational when he decided he is not likeable because of it.

The first step towards using this model effectively is for participants to catch themselves when they make a body-image error. This step should be emphasized. These thoughts have a way of escalating and being falsely linked to unrelated attributes, so the earlier participants catch them, the more likely they will be able to prevent this snowball effect.

Review the practice example on "Unfair-to-compare." Here is another practice example if it seems your group needs further instruction on the concepts. Feel free to use this one or make up one of your own.

Type of error: "The Magnifying Glass"

Mary just got complimented by her husband on the progress she has been making in Pride. Instead of accepting the compliment, she is focusing on the weight she still has to lose.

Ask the group what Mary's body image might be like.

She may think other people are viewing her the same way she is viewing herself. For example, "gee that Mary still has a long ways to go." Mary is seeing the glass as half empty rather than half full. Her negative body talk implies that any remaining flaw is more significant than any improvements. She is assuming that other people are also focusing on what she would like to lose rather than what she did lose. She is also

assuming that having a stomach that protrudes is as important to other people as it is to her.

Corrective Thinking by “Talking Back”

Pick a type of body-image error that you often commit:

“The magnifying glass”

Activators (A):

Compliments, what he assumes other people are thinking

Beliefs (B):

Despite losing weight, he has so much more to go, therefore he is not a success and other people feel the same way.

Consequences (C):

Feeling sad, discouraged, and hopeless about his progress

Disputing by Corrective Thinking (D):

Mark’s been working really hard and it’s noticeable that he’s lost weight. He’s feeling more energetic, he’s improved his health and he’s proven to himself he can do this. Other people likely think the same thing!

Effects of Corrective Thinking (E):

Instead of feeling like he has a ways to go, Mark is aware of all he has accomplished already and that he’s capable of continuing to lose weight and keep it off.

Now invite participants to work on their own example and then share a few with the group. Mention that as part of their homework you’d like them to practice corrective thinking using the “A-B-C-D-E Sequence” when they commit body-image errors as well as to try countering prejudice and discrimination exercises.



V. HOMEWORK

Making this lesson work for you:

_____ Practice Correcting Negative Thoughts about Your Body

- Catch yourself committing body-image errors.
- Write them in your Keeping Track book.
- Practice using the A-B-C-D-E Sequence to modify these thoughts.

_____ Practice Countering Prejudice and Discrimination

- Practice countering (e.g. correcting) any prejudices you hear or see (e.g. on T.V.) in your Keeping Track book or, if you feel comfortable, out loud.
- For example, if you see an overweight person on T.V. who is the butt of a joke, examine how you feel about this and how you would “talk back” to the image on the T.V.

Session 41: Becoming a Weight Maintenance Pro

Objectives:

In this session, the participants will:

- Learn the strategies of successful weight maintenance as identified through the NWCR
- Identify how similar their behaviors are to those of Registry members
- Incorporate weight maintenance strategies used by Registry members into their own maintenance plans

To Do Before the Session:

Gather materials

- Coupons for meal replacements
- Keeping Track Books
- Pages for participant notebooks
- Scale
- Pens/Pencils
- Basket to collect Keeping Track books
- Print and distribute weight and exercise graphs

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change.

II. REVIEW PROGRESS and HOMEWORK

A. Keeping Track and “Progress Review”.

Review participants’ adherence to individual calorie, fat gram, activity goals. Ask generally about the participant’s progress with PRIDE goals and review barriers and challenges of weight management and problem solve with group. Utilize “Progress Review” to identify the barrier or challenge that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

III. **SESSION TOPIC: BECOMING A WEIGHT MAINTENANCE PRO**

A. Introduction

This session is devoted to developing an identity as a successful weight maintainer. The NWCR, which was introduced in session 23, will be expanded upon, in terms of demographics, weight loss experiences, and maintenance strategies. Participants will

have the opportunity to review how their weight maintenance behaviors “measure up” to those of Registry members. Finally, participants will begin to develop an identity of themselves as successful weight losers/weight maintainers by choosing a behavior that helps to reinforce this identity.

Please note that not all participants will be maintaining their goal weight at this time. Nonetheless, they all should be able to identify some positive behavioral changes they have made since starting the program. It is these changes that they will want to focus on/build upon in this lesson.

B. Who are the members of the NWCR?

As you may recall, a few months ago we reviewed some of the data pertaining to the National Weight Control Registry. Today, we will explore this data in a bit more depth. The National Weight Control Registry is a database of over 4000 individuals who have lost at least 30 pounds and maintained the loss for at least one year. On average, these individuals have lost about 70 pounds and kept it off almost 6 years. So, by anyone’s definition of success, these individuals are clearly successful weight losers. Who are they and how did they do it?

The 4000 plus members are:

- disproportionately women
- many are white
- college educated
- many are married
- Many report being overweight as a child
- 75% have one or two parents who were overweight.

This strong family history of obesity should make these individuals less likely to succeed. However, despite their genetic predisposition to obesity, these individuals were successful at long-term weight loss.

- Many of the registry members report some type of event that “triggered” their effort at weight loss (e.g., developing diabetes or a relative having a heart attack). Other common triggers were reaching a lifetime high weight or seeing a picture of themselves.

C. What are the key differences between successful and unsuccessful weight loss attempts?

We have learned a great deal from Registry members about how their successful weight loss effort differs from previous unsuccessful attempts. Interestingly, Registry participants report that they tried to lose weight and maintain it many times before – unsuccessfully. This time though they “got it right”. The fact that the same person is an unsuccessful weight loser and then a successful weight loser suggests that success is not related to one’s biology or personality. Rather, success seems to come from something about the weight control approach used by the person. When Registry participants tell us about their weight control approach, two themes consistently emerge:

- ❖ Registry members report that this time, they were more committed to behavior change and weight loss. They made weight maintenance a top priority and stayed focused on their ultimate goal of weight control. By keeping this goal in focus, maintainers had an easier time making behavioral choices consistent with long-term weight control (for example, resisting the urge to eat an appealing dessert or resisting the urge to sleep instead of exercise).
- ❖ Registry members say this time they dieted more strictly and used more physical activity than they did in previous attempts. In fact over 90% say that they used both diet and exercise to lose weight and maintain it.

D. How do they maintain their weight loss?

Members of the registry are asked to fill out questionnaires about their eating habits and physical activity. Reviewing their answers suggests that there are certain typical approaches to successful weight loss maintenance:

1. Successful weight losers report eating a low calorie, low fat diet. On average, these members report eating about 1400 calories per day. They also report 24-27% of calories from fat. This is far below the average American who eats closer to 36% of calories from fat.
2. Very few eat a low carbohydrate diet (like Atkins). Rather, these individuals report eating a high carbohydrate, low fat diet, with lots of variety in the fruits, vegetables and low fat bread products.
3. Most NWCR members (78%) report eating breakfast everyday. Only 4% report that they never eat breakfast. The breakfast typically includes cereal, fruit, and milk; NWCR members who report eating breakfast have overall daily caloric intake that is no higher than people who skipped breakfast.
4. NWCR members report 5 eating episodes per day (breakfast, lunch, dinner and 2 snacks). They report eating out about 3 times per week, but go to fast food restaurants less than once per week.
5. Physical activity is a major factor in their weight loss maintenance success. Registry members report about 2800 calories/week in physical activity. This would be approximately an hour a day of physical activity. Walking was the most frequently cited physical activity, but aerobic dance, cycling, and strength training are also reported frequently. The amount of physical activity that is reported by NWCR members far exceeds the Surgeon General's Recommendation to get 30 minutes of activity on most days in the week.
6. Registry members weigh themselves regularly. Almost half of the members weigh themselves every day and three quarters weigh themselves at least once a week.

7. We asked registry members whether they watched their diet and physical activity as closely on weekends as they do during the week (or as closely on vacations/holidays as they do during the rest of the year). About half reported that they were equally careful at both times and the other half said they were more careful on weekdays/or non-holidays. We then followed these participants over a year to see which group did better. We found that those individuals who were equally careful on both weekdays and weekends (and on holidays and non-holidays) were less likely to regain weight over the year of follow-up. Why might this be true? Perhaps members who give themselves “breaks” from diet and exercise on weekends also start giving themselves “breaks” at other times, and thus end up eating more and exercising less over time.

E. How do you compare to the NWCR?

Let’s take a minute to see if you are doing behaviors that are similar to the NWCR. Next to each behavior, indicate whether you have become similar to a successful weight loser (see form in participant materials).

Do you have to follow the exact same plan as Registry participants to become a successful maintainer? The answer is no. In fact, among Registry participants, there is no “one plan fits all” approach. Reading the Registry stories, it is clear that there is a great deal of variability in what individuals do to become successful maintainers. Each person found a way that worked for them – an approach they could continue to use long-term. The key is to find an approach that works for you and start to own your weight loss success!

F. Select at least one Additional Maintenance Strategy to Incorporate into YOUR Maintenance Plan

Consider the strategies that Successful Weight Maintainers in the Registry report. Are there any that you are not doing current but that might be helpful to consider for your own weight maintenance plan? Perhaps there are some behaviors that you did earlier in the program but have discontinued or ones that you’d thought about but never tried.

Identify at least one additional weight maintenance strategy to incorporate and write down the full maintenance plan (current behaviors PLUS the new ones to incorporate)

As a group, discuss how these new behaviors will be integrated into the existing activities using typical goal setting and problem solving methods.



VIII. HOMEWORK

Making this lesson work for you:

The NWCR has a website. Visit it at www.nwcr.ws

- Spend 10 minutes alone, and reflect on your accomplishments. What strategies are working for you to control your weight?
- What would it take for you to be eligible for the Registry?

Session: Cooking Demo (at discretion of group leader)

Color Your Life

Objective:

- Demonstrate one or two simple recipes that incorporate fruits/vegetables, and legumes/grain in the diet.
- Discuss nutrients in fruits/vegetables/legumes/grains with an emphasis on phytochemicals.
- Participants will verbalize how they plan to incorporate f/v/l/g in their diet next week.

To do before the session

Create cooking stations for one or two recipes.

- Ingredients
- Utensils
- Recipe
- Disposable aprons
- Disposable gloves
- Plates
- Forks
- Spoons
- Cups
- Beverage

Recipes you may use are:

- Regional favorites that compliment session objective,
- Or recipes provided in leader material and a part of ppt handouts
 - ✓ Santa Fe Soup
 - ✓ Broccoli Cornbread
 - ✓ Roast beef and Blue Cheese Salad
 - ✓ Trifle Tropical

Standard material to have ready:

- Keeping Track book
- Coupons for meal replacements
- Pages for participant notebook
- White board
- White board pens
- Scale
- Pencils or pens (one per participant)
- Basket or box (for collecting Keeping Track books)

I. WEIGH PARTICIPANTS

Weigh participants and respond to weight change as discussed in previous sessions.

II. WELCOME AND DISCUSS HOMEWORK

A. Keeping Track and “Self” Assessment

Review participants’ adherence to individual calorie, fat gram, activity goals.

Ask generally about the participant’s progress with PRIDE goals and sharing of barrier/challenges/successes of weight management since the last meeting. Have them identify from their weekly “Self Assessment”, **one** behavior that can be initiated/continued/tweaked to promote weight loss/maintenance efforts the next 2 weeks.

B. Review : “Making This Lesson Work for You”

Refer to the last page of previous session’s participant material. Base discussion on suggested activities given in the “Making This Lesson Work for You”.

C. Session Overview

III. COOKING DEMO

Resource website is: www.5aday.com

Adults in American eat an average of one fruit and/or vegetable daily...a far cry from the 5 to 9 servings recommend for good health.

Ask: What do you think gets in the way of us getting f/v in our diet?
(wait for responses and write on board or large post-it)

What needs to happen for Americans to boost intake of f/v/l/g
(wait for responses)

Comment:

Our society wants things quick and easy. We will be preparing quick recipes full of nutrients that help fight cancer and heart disease. Today’s demonstration will support the fact we can eat healthy foods and have them quick and easy.

Discussion during Demo – (Optional OVERHEAD/ HANDOUT –“Phytochemicals Protect as” can accompany the discussion. Optional graphics of the “Promising Phytochemicals” can be printed in color and taped to walls, tables, etc to add interest.)

