

Session 1 (Month 1)
Basics of Weight Control

I. Preparation in Advance

- A. Find labels from food products that illustrate number of servings per package, different amounts of fat and calories (e.g., compare labels of low carb snackwell cookies to regular cookies)

I. Introduction and Welcome (20 minutes)

- A. Introduce self and have members do the same- focus on names, where they live, family members and occupation.
- B. Give overview of program and frequency of meetings- months 1, 2, 3, and 4 and then months 6, 9, and 15
- C. Review group's norms, including confidentiality, start and stop times, and what is expected in terms of participation

II. Energy Balance and Calories (10 minutes)

- A. Review the principles of energy balance. Describe how energy balance relates to weight management (see Tip the Calorie Balance Worksheet). Review concept of "energy in" (through intake) and "energy out" (through basic metabolic processes; through thermic effect of food and through physical activity). Stress that physical activity is the component that is most under one's control. We will review physical activity in detail at the next session.
- B. Review concept of calories and that approximately 3500 calories = 1 pound. To lose one pound, you'll need to "tip the balance" or make a calorie deficit of 3500 calories (to lose 1 pound in a week, you will need to make a calorie deficit of 500 calories per day for 7 days).
- C. It is generally easier to decrease intake than to increase output (i.e., it is often easier to eat 500 calories less per day than it is to exercise 500 calories more per day). But the best way to create the deficit is to increase your physical activity AND decrease your intake. Give examples. The fact that it is hard to change activity explains why exercise *alone* is not the most effective method for weight loss.
- D. In order to lose weight at the rate of 1-2 pounds per week, we recommend the following calorie goals: participants who are <250 pounds should eat 1200 to 1500 calories/day, and those who are \geq 250 lb should eat 1500 to 1800 calories/day. We will also add physical activity goals next week to further help "tip the balance".

III. Types of Calories: Protein, Carbohydrate and Fat (15 minutes)

- A.** Review the energy density of protein (4 kcal/g), fat (9 kcal/g) and carbohydrate (4 kcal/g)
- B.** Since fat has the most calories, our focus will be on decreasing calories by reducing fat. Recommendation is to consume 30% or fewer calories from fat. Most Americans eat 34-36% of their calories from fat. Reducing fat will help with weight loss and may decrease the risk of cancers and heart disease. We will discuss different types of fat in an upcoming session.
- C.** Review methods for decreasing dietary fat (Ways to Eat Less Fat and Fewer Calories Worksheet).
- D.** Address carbohydrate craze in terms of cutting calories. Discuss the fact that randomized controlled trials have suggested that the initial weight loss (through 6 months) is actually quite good on low carbohydrate diets. However, by 12 months individuals on these low carbohydrate diets have regained some of the weight they lost and look similar to people who used a low calorie, low fat diet throughout. The explanation for the good initial weight loss on the low carbohydrate diets is that individuals on these diet actually decrease their caloric intake to about 1500 calories/day—i.e. even though these diets say you can eat “unlimited amounts of protein and fat,” most people do not get up and cook a steak at 10 PM when they feel like a snack. Eating less of anything cuts calories which leads to weight loss.
- E.** There is nothing magical or bad about carbohydrates. In fact, many carbohydrates are great sources of low calorie, healthy foods such as fruit and vegetables. If there is an inclination to cut carbohydrates, focus on refined carbohydrates such as cakes, cookies, candies and pastries that are high in carbohydrates AND fat.

IV. Helpful Strategies (10 minutes)

There are various ways to modify your diet and eat fewer calories:

A. Read Food Labels

One way to know the calorie and fat content of foods is to read labels. Review sample label from (Be A Calorie Detective handout). Have group practice reading other food labels.

B. Use Portion-Controlled Foods

One approach that we have found helpful is to use portion-controlled foods such as Slim-Fast, Lean Cuisine, or Smart Ones. When you eat these types of foods you know exactly how many calories you are eating. These types of portion-controlled foods help people stay within their calorie and fat goals.

C. Keep A Food Diary

Some people find it useful to keep track of what they eat in a diary or food record. Ask about people's experiences with record keeping and why they find it useful or not.

D. Be a Careful Shopper

What you purchase is what you will eat. Keep foods in your home that will promote weight loss vs. sabotage your efforts.

V. Next Session

A. Next meeting will be in 1 month and we will review ways to increase physical activity

VI. Handouts

Tip the Calorie Balance

Be A Calorie Detective

Ways to Eat Less Fat and Fewer Calories

Session 2 (Month 2) **Physical Activity**

I. Preparing for lesson

- Bring exercise bands (xertubes)
- Schedule exercise physiologist to demonstrate xertube exercises?

II. Introduction (10 minutes)

- A. Have members reintroduce themselves briefly (name only).
- B. Review that last session we discussed decreasing intake. In this session we will talk about ways to increase physical activity. Reiterate importance of both using the energy balance model.

III. Benefits of Physical Activity (15 minutes)

- A. Engage patients in a discussion of the benefits of physical activity (see Getting Started worksheet). Discuss what they like and dislike about being active.
- B. Introduce the difference between structured and lifestyle activity. Both are good ways to increase physical activity.

