



**CLINICIAN
TREATMENT MANUAL**

Version 1.1
2012



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Based on:

A treatment manual developed for a VA Rehabilitation
Research & Development (RR&D) Award (D 4219 R; Richard Goldberg PI)

Supported by:

VA Health Services Research & Development (IIR 09-083; Alexander Young PI)
VA Desert Pacific Mental Illness Research, Education, and Clinical Center (MIRECC)
VA Capital Health Care Network Mental Illness Research, Education, and Clinical Center (MIRECC)

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CHAPTER ONE

INTRODUCTION AND OVERVIEW

This manual provides instructions on how to implement a *Wellness Program* in mental health settings to address issues of weight management and physical inactivity among people with serious mental illness (SMI). The manual begins with a brief discussion of deficits commonly found in those with SMI and offers suggestions for how to consider the effects of such deficits in the context of delivering effective behavioral change interventions for this population. We next offer a review of general instructions that will help providers implement the *Wellness Program*. Following sections on other relevant techniques and theories, the manual next details the procedures and materials needed to implement both the individual and group components of the *Wellness Program* specified in our study protocol.

Common Deficits Among People With Serious Mental Illness

MOTIVATION: Many patients with SMI suffer from diminished motivation and avolition as a function of disease processes, medication side effects, and a variety of other social, psychological and biological factors. Thus, they may lack the internal drive to initiate the various cognitive/behavioral routines required to make meaningful behavioral changes associated with efforts to lose weight and increase physical activity.

COGNITIVE IMPAIRMENT: Many patients with SMI demonstrate prominent cognitive impairments, including deficits in attention, memory, and higher level cognitive processes, such as abstract reasoning, maintenance of set, the ability to integrate situational context or previous experience into ongoing processing, and other “executive” functions. They have also been shown to have deficits in problem solving and social judgment. There are several lines of evidence which suggest that cognitive impairment is largely independent of symptoms, and that it is not substantially ameliorated by antipsychotic medications. In regard to behavioral change efforts required to lose weight and improve levels of physical activity, cognitive impairment may interfere with the patient’s ability to attend to the information needed to make changes in diet, to remember weight loss and exercise related tips and strategies, appraise risks and benefits associated with making behavioral changes, and anticipate consequences of not making healthy lifestyle changes.

SOCIAL IMPAIRMENT: Patients with SMI also frequently have marked social impairment. They are often unable to fulfill basic social roles, they have difficulty initiating and maintaining conversations, and they frequently are unable to achieve goals or have their needs met in situations requiring social interaction. Thus, they may not have the capacity to illicit assistance from others to support their behavioral change efforts.

The *Wellness Program* is designed to compensate for these deficits and offers a range of related implementation tips and strategies:

Regarding issues of motivation: We recommend that interventionists make use of a variety motivational interviewing techniques to keep participants actively and meaningfully engaged in their behavioral change efforts. Toward this end, our manual includes a full review of the core principle underlying motivational interviewing and offers specific suggestions on how to use related techniques to deliver both the individual and group components of the *Wellness Program*. The manual also includes a brief of self-efficacy theory (which emphasizes strengthening belief in one’s capability to successfully perform a behavior and initiate behavioral

change) and the transtheoretical model, or stages-of-change model (which conceptualizes behavior change as a continuum related to one's readiness to change and makes use of tailored interventions to match a person's readiness to change). Following these reviews we also provide details regarding how to apply these theories to the specified interventions included in our *Wellness Program!*

Regarding cognitive deficits: The *Wellness Program* helps providers deliver highly structured individual and group session. We also place a strong emphasis on behavioral demonstration. The manual also provides detailed instructions about how to implement each specified individual and group session, including tips about how to break material into small units, when and how to assess understanding. We also stress extensive use of learning aides, including the many available handouts and flip charts (during group sessions), to reduce the requirements on memory and attention. Sessions instructions also stress the importance of repeating content within and across individual and group sessions.

Regarding social deficits: The *Wellness Program* provides tips on how to make use of a variety of social reinforcements and related incentives to help keep participants actively engaged in weight loss and related physical activity efforts. It is natural for most of us to tell others what they have not done or what they have done wrong when we are giving instructions. A key to making this intervention work well is to be consistently positive and reinforcing. Some new skills trainers interpret this caveat to mean that they must be bubbly and effusive and praise everything. To the contrary, a laid back style will work fine as long as participants hear that they doing OK and that you and the other group members approve. We also include a review on basic clinical principles that have been shown to be effective in helping patients with SMI more meaningfully participate in their own treatment.

Self-Efficacy Theory: Conceptual Basis for Selected Intervention

Self-efficacy theory underpins the chronic disease self-management curriculum used in this curriculum. Self-efficacy refers to the strength of belief in one's capability to successfully perform a desired behavior, which in turn mediates behavioral change (Bandura, 1991). Self-efficacy can be enhanced through performance mastery, modeling, reinterpretation of symptoms, and social persuasion. Drawing on these principles, Lorig and her colleagues at the Stanford Patient Education Research Center developed a chronic illness self-management curriculum designed to improve self-efficacy regarding health behaviors and skills (Lorig, K.R., Holman, H., Sobel, D. et al., 1993; Lorig, K.R., Stewart, A.L., Ritter, P., et al. 1996). The curriculum has also been shown to improve health status and optimize use health services (Lorig, K.R., Sobel, D.S., Stewart, A.L., et al 1999; Lorig, K.R., Ritter, P., Stewart, A.L., et al. 2001). According to Lorig, dealing with chronic illness is not simply a matter of knowing what to do; it also involves developing a belief in one's ability to cope with chronic illness and produce desired outcomes. In sum, the work of Bandura, Lorig and others have highlighted the importance of self-efficacy as essential in mediating health status and related service utilization..

Stages of Change

Even when advised to lose weight, many patients may be unwilling to do so at the time. However, making the decision to change one's behavior and then doing so is a process which advances through predictable stages. Prochaska and DiClemente's Stage Model of the Process of Change (1992) is a model of how people change addictive or habitual behaviors, with or without formal treatment. Prochaska and DiClemente's (1992) Stages of Change model is made of the following stages:

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance

Precontemplators are individuals who do not consider their behavior to be a problem and are not considering any change. *Contemplators* realize that they do have a problem and are weighing the feasibility and costs/benefits of changing their behavior. In the *Preparation* stage, individuals are making a decision to take action and change their behavior, and therefore make preparations to facilitate this. When they begin to actually modify their problem behavior, they are in the *Action* stage. When the acute period of initial behavior change (such as quitting cigarettes) has stabilized into ongoing new behavior (e.g., abstinence) and continues for at least 6 months they enter the *Maintenance* stage.

Motivational Interviewing

A patient's movement among the Stages of Change, toward healthier behavior, can be facilitated by the clinician's practice of Motivational Interviewing (Miller & Rollnick, 1991). "Motivational Interviewing" describes a set of techniques that are designed to advance the process of behavior change. The recommended interviewing techniques promote patient autonomy and self-efficacy and are characterized by the terms: patient-centered, empathetic, supportive, non-judgmental, and non-argumentative. Motivational Interviewing is designed to mobilize the client's own desire to change. Its techniques are non-confrontational and geared to minimize the defensiveness often created by traditional confrontational models. It can help clients move through the stages of change more quickly and effectively than they would without intervention, while assuming that the responsibility and capability for change lie within the client.

The specific Motivational Interviewing techniques a clinician uses depend on the patient's Stage of Change regarding the targeted problem behavior. Miller and Rollnick (1991) recommend the following techniques: For a patient in *precontemplation*, a clinician would seek to gently raise doubt and increase the patient's perception of risks and problems with current behavior. For someone in *contemplation*, the clinician would seek to evoke reasons for change that could tip the balance for that client, draw out the risks associated with not changing the behavior, and strengthen the client's self-efficacy for changing the behavior. For a patient in *preparation*, the clinician would want to help the client plan the best course of action toward concrete change, anticipate and plan for obstacles, and help increase natural supports. For a patient in the *action* stage, the clinician would actively help the client take the concrete change steps needed and work to sustain abstinence in the acute term. In *maintenance*, the clinician would help the client identify and use strategies to prevent relapse.

Motivational interviewing uses six basic clinical strategies: expressing empathy, developing discrepancies, avoiding argument, rolling with resistance, eliciting solutions from the patient, and supporting self-efficacy.

Expressing empathy communicates respect for the client, and avoids implications of inferiority/superiority. It conveys an acceptance of the patients as they are, while also supporting them in the process of change. Freedom of choice and self-direction are respected and emphasized.

Developing discrepancy is a process through which the clinician helps the patient become aware of discrepancies between where s/he is and where s/he wants to be. In the early stages of change, this involves raising the patient's awareness of the personal costs of his/her substance use

or other problematic behavior, to move the patient towards the contemplation stage. In later stages it continues in the reminder of these costs as a way of maintaining motivation.

Avoiding argument must be practiced even as the clinician tries to make the client aware of discrepancy. Strong confrontations about a client's substance abuse usually evoke defensiveness and opposition rather than self-reflection, and make the client feel that the case manager does not really understand. Clinicians may certainly need to bring up some of the possible negative consequences of continuing substance use, but sensitively... in an empathic and non-punitive way.

Rolling with resistance means that the patient is encouraged to think about problems in new ways, but the clinician's viewpoint is not imposed on the patient. Ambivalence and resistance to change are viewed as natural and expected, and should be explored openly. Clients need to be able to talk about what substances do for them, and their fears of what might happen if they were not to rely on them (e.g., the costs of quitting).

Elicit solutions from patient is done by assist the patient in brainstorming potential actions or solutions. The clinician must take special care to avoid being the expert and telling the patient what to do.

Support client self-efficacy is the final strategy. Self-efficacy (Bandura,1982) is the belief that one can perform a particular behavior or accomplish a particular task. In the case of difficult or problematic behavior, clients must believe that they can change before they will try. Therefore, the clinician needs to notice and support the patient's expressions of self-efficacy, even if minor or fleeting, and help the patient nurture his/her strengths and feelings of agency.

Listed below are some common techniques used when conducting Motivational Interviews.

- Ask open ended questions and encourage the patient to explore issues through discussion.
- Listen reflectively to make sure you understand what the patient is saying.
- Summarize what the patient has said periodically to enhance the patient's awareness and understanding, particularly emphasizing elements that suggest change.
- Affirm patient statements which favor change with positive comments.
- Elicit self motivational statements.

Clinical Principles

Although this **Wellness Program** is not a clinical/psychiatric intervention or treatment, it is nonetheless important to ensure that your interactions with participants are carried out in ways that embody certain principles of good clinical and human services practice. These are very briefly described below as they apply to delivery of the **Wellness Program**

Individualized and Respectful: It is important, whenever and wherever possible to ensure that interactions and assistance with goal setting is individualized and attentive to each patient's particular needs, preferences and strengths. The **Wellness Program** interventionist should also always be respectful of the patient and appreciative of issues of diversity.

Recognizing the Strength of Ambivalence: Most people struggle with a combination of conflicting wishes when they seek any kind of help and/or decide to take on a behavioral change effort such as weight loss and physical activity improvement. On one hand, they may wish to be taken care of, relieved of responsibility, and supported. On the other, they may at the same time wish to maintain personal autonomy, independence, and dignity. This combination often manifests as ambivalence and inconsistency in asking for and accepting help. Such struggles may be particularly intense among mentally ill patients. Their psychiatric problems and concrete needs may at times force them to rely on others for many things they wish to provide for themselves,

while also isolating them, perhaps even to the point of being out on the streets alone. Mental illness and its many sequelae, often including joblessness, homelessness, and other related problems, can erode self-esteem, so that maintaining personal pride and self-determination becomes extremely important. Their patient status may inculcate a combination of pride at their national service, and shame at their current conditions. In addition, many patients have had negative past experiences in the mental health system and are wary to open themselves to further contact. Thus treatment ambivalence can be seen as a personal protection strategy and a sign of self-agency even if sometimes misdirected. Therefore, each participant must be observed and engaged with to discern how these issues manifest themselves and how they might impact weight loss and physical activity related efforts. When the *Wellness Program* interventionist is sensitive to this dimension of the client's experience, s/he is better able to be empathic and to balance being supportive with encouraging autonomy.

Focus on Patients' Strengths: All patients have a wealth of strengths that can be tapped to help motivate their engagement in care and related health behavior change efforts. These strengths, however, are often under- or un-recognized by the patients themselves and/or those around them. *Wellness Program* interventionists should work collaboratively with patients to identify and magnify and support the strengths and resources needed to make successful behavioral and lifestyle changes.

Therapeutic Stance: Again it is important to stress that *Wellness Program* is NOT therapy. Nonetheless the alliance established between the Team Members and patient participants is a key element in fostering successful program outcomes. Although interventionists are not therapists, many of the same ingredients and considerations are important. In her/his interactions with the patient, the *Wellness Program* interventionist should strive to be active and focused, supportive and empathic, consistent but flexible, and fostering of autonomy while remaining available for support.

Be Reinforcing: It is natural for most of us to tell others what they have not done or what they have done wrong when we are giving instructions. A key to making this intervention work well is to be consistently positive and reinforcing. Some new skills trainers interpret this caveat to mean that they must be bubbly and effusive and praise everything. To the contrary, a laid back style will work fine as long as participants hear that they doing OK and that you and the other group members approve. Most people with severe mental illness have long histories of failure and frustration. This program is one place that they can attain success because: a) the level of demand is geared to their capacity, not some abstract or unreachable standard; and b) communications are always positive, emphasizing what they have done well, not what they have done poorly.

Even difficult group members can be controlled without much negativity and censure if the leader can focus on rules and the situation, rather than the person's bad behavior. Remember, you can't lose your temper, be sarcastic, or speak in an angry tone of voice and be an effective teacher. Group members will turn off or, if they are really testing you, will be reinforced for their inappropriate behavior. Of course, everyone must feel safe, including the leaders. If a member is really posing a threat he or she should be asked to leave and the overall positive tone must be temporarily suspended.

CHAPTER 2

PRE-GROUP INDIVIDUAL SESSIONS

There are 4 pre-group individual sessions (I1-I4) which should be completed one per week the month just prior to a participant starting group sessions. Pre-group individual sessions are used to welcome and orient participants to the *Wellness Program*, introduce the basics of healthy nutrition, and expose participants to “action planning.” This chapter begins with a detailed description of “action planning,” which is introduced in individual session 4 and will be used in all the group sessions.

Please note, following the 4 pre-group individual sessions, the next session (I/G1) can be done individually or as a group, just prior to each participant beginning the group sessions. Also, there are 4 additional individual sessions (I5-I8) that run concurrent with the group sessions.

INDIVIDUAL SESSION #1:

Overview Focus

- Welcome and introduction to the program

Objectives

- To assess participants level of readiness for program.
- To give participant an example of the types of information that will be covered in the program.

Materials/Handouts Needed for this Session

- Worksheet, “**Weight Management Readiness to Change**”
- Handout, “**The Basics of Weight Control**”
- Therapist Guide, “**Stages of Change/MI Techniques**” (This is not a participant handout.)

SESSION OUTLINE

“Hi Mr./Ms. _____

Thanks’ for coming in today. I’m really glad you decided to participate in our program. What I want to do today is discuss what we’ll be doing together over the next couple of months.

I want to first just remind you about the basic of the program. Our program is designed to help patients lose weight, keep it off and, improve their health. We’re going to help you do that by having you meet with us to go over some basic nutritional information and to help you develop some specific nutritional and weight loss goals. That will happen over during the individual sessions that we have over the next 3-4 weeks. Those sessions will help prepare you for the groups; they will begin after you’ve completed the 3-4 individual sessions. When we meet in group once per week we will talk about ways for you to eat healthier and exercise in a safe way. We are going to give you a lot of useful information and recommendations to help you lose weight. We will also continue to set weight loss goals and track your progress through weekly weigh-you’re your participation will last for a total of about 6 months. Are there any questions? Next, ask the participant if they have ever heard of the Stages of Change. Review with them the worksheet, “**Weight Management Readiness to Change.**” Explain that when people make changes, they often start at Pre-contemplation and progress through each of the stages. Use the example of smoking: “For someone who is a smoker, during Pre-contemplation they would be an active smoker who is not ready to change. Once they begin to think about quitting, they would be in the Contemplation stage. During the Preparation stage, they would begin to plan how they are going to quit. After they have begun to cut back their smoking, they would enter the Action stage. When these changes have been maintained for 6 months, we say that the person has entered the Maintenance stage. People can also move back and forth between the various stages of change. Any questions?”

Then work with the participant, using the “**Weight Management Readiness to Change**” worksheet as a guide, to identify the participant’s current stage of readiness/motivation for participation in the program. Use motivational interviewing techniques appropriate to the participant’s identified stage of readiness to change (therapist should refer to the table, “**Stages of Change / MI Techniques**” for guidance on which MI techniques are appropriate for use at each of the stages of change).

For example:

- **If in action or maintenance stage:** Reinforce. “It’s fantastic that you’ve already started to make some changes. You’re ahead of the game at this point. We’re going to help you to remove any remaining barriers so that you can continue your progress and maximize your weight loss.
- **If in stages earlier than action:** “People are often early in the stages of change process when they start this program. We’re going to help you progress through these stages by showing you that it can be done and by working on specific things to help you lose weight. Just being here is a huge step and shows that you’re interested in making some changes.”

Next, gather the participant’s importance and confidence ratings specific to weight loss and record their ratings on the, “**Weight Management Readiness to Change**” worksheet. For example, say something like, “Now that we have identified which stage of change you are currently in, let’s come up with ratings for the importance you place on losing weight and your confidence that you can do so.”

- **If importance above 5: Reinforce.** “That’s great that you already place a lot of importance on losing weight. By losing weight, you can significantly decrease your risk of heart disease and other serious medical condition. The more importance you place on losing weight, the more likely you are to stick with the program.”
- **If importance below 5:** “Don’t worry that your rating are low right now. Plenty of people come into this program not placing too much importance on weight loss. We are going to give you information that shows you why it is important to be healthier and lose weight. By losing weight, you can significantly decrease your risk of heart disease and other serious medical condition. We’ll get into more reasons why losing weight is important, but remember that it can really improve your health.”
- **If confidence above 5: Reinforce.** “It’s excellent that you are already confident that you can lose weight and change your behavior. You’re already ahead of the game, and we’re going to give you even more reasons to be confident that you can lose weight.”
- **If confidence below 5:** “That’s alright that you confidence level is low. That’s very common for people beginning a program like this. We are going to give you plenty of reasons to be confident that you can lose weight. When people are more confident that they can change, they tend to do better. Because of that, we’re going to boost your confidence level by showing you that you can do this.”

Tell the participant that high ratings on importance and confidence will help them be more successful with their weight loss goals!

During the conversation about the participant’s stage of change and his/her confidence and importance ratings, include a brief discussion of barriers. For example, you may say, “When people are thinking about making changes, we find that often there are barriers present. Have you ever heard of barriers? A barrier is something that keeps you from reaching your goals or starting to make changes. Some examples of barriers for someone who is thinking about starting an exercise program could be: not knowing how to properly exercise, fatigue due to medications, not knowing where to exercise, not having the proper equipment to exercise, etc. I know for me it can be difficult to make myself exercise after a long day of work because I’m tired. That is one of my biggest barriers to exercising regularly. Can you think of any barriers that have kept you from making changes in the past or could be a problem as we move along?”

Reinforce responses and tell the participant that we will problem solve how to work around these barriers so that he/she can get the most out of the program.

Next, give the participant the handout, “**The Basics of Weight Control.**” “I want to show you the fundamental concept that we’ll be working on throughout the program. First, do you know how a person controls his/her weight? This handout explains it really well. **The main thing to understand is that if you eat less and do more, you will lose weight.** Calories are in everything that you eat, and you need them to function. You burn calories for energy to help you go about your day. However, when people eat more calories than they burn off, they end up gaining weight. You can think of it as a balance. **We want to tip the balance in the other direction by having you burn more calories than you eat.** We’ll show you plenty of ways to eat healthier, as well as ways to burn more calories. **For best results with losing weight, you should try to do both: eat less and do more!”**

An important part of weight loss is setting small goals along the way to help you get to your big goal of losing pounds. As part of this program, you’ll be setting specific action plans every week to help you improve your health and reach your weight loss goals. Every week, you’ll set a new nutrition action plan and a new physical activity action plan. You’ll set these action plans at the end of each session, and we’ll review how it went for you the following week. We’ll be talking a lot more about how to make action plans as we go along.

End the session by setting up/confirming the participant’s next meeting and again welcoming him/her to the program.

WEIGHT MANAGEMENT READINESS TO CHANGE

What Stage Am I At?	STAGE OF CHANGE
	<p align="center">Pre-Contemplation</p> <p align="center">(not ready to change diet and physical activity behaviors to lose weight)</p>
	<p align="center">Contemplation</p> <p align="center">(thinking about changing diet and physical activity behaviors to lose weight)</p>
	<p align="center">Preparation</p> <p align="center">(getting ready to change diet and physical activity behaviors to lose weight)</p>
	<p align="center">Action</p> <p align="center">(Has started making changes to diet and physical activity behaviors to lose weight)</p>
	<p align="center">Maintenance</p> <p align="center">(Successfully maintained new behaviors for at least 6 months)</p>

How important is weight management to you right now?

0 1 2 3 4 5 6 7 8 9 10

Not at All

Very

How confident are you in your ability to change behaviors related to weight management?

0 1 2 3 4 5 6 7 8 9 10

Not at All

Very

The Basics of Weight Control



When you take in more calories than you use, you gain weight

You can manage your weight by keeping a balance between what you eat and drink and how active you are

To lose weight you need to:

- Eat and drink fewer calories
(decrease your intake)
- Become more physically active
(increase your output)
- For best results, **DO BOTH**

Stages of Change / MI Techniques

Stage of Change	Barriers	Goal of Counseling	Techniques to Use
Pre-Contemplation (not ready to change diet and physical activity behaviors to lose weight)	Not important to patient Low confidence Denial Defensiveness Lack of awareness	Advise and encourage contemplation	Express empathy Develop discrepancy Listen reflectively Examine the pros and cons of change, summarize Provide information if needed Acknowledge decision Offer help when ready
Contemplation (thinking about changing diet and physical activity behaviors to lose weight)	Low confidence Procrastination Low social or environmental support Competing demands	Explore ambivalence and shift towards making a decision to change	Express empathy Develop discrepancy Acknowledge ambivalence Listen reflectively Examine pros and cons of change, summarize Provide information if needed Affirm positive statements Reinforce partnership and willingness to help
Preparation (getting ready to change diet and physical activity behaviors to lose weight)	Confidence may still be low Unsure of specific actions	Strengthen commitment, plan specific actions	Provide information and discuss options Provide assistance with selected actions Express confidence in patient Affirm positive statements Reinforce partnership and willingness to help
Action (has begun changes in diet and physical activity behaviors)	Some obstacles persist Confidence may still be low At risk for relapse	Praise and reinforce, plan for contingencies	Provide frequent positive affirmation Provide ongoing assistance with barriers Express confidence in ability to maintain the change
Maintenance (successfully maintained new behaviors for at least 6 months)	At risk for relapse	Praise and reinforce, plan for contingencies	Provide frequent positive affirmation Provide ongoing assistance with barriers Express confidence in ability to maintain the change

INDIVIDUAL SESSION #2:

Overview Focus

- Introduction to basics of healthy nutrition

Objectives

- To learn about eating a variety of foods from all 5 food groups
- To learn about healthy choices from each of the 5 food groups
- To gather information about your typical diet
- To create an individualized meal plan

Materials/Handouts Needed for this Session

- Handout, “5 Food Groups”
- Handout, “Basics of Weight Control”
- Worksheet, “Typical Diet”
- Handout, “My Meal Plan”

SESSION OUTLINE

- Introduce yourself to the participant and welcome them to the Program.
- Briefly review concept of previous session. For example, instructor may say: “Do you remember from last session what you need to do to lose weight?” (May show session #1 handout, “**The Basics of Weight Control.**”) “That’s right, to lose weight you need to exercise more and eat and drink less calories.” (Remember to give validation and praise for answers.)
- Give overview of Today’s Session: For example, “Today we are going to talk about healthy nutrition. More specifically, we are going to:
 1. Learn about eating a variety of foods from all 5 food groups
 2. Learn how to make healthy choices from each of the 5 food groups
 3. Learn about your typical diet/nutrition habits
 4. Create your individualized meal plan
- Ask the participant to describe what the word variety means. For example: “To eat healthy you need to eat a variety of foods. Do you know what it means to eat a VARIETY of foods? That’s right,VARIETY means to eat different kinds of foods. You can eat a variety of foods from 5 different food groups.” (Put “**5 Food Groups**” handout in front of the participant.)
- Introduce to the participant to all 5 food groups and go over listed examples that belong to each group. Instructor may say: “Our food is divided into 5 different food groups. Eating foods from each of the 5 groups helps us eat a variety of foods.” The 5 food groups are: (Point to each food group during the discussion)
 1. Grains
 2. Vegetables
 3. Fruits
 4. Milk/Dairy
 5. Meats/Proteins
- Ask the participant to read one food under Grains then read the rest.
- Also, under each food group category reinforce that eating healthy foods that are low in sugar and low in fat will help them lose weight.

