

# **Nutrition and Exercise for Wellness and Recovery**

NEW-R

**Leader Manual**



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## **Leader Manual – Nutrition and Exercise for Wellness and Recovery (NEW-R) Program**

The leader manual is intended to be used alongside the participant manual. It provides step by step instructions for how to implement the NEW-R program, including discussion questions, activities and general principles for implementation. In addition, the Leader Manual provides you with additional suggestions or tips for implementing the program that can enhance the usefulness and adoption of the program in your particular setting.

### **General Principles for Implementation –**

- The NEW-R program is divided into eight sessions. It is recommended that you do one session a week. This allows participants time to process the information and make behavioral changes over the week. It also provides enough time for participants to lose several pounds within the structured and supportive context of the program.
- Each session is intended to take approximately 1 ½ hours to complete. This includes devoting a portion of the session to physical activity. You will likely need to take a short break but it is recommended that you keep breaks short so that you can quickly get back to the session and keep the momentum going.
- The NEW-R program is focused on the concept of “being intentional”. This means that there is an emphasis on making a plan and/or thinking about what you are going to do each day. This will be discussed in more detail in session 1 but it is important to keep this message at the forefront of the program and to remind participants of this principle as often as possible. The plan is based on the following principles that come from research of weight loss interventions –
  - Changes in intake (what you eat) make the biggest impact on weight loss
  - Being aware of what you eat can have a positive effect on intake
  - Physical activity can support changes in diet, help maintain weight loss and promote other health benefits (e.g cardiovascular health)
  - People that are overweight/obese tend to lead very sedentary lifestyles
  - Social support is important for weight loss
  - Belief in one’s ability to lose weight/self-efficacy contributes to behavioral changes
- Making small changes. The process and just the idea of losing weight can be an overwhelming proposition. It is easy for people to give up before they even get started. The NEW-R program emphasizes that even small amounts of weight loss (5 – 10% of

body weight) can make a significant impact on health. In addition, small changes are more likely to be achievable and these small changes can lead to big differences over time.

- Individualize. Participants will likely be very different in terms of the changes they make and the outcomes they achieve. The NEW-R program recognizes this and provides many suggestions for change allowing the individual to choose the ones that best match their wants and lifestyle.
- Be positive. Recognize the changes people are making. Provide lots of positive feedback. Sometimes people are not ready to make actual changes in their behavior but they have started to make changes in their thinking or attitude. Acknowledge these changes just as passionately. Acknowledge that weight loss is hard, but try not to focus on barriers. Instead emphasize the things that people can and are doing. Let the participants know that you believe in them and their ability to make a change.
- Make the sessions interesting, interactive and fun. Although there is lots of useful information to cover in the program, avoid lecturing. Ask questions, encourage discussion and get participants involved in the activities. The manual provides you with the tools to accomplish this. Laugh and enjoy your time together.
- It is useful to have a whiteboard with markers or an easel with paper so that you can use this to write down information as you discuss it. This is especially helpful during discussions where you are asking participants to share examples.
- You might want to consider a weigh in as participants arrive to the session. In a discrete, private area you can set up a scale and record weights. Not all participants will have a scale, and it is helpful to have a consistent reliable scale (b/c individual scales vary widely) that participants can use to compare their weight from week to week. Make the weigh in voluntary and keep a visual graph for each participant so he/she can receive feedback about progress.
- You will need to think about whether you want participants to take the manuals home with them each week or leave them in the classroom. If the participants take them home they will have the advantage of having the information available to them during the week. However, in our experience we often find that many participants forget to bring the manual back for the next session. So, if you decide to keep the manuals in the classroom until the program is completed, you can have participants remove certain

sections to take home. For example, they should remove the Being Intentional plan and display this in a prominent place at home. You may want to have participants rewrite their goals for the week on a note card and display this in a prominent place as well. This could be a useful strategy even for participants that are taking the manual home each week. For sure, at the end of the program you want everyone to take the manual home with them to use as a reference and support.

- There are several components of the sessions that are similar. Each session starts with an inspirational quote or story, each session includes goal setting, a success story from a person in recovery and each session should include some physical activity.
- Physical activity is an essential component of each session. This aspect of the program is flexible so that you can adapt it to your own setting and particular situation. Decide when you want to do the physical activity segment. You can start, end, do the physical activity in the middle or even start and end with a briefer activity session. Think what will work best for you – for example starting with physical activity might invigorate your participants so that they can better focus on the rest of the session or it may be better to save it till the end because as a group you can relocate to another place to exercise. Spend at least 20 minutes actually moving. You want to help participants recognize that they are capable of moving for this long.
- Don't push people to move beyond their safety zone. If participants are experiencing pain, significant shortness of breath or excessive heart rate then you need to back off. However often times in a group session with encouragement from the leaders and other participants, you can help participants realize that they are capable of exercising at a higher intensity than they originally thought. Provide gentle encouragement and praise.
- You want to encourage participants to engage in physical activity every day. The activity you use in the sessions should help participants with developing physical activity routines throughout the week either at home, in groups provided at your facility or at community centers.
- Eight exercise videos are available for your use – one for each session. These videos are available on the same site as the manual. Individuals in recovery participate in the videos along with occupational therapy students that developed the routines. There are modifications provided for the exercises so that everyone should be able to participate. However, it is not essential that you use the videos. You can use other forms of exercise
  - Some examples of physical activity you might include

- Go for a walk (indoors or outdoors)
- Set up an obstacle course
- Play music and dance (or move to the music)
- Get in a circle and have each person in the circle take turns leading the group in an exercise
- Use an exercise DVD
- Create stations around the room with different activities at each station
- Chair exercises if your participants have very limited endurance
- Go outside or to a gym and play a game – some activities requiring limited equipment could include Frisbee, basketball, jump rope, tug of war
- Set up a scavenger/treasure hunt that involves going to different locations

## **Session 1 – I Can Make a Change!**

### **LEARNING OBJECTIVES – AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO**

- describe the format and components of the program
- explain the effects of obesity on physical and mental health
- describe the components of the “Being Intentional” NEW-R plan
- write and discuss goals for the upcoming week

### **TEACHING MATERIALS NEEDED FOR SESSION 1**

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Name Tags
- Note cards for goal writing (optional)

### **Welcome –**

- Introduce the leaders and group members, include a question to facilitate getting to know each other such as
  - What is your favorite holiday and why?
  - A place you would like to visit
  - If participants already know each other well maybe share something interesting that no one knows about you
- Provide a brief introduction to the program – emphasize
  - The program is eight weeks and attendance is important
  - Your excitement about the program and conviction that participants will have a positive experience
  - The goal of the program is weight loss. However everyone is going to proceed at a different pace and it is important to keep a focus on your own progress and not compare yourself to others. At the same time being in a group is helpful in terms of having a source of support and being part of a group of individuals with a similar concern.
  - Pass out the participant manuals and explain that they will be used throughout the program and are theirs to keep.

