



Sessions 1-16



Lifestyle Coach Facilitation guide for Months 1-6

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HOW TO USE THE *LIFESTYLE COACH*

FACILITATION GUIDE

Although the content differs from session to session, many common threads run through each session of the core curriculum. This section shows Lifestyle Coaches how to prepare for sessions and how to use the Facilitation Guide.

Preparation Checklist

The “Preparation Checklist” contains several lists: materials needed for each session, tasks to do before each session, tasks to do after participants arrive, and tasks to do after the session ends.

Materials needed for each session:

- Participant handouts for the relevant session.
- Food and Activity Trackers (one per participant).
 - Blank trackers for the week following the session.
 - Reviewed trackers from the previous session to return to participants.
- Balance-beam (preferred) or digital scale.
- Lifestyle Coach’s Log
- Blackboard, whiteboard, or flip chart and the appropriate writing utensils.

For some sessions, the following are also needed:

- Food models to demonstrate portion size and fat content.
- Empty food packages showing nutrition information.
- Measuring cups and spoons.
- Restaurant menus.

Tasks to be done before each session:

- Choose a private place to weigh participants.
- Have your Lifestyle Coach’s Log ready for weigh-ins.
- Set up the room as described on page 8.
- Have name tents or tags prepared before Session 1.

Tasks to be done as participants arrive:

- Weigh each participant privately.
- Give each participant a set of handouts to insert into the Participant Notebook.
- Have participants record their weight and physical activity on the “How Am I Doing?” charts in their Participant Notebooks.
- Distribute “Food and Activity Trackers” for the coming week.
- Except when noted, collect the previous week’s “Food and Activity Tracker” from each participant (some sessions call for the participants to refer to their tracker during the session).
- Return to participants the “Food and Activity Trackers” (with notes from the Lifestyle Coach) that were collected at the last session.

Tasks to be done after each session:

- Write notes about the session on the “Notes and Homework” page at the end of the guide for each session.
- Review each participant’s “Food and Activity Tracker.” Comment on successes and, when necessary, recommend changes.

Lifestyle Coach Brief

The Lifestyle Coach Facilitation Guide also provides a “**Lifestyle Coach Brief**,” which includes learning objectives for the session, an overview of the session, and a brief description of each part of the session.

Learning Objectives

These objectives tell the Lifestyle Coach what the participants should be able to do or discuss by the end of the session.

Session Overview

The session overview is a brief summary of the topics to be covered during the session and the amount of time allotted for each topic.

Session Parts

All sessions are in several parts. For most sessions (except Session 1, which has mostly introductory material), the sessions are structured as follows:

Part 1: Weekly Progress and Review (10 minutes):

This section is the same for each session. Participants are weighed privately and then asked to take their seats in the room. The Lifestyle Coach leads a brief review of the information covered during the previous session and then discusses participants' successes, challenges, and questions since the group last met.

The Lifestyle Coach also follows up on the previous week's "To Do Next Week" list by asking questions such as "were you able to follow your action plan for last week?" "What did you learn by following the plan?"

Parts 2 and 3 (40–50 minutes)

The Lifestyle Coach explains the session content, leads discussions on the topic, asks questions to probe the participants' thoughts, beliefs, and feelings about the topic and how they will put what they learn into practice. The time allotted for each topic depends on its complexity and the number of activities to be done during the session.

Part 4: Wrap Up and To-Do List (10 minutes)

This final part is the same for most sessions. The Lifestyle Coach summarizes what was covered during the session and explains the tasks assigned for participants to accomplish before the next session.

The tasks assigned to participants are written on a "To Do Next Week" handout. Participants do these tasks between sessions. The tasks call on participants to apply the lessons learned during the session, to practice using the tools given to them during the session, and to test their own ideas and solutions to challenging situations related to food or activity that occur between sessions.

Key Messages

Before closing each session, the Lifestyle Coach summarizes the key messages from the session. These messages should be reinforced periodically throughout the program.

Session Presentation

Also provided are step-by-step talking points for each session: these points include the new material to present to the participants, topics to discuss, questions to ask, activities to conduct, and suggestions to offer.

Lifestyle Coaches should not simply read the text as written. Rather, they should use the text to prepare for each session and to ensure that all important points are discussed, that all participants' questions are answered satisfactorily, and that participants have a chance to practice the recommended strategies for overcoming challenges. Lifestyle Coaches should follow the sequence of activities in the guide (i.e., cover all the material in the order it is presented in the guide). At the same time, Lifestyle Coaches should assess the participants' backgrounds and interests and tailor their language, examples, questions, suggestions, and recommendations accordingly.

Notes on Format

New material to be presented to participants is introduced with "**Present**": for example,

Present: Today we are going to talk about physical activity and its importance to a healthy lifestyle.

Discussion questions are introduced with "**Ask**": for example,

Ask: Were you able to make the active lifestyle choices you planned?

Discussion questions are followed by "**Open Responses**," which indicates that the Lifestyle Coach wants to hear whatever participants have to say on the question.

Icons

Notice that a different icon represents each directive.

Participant handouts are introduced with “ **Refer**”: for example,



Refer participants to the “What Makes You Eat?” handout in the Participant Notebook.

Participant activities are introduced by “ **Activity**”: for example,



Activity

Think of one problem food cue that you will get rid of before next week and how you will do so.

Write down the problem and what you will do to get rid of it.

Some activities require looking at participant handouts; some are group-based; and others require individual attention.

Notes to Lifestyle Coach

Throughout the guide are notes to the Lifestyle Coach. These are asides from the text to be presented to the participants. They provide information that the Lifestyle Coach should know but that participants do not need to know. Sometimes they suggest how to handle certain participants or situations.

These notes are in separate green boxes with this icon. 

Notes and Homework

As soon as possible after each session, the Lifestyle Coach should use the “Notes and Homework” page to write notes about the session. The notes should include comments on what worked, what needs to be done differently for the next session, which participants need follow-up, what information or ideas the Lifestyle Coach needs to research, and general concerns or issues that need to be addressed.

Below are examples of the type of notes the Lifestyle Coach should make:

- Research local walking trails and maps to provide to participants next session.
- The discussion on likes and dislikes of physical activity turned out very negative. We need a more effective way to lead into the discussion on physical activity. In future sessions, it may make sense to focus first on the positive, or use the group discussion to troubleshoot a few of the negative associations.
- Carla will not be able to attend the session after next. Bring an extra “Food and Activity Tracker” for her next session.

Setting up the Room

The ideal room setup for sessions is tables or desks in a circle or semi-circle. Participants should be able to see and engage each other and the Lifestyle Coach, so rows or long narrow tables are generally not well suited. The Lifestyle Coach may stand or sit during the session, depending on preference.

The Lifestyle Coach should always be the first to arrive in order to arrange the seating, get materials and supplies ready, put up the flip chart or white board, and make sure all equipment (especially the scale) is present and working properly. Another reason for Lifestyle Coaches to arrive first is so they can greet participants as they arrive. By arriving early, Lifestyle Coaches can break the ice, introduce participants to each other, and begin to build relationships. Relationship building is especially important during the early sessions of the program.

Keeping on Schedule

Keeping to the time allotted for each part of the session is especially important to ensure that all the material is covered within 1 hour. Without arriving early to prepare and organize, Lifestyle Coaches cannot cover everything within 1 hour. Being early, prepared, and organized helps to build a positive rapport with participants, models accountability for the participants, and demonstrates respect for other people's time. Keeping on schedule also minimizes the burden on participants who need to keep on schedule because of child care or other activities.

Not only should Lifestyle Coaches arrive early, they should ask participants to do the same so weigh-ins can be completed before the 1 hour for the session begins. If participants arrive late, the Lifestyle Coach may ask them to stay after the session for their weigh-in.

Stay on time!

Data Collection

Lifestyle Coaches record each participant's weight at every session. These weekly weights also serve as an attendance record for participants. After physical activity is introduced during Session 5, Lifestyle Coaches should also record the number of minutes of physical activity each participant completed during the previous week. All data should be recorded on the Lifestyle Coach's Log and submitted to the Centers for Disease Control (CDC) per recognition requirements.

Make-Up Sessions

If a participant is unable to attend a session, the Lifestyle Coach should schedule a time outside of class to make up the session one-on-one (or in a small group if several participants did not attend a session). As usual, each participant's weight should be recorded and the handouts provided. The Lifestyle Coach and participant should discuss the material that was covered in the missed session. It may not be necessary to allocate an entire hour for the make-up session; often a 15–30 minute meeting is sufficient, which for convenience may be held before or after the following session.

Guidelines for Tailoring Sessions to the Group

When preparing for and presenting the session material, the Lifestyle Coach should tailor certain elements to the group's background, learning style, and interests. This will primarily involve incorporating examples that are relevant to a participant's ethnicity, financial means, and preferences.

The Lifestyle Coach should feel free to replace any of the examples given on the participant worksheets with other, more relevant examples. If group members do not generally eat foods such as potato chips or bologna, the Lifestyle Coach can use different foods suggested by participants. Similarly, the Lifestyle Coach may use supplementary educational aids if such materials can be used in a way that will enhance learning and not draw attention or time away from the curriculum. Keep in mind that a great deal of information is being presented during the 16 core sessions, so do not overwhelm participants with additional information and handouts. Even more importantly, too much information may eclipse the key concepts of the lifestyle intervention. Below are some examples of appropriate ways to tailor or add supplementary materials to a session:

- Use food models or examples that are in line with the culture and preferences of the group.
- Provide walking maps of the areas where participants live.
- Organize a recipe-swap to which participants bring copies of their favorite low-fat recipe to share with others.

The examples above support the content of the lifestyle intervention, do not need excessive time, and may increase the relevance and interest for participants.

Below are examples of what *not to do*. They would take time away from the many basic concepts to be presented and may not be relevant for all participants.

- Do *not* have a hypnotist come to a session on motivation.
- Do *not* decide against holding a session on the basis that participants do not seem to need it.
- Do *not* have a cooking demonstration on low-fat vegetarian cooking.

Lifestyle Coach Facilitation Guide: Core

Session 1: Welcome to the National Diabetes Prevention Program

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will need for Session 1.

- Participant Notebooks (one for each participant)
- Session 1 handouts for each participant:
 - Session 1 Overview
 - How Am I Doing? Weight (Sample)
 - Meeting Guidelines
 - Diabetes Prevention Program
 - Program Meeting Schedule
 - Program Goals
 - Goal Weights
 - We Will Work Together as a Team
 - Remember Your Purpose
 - Keeping Track
 - Keeping Track: Practice Page
 - To Do Next Week
- Example “How Am I Doing? Weight” chart
- Food and Activity Tracker. Label the tracker “Session 1: Welcome to the National Diabetes Prevention Program.” Have extra copies on hand for those who need them.
- Lifestyle Coach’s Log (copy on page 28). Use the log to record participants’ weight, and (after Session 5) minutes of physical activity.
- Balance scale. Be sure to use the same scale each week.
- Name tags or name tents. Have participants write their first names only. Reuse them for the first few sessions or until they are no longer needed because everyone knows each other’s name.
- Pencils. Provide them for participants at this session, and then have participants bring their own for all following sessions. Keep some on hand for participants who need to borrow one.

Session 1: Welcome to the National Diabetes Prevention Program

- ❑ If you're using a flip chart –
 - Easel.
 - Flip chart paper and tape to attach flip chart to the wall.
 - Markers.

- ❑ If you're using a blackboard or whiteboard –
 - Chalk or markers.
 - Eraser.

Before you begin

Before you begin this session, complete the following tasks.

- ❑ Create a meeting schedule that includes the location of each meeting. Include also your name, phone number, and e-mail address. Insert a copy in each Participant Notebook.

- ❑ Insert Session 1 handouts in the Participant Notebooks.

- ❑ Find out where participants can buy an inexpensive standard bathroom scale if they need one. Suggest alternative places where participants may go to weigh themselves (e.g., gyms, doctors' offices, pharmacies). Although participants are encouraged to weigh themselves at home, the weight you record at each session is the most critical. In addition, suggest places where participants can buy measuring cups and spoons.

- ❑ Set up the scale in a private place in the meeting area.

- ❑ Set up the classroom with a Participant Notebook and a blank name tent or name tag at each participant's place.

- ❑ Have your Lifestyle Coach's Log ready before you begin weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of Session 1, the participants will –

- Be able to explain the purpose and benefits of the National Diabetes Prevention Program.
- Be able to describe the events that will take place at every session.
- Know the weight loss and physical activity goals established by the National Diabetes Prevention Program.
- Know their own individual weight loss and physical activity goals.
- Be able to explain the important effect of self-monitoring on behavior change.

Session 1 overview

Introduce yourself and ask participants to introduce themselves. Participants will discuss their reasons for participating in the program, and you will begin a conversation about healthy eating as a path to weight loss. Participants will learn how to monitor their food intake, and you will give them an overview of the original Diabetes Prevention Program research study.

Session 1 is divided into these five parts:

Part 1: Introduction (10 minutes)

During this section the Lifestyle Coach and participants talk about what led them to this program and what they hope to get out of the session. This is the first step in the relationship-building and group dynamics that will serve as a foundation for this program. Participants are told prior to this first session that they will be weighed and that their weight will be recorded at the beginning of each session. For the first session, expect the weigh-in process to take more time than during future sessions.

Session 1: Welcome to the National Diabetes Prevention Program

Part 2: National Diabetes Prevention Program (5 minutes)

The Lifestyle Coach leads the participants through a brief discussion of the background of the Diabetes Prevention Program (DPP) research study, including its goals, research components, study participants, and outcomes. Explain that the findings from the DPP are the basis for the National Diabetes Prevention Program, the program they are attending.

Part 3: What to Expect (20 minutes)

This section covers the logistics of the course, how sessions are structured, expectations of the participants and the Lifestyle Coach, and ground rules.

Part 4: Getting Started Losing Weight (20 minutes)

You will introduce the practice of monitoring food intake using the Food and Activity Tracker. Participants will be asked to write down everything they eat and drink during the next week.

Part 5: Wrap-Up and To-Do List (5 minutes)

This final part will be the same for most sessions. It consists of a summary of what was covered, and a discussion of the tasks participants will do during the next week.

Key messages

These are the key messages for this session. They should be reinforced from time to time throughout this program.

- The purpose of the National Diabetes Prevention Program Lifestyle Intervention is to prevent type 2 diabetes through healthy eating, weight loss, and regular physical activity.
- This is a program to prevent type 2 diabetes, not a weight-loss program.
- The amount of weight loss needed to reduce risk may be less than the participants anticipate or, perhaps, hope for. The goal of this program is to lose enough weight to prevent type 2 diabetes. However, the program does not discourage people from losing more weight than is required to prevent type 2 diabetes.

Session 1: Welcome to the National Diabetes Prevention Program

- The Lifestyle Coach will help participants develop the skills needed to prevent type 2 diabetes.
- Goals will be pursued gradually and safely.
- Self-monitoring of food intake is a key to the success in this program.

Classroom Presentation

Part 1: Introduction

Estimated time: 10 minutes

| Welcome! | Notes |
|---|-------|
| <p>As they arrive, weigh each participant privately, and record his or her weight on the Lifestyle Coach's Log. This log also serves as an attendance record.</p> <p>Welcome participants to the National Diabetes Prevention Program.</p> <p>Present: You have enrolled in the National Diabetes Prevention Program because you are interested in making lifestyle changes that will help reduce your risk for type 2 diabetes. We will work together to reduce your risk by losing weight through healthy eating and by being physically active.</p> <p>During this first session, we will start to get to know one another, talk about how this program works and how it was developed, and discuss our roles moving forward.</p> | |
| Introductions | Notes |
| <p>Introduce yourself:</p> <ul style="list-style-type: none">• Name, background (e.g., hometown, education, previous experience, hobbies) and your association with diabetes.• How you got involved with the National Diabetes Prevention Program.• What your role will be during the next 16 sessions. Your role will be –<ul style="list-style-type: none">○ To help participants learn the facts about healthy eating and physical activity and to explain how these changes in behavior will help them to reduce their risk for type 2 diabetes. | |

Session 1: Welcome to the National Diabetes Prevention Program

- To show participants techniques for achieving the goals of the program: modest weight loss and increased physical activity. The techniques include tracking what they eat and being physically active.
- To help us work as a group to problem solve issues that can make it difficult to achieve the program goals; learn from and support one another.

Ask participants to introduce themselves: their name, reason for participating in the program, and reason they came today.

This Week

Notes

Present: This week we will –

- Go over the purpose and benefits of the program.
- Review what we'll do during every session.
- Figure out your individual weight loss goals.
- Discuss the importance of self-monitoring.

Participant Notebooks

Notes



Refer participants to the Participant Notebook.

Present: You'll be using the Participant Notebook throughout this program. I will give you new handouts to put in it each week, and it will be an important resource for you.

- This notebook is yours to keep.
- You can write notes and questions in it.
- You must bring it to every session.

Session 1: Welcome to the National Diabetes Prevention Program

Session Logistics

Notes

Present: At the beginning of each session, you will –

- Be weighed privately.
- Record your weight on the “How Am I Doing?” weight chart.

Session Weigh Ins

Notes

Refer participants to the example “How Am I Doing?” weight chart in their Participant Notebooks.

Present: This is an example of the “How Am I Doing?” weight chart that you will use to track your weight during this program. At the beginning of each session, I will record your weight in my log, and you will record your weight on your “How Am I Doing?” weight chart.

This week we’ll record your starting weight, and I will create a chart like this one for each of you. It will show your starting weight, goal weight, and weight loss increments so that you can see the changes in your weight from week to week.

Next week I will explain how you will use a chart like this one for the remaining sessions.

Housekeeping

Notes

Present: Before we continue, let’s go over some housekeeping details.

- Meeting schedule and location(s). We plan to meet at the same place and time each week. If changes must be made, we will have a group discussion about them.
- Parking, bathrooms
- Missed class policy

Session 1: Welcome to the National Diabetes Prevention Program

Present: It is important that we stay in touch. Feel free to call or e-mail me if you have any questions or need to talk. Please let me know 24 hours in advance if you are going to miss a session.

Ask: Does anyone see any conflicts with this schedule (e.g., spring break, holidays)? Will any of you have difficulty getting here on time? If so, please let me know and we can try to make arrangements for you.

Open responses.

Ground Rules

Notes

Present: We have all been a part of group situations, either in school, at work, or as part of our family gatherings. Groups can be powerful. However, they do the greatest good when certain guidelines are agreed to and followed.

Ask: What do you think would be some good rules for us to follow as a group over the next 16 sessions?



Note to Lifestyle Coach

To get the group started thinking about rules, share an idea or two with the group. For example, suggest talking to one another with respect and consideration of each other's feelings. Record their ideas either on a piece of paper or on a flip chart page or white board. Then tell the group that you will write a list of the guidelines they agreed to and give it to them to put in their notebooks at the next session.



Refer participants to the "Meeting Guidelines" handout in the Participant Notebook.

Ask participants to briefly review the guidelines. Point out a few key ground rules to them.

Session 1: Welcome to the National Diabetes Prevention Program



Note to Lifestyle Coach

Make sure that you cover the ground rules in a positive way, have participants agree to them, and have participants reinforce the rules regularly. As the program progresses, the ground rules will probably evolve into something different.

Ask participants if there are any ground rules they would like to add.

Session 1: Welcome to the National Diabetes Prevention Program

Part 2: National Diabetes Prevention Program

Estimated time: 5 Minutes

What is the National Diabetes Prevention Program?

Notes

Present: Before we go any further, let's review what this program is all about. It is based on the Diabetes Prevention Program research study, or DPP, which is why we know it is so effective.

The DPP was a research study funded primarily by the National Institutes of Health and supported by the Centers for Disease Control and Prevention. It showed that making certain lifestyle changes and continuing the changes over time can prevent or delay type 2 diabetes in people who are at risk for the disease.



Refer participants to the "Diabetes Prevention Program" handout in the Participant Notebook.

Present: This handout explains the origin and role of the DPP research study. It also explains that this program, the one you're now participating in, was created to help people prevent or delay type 2 diabetes.

Because of the success of the original DPP research study, lifestyle intervention programs like this one are being conducted throughout the country.

This program will help you –

- Learn the facts about healthy eating and being active.
- Learn what makes it hard for you to eat healthy and be active.
- Learn how to change your habits and adopt healthy behaviors.
- Maintain weight loss and lifestyle changes.

Session 1: Welcome to the National Diabetes Prevention Program

Program Organization

Notes



Refer participants to “Program Meeting Schedule” handout in the Participant Notebook.

Present: This program has 16 sessions that will be conducted during the next 16 to 20 weeks.

- **Getting Started:** Sessions 1 through 6 focus on the basics of healthy eating and physical activity with topics such as –
 - Monitoring what we eat.
 - Eating less fat and fewer calories.
 - Looking at how we eat.
 - Being physically active.
 - Balancing eating and physical activity for weight loss.
- **Understanding forces that shape our eating and activity behaviors :** Sessions 7 and 8
 - Balancing eating and physical activity for weight loss.
 - Taking charge of our situation with regard to food and physical activity.
- **Long-term change:** Sessions 9 through 16 target specific behavioral issues related to weight loss and making long-term changes. We’ll discuss topics such as –
 - Problem solving.
 - Avoiding tempting situations.
 - Healthy eating when not at home.
 - Overcoming challenges to healthy eating.
 - Managing stress.
 - Staying motivated.

Session 1: Welcome to the National Diabetes Prevention Program

Goals of the National Diabetes Prevention Program

Notes



Refer participants to the “Program Goals” handout in the Participant Notebook.

Present: The National Diabetes Prevention Program has two goals:

- **Weight loss** through healthy eating. We want you to lose 7% of your total body weight.
- **Regular physical activity** to improve overall health. We want you to do at least 150 minutes of brisk physical activity each week. We will discuss physical activity during Session 5.

Present: Why these goals?

Because they are –

- Gradual: we will help you reach these goals one step at a time.
- Healthy and safe.
- Reasonable: they are not extreme; they are attainable.

We will go over each of these goals in detail, and figure out exactly what they mean for each of you. You may also have your own individual goals. The goals I’ve just described are the goals the program has for you.

My Personal Goals Weight Loss

Notes



Refer participants to the “Goal Weights” handout in the Participant Notebook.

Session 1: Welcome to the National Diabetes Prevention Program

Present: This chart shows starting weights and the goal weight for each starting weight. The goal weight is 7% lower than the starting weight. Under “Your Starting Weight,” find your current weight. Beside your starting (in the next cell), you’ll find this program’s goal weight for you.



Ask participants to record their goal weight on the “Goal Weights” handout.

My Personal Goals Physical Activity

Present: Your physical activity goal will be –

- 150 minutes, or 2 ½ hours, per week (about 30 minutes on five days each week) of moderately intense physical activity.

You can reach this goal little by little (for example, 10 minutes at a time). In Session 5 we will talk more about the physical activity goal and how to develop a more active lifestyle. Remember, you will work up to this goal *slowly* and *carefully*.

Effect of Reaching Goals

Present: We will all work together to help each other reach our goals to develop healthier eating habits, lose weight, and be more active.

Ask: How do you think you will benefit from reaching your goals?

Open responses.

Offer these answers: Reaching these goals –

- May prevent you from getting type 2 diabetes or heart disease.
- Will make you look and feel better.
- Will make you healthier in general.
- Will set a good example for your family, friends, and community.

Session 1: Welcome to the National Diabetes Prevention Program

Ask: What are some other benefits of making healthier food choices, losing weight, and increasing your physical activity?

Open responses.

Offer these other benefits: Making healthier choices —

- Relieves tension.
- Helps us sleep better.
- Lowers blood pressure.
- Lowers LDL (“bad”) cholesterol, raises HDL (“good”) cholesterol.
- Helps you get around more easily by making your joints more flexible.

Session 1: Welcome to the National Diabetes Prevention Program

Part 3: What to Expect

Estimated time: 20 minutes

What is Required of Participants?

Notes

Present: We have a lot of material to cover during the next few months. You will be asked to make lifestyle changes and, if you stick with them, they will be rewarding. You can do it, and you will not be alone. My role is to help you through this process, but I cannot do it without your commitment.



Refer participants to the “We Will Work Together as a Team” handout in the Participant Notebook.

Present: To get the most out of this program, I need to be able to count on you to show up, bring your notebook with you, and keep track of your eating and physical activity every day. We will talk more about keeping track later.

Most importantly, be honest and accurate about your progress and monitoring. Ask questions, and tell us your concerns. Don't give up! We will sometimes run into problems, and some days will be better than others. But always hang in there, and give it your best.

What is Required of the Lifestyle Coach?

Notes

Present: You can count on me and the group to —

- Notice what you are doing well and what can be improved.
- Answer your questions and share solutions and ideas, while we learn together.
- Be honest.
- Stand by you during hard times.
- Believe you can reach your eating and activity goals.
- Always support, help, and hang in there with you.

Session 1: Welcome to the National Diabetes Prevention Program

Ask: Is there anything else you would like me to do to help you?



Ask participants to sign the bottom of the “We Will Work Together as a Team” handout.

Remember Your Purpose

Notes

Ask: Based on what we have discussed so far, what are your impressions of this program? What are you excited about? What are you not so excited about?



Note to Lifestyle Coach

Watch for anxious participants. Now might be the time when participants realize the task at hand and become overwhelmed. Stay open to taking questions and addressing any concerns. Consider staying after class to speak privately with any participants who might be anxious or have additional questions.



Refer participants to the “Remember Your Purpose” handout in the Participant Notebook.



Ask participants to answer the questions in the handout.

Present: Please be honest about why you are here, and include details about your personal goals and values.

This activity is for *your* benefit. We will probably refer to this worksheet later in the program, so that you can always remember what motivated you to sign up for this program and take this important step for your health.

Session 1: Welcome to the National Diabetes Prevention Program

Part 4: Getting Started Losing Weight

Estimated time: 20 minutes

Program Review

Notes

Present: Now you should be more familiar with what this program is about and how it is going to work. You know that –

- Each week you will work toward your own personal goals of losing weight through healthy eating and being more physically active.
- You will receive the information and support needed to safely and realistically reach and maintain your goals.
- By working toward these goals and meeting these goals, you will greatly increase your chances of preventing type 2 diabetes.

Ask: Before I go on, are there any questions about what we have discussed so far?

Open responses.

Answer any questions.

Present: We are now going to jump right in and begin talking about how you can start reaching your program goals.

Self Monitoring

Notes

Present: To get started with our weight loss goals, we will begin by looking at how to make healthy choices.

The most important thing we can do is to eat less fat and fewer calories. And the first step to eating less fat and fewer calories is to figure out how many fat grams and calories we are eating now. To do so, we write down every day everything we eat and drink. Recording what we eat and drink is something we are going to do throughout the entire program. Keeping track of what we do is the most important part of learning how to change our behavior.

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Present: Keeping track of what we eat and drink will help us see —

- What foods we eat.
- How much we eat.
- When and where we eat.
- How our eating habits change over time.
- How we can adjust what we eat to get a better calorie balance.

Keeping Track

Notes



Refer participants to the “Food and Activity Tracker” in the Participant Notebook.

Ask participants to write their name and today’s date on the front of the tracker.

Present: During this program, I want you to write down everything you eat and drink in the “Food and Activity Tracker.” Open the tracker and cross out the first day. You will begin recording tomorrow morning.

The “Food and Activity Trackers” are an important part of our working together. You and I will be the only two people who will see them. As you use the trackers, keep the following in mind:

- Spelling is not important. Use shorthand if it is easier.
- Be honest. Write down every little thing you eat, even one peanut.
- Be accurate. After a meal or snack, immediately write down what you ate so you don’t forget.

Session 1: Welcome to the National Diabetes Prevention Program

- Be complete. Include *everything* you eat drink, even if you just had a taste.
- Try your best to estimate portion size. We will work later on how to measure portion sizes, and you will get better as you gain more experience.

Without the information that you write in the “Food and Activity Tracker,” it is difficult to figure out an effective eating plan.



Note to Lifestyle Coach

Offer some details about how to use the trackers. For instance, remind participants to write down every bite of cheese, butter on toast, cream in coffee, and mayonnaise on sandwich. In addition, provide and ask for examples where appropriate.

Remember that your role is not to offer suggestions. Your role is to note changes in behavior and acknowledge any success or healthy change. During later sessions you will watch out for changes that need to be rewarded (e.g., a participant might reduce the number of sodas or beer she drinks; someone else might now eat a healthy breakfast every day whereas before he ate a donut, or someone now writes down everything she eats at least one day a week.)

Keeping Track Practice

Notes

Present: Let’s take a minute to practice keeping track.



Refer participants to the “Keeping Track: Practice” page in the Participant Notebook.

Session 1: Welcome to the National Diabetes Prevention Program



Ask participants to –

- Think about what they ate yesterday or earlier today.
- Write down the food in the middle column and fill in the time they ate it and the amount they ate. (Skip the fat and calorie columns for now.)
- Circle a few of the foods they think might be high in fat.

Emphasize that portion size is important: a small difference in portion size can make a huge difference in the amount of fat and calories. Nibbles count too!

Roam the room. Help participants when needed.

Session 1: Welcome to the National Diabetes Prevention Program

Part 5: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week

Notes



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

Distribute “Food and Activity Trackers” for next week. Give as many copies to each participant as he or she needs.

Present: Each week we will have a list of items that you need to do for the next session. For next week, write down everything you eat and drink, every day, in your “Food and Activity Tracker.” Write down –

- What you ate.
- The amount you ate.
- When you ate it (the time).

Skip the other columns and the activity section for now.

Write your name and today’s date on the front cover of your tracker. This tracker will end the night before the next meeting date. Bring your completed Session 1 tracker to the next meeting. I will review each one, write some comments and suggestions on them, and return them to you at the following meeting.



In addition, since we will be talking about the fat and calories in food next week and throughout this program –

- Circle the foods or beverages you think are highest in fat and calories.
- Start to measure the amount of food you eat.
- Read the labels on the food you buy, and consider using measuring cups and spoons to help you calculate the amount you eat. We will talk about measuring in more detail in the coming weeks.

Session 1: Welcome to the National Diabetes Prevention Program

Closing

Notes

Summarize key points:

- ☑ The National Diabetes Prevention Program was born out of the DPP research study, which was designed to help high-risk people prevent or delay type 2 diabetes.
- ☑ This program has two goals: all participants will achieve a weight loss of 7% of their initial body weight and will eventually do 150 minutes of brisk physical activity each week.
- ☑ You will be weighed at each session, and you're expected to self-monitor your weight and what you eat, drink, and taste every day.
- ☑ During this program you will have my support and guidance and the support of your fellow participants. Each of us is expected to respect and support one another.
- ☑ You are expected to show up for each session, bring your Participant Notebook and "Food and Activity Tracker," and complete your to-do list each week.
- ☑ We are here to help you reach your goals!

Present: We have come to the end of this session. Are there any questions about anything we have discussed today?

Address questions or concerns.

Thank participants for attending the session.

Present: Next week we will take a closer look at which foods are adding a lot of fat and calories to our diet.

Remember to bring your Participant Notebook and completed "Food and Activity Tracker" to the next session.

Dismiss the group.

Session 1: Welcome to the National Diabetes Prevention Program

After the session:

Before the next session, do the following:

- Use the “Notes and Homework” page at the end of this guide to write notes about the session. Ask yourself the following:
 - What worked well?
 - What do you need to do differently for the next session?
 - Whom do you need to follow-up with?
 - Do I need to do some research before the next session? Were there questions I promised to answer next time or to which I didn’t know the answer?
 - What concerns or issues did the participants raise?
- Fill out a “How Am I Doing?” weight chart for each participant. Include the weight from today’s weigh-in and the goal weight (each to the nearest pound). Use the example chart as your template.
- Create a list of ground rules that participants suggested, and make copies to distribute at the next session.

Session 1: Welcome to the National Diabetes Prevention Program

Lifestyle Coach's Log

Lifestyle Coach's Name: _____ Meeting Location: _____ Meeting Day & Time: _____

Instructions

Record each participant's weight (to the nearest pound) and minutes of physical activity during the previous week.

Sessions 1-6

| | Name | Session 1 __/__/__ | | Session 2 __/__/__ | | Session 3 __/__/__ | | Session 4 __/__/__ | | Session 5 __/__/__ | | Session 6 __/__/__ | |
|----|------|-----------------------|-------|-----------------------|-------|-----------------------|-------|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| | | Lbs. | Mins. |
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Session 1: Welcome to the National Diabetes Prevention Program

Sessions 7-12

| | Name | Session 7 _ / _ / _ | | Session 8 _ / _ / _ | | Session 9 _ / _ / _ | | Session 10 _ / _ / _ | | Session 11 _ / _ / _ | | Session 12 _ / _ / _ | |
|----|------|------------------------|-------|------------------------|-------|------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------------|-------|
| | | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. |
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Session 1: Welcome to the National Diabetes Prevention Program

Sessions 13-16

| | Name | Session 13 __/__/__ | | Session 14 __/__/__ | | Session 15 __/__/__ | | Session 16 __/__/__ | |
|----|------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
| | | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. | Lbs. | Mins. |
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Lifestyle Coach Facilitation Guide: Core

Session 2: Be a Fat and Calorie Detective

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Background and Preparation

Preparation Checklist

Materials

These are the materials that you will need during Session 2.

- Session 2 handouts:
 - Session 2 Overview
 - Be a Fat and Calorie Detective
 - What High Fat Foods Do You Eat?
 - Sample Lunch Menu
 - Tracking Fat and Calories
 - Fat Gram Goal
 - Fat and Calorie Counter Guidelines
 - Adding Up Fat Grams
 - Eating Packaged Foods
 - To Do Next Week

- Copies of ground rules generated during Session 1

- Food and Activity Trackers for Session 2. Label the tracker with the session name and number. Provide extra copies for those who need them.

- “How Am I Doing?” weight charts. Have one for each participant with his or her starting and goal weight already written in. Participants will keep and use these charts for the remainder of the program.

- Lifestyle Coach’s Log

- Fat and Calorie Counter

- Name tags or tents from the previous week, if still needed

- Flip chart or chalk board supplies

- Optional:* food samples for activity in Part 3: Self-Monitoring Fat Intake

Session 2: Be a Fat and Calorie Detective

Materials (continued)

- Measuring cups, spoons, ruler, and food scale
- Balance scale. Use the same one each week to weigh participants.

Before you begin

- Choose a private place to weigh participants.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach Log's ready for weigh-ins.

Learning objectives

At the close of this session, the participants will be able to –

- Self-monitor their weight during the weeks following Session 2.
- Document their weight at home and at the beginning of each session.
- Describe the relationship between fat and calories.
- Explain the reason for, and basic principles of, self-monitoring fat grams and calories.
- Identify their personal fat gram goals.
- Use the “Fat and Calorie Counter” to calculate the calories and fat grams of a given selection of foods.
- Keep a running total of the fat grams they eat each day.
- Calculate fat, calories, and serving sizes from nutrition labels.

Session 2: Be a Fat and Calorie Detective

Session 2 overview

Session 2 focuses on self-monitoring our weight and calculating the amount of fat and the number of calories we eat— crucial elements of the National Diabetes Prevention Program. The Lifestyle Coach and participants begin to use the “How Am I Doing?” weight chart for tracking individual progress on weight loss (and later physical activity) throughout the program.