- Here are a few examples the instructor may use for suggesting healthy choices (use about 2 from each food group; showing all examples might become overwhelming for the participant):
 1. Grains
 - Cereals: A healthy option is Cheerios or oatmeal (without added sugar)
 - Breads: A healthy choice is skipping butter or choosing fat-free dressing.
 - Pasta: A healthy option is not to add butter or limiting cheese.
 2. Vegetables
 - Salads: A healthy option is choosing low-fat or fat-free dressing.
Here you can **encourage eating more green, orange and yellow vegetables. Most participants do not eat enough vegetables.**
 - Potatoes: A healthy option is to add fat-free or low-fat dressing, sauce or sour cream (instead of regular sour cream, butter, dressings, sauces, cheese), or skipping it all together.
 3. Fruits
 - Apples & Bananas:
 - All fruits are healthy. However **watch out for extreme eating habits**, such as eating **“a whole bag of apples at one occasion.”** In such cases encourage limiting to 2 apples at one occasion. Also, may encourage other fruits to introduce variety whenever possible.
 - Juices: A healthy option is to drink reasonable amounts of 100% juice.
Discourage juice cocktails (usually only 10-15 % juice).
“Orange Soda” is full of sugar and artificial flavors, no juice at all.
If participant drinks juice routinely, see if he/she can dilute it with water, ½ glass of juice and then encourage filling up the rest of the glass with Water.
 4. Milk/Dairy
 - Milks: A healthy option is skim or fat free milk (without added sugar)
A healthy yogurt is fat free and sugar free.
A healthy cheese is low fat cheese or part skim cheese.
 5. Meat/Proteins
 - A healthy choice is baked or grilled chicken (without the skin)**
Fatty fish are healthy, but should be baked/grilled (not fried).
If multiple eggs are consumed, reduce number of egg yolks.
- Begin by obtaining diet/nutrition history. For example instructor may say: “Now I would like you to tell me what you eat and drink so we can find out where your calories are coming from.”
- Get ready to gather typical diet information and record same on the **“Typical Diet”** sheet. Use food models whenever possible to assess portion sizes. Typical questions you may ask a participant: “What do you usually eat for breakfast? Or What did you eat yesterday for breakfast?” “What do you usually drink with your breakfast? How much? Do you add any sugar, milk or cream with your coffee/tea?” “Do you have any snacks with breakfast?”
- Repeat above questions for lunch and dinner.
- Remember to ask a participant about other snacks and beverages: “Do you snack on anything else throughout the day?” , “Do you drink anything else throughout the day?” “Do you eat or drink anything before you go to sleep?”
- Remember to tie the discussion back to previous information about calories and healthier choices (low fat, low sugar). For example, you may ask a participant: “How can you

decrease calories from this meal” or “How can you make this meal healthier.” “Think about portions and healthier substitutions.”

- Transition to discussion about individualized meal plan. Present the handout, “**My Meal Plan,**” and say, “Now that we know more about what your typical eating habits have been, let’s create a healthy meal plan that you would like to try out during the next week.”
- Remind participant that his/her meal plan should include a VARIETY of foods from all 5 food groups and explain that eating a variety of healthy choices will help them lose weight.
- Go over key points on healthy food and beverage choices within each food group. **Refer back to the participant’s “Typical Diet” sheet.** Compare if they are eating more or less grains than needed. Compare if they are eating too much added sugar or unhealthy fats. (Repeat for each food group).
- If a participant is eating variety of foods, or making healthy choices, or already eating reasonable portions from a particular food group make sure to check it off under, “I Am Now Eating.” Give praise and validation for the healthy choices the participant is already making. For example the instructor may say: “Let’s check off things that you are already doing right. You are already eating a variety of cereals. So, under Grains we are going to check off, ‘I Am Now Eating #1: Variety.’ But, you are eating Fruit Loops that are high in sugar. Instead of Fruit Loops, can you choose a cereal that is low in sugar, like Cheerios (without sugar or honey) or oatmeal (without added sugar).” If a participant is willing to try sugar-free oatmeal, say, “Let’s write down ‘Oatmeal without sugar for breakfast’ under, ‘I Will Try.’”
- If a participant consumes very large portions of a particular food (e.g., meat), tell him/her that eating too much food will cause weight gain (portion control will be covered in later group session).
- Repeat same for each food group.
- Summarize by reminding the participant that to lose weight he/she always needs to remember to make eat a variety of foods from all 5 food groups and to make healthy choices within each food group.
- Briefly introduce next session by saying, “Next individual session we will talk about your typical physical activity routine, learn about the importance of goal-setting in losing weight, and set some general nutrition and physical activity goals that you would like to work toward achieving.
- End the session by setting up/confirming the participants next meeting.

5 FOOD GROUPS

1. Grains



Cereals



Breads



Pastas

2. Vegetables



Salads



Potatoes



Carrots

3. Fruits



Apples



Bananas



100% Juices

4. Milk/Dairy



Milks



Yogurts



Cheeses

5. Meats/Proteins



Meat/Chicken



Fish



Eggs

Always remember to eat reasonable portions!

The Basics of Weight Control



When you take in more calories than you use, you gain weight

You can manage your weight by keeping a balance between what you eat and drink and how active you are

To lose weight you need to:

- Eat and drink fewer calories
(decrease your intake)
- Become more physically active
(increase your output)
- For best results, **DO BOTH**

Typical Diet

(Based on a typical food/fluid intake or 24-hour recall)

Remember to ask: When? How much? How often? What else you add to it?

Breakfast Meal

Breakfast Drink/Snack

Lunch Meal

Lunch Drink/Snack

Dinner Meal

Dinner Drink/Snack

My Meal Plan

<p align="center"><u>GRAINS</u></p>  <p><u>Healthy Choices:</u></p> <ul style="list-style-type: none"> •Low Fat •No Added Sugars •Not Fried 	<p align="center"><u>VEGETABLES</u></p>  <p><u>Healthy Choices:</u></p> <ul style="list-style-type: none"> •Variety •Not Fried •Low-Fat Dips & Dressings •Low-Fat Sauces 	<p align="center"><u>FRUITS</u></p>  <p><u>Healthy Choices:</u></p> <ul style="list-style-type: none"> •Variety •Not Fried •No Added Sugars •No Added Syrups •Go Easy on 100% Juices 	<p align="center"><u>MILK/DAIRY</u></p>  <p><u>Healthy Choices:</u></p> <ul style="list-style-type: none"> •Fat Free, Low Fat •Skim or 1% •No Added Sugars 	<p align="center"><u>MEAT/PROTEIN</u></p>  <p><u>Healthy Choices:</u></p> <ul style="list-style-type: none"> •Lean, Extra Lean •No Skin •Not Fried •Fat-Free Gravies •Fat-Free Sauces •Limit egg yolks
<p><u>I Am Now Eating:</u></p> <p>__ 1.Variety</p> <p>__ 2.Healthy Choices</p> <p><u>I will try:</u></p> <p>_____</p>	<p><u>I Am Now Eating:</u></p> <p>__ 1.Variety</p> <p>__ 2.Healthy Choices</p> <p><u>I will try:</u></p> <p>_____</p>	<p><u>I Am Now Eating:</u></p> <p>__ 1.Variety</p> <p>__ 2.Healthy Choices</p> <p><u>I will try:</u></p> <p>_____</p>	<p><u>I Am Now Eating:</u></p> <p>__ 1.Variety</p> <p>__ 2.Healthy Choices</p> <p><u>I will try:</u></p> <p>_____</p>	<p><u>I Am Now Eating:</u></p> <p>__ 1.Variety</p> <p>__ 2.Healthy Choices</p> <p><u>I will try:</u></p> <p>_____</p>

INDIVIDUAL SESSION #3:

Overview Focus

- Physical activity history and general goals

Objectives

- To gather information about your typical physical activity routine
- To learn about goal-setting and establish some general nutrition and physical activity goals

Materials/Handouts Needed for this Session

- Food models, plates (small, medium, large), bowls (medium, large), cups (small, medium, large), teaspoon and tablespoon.
- Worksheet, “**Typical Physical Activity**”
- Worksheet, “**Diet and Exercise Goal Sheet**”

SESSION OUTLINE

- Introduce yourself to the participant and welcome them to the Program.
- Briefly review concept of previous session. For example, instructor may say: “Do you remember what you learned at your last nutrition session?” “That’s right, you learned about the basics of healthy nutrition, like eating a variety of foods from all 5 food groups, and making healthy choices from all food groups. We also talked about your typical diet and created your individualized meal plan.” Remember to give validation and praise for answers.
- Give overview of today’s session. For example, “Today we are going to talk about how much physical activity you get, on average. We’re also going to talk about goals and goal-setting, and we will get a better understanding of some general nutrition and physical activity goals that you might like to set for yourself.”
- Begin obtaining physical activity history. Instructor may say: “Now that we learned more about your typical eating habits during our last session, I would like you to tell me what sorts of physical activities you typically do so we can find out about how you burn calories.” Explain to participant that there are **four types of activities** to consider: (1) **vigorous activities**, which cause heavy sweating and large increases in heart rate or breathing (e.g., running; heavy yard work; swimming continuous laps; bicycling fast or uphill; aerobic classes; carrying items weighing 25 pounds or more up a flight of stairs; jumping rope; doing jumping jacks; playing singles tennis); (2) **moderate activities**, which cause light sweating and a slight to moderate increase in heart rate or breathing (e.g., brisk walking; leisurely bicycling; actively playing with children; kayaking; vacuuming or other moderate housework; gardening; mowing the lawn with a power push mower; hand washing/waxing a car; golfing without a cart); (3) **light activities**, which are general activities that do not cause sweating and do not increase breathing or heart rate (e.g., leisurely walking; stretching; Tai Chi; doing laundry; grocery shopping; washing dishes); and (4) **muscle strengthening activities**, which increase the strength and endurance of your muscles (e.g., yoga; Pilates; working out with weight machines, free weights or resistance bands; doing push-ups or sit-ups).
- Get ready to gather typical physical activity information and record same on the sheet, “**Typical Physical Activity.**” Typical questions you may ask a participant: “How many days per week do you do vigorous physical activities for at least 10 minutes at a time? What type of vigorous activity do you typically do? How much total time per day do you typically spend

doing these activities? What time of day do you do these activities? And where (e.g., park, gym)?

- Repeat above questions for moderate activities, light activities, and muscle-strengthening activities.
- Remember to tie the discussion back to previous information about burning calories to help with weight loss. For example, you may ask a participant: “How can you burn more calories by increasing your physical activity level?”
- Transition to goal-setting by saying, “Before we wrap up today, I’d like to stress that one of the most important self-management skills that you will be learning is goal-setting.” “Goals are things we’d like to be able to accomplish. Because this program focuses on self-management, we can begin to think about goals that you have for each of the two main focus areas of this program, which are nutrition and physical activity. For today, we’re going to get started by listing some general goals you have for both of these areas. Next week, we’ll start thinking about and learning more about how to break your goals down into smaller, more ‘doable’ steps or tasks so you can get started with both self-management topics.”
- Say to the participant, “OK, to help get started in thinking about ‘goals,’ here’s a handout to help you think about some goals for both of the topic areas we will be covering.” Show the participant the, “**Diet & Exercise Goal Sheet.**” Say, “OK, now using the “Diet & Exercise Goal Sheet,” let’s work together so that you can come up with a goal for both the nutrition and physical activity topic areas. Remember that for right now, you can pick very general goals (this can be as general as ‘do a better job with my diet’ or ‘exercise more’ etc.)” “We’ve listed some examples on the handout. You can either use them or come up with your own.” Make sure participant writes down a nutrition and a physical activity goal. Remind participant you are going to make a copy of this sheet to keep in the folder you will be keeping/assembling for him/her and that he/she can also take a copy of the sheet home today.
- Next say, “Great, now you’ve got some general goals to help you think about where you’d like to go, and next week, we’ll talk more about how to work step-by-step to make small changes and work on your goals one step at a time. This is called ‘Action Planning’ and we’ll talk more about how to do this next week.”
- Summarize with participant what he/she learned this session. For example: “Before we end this session, let’s review what we talked about today. First, we reviewed how much physical activity you’ve been getting, in general. We also created your individualized meal plan, where we wrote down things that you can try to make your eating and drinking habits healthier. Finally, we learned about goals and goal-setting, and came up with some general nutrition and physical activity goals that you would like to work towards.”
- Briefly introduce next session by saying, “Next individual session, you will learn about how to make your nutrition and physical activity goals more specific and how to create good action plans for working on your goals! If you bring your “Diet & Exercise Goal Sheet” with you, it will help you remember the first nutrition and physical activity goals you want to start working on.”
- End the session by setting up/confirming the participant’s next meeting.

Typical Physical Activity

(Based on a typical week)

Remember to ask: What type of activity? When? How long? How often? Where?

Vigorous Activities

Moderate Activities

Light Activities

Muscle-Strengthening Activities

DIET AND EXERCISE GOAL SHEET

<u>SELF-MANAGEMENT TOPIC AREA</u>	<u>GOAL</u>
Diet/Nutrition	<p><u>Sample Goal :</u> To eat healthier foods and to lose weight</p> <p><u>My Goal:</u> To...</p> <p><u>Sample Goal :</u> To eat smaller portions and to lose weight</p> <p><u>My Goal:</u> To...</p>
Physical Activity	<p><u>Sample Goal:</u> To be more active and lose weight</p> <p><u>My Goal:</u> To....</p> <p><u>Sample Goal:</u> To get stronger and to lose weight</p> <p><u>My Goal:</u> To...</p>

INDIVIDUAL SESSION #4:

Overview Focus

- Introduction to Action Planning

Objectives

- To learn what Action Planning is
- To learn the elements of a “Good Action Plan”
- To come up with first healthy eating/diet and physical activity action plans

Materials/Handouts Needed for this Session

- Handout, “Participant Action Plan Worksheet: Making A Physical Activity Action Plan”
- Handout, “Participant Action Plan Worksheet: Making A Healthy Eating Action Plan”
- Handout, “Three Tips to Making Good Action Plans”
- Therapist Guide, “Go To” Action Plans & Solutions” (This is not a participant handout.)

SESSION OUTLINE

Begin by reviewing the previous session’s material.

“Over the last 3 sessions you have learned many different things including the importance of eating well and being physically active.”

Briefly review content and focus of previous individual sessions.

“Last time we met you also identified some longer term general goals focusing on diet and physical activity. Do you remember what those were? ”

Review participant’s goals as recorded last session. (Remember you should retain copies of all goals/action plans and action planning tracking sheets in participant notebooks that you collect at end of each session and distribute at beginning of each session).

Review/Discuss how goals are things that we want to accomplish like eat better and be more active. Also note that goals give us something to strive for.

Tell participant that goals are often too big to work on all at once and that it’s generally a good idea to start small.

Remind them again of the general goals they came up with last week.

“Today we’re going to learn how to get started by deciding on the small steps needed to work toward a goal.”

“This is done by making a weekly ACTION PLAN.”

“Because we want to encourage you to do things in small steps, all of our action plans will focus on what we plan to do for a SINGLE WEEK.”

“Let’s get started by learning the three keys to making a good action plan.”

Distribute handout entitled, **“Three Tips To Making a Good Action Plan”**

“Here’s a handout that talks about how to make a good action plan.”

“We’re going to go through the handout and learn more about how to use these tips to begin working on our goals.”

“To help, let’s get started by focusing on one of the goals we started talking about last week.

“How about we start with your physical activity goal. I remember last week, we reviewed goals in this area and your physical activity goal was ----- fill in with participant’s goal (e.g. wanting to do more exercise.)

“Let’s start looking at this handout so we can use it to help develop an action plan to work toward that goal.”

“Would you please read the first tip out loud?”

(allow this to happen).

“That’s right, the first important thing to learn is that a good plan of action needs to specific.”

“This means that instead of something general like ‘exercise more’, the action plan should address what, how much, and when/how often.”

“So let’s practice making a good action plan for exercising more. Remember a good action plan needs to be specific an address what, how much, and when/how often

Pull out a blank Action Planning Worksheet (see below)

Action Planning Worksheet: Making A Physical Activity Action Plan

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _____

HOW MUCH: _____

WHEN/HOW OFTEN: _____

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _____

Thing(s) that might make it hard to be successful: _____

EXAMPLE Action Planning Worksheet (PHYSICAL ACTIVITY)

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:

Do More Exercise

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _____ Do more Walking _____

HOW MUCH: _____ Walk for 30 minutes _____

WHEN/HOW OFTEN: _____ Walk for 30 minutes at least 3 times this week _____

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

Walk for 30 minutes at least three times this week

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

Final Rating: 8 very confident

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: ask friend to join me; walk immediately after dinner before it gets dark etc.

Thing(s) that might make it hard to be successful: *it has been raining a lot lately*

Fill in worksheet with participants' general physical activity goal and then say:

“OK, let’s start making this more specific. Let’s first focus on the WHAT part.

Help participant select a specific behavior or activity as the WHAT (e.g. if general goal is do more exercise, the more specified activity of WALKING might be identified as the WHAT (as in what type of exercise...))

“OK, now let’s focus on the HOW MUCH part.”

Help participant specify how much of the activity they want to do (e.g. if the WHAT is walking the MUCH would specify how much time they would walk (e.g. walking for 15 minutes).

“OK, our next job is specify WHEN/or HOW OFTEN you plan do to this specific behavior”
(use behavior taking shape). (e.g., Walk for 15 minutes before dinner 3 days this week).

“Great that’s step one: Make your Action PLAN Very Specific.”

“OK great. Now let’s go back to the worksheet. Could you please read the second tip out loud?” (Allow tip to be read aloud).

“That’s right, the second important thing to learn is that a good action plan should involve something “DO-ABLE.”

“You want to be sure to pick a behavior or an action that you will be able to do.”

“For example, it doesn’t make sense to pick a behavior or action that you can’t do.”

“So if our action plan is about walking focus on a goal you can achieve.”

“Pick something reasonable that you have a better chance of actually doing, like “walk for 15 minutes.” “You wouldn’t want to start with something hard to do like run for a full hour”

So let’s go back and look at your plan (re-read the specific plan they just worked on). Does that sound like something you can do? We want you to be successful and discover how great that feels to keep you motivated.”

“Great. Now, please read the third tip out loud.”

“ That’s right, the third important thing to learn is a good action plan should be something that you actually WANT to do, not something someone else thinks you should do, or one that you think you should do.”

“So let’s go back and look at your plan once again (re-read specific plan they just worked on). Does that sound like something you want to do? Taking on something we really want to do increases the chances that we will be successful; it helps to keep us motivated.”

OK now that you specified your action plan, we are going to ask yourself ““On a scale of 0 to 10, with 0 being not at all confident and 10 being totally confident, how confident are you that you will be able to complete the entire action plan?”

“Here’s why we do this. If the answer is 7 or above, meaning your pretty confident, then your plan is probably a good one for you and you are set to put it into action.”

“If the answer is 6 or lower though (meaning you are not all that sure that you will be able to complete your entire action plan), you may want to re-think your plan.”

This means going back over each part and if needed tweaking the details to your plan will be something you can do, as well as something that you want to do.

Another thing we are going to do is think about some things that will help you be successful in reaching your action plan. Thinking in advance about what might be helpful is a great way to increase the likelihood that you will be successful. (Work with individual to identify things he/she feels will help him/her be successful.) It is also helpful to think in advance about what might make it hard to be successful. Identifying obstacles or barriers in advance helps us think about ways to deal with them if and when they show up. It’s best to be prepared.

“Great. See how that works. For this group/class we are going to be using action planning to help identify specific goals in the two important areas that will help you lose weight and feel better. Every week we will make one action plan focusing on healthy eating and a second action plan focusing on physical activity. You just made your first one for physical activity. Let’s now make a second one for healthy eating.”

Work with individual to complete 2nd action plan focused on healthy eating. See forms below.

Action Planning Worksheet: Making A Healthy Eating Action Plan

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating/Diet Goal:

Step 1: Make a Specific Healthy Eating Action Plan

WHAT: _____

HOW MUCH: _____

WHEN/HOW OFTEN: _____

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _____

Thing(s) that might make it hard to be successful: _____

EXAMPLE Action Planning Worksheet (HEALTHY EATING)

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating/Diet Goal:

Lose weight and eat healthier foods

Step 1: Make a Specific Healthy Eating Action Plan

WHAT: Eat more fruits and vegetables

HOW MUCH: Eat at least 3 servings of fruits and vegetables

WHEN/HOW OFTEN: Eat at least 3 servings of fruits/vegetables every day this week

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

**Eat 3 servings of fruits/vegetables every day this
week**

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

Final Rating: 8 very confident

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: buy more bananas and apples so I have them at home; buy salad instead of dessert.

Thing(s) that might make it hard to be successful: *hard to get to supermarket; don't like too many vegetables, etc.*

SUM UP:

“Terrific, today you learned how to make specific action plans to try new behaviors that will help you eat better and become more physically active. Remember to lose weight you need to do both of those things: Eat less/better AND Do more!”

“Starting next week, we are going to start using action planning every week to help keep you on track. We will also start learning more about problem solving so we can be even more successful in completing our action plans and working toward our longer term goals of eating better and becoming more physically active.”

Remind participant that next week they will either be meeting alone with you again or in an initial group with others. Remind them of the structure of the full intervention in terms of meetings and expectations etc.



THREE TIPS TO MAKING GOOD ACTION PLANS:

1. BE SPECIFIC: WHEN
WHAT
HOW MUCH
2. CHOOSE SOMETHING YOU WANT TO
DO
3. CHOOSE SOMETHING YOU CAN DO



“Go To” ACTION PLANS & Solutions

HEALTHY EATING ACTION PLANS:

1. Eat a variety of foods. At least ?# of vegetables and/or ?# of fruits per day.
2. Drink ?# glasses of water per day.
3. Switch to diet soda.
4. Cut back to ?# sodas per day.
5. Use Mrs. Dash, pepper, lemon, fresh herbs or salt free dry herbs on my food
6. Use fat free dressing.
7. Not eating at least 2 hours before going to sleep or stop eating after 7 PM.
8. Eating slow put your fork down after each bite.

PHYSICAL ACTIVITY ACTION PLANS:

1. Walk for 15 minutes ?# of times.
2. Stretch ?# this week.
3. Take the stairs instead of the elevator.
4. Take the elevator up, but walk down the stairs.
5. Walk around the block ?# of times.
6. Park at the back of the parking lot so you have a longer distance to walk.
7. Walk in place while watching TV.

GENERAL SOLUTIONS:

1. Ask a friend/ family member for help to remind you.
2. Exercise with a friend/ family member.
3. Write yourself a note.
4. Hang up your goal sheet in a place where you'll see it (i.e. fridge, bedroom door, bathroom mirror).
5. Only bring enough money to buy ?# sodas/ bag of chips.
6. Carry a water bottle with you.

CHAPTER 3

WEEKLY GROUP SESSIONS

The following are 12 group sessions (I/G1-G12) that are to be completed once per week with each cohort. The group sessions should begin after the first 4 pre-individual sessions have been completed, and the groups should be presented in order starting from Session 1 (I/G1). If a participant joins a group cohort at any point other than the first group session (I/G1), the I/G1 session should be conducted individually with the participant prior to him/her dropping into a group series.

Once Session 12 has been reached, the sessions should revert back to the beginning and start again. Since each session is designed to stand alone, a new subject can enter the group without starting at Session 1. The subject will still receive each group session, but in a slightly different order than someone who started at Session 1.

The sessions are designed so that Action Planning takes up 10-15 minutes of group with the content of the group session taking up the rest of the allotted time. Prior to group time, the therapist should have the following items with him/her:

- Session script
- Participant binders
- Action Planning sheets
- 2 copies of each handout per participant
- Any supplemental items required by the session

When using handouts, one copy is meant for the subject's binder, while the other is for him/her to take home.

Beginning with Group Session 2 (G2), therapists should post and do a brief review of the same 4-item agenda at the start of every group session. The 4-item agenda is as follows:

- Review last session's action plans
- Nutritional focus
- Physical activity focus
- Create new action plans

In general, therapists should follow the script of the session while engaging the subjects and encouraging participation whenever possible. Positive reinforcement should be used at all times, and participants should never be made to feel ashamed, embarrassed, or inferior. Remember, the purpose of the group is to encourage and educate.