## **Inspirational Saying –**

Have someone read the inspirational saying. Ask volunteers for their definition of recovery. Ask “how is weight loss related to recovery?” Explain that in the NEW-R program we recognize individuality. That each person in the program is different but everyone can make progress. We expect that the path each person takes will be a little different even though everyone is working on the same goal of weight loss.

## **Effects of Being Overweight on Physical and Mental Health –**

***Present the information below. Have the participants follow along in their manual -***

Effects of overweight on physical health

*One study found that people with schizophrenia die an average of 25 years earlier than people without mental illness. It is likely that obesity contributes the number of years lost.*

Being overweight has many negative effects on your body. Some you are probably aware of, others you may not know.

- Over 80% of people with diabetes are overweight
- You are more likely to experience cardiovascular disease such as high blood pressure or high blood cholesterol which can result in serious conditions such as heart attack or stroke
- The extra weight may contribute to arthritis particularly in your knees
- People that are overweight are more likely to certain cancers such as colon, gall bladder, and breast cancer
- Sleep apnea is much more common in people that are overweight

***Ask participants if they have other examples of how being overweight might affect your physical health.***

Effects of overweight on mental health

Many can personally testify to the negative mental health outcomes associated with being overweight. By losing weight you can improve the way you think, feel and go about your daily life.

- People that are overweight are more likely to experience negative moods such as depression and anxiety
- There may be discrimination in work and social settings
- People that are overweight are more likely to have a low self esteem
- Being overweight may make it more difficult to carry out daily life tasks such as getting dressed or shopping

***Ask participants if they have other examples of how being overweight might affect your mental health.***

## **How Does Being Overweight Affect You?**

Take a few minutes to have participants consider the effect of being overweight on their own life. Have them write down examples. Provide individual support as needed. After participants have filled out this section of the manual, ask for those that want to share to do so. You could write these examples down on the whiteboard as they are discussed.

## **SMALL CHANGES IN WEIGHT CAN MAKE BIG DIFFERENCES**

***Discuss how small changes can make a big difference. Have participants follow along in their manual with the information presented below.***

Losing weight means that there is less strain on the bodies' organs, bones and muscles.

A 5 – 10% weight loss can significantly reduce your risk of heart disease. Other benefits of small amounts of weight loss include –

- Sleeping better
- More energy
- Less aches and pains
- Better management of diabetes

Several studies show that people with mental illness can benefit from weight loss programs!

Making a Commitment –

Successful weight loss requires lifestyle changes. A key component to the NEW-R program is being intentional. Many of us have developed unhealthy habits over a number of years and find ourselves going through the day without thinking much about how what we do each week, each day, each hour, each minute of our day affects our health. But we can change that! Let's all make a commitment to becoming INTENTIONAL about being healthy.

### **Being Intentional - *Intentional = done with a purpose***

***This is a big part of the NEW-R program. Ask participants to say what they think it means to be intentional. Then talk about how there are specific areas of our life in which being intentional help us with weight loss. In this program we will try and address each area. Be sure and go through each bullet point in detail. At the same time emphasize that we don't expect them to make these changes all at once. And that we will do this in small steps.***

***Have participants complete the box on doing something meaningful. Work individually with participants that need help. Ask participants to share some of their ideas.***

The purpose of the NEW-R program is to help you be successful with your weight loss. Much of being intentional requires us to stop and think about what we are doing and make a plan!

Simple ways to be intentional about your weight loss –

- Make attendance a priority. Try your best to attend all 8 sessions of the NEW-R program. Come to class and make the most of it. See what you can learn and apply to your daily life
- Come up with something meaningful you can do every day. A sedentary life style (one where you sit or lie in bed most of the day) contributes to weight gain. Let's start with tomorrow. Write down what time you are going to wake up tomorrow and what you are going to do during the day to make your day a good one! Do the same thing for the next day, and the next day, and the next day.....
- People are more successful with weight loss when they are intentional about what they eat. This means make a plan! Each day when you get up make a plan for what you are going to eat for the day. Think about each meal and your snacks too. If you are going someplace that is going to be challenging (for example a party or out to eat), plan ahead of time what you will do to avoid overeating. If you'd like use a meal planner to write down your meals for the day.
- Likewise, it will be easier to stick with your plan if you have healthy foods on hand (and don't have a lot of temptations around!). When you go grocery shopping be sure and MAKE A LIST. Write down the foods you intend to buy and do your best to stick with the list once you get to the store. If you decide to add some extra fruits and vegetables no problem! But try to avoid those candy and soda aisles. Do most of your shopping around the perimeter or outside aisles of the store where the healthier foods tend to be located.
- It's hard to do it on your own. Other people can help you with your plan. Find one or more people that will support you. Ask for their assistance when you are feeling weak or frustrated or just need a boost.
- It's hard to make all these changes at once. That is not the expectation of the NEW-R program. In fact, we will be talking about many of these topics in future sessions and giving you more information and help with these changes. Start out slow and do what

works for you. At the end of the session today we'll begin by making a few short term goals.

However, we want the NEW-R plan to be a reminder that you **CAN** make a change and you can be more **INTENTIONAL** about being healthy.

Take the NEW-R plan that is written out for you below and put it in a place where you will see it each day. Use it as a reminder as often as you need.

***Talk to participants about taking the NEW-R plan of being intentional and putting it in a prominent place. Ask for suggestions for where they might put it so that they can refer to it on a regular basis.***

## **Setting Realistic Goals**

***At the end of each session participants will set goals for the week. Help participants come up with realistic and meaningful goals. They can use the list provided as a starting point. We are emphasizing making changes in eating because it is dietary changes that are most connected with weight loss. It can be very helpful if you can assist participants in identifying specific behaviors that are really contributing to their current weight problems (e.g. drinking a lot of sodas, eating out at fast food places, fried foods) and then select goals that will target those behaviors.***

Losing weight may seem like an overwhelming task. But it's easier if you take small steps and make real changes that you can live with. This manual includes a lengthy list of possible goals. Look over the list and choose 2-3 things that you would like to work on next week. The most efficient way to lose weight is by changing the way you eat. So make sure that one of your goals is related to changing your eating habits. You will notice that many of the goals include a blank space for you to add the frequency. Remember to be realistic. You can always add your own goal if you don't see something on the list that works for you.