Participants will calculate their individual fat gram goals and see how reducing calories results in weight loss. Being a “fat and calorie detective” involves recognizing high-fat and high-calorie foods and then reducing the fat and calories in our diet in order to lose weight and prevent disease.

Session 2 is divided into four parts.

Part 1: Weekly Progress and Review (10 minutes)

This section will be the same for each session. Participants will be weighed privately and then asked to take their seats in the classroom. You will review briefly the information covered during the previous session, then lead a discussion about group members’ successes, challenges, and questions since they last met.

Part 2: Tracking Your Weight (10 minutes)

You will explain how participants should track their weight at home. They will also learn how to track their in-class weights on the “How Am I Doing?” weight chart so they can see their progress over time. You filled in the first week’s weight for each participant. From now on, you will continue to weigh each participant every week, but they will record in-class weights on their own. You will use an example “How Am I Doing?” chart to show participants how to enter their weight on the charts. Participants will keep their own chart and bring them to class each week for the remainder of the program.

Part 3: Self-Monitoring Fat Intake (30 minutes)

This section explains the importance of participants’ monitoring their fat and calorie intake. They will also learn the health effects of eating fat and how to determine what kinds of foods are high in fat and calories. Self-monitoring fat intake begins this week. Participants will be asked to write down all the foods they eat and to use the “Fat and Calorie Counter” to

Session 2: Be a Fat and Calorie Detective

track their daily intake. They will also be assigned an individual fat gram goal, which is a budget that they should try to stay below. Calories and their relationship to fat are discussed, and participants are also asked to track calories in addition to fat intake, although no calorie goal is assigned.

Optional activity: If time allows, you may do an exercise that allows participants to practice recognizing high-fat and high-calorie foods. Bring foods (just the packages or models are fine) to the class and ask participants to name the foods they should limit. Or have participants estimate the fat grams in a given food. Discuss the fat and calorie content of each.

Part 4: Wrap-Up and To-Do List (10 minutes)

This final part will be the same for most sessions: a summary of what was covered and a discussion of the tasks participants will do during the next week.

Lifestyle Coach Brief

Key messages

Here are the key messages for this session. They should be reinforced from time to time throughout the program.

- Consistent self-monitoring of weight and food intake are keys to maintaining a long-term focus on weight loss goals.
- Many tools and guides will help establish healthy eating habits. Participants should become familiar with how they work and use them regularly.
- Participants should learn to estimate quickly the amount of fat and calories in various foods and to understand the language of labels and ingredients. Having these skills will enable them to choose foods that fall within their fat gram budget.
- Because fats are so high in calories, reducing fat is a relatively easy way of reducing the number of calories we eat.
- Reducing fat has secondary health benefits for people at high risk for type 2 diabetes: reducing fat lowers cholesterol and reduces risk for heart attack.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|---|-------|
| <p>As each participant arrives —</p> <ul style="list-style-type: none">• Weigh him or her privately.• Record each participant’s weight on the Lifestyle Coach’s Log.• Give each participant the Session 2 handouts.• Inform participants that you will show them later how to record their weight on their “How Am I Doing?” weight chart. At that time, they will practice recording this week’s weight. | |
| Week in Review | Notes |
| <p>Distribute the list of ground rules generated by the class during Session 1.</p> <p>Review ground rules, and ask the group whether they want to change or add any rule to ensure sessions run smoothly.</p> <p>Present: Last week, we reviewed the purpose and goals of this program and introduced you to the key concepts we will focus on during the coming weeks.</p> <ul style="list-style-type: none">• You were given a Participant Notebook, a set of handouts, and a to-do list to work on during the week.• You were also introduced to the “Food and Activity Tracker,” which will help you track your weight and food. | |

Session 2: Be a Fat and Calorie Detective

Ask: How are you feeling this week about your goals and what we are here to do?

Open responses.

Present: As we progress in this program, monitoring your weight and how much you eat will become a more natural part of your lifestyle. We will work together to overcome challenges you meet along the way.

Keeping Track

Notes

Ask: How did keeping track of what you ate and drank go last week? Were you able to write down everything that you ate and drank?

Open Responses.



Note to Lifestyle Coach

It is important to prevent this discussion from turning into a gripe session. Address challenges, but keep the tone positive. Ask about successes and accomplishments.

Ask: What did you learn by this process? About your habits? What difficulties did you have?

Open Responses.

Present: At the end of this session I will collect your Food and Activity Trackers from Session 1. I will review your tracking notes and make comments. Your trackers will be returned to you next session. They will *not* be graded! The purpose is to allow me to give personal feedback that will help you reach your goals.

Session 2: Be a Fat and Calorie Detective

Present: Sometimes it's difficult to monitor what you eat closely enough to know where you need to make changes. For those of you who had trouble, tell me what happened.

Open responses.

Ask group to suggest options for those who struggled.

Present: In this program, we will help you overcome difficulties in tracking your progress. I know most of you are trying and are making strides toward self-monitoring.

This Week

Notes

Present: This week we will learn how to be fat and calorie detectives. We will become aware of the amount of fat and the number of calories we eat. We will learn how knowing the amount we eat will help us lose weight. We will –

- Discuss how to monitor your weight at home.
- Identify your personal fat gram goals.
- Learn about the relationship between fat and calories.
- Use the “Fat and Calorie Counter” to find the number of fat grams and calories in food.
- Learn to keep a running fat gram total throughout the day.
- Learn to read the information about fat, calories, and serving sizes on nutrition labels.

Session 2: Be a Fat and Calorie Detective

Part 2: Tracking Your Weight

Estimated time: 10 Minutes

Tracking Your Progress

Notes

Present: Let's take another look at keeping track of your weight and how we will watch your progress as you work toward your weight loss goal.

Last week we discussed the program's weight loss goal for each of you: 7% of your body weight. We also talked about the two main ways you will document your progress toward that goal: weekly at the sessions on the "How Am I Doing?" weight chart, and daily at home on the "Food and Activity Tracker."

Before each of these first two sessions we logged your weight on the "How Am I Doing?" weight chart.

This chart will allow us to track your weight changes during this program.

How Am I Doing? Weight Chart

Notes

Distribute the "How Am I Doing? Weight" charts that you filled in for the participants during this last week.

Explain how to use the chart:

- I've entered your starting weight and goal weight on this chart.
- Session weeks are listed across the top.
- At the beginning of each session, you will plot your weight on this chart on the vertical line at the appropriate intersection of date and pounds.
- You should reach your goal by Week 24 or _____ [insert month or date].

Session 2: Be a Fat and Calorie Detective

Caution participants:

- The amount of weight loss varies from week to week.
- Many people lose weight faster at first, and then average a 1- to 2-pound weight loss per week.
- We want to see a pattern of weight loss over time, not just focus on week to week ups and downs.
- Maintaining your weight loss is important, which is why we will teach you not only how to lose weight, but also how to keep it off.

At future sessions, you will write in your weight on the “How Am I Doing?” weight chart after each weigh-in.



Have participants record this week’s weight on the “How Am I Doing?” weight chart.

Tracking Your Weight at Home

Notes



Refer participants to the “Food and Activity Tracker.”

Present: Last week you recorded your daily food intake on the “Food and Activity Tracker.” This week you also record your weight each day or at least twice a week.

- Weigh yourself every day or every few days at the same time of day, wearing similar clothing.
- Always use the same scale, because different scales may show slightly different weights.

Session 2: Be a Fat and Calorie Detective

Part 3: Self-Monitoring Fat Intake

Estimated time: 30 minutes

Fat and Calorie Relationship

Notes

Present: This week we will learn how to be fat and calorie detectives. We will learn how much fat and how many calories we eat. And we will learn how knowing what we eat will help us lose weight.

Ask: To start, who knows what fat is?

Open responses.

Ask: Who knows what calories are?

Open responses.

Present: Fat is one of many important nutrients that our bodies need. The American Heart Association says fats are essential to give our bodies energy and to support cell growth. Fat cells help protect our organs and help keep our bodies warm. The fats we eat help our bodies absorb some nutrients and produce important hormones. Our body definitely needs fat – but not as much as most people eat. When we eat too much fat, our bodies store what it doesn't need as excess body tissue.

Fat is something we can often see, so it is easier to define than calories. Calories are more complex.

A **calorie** is a unit of energy supplied by food. When you eat food, you take in calories (or energy). Calories in food come from fat, carbohydrates (starches, sugar), protein, or alcohol. A calorie is a calorie regardless of its source. Carbohydrates, fats, sugars, and proteins all contain calories.

Fat is the most concentrated in calories: each gram of fat contains nine calories. That is more than twice the number of calories in a gram of carbohydrate or protein.

Session 2: Be a Fat and Calorie Detective



Note to Lifestyle Coach

If time permits, ask participants to offer examples of foods that are high in fat and calories.

A useful rule of thumb for weight loss is that **1 pound of body fat equals 3,500 calories**.

This means that if you want to lose 1 pound per week, you should reduce your weekly calorie intake by 3,500 calories, or 500 fewer calories per day for seven days. In this lifestyle intervention we're aiming for 1 to 2 pounds per week, which means we need to try to reduce our calories by 500 to 1,000 calories per day.

Reducing fat is a great way to reduce calories, while also producing health benefits that reduce risk for type 2 diabetes. For the next few weeks we will focus primarily on fat: how to avoid eating too much of it and how to track and reduce how much fat we do eat. We will focus on *reducing* the number of calories we eat, and calculating how many calories we do eat. However, we will not have a specific calorie goal.

Eating Less Fat

Notes

Present: Our goal is to help you learn to make healthy food choices. Healthy eating involves eating less fat for several reasons:

- Fat contains more than twice as many calories as the same amount of carbohydrate (starch or sugar) or protein.
- Even a small amount of high-fat food is high in calories (e.g., a tablespoon of butter has 100 calories).
- You get less volume for the calories. Eating low-fat foods may help you to feel fuller.

Session 2: Be a Fat and Calorie Detective



Refer participants to “Be a Fat and Calorie Detective” in the Participant Notebook.

This handout offers tips for building healthy eating habits and losing weight. Look at the comparison between peanuts and air-popped popcorn.



Note to Lifestyle Coach

Tell participants that although peanuts are high in fat, they are a healthy food when eaten in moderation.

Discuss handout briefly.

Session 2: Be a Fat and Calorie Detective

Effects of Too Much Fat

Notes

Present: Excess fat is associated with heart disease and type 2 diabetes.

- Eating a lot of fat can increase your blood cholesterol.
- Cholesterol is one measure of the amount of fat in your blood.
- The higher your cholesterol, the greater your chances are of having a heart attack.
- Some evidence shows that eating a lot of fat can increase our chance of getting type 2 diabetes.
- People with prediabetes often have trouble metabolizing fat – another good reason for reducing our fat intake.

Switching from unhealthy to healthy eating is one of the most important steps you can take to improve your health.

High Fat Foods

Notes

Ask: What foods do you eat that are high in fat?

Open responses.



Refer participants to “What High Fat Foods Do You Eat?” in the Participant Notebook.



Present: Think about the kinds of food that *you* eat that are high in fat. Write them down on the handout.

Ask for volunteers to share what they wrote.

Session 2: Be a Fat and Calorie Detective

Present: Now take a look at some of the high-fat foods you circled last week in your “Food and Activity Tracker.”



Note to Lifestyle Coach

Optional activity: If time allows, have participants pick the high-fat foods from a selection of pictures of food or empty food packages that you brought to the class. Ask participants to say which they should limit.

Showing the fat content of popular foods is also a useful activity. You can use shortening to represent fat. Measure out the amount of fat in grams for various foods (e.g., 1 oz peanuts, 4 oz popcorn). You can place the shortening in either test tubes or baggies.

Food groups and types of food that tend to be high in fat include [*Note: write these on a flip chart*] –

- Meats: they contain fat we can see and fat we cannot see.
- Dairy foods: whole milk, regular cheese, ice cream.
- Snacks foods such as potato chips.
- Butter, margarine.
- Gravy, mayonnaise, salad dressing.
- Baked goods: cookies, cakes, muffins.
- Fat added through cooking (especially deep-frying): oil, lard, shortening.

These are the kinds of foods we have to watch out for as we become “fat and calorie detectives.” It can be difficult to stop eating them because –

- Many are widely available.
- We like the taste.
- They may be traditional family or cultural foods.

Session 2: Be a Fat and Calorie Detective

Hidden Fat

Notes

Present: Most of the fat we eat (70%) is hidden in food.

Ask: What do we mean by “fat being hidden”?

Open responses.

Present: It means that it isn't obvious to us that fat is there.
Examples include –

- Marbling in meats
- Baked products
- Sauces and salad dressings
- Batter coatings on deep fried foods



Refer to the “Sample Lunch Menu” handout in the Participant Notebook.

Present: A lot of the fat in these items comes from how they are cooked – fried. The milkshake also has a lot of fat because it contains ice cream. That is a lot of fat – a total of 22 teaspoons, the equivalent of sitting down and eating almost an entire stick of butter!

Session 2: Be a Fat and Calorie Detective

Cutting Down on Fat

Notes

Present: The best way to learn how much fat and calories are in foods is to keep track of the amount of fat and calories that you eat every day.



Refer to the “Tracking Fat and Calories” handout in the Participant Notebook. Go over it with participants.

Step 1: Write down everything you eat and drink in your “Food and Activity Tracker.” This is the most important step toward changing your behavior. It will help us see:

- What foods you eat.
- When and where you eat.
- How much you eat.
- How your eating habits change over time.

The records in your Food and Activity Tracker will be the basis for our work together.

What is *not* important?

- Spelling: you can make up abbreviations, or use shorthand (but make sure I can understand them).

What *is* important?

- Honesty: write down every little thing you eat.
- Accuracy: write down what you eat as soon as possible (or even *before* you eat it), because it is easy to forget.
- Completeness: include everything (butter on toast, cream in coffee, mayonnaise on sandwich).

Step 2: Figure out how many calories and fat grams are in every food, and write both numbers down. Doing so will require you to –

Session 2: Be a Fat and Calorie Detective

- Figure out the amount of food you ate.
- Look up each food in the Fat and Calorie Counter.
- Find the number of fat grams and calories of each food item based on the serving size you ate.

Step 3: Add up all the fat grams and calories you eat during the day. I will show you how to do so in a minute.

Fat Gram Goal

Notes

Present: The reason I'm telling you all of this is because we set a fat gram goal for each of you. We want to help you succeed in reaching your goals. Try to keep as close as possible to your daily goals. That said, eating too little fat is not healthy and can lead to overeating. In addition, it's not sustainable for a lifetime.



Note to Lifestyle Coach

Remind participants that at this point in the program you are going to set only a fat gram goal. If they do not lose weight by Session 7 (or sooner), you may sharpen the focus on calories.

Now, let's determine our fat gram goal.



Refer participants to the "Fat Gram Goal" handout.

Present: Use these tables to determine your fat gram goal. Find your present weight range, and then look across to your goal.

- Think of it as a budget you are trying to stay below.
- Everyone's fat gram goal is different. It is based on your body size and the number of calories you need to cut out in order to lose weight.
- The amount of fat in food is measured in grams. The fat gram goal should be about 25% of your total calorie intake.

Session 2: Be a Fat and Calorie Detective



Fill in the fat gram goal in your “Food and Activity Tracker.”

Present: You’ll have some successes and some setbacks as you work to reach your fat gram goal. For now, just try to get as close as you can.

Throughout the next few weeks we will learn new ways to reduce fat in your diet, which will help you reach your weight loss goals.

Fat and Calorie Counter

Notes

Present: The “Fat and Calorie Counter” is a great tool for helping you figure out the fat and calories in your foods and beverages.

Distribute the “Fat and Calorie Counter” and give participants a moment to flip through it. Explain the format of the book and how to use it.

Present: In your Participant Notebook, there are guidelines on how to use the “Fat and Calorie Counter.” Here are some tips to keep in mind when using the Fat and Calorie Counter:

- If you cannot find a food, look for the food that is most like the food you ate (for example, use banana bread for zucchini bread).
- If you are having trouble figuring the grams of fat and calories, write down the food and the amount you ate. I will help you figure out the fat grams and calories at the next session.

Present: Now let’s practice using the “Fat and Calorie Counter.”

Session 2: Be a Fat and Calorie Detective

Activity: Adding Up Fat Grams: Practice

1.  **Find** the “Adding Up Fat Grams” handout in the Participant Notebook.
2.  **Write** down several foods (3 to 5) that you ate yesterday. If possible, include both high-fat and low-fat foods with varying portion sizes. Or write down what you would usually order from your favorite fast food restaurant.
3. **Look up** each food item in the “Fat and Calorie Counter.”
4.  **Write** the information on “Adding Up Fat Grams.”
5. **Write** the number of fat grams in each item in the appropriate column.
6. After each meal and snack, add up the fat grams so that you have a running sub-total throughout the day.



Note to Lifestyle Coach

The important thing at this point is *not* about getting exact calculations. It is just about starting to look up foods in the Fat and Calorie Counter and getting an idea of the amount of fat and calories in different foods and portion sizes.

Roam the room, assisting participants.

Discuss if needed.

Session 2: Be a Fat and Calorie Detective



Note to Lifestyle Coach

Assure everyone that you will continue to help them with this task in future sessions. The important thing for now is finding foods in the “Fat and Calorie Counter” and getting an idea of the amount of fat and calories in different foods and in various serving sizes.

Estimating Fat and Calories in Prepared Foods

Ask: How do you handle recording fat grams and calories when you cook from recipes?

Present: If you cook from recipes –

- Be sure to look to see if the recipe has nutrition information. If it does, calculate fat grams and calories on the basis of the portion you eat.

If the recipe does not give the number of fat grams and calories, you have two options:

- Calculate how much of each ingredient you ate (e.g., how many ounces of beef, carrots, or cheese; and how many teaspoons of oil were in the portion you ate?).
- Find a similar food in the “Fat and Calorie Counter,” and use the nutrition information for that food.

If you are still having trouble with a recipe, bring it to the next session, and we can count fat grams and calories together.

Ask: What if you eat packaged foods?

Present: If you eat packaged foods –

- Look on the label for the fat grams and calories.

Session 2: Be a Fat and Calorie Detective

- Figure out if you ate the serving size listed before doing any calculations. You may have eaten a larger or smaller size.
- Remember, the serving size on a label may be different from what most of us consider a serving. [Usually the label serving is smaller than the serving we give ourselves.]

Nutrition Labels

Present: Now, let's get some practice reading nutrition labels.



Refer participants to the “Eating Packaged Foods” handout in the Participant Notebook.

Review the sample nutrition label.

Present: There is a lot of useful information on food nutrition labels. These labels are the key to limiting your fat and calorie intake. In this example, the fat grams, calories, and serving size are highlighted.

The serving size tells you the amount that the nutrition measurements are related to. The more you become accustomed to reading the nutrition label and paying attention to the fat and calorie content of packaged foods, the easier it will be to know the foods that will help you stay within your fat gram goal.

Tracking Fat and Calorie Totals

Present: We now know —

1. Your daily fat gram goals.
2. How to calculate the fat and calories in food.

Session 2: Be a Fat and Calorie Detective

Present: Now, let's think about how to track these numbers over time so that we can plan for healthy eating.

By keeping a running total of the fat grams and calories you consume throughout the day, you will know how much you have already eaten and can plan what foods to eat next.



Note to Lifestyle Coach

Some participants may be confused and overwhelmed at this point because of difficulties with calculations. Do not review how to add up fat grams and calories with these participants until next week. Instead, use Adding up Fat Grams to practice how to look up and record fat grams.

It is like using a budget to manage how much money you spend or keeping a running balance on a check book. When you look at the number of fat grams you have eaten, you can tell how many you have left to eat.

For example:

“What should I have for dinner? Well, I've eaten 20 grams of fat so far. My fat gram goal is 44 grams. So I'd better eat fewer than 24 grams of fat to stay under my fat gram goal for the day.”



Demonstrate how to add up fat grams.

1. Ask for five to eight examples of food items and their fat grams. Participants can use the Fat and Calorie Counter.
2. Write the selected foods and fat grams on a flip chart.
3. Add the fat grams for the second item to the fat grams for the first, and put the total to the side. Add the fat grams for the third item to the previous total, and continue in this manner until you totaled the fat grams for all the foods on the list.
4. Place the sum – the running fat gram total – at the bottom of the page.

Present: This week, we just want you to get started and do your best. If you run into problems, I will help you next week.

Use the back of your Fat and Calorie Counter to write down any foods or questions you need help with. We'll discuss them during the next class.

Changing the way we eat is a gradual process and it will take time.

- During the next few months, you will learn many ways to help you eat less fat.
- Right now, just be the best fat and calorie detective you can be; look for fat and calories everywhere.
- Do your best to come as close to your fat gram goal as possible.

Session 2: Be a Fat and Calorie Detective



Note to Lifestyle Coach

Let participants know that we are more interested in their efforts to be honest and complete in their documentation, than in their being perfect eaters. Self-monitoring is an important tool, and we expect everyone to do so at least some days each week.

Ask if there are any questions before going over to-do list for next week.

Session 2: Be a Fat and Calorie Detective

Part 4: Wrap Up and To-Do

Estimated time: 10 minutes

To Do Next Week

Notes



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

Present: For next week, complete the items on the “To Do Next Week” list:

- Weigh yourself at the same time each day, or every few days, and record your weight in your “Food and Activity Tracker.”
- Write down everything you eat and drink in your “Food and Activity Tracker.” Do this every day, as soon as possible after you eat. Be honest.
- Measure portions as much as you can, and start reading labels.
- Use the “Fat and Calorie Counter” to figure out the amount of fat and calories in what you ate, and write the amount down in your “Food and Activity Tracker.”
- Keep a running fat gram total throughout the day. Come as close to your fat gram goal as you can.

Collect the “Food and Activity Trackers” from Session 1.

Distribute the new “Food and Activity Trackers” for Session

Session 2: Be a Fat and Calorie Detective

| Closing | Notes |
|---|-------|
| <p>Summarize key points:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> You learned how to monitor your weight during the coming weeks, at home, and with me at the beginning of each session.<input checked="" type="checkbox"/> You have an idea of the kinds of foods that are high in fat. Those are foods you need to stay away from.<input checked="" type="checkbox"/> You figured out your personal fat gram goal and will use the “Fat and Calorie Counter” and other tools to help you focus on that goal and monitor what you eat.<input checked="" type="checkbox"/> You know what to look for on food labels so that you make good food choices. <p>Close: At the next session, you will practice using weighing and measuring tools to figure out the exact amounts you eat. We will also talk about ways to eat less fat and fewer calories.</p> <p>Ask participants if they have any questions before closing the session.</p> <p>Make any announcements about time or location changes, contact information, or other issues.</p> <p>Dismiss the group.</p> <p>After the session:</p> <ul style="list-style-type: none"><input type="checkbox"/> Make notes and recommend strategies for improvement in each participant’s “Food and Activity Tracker” from Session 1. Limit your notes to these topics: mechanics of recording, keeping a running subtotal, transferring totals to the back page, self-weighing, and (eventually) determining how close they are to their fat gram goals.<input type="checkbox"/> Use the “Notes and Homework” page at the end of this guide to write notes about the session. | |

Lifestyle Coach Facilitation Guide: Core

Session 3: Three Ways to Eat Less Fat and Fewer Calories

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Background and Preparation

Preparation Checklist

Materials

These are the materials that you will use during Session 3.

- Participant handouts for Session 3
 - Session 3 Overview
 - Measurement Basics
 - Tips for Weighing and Measuring Food
 - Guess What?
 - Three Ways to Eat Less Fat and Fewer Calories
 - Menu Makeover
 - Menu Makeover: Practice Sheet
 - To Do Next Week
- Food and Activity Trackers for Session 3. Label the tracker with the current session number and title. Have extra copies on hand for those who need them.
- Session 1 Food and Activity Trackers with your comments
- Fat and Calorie Counter
- Lifestyle Coach's Log
- Name tags or tents from previous week, if needed
- Flip chart or chalk board supplies
- Balance scale
- Measuring cups, measuring spoons, and food scale
- Food or food models, for demonstrating weighing and measuring. See *Demonstration Materials* on the next page for details.

Preparation Checklist

Materials

Demonstration Materials

At the beginning of the session, you will demonstrate how to weigh and measure food items using measuring cups, measuring spoons, and a scale. Try to select foods that the participants said were part of their diet (e.g., hamburgers, French fries, mashed potatoes, whole milk).

NOTE: You may use real ingredients or equivalents (e.g., oils, beans, nuts, or fruit), but avoid using cooked foods (e.g., burgers, fries, brownies). Instead, use empty food packages or models.

Tips

- Weigh the foods in advance.
- Write the weight on tape and adhere it to the bottom of the food container.

To measure with measuring cups and spoons

- 3 tsp soft margarine in a tub: approximately 12 grams of fat (3 tsp).
- 4 Tbsp oil on the bottom of a frying pan and 4 Tbsp oil in a small jar or bowl. Participants will see what 4 Tbsp looks like when it's stored and when it's being used. 4 Tbsp oil is approximately 48 grams of fat (12 tsp).
- 1 $\frac{3}{4}$ cups of macaroni and cheese made from a mix: approximately 34 grams of fat (8 tsp). Check nutrition label on the package you use for demonstration.
- 3 cups of butter-flavored movie popcorn: approximately 29 grams of fat (7 tsp).

Preparation Checklist

Materials, cont'd

To measure with a liquid measuring cup

- 1 ½ cups of whole milk in large cereal bowl: 12 grams of fat (3 tsp).

To weigh on a scale

- 3 oz hamburger patty after it's cooked: approximately 19 grams of fat (5 tsp).
- 4 oz cheddar cheese, thinly sliced by deli: approximately 28 grams of fat (7 tsp).

“Guess What?” handout from the Participant Notebook

You will ask participants to guess the quantity and amount of fat in examples of common high-fat foods. Again, try to use examples that the participants said they eat regularly.

Bring in empty packages or model examples for foods, such as –

- Potato chips
- Nuts
- Gravy
- Pound cake
- Cheese
- Whole milk
- Pepperoni

Preparation Checklist

Materials

Visual representation of fat

- Measure out shortening or butter in the amounts of fat in the food you are using for demonstrations. For example, for the macaroni and cheese example, measure out 7 tsp fat. Place these fat examples on small plates or in snack-size baggies.
 - 1 tsp butter = 4 grams of fat
 - 1 stick of butter = 24 tsp of fat or 96 grams of fat

Before you begin

Before you begin this session, complete the following tasks:

- Choose a private place to weigh participants.
- Prepare Session 3 handouts to distribute at the start of the session.
- If name tags are still needed, prepare them or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Weigh and measure foods.
- Estimate the fat and calorie content of common foods.
- Describe three ways to eat less fat and fewer calories.
- Create a plan to eat less fat for the following week.

Session 3 overview

In Session 3, you continue the discussion about eating less fat and introduce the practice of weighing and measuring foods to determine both portion size and the exact amount consumed. This practice means that participants must calculate accurately their fat intake each day. The three ways to eat less fat and fewer calories are also introduced and discussed. These three ways are the basis for creating healthy eating plans for the following week.

Session 3 is divided into four parts.

Part 1: Weekly Progress and Review (10 minutes)

Participants will be weighed privately and then asked to take their seats in the classroom. You will review briefly the information covered during the previous session, and then lead a discussion about participants' successes, challenges, and questions since the group last met.

Part 2: Weighing and Measuring (20 minutes)

You will lead participants through a practice session using measuring spoons and cups for solids, a measuring cup for liquids, and a scale for weighing solids. Participants will guess the portion sizes and fat content of several common foods. They will also be shown actual fat content (in grams) of those foods, as represented by shortening or butter on a small plate or in a plastic baggie.

Session 3 overview

Part 3: Three Ways to Eat Less Fat and Fewer Calories (20 minutes)

Participants discuss how they can apply the three ways of eating less fat and fewer calories in their own lives. They make a plan for the following week to reduce fat in their diet by 1) eating it less often, 2) eating it in smaller amounts, or 3) substituting lower-fat or lower-calorie food. A discussion on making over menu items gives them ideas on how to substitute low-fat or low-calorie items high-fat or high-calorie items.

Part 4: Wrap Up and To-Do list (10 minutes)

Key messages

Key messages for this session are these. They should be reinforced throughout the program.

- Knowing portion size is the key to calculating fat intake accurately and helping you stay within your goals. Measuring your food is one strategy for accomplishing this goal.
- You can learn how to calculate the fat and calories in food.
- Eating less fat requires that you decide consciously to eat high-fat and high-calorie foods less often, to eat smaller amounts of high-fat and high-calorie food, or to eat low-fat and low-calorie foods instead.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|---|-------|
| <p>Weigh each participant privately. Then have them record their weight on their “How Am I Doing? Weight” charts.</p> <p>Record each participant’s weight in your Lifestyle Coach’s Log.</p> <p>Distribute —</p> <ul style="list-style-type: none">• Session 3 handouts to insert into Participant Notebooks.• Session 3 “Food and Activity Trackers.”• Session 1 “Food and Activity Trackers” with your notes. <p>Collect Session 2 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Review ground rules, if needed.</p> <p>Discuss participants’ successes and difficulties in meeting their weight loss goals during the past week.</p> <p>Present: Last week, we talked about fat gram goals, reducing the calories and fat you eat, and tracking your progress. During this last week you were to weigh yourself each day (or every few days) and write down everything you ate and drank. We also talked about becoming familiar with the idea of measuring portions — and whatever you eat — when and where possible.</p> <p>Ask: Did you weigh yourself at home? How are you feeling this week about your goals and your progress?</p> | |

Session 3: Eating Less Fat and Fewer Calories



Note to Lifestyle Coach

Stress that two scales might show slightly different weights. For example, the weight on our scale may differ from the weight on a home scale. However, *patterns* of change should be similar regardless of scale. That is, if our scale shows a loss of 1 pound, the home scale should also show that a loss of about 1 pound.

Open responses.

Ask the following:

- How did it go using the “Fat and Calorie Counter”?
- Were you able to keep a running subtotal of fat grams?
- How close did you come to your fat gram goals?
- What positive changes did you make this past week?
- What difficulties did you experience?

Address any questions or difficulties.

This Week

Notes

Present: This week we will —

- Show you how to weigh and measure food to determine portion size and to calculate fat grams.
- Learn how to estimate the fat content of common foods.
- Discuss three ways to eat less fat and fewer calories.
- Create a plan for you to eat less fat.

Session 3: Eating Less Fat and Fewer Calories

Part 2: Weighing and Measuring

Estimated time: 20 minutes

| Portion Size | Notes |
|---|-------|
| <p>Ask: How many of you paid closer attention to portion sizes since we started this program? How has keeping track of <i>what</i> you eat changed <i>how</i> you eat or <i>how</i> you view portion sizes?</p> <p>Open responses.</p> <p>Present: Portion size is important. So in addition to reading labels carefully, we encouraged you to use measuring cups and spoons and a scale. Weighing and measuring foods is an important step in knowing what we eat, thus allowing us to make healthier choices. Although measuring may seem a bother, it won't take you long to establish a good visual sense of portion sizes and reduce the necessity of always measuring your food.</p> <p>Even a small difference in portion size can mean a big difference in calories and fat grams.</p> <p>Today we are going to start with some hands-on practice weighing and measuring food.</p> | |
| Measuring Food | Notes |
| <p>Before we begin let's learn some standard measurement abbreviations.</p> <p> Refer participants to the "Measurement Basics" handout in the Participant Notebook.</p> <p>Present: This list shows the typical abbreviations associated with food. The abbreviation for <i>tablespoon</i> and <i>teaspoon</i> are similar, so be careful when reading these amounts.</p> <p>Now, let's go over a few tips on how to use the cups, spoons, and scale.</p> | |

Session 3: Eating Less Fat and Fewer Calories



Refer participants to the handout “Tips for Weighing and Measuring Food” in the Participant Notebook.

Present: Use metal or plastic measuring cups and spoons –

- To measure solid foods such as margarine or mashed potatoes.
- To measure dry ingredients such as cereal, rice, sugar.

Fill the cup or spoon so that it’s overflowing. Then level it off with a knife.

Just two extra tablespoons of granola on top of an unlevelled cup adds about 3 grams of fat.

Demonstrate how to measure and level off the ingredients or foods using actual food.

Present: To measure liquids, use a glass or plastic cup made for that purpose. These cups have ounces marked on one side and liters and milliliters on the other. What the measuring cup is made of is not important. What is important is that you can clearly see the lines as you measure. Do not use metal measuring cups that show only one measure (for example $\frac{1}{4}$ cup).

Use liquid measuring cups to measure liquids such as milk, soup, and water.

- Pour the liquid in the cup; then read the measurement at eye level while the cup is resting on a flat surface. If you read the measurement from above the surface of the liquid, you may not get an accurate measurement.

Session 3: Eating Less Fat and Fewer Calories

Use a small food scale that weighs in ounces to measure items such as meat, cheese, bread. Remember that —

- Even a small amount of extra food can greatly increase the fat and calories you eat.
- Weighing meats *after* they are cooked is important, because they lose about a quarter of their weight during cooking. For example, 4 ounces of raw meat weighs about 3 ounces when cooked.

Guessing Portion Size and Fat Quantities

Notes

Present: Many people do not bother weighing and measuring their food because they think they know how much they eat. Yet most of us are surprised when we actually do measure; our eyes can play tricks on us.

Now, we are going to test how accurate we are at measuring by guessing the quantities and the fat and calorie content of several of our favorite foods.



Note to Lifestyle Coach

Set out three to five examples of common high-fat foods (try to use ones that have been mentioned by group members).

An alternative activity is to have someone pour out his or her usual serving of a common cereal (cheerios work well) and ask them to state if this is a “serving size.” Then measure the actual amount; they are usually surprised about the recommended serving size.

Present: Here are some common high-fat foods. We are going to guess the portion sizes and the fat content of each.

Session 3: Eating Less Fat and Fewer Calories



Refer participants to the “Guess What?” handout in the Participant Notebook.



On your “Guess What?” handouts –

- Write the name of each food you see on the table.
- Under “guessed amount,” write how much you think is there. Use the measurements we have just discussed: teaspoons and tablespoons, cups, or ounces.
- Then write how many grams of fat you think each food has.

We are just guessing. Do not look at the “Fat and Calorie Counter.”

After you finish, we will compare your guesses with the actual amounts to see how accurate your estimates are.



Note to Lifestyle Coach

Give the participants a few minutes to write their guesses. When they are done, ask them to reveal their answers. If possible, have one volunteer come up to measure the amounts.

Reveal the amounts and the calorie and fat content of each food item. Be sure to clear up any confusion about different ways of measuring the food items (for example, if a participant used teaspoons instead of tablespoons, or cups instead of ounces).

Session 3: Eating Less Fat and Fewer Calories

Ask: Were you surprised by the actual amounts?

Open responses.

Even small mistakes in estimating amounts can make a big difference in the number of fat grams you eat each day.

Ask: Does this demonstration make you think twice about measuring a food item, instead of just estimating?

Open responses.