Points of interest to discuss that compliment the recipes in the packet are:

1. Benefits of **tomatoes**, which contain lycopene, a phytochemical found in vegetables and fruits with red flesh. Lycopene acts as an antioxidant and has been studied for its benefits particular to prevention of prostate cancer.
2. **Beans** and **corn** provide fiber in the diet. The fiber in these 2 foods is the type that helps to lower harmful cholesterol. Fiber helps in control of blood sugar levels and in elimination of food.
3. This **soup recipe** is an example of adding flavor without adding fat. It is a quick meal that can be made in large batches and used for several meals. It also freezes well.
4. **Cornbread** includes a vegetable presented in a different and tasty way. This recipe is also quick and is a compliment to the soup. Broccoli is a good source of quercetin, which possesses both anticarcinogenic activity and the ability to inhibit LDL oxidation. Enjoying more broccoli may help preserve memory and prevent other vision problems as well.
5. While preparing the **roast beef salad**, discuss the benefits of eating the darker green lettuces and leafy vegetables. Sources of beta-carotenes, phytochemicals which act as antioxidants, helping to reduce the cell damage that leads to plaque buildup in the arteries and vessels and that may lead to many types of cancers; may also be preserve eyesight. Sources of indoles and isothiocyanates, phytochemicals which help to lower cholesterol and protect cells from becoming cancerous.
6. While assembling the **trifle tropical**, discuss as an example of an eye-appealing, colorful rainbow presentation of how to include fruit in a luscious, yet lower fat, dessert, which also provides phytochemical benefits. Strawberries contain lycopene. All berries and kiwi contain phenolic acids, which protect cells by delaying cholesterol formation and suppressing cancer-causing substances, and lignins, which work to block tumor growth. Peaches, bananas and mangoes, like all fruits and vegetables, provide fiber. They also contain folate, potassium, and other nutrients that may help reduce risk of both heart disease and cancer.

V. HOMEWORK

- A. Continue to record in Keeping Track (weight, calories, fat grams (optional), minutes active, and steps) and record when you choose reduced caloric density food choices in the blank column of your Keeping Track.
- B. Continue to use calorie goals and meal replacements and meal plan to lose or maintain weight.
- C. Continue to walk for at least 200 min/week.
- D. Identify time and day next week that will do weekly “check in.”

Roast Beef / Blue Cheese Salad

8 oz thinly-sliced, well-trimmed deli roast beef
8 cups packed European-style mixed salad greens
20 cherry tomatoes
¼ cup (1 oz) crumbled blue cheese
1/3 cup fat-free raspberry vinaigrette

Divide roast beef slices into 2 stacks; roll each stack, jelly-roll fashion, and cut crosswise into 1-inch slices. Divide salad greens evenly among 4 plates. Arrange beef, tomatoes, and cheese over greens. Drizzle evenly with vinaigrette.

Yield: 4 servings
Calories /sv: 130
Fat: 4 grams

Marinated Zucchini Salad

1 cup thinly-sliced yellow squash
2 TB dark balsamic vinegar
1 cup thinly-sliced zucchini squash
1 TB olive or canola oil
2 ripe tomatoes
1 TB lemon juice
1 medium red onion
1/8 tsp pepper
1/2 lemon, thinly sliced
1 clove or 1/2 tsp garlic, minced

Mix the thinly-sliced squash in a large bowl with tomatoes, onion, and lemon slices. Mix oil, vinegar, lemon juice, pepper, and garlic in a small bowl. Pour over vegetables. Cover and refrigerate several hours.

Yield: 10- 1/2 cup servings

Calories /sv: 25

Fat: 0 grams

A Trifle Tropical

3 bananas
4 kiwi
1 pint strawberries
1 Angel Food Cake
2 cups fat-free whipped topping
2 cups seasonal fruit (such as peaches, mango, blueberries)
2 (4-serving) pkg instant sugar-free vanilla pudding
3 cups skim milk

Prepare 2 pkg of pudding mix using 3 cups skim milk; set aside. Slice fruit. Cut cake into bite size pieces.

Arrange alternating layers of cake, whipped topping, fruit, and pudding ending with whipped topping.

May reserve kiwi and strawberries to decorate top, if desired.

Refrigerate overnight.

Yield: 16 servings
Serving: 1 cup
Calories sv: 185 Fat: <1gram

Santa Fe Soup

- 1 pound ground round (cooked and drained)
- 2 cups water
- 1 large onion, chopped
- 2 (1 oz) envelopes ranch dressing mix
- 2 (1.25 oz) envelopes taco seasoning mix
- 2 (11 oz) can white shoe peg corn, drained
- 1 (16 oz) can black beans, undrained
- 1 (16 oz) can pinto beans, undrained
- 1 (16 oz) can kidney beans, undrained
- 1 (14 ½ oz) can whole tomatoes, undrained
- 1 (10 oz) can diced tomatoes with chiles, undrained

In a Dutch oven cook ground round and onions until meat is brown and onions are tender; drain and rinse. Add remaining ingredients, blending well. Bring to a boil. Reduce heat, cover and simmer 2 hours. Top individual serving with fat free grated cheese, fat free sour cream and chopped green onions. Serve with tortillas or corn bread.

Yield: 16 cups
Calories /sv: 259
Fat: 2.5 grams

NipperSink Lodges' Broccoli Corn Bread

1 cup egg beaters (or 4 whole eggs)
2 boxes Jiffy Corn Bread mix
1 large onion, chopped
½ cup fat free mayonnaise
1 16 ounce package frozen broccoli
1 8 ounce carton no fat cottage cheese

Pre heat oven to 400. Mix all ingredients and pour into a 9" X 13" pan. Bake 25 minutes.

With eggbeaters

With whole eggs

Yield: 16 servings
Calories /sv: 160
Fat: 4

16 servings
171
5

Phytochemicals Protect As . . .



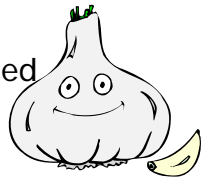
1. Antioxidants

- Help to remove damage-causing *free radicals* from cells.
- Include Vitamins C and E, which help cells to stay strong and healthy.
- Help to protect against heart disease, cancer, arthritis and aging.
- Are *carotenoids* in carrot, tomato, pumpkin, winter squash, sweet potato, cantaloupe, mango, papaya and *lutein* in green leafy vegetables.

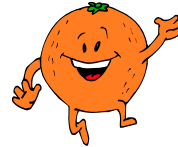
2. Detoxifiers



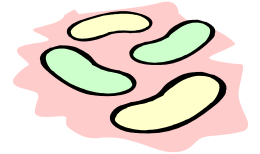
- Recognize and destroy toxins (poisons) in the body. Toxins can be produced inside or outside of the body and can lead to disease.
- Included in citrus fruits, cruciferous (cabbage family) vegetables, garlic, onions, scallions, leeks and chives.



3. Cell Regulators



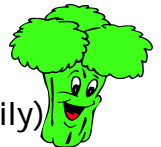
- Get in the way of substances that may lead to disease.
- Control the growth of tumor cells and, thus, stop some cancers.
- Present in soyfoods as genisten an isoflavone.



4. Hormone Modulators



- Mimic (act like) hormones and may stop hormone production.
- Alleviate damage caused by overactive hormones.
- Some are isoflavones in soyfoods and indoles in cruciferous (cabbage family) vegetables.



Optional-Overhead/Handout



Food Sources of Commonly Deficient Nutrients

Vitamins	
Vitamin A and its Precursor, Beta-Carotene	Liver, eggs, milk, sweet potatoes, carrots, dark leafy greens, mango, papaya, cantaloupe, peppers, apricots, broccoli
Vitamin C	Cabbage, grapefruit, guava, kiwi, oranges, papaya, red or green peppers, potatoes, strawberries, tangerines, tomatoes, mangoes
Vitamin D	Eggs, fish with edible bones, fortified cereals, fortified milk
Vitamin E	Vegetable oils, margarine, salad dressings, nuts, seeds, wheat germ
Vitamin B12	Animal products such as beef, milk, cheese, yogurt, fish, liver, veal, chicken
Folate	Dry beans and peas, avocado, strawberries, oranges, peanuts, spinach, wheat germ, fortified bread, pasta, rice, cereal
Minerals	
Calcium	Milk, yogurt, cheese, tofu (processed with calcium), fish with edible bones, leafy greens, broccoli, calcium-fortified products such as fruit juices and cereals.
Iron	Meat, poultry, fish, fortified cereals, dry beans and peas, enriched bread, rice, pasta and other grain products, spinach
Magnesium	Dry beans and peas, nuts, peanut butter, whole grains
Potassium	Bananas, oranges, potatoes, tomatoes, bell pepper, milk, poultry, fish
Selenium	Seafood, liver, kidney, grain products, seeds (content depends on amount in soil)
Zinc	Meat, seafood, liver, milk, eggs, whole grain products, wheat germ

A Healthcare Professional's Guide to Evaluating Dietary Supplements, ADA/APHA Special Report, 2000

Are you somewhere over the rainbow?

Produce comes in lots of colors!
Take advantage of the variety!

Red	Orange	Yellow	White	Green	Blue	Violet
Beets	Acorn Squash	Banana	Alfalfa Sprouts	Artichokes	Blueberries	Black Cherries
Blood Oranges	Apricots	Calimyrna Figs	Applesauce	Asparagus		Blackberries
Cranberries	Butternut Squash	Corn	Bamboo Shoots	Bok Choy		Boysenberries
Pimentos	Cantaloupe	Golden Raisins	Bean Sprouts	Broccoli		Dark Raisins
Pomegranates	Carrots	Lemons	Cabbage	Brussels Sprouts		Dates
Raddichio	Hubbard Squash	Pears	Casaba Melons	Celery		Eggplant
Radishes	Kumquats	Pineapple	Cauliflower	Cucumbers		Mission Figs
Raspberries	Mandarin Oranges	Rutabaga	Jicama	Granny Smith Apples		Passionfruit
Red Apples	Mangos	Spaghetti Squash	Mushrooms	Green Beans		Plums
Red Bell Peppers	Nectarines	Starfruit	Onions	Green Bell Pepper		Prunes
Red Cabbage	Oranges	Yellow Apples	Parsnips	Green Grapes		Purple Grapes
Red Cherries	Papaya	Yellow Bell Pepper	Potatoes	Guava		Purple Onions
Red Grapefruit	Peaches	Yellow Onions	Sauerkraut	Honeydew Melon		
Red Grapes	Persimmons	Yellow Squash	Turnips	Kale		
Red Leaf Lettuce	Pumpkin	Yellow Tomatoes	Water Chestnuts	Kiwi		
Red Onions	Sweet Potatoes	Yellow Watermelon	White Asparagus	Kohlrabi		
Red Plums	Tangeloes	Yellow Wax Beans	White Cherries	Lettuces		
Rhubarb	Tangerines		White Eggplant	Limes		
Strawberries	Yams		White Grapefruit	Mustard		
Tomatoes				Okra		
Watermelon				Poke Sallet		
				Romaine Lettuce		
				Snow Peas		
				Spinach		
				Sugar Snap Peas		
				Tomatillos		
				Turnip Greens		
				Zucchini		

Introduction to Holiday Mini-Module: Counselor Overview



Holiday weight gain has been observed in research studies and within our own clinical experience. The period starting at the first of November through the New Year or Super Bowl Sunday is often a difficult time for participants to maintain or lose weight. For some individuals, weight gained over the holiday weight is not lost and a participant's weight can continue to creep up following holiday weight gain. Many participants ask for extra support during this time, and we have found that providing structure and strategies over the holidays can be VERY effective in not only curtailing weight gain over the holidays but also in producing weight loss over this period. The PRIDE Holiday Mini-Module is designed for to provide the support, structure and strategy to sustain weight management skills over the holidays.

Part 1 of each session: Review, planning ahead, and setting goals.

Two of the main difficulties that arise during the holiday season are: (1) plentiful high calorie "holiday" foods that can be tempting, and (2) limited time to exercise and prepare healthy foods. The primary emphasis of the 5-session Holiday Mini-series is planning for 2 week interval. At each session, participants will be asked to look at their schedules for the next two weeks and anticipate special events and other challenging situations. They will make plans for balancing their calories and exercise in light of these events; plan for when they will exercise; plan when they will use meal replacements; and find solutions to other challenges.

Session 1 will begin with setting positive expectations for the holiday season, followed by planning. The focus of each subsequent session will be on evaluating the individual plans made – the REVIEW - discussing what worked well, what did not work well, and planning for the following two weeks (see REVIEW below). Give participants the time to come up with plans before moving on to the featured "TOPIC". Learning to plan ahead for special events is critical during the holiday time. (note: if class time is one hour, leader may instruct participants to complete one week of planning while in class and have the participants plan the second week as homework.

For the weekly REVIEW, participants will be provided: (have on hand at each session)

- "Weight at a Glance" daily graph (one for each month – Nov, Dec, & Jan.)
- A monthly calendar (the first session of each new month)
- Weekly planning sheets (can choose from 2 types)
- Pens/pencils
- Keeping Track books (2 books)

Part 2 of each session: Featured Topic

Following the review/planning are the featured topics specific to holiday challenges:

- ✓ setting expectations for weight maintenance during the season,
- ✓ preparing foods for the holidays,
- ✓ exercise: circuit training,
- ✓ party decisions: making wise holiday food choices, and preparing for holiday parties,
- ✓ looking back over the season and preparing for the NEW YEAR.