INDIVIDUAL/GROUP SESSION #1 (I/G1)

**** As this needs to be the first “group” session for all people, there may be some weeks when you need to deliver it as an individual session*****

Overview Focus

- Obesity and Health
- General Weight Management: Introduction regarding importance of Nutrition/Eating Habits
- General Weight Management: Introduction regarding importance of Physical Activity

Objectives

- To learn how and why being overweight is bad for your health
- To understand that good eating habits are an important part of weight control
- To understand that physical activity is an important part of weight control
- To check in to see how well folks did with their first action plans/learn how to keep track of our action plans

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants’ Most Recent Healthy Eating and Physical Activity Action Plans
- Participants’ Notebooks
- Handout, “**Obesity Related Health Risks**”
- Handout, “**10 Health Gains from a 10% Weight Loss**”
- Handout, “**The Basics of Weight Control**”
- Handout, “**Action Plan Tracking Sheet**”
- Handout, “**Action Planning Worksheet: Making A Physical Activity Action Plan**”
- Handout, “**Action Planning Worksheet: Making A Healthy Eating Action Plan**”

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions. (Note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session.)
- Ask participants if anyone would like to share a weight loss success (based on change in weight since starting intervention). Be sure, too, to **celebrate/reinforce successes**.
- Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed so far in the program.
- Write/Present this week’s goals on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn how and why being overweight is bad for your health
 - To understand that good eating habits are an important part of weight control
 - To understand that physical activity is an important part of weight control
 - To check in to see how well folks did with their first action plans/learn how to keep track of our plans
-
- Begin session by asking participants if they know why we're trying to help them lose weight. Explain that being overweight increases the risk for certain diseases and that it can affect one's health. Distribute "**Obesity Related Health Risks.**" Then, using either flip-chart or dry-eraser board ask participants to generate a list of health risks associated with being overweight. Tell them that they can refer to the handout they just received and/or generate their own responses. Write these on flip chart as responses are offered. You may need to jump start this by offering something like "heart disease", then ask for others.
 - In reviewing the list generated, ask participants if anyone has had problems with any of the conditions listed. Tell them that being overweight could have contributed to their condition or that it can make the condition worse. State that with the program participants will be taught ways to decrease their weight in order to stop these health problems from developing or keep pre-existing conditions under control.
 - In order to illustrate the impact that losing weight can have on health, distribute handout, "**Health Gains from a 10% Weight Loss**". Tell participants that losing 10% of their current weight can help their health significantly. Help participants understand what 10% means by giving some examples. Start by given an example such as...."Let's say you weigh 200 lbs....10% of 200 is 20 so a 10% weight loss would mean a loss of 20 lbs. Imagine how going from 200 to 180 pounds could change your life. That's like getting rid of two 10-pound dumbbells that you've been carrying around with you" Tell them that if anyone needs help calculating 10% of their current weight, they can talk to the therapist after group.
 - Next, tell folks that as shown on this handout, a 10% weight loss can help lower risk for the diseases and problems you just talked about. Read over the list and relate discussion to participants' previous answers to the health risks section (*if medications are brought up, tell participants that they should never change their medications without first talking to their doctor). Remind them that the program is about helping them lose weight so that they can improve their health. They will learn lots of ways to lower their weight, but for now they just need to know why it's good to lower their weight: they'll be healthier!
 - Tell participants that there's another reason why they are in this program. Obesity and related medical problems are often more common among people living with mental illnesses. Mental illness can make it harder to lose weight. Some examples: medications make you gain weight, medications make you sleepy and not want to exercise, thought disorder makes you forget, symptoms get in the way. Ask participants if any of these would get in the way of them losing weight. Tell them that because they have these extra things to worry about, we've come up with this program to help them and make it easier to lose weight. Remind participants that this is why we're involving them. Offer hopeful message, that change is possible and that with information, support and encouragement, everyone can make lifestyle changes that can result in weight loss and improved health.
 - State that before you can start losing weight, you first have to understand how people lose weight. Distribute handout, "**The Basics of Weight Control.**" Draw a scale on the board like the one in the handout. Explain that gaining and losing weight is like a balance: if one side is more than the other, you will gain or lose weight. On the left side of the scale is intake of calories (the food and drinks you eat); on the right side is calories burned (how much you

exercise). If the calories you eat are more than the calories you burn, you will gain weight. In order to lose weight, the calories burned need to be greater than the calories you eat. Tell them that they are going to learn ways to eat less and eat better in order to reduce their calories, and they are also going to learn ways to exercise in order to increase their calories burned. Doing one of the two is great, but if you do both together, you'll get the best results. Tell participants that if they can do both of these things, they WILL lose weight.

- Remind participants that classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program.
- Summarize today's session with participants and transition to Review of Action Plans.

Review of Action Plans and Introduction of Action Plan Tracking Sheet

“OK now we are going to take a look back at your action plans from last week. I’m going to handout a new worksheet for you (distribute Action Plan Tracking Sheet). You will see that for the first column I wrote in the action plans you developed last week.”

(help folks orient to new sheet and make sure everyone reads his/her goal aloud).

Each week we are going to check in and see how successful we were with our plans. This will involve rating your level of success and taking stock of potential obstacles or problems that may get in the way of your being fully successful. We also learn how to do some problem solving and think about things that might help you be more successful in completing your action plans.

MAKE SURE YOU HAVE TEMPLATE OF TRACKING SHEET WITH ALL COLUMNS ON EITHER DRY ERASE OR EASLE DISPLAY SO YOU CAN USE TO FILL IN WITH EXAMPLES

Let's start with rating your success:

“OK. Let's review how well you did with our action plans.”

“Let's start first with you healthy eating/diet action plan”

“OK XparticipantX, your Action Plan was (then read the full action plan and fill in first column on chart display on board---see below). Let's talk about how successful you were in completing your action plan. Would you say you were Fully Successful, Partially Successful, or Not at all Successful.”

On board you should have display w/ four columns (similar to the action plan tracking sheet—see below). The first column heading is action plan. The second has space for the success ratings. The third is labeled “the problem” and the fourth should be labeled “solution to try”.

If they were fully successful, congratulate them for their successful effort. Remind them we are not always fully successful and that is ok too. Say:

“We can’t expect to fully successful every time. Taking on new plans of action like anything else can be challenging.”

Help participants define/categorize their effort as ***fully, partially, or not at all successful***. Give example(s) of what it means to be partially successful (e.g. completed action once but not the full three times, etc). Also give example of being not at all successful. Reinforce that this not a bad thing and in fact might be a great way to help shape our plans so that we can be more successful. Use this as way to introduce problem solving.....

“That’s why today we are going to learn more about Problem Solving. As you’ll see Problem Solving gives us a chance to think about obstacles and barriers that made it harder for us to reach our goal. Problem Solving is also about identifying possible solutions and ways to improve our chances of being successful with our action plans.”

Go on to help participant identify problem or obstacle and brainstorm possible solutions. Reinforce for folks that identifying problems and coming up with ideas about how to handle/tackle them will help them to continue to work on their action plans. (note to leader: be sure you have reviewed strategies regarding how to help participants learn problem solving...this includes working to define a clear single problem, how to use brainstorming to generate possible solutions, and how to select a solution that fits them in terms of interest, capacity to try etc.)

Repeat and help participants review their physical activity action plan. Review how you will be using these each week to track their action plans.

Go on to help participant(s) make new action plans for the week. You may encourage them to keep at their original plans or to refine them based on their success. Let them know again that over the course of the class/group they will have lots of opportunities to work on making and using action plans to help with their weight management efforts.

- If there is insufficient time, finish with remaining group members after the session.
- Make a copy of the new Action Planning Worksheets. Give one to the participant to take home and file one in his/her notebook.
- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class. This will necessitate adding weight to new ACTION PLAN filled out for upcoming week.
- Tell participants you look forward to seeing them next week.
- Distribute log/record session attendance.

ACTION PLAN TRACKING SHEET

For week: ___/___/___ to ___/___/___

Action Plan	Success Rating	Problem(s) That Got/Get in The Way	Possible Solution(s) That Might Help
<p>I. Healthy Eating Action Plan</p> <p style="text-align: center;">I will....</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		
<p>II. Physical Activity Action Plan</p> <p style="text-align: center;">I will.....</p>	<p>Fully Successful</p> <p>Partially Successful</p> <p>Not at all Successful</p>		

Action Planning Worksheet: Making A Physical Activity Action Plan

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A PHYSICAL ACTIVITY ACTION PLAN

Start with your General Physical Activity Goal:

Step 1: Make a Specific Physical Activity Action Plan

WHAT: _____

HOW MUCH: _____

WHEN/HOW OFTEN: _____

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _____

Thing(s) that might make it hard to be successful: _____

Action Planning Worksheet: Making A Healthy Eating Action Plan

For Week: _____ / ____ / ____ through _____ / ____ / ____

MAKING A HEALTHY EATING ACTION PLAN

Start with your General Healthy Eating/Diet Goal:

Step 1: Make a Specific Healthy Eating Action Plan

WHAT: _____

HOW MUCH: _____

WHEN/HOW OFTEN: _____

Step 2: Make sure it is something you WANT TO DO

Step 3: Make sure it is something you CAN DO

ACTION PLAN: For this next week, I WILL:

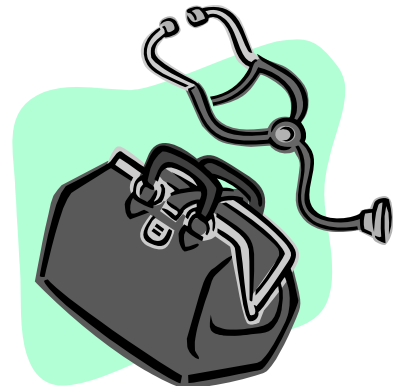
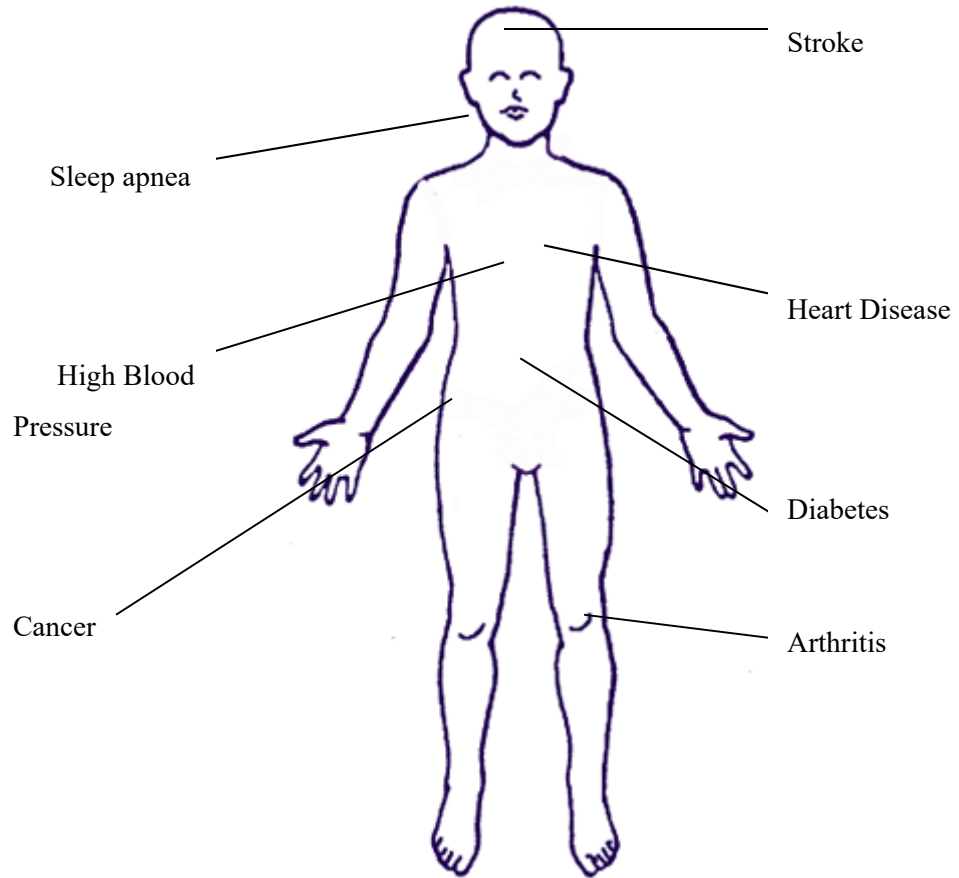
On a scale of 0 to 10 (with 0 being not at all confident and 10 being totally confident), my confidence level for completing this action plan is:

To help you be successful, think about things that will help you be successful and things that might make it hard to be successful

Thing(s) that will help me be successful: _____

Thing(s) that might make it hard to be successful: _____

Obesity Related Health Risk



10 Health Gains from a 10% Weight Loss

10. **Lowers the risk of developing gallstones and having gallbladder disease.**
9. **Lowers the risk of sleep apnea, a serious breathing difficulty during sleep.**
8. **Lowers the risk of congestive heart failure. Excess weight puts stress on the heart and lungs.**
7. **Reduces the risks of some types of cancer. A healthy weight and a healthy diet with plenty of vegetables, fruits, and whole grains are great ways to reduce your risk of developing certain cancers.**
6. **Puts less stress on your bones and joints, especially the knees.**
5. **Lowers the risks of heart disease, heart attacks, and stroke.**
4. **Reduces the risk of developing diabetes and helps control blood sugar levels if you are already diabetic.**
3. **Reduces blood pressure. Even a small weight loss can help to lower high blood pressure.**
2. **Improves your ability to move and do activities. Losing weight makes every step and breathe easier.**
1. **The # 1 reason to lose weight is: You will feel better!**



Set a goal to lose 10% and Go For It!

The Basics of Weight Control

INTAKE

Calories from
Foods and
Beverages



OUTPUT

Calories
Used
During
Exercise

When you take in more calories than you use, you gain weight.

You can manage your weight by keeping a balance between what you eat and drink and how active you are.

To lose weight you need to:

- Eat and drink fewer calories
- Become more physically active
- For best results, **DO BOTH**

GROUP SESSION #2:

Nutritional Focus:

Portions / Serving Sizes

Physical Activity Focus:

Basics of Becoming Physically Active and Fun/Easy
Ways to Get Started Increasing Physical Activity

Objectives

- To learn about serving sizes and how to use familiar objects to judge a single serving size
- To learn more about the basics of becoming more physically active and how to use the F.I.T. (Frequency, Intensity, Time) principle to shape your physical activity goals
- To learn about some fun and easy ways to get exercise

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks

For Nutritional Focus:

- Handout, "Serving Sizes"
- Objects to represent portion sizes (including deck of cards, hockey puck, computer mouse and CD)
- Measuring Cups
- Medium sized paper plate

For Physical Activity Focus:

- Handout, "Get Started Getting F.I.T."
- Handout, "Exercise Can Be Fun!"
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.

- ***“OK now we are going to take a look back at your action plans from last week.”*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***“Remember the first thing you need to do is rate how successful you were in completing your action plans.”*** Review and help participants rate their success. Help everyone in group complete this.
- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn about serving sizes and how to use familiar objects to judge a single serving size
 - To learn more about the basics of becoming more physically active and how to use the F.I.T. (Frequency, Intensity, Time) principle to shape your physical activity goals
 - To learn about some fun and easy ways to get exercise
- Distribute handout, **“Serving Sizes”**. Review handout and talk about importance of portions control. As you are discussing the handout, place the deck of cards and computer mouse on the plate. Tell participants that the rest of the plate should be filled with vegetables. Remind participants that reducing portion sizes might be a good action plan for them to include on their weekly HEALTHY EATING ACTION PLAN Worksheet/Tracking Sheets.
 - Next tell participants that you also want to talk a little bit about some important things to know in terms of getting ready to start becoming more physically active. Present flip chart (either made in advance or drawn on the spot) to show the Three Basics (Frequency, Intensity, Time). Also distribute handout **“Getting Started Getting F.I.T.”** Review each of the three components. Start with Frequency. Define this as how often you do something. Remind folks that you hope that during their time in the program they will increase the frequency of their engagement in physical activity. Then have participants read aloud the bulleted points. As each is read (starting w/ the first “Increase Frequency Slowly”) write this on the flip-chart. Briefly discuss and reinforce the statement. For intensity and time, review the differences between mild and moderate activities, and ask for more examples. Repeat until all three components and related bullet points are added to flip-chart and discussed. Finally, mention to participants that they can use these ideas to update their goals. Give an example, such as you may decide that for this week you are going to increase the frequency (or number times) you go get off the bus one stop early. Be sure to remind participants that it is important to consult their physician prior to starting any exercise program, and especially before engaging in any vigorous activity.
 - Next, ask participants why they don’t like to exercise. Write their answers on the board. Distribute handout, **“Exercise Can Be Fun!”** Acknowledge that not everybody likes physical activity or exercising. Remind participants that there are lots of ways to be

physically active without doing what you might consider a workout or exercise. Have participants read each of the examples on the handout and be sure to stress that not all exercise has to be planned or done in a gym. Remind them that they can make exercising fun. Ask participants which ones they think they could try this week. Here too, mention to participants that they can use some of these ideas to update their weekly action plans.

- Summarize today's session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members' participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let's copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Serving Sizes

Use familiar objects to judge a single serving size.

½ cup cooked pasta
1 small baked potato

Computer mouse



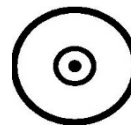
1 small bagel

Hockey puck



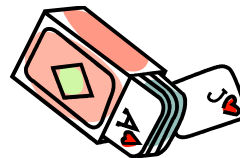
1 small (4-4 ½ inch)
pancake

CD



2-3 ounces of meat, poultry
or fish

**Deck of cards or the palm
of your hand**



GET STARTED GETTING FIT!

F. I. T. – Frequency, Intensity, and Time

By following the F.I.T. idea to your exercise routine, you can be sure that you are working towards managing your weight and improving your health.

Frequency - How often you exercise



- Increase frequency slowly
- Build up to being active 3 to 5 days per week

Intensity - How hard you work during exercise



- | <u>Mild</u> | <u>Moderate</u> |
|--------------------------------|---------------------|
| ○ Walking at a leisurely pace. | ○ A brisk walk |
| ○ Walking on flat ground. | ○ Walking on hills. |

- Be active at a rate that allows for talking.
- Slow down if you have trouble breathing or need to catch your breath

Time – How long you are active



- | <u>Mild</u> | <u>Moderate</u> |
|-------------------------------------|-------------------------------------|
| ○ Staying active for 10-15 minutes. | ○ Staying active for 30-45 minutes. |

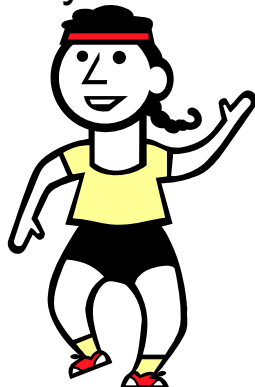
- Set a goal for the week based on total minutes of physical activity.

BEFORE ENGAGING IN ANY VIGOROUS PHYSICAL ACTIVITY, BE SURE TO SPEAK WITH YOUR DOCTOR!!

Exercise Can Be Fun!

There are lots of ways to be physically active without doing what you might consider a workout or exercise.

- Walk with another person after the group.
- Get your family or friends involved in some physical activity like walking in a park.
- Walk to music.
- Try out a walking route.
- Walk around the mall and window shop or up and down the aisles at Target, Wal-Mart, or the grocery store.
- Wear your step counter and keep track of how much you walk.
- March in place during the commercials while you watch TV.



GROUP SESSION #3:

Nutritional Focus: Water and Liquid Calories

Physical Activity Focus: Walking

Objectives

- To review why it is very important to drink water and to know how much water to drink
- To review healthier drinking choices
- To review the benefits of walking

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Bottled water (to give out to participants)
- Participants' Notebooks
- Handout, "**Action Plan Tracking Sheet**"
- Handout, "**Action Planning Worksheet: Making A Physical Activity Action Plan**"
- Handout, "**Action Planning Worksheet: Making A Healthy Eating Action Plan**"

For Nutritional Focus:

- Handout, "**Water: Drink Up**"
- Handout, "**Liquid Calories**"
- Handout, "**Health Risks of Drinking Too Much Soda**"

For Physical Activity Focus:

- Handout, "**Walking**"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last week."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.

- ***“Remember the first thing you need to do is rate how successful you were in completing your action plans.”*** Review and help participants rate their success. Help everyone in group complete this.
- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To review why it is very important to drink water and to know how much water to drink
 - To review healthier drinking choices
 - To review the benefits of walking
- Write the “Water” on the Flip Chart/ Board. Ask participants how much water they drink on average per day. Write participant’s responses on the board. Ask participants why drinking enough water may help with weight control? Instructor may say, “Sometimes, we may think we are hungry when in fact we may be dehydrated. Do you know what the word dehydrated means? That’s right, it means your body needs more water.” Facilitate discussion regarding the importance of staying well hydrated and how water helps the body to do its various jobs. “Remember you need enough water to get your body working properly.”
 - Distribute the Handout **“Water-Drink Up!”** and review key points: Benefits of drinking enough water and tips to help participants drink enough water. Spend time reviewing how much water an adult needs. Use measuring cup to show how much 1 cup of water is. Next, take a bottle of water and pour into measuring cup to show many cups of water are in standard bottle of water. Stress that they need about 8-12 cups of water each day.
 - Remind people that caffeine in soda can cause their bodies to actually lose water and if they drink caffeine and/or alcohol they may need to drink even more water. Also note that caffeine can make them jumpy or make it harder to fall asleep.
 - Distribute handout, **“Liquid Calories”** and review key points. Highlight that alcohol isn’t good for them and could be dangerous in some cases—especially if they are taking medication. Also highlight that alcohol is VERY HIGH in calories (e.g....remind people of the expression “beer belly”).
 - Acknowledge that people also drink a lot of other beverages. Remind them that many of these are loaded with Sugar and Caffeine. Take poll on how many participants, for example, drink soda. Remind participants that soda is high in sugar (one can of soda has about 7.5 packets of sugar in it) and calories and that reducing the amount of sodas one drinks can make a huge impact on weight loss. Encourage soda drinkers to switch to diet if they don’t think they can reduce the number of sodas they drink at this time. Hit hard how cutting back on regular soda can help someone lose weight and can decrease the risk of other diseases.
 - Review how to check one’s urine to ensure a person is well hydrated (urine should be clear and light-yellow). Also stress some people may be at risk for actually drinking too much

water. Review water intoxication: “WATER INTOXICATION is a problem that occasionally occurs if people drink TOO MUCH WATER (> 13 cups in a day). Emphasize that this may be a problem for people with certain illnesses such as diabetes and schizophrenia or because of the medicines they may be taking.

- Distribute “**Health Risks of Drinking Too Much Soda.**” Ask participants to follow the diagram: Soda (high in sugar) increases weight (risk for obesity), which then increases risks for diabetes, heart disease, stroke and tooth damage. Have each participant read each health risk.
- Remind people that they can learn to make better beverage choice. Repeat point that instead of soda, they can switch to water or diet soda. Use decaffeinated coffee as a third example. Tell them that they can switch to artificial sweeteners and skim milk instead of sugar packets and cream when drinking coffee.
- Remind participants that what they learned today about water and making better liquid choices can be used to update their ACTION PLAN for the upcoming week.
- Segue into reminder that physical activity is the second important way to lose weight. (Remind participants about the balance scale). Tell participants that a great way to be more physically active is to WALK. Distribute Handout “**Walking**”. Have participants read each of the benefits of walking. Encourage discussion and stress important points. Next, review steps of getting started on bottom half of handout.
- Remind them that walking efforts can be used to update their ACTION PLAN SHEET for the week.
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- **“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”**
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).

- *“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”*

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Water: Drink Up!



1. Benefits of Drinking Enough Water:

- Drinking enough water is necessary to stay healthy.
- Drinking enough water may help you fill full.

2. Here are some tips to help you drink enough water:

- Don't wait for thirst! When you feel thirsty, you have already lost water.
- Always keep a water bottle with you.
- Take water breaks throughout the day.
- Drink water with meals.
- If you like cold water, keep a water pitcher in the refrigerator for refills.

3. How much water do we need?

- The average adult needs about 8 to 12 cups of water each day.
- Heat and activity can increase your need for water.
- Drinking caffeine and alcohol can increase your need for water.

Remember:

Drink the right amount of water and pay attention to your thirst.

Drinking too little or too much water can be dangerous!

LIQUID CALORIES

Beverages can add hundreds of extra calories to your diet!



Soda



Sweet
Tea



Coffee with
Cream & Sugar



Beer



Cocktails

To lose weight, choose healthier, low calorie beverages!

Instead of These	Try Healthier
"High Calorie" Beverages	"Low Calorie" Beverages
<ul style="list-style-type: none"> ● Soda ● Sweet Tea ● Coffee with Sugar & Creamer ● High Fat Milk ● Fruit Punch ● Alcoholic drinks 	<ul style="list-style-type: none"> ● Water or Diet Soda ● Unsweetened Tea ● Coffee with Sugar Substitute & Skim or Fat Free Milk ● Skim or Fat Free Milk ● 100% Juice (diluted with Water) ● Water with Fresh Lemon

Caution!

- Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain.

- Also, it is very dangerous for your health to mix alcohol with medications!

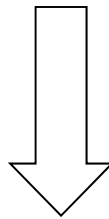
Health Risks of Drinking Too Much Soda

Soda has a lot of sugar which is bad for you!!!