Present: Eventually, you will get better at judging food amounts. For now, weigh and measure foods as often as you can.

Hidden Fat Revealed

Notes

Present: Last week we talked about the fact that most of the fat we eat is hidden in foods (70% of fat is hidden).

Ask: Do you remember some examples of food with hidden fat?

Open responses.

Offer:

- Marbling in meats
- Baked products
- Sauces
- Batter coatings on deep-fried foods

Let me show you what the fat in these foods would look like if we could put it all together on a teaspoon.

Show the prepared plate or baggie with the appropriate amount of butter or shortening.

Refer back to the “Guess What?” handout.

Session 3: Eating Less Fat and Fewer Calories



Note to Lifestyle Coach

Show the class how many teaspoons of fat each food item contains. Participants may write in the number of teaspoons in the fat column, if they like. A good visual for this exercise is to use shortening or butter to represent the fat content.

Transition: The amount of fat in food is not always obvious. Being able to identify the types of food that are high in fat is an important step in helping us reduce the amount of fat we're eating.

Session 3: Eating Less Fat and Fewer Calories

Part 3: Three Ways to Eat Less Fat and Fewer Calories

Estimated time: 20 minutes

Methods for Eating Less Fat and Fewer Calories

Notes

Now that we have discussed how to recognize high-fat foods, how can we use this information to actually eat less fat and fewer calories?



Refer to the “Three Ways to Eat Less Fat and Fewer Calories” handout in the Participant Notebook.

Present: There are three ways to eat less fat and fewer calories:

- Eat high-fat and high-calorie foods less often.
- Eat smaller amounts of high-fat and high-calorie foods.
- Eat low-fat and low-calorie foods instead.

Ask: How might we eat high-fat and high-calorie foods less often? Has anyone started doing this?

Open responses.

Offer: Eating French fries only once a week instead of every day.

Ask: How about eating smaller amounts? Are there any examples you can share?

Offer: What about sharing French fries with a friend or family member?

Open responses.

Ask: Or what about eating low-fat and low-calorie foods instead? Has anyone tried this?

Offer: Nonfat creamer in coffee instead of cream, low-fat frozen yogurt instead of ice cream, skim milk instead of whole milk, light or fat-free salad dressing instead of regular.

Session 3: Eating Less Fat and Fewer Calories

Menu Makeover

Notes



Refer participants to the “Menu Makeover” handout in the Participant Notebook.

Present: The made-over menus are examples of small changes that make a big difference in the number of calories and fat grams saved:

- They show different ways to eat less fat and fewer calories.
- They are not menus for you to follow. Make up your own menus to reduce the fat grams in your meals. Remember that low-fat and fat-free products have calories. Some are *very* high in calories because they have a lot of sugar.

Ask: Does anyone see a food item on the high-fat side that they like to eat? Would you consider switching to the “make-over meal”?



Note to Lifestyle Coach

Participants may be embarrassed to share which high-fat and high-calorie foods they eat. If needed, reiterate that we are all here for the same reason and that this is a safe environment for sharing personal information. In addition, give some examples of how to switch to low-fat foods, especially for those who resist the idea of substituting their favorite sweets for fruit.

Ask: Are there ways to eat a less fatty meal at your favorite fast food spot?

Open responses.

Ask: Do any of you have examples of substitutions you made to reduce fat or calories?

Session 3: Eating Less Fat and Fewer Calories

Open responses.

Offer, if needed: Maybe for breakfast you could use spray butter on toast, and for lunch you might eliminate the cheese on a sandwich or substitute baked chips for fried chips.

Notice that potato chips are in both the high-fat and low-fat menus.

- There are no forbidden foods. There are no good or bad foods.
- You can eat any food in a small amount and still reach your fat gram goal.

Present: Managing your fat grams is a lot like managing your money. That is, you have a budget, (in this case, a budget of fat grams), and you don't spend more than your budget allows. And just as you keep a running total in your check book of how much money you still have to spend, so too, you keep a running total of how many fat grams you still can eat.

Knowing how many fat grams you ate already helps you plan for later meals. And, if you know that you will probably eat a high number of fat grams at a particular meal, you can budget for those fat grams by banking them. That is, you'll deliberately eat fewer fat grams at one meal to offset the splurge of fat grams at another meal.



Refer participants to the "Menu Makeover: Practice Sheet" handout in the Participant Notebook.

Present: You can continue to practice this exercise using this "Menu Makeover: Practice Sheet."

Session 3: Eating Less Fat and Fewer Calories

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Present: For next week, try to eat less fat. I want each of you to make a plan to eat less fat. Experiment with using the three ways to eat less fat we discussed in class. Feel free to try more than one.



Refer participants to the “To Do Next Week” handout in the Participant Notebook.



Let’s make a plan right now using the chart on your “To Do Next Week” handout.

Take a minute to write down five foods you eat that are high in fat. They should be foods you eat often (not birthday cake, for example).

Circle one of these foods, and choose one or more of the three methods you will use to reduce your fat intake from that food.

- Eat it less often.
- Eat it in smaller amounts.
- Substitute something lower in fat and calories.

Think about and write down what you need to do to follow this plan. Think also about how to solve any problems that may prevent you from sticking to the plan. At the next session, we’ll discuss any problems you have during the coming week.

Session 3: Eating Less Fat and Fewer Calories

Closing

Notes

Summarize key points:

- You learned how to weigh and measure foods to get an accurate portion size. Weighing and measuring makes it easier to figure out the fat grams and calories in each food.
- You know how to estimate the fat and calorie content in common foods.
- We covered three ways to eat less fat and fewer calories.
- You have a plan for eating less fat.

Close: As you begin your third week, do your best to track what you eat and pay attention to the amount of fat and calories in your food. Remember that it is not always obvious how many fat grams and calories you are eating.

Ask participants if they have any questions. Answer questions.

Make announcements about time or location changes, contact information, or other issues.

Dismiss the group.

After the session:

- In each participant's "Food and Activity Tracker" from Session 2, write notes on successes and recommend strategies for improvement. Limit your notes to these topics: mechanics of recording a running subtotal, transferring totals to the back page, self-weighing, and how close participants are coming to fat gram goals.
- Use your "Notes and Homework" page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 4: Healthy Eating

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 4.

- Participant handouts for Session 4
 - Session 4 Overview
 - Ways to Eat Healthy
 - MyPlate
 - MyPlate: Food Choices
 - MyPlate: Low-Fat and Low-Calorie Choices
 - Rate Your Plate
 - Eating As MyPlate Suggests
 - My Food Substitutions
 - To Do Next Week
 - Extra Rate-Your-Plate Forms

- “Food and Activity Trackers” for Session 4. Label the tracker with the current session number and title. Have extra copies on hand for those who need them.

- Lifestyle Coach’s Log
- Name tags or tents from previous week, if still needed
- Flip chart or chalk board supplies
- Measuring cups, spoons, ruler, and food scale
- Food to demonstrate ounce and cup servings from MyPlate (optional)

For a demonstration, have an assortment of foods (listed below) measured out for display on a table. Keep them covered until the discussion calls for them.

 - In cups: selection of grains, vegetables, fruits
 - In ounces: selection of protein, dairy

Before you begin

- Choose a private place to weigh participants.
- If name tags are still needed, prepare them, or set up the classroom with name tents from the previous week.
- Have your “Lifestyle Coach’s Log” ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Explain the health benefits of eating less fat and fewer calories.
- Describe the MyPlate food guide and its recommendations, including how to reduce fat and calories in our diet.
- Compare and contrast MyPlate guidelines with participants' eating habits.
- List ways to replace high-fat and high-calorie foods with low-fat and low-calorie foods.
- Explain the importance of eating plenty of whole grains, vegetables, and fruits, while staying within fat gram goals.
- Explain the importance of eating foods from all groups of MyPlate and of eating a variety of foods from within each group.
- Explain why a balanced diet is beneficial to health.
- Explain why eating the same foods over and over is not the best strategy for long-term success.

Session 4 overview

Session 4 introduces the MyPlate food guide and why following the MyPlate guide is a way of eating healthy. This session will be interactive: participants will compare what they eat with foods recommended by MyPlate. They will also share ideas about how to bring their eating habits more in line with the MyPlate guidelines.

Session 4 is in four parts:

Part 1: Weekly Progress and Review (10 minutes)

Participants will be weighed privately and then asked to take their seats in the classroom. You will review briefly the information covered during Session 3, and then lead a discussion about the group's successes and challenges since the last session. You will also answer participants' questions about topics covered during the last session.

Part 2: Healthy Ways To Eat (10 minutes)

Healthy eating involves not only *what* people eat, but also *how* they eat. In the early part of the session you will discuss ways to make healthier food choices.

Part 3: MyPlate (30 minutes)

MyPlate will be introduced, followed by a discussion about the major food groups: how much of each group should be eaten daily as part of a healthy diet and how to select low-fat alternatives within each group.

You may choose to show actual food items in appropriate measurements (e.g., a cup of fruit, three ounces of meat). Participants will also discuss which high-fat and high-calorie foods fall into each category as a means of recognizing foods they should limit.

Participants will practice comparing what they eat (based on the records in their "Food and Activity Trackers") with the recommended MyPlate foods. This activity will show participants how well (or not-so-well) what they eat matches the recommendations in the guidelines. You will ask them to do this activity regularly during the next week.

Part 4: Wrap Up and To-Do List (10 minutes)

Key messages

Here are the key messages for this session. They should be reinforced to participants throughout the program.

- Healthy eating is determined both by *what* we eat and *how* we eat.
- MyPlate recommends how much people should eat, depending on their sex, age, and level of physical activity.
- Replace high-fat or high-calorie foods with healthier foods that include grains, vegetables, and fruits.
- Avoid the common tendency to eat the same foods over and over as a means of simplifying keeping track of what we eat. This system may work, but it often leads to trouble when we deviate out of boredom with our usual menu. In addition, we do not learn to calculate fat grams and portion sizes so that we can deal with unfamiliar foods when we need to.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|--|-------|
| <p>Weigh each participant privately, and have each person record the weight on his or her “How Am I Doing? Weight” chart.</p> <p>Record each participant’s weight in your “Lifestyle Coach’s Log.”</p> <p>Distribute</p> <ul style="list-style-type: none">• Session 4 handouts to insert in the Participant Notebooks.• Session 4 “Food and Activity Trackers.”• Session 2 “Food and Activity Trackers” with your notes. <p>Collect Session 3 “Food and Activity Trackers” <i>after</i> the session; participants will need to refer to them during this session.</p> <p>Ask whether the ground rules are working or whether they need some changes.</p> | |
| Week in Review | Notes |
| <p>Discuss the group’s successes and difficulties in meeting the weight loss goals.</p> <p>Present: Last week we learned about the importance of measuring our food, and we practiced using measuring spoons and cups and a food scale. You guessed portion sizes and the fat and calorie content of common foods. We also discussed different ways of reducing the amount of fat and calories we eat.</p> | |

Session 4: Healthy Eating

Ask: What were the three techniques we talked about last week to eat less fat and fewer calories?

Open responses.

Offer: They were 1) eat these foods less often, 2) eat smaller amounts, 3) or substitute low-fat and low-calorie foods.

Present: At the end of the last session I asked you to name five high-fat or high-calorie foods that you like to eat. Your homework was to decide how you can use these three techniques to reduce your fat and calorie intake from one of these foods.

Ask: What did you come up with? Did you try any of these techniques? What worked, and what did not?

Open responses.

Ask: How did everyone do measuring food?

Open responses.

Ask: How are you feeling this week about your goals and what we are here to do?

Open responses.

This Week

Notes

Present: This week we will –

- Discuss why healthy eating relates not only to *what* we eat, but also to *how* we eat.
- Take a look at MyPlate and its recommendations, including how to reduce the fat and calories we eat.
- Compare the MyPlate guidelines with your own eating habits.

Session 4: Healthy Eating

- Find ways to replace high-fat and high-calorie foods with low-fat and low-calorie foods.
- Discuss the importance of eating plenty of whole grains, vegetables, and fruits, while staying within our fat gram goal.

Session 4: Healthy Eating

Part 2: Healthy Ways to Eat

Estimated time: 10 minutes

Introduction

Notes

Present: In the past few weeks, we have talked about eating less fat and fewer calories. Eating less fat and fewer calories is essential to losing weight. It is also one important part of healthy eating in general.

Today we are going to talk about some other components of healthy eating. We will look at our overall eating pattern to see how healthy it is and how we might improve it.

The Way We Eat

Notes

Present: Healthy eating is determined both by *what* we eat and *how* we eat.

Ask: In what ways do you think healthy eating relates to *the way* we eat?

Open responses.



Refer participants to the “Ways to Eat Healthy” handout in the Participant Notebook.

Session 4: Healthy Eating

Present: Eating healthy is not always easy. This handout has some tips (or tricks!) we can use to help us eat healthy.

Briefly discuss.

Ask: Do you have other tips you would like to share?

Open responses.

Present: For more on healthy eating, use tools such as MyPlate to help you choose healthier foods in portions appropriate for you.

The Type of Food We Eat

Notes

Present: Another aspect to healthy eating is the type of food we eat.

The MyPlate food guide will help you think through what types of food you should eat and in what quantities. MyPlate was developed by the U.S. Department of Agriculture (USDA) to replace the MyPyramid food guide. MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting.



Refer to the “MyPlate” handout in the Participant Notebook.

Ask: How many of you have seen this before?

Open responses.

Ask: Have anyone of you used the MyPlate food guide to decide what kinds of foods you should eat? If so, tell us what you learned?

Open responses.

Session 4: Healthy Eating

Part 3: MyPlate

Estimated time: 30 minutes

MyPlate

Notes

Present: MyPlate is a general guide to healthy eating. It is based on the latest findings about nutrition and health.

The plate image is used because it shows us the relative portion size of each food group we should be eating at our meals.

In addition, MyPlate's daily recommended amounts of each type of food are –

- Tailored to individual sex, age, and level of physical activity.
- Given in ounces (for grains and protein foods) or cups (for vegetables, fruits, and dairy).

Present: Let's take a look at what food groups are included in MyPlate.



Refer to "MyPlate" handout. Discuss each food category.

- **Grains:** These include all foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. Examples of such foods are bread, pasta, oatmeal, breakfast cereals, tortillas, and grits.
- **Vegetables:** These include all fresh, frozen, canned, or dried vegetables and vegetable juices.
- **Fruits:** These include all fresh, frozen, canned, or dried fruits and fruit juices.
- **Dairy:** Dairy includes all fluid milk products, yogurts, and cheeses.
- **Protein Foods:** These include meat, poultry, fish, eggs, nuts, peanut butter, beans, and seeds.

Session 4: Healthy Eating

The Purpose of MyPlate

Notes

Present: MyPlate is designed to show several healthy eating habits that we should cultivate:

Balance the calories in our meals

- Enjoy our food, but eat less.
- Avoid oversized portions.

Foods to increase

- Fruits and vegetables: these should be half the food on your plate.
- Grains: make at least half your grains whole grains.
- Fat-free or low-fat (1%) milk: switch from regular or 2% milk.

Foods to reduce

- Foods with a lot of salt: look at nutrition labels of various products. Compare the amount of sodium in foods such as soup, bread, and frozen meals. Choose the foods with low amounts of sodium.
- Drink water instead of sugary drinks.

MyPlate recommends how much people should eat, depending on their sex, age, and level of physical activity.

For our purposes, we will use the following ranges, but remember that these are general recommendations. What you should do may be different.



Note to Lifestyle Coach

To save time, have examples of various foods measured and set out on a table before the demonstration. Cover them until it's time for the discussion.

Session 4: Healthy Eating

Demonstrate: Show the foods you measured and set out on a table before class began:

- Grains: 4 to 6 oz.
- Vegetables: 1 ½ to 2 ½ cups
- Fruit: 1 or 2 cups
- Milk: 2 or 3 cups
- Protein foods: 3 to 6 oz.

Present: MyPlate recommends the number of servings per day of each food group. The number depends on your sex, age, and physical activity level. To learn more, visit the website: www.choosemyplate.gov

MyPlate: Grains

Notes

Present: Grains are divided into two subgroups: whole grains and refined grains.

Whole grains contain the entire grain kernel (the bran, germ, and endosperm). These are examples:

- Whole-wheat flour
- Bulgur (cracked wheat)
- Oatmeal
- Whole cornmeal
- Brown rice

Refined grains are milled, a process that removes the bran and germ. These are examples:

- White flour
- Degermed cornmeal
- White bread
- White rice

MyPlate recommends that at least half our grains be whole grains.

Ask: What low-fat foods fit into the grains group?

Session 4: Healthy Eating

Open responses.



Write examples of each food group on a flip chart or white board.



Activity

- Refer participants to the “MyPlate: Low-Fat and Low-Calorie Choices” handout in the Participant Notebook.
- Have participants write down several kinds of low-fat or low-calorie grains on the handout.
- Ask for volunteers to share what they wrote.

Present: Many people think bread and other starchy foods are high in fat and calories. Actually the fat is added to them during cooking or at the table.

- Bread: butter is added at the table.
- Pasta: cheese sauce is added just before it’s served.

Offer these other examples of low-fat grains: one slice of whole wheat bread, one 6” whole wheat tortilla, one serving of low-fat crackers, one serving of dry whole wheat cereal, half bagel, one serving of oatmeal.

Ask: Can you think of any high-fat or high-calorie foods in the grains group?

Open responses.

Offer these examples of high-fat or high-calorie grains: Croissants, doughnuts, tortilla chips, high-fat and high-calorie crackers, muffins, granola, sugar-coated cereal.

Ask: Why do you think that tortilla chips are high in fat? They are just corn, right?

Open responses.

Session 4: Healthy Eating

Present: Tortilla chips are usually cooked in fat. We need to limit all foods cooked in fat.

MyPlate: Vegetables

Notes

Ask: What about vegetables? How can you prepare and serve vegetables without adding any (or not much) fat?

Offer these examples: green salad with low-fat dressing; steamed, roasted, or grilled vegetables; raw vegetables with a low-fat dipping sauce.

Ask: What kinds of vegetables should we limit?

Offer these examples: fried vegetables or vegetables with butter, margarine, cream sauce, or cheese sauce (e.g., baked potatoes with all the toppings).

Present: Again, vegetables are not usually high in fat or calories, but people often add fat during cooking or at the table.

MyPlate: Fruit

Notes

Ask: What about fruit? What are low-fat and low-calorie ways to eat fruit?

Offer these examples: whole fresh fruits are best. Canned fruit without syrup and unsweetened fruit juice are also good.

Ask: What kind of fruit foods should we limit?

Offer these examples: coconuts, fruits in pastry (as in pies), juices or drinks sweetened with sugar, fruit canned in heavy syrup.

MyPlate: Dairy

Notes

Ask: How about the dairy group? What are low-fat and low-calorie options here?

Session 4: Healthy Eating

Open responses.

Present: Some people have trouble drinking milk because it gives them gas, bloating, or diarrhea. If that is a problem for you, milk products that are lactose-free may help. Examples of low-fat dairy products are skim or 1% milk, low-fat or nonfat yogurt, low-fat or nonfat cheese.

Using soy milk is another alternative.

Ask: What kinds of milk products are high in fat?

Offer these examples: 2% or whole milk, regular cheese, cottage cheese made with whole milk.

MyPlate: Proteins

Notes

Ask: What about low-fat and low-calorie proteins?

Open responses.

Present: People in the United States tend to eat too much meat. Many meats are high in fat. We must choose leaner cuts, trim all visible fat, and use low-fat cooking methods.

Nuts are included in the protein group. Although nuts are high in fat, many nuts contain healthy fat. Just be careful with the serving size.

This group also includes beans, which are not high in fat unless you cook or serve them with added fat.

Offer these examples of lean meats: beef (round steaks and roasts, top loin, top sirloin, chuck shoulder), pork (loin, tenderloin, center loin, ham), extra lean ground beef, skinless chicken, lean lunch meat, fish, and eggs.

Session 4: Healthy Eating



Note to Lifestyle Coach

For questions related to meats or any other foods discussed here, consult the “Fat and Calorie Counter.”

Ask: What are some other high-fat and high-calorie items that we should limit?

Offer these examples: bacon, sausage, beans cooked in lard or salt pork, high-fat lunchmeats, chicken with skin, meat or fish that is deep-fried.

How Have You Been Eating?

Notes

Present: Include items from all groups of MyPlate in your healthy diet in order to get all the nutrients your body needs.

Let’s see how what you eat compares with MyPlate guidelines.



Refer participants to their “Food and Activity Trackers” for Session 3, and the “Rate Your Plate” handout in the Participant Notebook.



Activity:

- Have participants review the “Rate Your Plate” handout. Note the following:
 - Each row is for a different food group. Each cell represents ½ ounce or ½ cup
 - The number at the top shows how many ounces or cups you ate so far.

Session 4: Healthy Eating

- **Ask participants** to select one day from their “Food and Activity Tracker” and record what they ate for that day. Start with breakfast, then lunch, then dinner. Include all snacks.
- **Check** one cell for every ½ ounce or ½ cup of an item that you ate from each group of foods in MyPlate. The shaded boxes show you the minimum number of servings recommended. Don’t worry about being precise. We are just trying to get a general idea of healthy eating.



Note to Lifestyle Coach

Another option is to ask one participant to volunteer to tell the group what he or she ate for breakfast. Then have the group work together to rate that person’s breakfast on “Rate Your Plate.”

Ask another participant to volunteer what he or she ate for lunch and, again, have the group work together on rating the lunch. Continue asking for volunteers for each meal and snack, and have the group work together on “Rate Your Plate.”

Ask: Did the recommended number of servings of each (or any) MyPlate food group match the number you ate?

Open responses.

Ask: For which group (or groups) did you exceed the recommended number of servings?

Open responses.

Ask: For which group (or groups) did you have fewer than the recommended number of servings?

Open responses.

Session 4: Healthy Eating



Note to Lifestyle Coach

Some participants tend to eliminate foods from the protein group in order to save fat grams and calories. Although some people need to moderate their intake of high-fat meat, they will need to think of ways to include low-fat foods from the protein group.

Eating More Like MyPlate

Notes

Ask: What could you do to eat better overall?



Refer participants to “Eating As MyPlate Suggests.”

This handout gives you a place to write in the foods you eat from each MyPlate food group. Use it to create a menu for one day. If you prefer, you may work in groups. Remember, we want half our plate to be fruits and vegetables.

Allow participants a few minutes to create their menus; roam the room lending help where needed.

Ask for volunteers to share their menus.

Provide feedback on how they well they produced a menu using MyPlate.

Ask: What changes would you make to match the recommendations of MyPlate better? Which food groups need to have more items? Which food groups need fewer?

Present: Last week we talked about the three ways to eat less fat and fewer calories, one of which is to eat low-fat and low-calorie foods instead. MyPlate and the practice of substituting low-fat and low-calorie foods work together.



Refer participants to the “My Food Substitutions” handout for examples of ways they can replace high-fat and high-calorie foods with healthier foods.

Session 4: Healthy Eating

Ask: Can anyone suggest other ways to substitute low-fat and low-calorie foods for high-fat and high-calorie food?

Open responses.

Ask: What are some ways you can reduce fat in recipes?



Note to Lifestyle Coach

If a participant regularly cooks from recipes, review the guidelines on the optional handout “Build a Better Recipe.” Try to focus on recipes that are relevant to the participants.

If some participants want help in lowering the fat and calories in a favorite recipe, have them bring the recipes to the next session and help them modify the recipes then.

Session 4: Healthy Eating

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Ask whether participants have any questions about what was covered during this session.

Present: MyPlate is only one model of healthy eating. The main message to you is this: include a variety of foods from all MyPlate food groups.



Note to Lifestyle Coach

Do not be too strict about following the MyPlate recommendations. Many people feel overwhelmed and frustrated, if they feel they have to follow rules exactly.

For next week

- Continue to monitor and write down your weight and what you eat each day.
- Practice comparing what you eat with the recommendations of MyPlate, just as we did during today's session. Use the same "Rate Your Plate" handout. Extra copies are included in your Participant Notebook.



Note to Lifestyle Coach

Writing everything in the "Food and Activity Tracker" is much more important than completing the "Rate Your Plate" form. If participants seem reluctant to complete the "Rate Your Plate" forms, tell them they can work on them at the next session. The priority is to have participants continue using the "Food and Activity Trackers."

Session 4: Healthy Eating

Closing

Notes

Summarize key points:

- We reviewed some of the benefits of eating less fat and fewer calories.
- You were introduced to the MyPlate model for healthy eating.
- We compared what you are accustomed to eating with the recommendations in MyPlate.
- We listed ways to replace high-fat and high-calorie foods with low-fat and low-calorie foods. We included examples not only for dairy and protein, but also for whole grains, vegetables, and fruits.

Close: Now, as you begin your fifth week, do the best you can to make your food choices match the recommendations of MyPlate. You may find that by increasing the amount of vegetables you eat, you will feel more full and satisfied after meals.

Next week we will discuss any changes you made during the week based on what you learned about MyPlate. We will also begin discussing our physical activity goals.

Collect: Food and Activity Trackers from Session 3.

Ask participants if they have any questions before closing.

Address questions or concerns.

Make announcements about time and location changes, contact information, and any other pertinent issues.

Session 4: Healthy Eating

After the session:

- ❑ Make notes on successes and write recommendations, when necessary, in each participants' "Food and Activity Tracker" from Session 3. Comments should focus on the mechanics of recording. Praise participants for using any of the three ways to eat less fat and fewer calories and for staying close to their fat gram goals.
- ❑ Use the Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 5: Move Those Muscles

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Background and Preparation

Preparation Checklist

Materials

These are the materials that you will use during Session 5.

- Participant handouts for Session 5
 - Session 5 Overview
 - Physical Activity Goal
 - How Active Are You?
 - Benefits of Physical Activity
 - Getting Started!
 - Wearing the Right Shoes
 - To Do Next Week
- “Food and Activity Tracker” for Session 5
- Lifestyle Coach’s Log. After each of the remaining sessions (5 through 16), record participants’ minutes of physical activity (found in their “Food and Activity Trackers”) in addition to their weight.
- Name tags or tents from previous week, if still needed
- Flip chart or chalk board supplies

Before you begin

- Choose a private place to weigh participants.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach’s Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Establish a physical activity goal.
- Explain the importance of the physical activity goal.
- Describe their current level of physical activity.
- Name ways that they are already physically active.
- Develop personal plans for physical activity for the next week.

Session overview

This week's session introduces the physical activity goal. You will conduct the first of several discussions on physical activity, so today's content is fairly broad. Participants should begin to feel comfortable naming an activity that they can do and maintain, building up to the 150 minutes per week, the program goal.

The instruction for this session is written as though the participants are relatively sedentary now. Use your judgment about how to adapt the content for those who are already significantly active.

Session 5 is divided into three parts:

Part 1: Weekly Progress and Review (10 minutes)

Part 2: Physical Activity Goal (25 minutes)

As an introduction to the physical activity goal, you will discuss the many health benefits associated with being physically active.

The goal for the program is 150 minutes per week, but many participants may need to gradually build up to this amount. A good starting place for this week could be 60 minutes of physical activity during the next week.

Session 5: Move Those Muscles

Encourage participants to select an activity that they like and that they can continue doing over the long-term. Brisk walking tends to be an ideal choice, because it is relatively easy and can be done almost anywhere.

Part 3: Getting Started with Physical Activity (15 minutes)

You will discuss the importance of staying within safe limits of activity, choosing a physical activity to start with, and obtaining proper footwear. Be prepared to provide participants with a list of nearby retailers who sell good athletic footwear. Include retailers that offer low-cost footwear. During Session 6 you will continue this discussion, by providing guidance for long-term physical activity.

Part 4: Wrap Up and To-Do List (10 minutes)

Key messages

These are the key messages for this session. They should be reinforced from time to time throughout this program.

- The benefits of physical activity are numerous for people at risk for type 2 diabetes.
- For participants who are beginning a physical activity regimen, safety is the most important factor to keep in mind.
- Participants should build up to their physical activity goal slowly. A slow build-up is the reason for increasing activity a little week by week and working *toward* the goal of 150 minutes per week.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on the “How Am I Doing? Weight” chart.</p> <p>Record each participant’s weight in your Lifestyle Coach’s Log.</p> <p>Distribute</p> <ul style="list-style-type: none">• Session 5 handouts to insert into the Participant Notebooks.• Session 5 “Food and Activity Trackers.”• Session 3 “Food and Activity Trackers” with your notes. <p>Collect Session 4 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting their weight loss goals during the past week.</p> <p>Present: Last week, we reviewed each food group in MyPlate and discussed the types of food in each group. We talked about comparing our food choices with those recommended by MyPlate.</p> <p>Ask: Can anyone remember examples of lean, healthy meats? Healthy and not-so-healthy ways to eat fruits and vegetables?</p> <p>Open responses.</p> | |

Session 5: Move Those Muscles

Present: At the end of the last session I asked you to keep track of your weight and of what you eat and drink. I also asked you to compare what you eat and drink with the foods recommended by MyPlate using the “Rate Your Plate” handout, just like we did during the session.

Ask: How many of you were able to complete the “Rate Your Plate” handout?

Ask for volunteers to share what they recorded.

Follow up with these questions to gauge how well participants made the comparison:

- Did you make any changes during the week to match the MyPlate guidelines? If so, what were they?
- What problems did you have? How did you solve them?
- Did you eat more slowly and mindfully?
- Did you try to eat only at regular meal times?

Open responses.

Session 5: Move Those Muscles

This Week

Notes

Present: This week we will –

- Discuss our physical activity goal.
- Discuss why the physical activity goal is important.
- Look at your current level of physical activity.
- Explore ways that you can be physically active.
- Create your own personal physical activity plans for the following week.

Session 5: Move Those Muscles

Part 2: Physical Activity Goal

Estimated time: 25 minutes

Introduction

Notes

Present: So far we have focused on losing weight through healthy eating. Everyone is doing a great job with monitoring what they eat and limiting fat grams. We will continue doing both of those throughout the program.

In addition to our fat gram goal, we also have another goal in this program: **the physical activity goal.**

During today's session we will talk about what we are doing already to be physically active. We'll also talk about ways we might gradually increase our physical activity.

You Can Succeed!

Notes

Present: Before we go any further, I want to assure you that you can succeed with this program.

It does not matter what your current activity level is. We will start wherever you are, and we will help you increase your activity level slowly, steadily, and safely.

And just as you keep track of your food, you will now also begin to keep track of your physical activity. Keeping track of your physical activity is just as important as keeping track of the food you eat.

Keeping track helps us understand our behavior with regard to physical activity and, thus, helps us to reach our goal.

Session 5: Move Those Muscles

Your Physical Activity Goal

Notes

Ask: Does anyone remember what the program's physical activity goal is?

Open responses.

If no one responds correctly, tell them the goal: 150 minutes per week.

Ask: Why do we have this goal?

Open responses.

Present: Increasing physical activity is an excellent way to burn calories and to help us achieve and maintain our goal weight.



Refer to the "Physical Activity Goal" handout in the Participant Notebook.

Present: The physical activity goal for this program is 150 minutes, or 2 ½ hours, each week. You can do this in several ways, such as 30 minutes for five days. You can even break down the 30 minutes into three 10-minute or two 15-minute periods.

Ask: Does anyone know how many calories this amount of activity will burn in a week?

Open responses.

Present: Approximately 700.

Session 5: Move Those Muscles

This amount of physical activity may seem like a lot to handle right now, but it will not be too difficult because you will –

- Pick activities you like. We are building a lifelong habit here, so we want you to enjoy whatever you do. Choose something convenient that can be built into your lifestyle.
- Choose moderate types of activities such as brisk walking – nothing extreme.
- Work up to the 150-minute goal slowly. It may take about 4 weeks to do so.
- Spread the 150 minutes over 3 to 4 days (or more) a week. For example, you might start by walking 10 minutes a day for 6 days a week, and slowly build up to 25 minutes per walk.

Your Current Activity Level

Notes

Present: We will begin by talking about how active you are now.



Refer to the “How Active Are You?” handout in the Participant Notebook.



Ask participants to take a few minutes to write some information about their current and past physical activity on the handout.

Present: This information gives us an idea of where we are now with regard to physical activity, and it also points to how we can find ways to be physically active starting today.

This information will also help me, as the Lifestyle Coach, to work more effectively with each of you to help you reach your goal. Give as many details as you can about your current level of physical activity.

Session 5: Move Those Muscles

Also, write any information about physical activity that you have done in the past, but no longer do:

- What activities?
- Why did you stop?

Finally, describe what you like and do not like about being active and about being inactive.

Present: Now we are going to go around the room and have each person tell us about his or her current level of activity, any past experiences with being active, and your likes and dislikes about being active or inactive. If you don't feel comfortable discussing this topic openly in the group, you may pass.



Note to Lifestyle Coach

Use the page at the end of this guide to take detailed notes about each participant's experiences with physical activity so that you will be able to understand the situations (cues) that promote or derail the participant's plan for their activity goal. For example, one participant may say she used to walk regularly at lunch time with a co-worker. However, the co-worker no longer works at the same place, so the participant stopped walking rather than walk alone. You now know that this participant is more likely to walk if she is able to find a companion who will walk with her.

If the participant names one or more activities she likes to do, suggest she include them in her physical activity goal for the following week.

Benefits of Physical Activity

Notes

Ask: Why do you think that being physically active is so important?

Open responses.

Session 5: Move Those Muscles



Refer participants to the “Benefits of Physical Activity” handout in the Participant Notebook.

Present: It will help you feel and look better by –

- Improving your general well-being.
- Helping you lose weight and keep it off.
- Improving your mood and self-esteem.
- Countering depression and anxiety.
- Giving you more energy.
- Making it easier for you to do activities such as climb stairs, carry groceries, play with children or grandchildren.
- Helping reduce stress.
- Helping you sleep better.

It will improve your physical fitness by –

- Improving muscle tone and reducing body fat.
- Strengthening your heart, lungs, bones, and muscles.
- Making your joints more flexible.
- Reducing back pain and risk for injuries.

It will improve your health by –

- Lowering your risk for heart disease and some kinds of cancer.
- Raising HDL cholesterol (“good” cholesterol).
- Lowering triglycerides (a type of fat).
- Lowering blood pressure.

And reducing risk for type 2 diabetes by –

- Lowering blood sugar. Your body will be more sensitive to insulin, which means that your body will use insulin more efficiently.

Session 5: Move Those Muscles

Part 3: Getting Started With Physical Activity

Estimated time: 15 minutes

How To Begin

Notes

Present: In just a few minutes, we are going to make a physical activity plan for next week. Remember that I want you to start being active as part of your daily routine, so it will help if you plan to do activities that you like.



Refer to the “Getting Started!” handout in the Participant Notebook.

Present: This handout will help you get started with physical activity. It has some tips for making physical activities easier. Take a moment to look over the handout, and then fill it out later on your own.

Brisk walking is an easy way to become and stay physically active. It can be done almost anywhere, and all you need is a good pair of shoes.

Ask: What do we mean by “brisk?”

Open responses.

- “Brisk” means walking fast enough to breathe heavier than usual, but not so fast that you can’t carry on a conversation.
- If you can easily sing a song, you are not walking fast enough.