IV. Lifestyle Activity (15 minutes)

- A. Discuss that there are 2 different kinds of physical activity- structured and lifestyle. Changes in our environment (modern conveniences) make it harder to get “incidental” exercise (generate examples of what this may mean).
- B. Discuss the idea that small bouts of activity throughout the day add up and can have very positive effects on overall health.
- C. Ask participants to think of devices/modern advances in their lives that help them save time and effort. Provide a few examples if participants have any trouble thinking of energy savers. Discuss how these modern conveniences have led to decreased physical activity. Indicate that increasing lifestyle activity can offset this increase in sedentary behavior.
- D. Have group generate ways that they can increase their lifestyle activity.

V. Structured Activity (Aerobics and Resistance Training) (15 minutes)

- A. It is also important to set aside time for formal exercise sessions.
- B. One example of structured activity is walking. Review calories burned in walking (you burn 100 calories when you walk or run 1 mile). Discuss the

importance of sustained aerobic activities, like walking for calorie burning. We recommend gradually increasing your activity level/walking to reach 200 minutes/week, which is on average, 25 – 30 minutes each day. Note that exercise does not have to be done all at once (e.g., it can be spread throughout the day in 10 minute bouts) and doesn't have to be done at a fast pace.

- C. Review the importance of incorporating both aerobic and strength training into an exercise program.
- D. Strength Training Demonstration (see handouts)
- E. Encourage participants to check with their doctors, to develop a specific plan with clear goals, and to start slowly when beginning to increase physical activity.
- F. Remind women to try and urinate before engaging in any kind of sustained physical activity, and to consider wearing a pad, if necessary.

V. Next Session

Our next session will be in 1 month, and we will review advanced topics in nutrition.

VI. Handouts

Getting Started

Resistance Training Exercises

Session 3 (Month 3) **Healthy Eating**

I. Preparing for this session:

- bring examples of high fiber recipes
- bring high fiber foods to sample
- cooking demonstration using low fat, high flavor recipe

Note: Leader may be creative in preparing the experiential portion of this session

II. Introduction (5 minutes)

Review that this is the third of the monthly meetings. There will be one more meeting in 1 month and then again at 6, 9, and 15 months.

III. Healthy Eating (5 minutes)

A. For the last 2 sessions, we have focused on decreasing the number of calories in (by reducing total calories and fat grams) and increasing the calories out (by increasing physical activity). This month we will focus on the TYPE of calories. Emphasize that a calorie is calorie when it comes to weight loss, but when it comes to health, the type of calorie makes a differences.

IV. Food Pyramid (15 minutes)

A. Review the Food Guide Pyramid (see Food Guide Pyramid handout). Describe as a guide to healthy eating. Be sure to include:

1. Principle of base to tip.
2. How it differs from four food groups
3. Importance of balance and variety
4. Guidelines rather than prescription.

B. Review serving sizes for each category (see Food Guide Pyramid handout).

C. Discuss the controversy surrounding the pyramid and alternative models such as Walter Willett's. Review that most of the confusion arises from what constitutes the bases of the pyramid. Reiterate that the base should be centered on whole grains rather than refined/processed carbohydrates. Give some examples.

V. Fiber (15 minutes)

A. Using the handout (Fiber Facts) as a guide, review the following aspects of dietary fiber:

1. What is fiber?
2. Does fiber help with weight loss?
3. The relationship of high fiber diets to cancer, heart disease, and

diabetes.

4. Recommendations for fiber intake.
5. Tips to include more fiber in the diet.

VI. Types of Fat (15 minutes)

A. Review types of fat

Saturated fat is solid at room temperature and is most commonly found in animal sources (i.e., fat in whole milk and cheese, butter) but can be found in oils from plant sources (i.e., coconut and palm oils, cocoa butter).

Monounsaturated fat is liquid at room temperature. Good sources of monounsaturated fat are olive, canola (rapeseed), and peanut oils, nuts, and avocados. Peanut oil and avocados have more saturated fat than olive and canola oil.

Polyunsaturated fat is also liquid at room temperature. Good sources of polyunsaturated fat are corn, soybean, sunflower, safflower, cottonseed, sesame seed, and flaxseed oil as well as fish. Hydrogen is sometimes added to polyunsaturated fat in a process called hydrogenation. This process solidifies oils into shortenings and margarine (listed as “hydrogenated fat” under the “Ingredients” section in packaged foods). The health effects of these hydrogenated or trans fats are similar to those of saturated fats.

Saturated fat has been associated with adverse effects including heart disease, while mono and polyunsaturated fat are heart healthy. Stress importance of consuming a variety of fat but the need to limit saturated fat. Underscore that all fat has 9 kcal/g so any fat increases calories. When consuming fat, choose poly and mono rather than saturated.

VII. Next Session

- A. Next session is in 1 month and we will discuss ways to deal with the Toxic Food Environment

VIII. Handouts

- Fiber Facts
- Food Guide Pyramid
- The Low Carb Craze (optional handout)

Session 4 (Month 4)

Toxic Environment

I. Preparing for this session

- A. Bring popular magazines for participant exercise (Optional)
- B. Show slides from CDC website re: Obesity Epidemic

II. Introduction (5 minutes)

- A. Review that this is the last of our initial 4 meetings. We will meet again in months 6, 9, and 15. Address any questions or concerns.