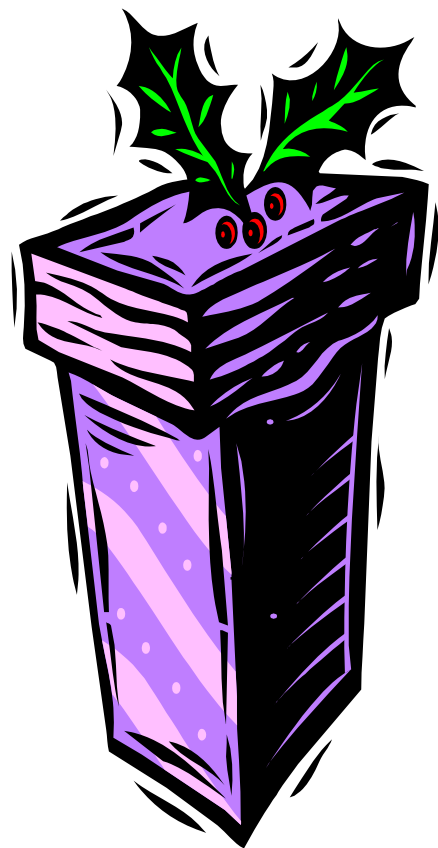
These materials are designed to augment skills that participants already have with an emphasis on helping them plan how they will manage their specific challenges in the two weeks following each session.

Campaign: Self-monitoring will be promoted heavily by rewarding participants that complete the daily diaries. Rewards will be decided on by individual clinics and cost \$5 or less/ prize.

Holiday Gift Ideas

Many times, the gifts given and received around this time of year seem to be focused on food. However, holiday gifts can be both healthy and fun!!!! The following list will provide ideas you may want to share with family and friends. You may also want to drop hints for gifts for yourself.

- A variety of interesting fruit in an attractive basket.
- An assortment of aromatic herbs and spices for a “simmering pot”.
- A food scale for those who are conscious of portion control
- Non-stick cookware, George Foreman Grill
- Gourmet vinegars or gourmet cooking oils
- A tin of assorted teas or coffees
- A subscription to a health related magazine (Cooking Light, Light and Tasty, Nutrition Action, Prevention, Fitness)
- Mini Food Processor or chopper
- Steamer or Crock pot
- A low calorie cookbook
- Exercise props - hand weights, pedometer, yoga mat, stop watch, radio headset or portable CD player, exercise tapes or DVDs
- Health club membership
- Exercise clothes
- Exercise equipment - stationary bike, treadmill, elliptical trainer
- Oil Sprayer/mister



If you drink alcohol...

1. Keep in mind that alcohol contains calories. The calories in alcohol are “empty” meaning there is little nutritional value.

1 gram of carbohydrate or protein	4 calories
1 gram of alcohol	7 calories
1 gram of fat	9 calories



2. Many alcoholic beverages contain even more calories due to extra sugar, carbohydrate, or fat. Pay attention to the serving size listed below. Three ounces is a little more than 1/3 cup. Get a visual image: using water, measure 1/3 cup in your wine glass before you go to a party.

Drink	Calories	Fat (grams)
Light beer (12 oz)	101	0
Beer, regular, malt, or no alcohol (12 oz)	148	0
Table wine, red or white (3 oz)	63	0
Sweet dessert wine (3 oz)	90	0
Wine coolers (12 oz)	About 200	0
Liquor (e.g., gin, scotch, whiskey) (1 jigger, 1½ oz)	About 100	0
Cocktails (e.g., Daiquiri, martini) (3 oz)	About 200	Varies
Martini (gin and vermouth) (3 oz)	156	0
Whiskey sour (3 oz cocktail)	123	0
White Russian (3 oz), made with cream	225	7
Alexander w/gin (3 oz), made with cream	236	9
Grasshopper (3 oz), made with cream	253	9
Eggnog (1 cup)	342	19

3. Alcohol lowers your inhibitions and you may end up eating more than you planned after having a drink.
4. If you do drink alcohol, follow these tips:
 - ☞ Dietary guidelines recommend no more than two drinks per day for men and no more than one drink per day for women.
 - ☞ Alcohol can cause low blood sugar when consumed without food.
 - ☞ Sip slowly! Make one drink last a long time.
 - ☞ Notice the effects of drinking; stop before over-doing it.

HOLIDAY TREATS

APPETIZERS AND DIPS

	<u>Serving size</u>	<u>Calories</u>	<u>Fat</u>
Artichoke Dip	¼ cup	232	24
Broccoli Dip	¼ cup	57	4
Cheese Balls	1 TB	40	3.5
Cheese Dip with Beef	¼ cup	90	6
Cheese Dip with Nuts	¼ cup	125	9
Cheese Log	¼ cup	183	16
Cheese Straws	1 – 4”	70	5
Crab Meat Dip	¼ cup	177	16
Deviled Eggs	½ egg	56	4
Quiche Lorraine Tart	2” diam.	100	6.5
Sausage Cheese Balls	1-1 ½	45	3
Shrimp Mold	¼ cup	100	8
Sweet & Sour Meatballs/Swedish Meatballs	1”	60	3.3

BEVERAGES

Egg Nog, whole milk with alcohol	½ cup	183	5.5
Egg Nog, skim milk with alcohol	½ cup	152	1.6
Egg Nog, whole milk, commercially prepared	½ cup	171	9.5

BREADS

Fruit Bread	½” slice	118	2
Fruit and Nut Bread	½” slice	161	4

CASSEROLES

Broccoli Casserole	½ cup	212	16
Cornbread Dressing	½ cup	204	9
Cornbread Stuffing	½ cup	246	12
Green Bean Casserole	½ cup	124	6.5
Sausage & Cheese Grits	½ - ¾ cup	325	23
Sweet Potato Casserole	½ cup	224	11

DESSERTS

Brownies & Bar Cookies

Brownie, from mix	2” square	86	4
Lemon Square	2” x 2 ½”	304	13
Rice Krispies Bar	2” x 1 ½”	40	1

	<u>Serving size</u>	<u>Calories</u>	<u>Fat</u>
Cakes			
Angel Food Cake, from mix	1/12 cake	126	0
Applesauce Spice Cake, form mix	1/12 cake	250	11
Boston Cream Pie, home made	1/8 cake	311	10
Bundt Ring, from mix	1/16 cake	248	10
Carrot Cake, from mix (frosting not included)	1/12 cake	187	4
Cheesecake, 1 piece	1/8 cake	257	16
Coffee cake from mix	1/6 cake	232	7
Devils Food Cake, from mix	1/12 cake	270	14
Fruitcake, homemade	1/16 cake	165	7
Gingerbread, from mix	3" square	190	4
Pound Cake, from mix	1/2" slice	270	14
Pound Cake, homemade	½" slice	142	9
Pound Cake, Chocolate, homemade	1/16 cake	427	21
Pound Cake, Cream Cheese, homemade	1/16 cake	443	24
Sponge Cake, homemade	1/8 cake	188	3
Candy			
Bourbon Candy	1" -1 ½"	158	8.5
Butterscotch Crunchies w/chow mein noodles	1	102	6
Candy Cane	4"	58	0
Caramel Pecan Roll	1 oz.	115	3.4
Divinity	1	77	1
Fudge, homemade	2" x 1"	134	5
Fudge, from mix	2" x 2"	150	6
Heavenly Hash	1" square	81	5.5
Mints	1 TB	32	0
Peanut Brittle	2" x 1 ½"	118	6
Praline	2" diam.	121	4.5
Rum Ball	1" diam.	43	1.5
Cookies			
Chocolate Chip, homemade	2" diam	46	3
Danish Butter Cookies	1	25	1.5
Gingersnap, homemade	2" diam	34	2
Meringue	2" diam	14	0
Oatmeal, Homemade	2" diam	62	3
Peanut Butter, homemade	2" diam	68	3.5
Shortbread, homemade	2" diam	42	2
Sugar, two homemade	2: diam	71	3
Custard/Pudding			
Custard, homemade	1 cup	305	15
Banana Pudding	¾ cup	290	7.7
Doughnut			
Cake, plain	3" diam	155	6
Yeast, glazed	4" diam	260	15

	<u>Serving size</u>	<u>Calories</u>	<u>Fat</u>
Fruit Salad			
Ambrosia	½ cup	212	6
Fresh Fruit	½ cup	50	0
Waldorf	½ cup	165	13
Pastries			
Danish Pastry	1.5 oz.	161	9
Cream Puff with custard filling	1	303	18
Éclair with custard filling and chocolate ring	1	239	14
Sweet Roll	1.5 oz.	154	7
Pies			
Apple, homemade	1/8 pie	282	12
Cherry, homemade	1/8 pie	308	13
Chess, homemade	1/8 pie	596	29
Chocolate Cream, homemade	1/8 pie	301	17
Coconut Cream, form mix	1/8 pie	260	17
Custard, homemade	1/8 pie	249	13
Mince, homemade	1/8 pie	320	14
Pecan, homemade	1/8 pie	431	24
Pumpkin, homemade	1/8 pie	241	13
Sweet potato, homemade	1/8 pie	243	13

SAUCES, SYRUPS & TOPPINGS

Chocolate Syrup	2 TB	92	1
Fudge Topping	2 TB	124	5
Icing/Frosting, ready to spread all flavors	1/12 cake	160	6
Caramel	1 TB	110	4
Whipped Cream	2 TB	50	4
Whipped Topping, non-dairy	2 TB	22	1.5
Cream Cheese Spread	1 TB	50	5
Cream Cheese, light	1 TB	30	3

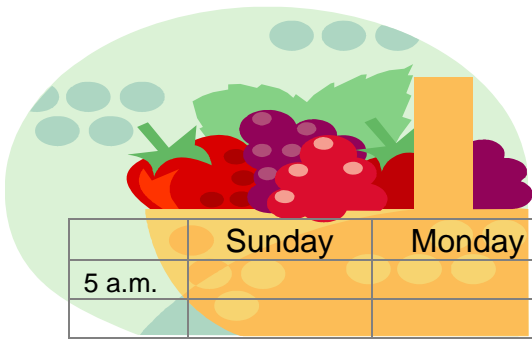


Planner

Week of _____

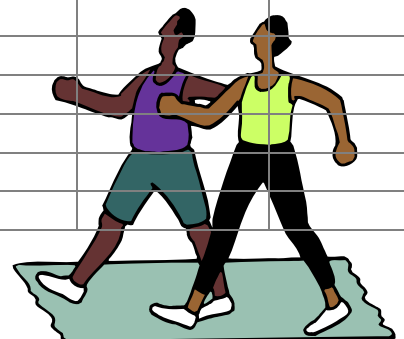
Social functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals/snacks/groceries							
Exercise							

Name _____



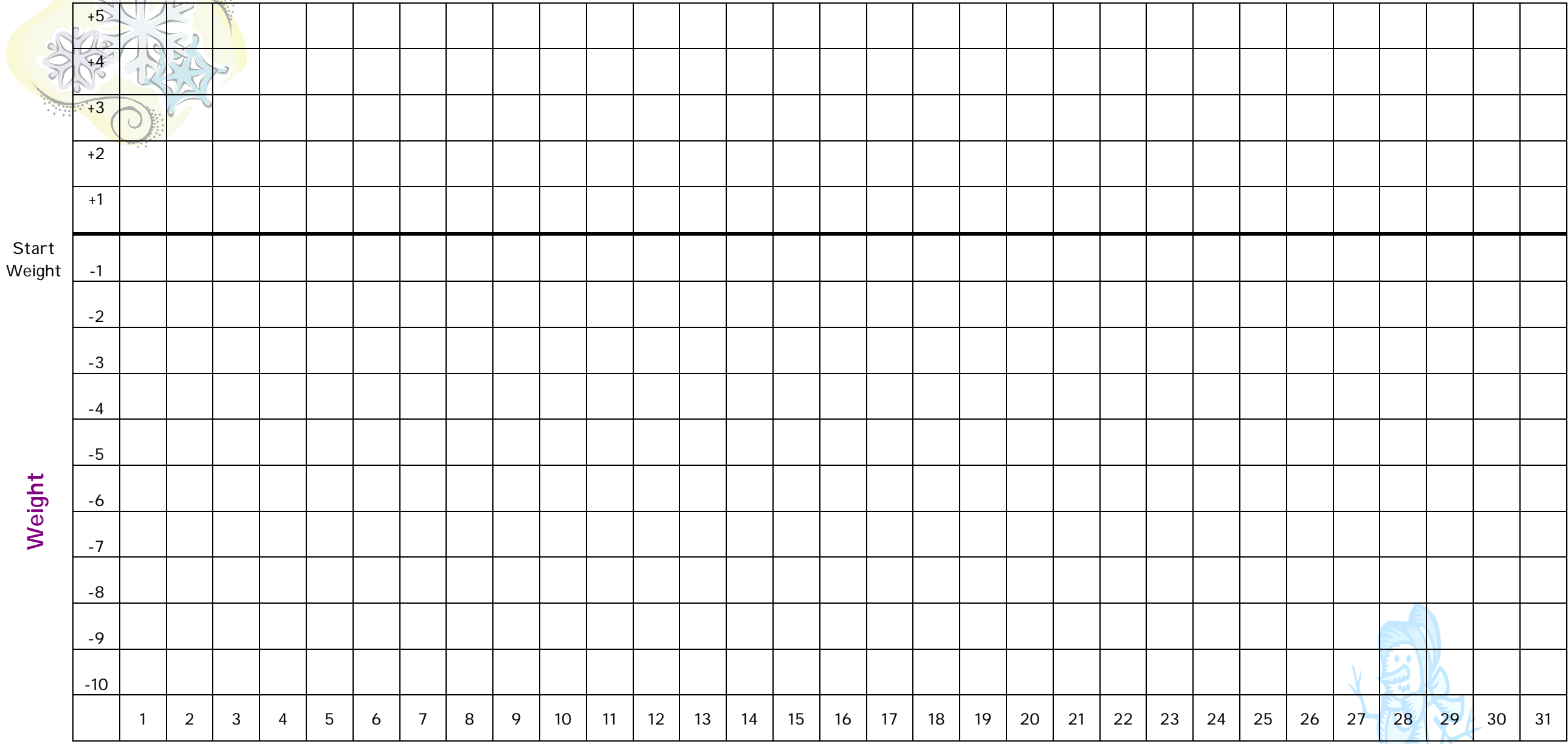
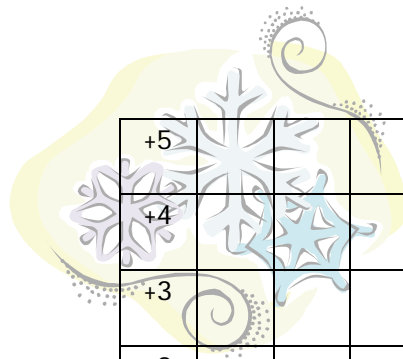
Week of _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5 a.m.							
6 a.m.							
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 a.m.							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							