If you are just beginning physical activity, you will probably want to start slowly. Do not do anything too strenuous. We will build up to a moderate level of activity over time. In the next session, we will talk more about how to start a safe and appropriate regimen for your level.

Ask: What other activities might you like to do?

Session 5: Move Those Muscles



Write on the board or flip chart activities suggested by participants.

Choosing The Right Shoes

Notes

Present: A few minutes ago I mentioned that all you need for walking is a pair of good shoes. Let's talk about that some more to make sure you have the information you need.



Refer participants to the "Wearing the Right Shoes" handout in the Participant Notebook.

Present: Having a pair of good shoes is important to protect you from injury and keep you comfortable. They need to fit well and give you good traction.



Note to Lifestyle Coach

Be prepared to offer some suggestions for nearby retailers who sell good athletic footwear. Ask participants to share what they know about buying shoes.

Present: You do not need to buy new shoes if you already have some that are comfortable and support your feet. However, if you plan to buy shoes, this handout has some pointers.

Review handout with participants and highlight the following:

Going to the store —

- Wear the kind of socks you will wear while you are active (cotton is best).

Session 5: Move Those Muscles

- If possible, go to the store right after you have been active: your feet may become slightly larger while you're being active.
- Bring your old shoes with you; the salesperson can look at how the shoes wore down to determine what kind of support you need.

Trying on shoes –

- The shoes you select should be comfortable right away. They should not need to stretch out later.
- One thumb's width should fit between your longest toe and the end of the shoe.
- The heel should not pinch or slip when you walk.
- Be sure to tell the salesperson what type of activity you plan to do; walking shoes are different from running and aerobics shoes.

Session 5: Move Those Muscles

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Present: So, let's make a plan for next week. Remember the goal we are working toward is 150 minutes a week. But we are going to start slowly.

I ask you to set a goal of —

60 minutes of activity during the next week.

I do not mean that you need be active tomorrow for an hour! I recommend that you break the 60 minutes into segments of 10 to 20 minutes over several days.

For next week:



Refer participants to the "To Do Next Week" handout in the Participant Notebook.

1. First, use this handout to plan —

- Which days you are going to be physically active (for example, Monday, Wednesday, Friday; or Tuesday, Thursday, Saturday).
- Which activity you will do (for example, brisk walking, swimming, dancing).
- How long you are going to do the activity.

Just make sure all the time spent being active adds up to 60 minutes for the week.

Remember to plan activities that you like. If it would help, enlist a friend or family member to be physically active with you.

2. In your "Food and Activity Tracker" booklet where physical activity is recorded, write —

- What activity you did.

Session 5: Move Those Muscles

- How long you did the activity (be sure that each segment is at least 10 minutes).
- The distance you went (if you walked, ran, or swam).

Remember to write this information in the Tracker each time you are active. For example, if you walk at 7:00 a.m. and then again at 8:00 p.m., be sure to include information about both.

Be sure also to include only the time that you are actually doing the activity.

- If you are out for a walk and stop to talk with your neighbor for 10 minutes, do not count those 10 minutes.
- The same goes for swimming. If you take a break between laps, count only the time you are actually swimming.

3. Finally, as always, continue to track your weight and what you eat.

Closing

Notes

Summarize key points:

- We discussed the many benefits to being physically active.
- You chose a physical activity that works for you. I set the length of time for the activity: 60 minutes per week.
- You described your current level of activity and decided how much activity you will do each day this week, what type of activity, and for how long you will be active.
- We talked about ways to be physically active even when we have busy lives.

Session 5: Move Those Muscles

- We designed a plan to start being physically active during the next week.

Close: This week you begin an exciting step forward toward improving your health. You will begin to feel and see great benefits when you are more physically active. The important thing is to begin slowly and increase gradually.

Next week we will talk some more about physical activity, how to find time to be active, and how being active throughout the day can make a big difference to your health.

Ask participants whether they have any questions before closing the session.

Address questions or concerns.

Make announcements about time or location changes, contact information, and any other logistical issues that participants need to know about.

After the session:

- Write notes on successes and recommend changes where necessary in each participant's "Food and Activity Tracker" from Session 4.
- Make any other notes you need for yourself about each participant's current activity level on "Notes on Participants' Current Activity Level."
- For the remainder of the program, write the physical activity minutes recorded in the participant's "Food and Activity Tracker" in your Lifestyle Coach's Log.
- Use the "Notes and Homework" page to write down notes about the session.

Session 5: Move Those Muscles

Notes on Participants' Current Activity Level

| Participant Name | Notes on Physical Activity |
|------------------|----------------------------|
| | |
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Lifestyle Coach Facilitation Guide: Core

Session 6: Being Active – A Way of Life

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 6.

- Participant handouts for Session 6:
 - Session 6 Overview
 - How Am I Doing? Physical Activity (Sample)
 - You Can Find the Time!
 - Lifestyle Activity
 - Keep it Safe
 - Safe and Easy Stretches
 - Treating an Injury
 - When to Stop Exercising
 - To Do Next Week

- “How Am I Doing? Physical Activity” charts (second to last page of this guide). On the assumption that most participants will be active somewhere from 40 to 270 minutes, numbers in that range are written in the “Minutes” column. Make a copy for each participant, and have each fill in his or her personal information and physical activity minutes for last week.

- Blank “How Am I Doing? Physical Activity” charts (last page of this guide). Make copies for participants who want to go beyond 270 minutes of activity per week. Distribute these charts as needed.

- “Food and Activity Trackers” for Session 6. Label the tracker with the current session number and title. Have extra copies on hand for those who need them.

- Lifestyle Coach’s Log

- Name tags or tents from previous week, if still needed

- Flip chart or chalk board supplies

Session 6: Being Active – A Way of Life

Before you begin

- Choose a private place to weigh participants.
- Prepare Session 6 handouts to distribute at the start of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your “Lifestyle Coach’s Log” ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Graph their daily physical activity.
- Describe two ways of finding the time to be active.
- Define “lifestyle activity.”
- Describe how to prevent injury.
- Develop an activity plan for the coming week.

Session 6 overview

Session 6 is the second session that focuses on physical activity. During the last session, participants set a physical activity goal of 60 minutes. They should now be able to discuss some of their successes and challenges.

Using participants’ experiences, focus this week’s discussion on learning what makes increasing physical activity difficult for participants and how to overcome those difficulties. Lifestyle activity (choosing to be active throughout the day) will be discussed as a component of physical activity.

Session 6 is divided into four parts.

Part 1: Weekly Progress and Review (10 minutes)

Part 2: Overcoming Barriers (20 minutes)

This section will rely heavily on group discussion to generate ideas for incorporating physical activity into one’s routine and to find solutions for any challenges participants face. Because finding time to be physically active is often the most common barrier, solutions (such as scheduling or finding small blocks of time to be active) will be discussed.

Part 3: Lifestyle Activity (20 minutes)

Leading a physically active life goes beyond just the 20- or 30-minute segments discussed so far. It also involves making active choices throughout the day, such as parking further away or taking the stairs instead of the elevator). Ways to incorporate lifestyle activities into participants' activity plans will be discussed.

Part 4: Wrap Up and To-Do List (10 minutes)

Key messages

Here are the key messages for this session. They should be reinforced to participants throughout the program.

- You must make the *choice* to include physical activity in your day.
- Train yourself to look for blocks of time when you can be physically active.
- Using small blocks of time to be physically active makes reaching your physical activity goal easier.
- When you start a physical activity program, you must pay attention to your physical condition, prepare your body properly for increased activity, and be aware of whether your pace is too slow or too fast.
- Keeping safe is vital. Know when you need to stop.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on the “How Am I Doing? Weight” chart.</p> <p>Record each participant’s weight in your Lifestyle Coach’s Log.</p> <p>Distribute</p> <ul style="list-style-type: none">• Session 6 handouts to insert into Participant Notebooks.• Session 6 “Food and Activity Trackers.”• Session 4 “Food and Activity Trackers” with your notes. <p>Collect Session 5 “Food and Activity Trackers.”</p> <p>Review ground rules, if needed.</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting their weight loss goals.</p> <p>Present: Last week, we began discussing physical activity and set goals for this week.</p> <p>Ask: How much physical activity did you do last week?</p> <p>Open responses.</p> <p>Ask for volunteers to share the type and amount of physical activity they did and any related challenges.</p> <p>Ask: Did anyone run into problems (e.g., weather or time)?</p> | |

Session 6: Being Active – A Way of Life

Briefly discuss as a group any problems raised.

This Week

Notes

Present: This week we will –

- Begin recording your daily physical activity.
- Discuss how lack of time can be a barrier to physical activity.
- Look at different ways to find time to be active and to make activity a lifestyle choice, including adding activity to your daily routine.
- Look at ways to prevent injury.
- Develop an activity plan for the coming week.



Refer to the “Sample How Am I Doing? Physical Activity” chart in the Participant Notebook.

Present: Starting this session, every week we will record your physical activity on a chart like this. We will use the chart to see your progress over time and to learn how you are doing with regard to reaching your physical activity goal.



Distribute the “How Am I Doing? Physical Activity” charts to participants.

Present: You will use this chart to record your physical activity each week. Bring the chart to each session.

Take a moment now to write in your name and start date.

You’ll notice that the minutes (from 40 to 270) are listed in the “Minutes” column. Place a dot under “Week 5” across from your minutes of physical activity for this past week. From now on, each week, you’ll place a dot across from your minutes of activity for that week.

Session 6: Being Active – A Way of Life

I will walk around the room and help you.



Note to Lifestyle Coach

Help participants record their physical activity for last week on their charts. If participants want to do more than 270 minutes or less than 40 minutes, give them a “How Am I Doing? Physical Activity” chart without the minutes written in. Participants can then write in their own range of minutes.

Session 6: Being Active – A Way of Life

Part 2: Overcoming Barriers

Estimated time: 20 minutes

Barriers to Being Active

Notes

Present: Now that we have started setting weekly physical activity goals, it's important to address any problems you might be having following your activity plan. In our review of the week, we talked about challenges or barriers to being physically active.

Ask: Does anyone have any ideas about how to deal with the problems you had? Any techniques that worked for you?



Write participants' ideas on a flip chart page.



Note to Lifestyle Coach

Try to generate solutions as a group. These are the most common problems:

Time: This is one of the most common barriers, so it will be discussed at length. Suggestions for overcoming this barrier begin on the next page.

Children and childcare: Ask a babysitter or family member to help with childcare, or include your child in your physical activity (e.g., take a walk pushing your child in a stroller).

Hot weather: Do physical activity early or late in the day, or go indoors (e.g., walk in an indoor mall).

Session 6: Being Active – A Way of Life

Finding Time To Be Active

Notes

Present: For many of us, the biggest problem we face in trying to be active is lack of time. We are going to discuss ways to overcome that barrier.

First, plan to be active: schedule physical activity into your day.

- Every day set aside a certain block of time for planned activity.
- Write “Walk” or “Swim” or whatever your planned activity is on your calendar. Make physical activity as regular an occurrence as taking a shower, eating lunch, or reading your child a bedtime story.

Your goal for this coming week is to be active for a total of 90 minutes throughout the week.

Take a moment to think about your typical day.

Ask: When can you set aside 20 to 30 minutes to do an activity you like? How about ten minutes twice a day?

Are you a morning person? Would you enjoy getting out for a walk during lunch? How about after dinner?

Open responses.

Session 6: Being Active – A Way of Life

Using Small Blocks of Time

Notes

Present: Some of us have difficulty finding one big block of time to be active. Our schedules can be unpredictable, or we may be so busy that we cannot free up 20 or 30 minutes.

Ask: Does anyone have any ideas on ways to fit in 20 to 30 minutes of activity?

Open responses.



Refer to “You Can Find The Time!” in the Participant Notebook.

Present: One idea is to find several small blocks of time.

- Maybe you have 10 minutes three times a day, or 15 minutes twice a day.
- You could be active for 10 minutes in the morning, 10 minutes in the afternoon, and another 10 minutes in the evening.
- By the end of the day, you have reached your goal of 30 minutes.

Seize the Moment!

Notes

Present: Of course, not everyone can schedule these blocks of time, so train yourself to watch for them.

- Maybe you arrive early to a doctor’s appointment. If so, take the opportunity to walk around the building for ten minutes or take the stairs instead of the elevator.
- Get your activity in when the inspiration strikes. That laundry will still be there when you get back.

Session 6: Being Active – A Way of Life

Ask: Can you think of any times during the day when you may have 10 or 15 free minutes?

Open responses.

Present: Being active does not have to mean trips to the gym or long sessions on the treadmill. You can be active anywhere. It is important that you find the time – in the increments most comfortable to you – to be active throughout your day. You will be surprised at how easy it can be.

Session 6: Being Active – A Way of Life

Part 3: Lifestyle Activity

Estimated time: 20 minutes

Making Active Choices

Notes

Present: So far, we have talked primarily about the kind of physical activity you will be recording in your “Food and Activity Trackers”, whether you do it all at once or in parts throughout the day.



Refer to the “Lifestyle Activity” handout in the Participant Notebook.

Another important kind of activity is called “lifestyle activity,” which involves making active choices rather than the inactive choice for getting somewhere throughout the day. This handout shows some examples of active and inactive choices.

Present: As this handout shows, an example of an active choice is to take the stairs instead of the elevator. Another active choice is to park your car far away from your destination rather than as close as possible. A third example is parking your car and walking into a bank instead of using the drive-through window.

These choices may take only an extra minute or two, but those minutes add up and make a difference. They add up to a “more active you.” They are generally too brief to count and keep track of, but they can make a difference in your overall activity level.

Ask: Can you think of other ways to be active rather than inactive?

Open responses.

Session 6: Being Active – A Way of Life

Alternative Forms of Activity

Notes

Many of our parents, and especially our grandparents, did not have a choice about being active throughout the day.

They were active because they had to be:

- Not every building had elevators, so they always walked upstairs.
- Either they did not own a car, or the family shared one car.
- They did laundry and dishes by hand.

In contrast, most of us have so many conveniences that our lives are almost guaranteed to be inactive unless we deliberately choose to be active.

Session 6: Being Active – A Way of Life

Ask: What are some active choices you could make during the day? What are some inactive choices you could limit?



Write participants' suggestions on a flip chart or white board.



Note to Lifestyle Coach

After participants share examples, add these to chart:

- Get off the bus one stop early, and walk the rest of the way.
- Walk down the hall to talk to a co-worker instead of calling or emailing.
- Walk to a nearby store or church instead of driving.
- Use a rake rather than a leaf blower.
- Stand while on the phone instead of sitting.
- Wash your car instead of going to the car wash.

Present: Many people say they have no time in their day to take a walk, but they watch several hours of television in the evening. Try cutting TV time in half and turn it into walking time.

At first, you may think of walking as work. But when you get used to it, you will discover that walking is a great way to relax and unwind, and you may feel much more rested and refreshed than you would have if you had spent that time on the couch watching TV.

Session 6: Being Active – A Way of Life

Another option is to be active while you watch TV:

- Walk around during commercials.
- Ride an exercise bike.
- Lift weights.
- Use TV to participate in exercise video.

Getting Started

Notes



Refer participants to the “Keep it Safe” handout in the Participant Notebook.



Note to Lifestyle Coach

You do not need to go over these handouts during the session. Most participants will walk as their form of physical activity, so it is unnecessary to emphasize stretching. Just suggest that they start and end their walk at a slower pace.

Later on, you can go over these handouts with individual participants who begin more intense activity.

If participants do stretches, make sure they do not include stretching time in their 150 minutes of activity.

Present: As described in this handout, there are a few easy practices that can help you stay safe while being active.

- Build up to brisk activity slowly.
- Start each session slowly to warm up.

Session 6: Being Active – A Way of Life

- End each session slowly to cool down.
- Drink plenty of water before, during, and after activity.
- Wear comfortable socks, and keep your feet dry.

The handouts in your Participant Notebook that follow the “Keep it Safe” handout tell you what to do if you get a muscle cramp and how to do some stretching exercises, if you are interested. Look these handouts over at home, and next week we can discuss any questions you have.

Session 6: Being Active – A Way of Life

When to Stop Exercising

Notes

Present: Although being physically active is usually safe, sometimes you should stop exercising.

I cannot give you medical advice. So, if you have questions about whether you should continue your physical activity plan, please contact your doctor for advice.

If you have chest pain or discomfort, severe nausea, shortness of breath, severe sweating, or a lightheaded feeling (as described in this handout) you should stop exercising.

Call your doctor or go to a hospital emergency department if these feelings do not go away quickly.

Session 6: Being Active – A Way of Life

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Ask whether participants have any questions about what was covered during this session.



Refer to the “To Do Next Week” handout in the Participant Notebook.

Present: Now let’s make an activity plan for next week. The goal is to do a little more than last week, for a weekly total of 90 minutes of activity. In the table on this handout, write the activities you plan to do each day during the week, the number of minutes you plan to be active each day, and then calculate the total number of minutes you plan to be active for the entire week.



Note to Lifestyle Coach

Base participants’ plans on the amount of activity they said they did last week. The program goal for this week is 90 minutes. However, if a participant did more or less than 60 minutes last week, use your judgment about the number of minutes to add to his or her goal for this week. Try to add no less than 15 minutes and no more than 30 minutes.

Present: As usual, keep track of your weight, what you eat, and your minutes of physical activity in your “Food and Activity Tracker.”

Session 6: Being Active – A Way of Life

Closing

Notes

Summarize these key points for this session:

- Make the *choice* to include physical activity in your day.
- Be active for small blocks of time throughout the day, if that makes being active easier for you.
- Be creative: exchange 10 minutes of TV for a walk around the block.
- Start slowly, stretch if you need to, warm up and cool down, and wear comfortable clothes.
- Be safe, and recognize when you need to stop.

Session 6: Being Active – A Way of Life

Closing

Close: If you make a conscious choice to add physical activity to your day, you might be surprised at how easy it is to do so. Remember to be safe. Build up slowly and go at a pace that works for you.

Our next session is called “Tip the Calorie Balance.” The calorie balance is about “calories in and calories out.” We will talk about how healthy eating and physical activity together can really tip that scale toward weight loss.

Ask participants if they have any questions.

Address questions or concerns.

Make announcements about time or location changes, contact information, and any other issues.

After the session:

- Write notes on successes and recommend changes when necessary in each participant’s “Food and Activity Tracker” from Session 5.
- Record the minutes of activity in each participant’s “Food and Activity Tracker” in your Lifestyle Coach’s Log.
- Use the “Notes and Homework” page to write notes about the session.

Notes



How Am I Doing? Physical Activity

Name: _____ Start Date: _____ Minimum Physical Activity Goal: 150 Minutes

| | Week Number | | | | | | | | | | | | | | | | | | | | | | | |
|---------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Minutes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 270 | | | | | | | | | | | | | | | | | | | | | | | | |
| 260 | | | | | | | | | | | | | | | | | | | | | | | | |
| 250 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 110 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 40 | | | | | | | | | | | | | | | | | | | | | | | | |

Instructions: Place a dot in the cell under the relevant week number (week 5 will be the first) and across from the number of minutes of you were physically active that week.

Lifestyle Coach Facilitation Guide: Core

Session 7: Tip the Calorie Balance

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will need for Session 7.

- Participant handouts for Session 7
 - Session 7 Overview
 - Understanding the Calorie Balance
 - Balancing Food and Activity
 - Tipping the Balance
 - Review of Your Calorie Balance
 - To Do Next Week
- “Food and Activity Trackers” for Session 7
- Lifestyle Coach’s Log
- Name tags or tents from previous weeks, if still needed
- Flip chart or chalk board supplies

Before you begin

Before you begin this session, complete the following tasks:

- Choose a private place to weigh participants.
- Prepare Session 7 handouts to distribute at the beginning of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach’s Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Define “calorie balance.”
- Explain how healthy eating and being active are related in terms of calorie balance.
- Describe the relationship between calorie balance and weight loss.
- Describe his or her progress as it relates to calorie balance.
- Develop an activity plan for the coming week.

Session 7 overview

Session 7 is the culmination of the previous six sessions, which focused on the two main components of the program: healthy eating and physical activity. During this session, we show how these two components are related and how they work together to produce weight loss.

Session 7 is broken into four parts:

Part 1: Weekly Progress and Review (10 minutes)

Part 2: What is the Calorie Balance? (10 minutes)

The “calorie balance” is the relationship between calories in (eating) and calories out (activity). In this section we discuss which food groups are relatively higher in calories, and how our bodies use those calories.

Part 3: The Calorie Balance and Weight Loss (30 minutes)

This section takes the topic of calorie balance a step further. We discuss how to reach the point where the calorie balance tips toward weight loss. Participants will use their “How Am I Doing? Weight” charts to determine whether they tipped the calorie balance and, if so, to what extent they did so.

Part 4: Wrap Up and To-Do List (10 minutes)

Session 7: Tip the Calorie Balance

Key messages

Here are the key messages for this session. They should be reinforced to participants throughout the program.

- To lose weight, it is not always enough only to reduce fat and calories or only to do physical activity. Both are needed.
- The food we eat and the physical activity we do work together to determine how much we weigh. To lose weight, eat fewer calories and be more active, thus changing both sides of the balance at once.
- Tipping the calorie balance requires you to keep track of calories every day and stay as close as possible to your fat gram goal.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” charts.</p> <p>Record participants weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 7 handouts to insert into the Participant Notebooks.• Session 7 “Food and Activity Trackers.”• Session 5 “Food and Activity Trackers” with your notes. <p>Collect Session 6 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting the weight loss goals.</p> <p>Present: Last week, we discussed physical activity and set goals for this week.</p> <p>Ask: Please share with the group your successes and difficulties in following your activity plan. Any barriers to following your plan?</p> <p>Open responses.</p> <p>Present: Using your “Food and Activity Tracker” and your “To Do Next Week” handout from Session 6, take a moment to record your physical activity from last week on the “How Am I Doing?” Physical Activity chart.</p> | |

Session 7: Tip the Calorie Balance

Ask the following:

- Did you have any trouble keeping track of your eating and activity last week?
- Were you able to stay within your fat gram budget?
- Did you reach your goal for physical activity?
- Were you able to make the active lifestyle choices you planned?

Open responses.

Present: You have accomplished a great deal during this last week.

- You found time to be physically active.
- You chose to be active when you could have been inactive.
- You were creative with your time, starting slowly and working your way up to your goal.

Starting a physical activity routine can be challenging. But if you stick with it, it will only get easier. Keep up the good work!

This Week

Notes

Present: This week we will –

- Talk about the role of calories and how to strike the “calorie balance.”
- Discuss the relationship between calorie balance and weight loss.

Session 7: Tip the Calorie Balance

Part 2: What is the Calorie Balance?

Estimated time: 10 minutes

The Function of Calories

Notes

Present: During the last six sessions, we spent a lot of time talking about healthy eating and physical activity. We know that both of these habits are important for a healthy lifestyle and for helping to delay or prevent type 2 diabetes and other diseases.

However, there is another reason they are important to us. Healthy eating and physical activity are directly linked to weight loss. The “calorie balance” is the difference between the calories you take in (through eating) and the calories you use up (through physical activity and your body’s natural energy needs).

If we take in the same number of calories as we use, our weight stays the same. Calories-in and calories-out are in balance.

However, if we take in more calories than we use, our weight increases. Calories-in and calories-out are out of balance, resulting in weight gain.

Conversely, if we take in fewer calories than we use, our weight will decrease. Again, calories-in and calories-out are out of balance, but this time, having the calories out of balance helps us to lose weight.

Calories and Food

Notes

Present: When you eat food, you take in calories (or energy). Calories in food come from **fat, carbohydrates (starches, sugar), protein, or alcohol.**



Refer to the “Understanding the Calorie Balance” handout in the Participant Notebook.

Session 7: Tip the Calorie Balance

Present: As shown in this handout, there can be big differences in how many calories are in various types of foods.

You will recall that fat has the highest concentration of calories; each gram of fat contains 9 calories, which is more than twice the number of calories in a gram of carbohydrates or a gram of protein.

Other ingredients components in food (e.g., vitamins, minerals, water, fiber) do not have calories. For example, green, leafy vegetables have few calories because they are mostly water, vitamins, minerals, and fiber.

One important reason why we are working toward eating less fat is because it has more calories than other foods.

Many people think of meat as being “pure protein” when, in fact, most meats also contain a lot of fat. Fat is where most calories in meat come from.

Calories and Activity

Notes

Present: Certainly, we need to eat calories. Our bodies need them to survive. Calories give us the energy to function; they fuel everything we do, even breathing.

The number of calories you use during physical activity or lifestyle activity depends on several things:

- The type of activity (light, moderate, intense).
- The amount of time you are active.
- How much you weigh.

Basically, the amount of energy, or calories, you use is determined by the amount of weight your body is carrying and the distance it carries that weight.

Session 7: Tip the Calorie Balance

Present: Here's one way to think about calorie balance: it would take more energy for you to walk a mile with two bags of groceries than it would to walk the mile empty-handed.

A general rule of thumb is that one mile of brisk walking (which takes most people 15 to 20 minutes) uses up about 100 calories. This is a rough estimate.

Session 7: Tip the Calorie Balance

Part 3: The Calorie Balance and Weight Loss

Estimated time: 30 minutes

Effect of Balancing Calories

Notes

Present: So what does all this mean? It means that your weight is determined by the balance between food (calories in) and activity (calories out).



Refer to the “Balancing Food and Activity” in the Participant Notebook.

Present: This handout shows how the balance can affect you in a few different ways:

- Weight stays the same: calories-in (food) equals calories-out (activity).
- Weight increases: calories-in are higher than calories-out. Either the calories-in increased, or the calories-out decreased, or both.
- Weight decreases: calories-in are lower than calories-out. Either the calories-in decreased, or the calories-out increased, or both.
- We reach a new balance at a new weight: when we lose weight and keep it off, our new balance requires us to maintain new eating habits and a new activity level.

Present: What is important to remember is that —

- Food and activity work together to determine how much we weigh. To lose weight, we need to tip the balance by increasing the number of calories-out or decreasing the number of calories-in, or both.
- To lose weight, it is best to do both: eat fewer calories *and* be more active. This will help you not only lose weight, but it will also improve your health.

Session 7: Tip the Calorie Balance

By tipping the balance toward fewer calories-in and more calories-out, you can lose all weight you want to lose.

- Over time, you will reach a new balance at a lower weight.

We will help you make the changes a part of your lifestyle, so that you will keep the weight off.

Tipping the Balance

Notes

Present: Now you know what the calorie balance is. But how does it work in terms of numbers? How many fewer calories and how much physical activity is needed to tip the balance toward losing weight?



Refer to “Tipping the Balance” in the Participant Notebook.



Note to Lifestyle Coach

A good prop for the following discussion is either a model of one pound of fat or an actual one pound of fat. One pound of fat could be shown with lard or shortening.

Present: The number of calories you need to eat, or the amount of activity you need to do, varies from person to person. But two facts help us answer these questions:

- One pound of body fat stores about 3,500 calories.
- Slow, steady weight loss (one or two pounds a week) is the best way to lose body fat.

Session 7: Tip the Calorie Balance

Present: As the handout shows, to lose one pound in a week, you need to tip your energy balance by 3,500 calories over that week.

To lose 1 pound in a week –

- Tip the balance by 3,500 more calories (500 fewer calories a day).
- Use 500 more calories a day than you take in.

To lose 1½ pounds in a week –

- Tip the balance by 5,250 calories (750 fewer calories per day).
- Use 750 more calories a day than you take in.

To lose 2 pounds in a week –

- Tip the balance by 7,000 calories (1,000 fewer calories per day).
- Use 1,000 more calories a day than you take in.

Present: Remember, the best way to tip the balance toward losing weight is to decrease food intake *and* increase activity.

- It is generally recommended that people who are not as close to their weight loss goal aim to lose two pounds per week and that people who are closer to their weight loss goal lose one pound a week.
- No one should eat fewer than 1,200 calories per day.
- Quick losses of large amounts of weight can mean that water or muscle is being lost rather than fat, and that is unhealthy.

Session 7: Tip the Calorie Balance

Review of Your Progress

Notes

Present: Now let's take a minute to look at some positive changes in balance you have made so far.



Refer to "Review of Your Calorie Balance" handout in the Participant Notebook.

Ask: First, what changes have you made to be more active?



Ask participants to write responses in the space provided in the handout and to share their responses, if they feel comfortable doing so.



Note to Lifestyle Coach

Remember to discuss both planned activity and lifestyle activity. Praise all decreases in calories and increases in activity. Encourage participants to keep up all positive changes.

Ask: We focused on eating less fat because fat is the most concentrated source of calories. What changes have you made to eat less fat (and fewer calories)?

Open responses.

Ask for volunteers to share their responses. Briefly discuss the responses.

Present: Now, let's take a closer look at how these changes have helped you move toward tipping the calorie balance in favor of losing weight.



Activity

1. **Refer** to your “How Am I Doing?” Weight charts.
2. Locate your weight at the start of the program.
3. Locate your weight now: the weight you recorded at the start of today’s session.
4. Find the expected weight by this time. (Note: This is nearly the halfway point in the program, and we expect participants to lose 1 to 2 pounds per week.)

Present: If you have –

- Stayed the same weight, or gained weight
 - We will work together to try something else to tip the balance.
- Lost some weight, but not as much as expected
 - You have made progress.
 - We will try something else to tip the balance further.
- Lost as much as weight as expected (or more)
 - Great! You have tipped the calorie balance.
 - If you keep tipping the balance you will keep losing weight.

Session 7: Tip the Calorie Balance



Note to Lifestyle Coach

If you find that many participants did not lose as much weight as expected, present the suggestion below. Use your best judgment about how to address each participant's specific needs.

Present: If your weight loss is not as much as you expected or hoped, plan to reduce calories even more during the coming week. And be diligent about tracking food and activity. Stay as close as you can to your fat gram goal. Be sure you're not forgetting to write anything in your "Food and Activity Tracker."

Some of you feel successful in your weight loss but want to learn more or want to lose more weight. If so, you could also eat fewer calories and be more active. Just make sure you do not eat fewer than 1200 calories a day.

If you need to refresh your memory about tracking the food you eat, refer to the Session 2 instructions for tracking fat and calories.

Session 7: Tip the Calorie Balance

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Ask if there are any questions about what has been covered in this session.

Present: Now let's make an activity plan for next week.

The goal is to do a little more physical activity than last week, for a weekly total of 120 minutes of activity. By doing more activity, you will use more calories – which will help you to tip the balance towards weight loss.

For next week:

- As before, try setting aside one block of time each day to be active.
- If you cannot do that, look for blocks of 10 to 15 minutes during the day, and use those minutes to be active.
- Fill out the “To Do Next Week” handout with your activity plan for the next week.

Closing

Notes

Summarize key points:

- The calorie balance is the difference between the calories you take in through eating and the calories you use through physical activity and your body's natural energy needs.
- Food and activity work together to determine how much you weigh. To lose weight, eat fewer calories and be more active. By doing both, you are changing both sides of the balance at once increasing the amount of weight you will lose.
- One mile of brisk walking (which takes most people 15 to 20 minutes) uses about 100 calories.

Session 7: Tip the Calorie Balance

Closing

Close: Our next session is called “Take Charge of What’s Around You.” We will be talking about people, events, and situations in our lives that stand in the way of healthy eating and physical activity. And we’ll discuss how to remove those barriers.

Ask participants if they have any questions before closing the session.

Make announcements about time or location changes, contact information, and any other issues.

After the session:

- Write notes on successes and recommend changes when necessary in the participants’ “Food and Activity Trackers” from Session 6.
- Write the physical activity minutes recorded in the participants’ “Food and Activity Trackers” in your Lifestyle Coach’s Log.
- Use your “Notes and Homework” page at the end of this guide to write notes about the session.

Notes

Lifestyle Coach Facilitation Guide: Core

Session 8: Take Charge of What's Around You

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 8.

- Participant handouts for Session 8:
 - Session 8 Overview
 - What Makes Us Eat?
 - Changing Food Cues and Habits
 - Shopping Tips
 - Activity Cues
 - To Do Next Week
- “Food and Activity Trackers” for Session 8
- Lifestyle Coach’s Log
- Name tags or tents from previous week, if still needed
- Flip chart or chalk board supplies

Before you begin

- Choose a private place to weigh participants.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach’s Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will know how to –

- Recognize positive and negative food and activity cues.
- Change negative food and activity cues to positive cues.
- Add positive cues for activity and eliminate cues for inactivity.
- Develop a plan for removing one problem food cue for the coming week.

Session 8 overview

Session 8 focuses on how our surroundings can affect behavior. The concepts of “food cues” and “activity cues” are introduced in order to prompt a discussion about factors in our environment that can lead us, either positively or negatively, to make choices about eating and being active. The main message is that when we respond the same way to a food or activity cue over and over again, we build a habit.

Much of this session involves participants visualizing their homes, workplaces, and general surroundings to become aware of their negative cues and how to either eliminate them or replace them with positive cues.

Session 8 is broken into four parts:

Part 1: Weekly Progress and Review (10 minutes)

Part 2: Food Cues (25 minutes)

Negative food cues are events, situations, or people that lead us to eat when we are not hungry (e.g., being at the movies is a cue for many people to buy and eat popcorn). Participants will look for their negative food cues and work together to come up with ways to eliminate them or to come up with alternative, healthier cues.

Part 3: Activity Cues (15 minutes)

Just as negative food cues lead us to overeating, negative activity cues lead us to being inactive. For example, when dinner is over, many people automatically go and sit in front of the TV; they followed the cue “now sit in front of the TV.” Participants will look for their own negative activity cues and work together to come up with positive alternatives.

Part 4: Wrap Up and To-Do List (10 minutes)

Key messages

These are the key messages for this session. They should be reinforced from time to time throughout this program.

- It is important to become aware of the many factors that influence our behavior related to eating and activity, some in positive ways and some in negative ways.
- The good news is that we can make food and activity cues work for us, not against us.
- Not all food and activity cues are bad. They can be a problem if they get in the way of our efforts to eat less fat and fewer calories or to be more active. However, by adding positive cues we can start new, healthier habits.
- It is important to build positive lifestyle cues into our daily routine.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” charts.</p> <p>Record participants weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 8 handouts to insert in the Participant Notebooks.• Session 8 “Food and Activity Trackers.”• Session 6 “Food and Activity Trackers” with your notes. <p>Collect Session 7 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting their weight loss goals.</p> <p>Present: Last week, we talked about balancing the calories you take in through eating with the calories you use during physical activity. Food and physical activity work together to control your weight. To lose weight, eat fewer calories and be more active.</p> <p>Distribute Session 8 handouts.</p> <p> Refer participants to the “How Am I Doing? Physical Activity” chart in the Participant Notebook.</p> <p>Present: Take a moment to record your activity from last week on the “How Am I Doing? Physical Activity” chart.</p> | |

Session 8: Take Charge of What's Around You

Ask: How many of you reached your goal for physical activity?

Open responses.

Ask: Were you able to make the active lifestyle choices you planned?

Open responses.

Ask: If you decided to lower your calorie goal or fat gram goal, were you able to do so?

Open responses.