II. Toxic Environment (45 minutes)

A. Review notion of toxic environment that prompts us to eat more and move less (super sizing, labor-saving devices, etc). Ask for examples. Last month, focus was on healthy eating; this month will focus more on food environment

B. Review content of “Wallet to Waistline” handout. Emphasize the environmental prompts to increase intake (portions, supersize, marketing, restaurant eating). Stress the importance of altering the environment and bucking the cultural trends (bigger is not necessarily better, even if it is free). Refer participants to Table I of handout and discuss.

C. Ask participants if they have experienced “the pressure to eat”, as the article suggests. Get them to describe the particular environmental prompts, which cause them to increase intake (portions, supersize, marketing, restaurant eating). How are they currently dealing with these “pressures” and prompts?

D. Discuss the impact of environmental influences on children and obesity (e.g., sweet cereal ads, vending machines in schools). Ask participants to describe differences in eating and exercise environment between their generation and that of their children/grandchildren.

E. Ask participants for suggestions on how to “alter the environment” and “buck the cultural trends”. Offer the following suggestions: a) always food shop with a detailed list (even go so far as to list the number of each item to purchase), b) don’t hesitate to ask for a doggie bag at restaurants, or share items on the menu, c) go for the supersize or value-meal if the object is to save money, but only if you plan to share it with someone.

F. Brainstorm with the group for additional suggestions and approaches. Review other suggestions in handout.

Optional Activity:

G. Break participants into small groups and distribute magazines. Ask participants to identify ads/articles that highlight the mixed messages we receive about food and activity (e.g., recipe for decadent cake alongside article for how to lose 10lbs; super thin models juxtaposed against ad for value meal...). Consider addressing distortion in what is normal body size (on both ends of the spectrum) given the extreme images that are presented.

IV. Next Session (5 minutes)

Next session will be in 2 months (month 6), and we will discuss XXXXX

V. Handouts

Wallet to Waistline

GOOD SENSE GUIDE TO HEALTH TOPICS

Session 5

Understanding Vitamin and Mineral Supplements

Objectives

In this session participants will:

- Learn to read vitamin/mineral supplement labels
- Test the dissolvability of vitamin and mineral supplements

Session Handouts:

Understanding Vitamins and Minerals (**This can be printed from the Look AHEAD website- Refresher Group 4/Session 4/Participant Manual or from the link below**)

Spin the Bottle (Nutrition Action Health Letter)

To do before the session

- Have available several vitamin and mineral supplements in order to test dissolvability.
- Review the article: "Spin the Bottle" from Nutrition Action Health Letter (Jan/Feb 2003), Center for Science in the Public Interest. This can be found at the following website:
www.cspinet.org/nah/01_03/spin.pdf

Have materials ready:

- Name tags
- Session Handouts
- Small Clear Plastic Cups
- White Vinegar
- Coffee Stirrer
- Products such as Centrum, One-A-Day, Caltrate, etc (staff can bring from home).

SESSION 4 OUTLINE

II. SESSION 3

A. Introduction

The purpose of today's session is to help you become an educated consumer when making a purchase of vitamin/mineral supplements.

Eating a healthy diet is the best way to get the nutrients you need, however this can be difficult and individuals often need a vitamin/mineral supplement.

- *The American Medical Association has stated that it is acceptable for a healthy adult to use a multi-vitamin/mineral supplement.*
- *Beyond taking a multi-vitamin/mineral supplement, individuals should speak with their physician about taking other supplements.*
- *Americans spend billions of dollars on supplements each year, yet the FDA does not regulate supplements because they are not considered to be drugs.*
- *Because supplements can act like a drug in the body and can interact with prescription drugs, it is important to be an educated consumer.*

B. “Understanding Vitamin/Mineral Supplements”

- Discuss the type of individuals who could benefit from a vitamin/mineral supplement.
- Review possible negative aspects of supplements.
- Provide information on how to choose a vitamin/mineral supplement emphasizing the USP portion of the label.

C. Supplement Testing

- Discuss the importance of dissolvability of vitamin/mineral supplements.
- Provide the following demonstration using supplement:
 1. Have participant's place supplement in a clear plastic cup.
 2. Add a small amount of vinegar which will have about the same pH (acidity) as the stomach.
 3. Every 5 minutes, stir the vinegar to mimic peristalsis.
 4. After 20 minutes, check each cup to see which supplements have dissolved completely, partially, or not at all.
- Explain that supplements which have not dissolved are not absorbed by the body and are ultimately excreted in the stool.

D. “Spin the Bottle”

- Provide an overview of this Nutrition Action Health Letter, time permitting.

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. Prepare a food demo
4. Optional if time permits – practice weekly grocery list/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.

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 OPTIONAL IF TIME PERMITS

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.

Food Demo:

To be planned by the individual site if desired

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.

Plan for Exercise Phys. Person to teach this class

Spend most of the session being active.

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.