Weekly Planner

Month at a Glance Weight Graph

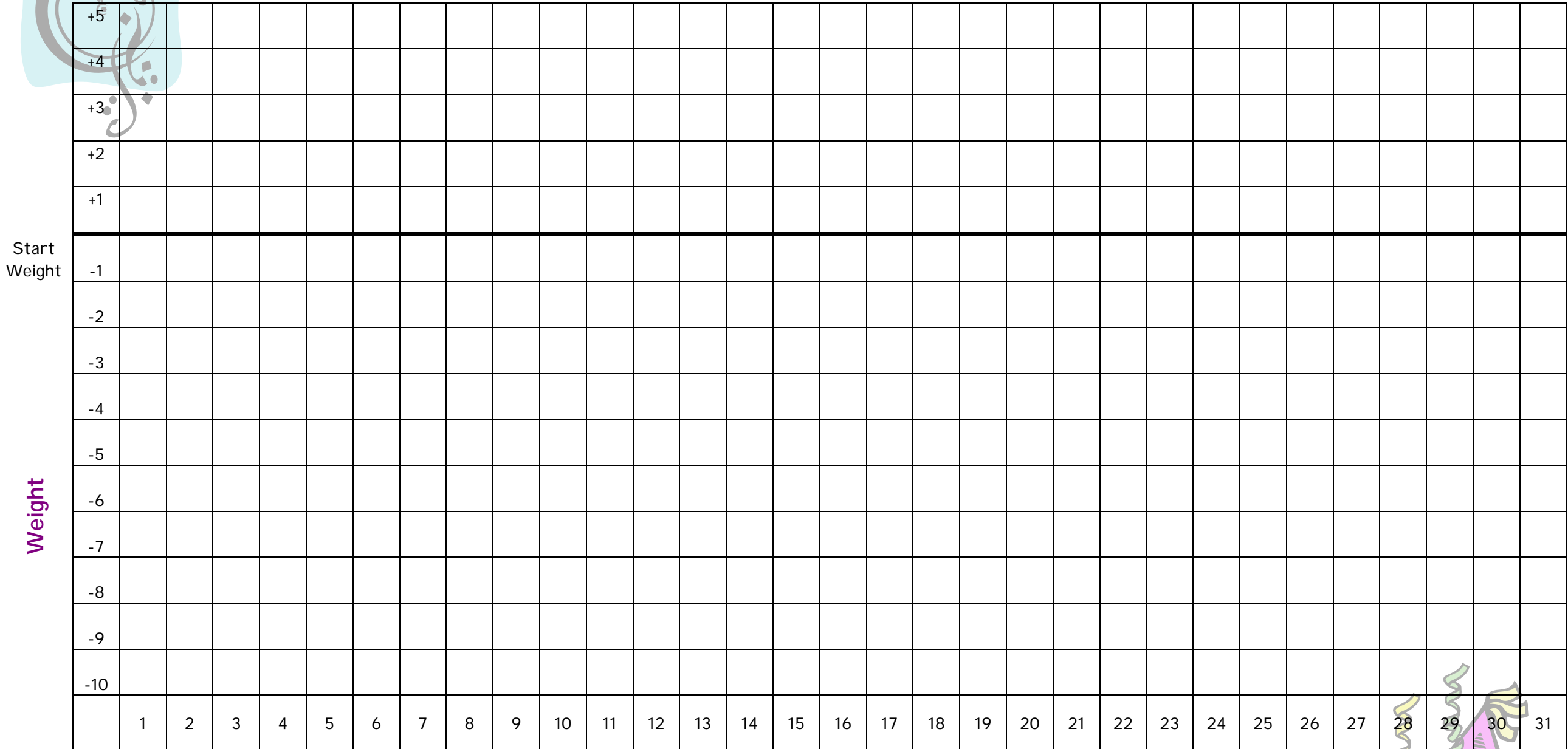
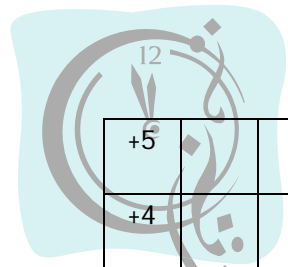


Days of the Month

December



Month at a Glance Weight Graph

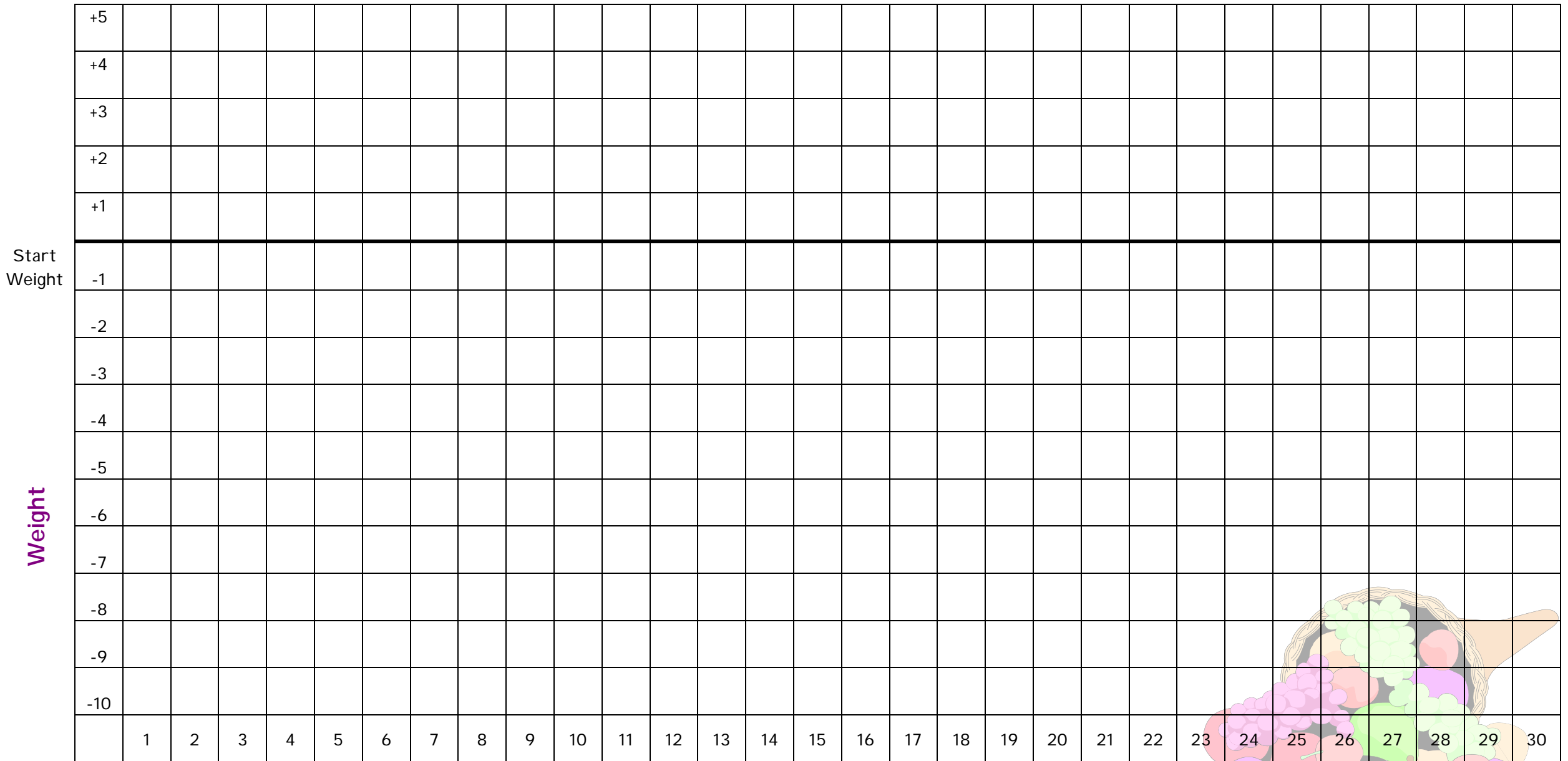


Days of the Month

January

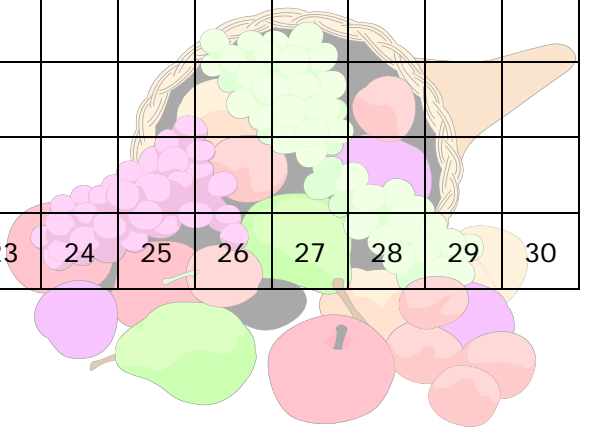


Month at a Glance Weight Graph



Days of the Month

November



Holiday Mini Module: Let the Holidays Begin

Objectives:

To expect weight loss/maintenance during the holidays months through healthy eating and regular exercise.

In this session, the participants will:

- Set a favorable expectation for their weight over the holidays.
- Identify what makes weight maintenance difficult for them over the holidays.
- Complete an overall holiday plan and a weekly plan for the next 2 weeks.

To do before the session:

Gather materials

For the weekly REVIEW, - all these can be pulled from the Counselor Introduction packet.

- “Weight at a Glance” daily graph (Nov, Dec.,& Jan.- give the one that is appropriate for start of the mini module)
- A monthly calendar – blank calendar so ppt can get perspective on activities scheduled.
- Weekly planning sheets (2 types)
- Pens/pencils
- Keeping Track books (2 books)

Specific to session:

- Session 1 Participant Materials

Weigh participants as usual. Remind participants to focus on their behavior, not their weight, because behavior is something they can control.

I. INTRODUCTION TO HOLIDAY MINI MODULE

A. Self Monitoring

As has been discussed through out the program, KT of foods is important for making changes...but critically important during a time of high risk encounters. Call attention to the materials that provides calories for Holiday Treats and Alcohol. Give ppts a highlighter to mark foods they typically have during the holidays (if time does not permit, ask that ppts review and highlight foods when they get home from class. To make changes in behaviors, knowing what to change begins with “awareness” and self monitoring provides that awareness as you have discussed in class. (The Group Leader may want to come up with some reward to reinforce record keeping.)