***Go around the room and have each participant share their goals. Being accountable can help individuals make a commitment towards changing a behavior. Consider having participants transfer goals to a note card so that they can display them in a prominent place at home.***

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don't forget to incorporate physical activity into at least 20 minutes of your session!

## Session 2 – The ABC’s of Healthier Eating

### LEARNING OBJECTIVES – AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO

- name the five food groups
- describe the benefits of each food group
- make healthier food choices within each food group
- understand the importance of avoiding empty calories

### TEACHING MATERIALS NEEDED FOR SESSION 2

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Name Tags
- Examples from each food group with better and worse options
- Note cards for goal writing (optional)

### Inspirational Saying –

Have someone read the inspirational saying. Explain that the person who wrote this quote, Michael Pollan is someone that writes about the problems with the American diet. He suggests that what we need to do to be healthier is actually fairly easy. When he says eat food, he means “real food,” and that so much of what we eat is so processed that it is no longer really food. He also says we should not eat too much – this speaks to our problems with portion size. And, we should eat mostly plants – if we eat mostly, fruits, vegetables, nuts, and grains we will have a healthier diet.

***Relate this session to our plan of being intentional – how we can make small changes in what we eat so that we can lose weight. Being intentional means being knowledgeable about nutrition and thinking before we eat.***

### Review of the Previous Week

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing.

### The Role of Healthy Eating in Weight Management

Start the topic by explaining we are always talking about calories. But does anyone know what a calorie is?

A calorie is a unit of energy. Scientifically speaking, it is the quantity of heat required to raise the temperature of a gram of water by 1 degree Celsius. Food, like many other things in nature, stores energy. So a calorie in food is the quantity of food required to raise the temperature of 1 gram of water by 1 degree Celsius. Food then is what gives our body fuel. However, what we don't use as fuel gets stored as fat.

Review the idea of how calories are then related to weight. If we eat fewer calories than we need for our body to use in that day we will lose weight. If we eat more, we will gain weight.

We can lose weight by:

- 1) eating and drinking less (reducing our calorie intake)
- 2) exercising more (increasing the number of calories we use)
- 3) doing a combination of both

## **My Plate**

The idea behind my plate is that it helps you to come up with an individualized plan for making healthy food choices by selecting the proper portions of foods from the food groups. It emphasizes the importance of variety and eating more fruits and vegetables by suggesting you fill  $\frac{1}{2}$  your plate with fruits and vegetables. You can get lots of information about MyPlate by going to [www.mplate.gov](http://www.mplate.gov). If you have access to the internet you might want to go to the site to show participants the information that is available. Ask participants if they know how many food groups there are (5) and then to name the 5 food groups – grains, vegetables, fruits, milk, and proteins.

Have the participants look at the example of one day's worth of food. You want to emphasize that this day of food does not include enough variety. It is very limited in terms of vegetables and protein. In addition it would be better to replace the banana with a different type of fruit. The meal is also limited in protein and there is a lot of fat in the dinner and snack (and the crackers would have few nutrients/empty calories something that will be discussed in greater detail later).

***When talking about the different food groups and serving sizes provide real life examples of each. Use examples of healthier and not so healthy choices of each. You can bring in the actual food/pictures/or containers to demonstrate the primary messages of whole vs. refined grains (e.g. whole wheat vs. white bread), variety and non-processed fruits and vegetables (e.g. orange vs. orange juice), low fat protein and milk choices (e.g. yogurt containers, whole vs. skim milk).***

## **Grains**

Discuss the difference of whole and refined grains. Emphasize that most people are going to eat some refined grain foods, but to eat healthier, we want to try and replace some servings with whole grains.

Have individuals identify additional examples. Show samples and have participants identify the healthier options and talk about changes they can make. Most people eat too much refined grain foods, so the main message is not to eat more grains but to eat more whole grains and less refined grains.

## **Vegetable Group**

Vegetables are an area where Americans tend to eat especially poorly. We can eat lots of vegetables each day because they are low in calories! In addition, we want to eat lots of vegetables in a wide variety because different vegetables have different nutrients. When you feel hungry, you can always eat more vegetables. One way to think of vegetables is in terms of their color. If you eat a variety of colors you are likely to get more nutrients. You can remind participants that this is an area in which many people can really make an improvement in terms of healthier eating. Also discuss avoiding adding too much fat to vegetables – e.g. French fries end up not being a good choice because the amount of fat outweighs the advantage of the nutrients associated with the potatoes. We also want to avoid drowning salads in high fat salad dressings. Suggest keeping the importance of vegetables in mind for the end of the session when it comes time to think of goals for the week.

Have individuals identify additional examples. Show samples and have participants identify the healthier options and talk about changes they can make.

## **Fruit Group**

Fruits are another nutritious, low calorie option. Remind participants that we are talking about real fruit and not sweetened juices, fruit in heavy syrup, or fruit flavored snacks that are mostly sugar. This is a good place to have examples of processed fruit that has little to no nutrients and lots of calories. Also the more natural the fruit, the more benefits it will have. For example, an apple provides more nutrients and less calories than applesauce and apple juice. Fruits as opposed to juices will also provide more fiber which is good for the digestive system but can also make you feel fuller. Often participants think fruit juice is a healthy option so really emphasize that you need to be careful about juice because the calories in juice can add up quickly if you drink large amounts and the nutritional benefits are limited.

Have individuals identify additional examples. Show samples and have participants identify the healthier options and talk about changes they can make.

***Talk about ways to incorporate eating more fruits and vegetables. It's easy to reach for chips when they are so readily available. We can make fruits and vegetables more available by having them already cut up and ready to eat in our refrigerator. Or think about how to add additional fruits and vegetables to things you are already eating – adding spinach to your sandwich, throwing some extra vegetables into your soup or pasta, adding more colors of vegetables or even fruits to the salad you are making. Another fun way to discuss this topic is to have participants try out less common fruits and vegetables. If this is an option for you, consider bringing in fruits and vegetables that participants may be less familiar with.***

## **Milk Group**

One of the primary benefits of the milk group is calcium which is important for bone health. Milk products can be very high in fat. However, there are low/no fat options when it comes to milk products without any loss to the calcium and other nutrient benefits. So, it's good to consider low-fat milk, yogurt, and cheeses.

