

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.

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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 $\frac{1}{2}$ ounce or $\frac{1}{2}$ cup
 - The number at the top shows how many ounces or cups you ate so far.

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- **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.

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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.

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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.

