

# 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

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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

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##### 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

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**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

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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

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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

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#### **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

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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><b>Weigh</b> each participant privately. Then have them record their weight on their “How Am I Doing? Weight” charts.</p> <p><b>Record</b> each participant’s weight in your Lifestyle Coach’s Log.</p> <p><b>Distribute</b> —</p> <ul style="list-style-type: none"><li>• Session 3 handouts to insert into Participant Notebooks.</li><li>• Session 3 “Food and Activity Trackers.”</li><li>• Session 1 “Food and Activity Trackers” with your notes.</li></ul> <p><b>Collect</b> Session 2 “Food and Activity Trackers.”</p>	
Week in Review	Notes
<p><b>Review</b> ground rules, if needed.</p> <p><b>Discuss</b> participants’ successes and difficulties in meeting their weight loss goals during the past week.</p> <p><b>Present:</b> 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><b>Ask:</b> 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

**Ask:** How many of you paid closer attention to portion sizes since we started this program? How has keeping track of *what* you eat changed *how* you eat or *how* you view portion sizes?

#### Open responses.

**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.

Even a small difference in portion size can mean a big difference in calories and fat grams.

Today we are going to start with some hands-on practice weighing and measuring food.

#### Measuring Food

#### Notes

Before we begin let's learn some standard measurement abbreviations.



**Refer** participants to the "Measurement Basics" handout in the Participant Notebook.

**Present:** This list shows the typical abbreviations associated with food. The abbreviation for *tablespoon* and *teaspoon* are similar, so be careful when reading these amounts.

Now, let's go over a few tips on how to use the cups, spoons, and scale.

## 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 unleveled 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.