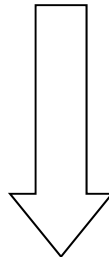


Soda

(High in Sugar)



Weight Gain and Obesity



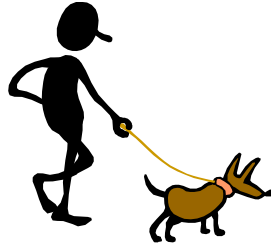
Diabetes

Heart Disease

Stroke

Tooth Damage

Walking



**Walking is a great way to be more physically active.
It's free, fun, and you can do it almost anywhere.**

Good reasons to walk:

- Walking burns calories, which can help you lose weight
- Walking is healthy for your heart, lungs, and muscles
- Walking helps refresh your mind, increase energy, and improve sleep
- Walking is a great activity for socializing with friends or family

Walking can be an excellent exercise goal!

GROUP SESSION #4:

Nutritional Focus: Snacking

Physical Activity Focus: Stretching

Objectives

- To learn more about how to make healthy snack choices
- To learn some simple stretching exercises

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "How to Read a Food Label--- Serving Size and Calories"
- Handout, "Healthier Snacking"
- Medium-Sized bag of Utz potato chips
- Can of Coke or Pepsi
- Snickers Bar
- Small bag of Doritos
- Small bag of Cheetos
- Vending Machine Package of Chips Ahoy! Cookies

For Physical Activity Focus:

- Handout, "Sample Stretches" (2 pages)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.

- ***“OK now we are going to take a look back at your action plans from last week.”*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***“Remember the first thing you need to do is rate how successful you were in completing your action plans.”*** Review and help participants rate their success. Help everyone in group complete this.
- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn more about how to make healthy snack choices
 - To learn some simple stretching exercises
- Bring up the topic of snacks by asking group members about their snacking habits. Specifically probe for what, when, how much, and how often. Also ask how much soda participants drink in a given day. Write the given items on the dry erase board.
 - Take out examples of the following snacks and write up on the board how many calories are present in each item. Be sure to point out the high number of calories present in the snack items that were mentioned by the participants, especially soda.
 - Small bag of Doritos- 400 cal
 - Medium size bag of Utz potato chips- 375 cal
 - Small bag of Cheetos- 490 cal
 - 20 oz. Coke- 240 cal
 - Vending Machine Package of Chips Ahoy! cookies- 190 cal
 - Snickers bar- 280 cal
 - Ask if anyone knows the total number of calories a typical person is supposed to have in a day. Write 2000 on the dry erase board.
 - Using the examples given by patients and the snacks above, illustrate how many calories they are consuming in snacks and what percentage of their daily calorie intake this represents. Start with the example of a bag of Cheetos, a 20 oz. soda, and a Snickers bar (1010 calories out of a target of 2000). Tell them that half of the calories they’re supposed to eat in a whole day are taken up by this one snack. Stress that this does not leave room for three meals, so patients will go over their targeted daily intake of calories.
 - Distribute Handout **“How To Read a Food Label—Serving Size and Calories.”** Tell patients that reading a food label is a good way to keep track of the number of calories in a snack so that they don’t overeat. Help participants locate servings per package and calories per serving on the Handout. Next demonstrate how to calculate total calories (calories per serving X number of servings in food item). Link this back to how to determine total

calories you saw listed for some of the foods reviewed a few moments ago (e.g. Medium sized bag of Potato Chips).

- Pass out the Medium sized bag of chips, the 20 oz. bottle of soda, the Snickers bar, and the Chips Ahoy! cookies. Starting with the bag of chips, have the person holding it first tell how many servings are in the bag. Write that number on the board. Next ask them to tell you how many calories there are per serving. Write that number (after a X sign following the # of servings) and then place an equal sign. Ask group to calculate the total calories in that bag of chips. Repeat for each of the items you brought in.
- Wrap up snacking section by asking patients if they have any ideas for how to limit snacks and how to snack healthier. Distribute handout, “**Healthier Snacking.**” Review the following concepts: try to limit serving sizes, don’t eat out of the bag or box, limit soda intake, eat fruits or vegetables instead of chips or sodas, and try to distract yourself if you have the urge to snack. Ask participants if they have any other ideas. Be sure to have some you can add to list (including, chew gum, brush your teeth, avoid vending machine areas, go for a walk etc.). When substitution alternatives are brought up, always stress that they should be low fat and low sugar.
- Remind folks that making changes in snacking may be a way to update/identify their GOALS for the upcoming week.
- Segue into discussion about importance of always remembering that in addition to better eating, the other key part to successful weight loss is physical activity. Tell participants that stretching is an important part of engaging in physical activity and that the goal of stretching is to lengthen your muscles. Ask participants if they can think of some reasons why it is important to stretch before and after physical activity and write suggestions offered on the whiteboard. If participants don’t offer, review the following benefits of stretching both before and after physical activity: 1) increases flexibility and range of motion, which can improve daily performance; 2) lowers the risk of injury and reduces muscle soreness; 3) improves circulation by increasing blood flow to muscles; 4) helps you maintain a good posture, which can minimize discomfort and aches/pains; 5) provides stress relief by relaxing tight muscles; 6) enhances coordination and balance; and 7) can make daily tasks, such as lifting packages or tying your shoes, easier and less tiring.
- Tell participants that you are going to review some techniques that are essential for proper stretching and can help to avoid injury. Emphasize that you should be careful when stretching because stretching your muscles too much can lead to stiff muscles, which is not what we want. Review the following techniques for proper stretching with participants (and list on whiteboard): 1) warm up before stretching to avoid pulling muscles [e.g., walk while gently pumping your arms]; 2) gently stretch before physical activity and do more thorough stretching after your workout; 3) hold each stretch for at least 30 seconds if you can; 4) avoid bouncing as you stretch to prevent the occurrence of small muscle tears and scar tissue that can make muscle stiffer; 5) focus on a pain-free stretch; 6) don’t hold your breath while stretching—relax and breathe freely; and 7) stretch both sides). Next tell participants that you are going to show them some sample stretches and then ask them to practice them with you.
- Distribute handout, “**Sample Stretches,**” and go on to demonstrate the first two stretches and the last two stretches (calf and hamstring, ankle and Achilles, shoulder and neck, arm and side). After demonstrating have participants try them with you. Be sure to tell them that they should only do whatever they can. We DO NOT want people to injure themselves by trying stretches that they’re unable to do.
- Suggest to participants that adding stretching as an activity goal may be a way to update their ACTION PLANS for this week.
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members' participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

How to Read a Food Label

Serving Size and Calories

Reading the label will help you to make smart food choices and get the most nutrition out of your calories in order to reach your goals!

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
* 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

Serving Size We are used to saying portion or helping when we talk about how much we eat. Serving size is a more official or standard amount used for food labels. The nutrition facts given on a food label are based on the serving size.

Servings Per Container The number of servings in the package -Be sure to look at this. Small packages can seem like they should be one serving. Often, they contain more. Snack food items are a good example. If you eat the whole package, then you must multiply the nutrition values by the number of servings in the package.

Calories Compare the number for Calories from Fat to Total Calories. You want your total fat calories to be no more than 1/3 of your total calories for the day.

Total Calories = Servings per Container X Calories per Serving

2 servings per container X 250 calories per serving = 500 calories

Healthier Snacking



Substitute Unhealthy Snacks

- Instead of chips or salty foods, eat vegetables
- Instead of soda, drink water or diet soda
- Instead of cookies or candy, eat fruit
- Other ideas?? _____

Limit Snacking

- Limit portion size by not eating out of the bag
- Cut down on number of snacks per day
- Distract yourself by doing something fun when you have the urge to snack
- Other ideas?? _____



Sample Stretches

Calf and hamstring stretch:

Stand a little away from a wall or other structure and lean on it with your head on your hands as shown. Bend one leg and place your foot on the ground in front of you, with the other leg straight behind. Slowly move your hips forward, keeping your lower back flat. Keep the heel of the straight leg on the ground, with toes pointing straight ahead or slightly in. Hold the stretch for 10-30 seconds. Do not bounce. Repeat 3-5 times. Now, stretch the other leg.



Ankle and Achilles tendon stretch:

Place your left foot against a wall, with your ankle flexed and toes up as shown. Move your body forward until you feel a mild stretch in the Achilles tendon area (see arrow on picture). Hold for 8-10 seconds. This also stretches the bottom of your foot and toes. Now, stretch the other foot.



Thigh stretch:

Start with your feet a little more than shoulder-width apart. Bend your right knee slightly and move your left hip downward toward the right knee. This stretches your left inner thigh. Hold for 10-30 seconds. Repeat 3-5 times. Now, stretch the other thigh.



Alternate thigh muscles stretch:

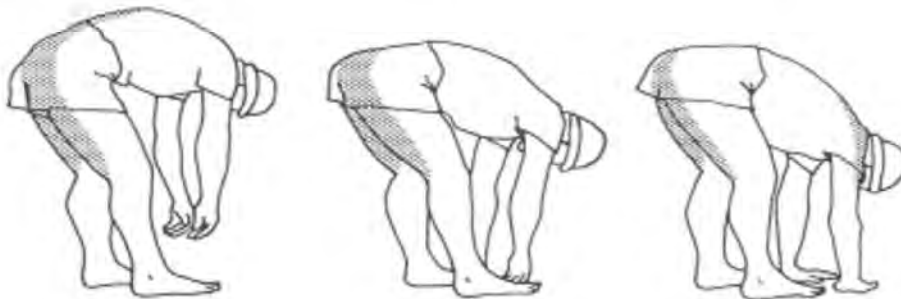
Standing close to a wall or a chair, place one hand on the wall and with the other hand reach back and slowly pull your foot up to touch your buttocks. Hold for 10-30 seconds. Relax back to your starting position. Repeat 3-5 times. Now, stretch the other leg.



Sample Stretches

Lower back, hips, groin, and hamstring stretch:

Start in a standing position with feet about shoulder-width apart and pointed straight ahead. Slowly bend forward from the hips. **Keep your knees slightly bent.** Let your neck and arms relax. Go to the point where you feel a slight stretch in the back of your legs. Hold this stretch for 10-30 seconds. Slowly come back to a standing position with knees bent all of the time. Repeat 3-5 times.



Shoulder and neck stretch:

Raise the top of your shoulders toward your ears until you feel a slight tension in your neck and shoulders. Hold for 5 seconds. Then, relax your shoulders downwards.



Arm and side stretch:

From a standing position, bend your knees slightly. Gently pull your elbow behind your head as you bend from your hips to the side. Hold a mild stretch for 10-30 seconds. Repeat 3-5 times. Now, stretch the other side.



*Excerpted from *Stretching*, (c) 2000 by Bob Anderson. Shelter Publications, Bolinas, CA. Reprinted by permission

MOVE!

P30 Version 2.0
Page 2



GROUP SESSION #5:

Nutritional Focus: Fruits and Vegetables

Physical Activity Focus: Barriers to Exercise

Objectives

- To learn more about fruits and vegetables
- To identify barriers to physical activity

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
 - Participants' Most Recent Healthy Eating and Physical Activity Action Plans
 - Participants' Notebooks
 - Handout, "Action Plan Tracking Sheet"
 - Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
 - Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"
- For Nutritional Focus:**
- Handout, "FRUITS AND VEGETABLES"
- For Physical Activity Focus:**
- Handout, "COMMON BARRIERS TO PHYSICAL ACTIVITY"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last week."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***"Remember the first thing you need to do is rate how successful you were in completing your action plans."*** Review and help participants rate their success. Help everyone in group complete this.
- ***"Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success."*** If folks were fully

successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.

- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn about fruits and vegetables
- To identify barriers to physical activity

- Tell participants that today you’ll be talking about fruits and vegetables. Write the words “FRUITS” and “VEGETABLES” on the board/flip chart. Begin by saying “OK, let’s start by making a list of different kinds of fruits and vegetables. Who can give me an example of a fruit or a vegetable to get us started?” Continue to generate list of fruits (in one column) and vegetables (in second column). After you have a good sized lists engage participants in a discussion about fruits and vegetables. For example, ask people to identify their favorite fruit or vegetable. Also ask them how often they eat vegetables, or when was the last time they ate a fruit. Distribute handout, **“FRUITS AND VEGETABLES.”** Review the handout stressing important issues such as how/why fruits are good for you (i.e. they are a good source of vitamins, minerals and fiber, may help prevent diseases, may help control hunger—good snack alternative--, and what are healthy fruit and vegetable choices.
- Next engage group in discussion about some ideas/ways to eat more fruit. Be prepared to offer some examples (e.g. add fruit to cereal, have a fruit or a small bag of carrots instead of chip snacks.
- Remind participants that increasing number of fruits and vegetables may be something they can use to update / complete their ACTION PLANS for the week.
- Review with participants that they already know from previous sessions that to lose weight they need to eat less calories by making healthier food choices and also they need to exercise more.
- Segue into Common Barriers to Physical Activities by saying: “Physical activity is important to help us lose weight, yet we all experience some obstacles to becoming more active.
- Write on the board “Common Barriers to Physical Activity.” Briefly describe a barrier as something that gets in the way. Remind folks that a barrier may be an attitude (Do not feel like exercising) or a situation (Do not know how to exercise) or something to do with the environment (It is too cold).
- Distribute Handout **“Common Barriers to Physical Activity.”** Then ask participants to identify barriers to physical activity that they have faced. Tell them that they can refer to the handout you just gave them to identify some common barriers. You can also read or have someone in the group read each of the listed barriers on the handout. Ask participants to talk about if/when and how this same issue or event has been a barrier to them.
- Pick one or two barriers identified and ask for groups help in developing a plan to help overcome the particular barrier. (Example barrier: I don’t know how to exercise. Possible solution: the Team will show me how to exercise. Other barriers may include: embarrassment, not enough money, no one to exercise with, no exercise equipment)
- Remind participants that some exercise everyday is better than none!

- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Common Barriers to Physical Activity



Exercise is important for weight management. Yet we all experience some Common Barriers to Physical Activity:

Common Barriers

Possible Solutions

1. I'm not sure how to exercise.
2. I don't feel motivated to exercise.
3. It's too hot/ cold outside.
4. I don't have the time.
5. I'm too stressed out.
6. _____

1. The team will show me how to exercise.
2. The Team will motivate me.
3. I can take a walk in the nearest mall or YMCA center.
4. I will adjust my daily schedule to make the time.
5. I will speak to my health care provider to help me relax.
6. _____

Remember some exercise is always better than none!

FRUITS and VEGETABLES



Benefits of eating fruits and vegetables:

1. Fruits and vegetables are great sources of
 - Vitamins and Minerals
 - Fiber
2. Eating fruits and vegetables help to reduce your risk of
 - Cancer
 - Heart Disease and Stroke
 - Diabetes and other diseases
3. Fruits and vegetables may help you to control your hunger and weight. Fruits and vegetables are good, low calorie snacks.

Different ways we eat fruits and vegetables:

- Fresh or Frozen
- Cooked/Baked (Do Not Fry!)
- Canned/Dried (Choose In Water, No Added Sugar/Syrup)
(Choose No Added Salt)
- 100% Juices (Choose Low Sodium Vegetable Juices)
(Choose No Added Sugar Fruit Juices)

Try to eat 5 fruits and/or vegetables each day!

GROUP SESSION #6:

Nutritional Focus:

Sodium (salt) and Fat

Physical Activity Focus:

Benefits to Exercise

Objectives

- To learn about sodium/salt and fat and role they play in weight loss and health eating
- To identify benefits of Physical Activity

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Five packages of Ramen noodles
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Sodium (Salt)"
- Handout, "Good Fat, Bad Fat"
- Handout, "How To Read a Food Label (Fat)"

For Physical Activity Focus:

- Handout, "Benefits of Regular Physical Activity"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last week."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.

- ***“Remember the first thing you need to do is rate how successful you were in completing your action plans.”*** Review and help participants rate their success. Help everyone in group complete this.
- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn more about Sodium and how to limit intake of it
 - To learn the types of fat and which types are better than others, as well as how to limit intake of it
 - To identify benefits of Physical Activity
- Begin by asking participants if they know what sodium is. If no one knows, tell them that sodium is also known as salt. Distribute the handout **“Sodium (Salt)”**. Identify Sodium as another important part of food. Stress that while we need it, most Americans ingest too much. Ask if anyone knows why too much salt is bad for you. Tell them that too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration. Ask if anyone suffers from these problems or has ever been told that they need to limit their sodium intake.
 - Tell participants that sodium can be found in just about everything we eat. Ask if they have any examples of salty foods. In particular, items such as frozen dinners, canned soup, and pre-packaged meals have very high salt content. Ask if any of the group members eat these items often.
 - Have the participants read over the **“Sodium (Salt)”** handout with the group. Stress that most foods already have enough salt in them, so adding salt isn’t necessary. Focus on problem solving ways to cut down on sodium. Read over the suggestions on the handout and ask the group if they have any other ideas.
 - Show participants real-life example of high sodium and low sodium foods. Show a package of Ramen noodles to each participant, along with a can of low sodium soup. Emphasize that there is a very large amount of sodium in one bowl of soup, but the low sodium soup is much better. Also show participants the difference in sodium between a package of regular pretzels and a package with no salt added. Make it clear to participants that low salt items are available at the store, they just have to look for them.
 - Change topics by telling participants that another thing found in food is Fat. Tell them that it is important to limit fat just as it is important to limit sodium. Ask if anyone knows why you should limit your fat intake. Mention that high levels of fat can lead to increased weight and heart disease, and that fat also has a lot of calories in it. Ask group if they can identify any items that are high in fat. Write these on the board.

- Distribute Handout “**Good Fat, Bad Fat**”. Tell participants that there are several different types of fat. Some fats are better for you than others. Examples of bad fats are saturated and trans. Have the participants read over the handout and point out the difference between good and bad items (olive oil vs. butter, fish vs. red meat). Also stress that certain things add extra fat to foods (examples- salad dressing, sour cream, gravy, fried food).
- Based on the list of good fats and bad fats, ask participants if they have any suggestions on reducing fat. Offer the example of eating grilled chicken instead of fried chicken and using fat free ranch dressing instead of regular ranch dressing. Show participants a bottle of regular ranch dressing and a bottle of fat-free ranch dressing. Tell them that low-fat and fat-free items are available in the grocery store, they just have to look for them.
- Refer group members to the “**Reading a Food Label (Fat)**” handout. Show them the section that has information on fat. Tell them that as a general guideline, they should try to keep the grams of fat per serving at 3 or below.
- Write “Benefits of Regular Exercise” on the board or flip chart. Ask participants to name some benefits of regular exercise and write these on the board. Give positive feedback for responses and try to engage each participant. Distribute handout, “**Benefits of Regular Physical Activity**” and add any not mentioned to the list on the board (examples: feel better, look better, higher self-esteem, good for your heart). Provide positive feedback. Tell participants that regular periods of exercise throughout the week are more beneficial than longer periods once per week.
- Go around the room and ask each participant which benefit listed is most likely to motivate them to increase their level of physical activity and why?
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- **“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”**
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).

- *“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”*

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Sodium (Salt)



Low Calorie and Low Fat ARE NOT always Low Sodium!

Some people are very sensitive to sodium. They may have a problem with sodium and high blood pressure. These individuals should be careful not to have too much sodium.

How can you control your sodium intake?

Food that is pre-packaged or processed (food that comes in cans, boxes, or packages) is higher in sodium. Try to buy foods lower sodium or that have “No Added Salt.”

Try to avoid adding salt while cooking and at the table.

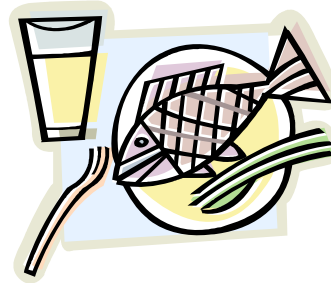
Season your food with herbs, spices, salt-free seasoning, vinegar, or lemon juice instead of salt.



GOOD FAT, BAD FAT

Some fats are healthy (like nuts, seeds, and salmon), but many are not (like bacon, mayonnaise, and deep fried foods).

Luckily, there are now healthy alternatives to many of the unhealthy favorites.



Regular Cheese

Mayonnaise

Bacon or Fatback

Hamburger

Regular Salad Dressing

Fried Chicken or Fried Fish

French Fries

INSTEAD OF...

Low-Fat or Fat-Free Cheese

Mustard or Fat-Free Mayo

Turkey Bacon

Turkey Burger

Low-Fat or Fat-Free Dressing

Baked Chicken or Baked Fish

Baked Potato

TRY...

How to Read a Food Label

Fat

Reading the label will help you to make smart food choices and get the most nutrition out of your calories in order to reach your goals!

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
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

Fat If the number of the grams (g) of Saturated Fat is close the number given for Total Fat, that food or beverage may not be the best choice. Remember that saturated fat and trans fat are *bad* fats.

Total fat should be below 65 g per day or 3 g per serving

What is the total g of fat in this container?

2 servings X 12 g per serving = 24 g of fat

Benefits of Regular Physical Activity

- Gives you more energy
- Helps you sleep
- Helps control blood pressure
- Helps reduce stress

- _____
- _____
- _____



GROUP SESSION #7

Nutritional Focus:

How To Eat Better and Make Better Choices

Physical Activity Focus:

Exercise Safety

Objectives

- To learn how to eat healthier and make better food choices
- To learn more about how to exercise safely

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Sample Menu and Alternative Food Choices"

For Physical Activity Focus:

- Handout, "Guidelines for Extreme Weather"
- Handout, "Safety Reminders & When to Stop Exercising"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- **"OK now we are going to take a look back at your action plans from last week."** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **"Remember the first thing you need to do is rate how successful you were in completing your action plans."** Review and help participants rate their success. Help everyone in group complete this.

- **“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- **“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”**
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn how to eat healthier and make better food choices
 - To learn more about how to exercise safely
- Write “Sample Meal Plan” on the board/ flip chart and distribute handouts “**Sample Menu and Alternative Food Choices**”.
 - Review key concepts related to weight management (portion size, reducing sugar, fat, etc.) and then tell the participants to help you go over the sample meal on the “**Sample Menu and Alternative Food Choices**” handout and suggest healthier alternatives from the list under “Alternative Healthier Foods Choices” on the handout. Have the participants write down the new selections under the “Healthy Menu” column on the handout. Discuss the new menus and why they are healthier choices. Explore barriers to making these changes and encourage participants to make these kinds of healthier choices. Use motivational techniques/foci (motivational readiness, confidence, etc.) to explore what it would be like to make these kinds of changes in one’s diet.
 - Check in with participants regarding their exercise and physical activity. Be encouraging and supportive. Remind participants about the importance of safety issues and let them know that you want to spend a little time with them reviewing some important issues.
 - Distribute handout, “**Guidelines for Extreme Weather.**” Tell participants that when it is very hot or cold outside, you may be more likely to experience an injury while exercising; therefore, there are a few extra safety measures you should take in extreme weather. Ask participants what they think is extreme weather, what do they think is too hot/too cold. Inform participants that in cold weather, your muscles are more easily hurt, while in hot weather, you are more likely to lose fluids and become overheated when exercising. Have participants read handout out loud and discuss the bullets on the handout. Highlight issues of hydration (i.e., hydration can occur when exercising in cold or hot weather; you can lose around 6 cups of fluid for every hour of exercise; one of the first symptoms of hydration is fatigue, which can prevent you from being able to exercise as much; dehydration may make you more likely to develop heat stress, which can lead to cramps or heat stroke). Emphasize the importance of drinking plenty of water before, during and after exercise, and of listening to one’s body....use this latter point as segue to highlight importance of knowing when to stop exercising.
 - Tell participants that a big part of exercise safety is prevention, which includes giving your body the food, water, rest, and attention it needs to operate at its best. Emphasize that it is also important to practice good safety habits and be aware of your surroundings when you are exercising. Distribute handout “**Safety Reminders & When to Stop Exercising**” and have participants read the handout out loud. Ask if there are any questions about the handout. Be

sure to emphasize the warning signs under, “**When to Stop Exercising,**” which can tell you that something is wrong with your body.

- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Sample Menu and Alternative Food Choices

Sample Menu

	Unhealthy Menu	Healthy Menu (fill in)
Main Dish	Fried Chicken	
Vegetable Side Dish	None	
Starch Side Dish	French Fries	
Dessert	Apple Pie	
Beverage	Coke, Regular	

Alternative Healthier Food Choices

Main Dishes

Grilled Chicken
 Turkey Burger
 Baked Fish
 Vegetable Pizza

Vegetable Side Dishes

Green Salad
 Broccoli (steamed)
 Green Beans (boiled)
 Asparagus (steamed)

Starch Side Dishes

Baked Potato (small)
 Rice (brown, steamed)
 Bread (whole wheat)
 Pasta (whole wheat, boiled)

Desserts

Fresh Fruit
 Jell-O (sugar free)
 Angel Food Cake
 Frozen Yogurt (fat free, sugar free)

Beverages

Water
 Iced Tea (unsweetened)
 Milk (fat free or skim)
 100 % Juice
 (diluted with water, 1/3 juice & 2/3 water)

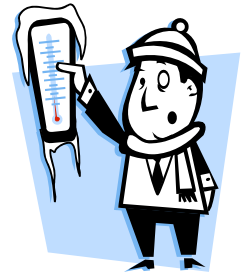
Guidelines for Extreme Weather

TOO HOT:



- Exercise indoors.
- Take frequent rests and water breaks.
- Exercise in the early morning or after the sun sets.
- Wear light, loose fitting clothing, in light colors.
- Use sunscreen, hats, and sunglasses.
- Drink water before, during, and after exercise.
- Don't overdo it.