B. Session Overview

In today's session, we will discuss changing the expectation that participants will gain weight over the holidays to an expectation of "I can maintain/lose weight during the holidays". To do this, participants will identify (1) what makes the holidays a difficult time to maintain weight and (2) their particular challenges. They will also make a general plan for the holiday season, weekly plans, and plans to use strategies at special events

II. TOPIC: Great Expectations

A. Self-fulfilling prophecy

Begin by asking participants if they have noticed that the holidays are typically a time when people gain weight and if this has been a problem for them in the past. State that when this happens every year, many feel that there is nothing they can do to change this pattern. This attitude is called a *self-fulfilling prophecy*. Ask participants what their expectations for their weight over the holidays are. Ask if they expect to have trouble over-eating and not exercising enough

B. Harmful and Helpful Expectations

Discuss that a self-fulfilling prophecy can be harmful because people who think this way have given up all hope. But, participants can change their expectations for themselves over the holidays. Point out that they now have more knowledge and skills than they have had during other holiday seasons. This is a brand new season and they can begin to change their holiday health behaviors for good! Give the example of a healthier alternative "prophecy":

"I used to gain weight during the holiday season, but I'm a different person now. I have new skills and new knowledge to help me manage my weight."

Ask participants to write down their *new* self-fulfilling prophecy. There are two text boxes on a sheet in the participant materials. Have them write the prophecy on both and cut them out to place somewhere at home, office, work station, car, etc, to be reminded of the expectation.

My new **self-fulfilling prophecy.....** for the holidays:

I **expect** to maintain my current weight, or lose _____ pounds.

I **expect** to average _____ calories per day.

I **expect** to average _____ fat grams per day.

I **expect** to exercise _____ minutes per week.

I **expect** to Keep Track _____ days per week.

C. Holiday Challenges

The holidays are full of excitement and fun. Yet, you are also faced with many challenges during this time of year that aren't as much of a problem as at other times of the year. As a result, many people gain weight over the holidays. To weigh what you want to weigh at the end of the holidays, you will probably need to do some things differently from past holiday seasons. First, let's see what the challenges of the holidays are.

Ask participants, "What makes meeting your PRIDE goals during the holidays challenging?" Examples include:

- Busy Schedules
 - Your special events
 - Your family's special events
- Social cues to eat
 - Food gifts
 - Others encouraging you to eat and giving you excuses "because it's the holidays"
- Weather makes exercise a challenge
- Less time to exercise
- Eating foods that you don't usually eat
 - time to figure out the calorie and fat content
 - increased fat and calorie content
- Feeling stressed

Most participants have had some previous degree of success either managing their eating behavior or exercise during the holiday season or managing similar situations before. People often don't recall the steps they took in the right direction when they have not achieved the overall goal that they wanted. For example, a participant may feel that they have *always completely "blown it"* during the holidays because they have gained some weight. They may not give themselves credit for behaviors such as skipping seconds, choosing fresh vegetables to snack on at a party, making a healthier version of a favorite recipe, making time to walk with a friend, or asking a family member not to bring tempting foods into the house. Remembering what they did that was helpful can give them a sense that they are already on the right track and give them a foundation to build upon. Ask participants to write down and to discuss what they have done in the past that has been helpful over the holidays or when facing similar challenges.

C. Planning

Indicate that because participants can anticipate what some of the challenges of the holidays will be, they can now make plans to manage them. Having some ideas in mind about how to handle the entire holiday season, some weekly strategies to use, and some tactics for special events can give them the tools they need to succeed in fulfilling their new "prophecy".

1. A Plan for the Season

Having a plan for the entire holiday season can get participants thinking about an overall approach to the season. Ask them to go back to the list of difficulties on page 2 and to pick out the problems that will be around all season. For example, extra fat

and calories will be readily available and their time will be limited. Brainstorm ideas to tackle these problems.

Some options include:

- Using two meal replacements each day during the holidays.
- Measuring all foods to ensure that you are not eating too much.
- Planning when to exercise and prepare meals.
- Keeping track will be an essential part of maintaining weight over the holidays!
- Plan something to look forward to when the holidays are over so that post holiday let down will be less likely to tempt them to eat.

2. Weekly Planning

With many special events and shopping, schedules are likely to change from week to week. Making a plan for each week can be a great advantage by helping participants to:

- (1) set specific, realistic goals for the week,
- (2) help to see when they will have time to exercise,
- (3) anticipate challenging times for sticking to their meal plan.

Ask participants if they have ever made detailed plans for how they will spend their day or their week. Discuss what it was like. Ask:

- Was it helpful?
- Did you find that it was a beneficial investment of time?
- Did you find that you could accomplish more by making a schedule?
- What worked about making a schedule?
- What didn't work as well?

Now refer participants to the schedule in their materials and ask them to make a schedule for the following week. Handout pencils so that they can modify their schedules as needed. Have them start by writing down all regular activities, such as work, school, and regular meetings. Next include special events. Then ask them to write down when they will go grocery shopping and prepare their meals. When will they exercise? When will they fit in holiday shopping and other errands? When can they write down their food and activity in their keeping track books?

Now ask participants to plan their meals. If they know they will be eating out for special occasions and will likely have more calories than usual, ask them to plan for which meals they will use meal replacements.

The holidays can be a time where using "10 minutes here and 10 minutes there" can be especially helpful. Ask if there are any places where they can fit in a 10 minute walk, such as before shopping?

As with any goal, there will be things that will help them and things that will make it difficult for them to meet their goals. For example, most people have something

unexpected come up during a week. Discuss what may potentially get in their way and how they may modify their schedules to accommodate surprises.

Also ask what will help them to fulfill their prophecy? Ask participants to take a look at the **Your Healthy Happy Holidays Tip Sheet** at end of leader material) and choose some strategies that will work well for them this week. Ask for additional tips.

Ask participants to take about five minutes each evening to review how their plan went for the day and see if they need to adjust the next day or the following days in the week.

III. MAKING THIS LESSON WORK FOR YOU

Next Week:

- ✓ Repeat several times each day:

“I used to gain weight during the holiday season, but I’m a different person now.

I have new skills and new knowledge to help me manage my weight.

I can and will maintain, and even lose, weight over the holiday”.

- ✓ Plan the weekly schedule of activities and social engagements you have for the next 2 weeks. Write how well the plans worked directly on the calendar as you do your weekly review. Turn the plans in with your KT.
- ✓ Bring to class your own special holiday recipe(s) that you would like help modifying for a special gathering, or share recipes you have already modified with others in the group.

Remind ppts of the PRIDE Goals

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain average at or below personal goal.
- _____ Weigh daily and record on your daily weight graph.
- _____ **My “Early Warning Weight”** is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Your Healthy Happy Holidays Tip Sheet

ABCs of Holiday Parties

- Always focus on the gathering of friends and family not on food.
 - Be the designated picture taker.
 - Find out something new about each guest such as their favorite holiday memory.
- Buy a good supply of plastic ware to send leftover food with your guests.
- Choose the best...lose the rest. Opt for foods that are holiday specific. Avoid munching on candies like M&Ms.

123s of Holiday Shopping

1. Park farther from the entrance instead of battling others for closer spots.
2. Take a brisk walk around the mall before you actually begin shopping.
3. Bring healthy snacks from home or make healthy food court choices.

Do, Re, Mi of Holiday Traditions

Create new holiday traditions that incorporate physical activity.

- Take a walk (instead of a drive) to see the changing leaves or holiday lights.
- Go caroling around the neighborhood after your holiday meal.
- Add play to the day - indoor or outdoor games are a fun way to enjoy family and friends.

Strategies for Holiday Treats

- At parties, spend your time away from tempting treats. Go to another room or stand on a different side of the room.
- Keep tempting foods in place or room where you won't see them very often.
- Plan to incorporate your favorite holiday foods.

Holiday Time Savers

- Having another family member cook dinner one night this week.
- Prepare two dinners and cut up fresh vegetables for snacks at the beginning of the week.
- Measure other foods at the start of the week.

Holiday Mini Module:

Holiday Meal Makeovers

Objectives:

To identify ways to trim calories from foods prepared at home.

In this session, the participants will:

- ✓ Focus on ways to trim 100 calories from foods prepared at home.
- ✓ Verbalize specific ways to reduce calories from a holiday meal through class activity.
- ✓ Individualize lesson objective by either modifying a personal holiday recipe or reducing calories in simpler meals.

To Do Before the Session:

Common materials

- Keeping Track books
- Participant Session Materials
- Weekly planners – 2 for each ppt.
- Pencils/Pens to write on weekly planner
- “Month-at-a-glance” daily weight graph (available for Oct, Nov, Dec)
Hand out when new month is about to begin.

Materials Specific to Lesson

- ✓ Participant Session Material
- ✓ Optional: Leader Manual (LM) has 3 Recipe Makeovers that can be copied for use in class. Each makeover has a Practice version (.10-12 LM) and a finished version (p7-9LM). Leader may elect to copy to transparency and discuss changes while viewing on overhead projector.
- ✓ **CALORIE COUNTERS – extras for ppts to look up calories in class**

Equipment

- ✓ Optional – overhead projector

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate.

II. HOMEWORK/SELF MONITORING

A. Self Monitoring –

Ask participants if weighing daily and graphing their weight was helpful for them. Briefly discuss how it was helpful and any obstacles that arose. Have participants discuss how self monitoring helped them with their plans.

B. Reviewing the Plan.

Each session the participants will be asked to review the past 2 weeks and do some assessments. What worked well, what needs to be improved, etc. Let participants share with the group specifics about their plans. Others in the group will be able to identify with some of the issues and have suggestions that worked for them.

C. Next Two Weeks' Plan

Ask participants to take out one of the weekly planners in their packet. The objectives are to help participants:

- (1) set specific, realistic goals for the week,
- (2) help to see when they will have time to exercise,
- (3) anticipate challenging times for sticking to their meal plan.

First, refer participants to the “weekly planner” in their materials and ask them to make a schedule for the following two weeks. Have them start by writing down all regular activities, such as work, school, and regular meetings. Next include special events. Then ask them to write down when they will go grocery shopping and prepare their meals. When will they exercise? When will they fit in holiday shopping and other errands? When can they write down their food and activity in their keeping track books?

Now ask participants to plan their meals. If they know they will be eating out for special occasions and will likely have more calories than usual, ask them to plan for which meals they will use meal replacements.

The holidays can be a time where using “10 minutes here and there” can be especially helpful. Ask if there are any places where they can fit in a 10 minute walk, such as before shopping?

As with any goal, there will be things that will help them and things that will make it difficult for them to meet their goals. For example, most people have something unexpected come up during a week. Discuss what may potentially get in their way and how they may modify their schedules to accommodate surprises. Essentially, they are making a “Plan B.”

Also ask what will help them to fulfill their prophecy? Ask participants to take a look at the **Your Healthy Happy Holidays Tip Sheet** and choose some strategies that will work well for them this week. Ask for additional tips.

Ask participants to take about five minutes each evening to review how their plan went for the day and see if they need to adjust the next day or the following days in the week.

III. Session TOPIC: HOLIDAY MEAL MAKEOVERS

The leader needs to be flexible with how this lesson is presented. Participants will have had the basic “recipe modification” session during the intensive phase of the intervention, so the basic information in the lesson is there as a review/reminder. Also, many participants may cook from “recipes” very little if at all and will not be interested in modifying recipes where others may love cooking from scratch and be attentive to every detail; and yet others may live off sandwiches and ready to eat meals either frozen or from a deli.

A. Introduction: OPTIONAL introduction to session:

“Let’s say for the past few months your weight has remained stable. “Calories in” equal calories out”. In other words you are balancing the amount of calories you are consuming as food and drink with your daily activity. What would happen if you trimmed 100 calories from your daily caloric intake – the food you eat? 100 calories trimmed daily

= 1 pound lost every 35 days and 10 pounds lighter at the end of 12 months. What happens if you found a way to tip that caloric balance by trimming 200 calories from daily foods consumed? The result could be a 2 pound weight loss each month and over 20 pounds lighter in a year”.

The purpose of this session is to make you aware of the foods you are eating and easy techniques to make those foods and meals healthier. Reducing the fat and sugar in holiday treats not only helps with reducing extra calories but can have a more silent benefit of improving cardiovascular health, lowering blood sugar levels, and/or bringing blood pressure within normal limits. Many of these health concerns are increased during the last two months of the year.

B. Meal Makeovers

Depending on the time you have for the group, ask ppts how many of them modify recipes and meals on a regular basis. For those that do modify meals, ask them some of the following questions to initiate discussion:

How long did it take you to feel comfortable modifying meals?

How does your family respond to the healthier meals?

How do your friends respond to the lower calorie meals?

Bring in some of the reasons people are hesitant to modify recipes/meals as you engage the group in the questions above. (First page of ppt handout)

1. Not feeling confident with their skills of modifying ingredients.

Preparing foods differently does take practice especially when you have been preparing family favorites the same way for many years. In order to be successful, it is first necessary for you to believe that these foods can be just as acceptable with some simple substitutions. Your confidence and ability will develop with practice. Another suggestion might be not to announce the changes you have made – often these go unnoticed.

2. Feel they are imposing their nutritional needs on others.

Today many people are health conscious and particularly interested in nutrition. Many of your friends and family members will begin to see you as the “expert”. This is your opportunity to be a role model. By preparing foods lower in calories and fat, family and friends will be able to see that this is an acceptable way to prepare foods and they will be more likely to follow your example.