Have individuals identify additional examples. Show samples and have participants identify the healthier options and talk about changes they can make.

## **Protein Group**

When we think of protein we often think of animal sources such as beef, pork, chicken, and fish. These are all good sources of protein, but like with milk, there are high and low fat options. You can reduce the fat by removing the skin on chicken or trimming the extra fat from beef and pork, choose lean cuts of meat, eating more fish, and avoiding proteins that are cooked in fat – for example a fried fish fillet sandwich will have much more fat than a hamburger patty. Eggs are a great protein, providing another very nutritious and low cost protein option. In addition, there are good sources non-animal based proteins such as nuts and beans.

Have individuals identify additional examples. Show samples and have participants identify the healthier options and talk about changes they can make.

## **EMPTY CALORIES AND ADDED SUGAR**

Have examples of foods that are empty calories. Soda is a good one to emphasize. Explain that many individuals get a lot of their daily calories from foods with little to no nutritional value. That we want to avoid these foods and be more intentional about recognizing those foods that provide little benefit.

## **EATING HEALTHIER – EATING A VARIETY**

In this session, you want to emphasize eating healthier can be about making better choices and not about deprivation. So focus on health foods that participants can add to their diet from each food group. For this activity you might want to summarize with the following –

- Eat from all the food groups
- Try to eat more whole grains than refined grains
- Eat more fruits and vegetables!!! And increase the variety. Maybe try something you've never had before
- Choose low fat options for the milk and protein groups

In some cases they might want to make a substitution and maybe make a gradual step change. For example, eating whole wheat bread instead of white bread or adding a piece of fruit each day or maybe only a piece of fruit each week if that is more realistic. Emphasize the importance of adding fruits and vegetables to a healthy diet and have participants identify realistic options they might try this week.

### **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week's goals. It can be helpful to go around and have everyone talk about their goals. If they didn't achieve their goals, it may be good to keep this focus, but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

***Consider having participants transfer goals to a note card, so that they can display them in a prominent place at home.***

### **Things to Do this Week.....**

As you close the session, remind participants about the focus of today's session. Remind them to reduce fat and portion sizes and eat more variety. Encourage participants to write down some of the healthy choices they made during the week and bring the list with them to the next session. Maybe they have some good ideas to share with the rest of the group.

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don't forget to incorporate physical activity into at least 20 minutes of your session!

## **Session 3 – Reading Food Labels & Portion Control**

### **LEARNING OBJECTIVES — AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO**

- read and understand a food label
- describe the difference in a serving size and portion size
- make healthier choices based on a food label
- reduce portion sizes

### **TEACHING MATERIALS NEEDED FOR SESSION 3**

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Examples of food labels
- Examples of 2 or more foods that you can use to demonstrate portion size and measuring cups and bowls
- Name Tags
- Note cards for goal writing (optional)

### **Inspirational Saying –**

Have someone read the inspirational saying. Ask participants to discuss what it might mean to eat intelligently. Relate this back to being intentional. Too often we eat without thinking or make bad choices for a whole myriad of reasons. But we can be smarter about what we eat. One way of being more intelligent is by understanding how to read food labels.

### **Review of the Previous Week**

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Specifically ask participants for examples of healthy food choices they made during the week.

### **Reading Food Labels**

Here you want to emphasize that food labels are a tool that is available to us to make better choices. There's a lot of information but if we understand the basics they become easier to read and a more useful resource. The first step is to distinguish the top and bottom section (explaining that the bottom section does not refer to the particular food item but is the same on all food labels (if it is present)).

<b>Nutrition Facts</b>			
Serving Size ½ cup (114g)			
Servings Per Container 4			
<b>Amount Per Serving</b>			
<b>Calories</b> 90		Calories from Fat 30	
		<b>% Daily Value*</b>	
<b>Total Fat</b> 3g			<b>5%</b>
Saturated Fat 0g			<b>0%</b>
<b>Cholesterol</b> 0mg			<b>0%</b>
<b>Sodium</b> 300mg			<b>13%</b>
<b>Total Carbohydrate</b> 13g			<b>4%</b>
Dietary Fiber 3g			<b>12%</b>
Sugars 3g			
<b>Protein</b> 3g			
Vitamin A 80%	•	Vitamin C 60%	
Calcium 4%	•	Iron 4%	
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

**There are 2 parts to a Food Label:**

1. **Top Section:** This information is specific to the food or beverage you are eating. It will be different for each food.

2. **Bottom Section:** This part of the label is the same on all food labels and simply provides general dietary information. Not all packages will have this information.

Then you want to start explaining the specifics of reading a food label. Using the example in the manual, go step by step to explain each portion of the food label. Emphasize the importance of identifying the serving size. Often times we think a single container is a serving size and we will be surprised by how many calories are in a single container. Compare the calories per serving with the total calories.

Talk about how the top of the label includes things we want to limit – Fat and sodium. The nutrients listed below the bold line are things we want to get enough of – as is fiber (above the bold line)

Below is the example that is included in the participant manual.

**Nutrition Facts**

Serving Size 1 slice (47g)  
Servings Per Container 6

**Amount Per Serving**

**Calories** 160    Calories from Fat 90

	<b>% Daily Value*</b>
<b>Total Fat</b> 10g	15%
Saturated Fat 2.5g	11%
<i>Trans</i> Fat 2g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 300mg	12%
<b>Total Carb</b> 15g	5%
Dietary Fiber less than 1g	3%
Sugars 1g	
<b>Protein</b> 3g	
Vitamin A 0%	Vitamin C 4%
Calcium 45%	Iron 6%
Thiamin 8%	Riboflavin 6%
Niacin 6%	

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Start here**

**Check the total calories per serving**

**Limit these nutrients**

**Get enough of these nutrients**

**Quick Guide to % Daily Value:**  
5% or less is low  
20% or more is high

Explain the difference in serving size versus portion size – the serving size is the amount recommended on the label. The portion size is how much you actually eat. So if your portion is 2 times the serving size then you need to multiply the example by 2. The manual includes an example of macaroni and cheese and illustrates how if you eat 2 servings then everything is double. So emphasize items like the amount of calories and fat in a double serving.

## Ingredients List

Explain the ingredients list – the order of ingredients is based on how much of that ingredient appears in the food or beverage. Go over the list of confusing ingredients. Talk about ingredients you want to avoid e.g. sugars, hydrogenated oils.