TOO COLD:



- Dress in layers.
- Wear a hat or cap.
- Keep your feet warm with dry, clean socks.
- Wear gloves or mittens.
- Drink Up - Drink before you feel thirsty.
- Don't overdo it.

Safety Reminders

- If you can, go for a walk with a friend or acquaintance.
- If you are going out alone, try to let someone know that you are leaving and when you return.
- If it isn't safe to walk in your neighborhood, take a walk before or after your appointments when you are at the VA.
- Exercise in well lit areas.
- Try to exercise during the day.
- Be aware of your surroundings.
- Don't overdo it.

When to Stop Exercising

Physical activity is usually safe. Stop exercising right away if you have any of these symptoms:

- Severe chest pain, tightness, pressure, or discomfort
- Severe shortness of breath
- Severe nausea or vomiting
- Sudden weakness or changes in feeling in your arms and/or legs
- Trouble swallowing, talking, or seeing
- Severe headache or dizziness

***If symptoms don't go away after a few minutes, call 911 or go to the nearest emergency room.**

***If the symptoms go away but return each time you exercise, see your primary care provider.**

GROUP SESSION #8

Nutritional Focus: “Stop” and think about what you’re eating

Physical Activity Focus: Warm Up and Cool Down

Objectives

- To learn how to use the “stoplight” to select healthier food choices
- To review importance “warming up” before and “cooling down” after physical activity

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants’ Most Recent Healthy Eating and Physical Activity Action Plans
- Participants’ Notebooks
- Handout, “**Action Plan Tracking Sheet**”
- Handout, “**Action Planning Worksheet: Making A Physical Activity Action Plan**”
- Handout, “**Action Planning Worksheet: Making A Healthy Eating Action Plan**”

For Nutritional Focus:

- Handout, “**Stop” and Think About What You’re Eating!**”
- Handout, “**Using the “Stoplight” To Make Healthier Food Choices**”

For Physical Activity Focus:

- Handout, “**Warm-Up and Cool-Down**”
- Handout, “**Sample Stretches**” (2 pages)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they’ve received and reviewed so far in the program.
- Review last week’s action plans using “Healthy Eating and Physical Activity Action Plan Tracking Sheets.” Be sure to **celebrate/reinforce successes**.
- **“OK now we are going to take a look back at your action plans from last week.”** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **“Remember the first thing you need to do is rate how successful you were in completing your action plans.”** Review and help participants rate their success. Help everyone in group complete this.

- **“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- **“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”**
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn how to use the “stoplight” to select healthier food choices
- To review importance “warming up” before and “cooling down” after physical activity
- Tell participants that today you are going to help them learn a very simple way to make healthier food choices. Distribute the handouts, **“‘Stop’ and Think About What You’re Eating”** and **“Using the Stoplight to Make Healthier Food Choices.”** Remind participants that when you come to a stoplight or streetlight we all know that red means stop, yellow means proceed with caution, and green means go. Tell participants that this is also a great way to think about food. Then walk through the colors. May be helpful to have the following up on the board or flip chart:

<u>RED:</u>	High Calories/Not Healthy: Try to Avoid
<u>YELLOW:</u>	Nutritious But Still High in Calories: Limit Portion Size
<u>GREEN:</u>	Nutritious and Low in Calories: Eat / Drink away !

- Start with Red. Tell participants that Red Light Foods are those that are high in calories and that they should only be eaten every now and then as a special treat. Stress that these foods should not be eaten everyday or at the very least never eaten in large quantities or very often.
- ASK participants to offer some examples of high calorie unhealthy (RED LIGHT FOODS) foods. Tell them that they look at the handout entitled, **“Using the Stoplight to Make Healthier Food Choices”** for some examples.
- Write these on board as they are offered under RED. Encourage them to write these on their handout entitled **“‘Stop’ and Think About What You’re Eating.”** Make sure that you include variety of foods (snacks, meats, and beverages). Emphasize that beverages are sources of calories too and that the stoplight is a useful way of thinking about how to identify High Calorie foods of all kinds (meats, snacks, beverages etc.). As each food/beverage is added to list, have participants say why it is a RED LIGHT FOOD. Help reinforce and repeat idea that these foods/beverages are both HIGH CALORIE and UNHEALTHY.
- Next discuss the Yellow Light Foods. Describe these as foods that are high in nutrition but also high in calories. Tell participants that they should take caution with these---stress that they can be eaten every day, but that portion control is important so they don’t consume too many calories. Then ASK participants for some examples. Remind them that they can use the handout entitled **“Using the Stoplight to Make Healthier Food Choices”** for some examples. As they are offered write these on board and as above make sure to include range of foods and beverages and have participants say why it is a YELLOW LIGHT FOOD. Help

reinforce and repeat idea that although these items may be healthy they still pack a lot of calories so it is important to limit the amount consumed.

- Finally review the concept of Green Light Foods. Describe these as foods that are high in nutritional value and also low in calories. Encourage participants to eat these kinds of foods everyday and that they generally eat them in larger amounts. Then ASK participants for some examples. Remind them that they can use the handout entitled “**Using the Stoplight to Make Healthier Food Choices**” for some examples. As they are offered write these on board and as above make sure to include range of foods and beverages and have participants say why it is a GREEN LIGHT FOOD. Help reinforce and repeat idea that these are good things to eat and drink (stress veggies, fruit and water).
- Recap and review full list of foods and if needed reiterate the concept and continue discussing how the Stoplight can be used to help them think about what they are eating and drinking and how it can be used to help them make healthier choices.
- Begin physical activity focus as usual by stressing that exercise and physical activity are a key part of weight loss efforts. Remind participants that there are a few things that they should do before each exercise session. Distribute handout, “**Warm-Up and Cool-Down.**” Ask participants if they know what it means to warm-up. Ask them how a baseball pitcher warms up and review why he does so. Then turn to handout and have participants read out loud the two points about why it’s important to warm up and cool down (i.e., prepares your muscles and heart for exercise and helps them recover afterward; and helps prevent injury and muscle soreness). Be sure to remind participants that both warming up and cooling down help prevent injury and muscle soreness.
- Next ASK participants if they can think of any ways to warm up and cool-down. Point them to the handout and if needed have them read the two examples provided (i.e., stretching; and starting out whatever you’re doing at a slow pace and always end by gradually slowing down before you stop altogether). Other examples of ways to warm up include walking while gently pumping your arms or doing a favorite exercise at low intensity for 5 minutes.
- Be sure to highlight that stretching is a great way to both warm up and cool down. Tell participants that the best bet is to do light stretching before your workout followed by more thorough stretching at the end of your workout.
- Distribute handouts “**Sample Stretches**” and remind participants that some of them may have already talked about stretching in an earlier group. Then engage participants in doing some of the stretches. Begin with general comments about only doing what they can and to be careful. Stress that they should always start with some of the easier ones.
- Then go on to demonstrate the following. State that they can begin while still seated. Go through the shoulder and neck and arm stretches while they are still seated.
- Next have everyone stand up and tell them that the next stretches they can do holding onto a chair. Demonstrate by standing behind a chair and placing hands on the chair. Then go on to demonstrate the calf and ankles stretches always keeping hands on the chair for balance. Tell them that if they want some help with the other stretches they can see you after class or bring this up at their monthly individual meeting with a Team member or with their medical provider.
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.

- During the group discussion of materials, reinforce and praise group members' participation and suggestions whenever possible.

Action Planning

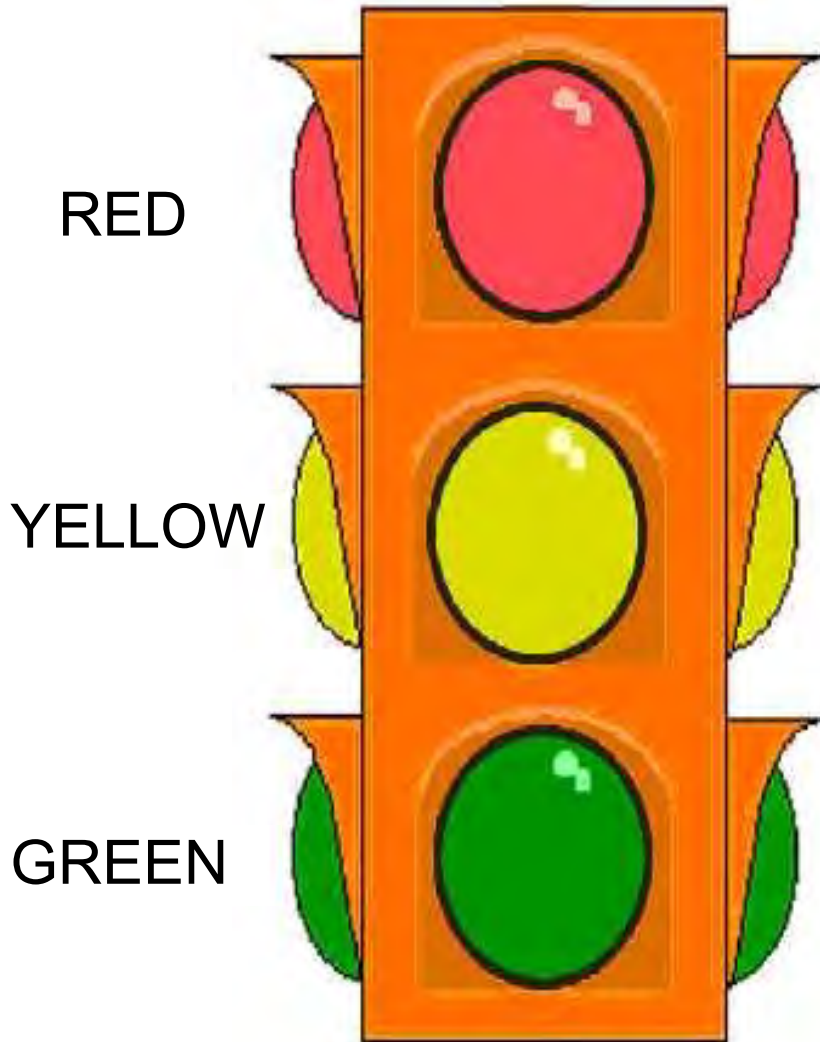
- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

“Stop” and Think About What You’re Eating!

For weight loss and health, some foods are better choices than others. Think of a stoplight when you’re trying to plan what you will eat each day.



= **High Calorie and Unhealthy Foods;**

Try to avoid as much as possible:

= **Maybe Healthy But Still High In Calories;**

OK to eat, but be sure to limit portion sizes:

= **Low Calorie and Healthy Too!**

Enjoy plenty of these foods at any time:

USING THE STOPLIGHT TO MAKE HEALTHIER FOOD AND BEVERAGE CHOICES

RED LIGHT FOODS AND BEVERAGES

- Remember these are HIGH in Calories and NOT HEALTHY
 - *THESE ARE FOODS YOU GENERALLY WANT TO AVOID*
- | | |
|--|---------------------------------------|
| • Doughnuts | • Fried Chicken |
| • Cake | • Hot Dogs |
| • Ice Cream | • Bacon |
| • Potato Chips | • Soda |
| • High Sugar Cereals (like Frosted Flakes) | • Milk Shakes |
| • Onion Rings | • Coffee with lots of Cream and Sugar |

YELLOW LIGHT FOODS AND BEVERAGES

- Remember, these may be Healthy but are still often HIGH in Calories
 - So if you do eat/drink them be sure to limit your portion sizes
- | | |
|-----------------------|----------------------------------|
| • Pasta | • Spinach Lasagna |
| • Eggs | • Full Fat Cheese |
| • Salad with Dressing | • Fruit Juice |
| • Rice | • Whole Milk or Reduced Fat Milk |

GREEN LIGHT FOODS AND BEVERAGES

- These foods and beverages are both Healthy and Low in Calories
 - So you can enjoy as much as you like!
- | | |
|---|---------------------------------|
| • Whole Wheat Bread | • Baked Skinless Chicken Breast |
| • Low-Fat/Low Sugar Cereal | • Grilled Fish |
| • Apples and Bananas | • Water |
| • Frozen and Fresh Vegetables (without sauces or dressings) | • Skim Milk |

Warm-Up and Cool-Down



Why Is It Important To Warm-Up and Cool-Down

- Warming-up and cooling-down prepare your muscles and heart for exercise and help them recover afterward
- Helps prevent injury and muscle soreness

What Are Some Ways To Warm-Up and Cool-Down

- Stretching
- Starting out whatever you're doing at a slow pace and always end by slowing down before you stop

Sample Stretches

Calf and hamstring stretch:

Stand a little away from a wall or other structure and lean on it with your head on your hands as shown. Bend one leg and place your foot on the ground in front of you, with the other leg straight behind. Slowly move your hips forward, keeping your lower back flat. Keep the heel of the straight leg on the ground, with toes pointing straight ahead or slightly in. Hold the stretch for 10-30 seconds. Do not bounce. Repeat 3-5 times. Now, stretch the other leg.



Ankle and Achilles tendon stretch:

Place your left foot against a wall, with your ankle flexed and toes up as shown. Move your body forward until you feel a mild stretch in the Achilles tendon area (see arrow on picture). Hold for 8-10 seconds. This also stretches the bottom of your foot and toes. Now, stretch the other foot.



Thigh stretch:

Start with your feet a little more than shoulder-width apart. Bend your right knee slightly and move your left hip downward toward the right knee. This stretches your left inner thigh. Hold for 10-30 seconds. Repeat 3-5 times. Now, stretch the other thigh.



Alternate thigh muscles stretch:

Standing close to a wall or a chair, place one hand on the wall and with the other hand reach back and slowly pull your foot up to touch your buttocks. Hold for 10-30 seconds. Relax back to your starting position. Repeat 3-5 times. Now, stretch the other leg.



MOVE!



Sample Stretches

Lower back, hips, groin, and hamstring stretch:

Start in a standing position with feet about shoulder-width apart and pointed straight ahead. Slowly bend forward from the hips. **Keep your knees slightly bent.** Let your neck and arms relax. Go to the point where you feel a slight stretch in the back of your legs. Hold this stretch for 10-30 seconds. Slowly come back to a standing position with knees bent all of the time. Repeat 3-5 times.



Shoulder and neck stretch:

Raise the top of your shoulders toward your ears until you feel a slight tension in your neck and shoulders. Hold for 5 seconds. Then, relax your shoulders downwards.



Arm and side stretch:

From a standing position, bend your knees slightly. Gently pull your elbow behind your head as you bend from your hips to the side. Hold a mild stretch for 10-30 seconds. Repeat 3-5 times. Now, stretch the other side.



*Excerpted from Stretching, (c) 2000 by Bob Anderson. Shelter Publications, Bolinas, CA. Reprinted by permission

MOVE!

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GROUP SESSION #9

Nutritional Focus: Grains & Carbohydrates

Physical Activity Focus: Exercising On a Budget

Objectives

- To learn about grains & carbohydrates (carbs)
- To review ways to exercise on a budget

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Grains"

For Physical Activity Focus:

- Handout, "Exercising on a Budget"
- Handout, "North Wellness Walking Path"
- Handout, "South Wellness Walking Path"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- **"OK now we are going to take a look back at your action plans from last week."** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **"Remember the first thing you need to do is rate how successful you were in completing your action plans."** Review and help participants rate their success. Help everyone in group complete this.

- **“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- **“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”**
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn about grains & carbohydrates (carbs)
 - To review ways to exercise on a budget
-
- Introduce grains and carbohydrates by saying- “we have already covered several types of food: fruits, vegetables, fats, and sweets. Can anyone think of a type of food that we haven’t covered? That’s right, today we’re going to talk about grains.” Ask for a couple examples of grains and write them on the board (if no one offers any suggestions, use pasta and bread).
 - Refer participants to **“Grains”** handout. Tell them that grains are a type of carbohydrate. Ask if anyone knows what a carbohydrate is. Reinforce any answers and state that they are the body’s main source of energy and that most of our calories should come from carbohydrates.
 - Explain that there are different types of grains. There are whole grains and processed grains. Whole grains are intact, while processed grains have had most of the healthy elements removed. Give some examples of whole grains: whole wheat bread, oatmeal, and brown rice. Contrast them with processed grains: white bread, frosted flakes, and white rice.
 - Say that the best kinds of grains to eat are whole grains. They are better for you than processed grains because they have more fiber. Ask if anyone knows what fiber is. Explain that it is in certain foods and helps to improve digestion and keep you full. Whole grains also have more vitamins and minerals and may help protect against diseases like cancer.
 - Tell group members that they should get at least half of their carbohydrates each day from whole grains. When given the option, they should pick whole grains instead of processed grains. If they mention other types of grains, write it on the board and point out that it is not a whole grain. Ask for a whole grain they could have instead of that item. Refer members to the bottom of the **“Grains”** handout for ideas.
 - Tell group members that they should also watch out for grains with added fat or sugar. These items add unnecessary fat and calories to grains. Give examples such as biscuits, fried rice, and sweetened cereal. Ask for a better option than each of those (English muffin, steamed brown rice, and oatmeal). Tell participants that substituting a whole grain into their regular diet might be a good goal to try this week.
 - Next write “Exercising on a Budget” on the board/flip chart. Distribute handout **“Exercising on a Budget”**. Explain that it can be hard to find ways to exercise if you don’t have the equipment or can’t join a gym. Ask participants for suggestions/ideas on low cost or no cost ways to exercise. Generate a list on the board. If the participants have a difficult time coming up with suggestions have them refer to the handout. Remind them that this may include things they do as part of their everyday activities. Ask if they have tried anything on the list and engage in discussion about what these experiences were like etc.

- Emphasize walking by saying that it is a fun and free activity that most people can do either inside (hospital/mall) or outside. Explain that walking can have several benefits. Ask participants if they can think of any benefits of walking. Write the participants' list on the board/flip chart. Be sure to review the following benefits of walking and include them on the list, even if participants do not offer them as benefits:
 - Walking is good for your health. It helps you to keep your heart, lungs, and muscles healthy. Most experts recommend that you participate in moderate exercise for 30 minutes on most days. Walking is a great way to reach this goal.
 - Walking burns calories and can help you lose weight. Walking at a moderate pace for 30 minutes burns between 140 and 220 calories. Think about it—if you walk at a moderate pace for 30 minutes three times per week, you can burn between 420 and 660 calories a week!
 - Walking can help you feel better. Walking can help refresh your mind, increase your energy, and even sleep better! And a clear mind, increased energy, and better sleep will lead to better health.
 - Walking is a great way to socialize. Walking with friends or family is a great way to catch up with people. Walking can help keep you connected and keep you healthy.
- Distribute handouts with local walking routes. Tell the participants that these are possible walking routes that they can use to get started exercising on a budget. Tell them that if they would like to discuss the walking routes further, they can talk with the group leader after session.
- Summarize today's session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members' participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).

- *“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”*

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.



GRAINS



Grains are an important source of carbohydrates in your diets.

Most of your daily calories should come from grains.

Choose more whole grains.

What are whole grains?

- 100% whole wheat bread
- Oats
- Brown rice

Benefits of whole grains:

- High in fiber
- Rich in vitamins & minerals
- Keeps you full for longer

TIP: Choose grains and grain products with the least amount of added sugar and fat to keep your calories low!

Instead of:	Try:
<ul style="list-style-type: none">•White rice•Fried rice•Grits•White bread•Croissant	<ul style="list-style-type: none">•Brown rice•Steamed rice•Oatmeal•100% whole wheat bread•English muffin

Exercise on a Budget

Sometimes cost can be a barrier to being more physically active. There are lots of activities that involve little or no cost.



- Walking is free.
- Churches and community centers often have free events.
- Build strength using household items for weights (canned foods, small bottles of water, etc.).
- Simple stretches can improve flexibility and range of motion.
- Find a local trail.
- Buy a bicycle from a second-hand shop or at a yard sale.
- Try a new sport that doesn't require expensive equipment.
- Look at Senior Centers, the YMCA, and local recreational centers for free or reduced cost activities.
- Physical activities that you build into your daily routine like taking the stairs or parking farther away and walking are free!

MOVE!

PD7 Version 2.0



WALKING MAP

[INSERT LOCAL WALKING MAP HERE]

GROUP SESSION #10

Nutritional Focus: Fast Foods

Physical Activity Focus: Lacking Time to Exercise

Objectives

- To learn how to make lower fat, lower calorie selections at fast food restaurants
- To think about making time for exercise

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Fast Food Calorie Chart"
- Handout, "Fast Food Sample Menus"
- Handout, "Healthier Fast Food Choices"

For Physical Activity Focus:

- Handout, "Ways to Fit Physical Activity Into Your Day"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- **"OK now we are going to take a look back at your action plans from last week."** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **"Remember the first thing you need to do is rate how successful you were in completing your action plans."** Review and help participants rate their success. Help everyone in group complete this.

- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn how to make lower fat, lower calorie selections at fast food restaurants
 - To think about making time for exercise
-
- Start by asking participants to list their favorite fast food restaurants. Next ask how often they typically eat out at fast food restaurants each week.
 - Distribute the handouts **“Fast Food Calorie Chart”** and **“Fast Food Sample Menus”**. Ask the participants if anyone remembers how many calories they should be eating a day. If any participants do not know/remember use the top box on the **“Fast Food Calorie Chart”** handout to help the participants figure out how many calories they should be eating per day and have them circle what their estimated calorie needs are. If anyone remembers have them write down their calorie needs per day at the top of the handout. Also point out to the participants how many grams of fat they should have each day (**no more than 65g**).
 - Using the list of foods on the **“Fast Food Calorie Chart”** handout have participants identify on main dish, one side dish a drink and write this menu on the board. Have the participants write this menu under the **“Regular”** column in the space provided on the **“Fast Food Sample Menus”**. Write down the calories and fat for each item and total how many calories/fat the sample meal has. Try and engage all participants during the exercise (i.e. ask one participant to select a main dish, ask another to select a side dish). Discuss what percentage of their recommended daily calories comes from their sample meals (i.e. **“Your sample meal has 1000 calories, that’s about 50% of the calories you should eat a day.”**). Complete this exercise twice so that both sample menus have been filled out.
 - Distribute handout **“Healthier Fast Food Choices”**. Tell the participants that you are now going to see if you can identify healthier choices for them to make when they go to a fast food restaurant. Using the handout **“Healthier Fast Food Choices”** have participants find the main dish item that they wrote down on their sample menu and tell you what the corresponding **“Main Dish - Healthier”** item is. Write this item on the board and have them write it down on their sample menu Emphasize what is different/healthier about the **“Healthier”** item (it is in bold). Do this for each item on the sample menu. Emphasize each time how many fewer calories/fat there are in the healthier choices. As you are going through the items write the healthier menu on the board. When the healthier menu is completed total how many calories/fat the healthier meal has and emphasize the difference in calories/fat. Repeat this exercise with both sample menus.
 - After the Sample menus are completed go over the **“Tips for Ordering”** at the bottom of the handout. Ask the participants to identify which tips were used in the **“Healthier”** menus above. Remind participants that even these simple changes can make a meal healthier. Ask

the participants if they can think of any other ways to make healthier choices when eating at fast food restaurants.

- Next tell the participants that you are now going to discuss ways to fit exercise into your day. Write “Lack of Time for Exercise” on the board/flip chart. Normalize this as a common obstacle to getting more exercise. Next distribute, **“Ways to Fit Physical Activity Into your Day.”** Have the participants read the handout and come up with other examples (sample extra examples: “Walk from building to building instead of have escort services give you a ride”., “When you go to the store park at the back of the parking lot”.) Have the participants write extra examples on their handouts. Discuss each example on the handout. For each one ask questions like, “Would this work for you?” Or “How could you make this one work for you?”, Or “How likely is it that you’d be willing to try this one?” etc.
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- **“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”**
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- **“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”**

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Fast Food Calorie Chart

Calorie Needs Per Day

<u>Age</u>	<u>Females</u>	<u>Males</u>
14-18	1800	2200
19-30	2000	2400
31-50	1800	2200
51+	1600	2000

Only 65 grams of fat are needed each day!!!