Address any issues or confusion about what participants were asked to do during the past week.

This Week

Notes

Present: This week we will –

- Step back and take a look at the triggers that make us want to eat and avoid physical activity. These triggers are called “cues.”
- Look at ways to change problem food and activity cues.
- Find ways to add positive cues for activity and eliminate cues for inactivity.

Session 8: Take Charge of What's Around You

Part 2: Food Cues

Estimated time: 25 minutes

Defining "Cues

Notes

Present: At this point in the program, we want to help you understand some basics about behavior. We are going to talk about the factors that have a powerful effect on how much we eat, what we eat, and how much we move.

Scientists who study how people learn call these factors "cues." Cues can be positive or negative. Cues are a problem when they have a negative effect on our behavior, and lead us to overeat or be inactive.

- Food cues: factors that affect how much we eat.
- Activity cues: factors that affect our level of activity.

We are not only going to talk about how cues affect us, but also – and more importantly – how each of us can take charge of those cues so that they do not stand in the way of meeting our goals.

We will also talk about how to develop positive food and activity cues that will help you eat more healthfully and do more physical activity.

Cues that Make Us Eat

Notes

Present: Let's start with food cues.

Ask: What cues make you want to eat?

Open responses.



Refer participants to the "What Makes Us Eat?" handout in the Participant Notebook.

Session 8: Take Charge of What's Around You

Offer these suggestions:

- *Hunger*: of course, one reason we eat is because we're hungry.
- *Thinking or feeling*: you might eat because you feel lonely, bored, or happy.
- *Other people*: you might eat something because it is offered to you or because other people are eating it.

Example: Everyone is having dessert, so you do too.

- *Sight or smell of food*: one of the most powerful cues.

Example: You see ice cream in the freezer or in a TV commercial. You decide to have some.

- *Certain activities* such as watching TV or reading a magazine may make you think about eating.

Example: You automatically buy popcorn when you go to the movies.

Ask: Is anyone willing to share examples of their food cues?

Open responses.

Present: For example, why do we eat popcorn at the movies?

Open responses.

Present: Do you think it is because we are hungry? Most likely it is because eating popcorn at the movies is a habit.

When you respond to a food cue in the same way over and over again, you build a habit. When faced with the food cue, your response becomes more and more automatic.

Session 8: Take Charge of What's Around You

When eating popcorn at the movie is a habit, it is hard to sit through a movie and not have popcorn.

Ask: Does anyone have examples of eating habits you formed and now find hard to break?

Open responses.

Common Problem Cues in the Home

Notes

Present: Food cues are not always bad. For example, hunger is a positive food cue. Yet many food cues can be a problem because they get in the way of our efforts to eat less fat and fewer calories.

Ask: How do you think you can change problem food cues and habits?

Open responses.



Refer participants to the “Changing Food Cues and Habits” handout in the Participant Notebook.

Present: You can try these tactics:

- One of the best ways is to stay away from the food cue or keep it out of sight.
 - Stay away from the concession stand at the movies.
 - If you keep going to the movies and do not let yourself have popcorn, slowly you will stop even thinking about popcorn at the movies.
- Or you can build a new, healthier habit.
 - Rent movies to watch at home, and air pop your own popcorn. Eat it without butter.

Session 8: Take Charge of What's Around You

Present: Remember it takes time to break an old habit or build a new one. Change does not happen overnight.

It is important to become aware of the many events and situations that have a strong influence on our eating and activity behavior in both positive and negative ways. Think for a minute about the many food cues all around us. Often we are unaware of how powerful they are.

Ask: What are some examples of food cues around us that are more powerful than we might think?

Open responses.

Offer these suggestions:

- Many places have fast food restaurants and convenience stores on every corner, making it easy to get inexpensive, high-fat foods any time of the day or night.
- Supermarkets put new products on the shelves that are the easiest to see and reach. Why? Because they know that the easier we can spot and pick up the product, the more likely we are to buy.

Ask: Any other examples?

Breaking Your Problem Cues

Notes

Present: Let's talk about some of *your* problem cues and some ways you can change them.

We will start with where you live. Imagine that we have just opened the front door. Let's just visualize what is in the first room you enter, and then we will talk about what we see.

Which room are we in? Do you see any food in the room? Do you see anything else that might make you think about eating, such as a TV, a computer, or a comfortable chair?

Session 8: Take Charge of What's Around You

Move from room to room. Are there other rooms that are a problem for you?

Ask: Will one of you share a problem cue that you saw during the “tour” of your home? What change could you make to stay away from that cue or to build a new and healthier habit?

Open responses.



Note to Lifestyle Coach

For each problem cue, have the group brainstorm ways to either overcome it or replace it with a healthy cue. Write the suggestions on a flip chart page.

If participants do not respond, refer them to the records in their “Food and Activity Trackers,” or refer to the list of common problem food cues in the Participant Notebook, and ask whether the examples apply to anyone in the room.

Offer these suggestions for breaking common cues in the home, if they were not already suggested:

- TV (or computer):
 - Make it a rule never to eat while watching TV.
 - Keep an exercise bike near the TV.
 - Allow yourself only gum when watching TV.
- Candy and sweets:
 - Do not bring them into the house.
 - If you do bring them into your home, keep them out of sight.

Session 8: Take Charge of What's Around You

- If you must have candy or sweets, buy a smaller size (e.g., a 100-calorie snack bar).
- High-fat and high-calorie foods in kitchen:
 - Stop stocking these foods altogether.
 - Store them out of sight (in a brown bag or other unattractive container).
 - Make them hard to reach.
 - Keep low-fat and low-calorie food easy to reach, in sight, and ready to eat.
 - Limit high-fat and high-calorie foods to those that require you to cook them.
- Foods you cook or eat as leftovers:
 - Make a rule not to eat while cooking.
 - When cooking, taste foods only once for seasoning. Then rinse your mouth with water, or have a breath mint.
 - Rinse any utensils used in food preparation immediately after each use.
 - Ask someone else to taste the food.
 - Put leftovers away before you eat your meals. (Ask someone else to put them away, or freeze them right away for future meals).
- Dinner table:
 - Put foods on the plates in the kitchen. Do not have serving dishes on the dinner table.
 - Use small plates or bowls.

Session 8: Take Charge of What's Around You

- Serve small portions.
- Remove your plate from the table as soon as you are finished.
- Do not eat the food that your children or family members leave on their plates.

Common Problem Cues at Work

Notes

Present: You have looked at your home and found some problem food cues.

Ask: What about where you work? Is there anything on your way to work, at work, or on your way home that could be a problem food cue?

Open responses.

Offer these suggestions for breaking common cues at work, if they were not already suggested:

- Fast food restaurant (bakery, hot dog stand) on the way to or from work:
 - Take a different route.
 - Make a rule never to eat in the car.
 - Prepare a healthy lunch or breakfast the night before so they are ready to go in the morning.
- High-fat and high-calorie foods in public areas (doughnuts by the coffee pot, candy on a co-worker's desk):
 - Avoid those areas, or attempt to keep those foods out of sight.
 - Bring low-fat and low-calorie snacks to share with co-workers.

Session 8: Take Charge of What's Around You

- High-fat and high-calorie foods on your desk, in your desk drawer, or in your locker:
 - Do not bring these foods to work.
 - Keep low-fat and low-calorie snacks such as apples, raw carrots, pretzels, low-fat popcorn, or diet beverages on hand instead.
- Vending machines:
 - Stay away from vending machines.
 - Bring a low-fat and low-calorie snack from home.
 - Buy pretzels or other low-fat and low-calorie snacks, if available.
 - Ask a friend to purchase a low-calorie snack for you so you will not be tempted by the cookies or chips.

Present: The important thing to remember is this:

- Keep high-fat and high-calorie foods out of your house and workplace, or keep them out of sight.
- Keep low-fat and low-calorie foods easy to reach, in sight, and ready to eat.
 - Suggestions for low-fat and low-calorie snacks are fresh fruits, raw vegetables (already washed and prepared), nonfat dips, pretzels, low-fat popcorn, and diet drinks.
- Limit your eating to one place.
 - Eat at the table instead of eating at your desk, computer, or TV.

Session 8: Take Charge of What's Around You

- When you eat, limit other activities.
 - Eat your meal without watching TV, driving, or talking on the phone.
 - Focus on enjoying the meal.

Common Problem Shopping Cues

Notes

Present: Finally, let's take a look at where you usually shop for food. Visualize walking around the store as you normally do.

Ask: What do you see that is a problem for you?

Open responses.



Refer participants to the "Shopping Tips" handout in the Participant Notebook.

Present: You do not have as much control over what foods are in the grocery store as you do in your home, but there are some things you can do.

Here are some tips:

- Make a shopping list ahead of time. Make a rule not to buy anything that is not on the list.
- Do not go shopping when you are hungry. Have a low-fat or low-calorie meal or snack first.
- Avoid sections in the store that are tempting to you, if possible. For example, avoid the bakery or ice cream aisle. Healthy foods (e.g., dairy, protein) tend to be on the perimeter of grocery stores, not in aisles.
- Ask the grocery store manager to order low-fat and low-calorie foods that you want to buy. Remember, it is their business to please you as the customer.
- Do not be a slave to coupons. Only use the coupons that are for low-fat and low-calorie foods, not for high-fat foods.

Session 8: Take Charge of What's Around You

Ask: Are there any other problem food cues that you would like to discuss?

Open responses.

Present: Now, let's look at the kinds of cues that can cause us to be inactive.

Session 8: Take Charge of What's Around You

Part 3: Activity Cues

Estimated time: 15 minutes

Cues Associated with Inactivity

Notes

Present: Many factors (or cues) in our environment can lead to being inactive.

For example, after dinner you may automatically sit down in front of the TV (if you are not already there!). That is because you paired finishing dinner and watching TV many times in the past. Remember, however, that you do have a choice. You could choose to take a walk after dinner instead of watching TV.

If you have been inactive for a while, you probably have many cues that trigger inactivity and few that trigger action.

To become active regularly, you must add positive activity cues to your life. Over time, the cues will lead to activity, and you will develop new habits that become more and more automatic.

Ask: What are some positive activity cues that you could acquire?

Let's begin by visualizing where you live once more.

Ask: What could you add to the living room that would prompt you to be active? What about the bedroom? The kitchen?



Refer participants to the "Activity Cues" handout in the Participant Notebook.

Offer these examples of positive cues:

- In living room or bedroom:
 - Keep exercise shoes, bag, and equipment in sight (not in the closet).

Session 8: Take Charge of What's Around You

- Hang an activity calendar and a graph of your activity in a visible place.
- Keep a stationary bike or exercise mat in front of the TV.
- Hang a photo or poster of an outdoor scene or people being active.
- Subscribe to a health or exercise magazine, and keep it visible.
- Buy a home exercise video, and leave it on the coffee table or TV as a reminder to use it.
- Put a note on the TV reminding you that a half hour of TV time could be used for a walk instead.
- In the kitchen:
 - Post on the refrigerator motivational photos, outdoor scenes, or reminders to be active.
- In the bathroom:
 - Post a reminder on the mirror to be active during the day.
- In the garage:
 - Keep the car in the garage. Maybe you will choose to walk to the neighbor's house (or store) instead of driving.
 - Keep exercise shoes, bag, and equipment in the front seat of your car.
 - Keep a bicycle in working condition and ready to ride. Store it in a visible place.

Session 8: Take Charge of What's Around You

Removing Inactivity Cues

Notes

Present: These are some cues at home that you could remove:

- To watch less TV:
 - Keep it behind closed doors in a cabinet.
 - Do an activity while you are watching.
 - Get rid of the TV!
- To avoid having a pile of stuff on the bottom stair:
 - Climb the stairs each time you have something that needs to be taken up. All those steps add up to meaningful action.

Ask: Can you think of any other non-activity cues that could be removed from your home? (Ask for examples that focus on positive actions participants could take.)

Open responses.

Ask: What are some positive cues that you could add to your workplace?

Open responses.

- Keep your walking shoes in a visible place in your office.
- Put a note on your office door or computer reminding you to take a walk during your lunch break.
- Set an alarm on your watch or computer calendar to remind you to take a walk.

Session 8: Take Charge of What's Around You

- Make a regular, daily appointment with yourself to be active. Put the appointment in your calendar. Keep your appointments with yourself; they are as important as appointments with other people.

Present: There are cues to help you be active that are not necessarily tied to your surroundings.

- Set up a regular date to be active with a friend or family member. Committing to others can help you be active even when you are not feeling motivated or energetic.
- Use a timer or alarm on your watch to remind you to be active.

Ask: Can you think of any other activity cues that we have not discussed?

Open responses.

In summary, it takes time to break old habits and build new, healthier ones. But it can be done! The most important steps are to get rid of problem cues and add new ones that will help you lead a healthier life.

You can make food and activity cues work for you, not against you.

Session 8: Take Charge of What's Around You

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Ask if there are any questions about what was covered during this session.

Present: Here is what I want you to do for next week:

First, let's make a plan for each of us to remove one problem food cue from our lives.

Activity:

-  **Refer** participants to the "To-Do Next Week" handout in the Participant Notebook.
- Think of one problem food cue that you will get rid of before next week, and any problems you might have doing so, and how you will solve them.
-  **Write** down those problem cues and what you will do to remove them.
- Think of one positive cue for being more active that you will add. What will it be, and what will you need to do to add it? Again, what problems might you have, and how will you solve them?

For next week:

- Continue to find ways to be physically active. Most of you have slowly built up to the 150 minutes a week for physical activity.
- Remember, the time can be broken into smaller segments of 30, 20, or even 10 minutes.

As always, keep track of your weight, eating, and activity, and do your best to reach your goals.

Session 8: Take Charge of What's Around You

Closing

Notes

Summarize the key points:

- We looked at the kinds of food and activity cues that trigger us to behave in an unhealthy way.
- We talked about ways to change those cues, by avoiding those that stand in the way of our goals and replacing them with positive cues.
- We worked on a plan for how to begin removing negative food and activity cues.

Close: You have made it through the first half of this program and are doing well. Keep up the good work.

Our next session is called “Problem Solving.” We will be talking about problems and how we can solve them through a set of five steps.

Ask participants whether they have any questions before closing the session.

Make announcements about time or location changes, contact information, and any other issues.

After the session:

- Write notes on successes and (when necessary) recommend changes in the participants’ “Food and Activity Trackers” from Session 7.
- Write the physical activity minutes recorded in the participants’ “Food and Activity Trackers” in your Lifestyle Coach’s Log.
- Use the “Notes and Homework” page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 9: Problem Solving

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 9.

- Participant handouts for Session 9:
 - Session 9 Overview
 - Step 1: Describe the Problem in Detail
 - Step 2: Brainstorm Your Options
 - Step 3: Pick One Option to Try
 - Step 4: Make a Positive Action Plan
 - Step 5: Try It!
 - Problem Solving Practice
 - To-Do Next Week

- “Food and Activity Trackers” for Session 9

- Lifestyle Coach’s Log

- Balance scale

- Name tags or tents from previous week, if still needed

- Flip chart or chalk board supplies

Before you begin

- Choose a private place to weigh participants.

- If still needed, prepare name tags, or set up the classroom with name tents from the previous week.

- Have your Lifestyle Coach’s Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- List and describe five steps to problem solving.
- Apply the five problem solving steps to resolve a problem he or she has with eating less fat and fewer calories or being more active.

Session 9 overview

Session 9 continues the focus on understanding how healthy habits are created and maintained. It provides participants with the tools they need to understand and address the barriers they face as they work toward their goals of healthy eating and regular physical activity. They need steps for solving problems in order to make the changes to their lifestyles permanent.

Session 9 is divided into three parts:

Part 1: Weekly Progress and Review (10 minutes)

Part 2: Five Steps to Problem Solving (40 minutes)

We teach the problem solving steps using as an example “a day in the life of Sarah.” Because of a series of events during her day (including thoughts, feelings, and behaviors), Sarah ends up eating a large portion of cookies. The class will learn and discuss five steps to problem solving: 1) describe the problem in detail, 2) brainstorm options, 3) pick one option to try, 4) make a positive action plan for the chosen option, and 5) try the plan.

Discussion will then turn to any problems participants have related to eating and physical activity. Use one participant’s problem to practice the five steps. Participants are instructed to apply the steps to a problem they are having before the next session.

Part 3: Wrap Up and To-Do List (10 minutes)

Key messages

These are the key messages for this session. They should be reinforced from time to time throughout this program.

- Problem solving is a process. Do not give up when you cannot come up with a solution immediately. And do not give up when your first plan to solve the problem does not work. It often takes many tries to find a solution.
- Problems are inevitable, but most problems related to eating less and being more active can be solved.
- Following a procedure for solving problems helps us see that we are not powerless to change our situation.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh In | Notes |
|---|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 9 handouts to insert in the Participant Notebooks.• Session 9 “Food and Activity Trackers.”• Session 7 “Food and Activity Trackers” with your notes. <p>Collect Session 8 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p> Refer participants to their “How Am I Doing? Physical Activity” charts.</p> <p>Present: Write in your minutes of physical activity for last week.</p> <p>Ask: Does anyone need help recording his or her activity on the chart?</p> <p>Assist participants where needed.</p> <p>Present: Last week, we studied the cues that make us eat and be inactive. We looked for ways to replace the problem cues with positive cues. You came up with a plan for replacing your own negative cues with positive ones.</p> | |

Session 9: Problem Solving

Ask: How did everyone do? What about physical activity cues? Did you have any problems? Any volunteers want to share their experiences?

Open responses.

Present: What could you do differently next week?

Open responses.

Address any issues or confusion about what they were supposed to do last week.

This Week

Notes

Present: This week we will –

- Talk about the five problem solving steps to help you reach your healthy eating and physical activity goals.
- Give you the opportunity to apply these steps to a problem that is getting in the way of you meeting your goals.

Session 9: Problem Solving

Part 2: Five Steps to Problem Solving

Estimated time: 40 minutes

Introduction

Notes

Present: Throughout the last eight sessions, you learned a lot about how to eat healthy and to be active. If applied consistently, the strategies you learned will help you prevent or delay type 2 diabetes. They may also help you lose weight and be healthier in general.

Making these changes over 8 sessions, with lots of group support, can be different from making these changes a lasting part of your lifestyle. Many factors can get in the way of permanently changing habits.

So, for the next several sessions we will focus on making these changes a lasting part of your lifestyle. We will discuss –

- Negative thoughts and how to overcome them.
- Slips (when you temporarily do not follow your eating or physical activity plan) and your reactions to slips.
- Stress.
- Social cues (what other people say and do).

All of these factors can get in the way of healthy eating and being physically active.

Ask: What are some factors that get in the way of changing unhealthy habits?

Open responses.

Session 9: Problem Solving



Note to Lifestyle Coach

Name several problems that the participants have already discussed at earlier sessions. Below are some possible examples:

- You wanted to go for a walk, but it was too cold.
- You wanted to eat less fat, but your children wanted you to buy potato chips.
- You don't feel it is safe to walk in the evening.
- You're reluctant to walk when it's dark. (This example is most appropriate during winter).

Present: It is inevitable that problems will occur, but problems can usually be solved. Today we are going to talk about a process for solving problems, and we will work on problem solving skills throughout the rest of the program.

Step 1: Describe the Problem

Notes

Present: This problem solving process has five steps:

1. Describe the problem.
2. Brainstorm your options for solving the problem.
3. Pick one option to try.
4. Make a positive action plan to put the chosen option into effect.
5. Try it.



Refer participants to "Step 1: Describe the Problem in Detail" in the Participant Notebook.

Present: You have a separate handout for each step.

Session 9: Problem Solving

STEP 1: Describe the problem.

First, describe the problem in detail. Be specific about the —

- Kinds of food you eat that are high in fat and calories (e.g., pastries, red meat).
- Situations in which you eat these foods.
- Circumstances associated with eating these foods (including thoughts, feelings, and behaviors).

For example, instead of saying “I eat too much fat,” say “I eat high-fat desserts when I go to my mother-in-law’s house. She gets her feelings hurt if I don’t eat the cookies she baked, and my spouse gets upset because I upset my mother-in-law.”

This series of events and thoughts is called an “action (or behavior) chain.” In this case, it includes such factors as —

- Food or activity cues (as we discussed last session): the situations that cue us to eat or be inactive.
 - Not wanting to hurt mother-in-law’s feelings.
 - Not wanting to cause an argument with spouse.
- Friends and relatives who do not support our efforts to lose weight and be more active.
 - Unsupportive mother-in-law.
 - Unsupportive spouse.
- Thoughts or feelings that get in the way.
 - Perhaps this person has defeating thoughts such as “I can’t stand up for myself, so I’ll just eat the cookies.”
 - Perhaps being at mother-in-law’s house makes this person feel bored, stressed, lonely, or angry.

Session 9: Problem Solving

Present: It may seem complicated to look at a problem in this much detail. However, breaking a behavior chain into the small events that led up to the behavior makes the problem we're trying to solve less overwhelming and more manageable. As with other strategies for a healthy lifestyle, this one requires practice.

Continue: Let's look at another example of an action chain.

Sarah is a busy woman with a job and a family.

Yesterday she was extremely busy at work and she did not eat lunch because she did not have time to go out. In the afternoon, her boss was critical and demanding, and Sarah felt stressed and anxious.

At the end of the day, Sarah went home tired, upset, and hungry.

Ask: What do you think Sarah did?

Open responses.

Continue: She went right to the kitchen. She immediately saw a package of cookies on the counter, and before she knew it, she had eaten about eight of them.

Let's look at what led to Sarah eating the cookies – the action chain. Doing so allows us to realize that the problem of Sarah eating cookies goes deeper and is more complex than it seems at first glance.

Sure, Sarah ate the cookies, and little can be done after the fact. But the links in the chain of events that led to her eating the cookies (not eating lunch, becoming stressed) must be dealt with so that the chain reaction that led to Sarah's overeating does not happen again.

Uncovering an action chain will help us to find the “weakest links” in the chain. When we find the weak links, we can begin the process of breaking them. By naming each link in the chain, we begin to see places where we might be able to break the chain.

Session 9: Problem Solving

Step 2: Brainstorm Your Options

Notes

Present: Step 1 is to describe the problem and action chain in detail. In this example, Sarah skipped lunch, got stressed at work, came home hungry, and ate a lot of cookies. Let's move on to Step 2.



Refer participants to the "Step 2: Brainstorm Your Options" handout in the Participant Notebook.

STEP 2: Brainstorm your options for solving the problem.

What are all of the possible solutions to the problem? Let the ideas pour out, no matter how extreme or silly they may seem. Anything goes; the more ideas the better.

Ask: What kinds of things could Sarah do differently to avoid eating cookies the moment she arrives home?

Open responses.

Offer these ideas:

- She could choose *not* to buy the cookies (remove a food cue).
- She could work through her stress before leaving work, by talking with her boss or getting support from a co-worker.
- She could bring lunch or keep healthy snacks at her desk, so that she does not have to go out for food.
- She could go for a walk to unwind or do some activity she enjoys as soon as she gets home (e.g., gardening, art work, or even cleaning out a closet).
- She could quit her job and find a less stressful one.
- She could start her own business, so she would be the boss.

Session 9: Problem Solving

Present: By brainstorming, you will see that you are not powerless to change your situation. Just look at how many options Sarah has.

Step 3: Pick One Option to Try

Notes

Present: After you have brainstormed your options, it is time for Step 3: Pick One Option to Try.



Refer participants to the “Step 3: Pick One Option to Try” handout in the Participant Notebook.

STEP 3: Pick one option to try.

Weigh the pros and cons of each option and choose one, or a combination of several, to try.

Be sure to choose the one you think has the best chance of working, one that you are able to do and are willing to do. In other words, be realistic. You should be reasonably confident that you will succeed.

It is also helpful to break as many links in the action chain as you can, as early as you can.

For example, let’s say Sarah chooses the option of bringing her lunch to work so that she does not arrive home hungry. That might work even if she had cookies in the house.

Or she might choose not to buy the cookies so that when she arrives home hungry, she cannot eat cookies. She’ll have to eat something else (more healthy than cookies, let’s hope).

A third possibility is that Sarah might choose both options. Obviously, by choosing both, she increases her chances of success. Even if she is hungry when she arrives home, she won’t be as hungry as if she had not eaten lunch, which means the temptation to overeat anything will not be as great. In addition, if she is hungry but has not bought cookies, she is more or less forced to choose a lower-calorie snack (such as fruit).

Session 9: Problem Solving

Step 4: Make a Positive Action Plan

Notes



Refer participants to the “Step 4: Make a Positive Action Plan” handout in the Participant Notebook.

STEP 4: Make a positive action plan to put the chosen option (or options) into effect.

Present: The fourth step is to make a positive action plan for the option that you choose. Spell out exactly –

- What you will do.
- When you will do it.
- What you need to do first.
- How you will handle any roadblocks that arise.

Consider the following to make success more likely:

- Involve someone else.
- Make your plan fun and enjoyable.
- Write your plan, and post it in a prominent place in your home.

Present: Let’s say that **Sarah** chooses the option of packing a lunch for work. In her action plan, Sarah decides to –

- Take lunch two days each week (Tuesday, Thursday).
- Shop for the lunch ingredients ahead of time.
- Make the lunch the night before.

Session 9: Problem Solving

Furthermore, she recognizes a potential roadblock:

- She may forget to take the lunch with her.

In case she forgets, she comes up with an alternative plan:

- She looks for (and finds) a place where she can buy a healthy sandwich and that has quick service.
- She keeps healthy snacks at her desk.

Finally, to make her success more likely, she eats lunch with a colleague who has also brought lunch.

Present: So right there, Sarah figures out when she is going to take a lunch, when she will buy the ingredients for lunch, and when she will prepare lunch. She also comes up with plan for what she will do if she forgets her lunch. And, to make success more likely, she chooses to eat with a friend.

Step 5: Try It!

Notes

Present: What is the fifth step for all of this thinking and planning?



Refer participants to the "Step 5: Try It!" handout in the Participant Notebook.

STEP 5: Try it!

Present: See how it goes. If it works, terrific. If not, you can problem solve again. Use what you have learned to make a new action plan.

Remember, problem solving is a process. Do not give up. It often takes many tries to find a solution.

Present: So, let's review. Can you tell me the five steps to problem solving?

Session 9: Problem Solving

Open responses.

Review:

1. Describe the problem.
2. Brainstorm your options for solving the problem.
3. Pick one option to try.
4. Make a positive action plan to put the chosen option into effect.
5. Try it.

Problem Solving Practice

Notes

Present: Now, let's apply this process to your experiences. I want each of you to think of a problem that you can solve using these five steps.



Refer participants to the "Problem Solving Practice" handout in the Participant Notebook.



Present: Do steps 1 through 4 using the "Problem Solving: Practice" handout.

1. Describe the problem in detail. Break it into sections. How are the sections linked?
2. Brainstorm your options.
3. Pick an option. Ask yourself "Is it likely to work?" "Can I do it?"
4. Make a positive action plan for the option you chose:
 - What you will do?
 - When and how will you get started?
 - What roadblocks might come up, and how will you handle them?
 - What will you do to make success likely?

Session 9: Problem Solving

Also, ask for help if you need it. I am here to help you, as is the rest of the group.

Ask: Can anyone share a problem they want to solve?

Open responses.



Note to Lifestyle Coach

Work through at least one problem as a group. If the opportunity presents itself and the participants are interested and engaged, work through additional problems together.

Session 9: Problem Solving

Part 3: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Ask whether participants have any questions about what has been covered during this session.

For next week: practice using the five steps to solve a problem that you have related to achieving your food and activity goals.

- **Keep track** of your weight, eating, and activity. And do your best to reach your goals.
- **Try out the action plan** you created on the handout, and let us know how it went.
- **Collect menus** from your favorite restaurants, and bring them to the next session. We will use them during future discussions.



Note to Lifestyle Coach

Ask participants to name their favorite restaurants. For the next session, bring menus from those restaurants (you can find them on the Internet). Also bring copies of recipes that were modified to be healthier than the original (also available on the Internet). You could provide web addresses for participants interested in finding low-fat and low-calorie recipes. In addition, a list of low-calorie or low-fat substitutions for high-fat and high-calorie foods commonly served in restaurants would be useful.

Ask whether the participants have any questions about what was covered during this session.

Session 9: Problem Solving

Closing

Notes

Summarize key points:

- You will always run into problems. Problems are normal.
- Using the problem solving process will help you find the best solution.
- Remember these five steps when you run into problems that are interfering with your goals.
 1. Describe the problem.
 2. Brainstorm your options for solving the problem.
 3. Pick one option to try.
 4. Make an action plan to put the chosen option into effect.
 5. Try it.
- You might not find a solution to your problem right away, but do not give up. It often takes many tries to find a solution that works.

Close: This session has given you the tools to take on problems you encounter as you work toward your goals. Next session we will focus on a real challenge when we are trying to eat healthy: eating out.

Session 10 covers ways to make sure you continue your healthy eating when you are not at home.

Ask participants whether they have any questions before closing the session.

Address questions or concerns.

Session 9: Problem Solving

Make any announcements about time or location changes, contact information, or other issues.

After the session:

- Write notes on successes and, when necessary, recommend changes in the participants' "Food and Activity Trackers" from Session 8.
- Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in your Lifestyle Coach's Log.
- Use the Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 10: Four Keys to Healthy Eating Out

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 10.

- Participant handouts for Session 10:
 - Session 10 Overview
 - Four Keys to Healthy Eating Out
 - Plan Ahead
 - Ask for What You Want
 - Take Charge of What's Around You
 - Choose Your Food Carefully
 - What's on the Menu?
 - Fast Food *Can* be Low in Fat
 - A Positive Action Plan
 - To Do Next Week

- "Food and Activity Tracker" for Session 10

- Lifestyle Coach's Log

- Balance scale

- Name tags or tents from previous week, if still needed

- Flip chart or chalk board supplies

- Sample menus from local restaurants:
 - One menu for discussion, with enough copies for each participant.
 - Another menu for the practice activity, with enough copies for each participant.

- If participants want more information about the nutrient content of fast foods, direct them to www.calorieking.com or a similar website where they can search for calorie and fat gram information for specific restaurants.

Preparation Checklist

Before you begin

- Make a copy for each participant of two menus from local restaurants.
- Choose a private place to weigh participants.
- If still needed, prepare name tags, or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- List and describe the four keys for healthy eating out.
- Give examples of how to apply these keys at the type of restaurants that the participants go to regularly.
- Make an appropriate meal selection from a restaurant menu.
- Demonstrate how to ask for a substitute item using assertive language and a polite tone of voice.

Session overview

Session 10 continues helping participants to take control of their surroundings by giving them the tools to make healthy choices when eating out. Eating out poses challenges that require participants to plan ahead, stay focused, and be assertive in asking for what they want.

Session 10 is divided into four parts:

Part 1: Weekly Progress and Review (5 minutes)

Part 2: Keys to Healthy Eating Out (25 minutes)

Introduce participants to the four keys to healthy eating out:

1) plan ahead, 2) ask for what you want, 3) take charge of what's around you, and 4) choose foods carefully. You will talk about eating out in various situations (e.g., restaurants, potluck suppers, family reunions, parties) where these four keys can be applied. You will also recommend how to handle eating healthfully in each situation. Ask participants to share their own suggestions.

Part 3: Practice Getting What You Want (25 minutes)

Participants practice the four keys by role playing with you as the server, using real menus and the handouts in the Participant Notebooks.

Part 4: Wrap Up and To-Do List (5 minutes)

Session 10: Four Keys to Healthy Eating Out

Key messages

These are the key messages for this session. They should be reinforced from time to time throughout this program.

- Eating out (whether at a restaurant, a friend's house, a community function, or on an airplane) is a common experience for many people, but doing so can pose many challenges to healthy eating.
- Eating out and eating healthily can be done simultaneously. However, doing so requires planning, effective communication, and careful food selection.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 5 minutes

| Weigh-In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight (and minutes of physical activity) in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 10 handouts to insert into the Participant Notebooks.• Session 10 “Food and Activity Trackers.”• Session 8 “Food and Activity Trackers” with your notes. <p>Collect Session 9 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting their weight loss goals.</p> <p>Ask: What went well and not so well in keeping track of your food and physical activity last week? Were you able to stay within your fat gram and calorie budget? What about reaching your goal for physical activity? Any trouble graphing your minutes of physical activity?</p> <p>Open responses.</p> <p>Help participants graph their minutes of physical activity, if needed.</p> <p>Present: Last week, we learned about the five steps to problem solving, and practiced solving problems that get in the way of reaching our goals.</p> | |

Session 10: Four Keys to Healthy Eating Out

Ask: Did you try your action plan? What did you learn from the problem solving process?

Open responses.

Address any issues or confusion about what they were asked to do last week.



Note to Lifestyle Coach

Remember to praise all progress, no matter how small. Discuss barriers, and problem solve with participants to overcome the barriers.

This Week

Notes

Present: This week we will –

- Discuss the four keys to healthy eating out: plan ahead, ask for what you want, take charge of what's around you, and choose healthy foods.
- See examples of how to use these four keys at the types of restaurants you frequent and on other occasions when we eat away from home (e.g., dinner parties, banquets, potlucks, picnics).
- Talk about how to make the healthiest meal selections from a restaurant menu.
- Learn how to ask confidently for an item substitution, using appropriate language and tone of voice.

Session 10: Four Keys to Healthy Eating Out

Part 2: Keys to Healthy Eating Out

Estimated time: 25 minutes

Introduction

Notes

Present: Today we will talk about eating out. It is something we all do that poses a challenge when we are trying to make healthy lifestyle changes.

Ask: Where do you typically eat out? Any favorite restaurants? Did you bring menus to share?



Note to Lifestyle Coach

Tailor the rest of the session to one or two places where participants eat out most often. If the participants do not suggest names of several places, prompt for a few of the following examples: fast food restaurants, other restaurants, community or religious centers, cafeterias, friends' homes, snack bars or vending machines, or airports.

Open responses.

Ask: What problems do you run into when you eat out? Do you find it difficult to stay within your fat gram goals when you eat at these places? What is difficult for you?

Open responses.



Refer participants to the “Four Keys to Healthy Eating Out” handout in the Participant Notebook.

Present: There are several ways to maintain healthy goals when eating out.

1. **Plan ahead.** Having a plan will help you anticipate difficult situations and handle them more easily. You will also not face as many roadblocks.

Session 10: Four Keys to Healthy Eating Out

2. **Ask for what you want.** Be firm and friendly. We will talk in a minute about how to do this so that you will get what you want as smoothly as possible.
3. **Take charge of what's around you.** Make positive use of what is around you, such as focusing on other people who are making healthy choices. If you can, get rid of the items (e.g., complimentary bread) that stand in the way of your goals.
4. **Choose foods carefully.**

Using these four keys is easy in some situations and difficult in others. Let's look at how to use them in various places where we sometimes eat (e.g., restaurants, fast food places, community or religious centers, airports, banquets, and buffets).

We will start with restaurants where a server takes our order at the table.

Restaurants with Servers

Notes

Present: Let's take the _____ restaurant mentioned earlier.