3. Rationalize by thinking “It’s only once a year, I might as well really enjoy this meal”.

True, Thanksgiving is just once a year, but holiday celebrations are more frequent than one might realize.... and, there are many other “Special Occasion” celebrations throughout the year – weddings, birthdays, vacations, etc. Making exceptions to your healthy eating habits can eventually add up to extra pounds.

Ask a ppt to review the RULES when modifying a recipe. (page 2 of ppt materials)

From P 2 of ppt hanouts:
 First, analyze your recipe and decide what the high fat and calorie ingredients are. Then ask, can I:

Reduce the ingredient?

- Sugar can often be reduced by ¼ to 1/3 and not affect the final product.
- Fats can be reduced by ¼ to 1/3 or more in baking. For every tablespoon of fat eliminated, 100 calories are saved!!!!
- Nuts – reducing ¼ cup of nuts in a recipe saves 170 calories. Each ounce of cheese reduced.

Eliminate the ingredient?

- Is the ingredient essential to the recipe, or is it just there for tradition? For example, leaving out the sausage in a lasagna or Italian meat sauce recipe will reduce the calories, sodium and fat without affecting the quality.

Substitute another ingredient?

- Ask yourself the purpose of the problem ingredient. Many times a healthier substitute can be made. For example: substitute extra lean ground round for ground chuck in meatloaf or meatball recipes (can't cook and drain these). You save 50 calories per ounce.

Have ppts look at the table of commonly used products and notice the ease of trimming calories before moving on the activity.

How much can I save?

Food	amount	calories	fat (g)	regular vs fat-free
Regular cheddar cheese	1 ounce	114	9	73 calories saved
Reduced fat cheddar cheese		90	5	
Fat-free cheddar cheese		41	0	
Regular cream cheese	1 ounce	100	10	75 calories saved
Reduced-fat cream cheese		74	7	
Fat-free cream cheese		25	0	
Regular dairy sour cream	¼ cup	123	23	63 calories saved
Light dairy sour cream		80	4	
Fat-free dairy sour cream		60	0	
2% milk	1 cup	120	5	34 calories saved
Skim milk		86	0	
Regular mayonnaise	1 tablespoon	100	11	88 calories saved
Reduced fat mayonnaise		50	5	
Fat-free mayonnaise		12	0	
Regular salad dressing	1 tablespoon	70	7	50 calories saved
Reduced fat salad dressing		45	4	
Fat-free salad dressing		20	0	

More behaviors to trim calories are:

If cooking is not your cup of tea....remember these:

- Eat smaller portions.
- Use a smaller plate.
- Add fruits and vegetables to the meal, especially those high in fiber. Fiber makes us feel fuller longer, and therefore food intake is less. Most fruits and vegetables contain fiber, as do bran, dried beans, and oatmeal.
- Don't go back for seconds immediately. Give your stomach time to realize whether it is full or not.
- Leave those extra calories behind....take the butter and sugar off the table.
- Pick the foods that are special and skip the foods that you eat all the time (such as chips, cookies, rolls, and crackers).
- Bowls of fresh fruit are a festive and sweet substitute for candy or chocolates.
- Eat at regular times...no skipping meals!!
- "Enough" satisfies the same as a "Feast".

C. Class Activity

Participants will demonstrate skills of making modifications in a recipe or meal to reduce calories. The group leader might divide the members into groups that have similar interest and do one or all the activities below, depending on time.

NOTE: Have Calorie Counters on tables for ppts to use to calculate calories saved.

1. Participants can modify a traditional family recipe they brought from home, or modify a recipe provided by the group leader. Group leader to give out a traditional holiday recipe popular in the region of the country.
2. Participant that eats most meals out can write down a typical meal consumed several times the past week and modify the meal to reduce calories by at least 50.
and/or
3. Have participants look over the Traditional Holiday meal in their materials and make healthy changes. Place

Once these activities are completed, read the holiday tip in the ppt materials....

A Holiday TIP:

It's your choice: You can burn extra calories eaten by exercising (20 minutes of exercise burns 100 calories), or you could forgo the extra calories and thus forgo the extra exercise, or you could do save calories by not having that treat, but also burn some of the calories you've eaten by engaging in a little extra exercise. You decide!

IV. HOMEWORK: Making This Lesson Work for You

- Keep your weekly planner in a place you can refer to daily! Plan the weekly schedule of activities and social engagements you have for the next 2 weeks. Write how well the plans worked directly on the calendar as you do your weekly review. Turn the plans in with your KT.
- Repeat several times each day:

“I used to gain weight during the holiday season, but I’m a different person now. I have new skills and new knowledge to help me manage my weight.. I can and will maintain, and even lose, weight over the holiday”.

- Write in your KT when you were able to “save” calories from a recipe or meal.

PRIDE Goals:

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain weekly average at or below personal goal.
- _____ Weigh daily and record on graph or in KT.
- _____ **My “Early Warning Weight”** is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Recipe Makeover

Banana Nut Bread

Original Recipe

Healthier version

1 cup mashed bananas (about 3 small)	1 cup mashed bananas (about 3 small)
1 cup sugar	1/2 cup sugar
1 stick margarine	1/2 cup plain nonfat yogurt
2 eggs	1/4 cup margarine, melted
2 cups all-purpose flour	1 tsp vanilla extract
1 tsp baking powder	1 egg + 1 egg white
1/2 tsp baking soda	2 cups all-purpose flour
1/4 tsp salt	1 tsp baking powder
1/2 cup chopped pecans	1/2 tsp baking soda
	1/4 tsp salt
	1/4 cup chopped pecans, toasted

yield: 14 servings
calories: 231
fat: 10 grams

yield: 14 serving
calories: 163
fat: 5 grams

Combine first 7 ingredients in a large bowl; beat at medium speed of an electric mixer until well blended. Combine flour and next 3 ingredients; stir in pecans. Add flour mixture to banana mixture, stirring just until moistened. Spoon batter into an 8 1/2 x 4 1/2 inch loaf pan coated with baking spray with flour. Bake at 350 degrees for 1 hour and 5 minutes or until a wooden pick inserted in center comes out clean. Cool 10 minutes in pan on a wire rack; remove from pan, and cool completely on a wire rack.

Recipe Makeover

Macaroni and Cheese

Original Recipe

Healthier version

¼ cup butter or margarine	1½ TB light stick margarine
¼ cup all-purpose flour	¼ cup all-purpose flour
¾ tsp dry mustard	1 tsp dry mustard
1/8 tsp ground red pepper	1/8 tsp ground red pepper
2 cups whole milk	3 cups skim milk
2 cups (8 ounces) shredded sharp Cheddar cheese	1¼ cups (5 ounces) shredded reduced-fat sharp cheddar cheese, divided
½ tsp salt	1 ½ ounces (1/3 cup) shredded reduced-fat Swiss cheese
1 egg beaten	1/8 tsp pepper
5 cups cooked elbow macaroni	¼ tsp salt
½ cup soft breadcrumbs	5 cups cooked elbow macaroni (cooked without salt or fat)
2 TB butter or margarine melted	

yield: 8 servings
calories: 388
fat: 22 grams

yield: 8 serving
calories: 219
fat: 3 grams

Cook and drain macaroni. In the same sauce pan, melt margarine and whisk in flour. Add skim milk gradually (1/2 cup at a time). After you add the first ½ cup, whisk out all the lumps. After adding all 3 cups, let sauce slightly thicken, add remaining ingredients (reserving ½ cup of cheese for top). Pour mixture into a 9 x 13" pan sprayed with non stick cooking spray. Bake in a preheated 350 degree oven for 20 minutes.

Recipe Makeover

Layered Casserole

Original Recipe

Healthier version

1 lb ground beef	1 lb extra lean ground beef
2 TB vegetable oil	Non stick spray
¾ cup onion, chopped	¾ cup onion, chopped
½ medium green pepper, chopped	½ medium green pepper, chopped
1 cup ricotta cheese	1 cup 1% fat cottage cheese
1-8oz can tomato sauce	1-8oz can tomato sauce
6 TB sour cream	3 TB low fat sour cream
6 TB cream cheese	6 TB low fat cream cheese
1 tsp salt	1 tsp salt
1 cup (4 ounces) cheddar cheese, shredded	½ cup (2 ounces) low fat cheddar cheese, shredded
3 cups cooked pasta	3 cups cooked pasta
Pepper to taste	Pepper to taste

yield: 8 servings
 calories: 423
 fat: 29 grams

yield: 8 serving
 calories: 239
 fat: 7 grams

Cook pasta according with no fat or salt. Set aside. Spray skillet with non-stick spray and brown and then rinse the meat. Brown the onions. Add meat, tomato sauce and seasoning. Simmer 8 minutes. Combine green pepper, cottage cheese, cream cheese, and sour cream in a bowl and mix thoroughly. Spray a large casserole dish (9x13") with non-stick spray. Cover bottom of dish with pasta. Add a layer of meat mixture. Pour cottage cheese mixture for next layer. Top with shredded cheese. Bake uncovered at 350 degrees for 30 -40 minutes.

Recipe Makeover **Practice**

Banana Nut Bread

Original Recipe

Healthier version

<p>1 cup mashed bananas (about 3 small)</p> <p>1 cup sugar</p> <p>1 stick margarine</p> <p>2 eggs</p> <p>2 cups all-purpose flour</p> <p>1 tsp baking powder</p> <p>½ tsp baking soda</p> <p>¼ tsp salt</p> <p>½ cup chopped pecans</p>	
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yield: 14 servings
calories: 231
fat: 10 grams

yield: 14 serving
calories:
fat:

Combine first 7 ingredients in a large bowl; beat at medium speed of an electric mixer until well blended. Combine flour and next 3 ingredients; stir in pecans. Add flour mixture to banana mixture, stirring just until moistened. Spoon batter into an 8 ½ x 4 ½ inch loaf pan coated with baking spray with flour. Bake at 350 degrees for 1 hour and 5 minutes or until a wooden pick inserted in center comes out clean. Cool 10 minutes in pan on a wire rack; remove from pan, and cool completely on a wire rack.

Recipe Makeover **Practice**

Macaroni and Cheese

Original Recipe

Healthier version

<p>¼ cup butter or margarine</p> <p>¼ cup all-purpose flour</p> <p>¾ tsp dry mustard</p> <p>1/8 tsp ground red pepper</p> <p>2 cups whole milk</p> <p>2 cups (8 ounces) shredded sharp Cheddar cheese</p> <p>½ tsp salt</p> <p>1 egg beaten</p> <p>5 cups cooked elbow macaroni</p> <p>½ cup soft breadcrumbs</p> <p>2 TB butter or margarine melted</p>	
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yield: 8 servings
calories: 388
fat: 22 grams

yield: 8 serving
calories:
fat:

Cook and drain macaroni. In the same sauce pan, melt margarine and whisk in flour. Add skim milk gradually (1/2 cup at a time). After you add the first ½ cup, whisk out all the lumps. After adding all 3 cups, let sauce slightly thicken, add remaining ingredients (reserving ½ cup of cheese for top). Pour mixture into a 9 x 13" pan sprayed with non stick cooking spray. Bake in a preheated 350 degree oven for 20 minutes.

Recipe Makeover **Practice**

Layered Casserole

Original Recipe

Healthier version

1 lb ground beef	
2 TB vegetable oil	
¾ cup onion, chopped	
½ medium green pepper, chopped	
1 cup ricotta cheese	
1-8oz can tomato sauce	
6 TB sour cream	
6 TB cream cheese	
1 tsp salt	
1 cup (4 ounces) cheddar cheese, shredded	
3 cups cooked pasta	
Pepper to taste	

yield: 8 servings
calories: 423
fat: 29 grams

yield: 8 serving
calories:
fat:

Cook pasta according with no fat or salt. Set aside. Spray skillet with non-stick spray and brown and then rinse the meat. Brown onions. Add meat, tomato sauce and seasoning. Simmer 8 minutes. Combine green pepper, cottage cheese, cream cheese, and sour cream in a bowl and mix thoroughly. Spray a large casserole dish (9x13") with non-stick spray. Cover bottom of dish with pasta. Add a layer of meat mixture. Pour cottage cheese mixture for next layer. Top with shredded cheese. Bake uncovered at 350 degrees for 30 -40 minutes.

Holiday Mini Module: Mini Moves-Circuit Training

Session Objectives:

At the end of this session the participant will be able to:

1. Identify the components of a safe, effective circuit training program.
2. State at least one reason for incorporating circuit training as an exercise alternative or as part of an exercise program.
3. Identify one exercise “gift” to enhance weight management.

To Do Before the Session:

Common materials

- Keeping Track books
- Participant Session Materials
- “Holiday Gift Ideas” – have extras
- Weekly planners – 2 for each ppt.
- Pencils/Pens to write on weekly planner
- “Month-at-a-glance” daily weight graph (available for Oct, Nov, Dec)
Hand out when new month is about to begin.