<u>Main Dish</u>	<u>Calories / Fat</u>
Whopper with cheese	800 / 49g
Chicken Sandwich (fried)	560 / 28g
Fried Chicken Breast	470 / 28g
Pepperoni Pizza (2 slices)	535 / 24g
Taco Salad	790 / 42g
7 Layer Burrito	520 / 22g
Croissant with sausage, egg, cheese	470 / 32g
Egg McMuffin	281 / 13g

<u>Side Dish</u>	<u>Calories / Fat</u>
French Fries small	210 / 10g
medium	450 / 22g
large	540 / 26g
Baked Potato (loaded)	590 / 34g
Mashed Potatoes with gravy	120 / 5g
Caesar Salad	290 / 23g
Cole slaw	190 / 11g
Hash browns	138 / 7g

<u>Drinks</u>	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Super Size</u>
Regular Soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Diet Soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Sweetened Tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g

Fast Food Sample Menus

	Regular	Cal/Fat	Healthier	Cal/Fat
Main Dish				
Side Dish				
Drink				
TOTAL				

	Regular	Cal/Fat	Healthier	Cal/Fat
Main Dish				
Side Dish				
Drink				
TOTAL				

Tips for Ordering

- Leave off the cheese
- Choose diet or unsweetened drinks
- Choose fat-free dressing or no dressing
- Choose baked or grilled instead of fried
- Don't super-size
- Hold the mayo
- Look for fruits and vegetables as sides

Healthier Fast Food Choices

<u>Main Dish - Regular</u>	<u>Calories / Fat</u>	<u>Main Dish - Healthier</u>	<u>Calories / Fat</u>	<u>Fewer Calories / Fat</u>
Whopper with cheese	800 / 49g	Whopper no cheese, no mayo	540 / 24g	260 / 25g
Chicken Sandwich - fried	560 / 28g	Chicken Sandwich - grilled	410 / 17g	150 / 11g
Chicken Breast - Fried	470 / 28g	Chicken Breast - roasted	250 / 10g	220 / 18g
Pizza - Pepperoni (2 slices)	535 / 24g	Pizza - Cheese (2 slices)	375 / 11g	160 / 13g
Taco Salad	790 / 42g	Taco Salad – No shell	420 / 21g	370 / 21g
7 Layer Burrito	520 / 22g	Bean Burrito	370 / 12g	150 / 10g
Croissant with sausage, egg, cheese	470 / 32g	Croissant with egg, cheese – no sausage	300 / 17g	170 / 6g
Egg McMuffin	281 / 13g	McMuffin with butter & jelly	234 / 4g	47 / 9g

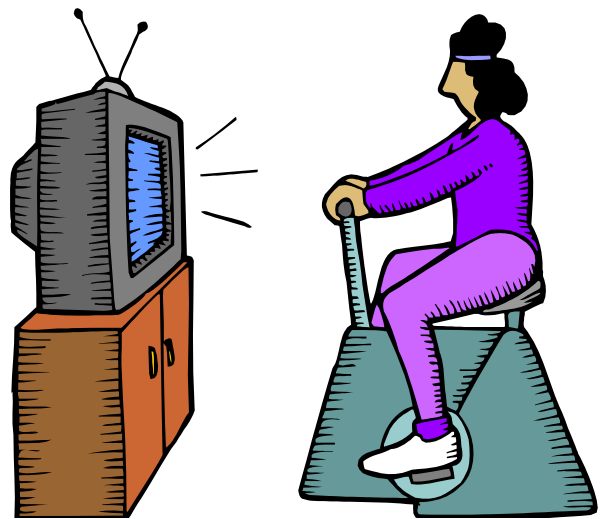
<u>Side Dish- Regular</u>		<u>Side Dish- Healthier</u>		
French Fries	small	210 / 10g		
	medium	450 / 22g	Baked Potato - plain	310 / 0g 140 / 22g
	large	540 / 26g	Baked Potato - plain	310 / 0g 230 / 26g
Baked Potato (loaded)		590 / 34g	Baked Potato - plain	310 / 0g 280 / 34g
Mashed Potatoes with gravy		120 / 5g	Mashed Potatoes - no gravy	100/ 4g 20 / 1g
Caesar Salad		290 / 23g	Caesar Salad – no dressing	70 / 4g 220 / 19g
Cole slaw		190 / 11g	Green Beans	45 / 2g 145 / 9g
Hash browns		138 / 7g	Fruit cup	47 / 0g 91 / 7g

<u>Drinks- Regular</u>	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Super Size</u>
Regular Soda	150 / 0g	210 / 0g	310 / 0g	410 / 0g
Sweetened Tea	176 / 0g	210 / 0g	320 / 0g	420 / 0g

<u>Drinks- Healthier</u>	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Super Size</u>
Water	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Diet Soda	0 / 0g	0 / 0g	0 / 0g	0 / 0g
Unsweetened Tea	0 / 0g	0 / 0g	0 / 0g	0 / 0g

Ways to Fit Physical Activity Into Your Day

- **Break up exercise into short segments throughout the day. 5 minutes here, 10 minutes there...it all adds up.**
- **Take a walk during lunchtime.**
- **Take your dog for a walk.**
- **Take the stairs instead of the elevator.**
- **Do exercises while watching TV.**
- **Do some housework or gardening.**
- **Dance!**



GROUP SESSION #11

Nutritional Focus: Eating Tips for Home at When You Eat Out

Physical Activity Focus: Pain and Medical Conditions and Exercise

Objectives

- To review some helpful eating tips for home and for eating out
- To learn more about how to exercise if you a physical or medical condition

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Eating Tips"

For Physical Activity Focus:

- Handout, "Coping With Pain & Medical Problems"

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last week."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***"Remember the first thing you need to do is rate how successful you were in completing your action plans."*** Review and help participants rate their success. Help everyone in group complete this.
- ***"Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success."*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific

barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.

- ***“OK, great. Remember each week we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To review some helpful eating tips for home and for eating out
- To learn more about how to exercise if you a physical or medical condition

- Start by reminding people that we can all pay better attention to not only what we eat, but how and where and why we eat. Tell them that today you are going to review some Tips on how to control their eating habits. Distribute handout **“Eating Tips”**. Have participants read the tips out loud, for some of these you may ask, “How many people already do this?” or “How hard would it be for you to try this one?” or “Why is one important, or how will this help?” etc. Solicit tips from participants and have them write the extra tips on their handouts. Remember to practice good portion control and do not fill up your plate or bowl with more than what you need. You also may want to use a smaller plate and bowl to help make sure you don’t overeat.
- Next tell participants that you’d like to talk about how bodily pain and medical problems can affect physical activity. Start by acknowledging that a lot of people have medical problems that might make it harder to be physically active. For example, talk about how having arthritis or asthma make it harder to move and breathe during some types of physical activity. Ask people if they have either of these illnesses. Also ask if there are some other medical problems that people have and discuss how those may make it more difficult to be physically active.
- Next, distribute Handout **“Coping with Pain & Medical Problems”** and remind them that although medical problems may get in the way of managing weight and being physically active, losing weight may actually help improve many medical conditions. You may want to note the following benefits of exercise as it relates to a chronic condition:
 - **Heart disease**. Exercise can make your heart stronger, just like it makes other muscles stronger. Exercise can also help lower your blood pressure and your cholesterol levels.
 - **Diabetes**. People with diabetes have levels of blood sugar that are too high. Good nutrition and aerobic exercise like walking or jogging can help make insulin, a hormone in your body. With more insulin, your body can do a better job of keeping your blood sugar levels under control. Strength training (also known as resistance or weight training) can also reduce your body fat and help improve your blood sugar levels.
 - **Arthritis**. Exercise helps strengthen your muscles around your joints and it also helps keep your bones strong. Exercise can give you more energy to get through the day and it often makes it easier to sleep well at night.
 - **COPD or lung problems**. Exercise improves your blood flow throughout your body and helps your body better use oxygen. This helps you increase your energy so you can do more activities without becoming tired or short of breath.
- For everyone, even those without a chronic medical condition, it is important that you pay close attention to warning signs that can occur during exercise. They may signal that

something is seriously wrong. For example, if you experience chest pain, dizziness, light-headedness, nausea, or shortness of breath while exercising, you should stop exercising immediately.

- Have participants read each of the tips on the handout and convey sense of hope and encouragement that even those with medical problems can be physically active and lose weight. Remind participants that all of them could benefit from becoming more physically active and that you know that living with pain or a medical condition might get in the way of physical activity.
- Remind participants about ways to cope with pain during physical activity.
 - Pacing yourself.
 - Relaxation activities.
 - Meditation. When you meditate, you can focus your attention on such things as a specific object, an image, or even your breathing.
- Stress that they can get help in managing pain from BOTH their medical and psychiatric providers.
- Summarize today's session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members' participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let's copy your action plans onto the action plan tracking sheet in your notebook.”***

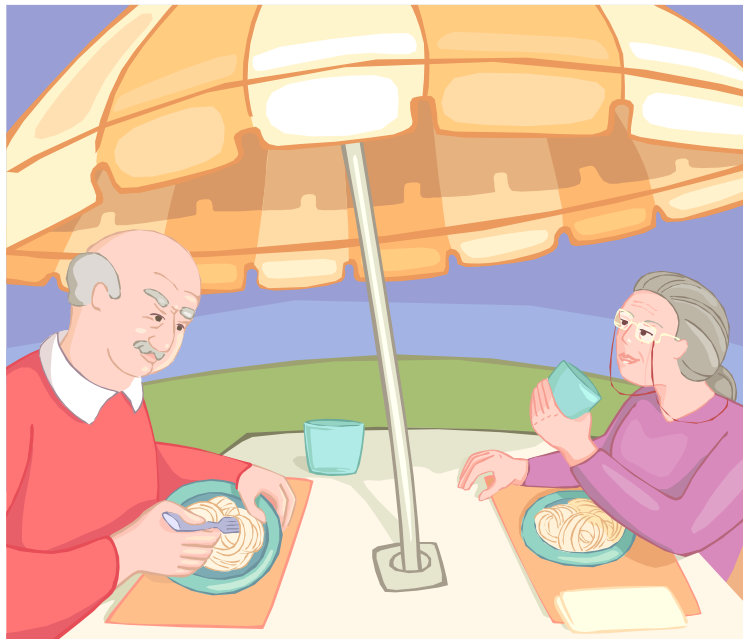
End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Eating Tips

- Put your food on a plate or bowl so you can see how much you are eating.
- Use smaller plates, bowls, or glasses.
- Never eat out of boxes, cartons, or bags.
- Fix your plate in the kitchen and bring it to the table to eat. Leave the main serving bowls, pots etc. in the kitchen so you won't be tempted to eat more.
- Always sit at the table to eat.
- Never eat while watching television or talking on the phone because you may end not paying attention and may overeat. Instead eat at the table.
- Avoid the temptation to lick the spoon or eat leftover food when cleaning up the dishes after a meal.
- Always drink plenty of water or low calorie sugar-free beverages with your meal.
- If you have to have a dessert, split it with someone else or eat just half a serving and save the rest for another day.
- Eat slowly. Take plenty of time to chew and enjoy eat bite.
- Put your fork down in between every bite.
- If you're at a party where snack foods are available, chew gum so you won't be tempted to fill up on junkie snacks.
- You don't have to eat it all----you can always save some for later.

- When eating out choose food that is low in calories and fat.
- When eating out get the smallest size.
- Fill your salt shaker with another spice to lower your sodium intake.



Coping With Pain & Medical Problems

Weight loss can help reduce pain & problems associated with medical conditions.

Here are some tips for coping:

- Activity often helps to loosen and warm up your muscles, which can help reduce pain.
- Exercise stimulates the body to produce natural pain killer substances.
- Pacing yourself is helpful in managing pain. This means only doing small amounts of activity at one time
- Pain is often made better by doing relaxation exercises.
- Physical activity often helps: reduce stress, lower blood pressure, lower cholesterol, improve circulation.
- In spite of having medical problems, most people CAN do some physical activity.
- **Don't "overdo it." You Should Also Talk With Your Medical Provider Anytime That Pain Causes You Distress.**

GROUP SESSION #12

Nutritional Focus: Eating Control Techniques and Hunger Management

Physical Activity Focus: None

Objectives

- To learn some eating control and hunger management techniques
- To learn more about medications, weight/diet, and exercise

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Tempted? Control Yourself!"
- Handout, "Slow Down.....You Eat Too Fast"

For Physical Activity Focus

- None

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each week they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last week's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- **"OK now we are going to take a look back at your action plans from last week."** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **"Remember the first thing you need to do is rate how successful you were in completing your action plans."** Review and help participants rate their success. Help everyone in group complete this.
- **"Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success."** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific

barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.

- ***“OK, great. Remember each group we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this week’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To learn some eating control and hunger management techniques
 - To learn more about medications, weight/diet, and exercise
-
- Write the words “Impulse Control” on the Board or Flip Chart. Ask participants to describe what it feels like to have an “impulse” to eat and to struggle with it. Be prepared to give an example (e.g. passing a vending machine or entering a movie theater and passing the popcorn stand or something else). Establish agreement that impulse eating is a major contributor to weight gain. Introduce idea that there are tricks/techniques that can be used to help avoid giving in to an impulse to eat. Pass out the handout entitled, **“Tempted? Control Yourself!”** and remind folks that sometimes we need help dealing with temptation. Read through each technique and demonstrate where appropriate...for example, the first one especially how to take deep breaths and the last one regarding the popping of the rubber band. Ask participants which of the techniques they think will work for them.
 - Let participants know that another common problem is eating too fast. Distribute Handout **“Slow Down....You Eat Too Fast”** and let people know that you have some tips for how to slow down. Review each strategy. Ask participants which of the techniques they think will work for them. Remind them that they can use some of these techniques to update their goals sheet (for example: a reasonable new goal might be to commit to putting one’s fork down between every bite and chewing more slowly during every dinner for that week).
 - Begin exercise portion of group by stating that most of the participants in group are probably on medications for medical or psychiatric problems. While these medications are extremely important for your physical and mental health, they can cause issues with exercise and weight loss.
 - Ask how many people are on medications for medical problems. Write these medications on the board. Next also ask how many people are on medications for psychiatric problems. Write these down on the board as well.
 - Acknowledge that some of these medications may cause you to gain or lose weight. Share the example that the newer antipsychotic medications are very effective in managing symptoms and improving functioning; however, weight gain is one serious side effect. Tell participants that it is important to know if you are on a medication that could cause weight gain, because being overweight increases your risk for other medical conditions, such as poor sleep, diabetes, high blood pressure, high cholesterol, heart disease, stroke, arthritis, and cancer. Encourage participants by informing them that if you are on a medication that can cause weight gain, healthy diet and exercise can help you counter that side effect. Tell them you may also ask your doctor if another medication that causes less weight gain might be right for you. Tell the group that it is very important to participate in monitoring the side effects of your medication and to help your doctor regularly monitor your weight and health (e.g., routine weight & blood pressure checks or sometimes blood tests).
 - Remind participants that you are not a medical doctor and that they should talk to their doctors and psychiatrists to discuss their medicines. Also state:
“REMEMBER, NEVER STOP TAKING OR MAKE ANY CHANGES TO HOW YOU TAKE YOUR MEDICATION WITHOUT FIRST TALKING TO YOUR MEDICAL PROVIDER OR PSYCHIATRIST.” “YOU SHOULD, HOWEVER, ALWAYS TALK TO YOUR PROVIDERS

ABOUT ANY AND ALL CONCERNS YOU HAVE ABOUT YOUR MEDICATIONS.”

- Also tell participants that certain medications can also affect exercising efforts. Suggest that this is especially true for some people taking medications for diabetes or heart problems. Once again re-iterate that you are not a medical doctor and they should talk to their doctors and psychiatrists to discuss how the medicines they are taking might affect their exercising efforts. Once again, also state: **“REMEMBER, NEVER STOP TAKING OR MAKE ANY CHANGES TO HOW YOU TAKE YOUR MEDICATION WITHOUT FIRST TALKING TO YOUR MEDICAL PROVIDER OR PSYCHIATRIST.” “YOU SHOULD, HOWEVER, ALWAYS TALK TO YOUR PROVIDERS ABOUT ANY AND ALL CONCERNS YOU HAVE ABOUT YOUR MEDICATIONS.”**
- Remind participants that classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program.
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH WEEK WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next week and hand out reminders.

Tempted? Control Yourself!

Sometimes, we need help dealing with temptations and impulses to eat.

You CAN learn to control your urges to overeat.

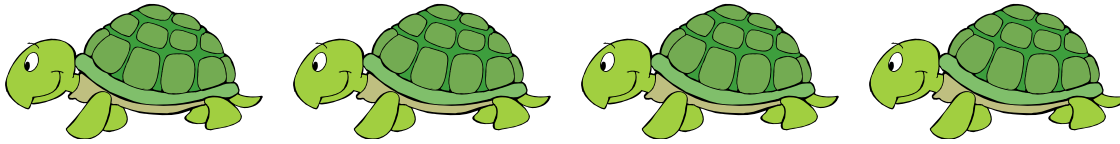
Here are some suggestions:



- Say **STOP!!!** Either aloud or silently to yourself. Then take 5 slow deep breaths and immediately find something else to do
- Put something in your mouth like gum, a Tic-Tac mint, toothpick straw etc.
- Do some exercise---make yourself move!
- Take a **BIG** drink or water or diet soda or some other calorie-free beverage
- **LEAVE!**—just get away from the situation
- Think about the benefits of losing weight
- Pop yourself on the wrist with a rubber band. Gives you something else to think about!



Slow Down You Eat Too Fast!



Eating too fast is almost always a problem for overweight people. Feeling full takes time, and so should eating.

Here are some tips:

- **Slow down. When you eat more slowly you will feel more satisfied with smaller portions and eat less**
- **Before eating, mentally tell yourself to eat slowly and to taste and enjoy every bite.**
- **Put your fork, knife and spoon down in-between every bite**
- **Chew, Chew, Chew.....Try to chew each bite several times before swallowing and take a brief break between bites.**
- **Learn to recognize what it feels like to be full. As you start feeling full, stop eating and save what is left for the next meal. Try stopping $\frac{1}{2}$ way through your meal and asking yourself: “How hungry am I now, am I less hungry than when I started, am I feeling full?” Let your answers guide you to how much more you need to eat.**
- **Avoid taking second helpings. At the very least wait 5 minutes and check to see if you’re really still hungry.**

CHAPTER 4

INDIVIDUAL SESSIONS: MONTHLY REINFORCERS THAT RUN CONCURRENTLY WITH THE GROUPS

Once a participant has started his/her group sessions, 4 additional individual sessions (I5-I8) are recommended to run concurrently to the group sessions to support the treatment he/she is already receiving in group. Individual sessions I5 through I8 occur once a month and coincide with sessions G4, G8, G12, and R2. While these 4 sessions introduce new content, the therapist may tailor these individual concurrent sessions to the participant and any particular problems or concerns that he/she may have. For example, if a participant has missed content from one or more group sessions, the concurrent individual sessions may be used to present/review missed group content. The choice of any additional material to cover in these individual concurrent sessions is made by the therapist. When presenting the material from a missed group session, be sure to cover at least the objectives and handouts for that group. Following are the objectives and handouts for each individual concurrent session:

INDIVIDUAL SESSION #5 (I5) (Concurrent with Group Session 4/Week 8):

Overview Focus: To Discuss Motivation for Losing Weight and Changing Behavior

Objectives:

- To review the individual's reasons for losing weight
- To assess the individual's readiness for change

Materials/Handouts Needed:

- Dry Erase Board and/or Flip Chart and Markers
- Participant's, "**Weight Management Readiness to Change**" worksheet (from I1)
- Handout, "**So... You're Thinking About It**"

INDIVIDUAL SESSION #6 (I6) (Concurrent with Group Session 8/Week 12):

Overview Focus: Involving Others in Your Weight Loss Plan

Objectives:

- To learn helpful strategies of engaging friends and family in a weight loss plan
- To practice speaking to someone about his/her weight loss plan

Materials/Handouts Needed:

- Dry Erase Board and/or Flip Chart and Markers
- Handout, "**Involving Others in Your Weight Control Program**"

INDIVIDUAL SESSION #7 (I7) (Concurrent with Group Session 12/Week 16):

Overview Focus: Healthy Lifestyle Choices

Objectives:

- To inform participants of ways that they can live a healthier life
- To introduce the concept of risk prevention in terms of health

Materials/Handouts:

- Dry Erase Board and/or Flip Chart and Markers
- Handout, **“Quitting Smoking is a Healthy Choice”**
- Handout, **“Resources for Smoking Cessation”**
- Handout, **“Alcohol: The Facts”**

INDIVIDUAL SESSION #8 (I8) (Concurrent with Review Group Session 2/Week 20):

Overview Focus: To Discuss How Diet and Physical Activity Relate to Broader Concept of Recovery

Objectives:

- To review basic concepts associated with Recovery Paradigm
- To highlight how diet and physical activity relate to Recovery
- To define diet and physical activity as important self-management strategies
- To review additional foci for self-management as complements to diet and physical activity

Materials/Handouts Needed:

- Handout, “Recovery Wheel”
- Handout, “Wellness Self-Management: The Wellness Wheel”

INDIVIDUAL SESSION #5 (I5)

Overview Focus

- To discuss motivation for losing weight and changing behavior

Objectives

- To review the individual's reasons for losing weight
- To assess the individual's readiness for change

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participant's, "**Weight Management Readiness to Change**" worksheet (from I1)
- Handout, "**So... You're Thinking About It**"

SESSION OUTLINE

- Begin this session by telling the participant that it is important to discuss the reasons why someone wants to lose weight. Ask if there are any specific reasons why he/she wants to lose weight. Write these on the board. Reinforce all answers.
- Continue by saying that identifying the positives and negatives of losing weight can help someone see their motivation for losing weight or the reasons that they have to lose weight. Give the participant the handout "**So... You're Thinking About It!**" Read over the handout with the participant and then fill in the pros and cons of losing weight. For each response, ask why it is a pro or con, and try to probe for details. The answers should be specific to the participant.
- When finished filling in the sheet, summarize the responses that were given for the participant. Ask the participant what he/she thinks when he/she sees the pros and cons side by side.
 - If the response is positive (i.e. the pros are significantly more important than the cons), reinforce the participant and say "it's great that you're able to see that the positives of losing weight are greater than the negatives. This should provide you with some extra motivation to lose weight."
 - If the response is negative (i.e. the pros aren't enough to outweigh the cons), tell the participant that most people who are thinking about losing weight feel that way at some point. It seems like the benefits aren't enough to justify all of the time and work you have to put in. At the same time, you just might not be sure if you want to go through with it. This is completely normal, and we just ask that you think about how some of the positive consequences might impact your life.
- To tie the discussion into group, ask the participant what they have been doing in group that will help him/her to make a change.
 - If the participant is already taking steps (eating less fried food/walking), reinforce and tell them to keep up the good work. Tell him/her that it's great that he/she is highly motivated right now, but that over time it's been shown that people's motivation tends to go up and down. It's really important during those times when your motivation is down to remember the things we talked about today, specifically the positive aspects of losing weight.
 - If the participant is not taking any steps toward losing weight, tell him/her that it's ok and that he/she just might not be ready to change at this point. It's still important to come to group so that you have the information for when you get to the point that you want to lose weight. Also, remember what we talked about today because there are some really good reasons to lose weight.

- Review the participant's ratings for "importance" and "confidence" from the Individual Session 1 completed worksheet, "**Weight Management Readiness to Change.**" Say "So at the start of the program you rated the importance of losing weight as a _____. Now that you've been coming to groups for a while and based on what we talked about today, how important is losing weight to you now?" Have the participant give a number rating on the same scale as used in Individual Session 1. Do the same for "confidence".
 - If ratings have gone down (less important/less confident), encourage the participant by telling him/her that losing weight is really tough and everyone goes through peaks and valleys where their confidence and motivation go up and down. Keep coming to group and we can help you become more confident and motivated again.
 - If ratings are the same or have gone up (more important/more confident), encourage the participant by telling him/her that it's fantastic that he/she is still feeling this way. Keep coming to group and we'll take advantage of your high motivation by giving you the tools you need to succeed and lose weight.
- Thank the participant for attending the individual session and ask if he/she has any questions regarding the action plans that were made in the last group. Remind him/her about the next group before ending the session.

So..., You're Thinking About It!

You have indicated that you are considering trying to lose weight in the near future.

Great! This is a step in the right direction.

Perhaps you are thinking about making this effort because you realize that your weight:

- Is affecting your health.
- Is getting in the way of things you want to do.
- Is getting in the way of the person you want to be.
- Is getting in the way of how you want to feel about yourself.



You may not have made up your mind yet. That's OK. Move forward only when you feel ready. To help you make this decision, it is a good idea to seriously **examine the plusses and the minuses** of making changes to lose weight. It really does help to **actually write them down**. Then you can look at the good and the not-so-good parts of making changes to lose weight. Use this sheet to write down your plusses and minuses.

Plusses for Making Changes to Lose Weight

- 1.
- 2.
- 3.
- 4.
- 5.

Minuses for Making Changes to Lose Weight

- 1.
- 2.
- 3.
- 4.
- 5.

MOVE!