Note to Lifestyle Coach

Choose a non-fast-food restaurant mentioned by the participants when you began Part 2 of this session – the one most familiar to all participants in the group. Choose examples that relate to the difficulties most participants face. Mention a few strategies that are relevant to most participants.

Ask: What are some ways you can plan ahead for eating out at _____ restaurant?

Open responses.

Session 10: Four Keys to Healthy Eating Out



Note to Lifestyle Coach

Because most of the following information is in handouts, you need not discuss each tip for every place where participants are likely to eat. Use the tips mostly to support your discussions with participants. Encourage them to read the handouts at home.



Refer participants to the “Plan Ahead” handout in the Participant Notebook.

Planning ahead includes doing research to find a restaurant that will accommodate your needs, or eating a small healthy snack before you go to avoid overeating at the restaurant. This handout gives you several ways to plan ahead.

Suggest these tips for planning ahead when eating at a restaurant, if they were not already suggested by participants.

- Pick the restaurant carefully. Go to one with low-fat choices. Call ahead or check on the Internet to find out what is on the menu. Stay away from all-you-can-eat buffets, brunches, and happy hours.
- Eat fewer calories and less fat during meals a day or two before you plan to eat out. In other words, bank the calories for a few days, and use them when you eat out.
- Eat a small, healthy snack before you go to the restaurant so that you are not too hungry when you get there. Eat fruit, low-fat crackers, or drink water before you go out.
- Plan what to order without looking at the menu. Ask the server directly if he or she can recommend the healthiest entrée on the menu. Looking at the menu can tempt you to order more than you need.

Session 10: Four Keys to Healthy Eating Out

- Consider how you will handle alcohol. Drinking alcohol may make it harder for you to follow your good intentions. Instead, try tomato juice, club soda, or mineral water. Remember also: alcohol has lots of calories.

Present: Once you get to _____ restaurant, how would you make sure you get what you want?

Open responses.



Refer participants to the “Ask for What You Want” handout in the Participant Notebook.

Present: Many people find it hard at first to ask a server for something special. With practice, doing so gets easier. This handout offers some tips for how to ask for what you want.

Ask: What would you say to a server if you want to make sure your entrée will be served without sauce or gravy?

Open responses.

Ask: What if the server brings it to you with sauce or gravy?

Open responses.

Present: In a moment, you will have the chance to practice ordering food and asking for exactly what you want. With time and practice, you will be able to order what you want without feeling uncomfortable.

Suggest these tips on asking for what you want when eating at a restaurant, if they were not already suggested by participants.

In general:

- Be firm and friendly.

Session 10: Four Keys to Healthy Eating Out

- Remember, you are paying for the meal. You have the right to ask for special services. Most restaurants want to make you happy.

Ask for the *foods* you want:

- Ask for food substitutions. For example, ask for catsup or mustard instead of mayonnaise on a sandwich, a tossed salad instead of coleslaw, or a baked potato instead of French fries.
- Ask whether foods can be prepared in a different way. For example, ask that the fish be broiled and seasoned with lemon juice, not fried with butter; ask that butter, margarine, and sauces be left off the vegetables.
- Do not be afraid to ask for foods that are not on the menu. Many restaurants will prepare grilled meats (fish or chicken) without added fat or sauces, fresh fruit salads, and steamed vegetable platters with rice, even if these items are not on the menu. In addition, look for healthy foods on a different part of the menu. For example, if fresh fruit is on the breakfast menu, it may be available as dessert for dinner.

Ask for the *amounts* you want:

- Ask the server about the size of each serving. For example, say "How many ounces is the hamburger, please?"
- Ask for salad dressings, gravy, sauces, or spreads on the side. For example, ask for dry toast with the butter on the side. Then use only a small amount of the butter. Order salad dressing on the side, and again, use only a small amount. You will use less by dipping your fork (rather than the food) into the dressing before each bite.
- Ask for less cheese or no cheese.
- Split a main dish or dessert with someone

Session 10: Four Keys to Healthy Eating Out

- Order a smaller size (e.g., an appetizer, half-portion or children's portion, a cup of soup instead of a bowl).
- Before or after the meal, have the amount you do not want to eat put in doggie bag to take home.

Present: In an earlier session we discussed the importance of taking charge of what's around you when trying to make healthy choices. Do you remember what this means? What are some ways you might go about taking charge?

Open responses.



Refer participants to the "Take Charge of What's Around You" handout in the Participant Notebook.

Present: This handout offers a few strategies for taking control and staying focused so that your needs are met. With all the temptations of a restaurant, it is important to stay focused on your goals and figuring out how to achieve them.

Suggest these tips for taking charge of what's around you when eating at a restaurant, if they were not already suggested by participants.

- When appropriate, be the first to order. Then you will not be tempted by what others order, and they may follow your good example.
- Keep foods off the table that you do not want to eat.
- When a server brings rolls, chips, or other complimentary foods, say "No, thank you," and hand back the food right away (or put it out of reach if others at the table want it).
- When you order something, ask that half of it be put in a doggie bag *before* it is brought to the table. Then have it brought to you with the check.

Session 10: Four Keys to Healthy Eating Out

- Ask that your plate be removed as soon as you are finished so that you will not be tempted to eat more than you want while others finish their meals.
- Remove from the table any advertisements for high-fat or high-calorie foods (e.g., desserts, specialty drinks).

Present: Healthy and unhealthy foods are always available at restaurants, so it is important that you make good choices. Even if you plan ahead, ask for what you want, and take control of your surroundings, you must still choose healthy foods.

Ask: What do you remember about healthy choices from earlier sessions? What are some of the basic strategies for keeping focused?

Open responses.



Refer participants to the “Choose Your Food Carefully” handout in the Participant Notebook.

Present: This handout lists healthy and unhealthy food choices that you should already be familiar with. You can tell a lot from the words on a menu. One trick is to look for words that indicate whether foods are high-fat or low-fat. This handout lists words that describe foods that are healthy and words that describe foods you should avoid or limit.

Suggest these tips for choosing food carefully, if they were not already suggested by participants.

- Be cautious of sauces on meats and vegetables. Ask that these foods be served without the sauce.
- Think about how much food you really need. Do you need an appetizer? Bread? Make some compromises. "I would rather have dessert, so I will skip the appetizer."
- Trim visible fat off meat, and remove the skin from chicken.

Session 10: Four Keys to Healthy Eating Out

Present: Now, let's take a look at a local menu.

Distribute copies of one of the menus you brought to the class.



Ask each participant to circle the healthy menu items they would choose to include in a meal.

Discuss their choices as a group.

Ask: Was it difficult to find menu items that worked for you?

Open responses.



Refer participants to the "What's on the Menu?" handout in the Participant Notebook.

Present: Take a look at this list and try to find low-fat and low-calorie items that appeal to you.

Even when we know which menu items are healthy, we do not always choose to eat them. It takes practice to know which items are the best choices, and it takes commitment to decide to order them.

Now, let's look at how to apply the keys to healthy eating in fast food restaurants.

Fast Food Restaurants

Notes

Ask: How many of you have eaten fast food?

Present: Okay, most of us have eaten fast food at one time or another, and some of us eat it frequently because it is so convenient. And some of us just like the way it tastes! Although fast food is usually not the best option for healthy eating, sometimes we cannot avoid it. Fortunately, many fast food restaurants have started to offer healthier, lower-fat, and lower-calorie items.

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Refer participants to the “Fast Food *Can* be Lower in Fat and Calories” handout in the Participant Notebook.

Present: Take a moment to look over these lower-fat, lower-calorie options.

Ask: Does anything surprise you?

Open responses.

Present: Here are keys to healthy eating out at fast food restaurants.

Plan ahead.

- Pick a restaurant carefully. Most fast food restaurants now serve some low-fat, low-calorie foods, such as grilled chicken, oatmeal, and salads with low-fat dressing.
- Plan what you will order without looking at the menu. Menus can tempt you to order what you do not need.

Ask for what you want. Be firm and friendly.

- For example, "May I have my coffee with a little low-fat milk rather than cream, please?" "Please leave the mayo off my burger."
- Ask how much of each ingredient is usually served. For example, "How many ounces is the hamburger, please?"

Take charge of what's around you.

- Be the first in your group to order. You will not be tempted by what or how much others order, and they may follow your good example.

Choose foods carefully.

- Try grilled chicken sandwiches without special sauces or a salad with low-calorie dressing.

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- Stay away from French fries. If you must have them, order a regular size (not a double), and do not finish them.
- If you must have a hamburger, order a regular size, without cheese, not a double or a cheeseburger.

Extended Family Gatherings and Community Events

Notes

Present: In many ways, our lives revolve around eating and meals. We have friends over for dinner; we go to community picnics and potlucks; we munch during sports events and movies; and we spend days cooking for family reunions and family holidays such as Thanksgiving. Yet even in these situations, we must use the four keys to eating healthy and meeting our goals.

Ask: What are some ways you can eat healthfully at dinner at a friend's house or at a community event?

Open responses.

Suggest these tips, if they were not already suggested by participants.

Plan ahead.

- For potlucks, bring something healthy from home for yourself and others (e.g., fruit salad, vegetable salad with low-calorie dressing).
- Talk to the host or hostess before you go, if you are comfortable doing so (particularly if you eat at their home often). Ask for their support in your efforts to lose weight.
- Eat a small, healthy snack before you go, so you are not too hungry when you arrive.

Ask for what you want. Be firm and friendly.

- When offered a food you would rather not eat, say, "No, thank you. That looks lovely, though."

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Take charge of what's around you.

- At buffets or cocktail parties, stay away from the buffet or appetizer table. Choose a small plate, and after serving yourself, sit at a table far away.

Choose foods carefully.

- Take only a small amount of high-fat and high-calorie foods, just enough to taste.
- Look at everything on the buffet before serving yourself. Then choose only three or four of your favorite foods, instead of a little of everything.

Airplanes and Airports

Notes

Present: On airplanes and in airports, we have similar challenges, but our options are even more limited.

Ask: How many of you traveled by air recently? What were your healthy food options the last time you flew?

Open responses.

Plan ahead.

- Plan the meals and snacks you will have while traveling, both while waiting in the airport and during your flight.
- Bring healthy snacks with you. Bring a healthy meal with you for long flights.

Take charge of what's around you.

- Say “no, thank you” when offered unhealthy snacks on the airplane.
- Many healthy snacks are now for sale on planes.

Session 10: Four Keys to Healthy Eating Out

Banquets and Conferences

Notes

Present: Banquets and conferences usually present the opposite problem: so many choices and large quantities that it is hard to think about anything but food.

Besides the suggestions already made, here are some other tips.

Plan Ahead.

- Ask what is on the menu. Are low-fat or nonfat, low-calorie options available?
- Order a special menu ahead of time. Even if the choices are limited, many caterers will accommodate special requests.

Present: In the next section, we will practice making healthy menu choices and asking for what you want.

Session 10: Four Keys to Healthy Eating Out

Part 3: Practice Getting What You Want

Estimated time: 25 minutes

Healthy Meal Selections

Notes

Present: Before we begin practicing, let's review. When eating out, remember the following:

- Take the time to plan ahead. Know where you are going, and make adjustments to your normal food plan so you can eat healthfully when you are not at home.
- Be firm and friendly when asking for what you want.
- Try to eliminate the items in your environment – especially when you eat out – that make healthy eating a challenge.
- Choose the healthiest foods. If your options are limited, do the best you can to substitute and adjust elsewhere.

Ask whether participants have any questions.

Present: Using the handouts for this session, let's practice ordering from a menu.



Note to Lifestyle Coach

It is important to practice aloud so that participants can choose the words that are comfortable for them. At some point you may decide to go to a restaurant with the participants and, by ordering first, model how to make healthy meal selections and ask for menu substitutions.

Participants may also need encouragement in asking family members to support them when they are at a restaurant. For example, they could ask their spouse to say, "I'm glad you ordered milk for your coffee" instead of "Are you sure you don't want cream?"

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Menu Substitutions: Role-Play

Notes



Refer participants back to the “What’s on the Menu?” and “Fast Food *Can* be Lower in Fat and Calories” handouts in the Participant Notebook.



Note to Lifestyle Coach

For this role-playing activity, you play the part of the server. Try to be as realistic as possible, but be considerate of the participants who are uncomfortable or embarrassed by role-playing in front of a group.



Activity

1. **Distribute** a copy to each participant of the second local restaurant menu you brought to the session.
2. **Ask** participants to read all the menu options and consider what low-fat or low-calorie items they could request as substitutions for the high-fat and high-calorie items on the menu.
3. **Ask** participants – one by one – to say how they would ask a server for the substitution. They are welcome to use the Participant Notebook handouts when they need to. Remind them to practice using the proper language and tone, as discussed earlier in the session.
4. **Discuss** their selections and their rationale for their choices. Offer suggestions for how to ask for substitutions effectively and confidently. Be positive and encouraging.

Present: This activity gives you a start on how to ensure that you get what you want. Now, let’s look at ways to put what you learned into your plan for next week.

Session 10: Four Keys to Healthy Eating Out

Part 4: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week

Notes

Ask whether participants have any questions about what was covered during this session.



Refer participants to the “A Positive Action Plan” handout in the Participant Notebook.



Present: Think of a problem you have when you eat out.

- Write the problem on the handout.
- Choose one of the four keys to healthy eating out, one you believe –
 - Is likely to help you solve the problem.
 - You can do without much difficulty.
- Fill in the rest of the handout to complete your positive action plan.

For next week:

- **Keep track** of your weight, eating, and activity.
- **Try your action plan.** And before you come to the next session, answer the two questions on the bottom of the to-do list: Did your plan work? If not, what went wrong?

Ask whether participants have any questions.

Session 10: Four Keys to Healthy Eating Out

Closing

Notes

Summarize key points:

- You were introduced to the four basic keys for healthy eating out: plan ahead, ask for what you want, take charge of what's around you, and choose healthy foods.
- You were given examples of how to use these keys at the type of restaurants you frequent.
- We practiced making healthy meal selections from a restaurant menu.
- Using the strategies we discussed, you practiced asking for menu substitutions.

Close: It is often a challenge to stay focused on a goal in places where you feel that you have no control. But you gain control over your situation by using the four keys for making healthy food choices when you eat away from home. Be confident and ask for what you want.

Next week we will look at ways to overcome negative thoughts that get in the way of our staying focused on goals.

Ask participants whether they have any questions before closing the session.

Address questions or concerns.

Make announcements about time or location changes, contact information, and other related issues.

Session 10: Four Keys to Healthy Eating Out

After the session:

- ❑ Write notes on successes and, when necessary, recommend changes in the participants' "Food and Activity Trackers" from Session 9.
- ❑ Write the minutes of physical activity recorded in the participants' "Food and Activity Trackers" in your Lifestyle Coach's Log.
- ❑ Use the Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 11: Talk Back to Negative Thoughts

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 11.

- Participant handouts for Session 11:
 - Session 11 Overview
 - Negative Thoughts
 - Talking Back to Negative Thoughts
 - Practice Talking Back
 - To-Do Next Week
- “Food and Activity Trackers” for Session 11
- Lifestyle Coach’s Log
- Name tags or tents from previous week, if still needed
- Flip chart or chalk board supplies
- Optional: STOP sign to use with “Practice Talking Back” activity
- Balance scale

Before you begin

- Choose a private place to weigh participants.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach’s Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, participants will be able to –

- Give examples of negative thoughts that could prevent them from meeting their goals of losing weight and being more physically active.
- Describe how to stop negative thoughts and talk back to them with positive thoughts.
- Practice 1) stopping negative thoughts and 2) talking back to negative thoughts with positive ones.

Session overview

We continue the discussion about taking control of our situation and dealing with the everyday influences that create challenges as we work toward our goals. We look at ways to control negative thoughts that can derail progress. We look closely at how to recognize these thoughts and talk back to them with positive thoughts.

Session 11 is divided into four parts:

Part 1: Weekly Progress and Review (5 minutes)

Review briefly participants' progress during the last week, help them solve problems they had, and take care of any other participant needs before moving to Part 2.

Part 2: What are Negative Thoughts? (30 minutes)

Define negative thoughts, describe the different kinds of negative thoughts, and give examples of each. Although some participants may be uncomfortable, encourage them to look at their own negative thoughts, and ask them to share some of them with the group.

Session 11: Talk Back to Negative Thoughts

Part 3: Talking Back to Negative Thoughts (20 minutes)

Explain to participants how to talk back to negative thoughts. Using the image of a stop sign, have participants practice catching themselves having negative thoughts. Show them how to talk back to the negative thoughts with positive ones.

Part 4: Wrap Up and To-Do List (5 minutes)

Key messages

Here are the key messages for this session. They should be reinforced to participants throughout the program.

- Negative thoughts can be so habitual and ingrained that we are not aware of them or the effect they have on our behavior.
- The most powerful antidote for negative thoughts is to stop them mid sentence and counter them with positive thoughts.
- Negative thoughts are often habits formed over time. No matter how effectively we stop them, they will probably return in similar situations until we learn how to talk back to them with positive thoughts.
- Each of us has different kinds of negative or self-defeating thoughts. When these thoughts lead to unhealthy eating or inactivity, use the problem solving process to find the strategies that work best at overcoming self-defeating thoughts.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 5 minutes

Weigh-In and Recording

Notes

Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.

Record participants’ weight in your Lifestyle Coach’s Log.

Distribute:

- Session 11 handouts to insert into the Participant Notebooks.
- Session 11 “Food and Activity Trackers.”
- Session 9 “Food and Activity Trackers” with your notes.

Collect Session 10 “Food and Activity Trackers.”

Week in Review

Notes

Discuss participants’ successes and difficulties in meeting their weight loss and physical activity goals.

Ask: Did you have any trouble keeping track last week? Were you able to stay under your fat gram and calorie budget? Did you reach your goal for physical activity?

Open responses.

Praise *all progress*, no matter how small.

Help participants graph their physical activity, if needed.

Present: Last session we –

- Covered the four keys to healthy eating out.

Session 11: Talk Back to Negative Thoughts

- Talked about how to apply the keys in various situations.
- Practiced asking for what we want and making healthy meal choices and menu substitutions.
- Created an action plan for the week.

Ask: Did you try your action plan for eating out? Any volunteers who want to share entries related to healthy eating out from their “Food and Activity Trackers”?

Open responses.

Ask: What did you learn last week about healthy eating out? What did you learn about menus?

Open responses.

Ask: How are you feeling this week about your goals and what we are here to accomplish?

Open responses.

Discuss any barriers that participants mention, and help them problem solve to overcome the barriers.

This Week

Notes

Present: This week we will –

- Look at how negative thoughts can prevent us from meeting our goals of losing weight and being more physically active.
- Discuss some strategies we can use to stop negative thoughts.
- Practice stopping negative thoughts and talking back to them with positive thoughts.

Session 11: Talk Back to Negative Thoughts

Part 2: What are Negative Thoughts?

Estimated time: 30 minutes

What are Negative Thoughts?

Notes

Present: Today we will talk about negative thoughts.

Ask: Can anyone explain what negative thoughts are?

Open responses.

Present: Negative thoughts are thoughts that cause us to lose hope or that stand in the way of our progress. A negative thought is usually a criticism of ourselves.

Everyone has negative thoughts at times. Negative thoughts can lead us to overeat or to be inactive. After we overeat or when it's too late to go for a walk, we feel discouraged about reaching our goals, and so we have more negative thoughts. When a negative thought leads to our behaving in an unhealthy way and that behavior, in turn, leads to yet another negative thought, we are beginning a spiral into a vicious cycle of self-defeat.

For example, suppose you come home after a hard day at work and you think to yourself, "I am tired of watching what I eat all the time. I'm just going to eat whatever I want."

So you eat some potato chips. And then you think, "I did it again. I will never lose weight." You are now so discouraged that you eat more potato chips.

Ask: Can you think of any other examples of negative or self-defeating thoughts?

Open responses.

Session 11: Talk Back to Negative Thoughts



Note to Lifestyle Coach

During this session, some participants may talk about problems outside your area of expertise (e.g., significant clinical depression, anxiety, or a clinical eating disorder). Refer participants with harmful thoughts or behaviors to their health care providers.

Examples of Negative Thoughts

Notes

Present: Sometimes we are not aware we are having negative thoughts. Negative thinking becomes such a habit for most of us that we tend to believe and act on our negative thoughts without considering ways to challenge them.

The goal of this session is to help you become aware of your negative thoughts, to show you how they reduce your chances of reaching your goals, and to teach you how to talk back to negative thoughts with positive thoughts.



Refer participants to the “Negative Thoughts” handout in the Participant Notebook.

The first example in this handout shows the self-defeating cycle of negative thoughts. The handout also has some examples of different types of negative thoughts.

Present: Think about a time when you did not achieve something you wanted to achieve and then gave yourself a hard time about it. Think about whether it made the situation better or worse.

Ask: Would anyone like to share an experience when negative thoughts worked against your efforts to eat healthy and be active?

Session 11: Talk Back to Negative Thoughts



Note to Lifestyle Coach

Be prepared to give an example of how negative thoughts can work against us, in case no participant volunteers.

Discuss each category of negative thought.

Good or Bad Thoughts

Notes

Good or Bad Thoughts

Present: This type of thought is sometimes called “all or nothing,” “black or white,” or “light bulb” thinking (either on or off) with nothing in between. This type of thinking divides everything into two categories: completely good or completely bad:

- Good and bad foods.
- Success or failure.
- On the program or off the program.

Example: "Look at what I did. I ate that cake. I'll never be able to succeed in this program."

Ask these questions of the group:

- Do you consider some foods "good" and others "bad"?
- What happens when you eat a little of what you consider a "bad" food?
- Can you think of some problems that go along with considering a food "bad?"

Open responses.

Session 11: Talk Back to Negative Thoughts



Note to Lifestyle Coach

Reinforce that no foods are forbidden. Participants should understand that no single unhealthy meal or no single day without activity will destroy their progress toward reaching their lifestyle goals.

Excuses

Notes

Excuses (or Rationalizations)

Present: With these kinds of thoughts, we blame something or someone else for our problems. We act as if we have no choice but to overeat or to be inactive through no fault of our own. We did not mean to go off the program, but we "could not help it because of . . . whatever."

Example: "I have to buy these cookies just in case company drops in."

Ask these questions of the group:

- Can you think of a time when you bought some high-fat and high-calorie food "for someone else"?
- Did that someone really need the food, or did you use the person as an excuse to buy the food for yourself?

Open responses.



Note to Lifestyle Coach

The most important thing is to learn to recognize how our own rationalizations and excuses frequently lead to a cycle of self-defeat.

Session 11: Talk Back to Negative Thoughts

“Should” Thoughts

Notes

“Should” Thoughts

Present: “Should” thoughts expect perfection. However, no one is perfect. Therefore “should” thoughts set us up for disappointment. These kinds of thoughts also lead to anger and resentment, because “should” assumes that someone is standing over us, forcing us to do what we don't want to do.

Example: “I should have eaten less of that dessert.”

Ask these questions:

- What “should” you or “should you not” do to lose weight and be more active?
- What do you expect yourself to do perfectly? Perhaps it is keeping track of what you eat?
- What happens when you expect perfection of yourself? How do you feel? How does expecting perfection affect your decisions and choices?

Open responses.



Note to Lifestyle Coach

The message is that no one is perfect, and no one engages in healthy behavior all the time. Therefore, we need to have ways to overcome the negative or discouraging thoughts we have when we make mistakes. Emphasize that everyone has had success with the program, and cite those successes (no matter how small). Remind participants that it's not that big a deal if they go over their fat gram goal one week or miss being active on a few days. They can start over any time they want to — right now, in fact.

Session 11: Talk Back to Negative Thoughts

“Not as Good as” Thoughts

Notes

“Not as Good as” Thoughts

Present: With these thoughts, we compare ourselves with someone else, and then blame ourselves for not measuring up.

Example: "Mary lost two pounds this week, and I only lost one."

Ask these questions:

- Do you compare yourself with someone else? With whom?
- How does comparing yourself with that person affect you?
- How does the comparison make you feel? How does it affect your decisions and choices about eating and being active?

Open responses.



Note to Lifestyle Coach

Comparing ourselves with others is rarely useful. The main message is to work on thought strategies that relate to our own progress. However, comparing our own past behavior with our current behavior is all right, especially if the changes from past to present are positive. For example, comparing what we drink now (only diet soda) with what we used to drink (only regular soda) makes us feel good.

Session 11: Talk Back to Negative Thoughts

“Give Up” Thoughts

Notes

“Give Up” Thoughts

Present: These thoughts are defeating. They often follow the other kinds of negative thoughts.

Example: "This program is too hard. I'm not losing as much weight as Mary is, so I might as well give up."

Ask: Do you ever want something that is high in fat or calories and think, "I'm sick of this program"?

Open responses.



Note to Lifestyle Coach

The main message is that we are all working on *life-long* healthy behavior change. This program, which teaches us important skills and strategies (including how to counter negative thoughts) is just the beginning of a lifestyle of healthy habits. Later in Part 3, participants will learn to talk back to negative thoughts. In the meantime, however, encourage them not to give up.

You might also include these responses:

- Set small achievable goals for yourself.
- Reward yourself with items unrelated to food.
- Look back at the progress you've made.

Praise participants for their progress in undisputable terms. For example, have on hand two 5-lb bags of flour so that you can show participants who have lost 5 lbs or 10 lbs exactly what they have accomplished. They can hold the weight they lost in their hands and see their achievement.

Session 11: Talk Back to Negative Thoughts

Part 3: Talking Back to Negative Thoughts

Estimated time: 20 minutes

Talking Back

Present: We've talked about the kinds of negative thoughts that can creep into our minds and make it difficult to stay focused on our goals. So, how can we prevent or counter these negative thoughts?

Once you are aware of a negative thought, you can "talk back" to it.

Ask: What do you think we mean by "talk back to negative thoughts?"

Open responses.



Refer participants to the "Talking Back to Negative Thoughts" handout in the Participant Notebook.

Here is how to talk back to negative thoughts:

1. Catch yourself having the negative thought. Ask yourself, "Is this thought moving me forward or bringing me down?" As soon as you are aware of a negative thought, say to yourself, "I am doing it to myself." I am being negative about myself."
2. Imagine saying "STOP!" to yourself. Picture a huge, red stop sign. The stop sign is so big that it takes up all the room in your mind. It should startle you, and get rid of the negative thought.
3. Talk back with a positive thought. No matter how effectively you have stopped a negative thought, it will probably return again in a similar situation because it is a habit. That is why building a new habit is important: after you stop a negative thought, talk back to it with a positive thought.

Session 11: Talk Back to Negative Thoughts



Note to Lifestyle Coach

If it helps reinforce the idea of stopping negative thoughts, you could hold up a STOP sign as you discuss Step 2 of talking back. Other possibilities are to suggest to participants that they hold up a hand and think or say “beep” or a mantra such as “I am strong, I am healthy” when a negative thought begins. Discuss other ways in which people might try to stop their negative thinking (e.g., leave the room, make a loud sound).

Briefly go over the various ways of talking back described in the handout.

Good or bad: Talk back with *Work toward balance*. Don't expect perfection of yourself, but don't indulge yourself either. Work toward an overall balance.

Excuses: Talk back with *It's worth a try*. Instead of looking for something or someone else to blame, why not give yourself a chance? You just might succeed.

Should: Talk back with *It's my choice*. You are in charge of your eating and activity. No one else is responsible for your choices. No one is standing over you with unrealistic expectations.

Not as good as: Talk back with *Everyone's different*.

Give up: Talk back with *One step at a time*. It takes time to make life-long changes. Recognize what doesn't work, and try another way. Learning anything is always a success, even if what we learn is that something does *not* work.

Session 11: Talk Back to Negative Thoughts

Talking Back: Practice

Now let's **practice** stopping negative thoughts and talking back with positive thoughts. Look over the kinds of negative thoughts we've discussed.



Refer participants to the “Practice Talking Back” handout in the Participant Notebook.

Ask: Do you recognize some of these ways of thinking? What types of thoughts are most familiar to you? For example, do you tend to make excuses, or are you more likely to compare yourself with someone else? Do you have some experiences to share with us?

Session 11: Talk Back to Negative Thoughts



Activity - "Practice Talking Back"



Note to Lifestyle Coach

Have each participant do this activity in front of the whole group. If the number of participants is large, divide them into small groups, and have each participant do the activity in front of the smaller group.

Each participant should do the activity for each type of negative thought listed in the handout. Again, if appropriate, hold up the STOP sign each time you hear a participant expressing a negative thought.

Instructions for participants:

1. **Write** an example of each type of negative thought from your own life. If you cannot think of any, use the examples in the handouts.
2. **Say** the first negative thought on your list out loud.
3. **Say "Stop!"**
4. **Talk back** to the negative thought out loud with a positive thought.
5. **Write** the positive thought on your handout.

Session 11: Talk Back to Negative Thoughts



Note to Lifestyle Coach

Now might be a good time to refer participants to the “Remember Your Purpose” handout from Session 1. On it, they wrote their reasons for joining the program. Information on that handout may provide participants with images or words to use in talking back to negative thoughts. Any image of significance to the participant may make this process more meaningful and fun. For example, a participant might find it [?enjoyable ?meaningful ?useful] to imagine a devil on one shoulder and an angel on the other and to see the task of positive thinking as “letting the angel talk.”

Session 11: Talk Back to Negative Thoughts

Part 4: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

Present: For next week, complete the items on this “To Do Next Week” handout:

- Keep track of your eating and activity.
- Catch yourself thinking negative thoughts. Write them in your “Food and Activity Trackers,” along with how you “talked back” to them. Practice stopping negative thoughts and talking back to them with positive thoughts.

Closing

Summarize these key points:

- Negative thoughts often make it difficult to keep focused on healthy goals.
- You can stop negative thoughts by talking back with positive ones.
- Practice talking back to negative thoughts using the strategies and images that work best for you.

Close: This was an important and personal session in which you were asked to find and reveal the negative thoughts that challenge you when you are working to make healthy changes. Next week, we will look at how slips can happen, and more importantly how to stay on track.

Ask participants if they have any questions before closing the session.

Session 11: Talk Back to Negative Thoughts

Make announcements about time or location changes, contact information, and any other issues.

After the session

- ❑ Write notes on participants' successes and, when necessary, recommend changes in the participants' "Food and Activity Trackers" from Session 10.
- ❑ Insert the physical activity minutes in the participants' "Food and Activity Trackers" in your Lifestyle Coach's Log.
- ❑ Write notes about the session on your "Notes and Homework" page at the end of this guide.

Lifestyle Coach Facilitation Guide: Core

Session 12: The Slippery Slope of Lifestyle Change

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 12.

- Participant handouts for Session 12:
 - Session 12 Overview
 - Progress Review
 - The Slippery Slope of Lifestyle Change
 - After a Slip
 - Slips from Healthy Eating: Action Plan
 - Slips from Being Active: Action Plan
 - To Do Next Week

- “Food and Activity Trackers” for Session 12

- Lifestyle Coach’s Log

- Name tags or tents from previous week, if still needed

- Flip chart or chalk board supplies

- Balance scale

Session 12: The Slippery Slope of Lifestyle Change

Before you begin

- ❑ Review each participant's progress since Session 7 ("Tip the Calorie Balance"). Note what plans were made to improve weight loss and activity level, which strategies were used, and which were successful or unsuccessful. If a participant is not at goal for weight loss or activity, refer to previous lessons for ideas of strategies (required or optional) to overcome particular problems.
- ❑ If time allows, review participants' "Food and Activity Trackers" from prior sessions. Note some of the positive changes participants made.
- ❑ Make sure the participants' "How Am I Doing? Weight" and "How Am I Doing? Physical Activity" charts are up to date.
- ❑ Choose a private place to weigh participants.
- ❑ If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- ❑ Prepare Session 12 handouts to distribute at the start of the session.
- ❑ Have Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Describe their current progress toward defined goals.
- Describe common causes for slipping from healthy eating or being active.
- Explain what to do to get back on their feet after a slip.

Session 12 overview

We move from recognizing and talking back to negative thoughts to the bigger problem of coping with slips from healthy eating and physical activity. This session helps participants 1) to keep a positive perspective on their efforts to make long-term lifestyle changes and 2) to understand that setbacks are common.

Session 12 is divided into four parts:

Part 1: Weekly Progress and Review (5 minutes)

Discuss how well participants succeeded in achieving their goals for the past week. Address any challenges or barriers they encountered. Ask participants to share their experiences in replacing negative thoughts with positive thoughts.

Part 2: Checking Your Progress (20 minutes)

Today is the first time the participants analyze their progress since the early sessions. Ask participants to share their individual progress. How are they doing? How are they progressing? Individual experiences frequently turn out to be common experiences among the other group members. The realization that most participants have similar experiences and challenges usually leads to a valuable group discussion. Use the concepts to be discussed during this session to recommend ways participants can get back on track if they experience a slip.

Session 12: The Slippery Slope of Lifestyle Change

Usually a group discussion about a unique individual problem is not productive. Therefore, if someone requests help for a problem that is inappropriate for group discussion, defer offering help until after the session.

Part 3: Slips in Progress (30 minutes)

Discuss why we slip, and introduce some common causes for slipping in our progress toward our weight and activity goals. You will go over what to do after participants have a slip and how they can get back on track. Encourage participants to share accounts of their own slips.

Part 4: Wrap Up and To-Do List (5 minutes)

Session 12: The Slippery Slope of Lifestyle Change

Key messages

- Slipping off the path to healthy eating and adequate physical activity is natural, normal, and usual. You can learn from slips.
- When you slip, don't give up. Keep a positive attitude, and regain control as soon as possible. Remember slipping is not the end of your hopes for a healthy lifestyle.
- Slips are opportunities to learn about the cues that lead to slips and to understand the negative or self-defeating thoughts we have after a slip.
- When you slip, talk back to negative thoughts with positive thoughts.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 5 minutes

| Weigh-In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on the “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 12 handouts to insert into the Participant Notebooks.• Session 12 “Food and Activity Trackers.”• Session 10 “Food and Activity Trackers” with your notes. <p>Collect Session 11 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Discuss participants’ successes and difficulties in meeting their weight loss goals.</p> <p>Ask: Did you have any trouble keeping track last week? Were you able to stay within your fat gram budget? Did you reach your goal for physical activity? Did you have any trouble graphing your weight and activity?</p> <p>Open responses.</p> <p>Praise <i>all progress</i>, no matter how small.</p> <p>Help participants graph their physical activity, if needed.</p> | |

Session 12: The Slippery Slope of Lifestyle Change

Present: Last week, we talked about how to deal with negative thoughts that can prevent us from meeting our goals of losing weight and being more physically active. We learned some ways to stop negative thoughts and practiced talking back to negative thoughts with positive ones.

Ask: What negative thoughts did you catch yourself thinking? Were you able to stop them and talk back with positive thoughts?

Open responses.

Address any questions or difficulties.

This Week

Notes

Present: This week we will —

- Take a look at your progress toward your goals and make adjustments if needed.
- Talk about some common causes for slipping off the path toward healthy eating or being active.
- Discuss how to get back on your feet after a slip.