Materials Specific to Lesson

Set up 8 stations to demonstrate Circuit Training. Include stations that combine upper and lower body exercise in addition to focusing on problem areas participants may have identified such as firming abdominal muscles and buttocks. Equipment will vary between clinics/classes, depending on availability, ability and fitness of participants.

Equipment might include:

1. Step box – can be purchased at local athletic stores, Walmart and Target.
2. Theraband
3. Jump rope
4. Cans, preferably 16 oz.
5. Floor mats
6. Chairs
7. Block of wood (or step box)
8. Small hand weights
9. Video tape

Optional: CD player and tape for background music

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate.

II. WELCOME AND HOMEWORK REVIEW

A. Self-monitoring calories and activities

As ppts discuss the past week, ask how self monitoring supported their efforts. Ask about any holiday treats/seasonal foods they recorded. Were calories a surprise? How were calories balanced with activities?

B. Reviewing the Plan.

Ask participants to review the past 2 weeks and do some self assessments. What worked well, what needs to be improved, etc. Let participants share with the group specifics about their plans. Others in the group will be able to identify with some of the issues and have suggestions that worked for them.

C. Plan for the upcoming Two Weeks.

Ask participants to take out one of the weekly planners in their packet. The objectives are to help participants:

- (1) set specific, realistic goals for the week,
- (2) help to see when they will have time to exercise,
- (3) anticipate the times that may be challenging for sticking to meal plans.

First, refer participants to the “weekly planner” in their materials and ask them to make a schedule for the following two weeks. Have them start by writing down all regular activities, such as work, school, and regular meetings. Next include special events. Then ask them to write down when they will go grocery shopping and prepare their meals. When will they exercise? When will they fit in holiday shopping and other errands? When can they write down their food and activity in their keeping track books?

Now ask participants to plan their meals. If they know they will be eating out for special occasions and will likely have more calories than usual, ask them to plan for which meals they will use meal replacements.

The holidays can be a time where using “10 minutes here and there” can be especially helpful. Ask if there are any places where they can fit in a 10 minute walk, such as before shopping?

As with any goal, there will be things that will help them and things that will make it difficult for them to meet their goals. For example, most people have something unexpected come up during a week. Discuss what may potentially get in their way and how they may modify their schedules to accommodate surprises. Essentially, they are making a “Plan B.”

Also ask what will help them to fulfill their prophecy? Ask participants to take a look at the **Your Healthy Happy Holidays Tip Sheet** and choose some strategies that will work well for them this week. Ask for additional tips.

Ask participants to take about five minutes each evening to review how their plan went for the day and see if they need to adjust the next day or the following days in the week.

III. Session TOPIC: CIRCUIT TRAINING

This session involves a circuit training regimen composed of 8 stations with aerobic activities placed between each station. Most of the exercises at each station are simple and effective and require no special equipment. This kind of activity is one that the participants could do at home.

Be sure they understand that an exercise program often needs variety to keep it interesting and consistent. For example, if a participant who usually does aerobics is on a business trip, walking can easily be substituted for aerobics during this time. Encourage them to continue to do so in order to maintain an active lifestyle.

During the rotations between stations, discuss gift ideas for their personal holiday wish list for someone to give them. (Handout: Gift Ideas)

A. Demonstrate the Circuit

Explain briefly what is to be done at each station. Arrange the course so that participants can start anywhere in the circuit. Number each station and use large arrows to indicate in which direction the circuit will flow. Aerobic activities should last at least 1-2 minutes or until the next station is available. Allow for individual differences. Those with lower fitness levels may only be able to do 5 repetitions. Those with higher levels can probably complete 10-15 repetitions. You may wish to include music. Below is an example of a circuit. Feel free to delete any of these stations and add stations of your own.

Wear appropriate athletic footwear and comfortable clothing that will not restrict your movement when performing the circuit! Begin with **WARM-UP** ----- 3-5 minutes of walking slowly, swinging your arms and taking deep, slow breaths.

Examples of stations in the participant manual are:

Station 1 Strength: Side Raise (deltoids—shoulder area)

Stand with feet shoulder-width apart and soften/bend knees. Place tubing under arch of foot (or feet if you prefer). Grasp handles of band and position hands at side of body with thumbs pointing forward. Lift arms up and away from body no farther than shoulder height, keeping wrists firm and elbows soft. Return to start position and repeat. Try to complete 8-10 repetitions in 40-60 seconds or do as many reps as you can tolerate with good form in that time frame.

Aerobics: Step-up: Step on a 4”-8” step with your right foot. Bring left up to meet right. Step down with the right foot, followed by the left. Switch starting feet and repeat cycle for 1-2 minutes.

Station 2 Strength: Sit-ups (abdominals): Lie on your back with knees bent to about 90 degrees. Make sure your lower back is pressed firmly against floor (pelvic tilt position). Place hands gently behind head for support (do not pull on head and neck area). Gradually raise head and shoulders off floor and hold this position for 5 seconds, then return to start position. Repeat two more times, holding for 10 seconds, then 15 seconds each. Try to repeat this sequence at least 3 times. Remember to inhale on the way down and to exhale on the way up. 40-60 seconds.

Aerobics: Jump rope: Make sure the floor surface is not slippery and that there is sufficient padding or mats to give the floor a more cushioned surface. 1-2 minutes

Station 3 Strength: Wall squats (thighs and glutes): Stand with back firmly against wall and take one step forward. With back supported by wall, slowly bend your knees and lower yourself until you are close to a sitting position. Hold this position for 5 seconds, then return to start position. Repeat the exercise, holding for 10 then 15 seconds. Try to perform this sequence at least 3 times. 40-60 seconds.

Aerobics: Very brisk walk or march in place with arms swinging. 1-2 minutes.

Station 4 Strength: Arm curls (biceps and forearms): Sit comfortably in chair with arms at sides, elbows slightly bent. Holding hand weights (or a can from your pantry!) slowly raise one hand up to your shoulder, then lower. Repeat with your other arm. Try to complete at least 2 sets of 8-10 with each arm. 40-60 seconds.

Aerobics: Step as described in station ONE for 1-2 minutes.

Station 5 Strength: Leg Lifts (outer thigh area) Standing behind a sturdy, straight back chair with feet spread shoulder width apart, knees soft and both hands holding back of chair for support, slowly lift your leg to side, hold for 5 seconds and return to start position. Keep the movement of your leg controlled throughout this exercise. Repeat 5-6 times with each leg. (Note: To add intensity, you can use velcro ankle weights.)

Aerobics: Jump rope as described in station TWO for 1-2 minutes; or substitute walking briskly in place for 1-2 minutes

Station 6 Strength: Reverse push-ups (triceps) Sit on edge of sturdy chair with hands grasping front corners of chair seat. Slightly raise hips and move body forward enough to clear chair. Your feet are positioned directly below knees, hip width apart. Bend and straighten elbows to lower and raise hips in front of chair. Try to complete 2 or more sets of 10 push-ups in 40-60 seconds.

Aerobics: Walk briskly or march in place for 1-2 minutes.

Station 7 Strength: Leg Extensions (quadriceps) Sitting in a chair, place the tube around both feet and grip with your hands. (Your hands should be on the edge of the chair near your knees.) Grasp the tube rather than the handles, to get desired resistance. Extend both legs until straight, then return both legs to bent position. Perform at least 2-3 sets of 10 in 40-60 seconds.

Aerobics: Step-up for 1-2 minutes.

Station 8 Strength: Chest Flyes (pectorals) As you stand in a staggered stance (one foot slightly in front of the other), place the tubing under arch of front foot, or both feet, and soften your knees. Grasp handles and position arms in a 90 degree angle at sides of body with palms facing up. Raise arms up and together, squeezing chest muscles by touching forearms together at mid-chest height. Keep elbows bent throughout entire exercise with wrists firm. Palms of hands end facing head at eye-level, with upper and lower arms form 90 degree angles. Return to start position and try to do 2 sets of 10 in 40-60 seconds.

Note: This exercise could also be performed with handheld weights or cans providing the resistance. Use the directions for form above, but sit in a chair as you did for the bicep curls.

Aerobics: Either jump rope or walk briskly in place for 1-2 minutes.

End with **Cool-down**. Slowly walk around for 5 minutes, rolling your shoulders gently, slowly and deeply breathing, and doing light stretches that feel comfortable.

IV. Homework/ Making this lesson work for you:

**** Remind participants to consider holiday gifts that would promote a healthy lifestyle for the next year.*****

- ✓ Familiarize yourself with the guidelines and program basics of circuit training included in this session before beginning a home program.
- ✓ Develop your plan for circuit training at home. Start gradually. Set up 2-4 stations, performing exercises with out resistance or weights at first if needed to insure proper form.
- ✓ Bring back to group next session one creative idea you came up with in developing your home program.
- ✓ Repeat several times each day:
 - “I used to gain weight during the holiday season, but I’m a different person now.*
 - I have new skills and new knowledge to help me manage my weight.*
 - I can and will maintain, and even lose, weight over the holiday”.*
- ✓ Plan the weekly schedule of activities and social engagements you have for the next 2 weeks. Write how well the plans worked directly on the calendar as you do your weekly review. Turn the plans in with your KT.

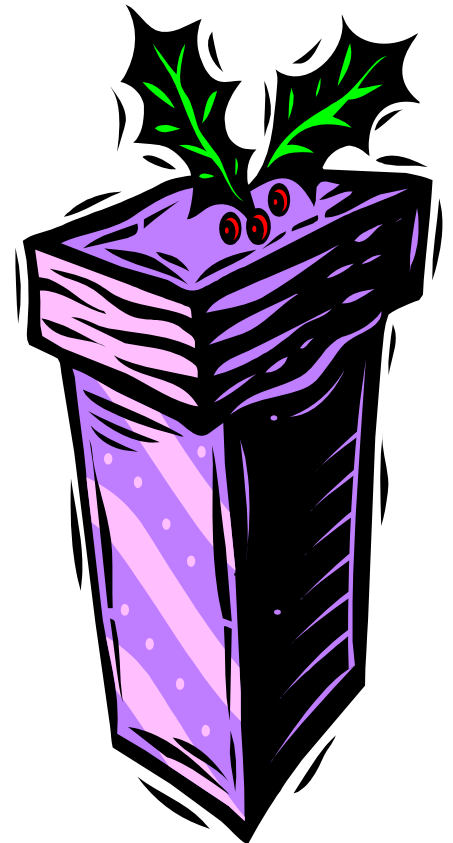
Remind ppts of **PRIDE Goals**

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie/fat intake and maintain average at or below personal goal assigned.
- _____ **My** “Red Flag Alert” weight is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Holiday Gift Ideas

Many times, the gifts given and received around this time of year seem to be focused on food. However, holiday gifts can be both healthy and fun!!!! The following list will provide ideas you may want to share with family and friends. You may also want to drop hints for gifts for yourself.

- A variety of interesting fruit in an attractive basket.
- An assortment of aromatic herbs and spices for a “simmering pot”.
- A food scale for those who are conscious of portion control
- Non-stick cookware, George Foreman Grill
- **Gourmet vinegars or gourmet cooking oils**
- **A tin of assorted teas or coffees**
- A subscription to a health related magazine (Cooking Light, Light and Tasty, Nutrition Action, Prevention, Fitness)
- Mini Food Processor or chopper
- Steamer or Crock pot
- A low calorie cookbook
- Exercise props - hand weights, pedometer, yoga mat, stop watch, radio headset or portable CD player, exercise tapes or DVDs
- Health club membership
- Exercise clothes
- Exercise equipment - stationary bike, treadmill, elliptical trainer
- Oil Sprayer/mister



Holiday Mini Module:

Let's Party

Session Objectives:

Participants will be able to:

1. Estimate portions and calories of party foods with a high degree of accuracy.
1. Identify appropriate low calorie, low fat foods which they can prepare for holiday gatherings.
2. Identify strategies to deal with challenging situations such as when you are a guest at someone else's home.
3. Explore the idea of giving / receiving non-food gifts.

To Do Before the Session:

Common materials

- Keeping Track books
- Weekly planners – 2 for each ppt.
- Pencils/Pens to write on weekly planner
- “Month-at-a-glance” daily weight graph (available for Oct, Nov, Dec)
- Calendar –have available when new month is about to begin.

Materials Specific to Lesson

- ✓ Participant Session Material

Session activity

- ✓ **bag of dried peas**
- ✓ **bowl to put dried beans in**
- ✓ **3 -4 sets of measuring cups**
- ✓ **Small party plates – have 3 for each ppt**
- ✓ **Spoons**
- ✓ **1 large carton plain sour cream**
- ✓ **chips used for dips**
- ✓ **dominos glued to the size of small party desserts (i.e.,brownies, lemon squares.**
- ✓ **Cut Styrofoam to the size of cheese squares that are on party trays.**

Optional: Directions for making a Vegetable Tree center piece for a party are included in the leader materials. Have one prepared to show the class.