## Reading Food Labels Activity

***Bring in examples of food labels. Make sure you have enough so that everyone gets at least one example. Also make sure you have examples of healthy and unhealthy foods. It's useful if***

***you have foods that your participants often eat. Also have examples where there are multiple servings in a single package.***

***Have participants look at their food label and then go through the activity using the participant manual as a guide.***

***Step 1 is to identify how many servings and determine how many servings they would typically eat in one setting***

***Step 2 – how many calories***

***Step 3 – what are the nutrients and fiber and use the guidelines 5% or lower is low, 20% or higher is high – what are the good nutrients and what are the bad nutrients?***

***Go around the room and have each participant discuss his/her food label. What are the positives and negatives about that food? Would you consider this to be a healthy food?***

## **Portion Control**

Sometimes the problem we have is not so much about what we eat but how much we eat! There are ways that we can cut down on those portion sizes!!

***Portion control activity. Some examples of foods that would be good to use are a box of cereal, a liter container of soda, a bag of potato chips, or a carton of juice or milk. Ask for a volunteer – provide the food and two bowls or glasses and an appropriate size measuring cup. First ask that the participant NOT look at the food label. Scoop out/pour how much he/she would typically eat of that food measuring as he/she goes. Encourage the volunteer to be honest. Then have the participant look at the label and measure out a serving size. Discuss the difference in the portion and serving size.***

Controlling portions can be challenging but there are lots of ways that we can make small changes in how we eat that can make big changes in the number of calories. The manual offers the following suggestions -

- Eat the same amount of fruits and vegetables that you do now (or even increase this number!) and decrease your portion size of all other foods by half.
- Try filling half of your plate with vegetables and then  $\frac{1}{4}$  of your plate with protein and  $\frac{1}{4}$  with grains (preferably whole grains).
- When you have leftovers, portion them out into single serving containers.
- Try eating a salad (watch the toppings) or a broth based soup before you eat your meal.

- Try using smaller plates and bowls – you can fill these up and feel like you are eating a lot, but you have actually decreased your portion size!
- Learn to “eyeball” standard portion sizes and stick to them for your first serving. Once you have eaten this amount, wait 20 minutes to see if you are really hungry before having a second helping.

***Have the participants identify other strategies for reducing portion sizes. You can write these down on the white board. Then have participants write down 2 – 3 ways that they will try to be intentional about reducing portion sizes.***

***Go over the examples of serving sizes in the manual. Have participants identify areas where they are perhaps the most surprised (e.g. pasta, cheese, cooked meat).***

## **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week’s goals. It can be helpful to go around and have everyone talk about their goals. If they didn’t achieve their goals, it may be good to keep this focus but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

***Consider having participants transfer goals to a note card so that they can display them in a prominent place at home.***

## **Things to Do this Week.....**

As you close the session remind participants about the focus of today’s session. Remind participants to be intentional about selecting healthier options by reading food labels. Remind participants to use their selected strategies to reduce portion sizes.

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don’t forget to incorporate physical activity into at least 20 minutes of your session!

## Session 4 – Let’s get Moving!

### **LEARNING OBJECTIVES** — AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO

- describe the benefits of physical activity
- identify recommendations for physical activity
- decrease sedentary activity and increase physical activity

### **TEACHING MATERIALS NEEDED FOR SESSION 4**

- Participant Manuals (one for each person)
  - Pencils/pens
  - White erase board & markers or easel with paper
  - List of resources for potential physical activity
  - Name Tags
  - Note cards for goal writing (optional)
- IF YOU CAN GET ACCESS TO LOW COST PEDOMETERS FOR YOUR PARTICIPANTS THIS CAN BE A USEFUL STRATEGY TO HELP MOTIVATE PARTICIPANTS TO MOVE MORE.

### **Inspirational Saying –**

Have someone read the inspirational saying. Ask participants what does this saying mean to them personally?

### **Review of the Previous Week**

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Ask participants if they read food labels during the week and if so what did they find out. Ask participants to share strategies they used to reduce portion sizes.

### **Incorporating Physical Activity into the Session**

Since the focus of this session is physical activity, this would be a good time to do more activity than in previous sessions. You might want to consider doing a few exercises before the discussion and then reserving a larger segment at the end of the session for more physical activity – a longer walk, a game, an obstacle course. You can refer to the beginning of the manual for suggestions of physical activity.

## Benefits of physical activity

***Discuss the benefits described below. Ask participants to identify additional benefits. Then have participants spend time thinking about what benefits are most important to them and write these down.***

### Physical Benefits:

- Helps you to move around more easily
- Strengthens your bones and muscles
- Improves your balance so you won't fall
- Improves your sleep

### Health Benefits:

- Helps you control your weight
- Helps lower your blood pressure, blood sugar, and cholesterol levels
- Helps your heart and lungs to be stronger
- Helps your bowels move so you are not constipated
- Improves your immune system so you won't get sick as often
- Reduces your risk for diseases such as cardiovascular disease, osteoporosis, Type II diabetes and some cancers
- Increase your chances of living a longer and healthier life

### Mental Benefits:

- Improves your mental health and mood (Happier, less stressed or depressed)
- Helps you feel better about yourself

## Becoming More Physically Active

***Discuss the kinds of things people do and the recommendations of 30 minutes each day on most days of the week and more for weight loss. Some points to emphasize***

- ***Start out slowly, not expecting participants to run a mile, but move more than they currently are moving***
- ***Reducing the amount of sedentary activity increases physical activity. Americans spend a lot of time in sedentary activity – ask for examples – e.g. sleeping, napping, watching TV, time on the computer. Ask for suggestions for reducing sedentary activity – turn off the TV, being intentional about getting up at a reasonable time in the morning and spending less time in bed, having a plan to do something meaningful for the day that will involve getting up and going somewhere or moving around at home***
- ***Increase activity in daily life – take the stairs, do your chores, park further away – sometimes being inefficient is a useful strategy, changing our mindset that I'm taking***

*a little walk and this is good for me instead of oh no, I have to walk a few extra steps to get to the store.*

- *Find physical activities that you enjoy.*
- *Find a friend to exercise with. You might discuss within the group if there are people that could pair up and become exercise buddies outside of the group.*

## **Individual Plans for Increasing Activity**

Have participants look over the physical activity pyramid and apply this to their own life. Fill out the form on the typical day and have each individual consider how they can decrease sedentary activity and increase physical activity.