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INDIVIDUAL SESSION #6 (I6)

Overview Focus

- Involving others in your weight loss plan

Objectives

- To learn helpful strategies of engaging friends and family in a weight loss plan
- To practice speaking to someone about his/her weight loss plan

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Handout, “**Involving Others in Your Weight Control Program**”

SESSION OUTLINE

- Begin this session by telling the participant that often it can be hard to stay motivated to exercise and eat well. It’s hard work and sometimes it can seem like giving up would be easier. It’s times like that when a friend, family member, or care provider can be a big help to you. Sometimes we all need that extra push to stay motivated and get things done.
- Ask the person if there is anyone that he/she knows who could be helpful to him/her while trying to lose weight. If no people are offered, ask questions to get a feel for who is involved in the person’s life. Who does he/she live with? Are there family members in the area? Who prepares his/her food? Does he/she have a case manager? Does he/she have any friends at the clinic or at home? Once you have answers to questions like these, you can better offer suggestions. If the participant cannot name anyone, use his/her psychiatrist as an example of someone who can be involved (all participants should have a psychiatrist).
- Using the participant’s responses, ask how each person could be used to help with his/her weight loss program. Give the participant the handout, “**Involving Others in Your Weight Control Program.**” Ask if any of these sound like good ideas or if the participant has any of his/her own ideas. If the participant is having a hard time give examples such as walking with a family member or friend around the block/while they walk their dog/to the store, telling whoever buys/prepares their food about how they’re trying to lose weight, telling case manager/social worker/therapist/psychiatrist about trying to lose weight so that they can follow up with you. The idea can be as simple as telling someone that you’re trying to lose weight.
- Once a plausible idea has been identified, discuss how it will be accomplished. Be as specific as possible. Things to consider: When will you suggest something? What will you suggest? How will you suggest it? Practice the situation with the participant where the therapist is the family member/friend. Practice it at least 3 times, while being sure to reinforce each attempt. Point out concepts such as eye contact and being brief and to the point.
- Gauge the participant’s confidence by asking if this is something they can do between now and the next group. If yes, reinforce and tell them that you’ll check in at the next group to see how it went. If no, tell them that it’s ok and maybe it can be added to his/her goal sheet at the next group session.
- Thank the participant for coming in and remind them of the date/time of the next group.

Involving Others in Your Weight Control Program

One of the most powerful things you can do to help with your weight management efforts is to get support and encouragement from other people. When others give you lots of encouragement, it makes you feel like you can do anything!! It's really motivating!

Here are some tips for making that happen:

- ASK others for encouragement in your weight control efforts. Ask key people who you know will be positive and supportive.
- Share your concerns and struggles with your key supporters.
- Tell your key supporters what they can do to help. Be specific. For example "Ask me how I am doing, and then listen", or "Please don't offer me junk food".
- Let them know that their support is extremely meaningful to you and that you need their encouragement for the long run.
- Even if a support person fails to ask how you are doing, go ahead and tell them! This starts the conversation and provides the opportunity to get some encouragement.
- Give back in return. Reward your support people with your attention and your support for them.



INDIVIDUAL SESSION #7 (I7)

Overview Focus

- Healthy lifestyle choices

Objectives

- To inform participants of ways that they can live a healthier life
- To introduce the concept of risk prevention in terms of health

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Handout, **“Quitting Smoking is a Healthy Choice”**
- Handout, **“Resources for Smoking Cessation”**
- Handout, **“Alcohol: The Facts”**

SESSION OUTLINE

- Begin session by stating “We’ve already learned a lot in group about ways to eat healthier and exercise more, and in turn, lose weight. Why is it important to lose weight? That’s right, it makes you healthier and lowers your risk of developing diseases or health problems down the road. There are also other ways to live a healthier lifestyle, and that’s what we’re going to talk about today.”
 - Note to therapist: For the following topics, the goal is to inform the participant about these behaviors and how changing them would be healthier. This is not meant to be individualized psychotherapy on how to quit smoking or decrease alcohol consumption. Provide information and if the participant wants to take action, refer them to their mental health worker.
- Give participant handout, **“Quitting Smoking is a Healthy Choice.”** Ask if they are a current smoker. If they are not a smoker, summarize the handout by saying that smoking can cause a lot of health problems, so it’s great that they don’t smoke. If they are a smoker, read over the handout with them. Tell them that the group’s focus isn’t to help them quit smoking, but it would definitely be a good choice for them to quit. If they’re interested in doing so, tell them to check with their psychiatrist or therapist to find out about programs for quitting and distribute the handout, **“Resources for Smoking Cessation.”**
- Another way to live a healthier lifestyle is to decrease intake of alcohol. Alcohol is harmful to the liver, and it also has a lot of calories, so it’s bad for your health in more than one way. Alcohol can also put you in risky situations or decrease your judgment, so it can be dangerous in that way too. Distribute and discuss the handout, **“Alcohol: The Facts.”** If they have any concerns about alcohol use or want to cut down, they should speak with their therapist or psychiatrist.
- Similar to alcohol, drug use is also harmful to the body. Illegal drugs have different effects depending on the type of drug, but they all harm the body. Like alcohol, they can also affect your judgment, which could in turn affect your health and well-being. If the participant feels that drug use might be a problem, have them speak with their therapist or psychiatrist.
- Another important way to be healthy and lower your risk of getting a disease is to practice safe sex. Ask the participant if they know what this means. Tell them that it means using a condom when having sex. This will prevent pregnancy and also the spread of diseases like HIV, hepatitis, and syphilis. These diseases can be very harmful to you,

so it's really important to protect yourself against them. If you're sexually active, talk to your doctor about condoms and where you can get them.

- Summarize the session by stating that in addition to all of the work you've been doing to lose weight, it's also important to live a healthier lifestyle in general. This includes things like not smoking or doing drugs, decreasing use of alcohol, and practicing safe sex. Do you have any questions about the things we discussed today? If you'd like some more information, speak with your doctor.
- Thank the participant for coming and remind them of the date/time for the next group.

Smoking Cessation Resources

Smoker's Helpline (800) QUIT-NOW (800-784-8669)

Online Quitting Resources: www.smokefree.gov

American Cancer Society: www.cancer.org

American Lung Association: www.lungusa.org

American Lung Association Hotline: (800) LUNG-USA

Alcohol: The Facts

Did you know...?

1. If you quit drinking, you will lower your risk for many serious diseases (liver disease, heart disease, cancer).
2. Alcohol has lots of calories that can make you gain weight.
3. Many medications, especially psychiatric medications, have extremely harmful side effects when mixed with alcohol.
4. In 2000, the National Institute of Health estimated that alcohol abuse costs the country about \$185 million each year.
5. Alcohol is a factor in 40% of traffic deaths.



Where can I get help?

- Talk to your doctor or therapist
- Check out your local Alcoholics Anonymous meeting.

INDIVIDUAL SESSION #8 (I8)

Overview Focus

- How diet and physical activity relate to broader concept of recovery

Objectives

- To review basic concepts associated with Recovery Paradigm
- To highlight how diet and physical activity relate to Recovery
- To define diet and physical activity as important self-management strategies
- To review additional foci for self-management as complements to diet and physical activity

Materials/Handouts Needed for this Session

- Handout, “**Recovery Wheel**”
- Handout, “**Wellness Self-Management: The Wellness Wheel**”

Session Outline

- Begin session by reviewing the recovery paradigm. Draw from content below to help present and review the concept. Be sure to include consumer in discussion and make exchange as interactive as possible. After reviewing definitions below and providing your view on recovery, have participant talk about what recovery means to him/her
- Review one or more of the definitions of recovery below:
 1. “[Recovery is] a deeply personal, unique process of changing one's attitudes, values, feelings, goals, skills and/or roles. It is a way of living a satisfying, hopeful, and contributing life even with limitations caused by illness. Recovery involves the development of new meaning and purpose in one's life as one grows beyond the catastrophic effects of mental illness.” (*William A. Anthony, Recovery from Mental illness: The Guiding Vision of the Mental Health Service System in the 1990's*).
 2. “Recovery does not refer to an end product or result. It does not mean that one is 'cured' nor does it mean that one is simply stabilized or maintained in the community. Recovery often involves a transformation of the self wherein one both accepts one's limitation and discovers a new world of possibility . . . Thus, recovery is a process. It is a way of life. It is an attitude and way of approaching the day's challenges.” (*Patricia Deegan, The Conspiracy of Hope*).
- Present, discuss and review **RECOVERY WHEEL handout**. Say, “Here is a picture of something we call the RECOVERY WHEEL. Let’s go through it to review in more detail what recovery is all about

Go around the wheel and review each of these 6 important aspects of recovery.

- **Hope:** The belief that people can and do overcome obstacles in their lives.
- **Self-Respect:** Learning to accept who you are and believing in oneself again.
- **Empowerment:** The sense that people have the authority to make important decisions in their own lives.
- **Non-Linear:** The lifelong road to recovery is not a straight line. The journey sometimes takes us in unexpected directions. It involves occasional setbacks and growing as a person.
- **Strengths:** recovery focuses on building your unique strengths, coping abilities, and skills to help you bounce back during hard times so that you are better able to reach your life-goals.

End with Holistic to highlight that recovery also includes physical as well as mental wellness

- **Holistic:** recovery involves many aspects of a person's life including their mind, body, spirit, and community. We've been spending a lot of time talking about how diet and exercise help support a healthy body. Having a healthy body supports our mental health recovery and is a very important part of living a full and meaningful life.
- Remind participants that part of recovery means being responsible for your own well-being. Remind them that they have been learning about how to play a more responsible/active role in managing their diet and exercise regimens.
- Introduce/distribute the handout, "**WELLNESS SELF-MANAGEMENT: The Wellness Wheel**" and highlight how healthy eating and physical activity are two important aspects of self-management.
 - Say: "***PART OF TAKING GOOD CARE OF YOURSELF IS EATING A HEALTHY DIET***" and "***STAYING PHYSICALLY ACTIVE AND GETTING EXERCISE IS ANOTHER IMPORTANT THING WE CAN DO TAKE CARE OF OURSELVES***"
- Then go around the remaining spokes of the WELLNESS WHEEL and review/discuss other topics that relate to things they can be doing to take better care of themselves. Use review to highlight how diet and exercise are just part of physical and psychiatric wellness and how other foci are also important to taking a holistic approach to recovery. Paraphrase/say (and refer to graphic of the wheel as you go along:

ADDICTIVE BEHAVIORS. "AVOIDING SUBSTANCES LIKE ALCOHOL, ILLICIT DRUGS AND CIGARETTES IS ALSO AN IMPORTANT WAY TO TAKE CARE OF OURSELVES."

Discuss if/how relevant for participant

MEDICATION MANAGEMENT AND TREATMENT ADHERENCE: "LEARNING HOW AND WHY IT IS IMPORTANT TO MANAGE BOTH PSYCHIATRIC AND MEDICAL MEDICATIONS IS ALSO VERY IMPORTANT WAY WE CAN TAKE CARE OF OURSELVES. PAYING ATTENTION TO TREATMENT RECOMMENDATIONS IS ALSO IMPORTANT."

Discuss how relevant for participant

MAKING GOOD USE OF HEALTH CARE: “LEARNING HOW TO MAKE MORE EFFECTIVE USE OF OUR TIME WITH DOCTORS AND MEDICAL PROVIDERS IS ALSO A GOOD WAY TO PLAY AN ACTIVE ROLE IN TAKING CARE OF OURSELVES. THIS MEANS BEING ABLE TO ASK QUESTIONS AND COMMUNICATE MORE EFFECTIVELY WITH DOCTORS AND OTHER HEALTHCARE AND PSYCHIATRIC PROVIDERS.

Discuss how relevant for participant

MAKING GOOD USE OF ONE’S SUPPORT NETWORK: “GETTING THE ASSISTANCE AND SUPPORT WE ALL DESERVE IS ALSO AN IMPORTANT PART OF TAKING CARE OF OURSELVES. FIGURING OUT WHO IN OUR LIVES ARE AVAILABLE TO SUPPORT US AND HOW THEY CAN SUPPORT US IS A VERY IMPORTANT WAY TO HELP TAKE BETTER CARE OF OURSELVES AND TO MAKE SURE WE GET THE HELP/ASSISTANCE WE NEED AND DESERVE.”

Discuss how relevant for participant. DISCUSS HOW THIS RELATES TO GETTING HELP W/ DIET AND EXERCISE GOALS.

SYMPTOM MANAGEMENT: “AND OF COURSE, ITS ALSO HELPFUL TO LEARN NEW BEHAVIORS AND ACTIVITIES THAT CAN HELP YOU MANAGE PSYCHIATRIC SYMPTOMS AND CONCERNS.

Encourage participants to talk with their mental health providers about skills and techniques they can learn to help control/tolerate psychiatric symptoms.

- End session with reminder that adopting a healthy diet and becoming more physically active are helpful ways to lose weight. Remind participants that doing so can also help with one’s overall recovery and highlight/review the other ways they can take on a more active role to improve their physical and psychiatric wellness. Reinforce that physical wellness is part of a holistic approach to full wellness and remind folks that they can play an active role in learning behaviors to help support a healthier lifestyle.
- Thank the participant for attending the individual session and ask if he/she has any questions

RECOVERY WHEEL



WELLNESS SELF-MANAGEMENT

The Wellness Wheel



CHAPTER 5

REVIEW GROUP SESSIONS

The 4 review group sessions (R1-R4) begin after participants have finished the full 12-week group session curriculum. These groups are held every other week for 2 months. The purpose of these groups is to review topics that have already been covered in other sessions. The topics that have been picked for these sessions are the most important overall concepts of the curriculum. The same principles should be used for these sessions as the Weekly Group Sessions. Upon completion of the Review Group Sessions, the participant will have finished his/her enrollment in the study. During the final review group session (R4), the participant receives a Certificate of Completion, as well as his/her notebook with all of the handouts from the entire study.

Therapists should post and do a brief review of the same 4-item agenda at the start of every review group session. The 4-item agenda is as follows:

- Review last session's action plans
- Nutritional focus
- Physical activity focus
- Create new action plans

REVIEW GROUP SESSION #1 (R1)

Nutritional Focus: Good Nutrition, Making Healthy Food Choices, Portion Control and Serving Sizes

Physical Activity Focus: Basics of Physical Activity and Benefits of Walking

Objectives

- To review the information you learned in previous sessions about the basics of good nutrition, making healthy food choices, and portion control.
- To review the information you learned in previous sessions about the basics of physical activity, how to be more physically active, and the benefits of walking.

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "Action Plan Tracking Sheet"
- Handout, "Action Planning Worksheet: Making A Physical Activity Action Plan"
- Handout, "Action Planning Worksheet: Making A Healthy Eating Action Plan"

For Nutritional Focus:

- Handout, "Obesity Related Health Risks" (see session I/G1)
- Handout, "5 Food Groups" (see session I2)
- Handout, "Serving Sizes" (see session G2)
- Objects to represent portion sizes (deck of cards and computer mouse)
- Medium sized paper plate

For Physical Activity Focus:

- Handout, "Involving Others in Your Weight Control Program" (see session I6)
- Handout, "Get Started Getting FIT" (see session G2)
- Handout, "Exercise Can Be Fun!" (see session G2)
- Handout, "Walking" (see session G3)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each group they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last session's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.

- ***“OK now we are going to take a look back at your action plans from last group.”*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***“Remember the first thing you need to do is rate how successful you were in completing your action plans.”*** Review and help participants rate their success. Help everyone in group complete this.
- ***“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***“OK, great. Remember each group we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”***
- Write/Present this session’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To review the basics of good nutrition
 - To review how to choose healthy food
 - To review portion control and serving sizes
 - To review the health benefits of physical activity
 - To review how to motivate yourself to become more physically active
 - To review the F.I.T. principle to guide your physical activity goals
 - To review the benefits of walking and how you can walk more every day
- Ask participants if they remember what medical conditions are related to being overweight. Review handout, **“Obesity Related Health Risks.”** Stress that losing weight will help them lower their risk of getting those diseases.
 - Review calories. “It is important to understand that good eating habits are an important part of weight control. To understand good eating habits, you must also understand what calories are and how they work. Calories are units of energy. They describe how much energy your body gets from eating and drinking. Your body needs calories to function, and they are in everything you eat and drink. You burn these calories when you exercise. You can control your weight by keeping a balance between what you eat and how active you are. When you eat or drink more calories than your body uses up, you gain weight. To lose weight, you should eat and drink less and increase your physical activity. To lose weight, you need to use up more calories that you take in.”
 - Review **“5 Food Groups”** handout. Ask participants to identify healthy examples in each food group. For fruit: highlight that they can eat fresh, frozen, canned, or dried fruit or drink fruit juice. Just make sure the fruit has no added sugar, salt, or syrup. For vegetables: highlight that it is best to bake or steam vegetables without oil or salt. For dairy products: highlight that it is healthiest to stick with low-fat, skim, and non-fat options. For grains and pasta: highlight that it is best to eat whole grains or wheat and to practice portion control because there are a lot of carbohydrates in this group. For meats and other proteins: highlight that it is healthier to choose fish instead of red meat, and that they should limit the amount of processed meats they eat including hotdogs, sausages, and bacon (these foods are very high in saturated fat and salt).

- Introduce topic of portion control and ask what it means to participants. “It means that you understand what a serving size is and also that you eat just that amount. By eating less food, you will take in fewer calories. A serving size is the recommended amount of food or recommended size of beverage. If you go over the recommended serving size, you run the risk of gaining weight. It is important to remember what a reasonable portion size is and to stick to just that amount. To do this, we learned how to use familiar objects to help figure out how big a single serving size is.” Review “**Serving Sizes**” handout. As you are discussing the handout, place the deck of cards and computer mouse on the plate. Tell participants that the rest of the plate should be filled with vegetables.
- Ask participants what physical activity means and what the benefits of physical activity are. “Exercise improves your mood, fights chronic diseases, strengthens your bones and muscles, increases energy, helps you sleep better, and can help you lose weight. Thinking about the positive benefits of exercise can help motivate you to start exercising. For most of us, however, staying motivated is a real challenge. When your motivation starts to slip, try to remember all the benefits of being more physically active.”
- Discuss social support. “Sometimes you may need a little extra push to stay motivated about physical activity. It can be helpful to ask a friend or family member for help to keep you on track. Getting support and encouragement from other people is a great way to stay focused and keep up with your physical activity and weight management goals. If you tell people you are trying to lose weight, they can help motivate you. They might even give you advice or keep you company as an exercise buddy.” Review “**Involving Others in Your Weight Control Program**” handout.
- Review “**Get Started Getting FIT**” handout. Review each of the three components and have participants read each bulleted point. For Frequency: highlight that it is important to increase frequency slowly and to try to build up to exercising 3 to 5 days per week. For Intensity: highlight the difference between low intensity and moderate intensity activities and get examples from participants. For Time: highlight that it is important to start slowly and build up the amount of time they are active and to try to build up to 30 minutes per exercise session. Remind participants that some time is better than none.
- Review “**Exercise Can Be Fun!**” handout. Acknowledge that not everybody likes physical activity or exercising. Remind participants that there are lots of ways to be physically active without doing what you might consider a workout or exercise. Have participants read each of the examples on the handout and be sure to stress that not all exercise has to be planned or done in a gym. Remind them that they can make exercising fun.
- Review “**Walking**” handout, the benefits of walking and how to use the pedometer as a motivator. Ask participants for ideas on how to walk more. (Examples: 1. If you use a bus to get around, get off a few blocks before your stop; 2. If you use a car to get around, park a little farther away from where you’re going; 3. Take short 10 minute walks after lunch and after dinner; 4. Take the stairs instead of the elevator; 5. Stand up and walk around during TV commercials; 6. Go to the mall and walk around window shopping.)
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH GROUP WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next group (2 weeks) and hand out reminders.

REVIEW GROUP SESSION #2 (R2)

Nutritional Focus: Liquid Calories, Reading Food Labels, and Fast Food

Physical Activity Focus: Warming Up/Cooling Down, Stretching, Exercising Safely and Barriers to Exercise

Objectives

- To review information that you learned in previous sessions about water and liquid calories, how to read food labels, and how to choose healthier fast food.
- To review information that you learned in previous sessions about the importance of warming up and cooling down when you exercise, proper stretching techniques, and how to exercise safely. You will also review barriers to exercise and how you can get around them.

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, "**Action Plan Tracking Sheet**"
- Handout, "**Action Planning Worksheet: Making A Physical Activity Action Plan**"
- Handout, "**Action Planning Worksheet: Making A Healthy Eating Action Plan**"

For Nutritional Focus:

- Handout, "**Water: Drink Up!**" (see session G3)
- Handout, "**Liquid Calories**" (see session G3)
- Handout, "**How to Read a Food Label (Serving Size & Calories)**" (see session G4)
- Handout, "**Nutrient Label Claims**"
- Handout, "**Fast Food Calorie Chart**" (see session G10)
- Handout, "**Healthier Fast Food Choices**" (see session G10)
- Copies of nutritional facts from fast food restaurants such as McDonald's, Taco Bell, Wendy's, Burger King, Subways and Pizza Hut (For instructor's use only)

For Physical Activity Focus:

- Handout, "**Warm-Up and Cool-Down**" (see session G8)
- Handout, "**Sample Stretches**" (see sessions G4 and G8)
- Handout, "**Guidelines for Extreme Weather**" (see session G7)
- Handout, "**Safety Reminders & When to Stop Exercising**" (see session G7)
- Handout, "**Common Barriers to Physical Activity**" (see session G5)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each group they will be able to bring home copies of all materials reviewed during that particular session).

- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last session's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last group."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***"Remember the first thing you need to do is rate how successful you were in completing your action plans."*** Review and help participants rate their success. Help everyone in group complete this.
- ***"Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success."*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***"OK, great. Remember each group we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let's move on to today's topics."***
- Write/Present this session's objectives on Flip Chart. Review these to highlight what today's session will be about:

Objectives

- To review information about water and liquid calories
 - To review how to read food labels
 - To review how to choose healthier fast food
 - To review the importance of warming up and cooling down when you exercise
 - To review proper stretching techniques
 - To review how to exercise safely
 - To review barriers to exercise and how you can get around them
- Ask participants if they remember why it is important to drink water and how much water you should drink. Review handout **"Water: Drink Up!"** Remind participants that drinking enough water is necessary to stay healthy and water helps your body work properly. Remind them that drinking enough water will help you feel full so that you don't overeat and that sometimes when you feel hungry, it's really because your body is dehydrated. Being dehydrated means that your body is thirsty. Also note that heat and physical activity make you sweat and increase your body's need for water.
 - Review tips to help you drink enough water: 1) Don't wait for thirst! When you feel thirsty, your body is already very low on water. Drink water before you feel thirsty. 2) Always carry a water bottle with you. 3) Take water breaks during the day. 4) Drink water with your meals. Try drinking a full glass of water before you start your meal.
 - Review handout **"Liquid Calories"**. Remind participants that you can cut out fat and calories by making some simple substitutions in your drinks. Review examples: 1) Drink water instead of alcohol. 2) Drink diet soda instead of regular soda. 3) Drink decaf instead of regular coffee. 4) Use skim milk instead of cream and artificial sweetener instead of sugar with your coffee.
 - Ask participants if they remember why it is important to learn how to read food labels. Remind them that learning how to read food labels will help you pay closer attention to what is in the food you eat and in the beverages you drink so that you can choose healthier. A food label gives a lot of important information, such as serving size and calories. Knowing this

will help you choose healthier food and eat smaller portions. Review handout "**How to Read a Food Label (Serving Size & Calories)**". Review how to read the important information about serving sizes, numbers of servings, and calories. Remind them that to figure out how many calories are in a container, you need to take the number of calories and multiply it by the number of servings per container.

- Remind participants that food labels also provide information about how much salt, sugar, and saturated fat are in food or drinks and that healthy diets focus on limiting the amount of salt, sugar and saturated fats you consume. Remind them that there are lots of terms on food packages and it is important to understand these terms because you should know what you are putting into your body.
- Review handout "**Nutrient Label Claims**". Review the definitions of the terms "free", "low", and "reduced." Have group members read them from the handout. Stress that just because food is labeled "free", "low", or "reduced", doesn't mean that it is healthy. For example, eating fruit is still healthier than eating sugar free chocolate.
- Transition to discussing Fast Foods. Ask participants if they remember why fast food is not healthy for you. Reinforce that fast food has a lot of saturated fat, salt, sugar, and calories. Eating a lot of these foods can lead to diseases like stroke, high blood pressure, and diabetes. Review handout "**Fast Food Calorie Chart**" to see how many calories there are in fast food.
- Ask the group for suggestions about ways you can eat healthier at fast food restaurants. These include skipping the cheese, holding the mayo, eating grilled food instead of fried food, choosing fruits and vegetables as sides, ordering salad with low-fat or no dressing, and drinking water or diet soda instead of soda. Stress to remember portion control – don't supersize!
- Review handout, "**Healthier Fast Food Choices.**" Pass around the copies nutritional facts from fast food restaurants and ask participants for other examples of healthier choices from the different fast food restaurants.
- Transition to physical activity focus...ask participants if they remember why it is important to warm up and cool down when exercising. Remind them that warming up helps prepare your muscles for exercise. Cooling down helps them recover afterward, and both help prevent injury and muscle soreness. Remind them that to warm up, you should begin exercising at a slow pace, and to cool down, you should gradually reduce the force of your exercise and never stop suddenly. Review handout, "**Warm-Up and Cool-Down.**"
- Ask participants about why stretching is an important part of any exercise program. Reinforce that it makes you more flexible and increases your range of motion, which lowers the risk of injury and muscle soreness. Remind them that stretching also helps lower stress, and it improves your posture, coordination, and blood circulation. Also remind them that gentle stretching is good anytime, but the best time to stretch is immediately after exercising when your muscles are warm and flexible, and that when stretching, it is always essential to use proper techniques (i.e., hold stretch for at least 30 seconds, don't bounce, stretch both sides, relax and breathe freely, and stretch "pain-free"). Review handout, "**Sample Stretches**" for examples of how to stretch properly.
- Discuss issues with exercising in extreme weather by reviewing handout, "**Guidelines for Extreme Weather.**" Have participants offer examples of tips for exercising in both very cold and very hot weather. Stress the importance of drinking water before, during, and after exercise to avoid becoming dehydrated when exercising in hot weather.
- Remind participants that a big part of exercise safety is prevention, which includes giving your body the food, water, rest, and attention it needs to operate at its best. Emphasize that it is also important to practice good safety habits and be aware of your surroundings when you are exercising. Review handout, "**Safety Reminders & When to Stop Exercising.**" Emphasize the warning signs under the "When to Stop Exercising" section of the handout, which tell you that something may be wrong with your body. Reinforce that chest pain, trouble breathing, nausea/dizziness, and joint pain are all signs that something is wrong with your body and you should stop exercising immediately. If the chest pain, trouble breathing, or

nausea/dizziness does not go away after stopping exercise, you should call 911 or go to the nearest emergency room. If any of those symptoms do go away but come back each time you exercise, you should see your primary care physician as soon as possible.