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate.

II. HOMEWORK REVIEW

A. Daily Weighing/Self monitoring

Ask participants if weighing daily and graphing their weight was helpful for them. Briefly discuss how it was helpful and any obstacles that arose.

B. Planning

Welcome participants and review homework. Ask participants to take out one of the weekly calendars in their packet or pass out a calendar. The objectives are to helping

participants to:

- (1) set specific, realistic goals for the week,
- (2) help to see when they will have time to exercise,
- (3) anticipate challenging times for sticking to their meal plan.

Quickly review, either by group discussion or asking participants to reflect on their own, what worked well with planning during the last week and what needed modification to work better.

Now refer participants to the schedule in their materials and ask them to make a schedule for the following week. Handout pencils so that they can modify their schedules as needed. Have them start by writing down all regular activities, such as work, school, and regular meetings. Next include special events. Then ask them to write down when they will go grocery shopping and prepare their meals. When will they exercise? When will they fit in holiday shopping and other errands? When can they write down their food and activity in their keeping track books?

Now ask participants to plan their meals. If they know they will be eating out for special occasions and will likely have more calories than usual, ask them to plan for which meals they will use meal replacements.

The holidays can be a time where using “10 minutes here and 10 minutes there” can be especially helpful. Ask if there are any places where they can fit in a 10 minute walk, such as before shopping?

As with any goal, there will be things that will help them and things that will make it difficult for them to meet their goals. For example, most people have something unexpected come up during a week. Discuss what may potentially get in their way and how they may modify their schedules to accommodate surprises. Essentially, they are making a “Plan B.”

Also ask what will help them to fulfill their prophecy? Ask participants to take a look at the **Your Healthy Happy Holidays Tip Sheet** and choose some strategies that will work well for them this week. Ask for additional tips. Ask participants to take about five minutes each evening to review how their plan went for the day and see if they need to adjust the next day or the following days in the week.

III. Session TOPIC: PARTY PLANNING

A. Overview: The purpose of this session is to improve their skills to control eating when at parties. Recognizing that strategies that promote controlled eating at regular meals may not be effective during holiday parties.

In general, why can parties promote more overeating than say a regular dinner meal?

1. Meals may last 20 – 60 minutes depending on the engagement. Parties may linger way into the night, lasting 2- 6 hours!!!!!! Resulting in a longer exposure to the foods.
2. Party foods often are bite size giving the illusion of fewer calories.
3. Alcohol reduces one’s inhibition and often results in eating more than planned not to mention calories alcohol contributes.

B. Strategies – Be choosy!!!

Begin by asking participants what strategies to manage calories they found useful when attending parties. Leader can write the list on a board. Reinforce the strategies and embellish the discussion with points straight from ppt materials.

Anticipate, Anticipate, Anticipate!!!!!!

- Anticipate the event. Who will be there? What will be served? Surround yourself with people you can talk to that may distract you from the food.
- Anticipate what will be served, and plan your calories for the day. If you already know what will be served, you can plan your calories accordingly. Adjust your other meals and snacks throughout the day to accommodate the party. Eat a healthy meal at home before the party so that you don't indulge once you get there.
- Anticipate ways to control your calorie intake during the party.
 - Sit away from the food or across the room.
 - Share a plate or serving with someone else.
 - Keep your alcohol consumption low. Alcohol contains empty calories that can add up very quickly. Alcohol can also reduce "willpower" and lead to overeating. Alternate your alcoholic beverages with a non-alcoholic drink such as water.
- Anticipate and enjoy the non-eating aspects of the party. Remember that the holidays are about good company and communication...**not** about eating. Surround yourself with interesting conversation that will distract you from the food. Enjoy the event by getting involved in the activities. Remember, the true spirit of the holiday season is not even about food at all!!

Be Choosy!

- Be choosy about which parties you attend. You do not have to attend EVERY party. Only attend those that you will feel comfortable at and know lots of people so that you can distract yourself from the food. Sometimes we resort to eating when we don't know many people, so only attend the parties that you enjoy.
- Be choosy about what you eat. Don't spend all of your calories at parties on "everyday type foods", such as chips, cookies, cheese and crackers. Save calories for the goodies that you only get once a year.
- Be choosy about when you eat. You are not obliged to eat at every function. Try to plan your days and weeks based on all the social events and make the necessary adjustments. If you know at you will be attending a party in the evening, skip the wine at lunch and make your eat for a lighter fare. But don't

C. Group Activity

The leader can chose from any of the following group activities designed to increase a ppt's ability to control party calories.

1. Divide into 2 -3 groups and have each group write on a large post-it wall note, the strategies used while attending parties. Share with the larger group. Ask which strategies are the easiest to implement and which take more concentration.

OR

2. Divide participants in 2 -3 groups and have each group plan a healthy party menu (p.2 participant materials). Have participants share their list with the others especially “personal” healthy favorites.

OR

3. Party foods can be very deceptive as to the number of calories sitting daintily on a small plate. Provide the ppt with an opportunity to determine calorie content of “appetizer” sized foods. Set up 5- 6 stations for “personal” calculation of common party foods. Some suggestions for the stations are:

- ✓ ***Nuts/M&M type foods*** – use dried peas/beans for this. Have each ppt grab a handful and then measure that amount in a measuring cup. Look up the calories for that amount. How many times during the party would you grab a handful?
- ✓ ***Cheese squares-*** cut out several squares of Styrofoam the shape of cubed cheese. Paint them yellow and stick a tooth pick in each. Ppts can put the usual number of squares eaten during a party. How many calories is that?
- ✓ ***Brownies, lemon squares, mini cheese cakes*** – using dominos glued together, make several mock sweets. Highlight the calories for each small piece.
- ✓ ***Chips and dip*** – purchase plain sour cream and a bag of chips. Using a spoon, have the ppt spoon the a serving of dip on the plate. Then, place chips on the plate. Measure the dip with measuring spoons and count the chips. How many times in an evening would chips and dip be eaten? Figure the calories.
- ✓ ***Alcohol/ wine*** – Have some glasses that wine would be served in at a party. Have ppt measure the amount they recognize as a serving for them. Pour in a measuring cup and calculate the calories.
- ✓ ***Meatballs/party wieners*** –round Styrofoam balls can be used for meatballs.

Healthy Foods I Want to Serve

Name of Item

Appetizers

Ingredients Needed

Main Dish

Desserts

Beverages

IV. HOMEWORK: Making this lesson work for you:

- ✓ In your KT diary, write about the following:
 - ✓ If you have a party at your home during the holidays, share with the class the healthy foods you served and reactions from your guests.
 - ✓ Make a list of all the strategies you have used to control your weight at social functions outside your home this holiday season.
 - ✓ What is the most creative thing you did during the holidays to control your caloric intake?
- Repeat several times each day:
 - “I used to gain weight during the holiday season, but I’m a different person now.*
 - I have new skills and new knowledge to help me manage my weight.*
 - I can and will maintain, and even lose, weight over the holiday”.*
 - Plan the weekly schedule of activities and social engagements you have for the next 2 weeks. Write how well the plans worked directly on the calendar as you do your weekly review. Turn the plans in with your KT.

PRIDE Goals

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain weekly average at or below personal goal.
- _____ Weigh daily and record in KT
- _____ My “**Early Warning**” weight is _____ lbs.
- _____ Achieve and maintain physical activity.
 - at least 10,000 steps each day
 - at least 200 minutes planned exercise each week

Objective:

To continue the use of setting short term “Expectations” throughout the NEW YEAR.

In this session, the participants will:

- Praise their successes over the holidays.
- Identify areas that were challenging over the holidays.
- Learn to apply what they learned to the New Year.

To Do Before the Session:

Gather materials

- Keeping Track books
- Pages for participant notebook
- Weekly Planners (extras for them to use for the upcoming month.)
- Monthly Weight Graphs (extras to use throughout the year)
- Extra copies of the new “Your PROPHECY” card .

I. WEIGH PARTICIPANTS

Weigh participants and comment as appropriate.

II. WELCOME AND HOMEWORK REVIEW

A. Self Monitoring foods and activity

Collect the Keeping Tracks and allow ppts to discuss how self monitoring helped them stay on track with their personal plan.

B. Reviewing the Plan.

The lesson will review the past 2 months experiences. Suggest the leader start with the SESSION OVERVIEW that follows below.

III. Session TOPIC: A NEW RESOLVE

A. Session Overview

In this session, participants will review their self-fulfilling prophecy from the beginning of the holiday season and compare their goals with their progress. They will (1) evaluate what behaviors they practiced that helped them to be successful and (2) they will identify areas that were still challenging to them. (3) Participants will also seek to apply what they have learned for “high risk” situations in the coming year. (4) Finally, they will identify a “prophecy” to fulfill in the coming month.

B. The Expectation – Results

Begin by asking participants to look back at Page 2 of the 1st Holiday Session and recall their self-fulfilling prophecy. Ask them to write down in what ways their prophecy was fulfilled.

Ask participants to take several minutes to think through the holiday period thoroughly and identify what behavioral strategies helped them to fulfill their prophecy and then what was still difficult for them.

C. Progress is Progress

Many participants will look at the holiday period and judge their selves as unsuccessful if they did not 100% fulfill their prophecy. However, they more than likely had some success! Remind them that they also probably stayed reduced their fat and calorie intake, increased activity, and gained less weight than had they not set goals at all.

Focusing on just the “good” or just the “bad” is an easy thing to do. Participants may not recognize their strengths and accomplishments which will diminish their opportunities to build on those assets. Some participants may also be satisfied with their success and not seek to build on that success. Considering both what they did well and how to build on that is important.

Remind participants that they are learning new skills such as setting expectations, goals, and making plans. Just like anything else they have learned, from tying their shoes to driving a car, they didn’t do it perfectly the first time. The skills that they need to manage their weight also take practice. The good news is that the more they practice these skills, the easier they become!

Now check out how this holiday season compares to ones in the past. Ask participants if they managed their weight better than in seasons past. Ask them what they learned this year. Ask participants how these lessons can apply to special occasions and other “high risk” situations (which can range from sporting events to funerals to having company) in the coming year?

D. Negative thoughts

The transition from holidays to the New Year comes with many mixed emotions. While relief often accompanies the end of the hustle and bustle, it is easy to feel the let down from the celebration when getting back into the swing of normal every day life. If a participant has not met his or her goal, he or she may also experience some negative thoughts.

Ask participants if they are experiencing any negative thoughts about their goals over the holidays. If they are not currently experiencing these thoughts, ask them if they did at any point over the holidays and ask how they responded. Some participants will have positive stories of how they turned their thoughts around.

If participants are having these thoughts, ask them how they can turn them around to set up a GREAT EXPECTATION for the NEW YEAR.

E. Great Expectations

The holidays were a time for participants to practice setting great expectations for their selves. They can carry what they learned over into the New Year by setting up a new great expectation for the New Year.

Participant materials have a new Expectations card to complete.

self-fulfilling prophecy

My _____ for next month is:

I *expect* to maintain my current weight, or lose _____ pounds.

I *expect* to average _____ calories per day.

I *expect* to average _____ fat grams per day.

I *expect* to exercise _____ minutes per week.

I *expect* to Keep Track _____ days per week.

Ask participants to write down what they expect of them selves in the New Year.

- ✓ Ask them what the benefits of meeting this expectation will be. How will they will look and feel when they meet this expectation?
- ✓ Ask participants how they will feel if they don't fulfill the new prophecy. They may feel disappointed, frustrated or sad.
- ✓ Now ask participants to start off fulfilling their new expectation by setting expectations for the next month.
- ✓ Tell participants that if weekly planning worked for them, then there's no need to stop now! If they didn't try weekly planning, it may be a useful tool to get them back on track for the New Year. Ask participants to take weekly calendars with them to continue planning. Encourage them to identify high risk situations in the coming months in which similar skills would be helpful.

IV. HOMEWORK/ Making this lesson work for you:

- ✓ Review your self-fulfilling prophecy for the New Year.
- ✓ Use any strategies that were helpful for you over the holidays and add any new ones that you feel would be helpful.
- ✓ Change your self talk for the NEW YEAR:

“I have new skills and new knowledge to help me manage my weigh throughout the year.
I can and will manage my weight successfully!!!! I know I can do it”.

- ✓ Continue with the weekly planner if you found that helpful.
- ✓ Continue with the monthly weight graph. Your counselor will have extras.

PRIDE Goal

- _____ Achieve and maintain at least a 10% weight loss
- _____ “Keep Track” of calorie and fat intake and maintain average at or below personal goal assigned.
- _____ Weigh daily and record in KT
- _____ **My “Early Warning Weight”** is _____ lbs.
- _____ Achieve and maintain physical activity.