## **Have Participants Identify Physical Activities that They Would Like to Do**

Provide participants with information on resources of physical activity that are available to them in your area. Things to consider include –

- Existing physical activity classes/groups at your program
- Fitness centers/community colleges in your area that offer memberships and classes – often times these programs will be willing to offer discounts
- Walking or hiking trails, parks – if you can't find existing pamphlets or websites, you could create your own examples of walks with different distances.
- Malls for indoor walking
- Organized walks/races – training for a 5K walk or run could serve as a motivator
- Ask participants for other ideas.

Have each participant identify three activities that they would like to try or perhaps get back into something that they have done in the past.

## **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week's goals. It can be helpful to go around and have everyone talk about their goals. If they didn't achieve their goals, it may be good to keep this focus but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

*Consider having participants transfer goals to a note card, so that they can display them in a prominent place at home.*

## **Things to Do this Week.....**

As you close the session, remind participants about the focus of today's session. Remind participants to be less sedentary and more active. They might want to keep a record of what they've accomplished each day and bring this back to class next week.

**Ending on a Positive Note – *Have someone read the success story out loud. Remind participants that they are creating their own success story.***

**PARTICIPATE IN PHYSICAL ACTIVITY AS A GROUP!!!!**

## Session 5 – Eating Out

### LEARNING OBJECTIVES – AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO

- identify strategies for choosing healthier foods when eating out
- make better food choices when eating out

### TEACHING MATERIALS NEEDED FOR SESSION 5

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Calorie information for popular restaurants in your area – you can purchase Calorie King books (for each member or have one or more as a resource), or you can get the information from their website [www.calorieking.com](http://www.calorieking.com)
- Name Tags
- Note cards for goal writing (optional)

### Inspirational Saying –

Have someone read the inspirational saying. Discuss how we can change the way we think. When we get off track sometimes we feel so bad that we give up. Another way to look at this is that we learn from our mistakes, and we can take pride in the accomplishment of getting back up and back on track.

### Review of the Previous Week

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Ask participants to share examples of physical activity they participated in during the week or strategies they used to reduce their sedentary activity.

### Eating Out – Starting the discussion

***Encourage discussion about where people typically eat out and what foods they get. On white board might make a column of bad and healthy choices and as people identify their common food choices put them in the proper column. Discuss why eating out is challenging – we lose control over how food is prepared and are often tempted by what is offered. But we don't have to give up eating out – we can make better choices and use other strategies to stay with our weight loss goals. We can be intentional when we eat out. Go in with a plan and stick to it.***

## **Strategies for Eating Healthier when Eating Out**

***Go through each strategy and have participants to identify other ideas and what strategies they plan to use next time they eat out.***

### **1. Watch the Portion Size**

One big problem with eating out can be that the portion size is a lot bigger than you would eat at home - try selecting a size that would be similar to what you would eat at home.

- Try ordering the smallest size (maybe even the kids meal)
- Split the meal with a friend
- Divide the portion into two and take the other half home for another meal

### **2. Be Aware of How the Food is Prepared**

The way a food is prepared (i.e. grilled versus fried) can make a big difference in the amount of calories and fat in your food

- Ask to have the food prepared the way you want it
  - Try leaving the mayo and/or cheese off a sandwich
  - Ask for sauces and dressings on the side
  - Ask for food to be grilled or boiled versus fried
  - Watch for words that may mean there is a lot of fat -- smothered, creamed, breaded, crispy, etc

### **3. Maximize your Nutrition**

Look for ways that you can limit the amount of fat and sugar and increase healthier foods like fruits and vegetables.

- Add vegetables to sandwiches or pizza
- Skip the French fries or chips and go for a side salad, fruit or baked potato
- When eating a salad, add lots of vegetables or fruits while limiting the number of high calorie toppings (bacon, cheese, croutons, etc)

### **4. Plan Ahead**

Part of being intentional about your weight loss is taking the time to make plans about what you are going to eat -- this will increase your chances of making healthier choices.

- If you know you will be eating out that day, try eating lighter at the other meals that day
- If you know the restaurant, make a plan for what healthier options you will order before you get there and are tempted with less healthy options
- Check to see if there is Nutrition Information available -- many restaurants have this information available online or in the restaurant
- If they serve bread or chips before the meal, try to limit how much you eat

## **Making a Plan**

***Have participants look at the suggested changes and your resource guides for making healthier choices. Let them choose two different restaurants and identify the typical choices with the corresponding calories and fat and then come up with a healthier option. Have participants share some of their ideas. You could have a contest to see who comes up with the biggest difference between what order now and the healthier option. However you want participants to be realistic about what they would really eat and enjoy.***

## **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week's goals. It can be helpful to go around and have everyone talk about their goals. If they didn't achieve their goals, it may be good to keep this focus but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

***Consider having participants transfer goals to a note card so that they can display them in a prominent place at home.***

## **Things to Do this Week.....**

As you close the session remind participants about the focus of today's session. Remind participants that if they eat out this week, to try 1 – 2 strategies and then share these with the group.

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don't forget to incorporate physical activity into at least 20 minutes of your session!

## Session 6 – Meal Planning and Thrifty Shopping

### LEARNING OBJECTIVES – AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO

- identify reasons for meal planning
- describe the process for meal planning
- describe strategies for reducing food costs
- create a meal plan and a food budget

### TEACHING MATERIALS NEEDED FOR SESSION 6

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- You might want to make extra copies of the menu planner so that participants can continue to use this resource
- Food items for comparing costs – e.g. name brands and generics, convenience items vs. non-convenience items
- Grocery store ads for the week
- Name Tags
- Note cards for goal writing (optional)

### Inspirational Saying –

Have someone read the inspirational saying. Ask participants how they are doing in terms of leading a healthy lifestyle and if so are they starting to feel any of the benefits.

### Review of the Previous Week

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Ask if anyone ate out in the previous week and, if so, did they use any of the strategies?

### Begin the Discussion of Meal Planning

Ask the suggested questions – what is meal planning, does anyone currently plan their meals, why might meal planning be helpful?