Session 12: The Slippery Slope of Lifestyle Change

Part 2: Checking Your Progress

Estimated time: 20 minutes

Review

Notes

Present: Today we are going to talk about *slips*: times when you do not follow your plans for healthy eating or being active. However, before we talk about slips, let's review your progress since Session 7, which was the last time we formally looked at how you are doing. We will look at how you are progressing toward your goals, and I'll help you improve your progress, if needed.

Ask for volunteers to share personal challenges and successes they had during the last four or five weeks.

Encourage group discussion.

Present: What steps did you take to overcome the challenges? And to what do you attribute your successes?

Open responses.



Refer participants to the "Progress Review" handout in the Participant Notebook and the "How Am I Doing?" charts for weight and physical activity.



Present: Let's take a look at how you are doing, and record your progress on this handout.

Ask participants the following questions about progress:

Activity: What major changes did you make to be more active? Include both what you do to reach your goal (that is, the activities you record) and what you do to be more active in general (the lifestyle activity you do not record such as taking the stairs instead of an elevator).

Food: What changes did you make to eat less fat and fewer calories?

Session 12: The Slippery Slope of Lifestyle Change

Look at your “How Am I Doing?” charts. Have you reached your goal weight? Your activity goal? Check “yes” or “no” on the handout.



Note to Lifestyle Coach

Encourage participants to discuss their progress. Congratulate participants who are on track or at goal for weight loss and activity. Praise participants who are not at goal for whatever progress they made.

Encourage the participants who are slow to achieve their goals to develop a plan for doing so, and write the plan on the handout.

Session 12: The Slippery Slope of Lifestyle Change

Part 3: Slips in Progress

Estimated time: 30 minutes

What Are Slips?

Notes

Present: Now let's move on to the topic for today: slips.

Slips are times when you do not follow your plans for healthy eating or physical activity. Slips are —

- **A normal part of lifestyle change.** Just like falling down is a normal part of skiing. If you ski, you are going to fall sometimes. All skiers fall from time to time. And everyone who sets out to lose weight and be more active will slip.
- **To be expected.** If you have not already had some slips, you will almost certainly have them in the future. Slips are nearly inevitable.

Does this sound discouraging? Well, it does not have to be, because slips do not hurt your progress. What hurts your progress is the way you react to slips, so today we will talk about the best way to react to slips when they happen.

Let's use **skiing** as an example.

Share this example:

Everyone learning to ski knows that he or she will slip and fall. It is a natural part of learning to ski. Skiing instructors tell beginning skiers to anticipate falls and show them how to get up after they fall. That's what we will do today — talk about when you slip from your eating and activity plans and how you can get back on track again after you slip.

Session 12: The Slippery Slope of Lifestyle Change



Note to Lifestyle Coach

Throughout this session, try to use analogies (in addition to skiing) that are meaningful to the participants.

One possibility is how we handle fires. First, we look for high-risk situations in which fires are likely to occur. Second, we take steps to avoid these situations if we can. Third, in case a fire does occur, we plan a way to put out the fire or to escape. We make a plan that is as simple and easy to remember as possible, so that we are more likely to follow it while under stress.

In addition, create analogies between learning a new lifestyle and learning other skills such as driving, baking, even walking. Usually we learn by trial and error, by making mistakes and learning from them.

Why We Slip

Notes

Present: Everyone has different reasons for slipping. Earlier, we talked about many cues for eating and inactivity. Moods or feelings cause many people to slip from healthy eating. Some of us tend to overeat when we are *happy*.

Share this example:

Imagine that your family is celebrating a holiday, a birthday, or a vacation. There is plenty of everyone's favorite food, from appetizers to desserts. For years, your family's custom has been to take it easy, have fun, and relax during these times.

Ask: What would this situation be like for you? Would you tend to slip in this kind of situation?

Open responses.

Session 12: The Slippery Slope of Lifestyle Change

Present: Some of us are more vulnerable to overeating when we are *bored*.

Share this example:

Imagine you are at home alone, watching a favorite TV program. You are feeling okay, pretty relaxed, but a little bored. A commercial comes on at the end of the program. What do you do?

Ask: Do you find yourself wandering into the kitchen?

Open responses.

Present: Other people overeat when they are *upset*.

Share this example:

Imagine you are settling down for a relaxing evening at home. A family member brings up a topic that is upsetting to you. You both get angry, and the family member stomps out of the house, slamming the door. What do you do?

Ask: Would you head for the kitchen?

Open responses.

Present: Here's another example:

You're behind on a project at work. The boss looks in on you every 10 minutes, glaring impatiently. You feel pressured and tense. You go for a cup of coffee and see a delicious snack that someone brought in that morning.

Ask: What would this situation be like for you?

Open responses.

Session 12: The Slippery Slope of Lifestyle Change

Ask: Which is the most difficult for you in terms of slipping from healthy eating: feeling happy, bored, upset, or anxious?

Open responses.



Refer participants to the “The Slippery Slope of Lifestyle Change” handout in the Participant Notebook.

Present: On your handout, take a moment to write the things that cause you to slip from healthy eating and physical activity.

Ask for volunteers to share what they wrote.

Session 12: The Slippery Slope of Lifestyle Change



Note to Lifestyle Coach

If no one volunteers, ask whether anyone is more likely to slip at certain times: on vacation, at holiday parties, in certain moods, during cold or hot weather.

Present: The situations that lead to slips differ from person to person. For example, when bored, one person tends to eat and someone else gets involved in a hobby. At a party, one person is so busy talking and laughing that he forgets to eat but someone else focuses on the goodies and overeats.

After You Slip

Notes

Present: Slips are learned habits, making them difficult to avoid completely. When you slip, you have several options for getting back on track and moving toward your goals.

After you slip –

- 1. Talk back to negative thoughts with positive thoughts.**

Negative thoughts after a slip can be your worst enemy. They can lead to your feeling discouraged, guilty, and angry. They can undermine your ability to handle the slip. Talk back to the negative thoughts with positive ones. "I am not a failure because I slipped. I will get back on my feet again."

2. Ask yourself what happened.

Look closely at the situation, and ask yourself what happened. Was it a special occasion? If so, is it likely to happen again soon? Did you overeat because you were lonely, bored, or depressed? Did you eat because of social pressure? Did you skip activity because you were too busy with other things or because of work and family pressures?

3. Regain control as soon as you can.

Do *not* tell yourself, "Well, I blew it for the day," and wait until the next day to start following your eating plan again. Make your next meal a healthy one. Get back on schedule with your activity plan right away. You will not have set yourself back much if you follow this suggestion.

4. Talk to someone supportive.

"Talk it through; do not eat it through." Call your Lifestyle Coach or someone else on the program staff. Call another program participant or a friend or family member. Discuss your new strategy for handling slips. Commit yourself to renewed effort.

5. Focus on all the positive changes you made, and realize that you can get back on track.

The same person who blew it today is the same person who was successful during many previous weeks. Slips do not reveal the real you, (hopeless, lacking willpower); they are simply a behavior that can be changed.

Present: Use these five sets of questions to think about your slip objectively.

Session 12: The Slippery Slope of Lifestyle Change

Present: Here are some tips about slips:

- **Learn from the slip.** You can then plan how to handle the situation better next time.
- **Think about how you can avoid similar situations.** For example, you could decide not to stand near the food at a party or not to walk past the candy machine.
- **If you cannot avoid a situation, think about how you can manage it in a better way.** For example, make sure you have low-calorie foods available at home and work, or bring a healthy dish to a party.
- Remember, **you are making life-long changes.** Slips are just part of the process.

Getting Back on Track

Notes

Present: Earlier we said that what causes us to slip is a habit. And the way we react to slips is also a habit. You can learn a new way to react to slips that will get you back on your feet again.

Remember two things:

- **Slips are normal and to be expected.** Almost everyone who is on the way to losing weight and being more active has slips. But a slip does not need to lead to giving up completely. Slips are useful learning experiences.
- **No one time of overeating or not being active, no matter how extreme, will ruin everything.** You will not gain more than a few pounds of weight even after the biggest eating binge imaginable – unless you stay off track and keep overeating time and time again. The slip is not the problem. The problem occurs only if you do not get back on your feet again and keep going toward your goals.

Session 12: The Slippery Slope of Lifestyle Change

Part 4: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week

Notes

Present: Now, let's create an action plan for 1) how to recover from slips as you work toward your goals and 2) how to avoid having slips as you move forward.



Refer participants to the “Slips from Healthy Eating: Action Plan” and “Slips from Being Active: Action Plan” handouts in the Participant Notebook.



Complete the handouts.

1. Describe one thing that caused you to slip from *healthy eating*. Can you avoid it in the future? If so, how? If you're not sure you can avoid it, plan how to get back on your feet the next time you slip.
2. Describe one thing that caused you to slip from *being active*. Can you avoid it in the future? If so, how will you do so? If you're not sure you can avoid it, plan how to get back on your feet the next time you slip.



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

Present: For next week:

- Keep track of your eating and activity.
- Try your two action plans.
- Answer the questions on the handout.

Session 12: The Slippery Slope of Lifestyle Change

Closing

Notes

Summarize key points:

- Slips are a normal part of changing behavior.
- When you slip, it is important to change the habit that caused the slip and your habitual reaction to the slip.
- Slipping is not failure. Learn from your slip. Figure out what you need to do to get back on track and keep moving forward.

Close: As you begin your week, consider the strategies we discussed about slipping. Try to regain focus, but do not worry about slips: slips happen. What's important is to get back on your feet. Just do your best.

Ask participants whether they have any questions before closing the session.

Make announcements about time or location changes, contact information, and any other issues.

After the session:

- Write notes on participants' successes and, when necessary, recommend changes in the participants' "Food and Activity Trackers" from Session 11.
- Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in your Lifestyle Coach's Log.
- Use your Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 13: Jump Start Your Activity Plan

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 13.

- Participant handouts for Session 13:
 - Session 13: Overview
 - Ways to Prevent Boredom
 - Improving Your Aerobic Fitness
 - F.I.T.T. Principles
 - How Hard Are You Working?
 - To Do Next Week
- “Food and Activity Trackers” for Session 13
- “How Am I Doing?” charts for weight and physical activity
- Lifestyle Coach’s Log
- Name tags or tents from previous weeks, if still needed
- Flip chart or chalk board supplies
- Balance scale

Session 13: Jump Start Your Activity Plan

Before you begin

- Choose a private place to weigh participants.
- Prepare Session 13 handouts to distribute at the start of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Describe ways to add interest and variety to their activity plans.
- Define “aerobic fitness.”
- Explain the four F.I.T.T. principles (frequency, intensity, time, and type of activity) and how they relate to aerobic fitness.

Session 13 overview

Boredom is an important impediment to maintaining any physical activity routine. When an activity plan becomes routine, one may lose interest and fall into old habits. To make physical activity more enjoyable, participants are asked to brainstorm ideas for how to add interest and variety to their activity routine. You suggest ways to eliminate boredom, and increase aerobic fitness.

Session 13 is divided into four parts:

Part 1: Weekly Progress and Review (5 minutes)

Weigh the participants, and review briefly the information covered during Session 12. Then begin a discussion about participants’ successes, challenges, and questions since the group last met.

Part 2: Adding Interest and Variety (20 minutes)

Guidance on how to add variety to an activity plan is covered. You lead a discussion about how to overcome boredom with a physical activity routine and how to jump start an activity plan to make it more enjoyable.

Part 3: Improving Your Aerobic Fitness (30 minutes)

The meaning and importance of aerobic activity is covered. You will explain that increasing aerobic fitness – and monitoring how hard our body is working during physical activity – helps us reach new and more enjoyable levels of fitness. The F.I.T.T. principles for how to get the most benefit from physical activity are discussed.

Part 4: Wrap Up and To-Do List (5 minutes)

Key messages

Here are the key messages for this session. They should be reinforced to participants throughout the program.

- Becoming bored with a routine is normal. Add variety to your physical activity to prevent loss of interest or enjoyment.
- Avoiding injury is important. When making any changes to your physical activity routine, make sure that the new activity will not increase your risk for injury or take a toll on your heart.
- Increasing activity levels may help to increase your capacity to work hard, which makes it easier to reach and maintain your goal weight.
- Pay attention to your body so that you recognize its capabilities and limits before you make any changes to a physical activity plan.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 5 minutes

| Weigh-In | Notes |
|---|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 13 handouts to insert into the Participant Notebooks.• Session 13 “Food and Activity Trackers.”• Session 11 “Food and Activity Trackers” with your notes. <p>Collect Session 12 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Ask: Did you have any trouble keeping track last week? Were you able to stay under your fat gram budget and reach your goal for physical activity?</p> <p>Open responses.</p> <p>Ask: How are you feeling this week about your goals and your progress in general?</p> <p>Offer assistance graphing physical activity and weight.</p> <p>Present: Last week, we talked about the reality of slips in our progress toward goals. We all slip. Slips do <i>not</i> mean failure. We covered what you can do after you slip and ways to get back on your feet.</p> | |

Session 13: Jump Start Your Activity Plan

Ask: Did you have any slips last week? Did you try your two action plans to get back on your feet? How did it go?

Open responses.

Address any questions or difficulties.

This Week

Notes

Present: This week we will –

- Look at ways to add interest and variety to your activity plans so that you stay motivated.
- Talk about the importance of aerobic fitness and how to make aerobic activity part of your routine.
- Discuss the four F.I.T.T. principles – frequency, intensity, time, and type of activity.

Session 13: Jump Start Your Activity Plan

Part 2: Adding Interest and Variety

Estimated time: 20 minutes

Preventing Boredom

Notes

Present: So far, our physical activity focus is on increasing the amount of time you are active. We moved gradually from 60 minutes per week to 150 minutes per week of physical activity. We emphasized walking because it is easy to do and does not require special equipment.

By now, some of you may find that your activity routine has become a little stale and boring.

Boredom is a problem because it may cause you to slip back into old habits of physical *inactivity*. Notice whether you're feeling bored with your activity plan, and do something to keep it fresh and interesting.

Today we will talk about ways to give your activity routine new energy when it begins to feel boring.

Ways to Add Variety

Notes

Ask: What can you do to keep activity from feeling routine or boring?

Open responses.

Encourage participants to share their experiences about overcoming boredom so that participants can help each other.

Present: One thing you can do is to add variety. Mix it up.

Do something new or different now and then. You cannot expect to do the same activity, day in and day out, every season of the year, without getting bored any more than you could eat the same food, day in and day out, without getting bored. Remember that you are making lifelong changes, and being active is something you will do for the rest of your life. So build in some variety.

Session 13: Jump Start Your Activity Plan



Refer participants to the “Ways to Prevent Boredom” handout in the Participant Guide.

Present: Take a moment to fill out this handout.



Note to Lifestyle Coach

Have participants include lifestyle activities in their ways of avoiding boredom. However, make sure they understand that they should keep track only of the physical activities that are similar to (or higher than) the intensity of brisk walking. If a participant wants to learn more about an activity (e.g., strength training), make an appointment for the participant to meet with an exercise specialist (if one is available to you) for instruction.

Ask: What are some ways you could build variety into your activity routines? Starting with doing something new?

Open responses.

Praise all accounts of participants making an effort to stay motivated.

Offer these suggestions:

- If you usually walk during the week, plan to ride a bike or roller skate on the weekend.
- Try an exercise video or indoor cycling in the winter.
- Try strength (weight) training on alternate days.

Ask: How about changing where you do your activity?

Open responses.

Session 13: Jump Start Your Activity Plan

Offer these suggestions:

- Walk a different path through the park.
- Walk in a different neighborhood after work.

Ask: What about being active as a way to be social with a family member or group of friends?

Open responses.

Offer these suggestions:

- Instead of going for a cup of coffee, go for a walk-and-talk with a friend or family member.
- Plan a weekend hike with a group of friends.
- Go biking with a cycling club.
- Join a basketball team.
- Sign up with a group of friends for a walk for charity.

Present: It also helps if you make being active fun.

Ask: What suggestions or ideas do you have?

Open responses.

Offer these suggestions:

- Some people enjoy listening to a radio, music, or audio books while they walk or jog.
- Plan walking tours of cities when you travel.

Present: Finally, what can you do to motivate yourself to maintain or increase your activity?

Open responses.

Session 13: Jump Start Your Activity Plan

Offer these suggestions:

- Prepare yourself for a walk-a-thon or race.
- Train for a challenging mountain hike.
- Set up a friendly competition with a friend. For example, whoever walks the most miles before a certain date gets treated to a healthy lunch.

Present: Have you ever been bored being physically active? Have you found anything helpful to you at those times?

Open responses.

Encourage discussion about this topic.

Present: Even if you are not bored now, please be sure to let us know if you ever do feel bored. Use me, the group, and other resources to help you. We can talk about some community programs that might add interest to your activity routine.

Session 13: Jump Start Your Activity Plan

Part 3: Improving Your Aerobic Fitness

Estimated time: 30 minutes

What is Aerobic Fitness?

Notes

Present: One way to add something new to your activity routine is to begin focusing on improving your aerobic fitness.

Ask: What is “aerobic fitness”?

Open responses.

Present: Aerobic fitness refers to how well your heart can pump oxygen through your blood to your muscles, particularly the muscles in your arms and legs.

Your heart is a muscle, too. If you exercise your heart (make it beat faster), it will become stronger over time. Making your heart beat faster is similar to building the muscles in your arms by lifting weights every day.

As your heart becomes stronger, you will notice that it is easier for you to do activities such as walk up stairs and carry groceries. Over time, as your regular physical activity increases, your heart will not beat as fast as it used to doing the same level of activity.

For instance, you will notice that your heart does not beat as fast as it used to when you walk up two flights of stairs, and you do not become as out of breath. This change in heart rate means that you are becoming more fit and that your heart is doing the same amount of work with less effort.

F.I.T.T. Principles

Notes

Present: Although aerobic activity is good for your overall health, not all forms of activity help strengthen your heart. Only those that are F.I.T.T. will do so.

Ask: Does anyone know what F.I.T.T. stands for?

Open responses.

Session 13: Jump Start Your Activity Plan



Refer participants to the “F.I.T.T. Principles” handout in the Participant Notebook.

Frequency

Notes

“**F**” stands for **frequency**, or *how often* you are active.

Aerobic fitness levels go down within 48 hours of no activity, so it’s important to be active often.

- Try to be active on most days of the week. At least 3 days per week is recommended; 5 to 7 days is much better.
- To avoid soreness and injury, increase the frequency slowly.

Intensity

Notes

Present: “**I**” stands for **intensity**, or *how hard* you work while you are active.

Intensity is usually measured by how fast your heart beats. We want your heart to beat faster than it usually does when you are at rest so that it will become stronger, but not so fast that you could injure yourself.

Another way to estimate how hard you should be working is that you should be able to have a conversation while you’re active, but you should not be able to sing. If you can break into song, speed it up!

NOTE: If you have trouble breathing and talking while you walk, slow down.

As you continue strengthening your heart, you will gradually need to do more challenging activity. For example, to get the same aerobic benefit, you will need to walk faster than you used to.

Session 13: Jump Start Your Activity Plan

Time

Notes

Present: “T” stands for **time**, or *how long* you are active.

To improve your aerobic fitness, you should *stay active continuously for at least 10 minutes*. That’s why we ask you to not record any activity of less than 10 minutes.

We recommend that you slowly increase the time you are active to at least 20 and up to 60 minutes per activity session. The total number of minutes you are active each week should at least equal your activity goal for that week.

Type of Activity

Notes

Present: The final “T” stands for **type**: the *type of activity* you do.

To improve your fitness, you should do **aerobic** activities. Those are activities that *challenge your heart* (e.g., brisk walking, jogging, swimming, bicycling). These activities use large muscle groups, such as those in your arms and legs and last 10 minutes or longer.

Brief activities that do not require your heart to work harder (e.g., bowling, pitching a softball, washing a window) will not improve your aerobic fitness.

Present: Determining how much physical activity you do each day can be difficult, but there are tools that can help. One such tool is a pedometer.

Pedometers are small devices worn on your clothing that measure the number of steps you take in a given amount of time. Using a pedometer as part of your daily routine gives you a better idea of how much total movement you do in a day.

Session 13: Jump Start Your Activity Plan



Note to Lifestyle Coach

If participants are interested in learning more about pedometers, give them a copy of the “Using a Pedometer” handout at the end of this guide.

How Hard Are You Working?

Notes

Present: Paying attention to our bodies is an important way to keep track of your intensity – how hard you are working – when you are active.



Refer participants to the “How Hard Are You Working?” handout in the Participant Notebook.

Present. Next time you are active, rate yourself on this scale. Ask yourself, “How hard am I working?”

Session 13: Jump Start Your Activity Plan

Part 4: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week

Notes

Present: For next week, I want each of you to measure your heart rate while active, and try to stay within your target heart rate range.



Refer participants to the “To Do Next Week” handout in the Participant Notebook.



For next week:

1. Keep track of your weight, eating, and activity.
2. Do your best to reach your activity goal for the week.
3. Try using one of the F.I.T.T. principles to jump start your workout.
4. Document your activity level on the “To Do Next Week” handout.

Ask whether participants have any questions.

Session 13: Jump Start Your Activity Plan

Closing

Notes

Summarize these key points:

- Your activity routine can become boring over time. Add variety so you don't slack off.
- To improve your aerobic fitness, you must increase your activity level.
- Use the F.I.T.T. principles to get the most out of your activity.
- Pay attention to your body to determine how hard you are working. Make adjustments as needed to remain safe and injury-free.

Close: Begin varying your activity routine. Trying something new will make physical activity more enjoyable. Increase your aerobic fitness and pay attention to your body. Be prepared to share your experience with the group.

Ask participants whether they have any questions before closing the session.

Make announcements about time or location changes, contact information, or other similar issues.

After the session:

- Write notes on participants' successes and, when necessary, recommend changes in the participants' "Food and Activity Trackers" from Session 12.
- Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in the Lifestyle Coach's Log.
- Use the Notes and Homework page at the end of this guide to write notes about the session.

Using a Pedometer

What is a pedometer?

Pedometers are wonderful tools that measure the number of steps you take throughout the day as you walk, run, or climb stairs. Using a pedometer as part of your routine gives you a better idea of how much total movement you do in a day or week.

How does a pedometer work?

When worn correctly, your pedometer records a step each time your hip moves up and down. All of your daily steps, including those taken during activities such as vacuuming, walking around the house, or brisk walking outside are added together to give you the total number of steps you took during the day.

How do I wear it?

Attach the pedometer to your belt or waistband near the front of your hipbone, in line with your kneecap. Make sure the pedometer is secure, straight, and does not move around a lot. Put the pedometer on first thing in the morning; remember to reset it every day.

How many steps make up a mile?

About 2000 steps equal 1 mile.

Lifestyle Coach Facilitation Guide: Core

Session 14: Make Social Cues Work For You

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 14.

- Participant handouts for Session 14:
 - Session 14 Overview
 - Examples of Social Cues
 - Dealing with Problem Social Cues
 - Social Cues at Special Events
 - Adding Helpful Social Cues
 - Getting Support from Others
 - My Problem Social Cues
 - My Helpful Social Cues
 - My Action Plan for Special Events
 - To Do Next Week
- “Food and Activity Trackers” for Session 14
- Lifestyle Coach’s Log
- Name tags or tents from previous weeks, if still needed
- Flip chart or chalk board supplies
- Balance scale

Session 14: Make Social Cues Work for You

Before you begin

- Choose a private place to weigh participants.
- Prepare Session 14 handouts to distribute at the start of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Give examples of problem social cues and helpful social cues.
- Explain how to remove problem social cues and add helpful ones.
- Describe ways of coping with vacations and social events such as parties, holidays, and visits from relatives and friends.
- Create an action plan to change a problem social cue and add a helpful one.

Session 14 overview

The focus switches from ways to maintain interest in a physical activity routine to ways to stay committed to goals in the face of yet another challenge: social cues. The session builds somewhat on the discussion of food and activity cues from Session 8. Use prepared examples and examples from participants to show how to counteract the influence of social cues. To end the session, participants use what they learned to create a plan to overcome their own problem social cues.

Session 14: Make Social Cues Work for You

Session 14 is divided into four parts.

Part 1: Weekly Progress and Review (5 minutes)

Weigh participants privately. Review briefly the information covered during Session 13, and then begin a discussion about participants' successes, challenges, and questions since the group last met.

Part 2: The Power of Social Cues (25 minutes)

Introduce social cues and the control they can have over us. You will give examples of problem social cues and helpful social cues. Encourage participants to share their own examples. Explain that habits are formed on the basis of our responses to social cues over time.

Part 3: Changing Social Cues (25 minutes)

Introduce strategies for dealing with problem social cues and encourage participants to brainstorm ways to either avoid the problem cues or to substitute them with new, healthier, helpful cues. Some of the most challenging social cues occur at special events such as holidays, parties, and vacations. Engage participants in a discussion about how to manage these situations.

Part 4: Wrap Up and To-Do List (5 minutes)

Key messages

- Social cues – what other people say or do – have a powerful influence on our eating and activity.
- Changing the effect of social cues requires that we reduce problem social cues and add helpful ones.
- Our responses to social cues are often habits that formed over time. To overcome them, we must change our own habits and learn to respond differently to the habits of others, which make our responses to social cues even harder to change than our responses to other cues.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 5 minutes

| Weigh-In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 14 handouts to insert in the Participant Notebooks.• Session 14 “Food and Activity Trackers.”• Session 12 “Food and Activity Trackers” with your notes. <p>Collect Session 13 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Ask: Did you have any trouble keeping track last week? Were you able to stay within your fat gram budget? Did you reach your goal for physical activity?</p> <p>Open responses.</p> <p>Offer help graphing activity or weight numbers, if needed.</p> <p>Present: Last week, we talked about ways to stay motivated as you continue working toward lifestyle goals. We looked at how to add variety to your physical activity routines to avoid boredom. We also discussed adding activities that improve your aerobic fitness. Doing both (adding variety and adding new activities) will make it easier to stay on your physical activity plan and improve your health.</p> | |

Session 14: Make Social Cues Work for You

Ask: How many of you worked on changing your routine to prevent boredom? What adjustments did you make?

Discuss preventing boredom as a group.

Address participants' questions or difficulties related to managing the intensity of their physical activity or making adjustments to their routines.

This Week

Notes

Present: This week we will cover –

- Social cues: what they are and how they affect us.
- Two kinds of social cues: problem cues and helpful cues.
- How to remove problem social cues and add helpful ones.
- How to cope with vacations and social events such as parties and holiday meals.
- How to create an action plan to change a problem social cue and add a helpful one.

Session 14: Make Social Cues Work for You

Part 2: The Power of Social Cues

Estimated time: 25 minutes

What Are Social Cues?

Notes

Present: In an earlier session we talked about how to take charge of what is around you. We took a virtual tour through your house and your work place looking for problem food or activity cues that prompt you to think about eating or being inactive. For example, seeing a TV set might prompt you to sit instead of go for a walk, or seeing a bag of cookies on a kitchen counter might prompt you to eat when you are not hungry.

We planned some ways to remove problem cues and add positive cues (e.g., keep high-fat foods out of the house, keep your walking shoes in sight).

In that session, we focused on the sight and smell of food or certain activities that make you think about food.

Today we will talk about social cues – what other people say or do that affect our eating and activity. There are two types of social cues:

- **Problem**, or negative, social cues.
- **Helpful**, or positive, social cues.

Your goal is to replace problem social cues with helpful ones.

Examples of Problem Social Cues

Notes

Ask: Can anyone describe a powerful problem social cue?

Open responses.

Present: One of the most powerful problem social cues is the sight of other people eating problem foods or being inactive. For instance, going to a bar where you see other people eating potato chips and watching TV tempts many of us to do the same.

Session 14: Make Social Cues Work for You

Ask: Can you think of an example from your own experience? Is it difficult for you when you see a friend or family member eating certain foods?

Offer additional examples, if needed.



Refer participants to the “Examples of Social Cues” handout in the Participant Notebook.

Present: Let’s go over together some examples of **problem** and **helpful** social cues. Let’s start with problem social cues.

Offer examples of the problem cues below. Then have participants write their own problem social cues on the handout.

- **Being offered (or pressured to eat) problem foods or being invited to do something inactive.**

Example: Your spouse buys you candy for your birthday, or a friend asks you to come over to watch football.

- **Being nagged.**

Example: Your spouse says, “You should not be eating that bacon. It’s too high in fat.” Some people think that nagging helps, but it tends to *cause* rather than prevent the behavior the nagger wants to stop.

- **Hearing complaints.**

Example: Your daughter says, “I hate this frozen yogurt. Real ice cream is better.” Or your spouse says, “You’re always out walking. You don’t have time for your family anymore.”

Session 14: Make Social Cues Work for You

Examples of Helpful Social Cues

Notes

Present: Now, let's go over some examples of **helpful** social cues.

Offer as further examples the helpful cues below, and have participants write their own helpful cues on the handout.

- **The sight of other people eating healthy foods or being active.**

Example: You go to dinner with another program participant who orders low-fat foods. You feel you should order low-fat also. You see someone go to an aerobics class, and you think "I should go too."

Ask: Can you think of any people who are positive influences as you work toward your goals? In what way?

- **Being offered healthy foods or being invited to do something active.**

Example: Your mother offers you fruit salad for dessert, or asks you to go for a walk.

Ask: Does anyone do this for you?

- **Being praised.**

Example: Your spouse says, "The oatmeal was delicious this morning, Honey."

Ask: Who praises you for your efforts and accomplishments?

- **Hearing compliments.**

Example: Your daughter says, "Thanks for buying frozen yogurt, Mom. It's a lot healthier than ice cream." Or your spouse says, "You're really committed to walking every day. I'm proud of you."

Session 14: Make Social Cues Work for You

Ask: Does anyone compliment you on your efforts to lose weight and be more active? How does that make you feel?

Open responses.

Learning Habits

Notes

Present: When you respond to a social cue in the same way over and over again, you build a habit. The cue becomes paired with the way you respond, and your response becomes more and more automatic. In an earlier session, we used the example of eating popcorn whenever you go to the movies as a food cue that over time becomes a habit for many people. Social cues work the same way.

Let's say that, since childhood, your mother offers you second helpings of food at the dinner table. You developed a habit of accepting her offer. Now when you return home as an adult and your mother offers you second helpings, you find refusing is hard.

Ask: Do you have any childhood habits that are now hard to break?

Present: Understand that, with social cues, the other person also learned a habit. So, in the example we just used, your mother learned to offer you second helpings and expects that you will accept the offer. The involvement of another person makes social cues even harder to change than other cues.

Session 14: Make Social Cues Work for You

Part 3: Changing Social Cues

Estimated time: 25 minutes

Dealing With Problem Cues

Notes

Present: As we discussed during the session on food and activity cues, problem social cues can be replaced with helpful cues.

Ask: How can you change problem social cues?

Open responses.



Refer participants to the “Dealing With Problem Social Cues” handout in the Participant Notebook.

Present: You can get around problem social cues by –

- Staying away from them.
- Changing the cue when possible.
- Responding differently to the cue.

Let’s take a closer look.

Stay away from the cue.

As with problem food cues, staying away from the cue is best. For example –

- Move to a different room when a family member eats problem foods in front of you.
- Skip parties with foods that are just too tempting.
- Socialize with people by going bowling, dancing, or to the movies. Limit eating out as a way to socialize.
- Change the subject when someone starts talking about food, weight, or cues to inactivity such as watching TV.

Session 14: Make Social Cues Work for You

Change the cue, if you can.

Changing the cue means influencing another person's habit.

When someone nags, complains, eats problem foods in front of you, or pressures you to eat, try the following:

- Discuss the problem with the person, and brainstorm options with him or her to overcome the problem. For instance, say, "It is hard for me when you eat ice cream in front of me. Is there a way we can get together and have fun but not eat ice cream?"
- Be willing to compromise to find a solution that will work for everyone.
- Tell people about this program, your efforts to lose weight and be more active, and the reasons this program is important to you. Many people are willing to help if they understand that you want to change your eating and activity and why.
- Ask others to praise you for your efforts and ignore your slips. This step is *key* to your success. Explain to your friends and family that they can be most helpful by praising your successes and ignoring your slips. Be sure to thank them when they praise you.



Note to Lifestyle Coach

At this point, if appropriate, you might want to role-play with participants about how to tell friends and family about the support they need. Use meaningful examples. Using examples previously discussed is fine.

Practice responding in healthier ways.

If you cannot stay away from or change the problem social cue, practice responding in a healthier way. Over time you will build a new, healthier habit, and the other person may learn a new habit, too.

Session 14: Make Social Cues Work for You

For example –

- Say “No, thank you” to food offers. If you are consistent and continue saying “No,” others will eventually stop offering.
- Show others you know they mean well, and suggest something they can do to help you. This practice is one of the most important. Be specific. Most people mean well when they nag, offer food, or pressure someone to eat. Many people think that being a good host means insisting that guests have second helpings. If you recognize that the host means well, ask for a specific, positive alternative. Doing so still allows the host to feel helpful, and you are more likely to reach your goals. For example, when a host offers you second helpings, say, “Thanks so much for offering. You know, what I would really enjoy is some coffee.”
- Give people specific ideas of how to help ahead of time, before you are confronted by a challenging situation.

Ask: What are some ways people can help you?



Note to Lifestyle Coach

This might be another good time to role-play. Have participants practice saying “No” to food offers. Reflect on *Session 11: Talk Back to Negative Thoughts* and the role-playing work they did with talking back to negative thoughts. Use examples that are meaningful to participants. Illustrate that the participant should be prepared to say “No” several times to someone who continues to offer (e.g., “Are you sure you do not want a piece of cake?” “No, thank you. I’m sure.”)

Session 14: Make Social Cues Work for You

Present: Remember that it takes time to break an old habit or build a new one. Change does not happen overnight. And with social cues, there are at least two people involved in making a change: you and someone else. Do not expect other people to adjust instantly to a new way of relating to you, any more than you expect yourself to change instantly.

Navigating Social Event Cues

Notes

Present: Social cues are especially powerful at social events such as parties, holiday meals, and dinner parties either in your home or in someone else's.



Refer participants to the "Social Cues at Special Events" handout in the Participant Notebook.

These events tend to –

- **Upset our routine.**
You usually walk after dinner, so how do you fit walking in on a day when you are going to a party after dinner?
- **Challenge us with unique food and social cues.**
Your family serves appetizers when guests are in the house but not at other times. How do you resist? You go on vacation to a place where you are not familiar with the restaurants. How do you find a restaurant with low-fat choices?
- **Involve habits that developed over many years and can be powerful.**
For the past 30 years on Thanksgiving, your family watched Macy's parade on TV and had pumpkin pie with whipped cream for dessert. Does your family say it's not fun if everyone doesn't participate?

Session 14: Make Social Cues Work for You

Ask: What are some social events that are difficult for you?



Note to Lifestyle Coach

Get an idea of the kind of social events participants attend. If it is near a holiday or vacation, you may want to focus the remainder of the session on brainstorming options and making an action plan for that specific event.

Present: To handle social events, try to anticipate the problems that will occur. What exactly might be difficult for you? Then brainstorm your options ahead of time. Here are some ideas.

Review the examples on the handout:

- Plan ahead.
- Stay away from problem cues when you can.
- Change problem cues.
- Respond to problem cues in a more healthy way.
- Add helpful social cues.