### Benefits of Meal Planning

*This session in particular really focuses on the NEW-R plan of being intentional. By meal planning participants are more likely to be successful in having the foods on hand that make it easier to eat healthier. Discuss the reasons presented for meal planning. Ask participants if they*

*have any other reasons why meal planning is a good idea. The participant manual presents the following reasons –*

**1. To help you eat healthier!**

- Allows you to include a variety of foods (from each of the food groups)
- Helps you avoid running out to get something to eat because you don't have food on hand

**2. To help you balance your meals**

- If you know one of your meals may be less healthy (i.e. you are eating out), you can plan to eat healthier the rest of the day
- If one meal is high in fat or sodium, you could prepare low fat or low sodium meals/snacks the rest of the day

**3. To save money**

- If you plan your meals ahead of time, you can check your kitchen for what foods you have on hand and make use of those items rather than purchasing additional items
- You can plan for leftovers
- You can limit expensive "impulse" buys (things you don't really need)

**4. To save time and effort**

- When you plan meals you can make a list of items that are needed and get them all at once -this reduces the number of trips to the grocery store
- Helps you make good use of leftovers -- this cuts your cooking time and food costs!

## **The Steps to Meal Planning**

***Go through the steps to meal planning and review the example in the manual. Point out the Menu Planner. Have participants start the menu planner. Maybe select just a single day and try to fill it out. Share the grocery store adds so that participants might plan meals based on what is on sale. Participants will want to complete the planner at home when they can check on foods that they have on hand.***

## **Shopping for Healthy Food on a Budget**

***First discuss the example comparing oranges and potato chips. Explain that you CAN eat healthy even with a limited food budget. First present the strategy for creating a food budget.***

1. Determine your monthly budget for food

2. Divide this amount by the number of weeks in the month (4 or 5 depending upon the month) - this is your weekly budget
3. Put your weekly food budget into separate envelopes
4. Keep track during the week of your expenditures (Keep your receipts each week so you can see where you went over/under budget)

***Then discuss strategies for saving money when shopping – for comparing costs bring in actual foods. On index cards write the costs and illustrate the savings you can make by shopping wisely.***

### **1. Start with a list**

- First things first, use your weekly menu plan to create a grocery list (list only the items you need)
- List both the food and the quantity needed
- Try your best to stick to the list, but allow some flexibility for healthy items that may be on sale (if you have extra money available)

### **2. Use some basic strategies**

- Don't shop while you are hungry - eat first!
- Try to stick to the outside of the grocery store (shop the perimeter) -- that's where the healthier foods are located!
- Take advantage of fresh produce when it is in season (it's cheaper)
- Read Nutrition Facts labels to determine best product
- Use date information on packages - "sell by" and best if used by" dates - to help you chose the freshest foods

**3. Compare costs in several ways – have actual products with the prices written on cards for comparison. Have a volunteer come to the front and choose the least expensive product and explain why. Then show the actual cost differential.**

- Compare different brands (name brand vs. store brand) – have on hand at least one example of a name brand product and the generic equivalent along with the prices to compare the differences. Some items to consider are canned vegetables, condiments or salad dressings, peanut butter, yogurt
- Compare foods in different forms (canned, fresh, frozen, dried) – compare the cost for the same item in different forms. This would be a good way to discuss ways to get more vegetables in your diet by selecting low cost forms of foods – e.g. dried beans
- Compare different size packages (use unit pricing) – you might want to select foods where you don't have to worry about food going bad – rice, beans, pasta or fruits/vegetables that last a long time like a bag of oranges or potatoes
- Compare similar foods (pears vs. peaches or rolls vs. bread)

- Compare convenience items vs. making a food from scratch – some examples could include bags of lettuce versus head lettuce, a bag of carrots versus baby carrots, 100 calorie snack bags versus buying a large bag and dividing the portions up on your own.
- Consider whether you have a coupon
  - If it a food you actually need or will eat (and is healthy), it may be a good buy
  - If you are just buying the food because you have a coupon, you aren't saving any money!
- Consider whether a product is on sale

**Remember, food is only a bargain if you will actually use it!**

## **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week's goals. It can be helpful to go around and have everyone talk about their goals. If they didn't achieve their goals, it may be good to keep this focus but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

***Consider having participants transfer goals to a note card so that they can display them in a prominent place at home.***

## **Things to Do this Week.....**

As you close the session remind participants about the focus of today's session. Ask participants to complete the meal planner and bring it back to class next week.

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don't forget to incorporate physical activity into at least 20 minutes of your session!

## Session 7 – Let’s Get Cooking without All the Fat

### LEARNING OBJECTIVES — AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO

- describe strategies for reducing fat when cooking
- cook healthy meals that utilize less fat

### TEACHING MATERIALS NEEDED FOR SESSION 7

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Consider bringing in healthy eating cookbooks or copies of healthy recipes from the internet
- Name Tags
- Note cards for goal writing (optional)

### Inspirational Saying –

Have someone read the inspirational saying. Ask participants to provide reasons for “why I can”. Ask them to provide examples of their successes towards weight loss and a healthier lifestyle.

### Review of the Previous Week

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Ask participants if they brought their meal plan for last week and how they did with it.

### Healthy Cooking

This session will focus on strategies for cooking healthier with an emphasis on reducing fat and increasing fruits and vegetables. Begin the session by asking the participants how many cook their own meals and what sorts of things they like to cook. If they don’t do their own cooking they can share this information with the person that does do the cooking in their home.

***Use the example of the hamburger to get started. You could create these three columns on your white board also – healthy, okay and not the best and have participants identify foods for each columns – for healthy options consider low fat ground beef, low fat ground turkey or veggie burgers. Also traditional vegetables like lettuce, tomato and onion but have participants brainstorm other possible vegetables. Whole wheat buns are another health option. Mustard is low in calories but doesn’t provide a lot of nutrients so might go in the OK***

*column. Not the best would be higher fat ground meat, mayonnaise, cheese, bacon. Review the fat content on the nutrition label example. Review the suggested substitutions and then ask participants for other examples of how to cook healthier.*

## **Tips for Healthy Cooking**

Review the 5 tips and corresponding examples. For each tip ask participants for other examples. During this time you might share cookbooks or recipes that you have brought to the session or participants could share ideas for healthy, simple, and inexpensive meals that they like to prepare.

### **1. Leave out the high fat food**

- Don't add the cheese topping to a casserole
- Leave out the butter when making rice
- Make spaghetti sauce without meat

### **2. Use less of a high fat food**

- Use only 1 teaspoon of oil to brown meat or onions
- Use half the amount of cheese
- Use half the amount of mayonnaise

### **3. Use a lower-fat food instead of a high fat food**

- Use skim or 1% milk
- Use low-fat or fat-free cheese
- Choose salad dressings with less fat
- Use leaner ground beef

### **4. Use a lower fat way to cook**

- Take the skin off your chicken before cooking
- Trim fat from your meat before eating
- Use a nonstick pan or nonstick vegetable spray to coat pan rather than oil or butter
- Steam or microwave vegetables
- Cook meat without adding fat
- Drain and rinse browned ground beef

### **5. Reduce the amount of sugar in the ingredients or meal**

- Avoid processed foods with added sugar such as ketchup
- Add less sugar to your food
- Make beverage choices that don't contain added sugar
- Serve smaller portions of dessert

- Have fruit for dessert

#### **6. Add fruits and vegetables to increase the nutrients in your meal**

- Add spinach to lasagna
- Add mandarin oranges or berries to your salad
- Pour chili over a baked potato (use 1/2 the amount of chili)
- Make your protein portion of the meal into a stir fry with lots of different vegetables

Information adapted from the DPP Lifestyle Balance Manual, 1996.

### **Creating a Healthier Meal**

Have participants identify a meal they commonly prepare at home or something they eat at home (that is pre made or made by someone else). Write out the ingredients. Use the information from the session to make the meal healthier in terms of ingredients or different preparation techniques.

### **Goal Setting**

Make sure that you set aside enough time for goal setting. First you want to review last week's goals. It can be helpful to go around and have everyone talk about their goals. If they didn't achieve their goals, it may be good to keep this focus but change the goal so that it may be more achievable this week. Have each person think about what they want to achieve for the week and whether or not they want to add a new goal or continue to work on goals from the previous week. Provide encouragement during this time and positive feedback for gains people have made.

***Consider having participants transfer goals to a note card so that they can display them in a prominent place at home.***

### **Things to Do this Week.....**

As you close the session remind participants about the focus of today's session. Ask participants to remember to be intentional about food preparation. Write down some ways that they have reduced fat, added more fruits and vegetables or more variety to their meals.

***Ending on a Positive Note – Have someone read the success story out loud. Remind participants that they are creating their own success story.***

Don't forget to incorporate physical activity into at least 20 minutes of your session!

## **Session 8 – Celebrating Accomplishments and Keeping Up the Good Work**

### **LEARNING OBJECTIVES — AT THE END OF THIS SESSION PARTICIPANTS WILL BE ABLE TO**

- identify changes they have made toward weight loss and a healthy lifestyle
- describe their plan for continued progress towards their goals of weight loss

### **TEACHING MATERIALS NEEDED FOR SESSION 8**

- Participant Manuals (one for each person)
- Pencils/pens
- White erase board & markers or easel with paper
- Certificates of completion
- Name Tags

### **Inspirational Saying –**

Have someone read the inspirational saying. Have participants discuss what success means to them in the context of the NEW-R program.

### **Review of the Previous Week**

Ask participants if they would like to share any positive changes that they made in the previous week. Provide positive feedback and encouragement for sharing. Ask participants if they made any changes in cooking or meal preparation that they would like to share.

### **Celebrating Accomplishments**

Recognize each individual for their accomplishments in the program. Remind participants that each person's progress is individual and unique. Remind participants that this is just the start but that this program and the manual provide them with tools that they can use their whole life. There may be areas in which they are not ready to change, but they can always return to those topics and use the information later on.

Have participants write down three changes they are most proud of. Go around the circle and have each participant share these accomplishments. Recognize by offering words of praise, having the group clap or cheer, whatever seems most appropriate for your setting and group.

### **Remind Participants that this is a Process**

Have everyone identify one thing they would still really like to change. And then identify the first step in the process of making that change. So maybe someone really wants to do better at

reducing their soda intake – a first step might be to drink water instead of a soda for lunch that day.

## **Creating a NEW-R Plan for Being Intentional**

Now that you are in the last session it is time to put all the steps and information together into a plan that participants can take with them and return to as they need a reminder. The plan goes through each step of being intentional and asks that participants specifically identify what they will do to fulfill that plan. Encourage participants to complete the plan and put it in a prominent place at home (e.g. on the refrigerator, a night stand) so that it can act as a reminder. Below is a list of each of the steps along with examples to choose from. Encourage participants to look at the examples but feel free to identify their own ideas for how to fulfill the plan.

Pay attention to what I eat – how will you make a plan for what you eat

Get up at a reasonable time

I will wake up at \_\_\_\_\_

Do something meaningful each day – list things you will do to give meaning to your day

Move more – list things you will do to be physically active

Connect with others – what will you do to receive the social support you need

Have a positive outlook – what will you do to stay positive about your weight loss goals

### **Pay attention to what you eat**

Keep a food journal/diary

Make my lunch the night before

Make a grocery list

Plan my main meals for the week

Keep health foods on hand

Limit the amount of times I eat out

Limit the number of times I eat junk food

### **Do something meaningful each day**

Reach out to another person

Attend a group or class

Go to work or volunteer  
Attend a religious service or study group  
Connect with nature  
Spend time enjoying a pet  
Do something creative  
Enjoy a hobby  
Go on an outing  
Spend time with family or friends

### **Move more**

Go for a walk  
Turn off the TV and get off the sofa  
Walk to the store  
Go to an exercise class  
Play a recreational sport  
Lift weights  
Take the stairs

### **Connect with others**

Call someone on the telephone  
Write a letter or e-mail or chat on-line  
Visit a family member or friend  
Attend a group or class  
Start a conversation with someone new  
Exercise with a friend  
Invite someone over for a meal

### **Have a positive outlook**

Read or write a positive affirmation each day  
Ask for support from someone that you know will say something positive  
Acknowledge your achievements  
Remind yourself that you are making progress  
Give yourself a compliment  
Avoid people or situations that make you feel badly about yourself  
Laugh out loud  
Do something that makes you happy

## **Present the Certificates of Completion**

You can use the form included in this manual or create your own. You can find the certificate at the end of the manual. Recognize each person individually. Make this a big deal. Consider including music for the presentation. Have each individual come to the front of the room and for the presentation. You might actually have the certificates rolled up with a ribbon so that you can present this session as handing off the baton – and off you go.....

## **Writing Your own Success Story –**

*Another activity you might want to consider for this session is to write your own success story. Other sessions have ended with a reading of a success story. In this final session participants could write and then read out loud their own stories. Or, maybe each person could just spend a few minutes telling his/her story.*

# *CERTIFICATE OF COMPLETION*

*PRESENTED TO*

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*For successful work towards weight loss and a healthy lifestyle in the*

*NEW-R PROGRAM*

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