Present: Stay positive. Think of every social event as an opportunity to learn what works well for you and what does not. Remember, you are building healthy habits for a lifetime.



Note to Lifestyle Coach

You could distribute some low-fat and low-calorie ideas or recipes (e.g., recipes for low-fat dips and a list of brands of low-fat crackers).

Session 14: Make Social Cues Work for You

Adding Helpful Social Cues

Notes

Present: Not all social cues are problems. You can use social cues to help you eat more healthfully and be more active.



Refer participants to the “Adding Helpful Social Cues” handout in the Participant Notebook.

Examples:

- Spend time with people who are active and make healthy food choices. For instance, at parties stand next to people who spend most of their time talking and dancing instead of eating.
- Put yourself in places where people are active. One option is to join an exercise club or sports league.
- Set up a regular date with others to be active. You are more likely to stick to the plan because you will not want to disappoint others by canceling.
- Ask your friends to call you to remind you to be active.
- Bring low-fat and low-calorie food to share. One idea for potluck meals is to bring a fruit or vegetable salad.
- Be the first to order when you eat out at a restaurant, and order healthy foods. Ordering first is much easier than first listening to others order high-fat foods and then trying to order a low-fat meal. In addition, your low-fat order will be a positive social cue for other people.
- Be social by doing something active. For example, take a walk with a friend instead of going for coffee. Go dancing instead of out to dinner. Start a family tradition of taking a walk after dinner instead of watching TV. An important way to change negative social cues and add positive ones is to ask for help from people who want to support you.

Session 14: Make Social Cues Work for You

Support From Others

Notes

Ask: Are there people in your life who want to support you or who are already supporting you?

Open responses.

Ask: What could they do, or what are they doing to help you?



Refer participants to “Getting Support From Others” in the Participant Notebook.

Present: This handout has some ideas. Are any of these helpful? Fill in the blanks in the handout by writing the names of the people who can help you and the ways in which each can help you. At the bottom of each table, you can also add other positive cues that would help you.



Note to Lifestyle Coach

If needed, add other ideas of your own to help participants. Some participants may want to copy the handout to give to a supportive friend or family member.

Action Plans

Notes

Present: Before we close, let’s work on putting together an action plan for eliminating problem social cues and creating helpful social cues.



Refer participants to the “My Problem Social Cues,” “My Helpful Social Cues,” and “My Action Plan for Special Events” handouts in the Participant Notebook.

Session 14: Make Social Cues Work for You



Go over the handouts with participants and have them —

- Create a plan to change a problem social cue.
- Create another plan to add a helpful social cue.
- Create yet another plan for an upcoming holiday or a social event they will attend soon.

Session 14: Make Social Cues Work for You

Part 4: Wrap Up and To-Do List

Estimated time: 5 minutes

To Do Next Week

Notes

Present: For next week, keep track of your weight, eating, and activity, as usual. In addition, using the action plans created just now, work on changing a problem social cue and adding a helpful social cue.



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

Present: During the week, put these plans into practice, and record on your handout what the plans were, how they went, and what you could have done differently in each case.

Closing

Notes

Summarize the key points:

- Social cues are powerful and can be difficult to change because other people are often involved.
- Problem cues are those that can cause us to lose focus on our weight and activity goals.
- Your goal is to replace problem social cues with helpful ones.
- For difficult social situations, try to anticipate the problems and plan ahead.
- Breaking an old habit or building a new one takes time. Change does not happen overnight. We must not expect other people to adjust instantly to a new way of relating to us.

Session 14: Make Social Cues Work for You

Close: From this point on, pay attention to social cues and their effect on your life. These cues are powerful and take effort and time to change. Do not give up! Stay positive. Removing problem cues creates opportunities for adding helpful ones that could enhance your life.

Ask participants whether they have any questions before closing the session.

Make announcements about time or location changes, contact information, or other relevant issues.

After the session:

- Write notes in the participants' "Food and Activity Trackers" from Session 13. Comment on participants' successes and, when necessary, recommend changes.
- Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in the Lifestyle Coach's Log.
- Use the Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 15: You Can Manage Stress

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 15.

- Session 15 handouts:
 - Session 15 Overview
 - How Do You Feel Stress?
 - Ways to Prevent Stress
 - When You Cannot Avoid Stress
 - Stress Related to This Program
 - Your Plan for Stress
 - To Do Next Week

- “Food and Activity Trackers” for Session 15

- Lifestyle Coach’s Log

- Name tags or tents from previous weeks, if still needed

- Flip chart or chalk board supplies

- Balance scale

Before you begin

- Choose a private place to weigh participants.
- Prepare Session 15 handouts to distribute at the start of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Have your Lifestyle Coach's Log ready for weigh-ins.

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Explain how to prevent stress or cope with unavoidable stress.
- Describe how this program can be a source of stress.
- Explain how to manage stressful situations.
- Create and follow an action plan for either preventing or coping with a stressful situation.

Session 15 overview

The discussion highlights ways to reduce or avoid stressful situations that might cause participants to lose focus on, or motivation toward, their goals. You will lead a group discussion about the effects of stress on the participants. Have participants give examples of the types of stress that cause problems for them. Together, look for ways to avoid the damaging effects of stress or to cope with stress that cannot be avoided.

Session 15 is divided into four parts.

Part 1: Weekly Progress and Review (10 minutes)

Part 2: Preventing Stress (20 minutes)

You will lead a discussion about how stress affects people and will ask participants to share their personal experiences with stress and how they cope with it. You will follow-up with some tips for ways to avoid stress.

Session 15: You Can Manage Stress

Part 3: Coping with Unavoidable Stress (20 minutes)

You will engage participants in a discussion about ways to cope with stress that we *cannot* avoid. Techniques for coping emphasize relaxation, physical activity, and various forms of personal enjoyment. Participants are asked to give examples of what helps, or will help, them cope, and they will create an action plan for avoiding stress.

Part 4: Wrap Up and To-Do List (10 minutes)

Key messages

- Everyone has pressures that influence the way they feel, think, and make decisions. Stress is the tension that develops in response to these pressures.
- Any change, good or bad, big or small, can cause stress, making stress a natural part of life.
- Stress can work against you and your goals toward a healthier lifestyle.
- Many people react to stress by changing their eating and activity habits.
- The best approach to avoiding the effects of stress is to prevent it whenever possible.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh-In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight and physical activity in your Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 15 handouts to insert into the Participant Notebooks.• Session 15 “Food and Activity Trackers.”• Session 13 “Food and Activity Trackers” with your notes. <p>Collect Session 14 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Ask: Were you able to stay within your fat gram budget and reach your goal for physical activity?</p> <p>Open responses.</p> <p>Offer assistance graphing physical activity and weight, if needed.</p> <p>Present: Last week, we looked at the roles of problem social cues and helpful social cues. You created an action plan for changing a problem social cue and adding a helpful one.</p> <p>Ask: Were you able to follow your action plans to change a problem social cue and add a helpful one? If you feel comfortable doing so, tell us about some of the situations you had to deal with.</p> | |

Session 15: You Can Manage Stress

Open responses.

Address any questions or difficulties, and praise all progress.

This Week

Notes

Present: In this session, we are switching gears and focusing on how the stresses in life can work against us and our goals for a healthier lifestyle. This week we will –

- Talk about how to prevent stress and to cope with stress we cannot avoid.
- Look at the ways this program might be contributing to your stress and how to cope with that.
- Come up with an action plan for either preventing a stressful situation or coping with it.

Session 15: You Can Manage Stress

Part 2: Preventing Stress

Estimated time: 20 minutes

How Stress Affects Us

Notes

Present: Everyone has pressures, whether from other people or ourselves, that influence the way we feel, think, and make decisions. The tension that develops in response to these pressures is stress. Any change, good or bad, big or small, can cause stress, making stress a natural part of life.

Big changes or events in our life – getting married, having a serious illness, changing jobs – can cause stress. Even small events – losing our keys, having a birthday, having a flat tire, or needing to get errands done before picking up a child – can also cause stress.

Ask: What makes you feel stressed?

Open responses.



Refer participants to the “How Do You Feel Stress?” handout in the Participant Notebook.



Present: Take a moment to record the kinds of situations that make you feel stressed. Describe how they influence your feelings and your behavior.

Ask for volunteers to share what they recorded. What is it like for you when you get stressed?



Note to Lifestyle Coach

If the participants do not give examples, mention one or two situations that are typically stressful (such as being under a deadline at work, being faced with unexpected responsibilities: a sick child, car repairs). Ask how the participants feel or react to those situations. If they say that stress causes physical or emotional symptoms (e.g., headache, muscle tension), point out that those symptoms might affect their behavior with regard to eating and activity.

Continue with these questions:

- Do you get any physical symptoms such as headache, stomachache, or muscle tension?
- Do you change your behavior when you feel stressed?
- Do you eat more when you are stressed?
- Do you change the kinds of food you eat when you are stressed?
- Do you change how active you are or the kind of activities you do when you are stressed?

Present: Why are we talking about stress? Because many people react to stress by changing their eating and activity habits. Some people eat and drink too much as a way to deal with stress. Others may stop eating. Some people become inactive and withdrawn.

Session 15: You Can Manage Stress

Preventing Stress

Notes

Present: An ounce of prevention is worth a pound of cure, and this is certainly true when it comes to stress. The best approach to avoiding the effects of stress is to prevent stress whenever you can.



Refer participants to the “Ways to Prevent Stress” handout in the Participant Notebook.

Review the strategies in the handout.

- **Practice saying “No.”**

When possible, say “No” when someone asks you to do something you do not want to do. Say “Yes” only when what others want you to do is important to you.

Saying “No” can be hard. In itself, saying “No” can cause stress, but that stress is usually short-lived. If you say “Yes,” you may have hours, weeks, or months of stress as you complete whatever you agreed to do.

- **Share some of your workload with others, both at home and at your job.**

Delegate what you can to someone else. For example, your spouse and children can help clean the house, mow the lawn, shop for food, prepare meals, and do laundry. A co-worker might be able to help with an overwhelming work project.

Sharing work does not mean you are being irresponsible. Giving responsibility to others, even if they are not as experienced as you, gives them a chance to learn, participate, and gain experience.

Word of caution: Do not expect those helping you to be perfect. Criticizing those who are trying to help can create another source of stress. Instead, thank them for their efforts, and be patient as they gain skills.

- **Set goals you can reach.**

Sometimes we create our own stress by trying to be perfect. If we set reasonable goals, we are more likely to succeed. When we succeed, we are less likely to feel stressed. Remember, we talked about this when we discussed negative thoughts: if we try to be perfect, we probably will not succeed!

Periodically, take a good look at the demands you are placing on yourself. Ask yourself, “Am I expecting myself to do more than anyone could possibly do?”

- **Take charge of your time.**

Make schedules that are realistic. Do not schedule yourself to accomplish in 30 minutes what realistically will take an hour. Take a good look at your to-do list, eliminate what is not essential, and give yourself a realistic amount of time to accomplish the rest.

Get organized. Chaos is stressful and inefficient. Devote some time every day to getting organized, and you will save time and stress in the long run.

- **Use the steps for solving problems.**

If changing your eating and activity habits is causing stress, take action. Use the steps for solving a problem that we discussed in Session 9:

1. Describe the problem in detail. Discuss it with your family or friends if they are involved.
2. Brainstorm your options.
3. Pick one option that is likely to work and that you can do.
4. Make an action plan.
5. Try that plan, and see how it works.

Continue the problem-solving process until you find a solution. Sitting on problems can cause even more stress. Instead, solve those problems, and move on.

- **Plan ahead.**

Think about the kind of situations that are stressful for you. Those situations put you at high risk for eating unhealthfully or skipping activity. So plan ahead for how to handle these situations, or work around them.

For example, are the holidays especially stressful for you? If so, plan some ways to make your life easier during the holiday season. Maybe you could buy healthy frozen meals to have on hand for some particularly busy days. You might decide that parts of the house need not be decorated, and you could spend the saved time relaxing instead of fussing with decorations.

- **Keep things in perspective. Remember your purpose.**

Maintain a positive attitude. Think of all the good things in your life. Remember why you joined this program.

- **Reach out to people.**

Think about who you can turn to for support. Ask supportive people to help when you are overwhelmed or need someone to encourage you. We talked about this last week.

- **Be physically active.**

Many people find that being active helps them cope with stress, makes them feel more relaxed, and helps them manage stressful situations more smoothly.

Session 15: You Can Manage Stress

Part 3: Coping with Unavoidable Stress

Estimated time: 20 minutes

Unavoidable Stress

Notes

Present: What about the times when we cannot avoid stress?

Ask participants for examples of stress they cannot avoid and how they deal with it.



Refer participants to the “When You Cannot Avoid Stress” handout in the Participant Notebook.

First, notice that you feel stressed as early as you can.

We talked before about action or behavior chains, and the importance of breaking them as early as possible. The same is true of stress. If you recognize the signs of stress early, you may avoid some of the harmful consequences such as overeating or being inactive.

Ways to Cope

Notes

Do you know of any signs that indicate you are getting stressed or are already stressed?

Take a 10 minute time-out. Develop a new habit of responding to stress with a time-out. Stop what you are doing, and take a few minutes for yourself. Do whatever you find helpful that does not involve food.

Here are some possibilities:

- **Move those muscles.**

Research shows that being active relieves tension, reduces anxiety, and counters depression. So when you notice yourself feeling stressed, make yourself go out for a 10–15 minute brisk walk, or get on your exercise bike and pedal for 10 minutes. The distraction and breathing can make you feel better.

Session 15: You Can Manage Stress

- **Pamper yourself.**

Take a bath. Manicure your nails. Massage your feet. Read a magazine. Read the funnies. But do not eat.

Just take 10 minutes for yourself.

- **Breathe.**

Most of us tend to hold our breath when we are stressed, which creates more tension in the body and mind. So when you catch yourself feeling stressed, try this:

- Take a full, deep breath.
- Count to five.
- Let your breath out slowly.
- Let the muscles in your face, arms, legs, and body go completely loose.

Stress Caused by This Program

Notes

Present: We understand that this program itself and the lifestyle changes we are working toward may cause stress. Changing your behavior and helping your family make related changes can create pressure and tension.



Refer participants to the “Stress Related to This Program” handout in the Participant Notebook.

Present: This handout lists some ways that this program may cause stress, and gives you some suggestions for how to manage it.

Go through the handout with participants.

Session 15: You Can Manage Stress



Note to Lifestyle Coach

Some sources of stress may not be pertinent to every participant. For example, some participants' families may enjoy low-fat foods. Be careful that the discussion related to this handout does not cause participants to have a negative view of this program. The purpose of the handout is to help participants cope if they encounter stresses such as those described in the handout.



Refer participants to “Your Plan for Stress” handout in the Participant Notebook.



Ask participants to write their answers to the first question on the handout.

Present: Now, pick one of the sources you named on the handout, and make an action plan for either preventing or coping with that source of stress. Record your plan in the space provided.

Session 15: You Can Manage Stress

Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

To Do Next Week

Notes

Present: For next week, work on your plan for preventing or coping with the stressful situations you described on the last handout.



Refer participants to the “To Do Next Week” handout in the Participant Notebook.

During the next week, do the following:

- Keep track of your weight, eating, and activity.
- Follow your action plan to reduce stress. During the week, answer the questions on the handout: Did your plan work? If not, what went wrong?

Closing

Notes

Summarize the key points:

- Stress is the result of various pressures in our lives, and it affects everyone.
- Stress can sabotage the work you do in this program.
- When possible, work to prevent stress rather than cope with it.
- Practice preventing and avoiding stress using the tools we gave you.
- This program can cause stress. Use your action plan to practice coping with program-related stress.
- You can manage the stress!

Close: Next week is the last session of the core phase of the program. Do your best to avoid stressful situations. Use the tools we gave you to manage stress.

Session 15: You Can Manage Stress

Ask participants whether they have any questions before closing the session.

Make any announcements about time or location changes, contact information, and any other relevant issues.

After the session:

- Write notes in the participants' "Food and Activity Trackers" from Session 14. Comment on their successes, and recommend changes when necessary.
- Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in the Lifestyle Coach's Log.
- Use the Notes and Homework page at the end of this guide to write notes about the session.

Lifestyle Coach Facilitation Guide: Core

Session 16: Ways to Stay Motivated

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Background and Preparation

Preparation Checklist

Materials

These are the materials you will use during Session 16.

- Participant handouts for Session 16:
 - Session 16 Overview
 - Progress Review
 - Ways to Stay Motivated
 - A Plan for Staying Motivated
 - To Do Next Week
- “Food and Activity Trackers” for Session 16
- Lifestyle Coach’s Log
- Name tags or tents from previous weeks, if still needed
- Flip chart or chalk board supplies
- Balance scale

Preparation Checklist

Before you begin _____

- Review the notes on each participant's progress since Session 1. Look at the percentage of weight lost and the level of achievement toward goal. Note what plans each participant made to increase weight loss and activity level, which strategies he or she used, and which were successful or unsuccessful. If some participants are not at goal for weight loss or activity, refer to the *Lifestyle Coach Training Manual* and the text for the previous 15 sessions for ideas about how to address particular problems.
- If you have copies of each participant's "Food and Activity Tracker", review them also. Note some of the positive changes each participant made.
- Have your Lifestyle Coach's Log ready for weigh-ins.
- Choose a private place to weigh participants.
- Prepare Session 16 handouts to distribute at the start of the session.
- If still needed, prepare name tags or set up the classroom with name tents from the previous week.
- Flip chart or chalk board supplies
- Balance scale

Lifestyle Coach Brief

Learning objectives

At the close of this session, the participants will be able to –

- Measure their progress toward weight and physical activity goals since Session 1.
- Develop a plan for improving progress, if their goals have not yet been attained.
- Describe ways to stay motivated long-term.

Session 16 overview

Wrap up the core phase of the program by evaluating each participant's progress and helping each of them to come up with ways to stay motivated as they continue with the post-core phase of the program. Participants spend time reflecting on why they chose to be a part of this lifestyle intervention and how far they have come since the program began.

Session 16 is divided into four parts:

Part 1: Weekly Progress and Review (10 minutes)

Weigh participants privately, and then lead a brief review of the information covered in Session 15. Discuss participants' successes, challenges, and questions since the group last met.

Part 2: Review of Goals and Accomplishments (20 minutes)

Ask participants to reflect on their accomplishments during the last 16 weeks. Review each participant's progress toward goals since Session 1, and recommend ways that those who have not met their goals can continue to work toward achieving them.

Part 3: Staying Motivated (20 minutes)

Focus on helping participants find ways to stay motivated. Give them a comprehensive list of suggestions for staying motivated, and ask them to choose the strategies that work best for them.

Session 16: Ways to Stay Motivated

Part 4: Wrap Up and To-Do List (10 minutes)

Using the tools and information provided during the 16 sessions, help participants build a plan for staying motivated as they move into the post-core phase of the program.

Key messages

- You accomplished great things and took important steps toward a healthier way of life and preventing type 2 diabetes.
- Although you finished the first 16 sessions, the weight loss and physical activity goals remain in place for the rest of this program.
- The post-core program sessions will help you come up with strategies for staying on course toward your weight and activity goals, if you have not yet reached them. Or they will help you maintain for life your new weight and level of activity, if you have already reached your goals.
- Staying motivated is crucial to maintaining healthy eating and physical activity for the long term, but staying motivated is one of the biggest problems people face.
- Keep sight of your successes and progress so far. Knowing what you *can* do helps keep you motivated to continue.

Classroom Presentation

Part 1: Weekly Progress and Review

Estimated time: 10 minutes

| Weigh-In | Notes |
|--|-------|
| <p>Weigh participants privately, and have them record their weight on their “How Am I Doing? Weight” chart.</p> <p>Record participants’ weight and physical activity in the Lifestyle Coach’s Log.</p> <p>Distribute:</p> <ul style="list-style-type: none">• Session 16 handouts to insert into the Participant Notebooks.• Session 16 “Food and Activity Trackers.”• Session 14 “Food and Activity Trackers” with your notes. <p>Collect: Session 15 “Food and Activity Trackers.”</p> | |
| Week in Review | Notes |
| <p>Ask: Did you have any trouble keeping track last week? Were you able to stay within your fat gram and calorie budget and reach your goal for physical activity?</p> <p>Open responses.</p> <p>Ask: How are you feeling this week about your goals and your progress in general?</p> <p>Offer assistance graphing physical activity and weight, if needed.</p> | |

Session 16: Ways to Stay Motivated

Present: Last week, we talked about ways to prevent or cope with stress, including stress related to your expectations and efforts in making healthy lifestyle changes (e.g., tracking your eating and physical activity). We looked at ways to manage stressful situations and came up with a plan to work on preventing or coping with stressful situations during last week.

Ask: Were you able to follow your action plan to prevent or cope with one source of stress?

Open responses.

Address any questions or difficulties, and praise all progress.

This Week

Notes

Present: You have reached Session 16 of the core phase of the National Diabetes Prevention Program. You accomplished great things: you took important steps toward preventing type 2 diabetes and living a healthier life.

CONGRATULATIONS!

This week we will –

- Discuss your many accomplishments since Session 1 and your progress toward your goals.
- Talk about ways you can stay motivated as you continue your journey toward long-term healthy living.
- Go over our next steps: what to do from this point onward.

Session 16: Ways to Stay Motivated

Part 2: Review of Goals and Accomplishments

Estimated time: 20 minutes

| Progress Review | Notes |
|---|-------|
| <p> Note to Lifestyle Coach</p> <p>As you congratulate participants for completing the core phase of the lifestyle intervention, briefly mention a personal accomplishment of each one (e.g., a particular contribution to the group, a special effort when success seemed uncertain).</p> <p>Present: Keep in mind that, although you finished the first 16 core sessions, the weight loss and physical activity goals remain in place for the rest of this lifestyle intervention program.</p> | |
| <p> Note to Lifestyle Coach</p> <p>If some participants have not reached their goals, emphasize the importance of their continuing to work toward reaching the goals. Explain that participants will continue to work with a group for the next 6 months.</p> <p>To participants who reached both goals, emphasize the importance of maintaining their weight and level of activity and of setting themselves new goals for the next 6 months.</p> | |
| Progress Review | Notes |
| <p>Present: Today we are going to talk about how to stay motivated for the long term and how to make your commitment to healthy eating and physical activity last for a lifetime. But first, let's review your progress since the beginning of the program.</p> <p> Refer participants to the "Progress Review" handout in the Participant Notebook.</p> | |

Session 16: Ways to Stay Motivated

Ask: What are some of the major changes you made to be more active?

Open responses.

Present: Take a minute to write down these changes on the handout. Include both what you do to reach your daily activity goal (that is, the activities you record) and what you do to be more active in general (the lifestyle activity that you do not record, such as taking the stairs instead of an elevator).

Ask: What changes did you make to eat less fat and fewer calories?

Open responses.

Present: Write the changes in your eating habits on the handout.



Note to Lifestyle Coach

Praise participants for the changes, and encourage them to keep them up.

Ask: Have you reached your weight goal? What about your activity goal?



Refer participants to the “How Am I Doing?” charts for weight and physical activity.

Present: Let’s take a look at the charts and see where you are. Check the boxes on the “Progress Review” handout to indicate whether or not you achieved your goals set at the beginning of the program.

Session 16: Ways to Stay Motivated

If you have not met your weight and activity goals, take a couple of minutes to think about, and write down, what you can do to improve your progress. If you have met your goals, choose new goals for the next 6 months. For example, do you want to continue losing weight, or do you want to maintain your present weight? Do you want to increase your activity level? Or do you just want to maintain your current level?



Note to Lifestyle Coach

Whether or not participants are at goal for weight loss and physical activity, praise the progress they made.

Encourage participants to increase their level of activity, continue losing weight, or maintain their goal weight. Ask them to write a plan for doing so on the “Progress Review” handout.

Session 16: Ways to Stay Motivated

Part 3: Staying Motivated

Estimated time: 20 minutes

Importance of Staying Motivated

Notes

Present: Motivation is crucial to maintaining healthy eating and physical activity for the long term, but staying motivated is one of the biggest problems people face.

Sometimes staying motivated is difficult just because we are doing well. This is ironic – our progress itself makes it hard to *maintain* that progress. But think back to when you first joined the program.



Note to Lifestyle Coach

Tailor the following examples to the individual participant's experience in the program so far.

You may have felt tired when you went up stairs, motivating you to become more active. Now that you are more active, you can climb stairs without difficulty.

This means that your source of motivation – feeling tired when you climbed stairs – is gone.

It is the same for weight. When you first came to the program, your clothes may have been tight, motivating you to lose weight. If your clothes are looser now, you no longer have tight-fitting clothes as a source of motivation.

Ways to Stay Motivated

Notes

Present: However, it *is* possible to stay motivated for the long term, and as we discussed, staying motivated is important to maintaining healthy eating and regular activity.



Refer participants to the “Ways to Stay Motivated” handout in the Participant Notebook.

Session 16: Ways to Stay Motivated

Present: Here are some tactics that other people found helpful for staying motivated.

1. Stay aware of the goals you've already reached and the goals you plan to reach.
2. Recognize your successes.
3. Keep visible signs of your progress.
4. Keep track of your weight, eating, and activity.
5. Add variety to your routine.
6. Identify additional strategies.
7. Create some friendly competition.
8. Remember, slips are normal.
9. Look to others for help in staying motivated.

Let's look at each tactic in detail.

Tactic #1: Stay aware of the goals you've already reached and the goals you plan to reach.

Again, think back to when you first joined the program. What did you hope to achieve?



Refer participants to the "Remember Your Purpose" handout in the Participant Notebook (Session 1).

Present: Take a moment to look at this handout. Think back to when you first started the program. Now, think about where you are now. You came a long way. And, as you move on, continue to practice the three important principles of this program: 1) recognize success, 2) self-monitor, and 3) seek support.

Ask: How do you think these three principles contributed to your progress?

Session 16: Ways to Stay Motivated



Note to Lifestyle Coach

Acknowledge any positive and negative consequences of being engaged in making healthy lifestyle changes that the participant mentions either now or earlier in the program.

Remember that participants continually weigh (perhaps unconsciously) the program's costs versus the program's benefits, as they perceive them.

Present: Now, let's go back to the "Ways to Stay Motivated" handout.

Ask:

- Did you reach the goals you set out to achieve?
- Did you receive any benefits that you did not expect?

Write those benefits on your "Ways to Stay Motivated" handout.

Ask: What would you like to achieve during the next 6 months of the program?

Write your list of goals on the handout, and look at them later when you need motivation.

Ask for volunteers to share what they want to achieve.

Tactic #2: Recognize your successes.

Ask these questions:

- What changes in your eating and activity habits do you feel proudest of?
- What was easier to change than you thought it would be?

Session 16: Ways to Stay Motivated

- What was harder to change than you thought it would be?

Present: When your motivation is running low, think about all these positive changes, and give yourself credit for them. Try not to lose momentum

Tactic #3: Keep visible signs of your progress.

Ask: What are some ways you might do this? Any creative ideas you want to share?

Open responses.

Present: Here are some suggestions for keeping sight of your progress:

- Post a graph of your weight loss and activity on your refrigerator door. Not only will it keep you aware of your progress, but your family and friends will take note and congratulate you for your achievement.
- Measure yourself monthly. Keep track of your progress in specific measurements (e.g., waist circumference, the number of holes in your belt that fit through the buckle).
- Mark your activity miles on a map of your neighborhood. Use a website such as Google or Mapquest to find and print a large-scale map. Mark your starting point with an X. Mark your goal (the place you want to be able to walk to eventually) with different colored X. You could also mark some milestones along the way (e.g., the quarter-way point, the halfway point). Your objective each week is to walk closer to your final goal until, one day, you walk all the way. Reward yourself after you note on the map that you walked all the way to your final goal.

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As an alternative, you could print a map of a city you want to visit. Mark the hotel where you would stay with an X, and mark the various places you want to see while you're in the city as A, B, C, etc. The online directions will show you the distance from one point to another in the city. Mark the distance you actually walked in your neighborhood on the city map as though you had walked from your hotel (X) to A, B, or C. You might even reward yourself with a visit to that city when you reach your goal distance.

Tactic #4: Keep track of your weight, eating, and activity.

Present: It is common to drift away from new habits. You may gradually make small changes in your eating and activity over a long time and not even be aware that you are slowly going back to your old habits. The best way to prevent drifting and stay in control is to continue keeping track of your eating and activity. Keeping track helps you catch changes early.

Now, please commit to keeping track of your activity and eating by writing how you plan to do so on your handout.

Track what you eat at least one week a month. Much better, however, to continue daily tracking. The more you track, the more successful you will be. If you begin to gain weight, you need to keep track every day.

Tactic #5: Add variety to your routine.

Present: We talked before about jump starting your activity plan. Did you add variety to keep yourself from becoming bored with staying active? Did you notice any difference in how you feel about physical activity?

The same thing is true with eating. You need not use the same low-fat salad dressing every night. Experiment with different low-fat products. Try new recipes, and visit new restaurants. Do not approach healthy eating as a chore, but as an art.

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Ask: What meals, snacks, or particular foods have become boring? Can you think of some ways to vary your eating? Does anyone have any suggestions about healthy foods or meals they enjoyed?

Present: Here are some suggestions for varying your meals:

- Use seasonings to add flavor to low-fat dishes. If needed, you can review the handout on adding flavor without adding fat.
- Try a wide range of fruits, vegetables, and grains.
- Have a variety of colors, textures, and tastes on your plate.
- Make one night a week an ethnic night, a soup night, or a vegetarian night. Experiment with preparing various recipes for these foods.
- If you eat out often, plan more meals at home.
- If you eat at home often, plan more meals out. Have you stopped eating out because you are trying to lose weight? Has this left you feeling restricted and deprived? Have you stopped inviting friends over to eat or accepting invitations to eat at their homes?

Do not deny yourself the pleasure of social eating. Instead, make a plan for how to handle these times, and then try your plan and see how it works. You may make a few mistakes at first, but it's important to know that you can eat out and still eat healthfully.

- Share food preparation and dining with others as a way to relax. Invite people over to prepare a healthy dinner together. Cook with your children and spouse.
- Plan potluck dinners around a certain theme and share the best recipes you discover as a group.

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- Subscribe to a magazine that has healthy recipes and food ideas. There are also cookbooks, websites, and cooking shows that offer fresh ideas.
- Take a cooking class that teaches healthy cooking.

Present: Take a moment to write your ideas on the handout.



Note to Lifestyle Coach

If participants are interested in learning about a specific topic such as ethnic cooking or vegetarian eating, discuss the topic briefly now, and offer to provide more detail later.

Find out about various cooking classes, cookbooks and magazines that cover the topics of interest and give participants information about them at the first post-core session.

Tactic #6: Identify new ways to challenge and reward yourself.

Present: The new challenges should be specific and short-term (“I will not use butter or margarine on my vegetables this week”). It should also be something that is not too easy or too hard. It should be realistic but also be hard enough that you will feel you accomplished something if you succeed.

The reward should be something you will do or buy if, *and only if*, you reach your goal. The reward need not be fancy or cost a lot. It can be something you enjoy (e.g., reading the paper or taking a bubble bath after you walk) with the difference being that you will take the reward *only if* you succeed in the challenge.

For example, “After I walk ten additional minutes, I will call my friend and chat.” Then, if you need a boost to keep you going during your walk, you can think about what you will talk about with your friend.

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Ask: What are some non-food ways you can reward yourself?

Open responses.

Offer these ideas:

- Buy fresh flowers.
- Treat yourself to a manicure.
- Go to a movie.
- Go to a game.
- Set money aside for something you want to buy or do.
- Take a bubble bath.
- Buy a favorite magazine.
- Take time for yourself to _____ (be specific).

Ask participants to write their reward ideas on the handout.

Tactic #7: Create some friendly competition.

Present: Have a friendly competition with a friend or relative. The prize should be something you both win.

Suggestions for friendly competitions:

- If you and your friend are both active every day for a month, at the end of the month you will both do _____?
- If you are active every day for a month and your daughter does her homework every day for a month, you will both treat yourselves to _____?
- See how many days in a row you can be active for at least 30 minutes. Try to beat yourself. For example, if last month you were active 7 days in a row, see if you can do 8 or 10 this month.

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Tactic #8: Remember, slips are normal.

Present: If you do slip, immediately begin focusing on how you can get back on track. Remembering that slips are a normal part of the process will help you to look forward rather than back.

Tactic #9: Look to others for help in staying motivated.

Present: If you notice that your motivation is dropping, call me, or call a friend or another group member.

Everyone has trouble staying motivated sometimes, so we all understand. And we can help each other through the tough times.

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Part 4: Wrap Up and To-Do List

Estimated time: 10 minutes

Next Steps

Notes

Present: For the next 6 months, you will be attending the program's post-core sessions. These are monthly rather than weekly sessions. Another Lifestyle Coach may lead them, and there may be different people in each group. Their purpose is to continue supporting you but not as intensely. You have now learned enough and have enough experience to work on your own for a month at a time. During the post-core sessions, you will also learn some new material.

So continue to use the tools you learned during these 16 sessions. Continue your work of setting and attaining healthy goals, self-monitoring, staying motivated, and overcoming barriers.

Now, let's make a plan for staying motivated as you progress into the post-core phase of this program.



Refer participants to the "A Plan for Staying Motivated" handout in the Participant Notebook.



Create a plan that will keep you motivated.

Pick what you consider the best way to keep you motivated. Choose something that is likely to work and that you can do. Be realistic and specific. Write what you choose on your handout.

Make an action plan by completing the handout.



Refer participants to the "To-Do Next Week" handout in the Participant Notebook.

For the next week, and subsequent weeks, keep track of your eating and activity, follow your action plan, and answer the questions on the handout.

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Closing

Notes

Summarize these key points:

- ☑ You completed the 16-session core portion of the National Diabetes Prevention Program and are ready for the monthly post-core sessions. You will continue to monitor your weight, food, and physical activity.
- ☑ Some of you achieved your goal, and some of you still need to work toward that goal. Do not give up. What matters most is your determination to continue working in a healthy direction.
- ☑ As you saw, there are many ways to stay motivated. Pick the way you believe will work best for you. If it does not work as well as you believed it would, then pick another and try again.

Close: As we close out the 16 core session portion of the program, take stock of the distance you have come and the tools and conviction you now have to make and maintain positive lifestyle change. Do not forget that you can succeed in achieving the goals you came here to achieve.

You have the power to choose what you eat and to decide how to be physically active. You have the power to control your surroundings, the power to say no, the power to make time for yourself, the power to make the best of what you learned, the power to prevent negative thoughts, and the power to change.

Provide information on upcoming post-core sessions, including topic, time, location, and contact information for the Lifestyle Coach or Site Coordinator.

Ask participants whether they have any questions before closing the session.

Have participants share contact information with each other, if they want to.

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After the session:

- ❑ Write notes in the participants' "Food and Activity Trackers" from Session 15. Comment on their successes and, if necessary, recommend changes. Bring these to post-core sessions to return to participants.
- ❑ Write the physical activity minutes recorded in the participants' "Food and Activity Trackers" in the Lifestyle Coach's Log.
- ❑ Use your Notes and Homework page at the end of this guide to write notes about the session.