- Next, review that exercise is an important part of weight management, but sometimes barriers may get in the way of exercising. Emphasize the two types of barriers to exercising: 1) attitudes (“I just don’t feel like exercising”), and 2) situations (“It’s too cold to exercise”). Emphasize that there will be barriers to reaching your goal, but if you are serious about losing weight, you can find ways to overcome these barriers. Review handout, “**Common Barriers to Physical Activity.**” Pick one or two barriers identified and ask group for suggestions on how to overcome the particular barrier. (Example barrier: “I don’t have the time.” Possible solution: Adjust your schedule to make time. Squeeze in a few 10-minute walks during your day.) Remind participants that some exercise everyday is better than none!
- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- ***“REMEMBER EACH GROUP WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”***
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- ***“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”***

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next group (2 weeks) and hand out reminders.

Nutrient Label Claims

There are lots of terms on food labels. Here's what some of them mean:

Free:

Sugar free, fat free, sodium free or calorie free – too small an amount to affect you or your diet.

Low:

Low fat: 3 grams or less of fat per serving

Low in saturated fat: 1g or less per serving and not more than 15% of calories from saturated fat

Low-cholesterol: 20mg or less and 2g or less of saturated fat per serving

Low calorie: 40 calories or less per serving

Low sodium: 140 mg or less per serving



Reduced:

Contains 25% less of a nutrient than compared to a similar food. Examples include **reduced calorie, reduced fat, reduced cholesterol, reduced sodium**. You will also see “reduced in,” “fewer,” “lower,” “lower in,” or “less.”

Light:

1/3 fewer calories, 50% less fat or 50% less sodium than the original.



High:

20% of the Daily Value of a nutrient (example: calcium, vitamin C). You will also see “excellent source of” or “rich in.”

Good Source:

10-19% of the Daily Value of a nutrient (example: folate, iron). You will also see “contains” or “provides.”

More:

10% of the Daily Value of a nutrient (example: fiber). You will also see “enriched,” “fortified,” or “added.”

Healthy:

Low in fat and saturated fat, 60mg or less cholesterol per serving. At least 10% of the Daily Value for one or more of vitamins A and C, iron, calcium, protein, and fiber per serving, and 480 mg or less of sodium per serving.

Lean:

Less than 10g fat, 4.5g or less saturated fat, and less than 95 mg cholesterol per serving.

Extra Lean:

Less than 5 g fat, less than 2g saturated fat, and less than 95 mg cholesterol per serving.



REVIEW GROUP SESSION #3 (R3)

Nutritional Focus: Fruits and Vegetables, Salt and Fats, and Grains

Physical Activity Focus: Exercising on a Budget and Making Time to Exercise

Objectives

- To review the information you learned in your previous sessions about fruits and vegetables, sodium/salt and fats, and grains, and the role they play in weight loss and healthy eating.
- To review the information you learned in your previous sessions about ways to exercise on a budget and making time for exercise.

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, “**Action Plan Tracking Sheet**”
- Handout, “**Action Planning Worksheet: Making A Physical Activity Action Plan**”
- Handout, “**Action Planning Worksheet: Making A Healthy Eating Action Plan**”

For Nutritional Focus:

- Handout, “**Fruits and Vegetables**” (see session G5)
- Handout, “**Sodium (Salt)**” (see session G6)
- Handout, “**Good Fat, Bad Fat**” (see session G6)
- Handout, “**How to Read a Food Label (Fat)**” (see session G6)
- Handout, “**Grains**” (see session G9)

For Physical Activity Focus:

- Handout, “**Exercising on a Budget**” (see session G9)
- Handout, “**Ways to Fit Physical Activity Into Your Day**” (see session G10)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each group they will be able to bring home copies of all materials reviewed during that particular session).
- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last session's action plans using “Healthy Eating and Physical Activity Action Plan Tracking Sheets.” Be sure to **celebrate/reinforce successes**.

- **“OK now we are going to take a look back at your action plans from last group.”** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- **“Remember the first thing you need to do is rate how successful you were in completing your action plans.”** Review and help participants rate their success. Help everyone in group complete this.
- **“Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success.”** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- **“OK, great. Remember each group we are going to make new action plans and record them here. At the end of the program we will have a whole list of action plans you can use to help keep you focused on your diet and exercise goals. Let’s move on to today’s topics.”**
- Write/Present this group’s objectives on Flip Chart. Review these to highlight what today’s session will be about:

Objectives

- To review why fruits and vegetables are good for you and how to eat more of them.
 - To review the effects that salt and fats have on your health and weight.
 - To review the different types of grains.
 - To review how to exercise for free or for little money.
 - To review how to add short workouts to your daily routine.
- Ask participants if they remember why fruits and vegetables are important to your health. Review handout, **“Fruits and Vegetables.”** Remind participants that fruits and vegetables are great sources of many vitamins and minerals, which help your body and organs work properly, and strengthen your immune system. Remind participants that fruits/vegetables also contain fiber, which is great for your body because it helps digestion and, along with other healthy food and exercise, can help to lower your cholesterol and prevent diabetes and heart disease. Stress that fruits/vegetables are also good for you because they help you feel full, making you less likely to overeat. Fruits/vegetables are good low calorie snacks that can help you control your weight. Highlight some healthy ways to prepare fruits/vegetables in order to get the maximum health benefits (e.g., fresh, frozen, steamed, or baked with minimal to no added dressing /sauces to avoid adding extra fat and calories; canned or dried without any added sugar, syrup, or salt; 100% fruit/vegetable juices that are low in sugar and salt; avoid frying your fruits/vegetables or adding any sugar or salt). Remind participants that they should try to eat 5 servings of fruits/vegetables per day. Also, one serving of fruit is about the size of a tennis ball, and one serving of vegetable is about the size of your own fist. Review some tips to help you eat the recommended daily amount of fruits/vegetables (e.g., keep fruits/vegetables handy at home; add fresh fruit like berries or bananas to your cereal or oatmeal; replace high calorie snacks with carrot sticks or an apple; add lettuce, tomatoes, and cucumbers to your sandwiches to fill you up faster; replace high calorie side dish like French fries with a serving of fruit/vegetable; and fill your plate with mostly vegetables instead of meat).
 - Review handout, **“Sodium (Salt).”** Stress that while we need salt, most Americans ingest too much of it. Also, there is salt in almost everything we eat, so adding salt to your food is usually unnecessary. Ask participants if they remember why salt is bad for you. Remind them you should limit how much salt you eat because too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration. Review ways to cut down

on sodium intake (e.g., add herbs, spices, vinegar, or lemon juice to flavor your food instead of adding salt; eat foods that are labeled “low salt,” “reduced salt,” or “no salt.”). Review examples of food that has a lot of salt, such as pre-packaged meals and snacks that come in cans, boxes, or packages; cold cuts, like ham and turkey; Ramen noodles and canned soups; and condiments, such as ketchup, mustard, soy sauce, butter, and mayonnaise.

- Remind participants that fat is part of a healthy diet because it helps your body function properly, but it is important to limit fat. Ask if anyone remembers why you should limit your fat intake. Mention that fat contains a lot of calories, and high levels of fat can lead to increased weight and disease. Review handout, “**Good Fat, Bad Fat.**” Stress that there are two types of fat: good (unsaturated) and bad (saturated and trans) fats. Tell participants that unsaturated fats are good for you and your heart, and can be found in fish like salmon or in nuts like peanuts. Stress that although these fats are good for you, they still contain calories, so always use portion control. Discuss that saturated or trans fats are harmful for your body, and that eating a lot of these fats increases your chances for high cholesterol, heart disease, diabetes, and high blood pressure. Remind participants that saturated fats are found in meat and other animal products like butter, whole milk, and cheese, while trans fats are found in margarine and in snacks, baked goods, and fried foods. Also review handout, “**How to Read a Food Label (Fat).**” Ask participants to point out the section that has information on fat. Remind them that as a general guideline, they should try to keep the grams of fat per serving at 3 or below.
- Refer participants to “**Grains**” handout. Remind them that grains are a type of carbohydrate. Ask if anyone remembers what a carbohydrate is. Stress that carbohydrates are important for your body because they are the body’s main source of energy. Remind participants that most of our calories should come from carbohydrates in the form of grains. Review the two different types of grains: whole grains and processed grains. Emphasize that whole grains and the food made from them are good for you because they contain nutrients and fiber that your body needs, while processed (refined) grains are not healthy for you because the fiber, iron, and some vitamins found in whole grains have been removed. Stress that you should try to get most of your carbohydrates each day from whole grain foods instead of process grains because whole grains are much healthier for you (e.g., choose wheat bread, which is made from whole grains, instead of white bread, which is made from processed grains). Highlight that it is best to avoid grains that have added saturated fats, trans fats, or sugar, because they are not good for you and can add extra calories to your diet.
- Acknowledge that it can be hard to think of ways to exercise if you can’t afford to buy exercise equipment or join a gym. Remind participants that there are cheap alternatives to an expensive gym membership. Review handout, “**Exercising on a Budget.**” Highlight some no-cost exercise options (e.g., go for a walk; do some simple stretches to improve your flexibility and range of motion; find a local trail and go for a hike; build muscle strength by using household items for weights, such as canned foods or bottles of water; participate in events sponsored by your local community center or church where you can be physically active, such as dance lessons; work out with an “exercise buddy;” take a part-time, active job, like mowing lawns, walking dogs, or cleaning houses; and make physical activity part of your daily routine by doing simple things like taking the stairs instead of the elevator or picking a parking spot at the far end of the parking lot). Also highlight some very low-cost exercise options (e.g., buy a bicycle from a second-hand shop or yard sale and go for a bike ride; try a new sport that doesn’t require expensive equipment; check out your local YMCA or other recreational centers for free or low-cost exercise classes; jump rope; purchase discounted weights or dumbbells on the internet or in stores, or rent/buy a fitness DVD and workout in your living room).
- Remind participants that when things get hectic in our lives, exercise seems to be the last thing most of us make time for. But if you change a few small things, you can easily make time for exercise. The trick is to use your free time to your advantage, which means doing some things more often (e.g., walking more often; taking stairs instead of the elevator; and

standing up every now and then to move around). Stress that you need more than that, however, to get a workout. Review handout, **“Ways to Fit Physical Activity Into Your Day.”** Remind them that one way to get your daily workout is to break it up into short segments throughout the day (5 minutes here, 10 minutes there). Review other workout options, such as exercising while watching TV or during commercials (e.g., sit-ups, push-ups, jumping jacks, jogging in place, etc.), going for a walk after dinner around the neighborhood with a family member or friend, doing housework or gardening (the stretching and lifting involved uses many muscle groups), skipping around, step jumping (i.e., jump with both feet together or with one foot at a time onto a step or low platform, then step down and repeat), and dancing around the house and singing into a fake microphone.

- Summarize today’s session with participants and transition to ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials, go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- **“REMEMBER EACH GROUP WE ARE GOING TO MAKE 2 NEW ACTION PLANS, ONE FOR EATING AND ONE FOR PHYSICAL ACTIVITY. YOU CAN EITHER REPEAT THE ONES YOU HAD LAST TIME OR MAKE NEW ONES THAT FOCUS ON THE NEW TOPICS WE LEARNED ABOUT TODAY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”**
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e. encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- **“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”**

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.
- Tell participants you look forward to seeing them next group (2 weeks) and hand out reminders.

REVIEW GROUP SESSION #4 (R4)

Nutritional Focus: Tips for eating at home or eating out, and eating control techniques

Physical Focus: Medical conditions, medications, and other substances

Objectives

- To review the information you learned in previous sessions to help you control what you eat, and how much you eat at home and when you eat out. Additionally, to review how to limit snacking, choose healthier snacks, and stop yourself from overeating.
- To review the information you learned in previous sessions about how to exercise safely if you have a chronic medical condition, or if you experience pain while you are exercising. Additionally, to review how psychiatric medications and other substances affect your health and weight.

Materials/Handouts Needed for this Session

- Dry Erase Board and/or Flip Chart and Markers
- Participants' Most Recent Healthy Eating and Physical Activity Action Plans
- Participants' Notebooks
- Handout, “**Action Plan Tracking Sheet**”
- Handout, “**Action Planning Worksheet: Making A Physical Activity Action Plan**”
- Handout, “**Action Planning Worksheet: Making A Healthy Eating Action Plan**”
- **CERTIFICATES OF COMPLETION**

For Nutritional Focus:

- Handout, “**Eating Tips**” (see session G11)
- Handout, “**Slow down... You eat too fast!**” (see session G12)
- Handout, “**Healthier Snacking**” (see session G4)
- Handout, “**Dealing with Boredom**”
- Handout, “**Emotions and Your Weight**”

For Physical Fitness Focus:

- Handout, “**Coping with Pain and Medical Problems**” (see session G11)
- Handout, “**Alcohol: The Facts**” (see session I7)
- Handout, “**Quitting Smoking is a Healthy Choice**” (see session I7)
- Handout, “**Smoking Cessation Resources**” (see session I7)

SESSION OUTLINE

- Immediately prior to session be sure to weigh-in all participants.
- Welcome all participants and, if there are any new people, provide 2-minute overview of group sessions (including days, times, expectations regarding attendance/ participation, focus etc.)
- Go around the room with introductions. Distribute Notebooks and remind participants how they will be used across group sessions (note how materials will be added to notebook each week and that they will be kept at the clinic and distributed during each class. Also remind participants that at the end of the study, they will be able to take these notebooks home. Also tell participants that each group they will be able to bring home copies of all materials reviewed during that particular session).

- Ask participants if they have any questions or comments about any of the materials or information they've received and reviewed so far in the program.
- Review last group's action plans using "Healthy Eating and Physical Activity Action Plan Tracking Sheets." Be sure to **celebrate/reinforce successes**.
- ***"OK now we are going to take a look back at your action plans from last group."*** Refer group to action plan tracking sheet in notebook and orient them to most recent nutritional and physical activity related action plan.
- ***"Remember the first thing you need to do is rate how successful you were in completing your action plans."*** Review and help participants rate their success. Help everyone in group complete this.
- ***"Great. Now the next thing we do is think about obstacles and barriers that may have made it hard for you to complete your action plan with full success."*** If folks were fully successful, encourage them to keep up the good workfocus on problem solving for those who were only partially successful or not at all successful. Help participants identify specific barrier/obstacles and brainstorm collectively to identify some possible solutions/strategies that might help them be more successful.
- ***"OK, great. Since today's group is the end of the program, you will take your whole list of action plans with you when you leave today so that you can use them to help keep you focused on your diet and exercise goals. Let's move on to today's topics."***
- Write/Present this session's objectives on Flip Chart. Review these to highlight what today's session will be about:

Objectives

- To review tips to help you control what you eat and how much you eat at home and when you eat out.
 - To review how to limit snacking and choose healthier snacks.
 - To review how to stop yourself from overeating when you're having food cravings, are bored, or are feeling negative emotions.
 - To review the benefits of exercise even if you have a chronic medical condition like heart disease, diabetes, arthritis, or a lung disease such as asthma or COPD.
 - To review how to exercise safely if you have a chronic medical condition or if you experience pain while you are exercising.
- To review how psychiatric medications and other substances affect your health and weight.
 - Remind participants that it is important to pay attention to what you eat, how much you eat, and where you eat. Start by reminding people that we can all pay better attention to not only what we eat, but how and where and why we eat. Tell them that today you are going to review some Tips on how to control their eating habits. Review handout "**Eating Tips**." Have participants read the tips out loud, for some of these you may ask, "How many people already do this?" or "How hard would it be for you to try this one?" or "Why is one important, or how will this help?" etc. Solicit tips from participants and have them write the extra tips on their handouts. If participants are having a hard time generating ideas use "**Eating Tips (Therapist Handout)**" to help them.
 - Let participants know that another common problem is eating too fast. Review handout "**Slow Down....You Eat Too Fast!**" Review each strategy. Ask participants which of the techniques they think will work for them. Remind them that they can use some of these techniques to update their goals sheet (for example: a reasonable new goal, might be to commit to putting one's fork down between every bite and chewing more slowly during every dinner for that week).
 - Wrap up snacking section by asking patients if they have any ideas for how to limit snacks and how to snack healthier. Review handout "**Healthier Snacking**." Review the following

concepts: try to limit serving sizes, don't eat out of the bag or box, limit soda intake, eat fruits or vegetables instead of chips or sodas, and try to distract yourself if you have the urge to snack. Ask participants if they have any other ideas. Be sure to have some you can add to list (including, chew gum, brush your teeth, avoid vending machine areas, go for a walk etc.). When substitution alternatives are brought up, always stress that they should be low fat and low sugar.

- Begin exercise portion of group by stating that most of the participants in group are probably on medications for medical or psychiatric problems. While these medications are extremely important for your physical and mental health, they can cause issues with exercise and weight loss.
- Ask how many people are on medications for medical problems. Write these medications on the board. Next also ask how many people are on medications for psychiatric problems. Write these down on the board as well.
- Acknowledge that some of these medications may cause you to gain or lose weight. Remind participants that you are not a medical doctor and that they should talk to their doctors and psychiatrists to discuss their medicines.
 - Also state: **“REMEMBER, NEVER STOP TAKING OR MAKE ANY CHANGES TO HOW YOU TAKE YOUR MEDICATION WITHOUT FIRST TALKING TO YOUR MEDICAL PROVIDER OR PSYCHIATRIST. YOU SHOULD, HOWEVER, ALWAYS TALK TO YOUR PROVIDERS ABOUT ANY AND ALL CONCERNS YOU HAVE ABOUT YOUR MEDICATIONS.”**
- Also tell participants that certain medications can also affect exercising efforts. Suggest that this is especially true for some people taking medications for diabetes or heart problems. Once again re-iterate that you are not a medical doctor and they should talk to their doctors and psychiatrists to discuss how the medicines they are taking might affect their exercising efforts.
 - Once again, also state: **“REMEMBER, NEVER STOP TAKING OR MAKE ANY CHANGES TO HOW YOU TAKE YOUR MEDICATION WITHOUT FIRST TALKING TO YOUR MEDICAL PROVIDER OR PSYCHIATRIST. YOU SHOULD, HOWEVER, ALWAYS TALK TO YOUR PROVIDERS ABOUT ANY AND ALL CONCERNS YOU HAVE ABOUT YOUR MEDICATIONS.”**
- Next tell participants that you'd like to talk about how bodily pain and medical problems can affect physical activity. Start by acknowledging that a lot of people have medical problems that might make it harder to be physically active. For example, talk about how having arthritis or asthma makes it harder to move and breathe during some types of physical activity. Ask people if they have either of these illnesses. Also ask if there are some other medical problems that people have and discuss how those may make it more difficult to be physically active.
- Next, review handout **“Coping with Pain & Medical Problems”** and remind them that although medical problems may get in the way of managing weight and being physically active, losing weight may actually help improve many medical conditions. Have participants read each of the tips on the handout and convey sense of hope and encouragement that even those with medical problems can be physically active and lose weight. Remind participants that all of them could benefit from becoming more physically active and that you know that living with pain or a medical condition might get in the way of physical activity.
- Stress that they can get help in managing pain from BOTH their medical and psychiatric providers.
 - *Note to therapist: For the following topics, the goal is to inform the participant about these behaviors and how changing them would be healthier. This is not meant to be individualized psychotherapy on how to quit smoking or decrease alcohol consumption. Provide information and if the participant wants to take action, refer them to their mental health worker.*

- Review handout “**Quitting Smoking is a Healthy Choice**”. Ask if they are a current smoker. If they are not a smoker, summarize the handout by saying that smoking can cause a lot of health problems, so it’s great that they don’t smoke. If they are a smoker, read over the handout with them. Tell them that the group’s focus isn’t to help them quit smoking, but it would definitely be a good choice for them to quit. If they’re interested in doing so, tell them to check with their psychiatrist or therapist to find out about programs for quitting and distribute the handout “**Resources for Smoking Cessation**”.
- Another way to live a healthier lifestyle is to decrease intake of alcohol. Alcohol is harmful to the liver, and it also has a lot of calories, so it’s bad for your health in more than one way. Alcohol can also put you in risky situations or decrease your judgment, so it can be dangerous in that way too. Distribute and discuss the handout “**Alcohol: The Facts.**” If they have any concerns about alcohol use or want to cut down, they should speak with their therapist or psychiatrist.
- Similar to alcohol, drug use is also harmful to the body. Illegal drugs have different effects depending on the type of drug, but they all harm the body. Like alcohol, they can also affect your judgment, which could in turn affect your health and well-being. If the participant feels that drug use might be a problem, have them speak with their therapist or psychiatrist.
- Summarize today’s session with participants and do a final review of ACTION PLANNING.

Keys to Remember

- After going over the diet and exercise materials go over the following keys to weight loss: 1) Eat less fat, 2) Eat less sugar, 3) Eat fewer calories, and 4) Exercise more. Incorporate these keys into the lesson plan whenever possible.
- Link the group discussion back to the handouts whenever possible.
- During the group discussion of materials, reinforce and praise group members’ participation and suggestions whenever possible.

Action Planning

- **“REMEMBER, YOU CAN CONTINUE TO MAKE NEW ACTION PLANS EACH WEEK FOR EATING AND FOR PHYSICAL ACTIVITY. THE IMPORTANT THING IS TO KEEP FOCUSED ON SMALL STEPS TO HELP YOU REACH YOUR WEIGHT LOSS AND PHYSICAL ACTIVITY GOALS. REMEMBER, ACTION PLANS HELP US TAKE ON CHALLENGES ONE STEP AT A TIME AND GIVE US A SPECIFIC FOCUS FOR WHAT WE CAN DO EACH WEEK.”**
- Make sure participants have copies of a blank action plan for HEALTHY EATING and PHYSICAL ACTIVITY.
- Review as needed the steps to making a good action plan (specific, do-able and something they want to do) and help each participant specify the two required action plans. REMEMBER, they can repeat the one they have been working on or create a new one that focuses more on new topic reviewed. Leave room for choice, but help participant create action plans that will help reinforce and practice behaviors reviewed across the sessions (i.e., encourage creating new plans to reflect new content so participant has opportunity to practice new way of making lifestyle change).
- **“Great, now before you all go, let’s copy your action plans onto the action plan tracking sheet in your notebook.”**

End of Session

- Make sure to measure and record weight for all participants who did not weigh-in at beginning of class.
- Distribute log/record session attendance.

- Handout, **Certificates of Completion** and **Participant Notebooks**. Congratulate participants for completing the program and wish them continued success with their weight management goals!

RESOURCE LIST FOR HEALTH CARE PROVIDERS

- I. MENTAL HEALTH RESOURCES
- II. OVERWEIGHT / OBESITY RESOURCES
- III. NUTRITION RESOURCES
- IV. PHYSICAL ACTIVITY RESOURCES
- V. NUTRITION AND PHYSICAL ACTIVITY RESOURCES
- VI. OTHER HEALTH RELATED RESOURCES

I. MENTAL HEALTH RESOURCES

American Psychological Association (APA)

This site provides information on various psychology topics and numerous links including reference materials, publications, national and international research sites, education, conferences, government information, and help centers.

<http://www.apa.org>

Community Psychology Network

This site is meant to be a resource for educators, professionals, researchers, students and others who are interested in learning more about the field of community psychology. It is a comprehensive guide to the field of community psychology, prevention, intervention, and action research. There are links to discussion lists, latest news, professional societies, education information, and reference materials.

<http://communitypsychology.net>

Health Psychology and Rehabilitation

This site provides resources relating to the practice of psychology in medical and rehabilitation settings. There is online access to articles; practice and research details; information about disorders and treatment; and links regarding psychologists as primary healthcare providers.

<http://www.healthpsych.com>

Psychology Information Online

This site provides information on various topics in psychology for both consumers and professionals. It includes an extensive amount of resources on psychological disorders, information about psychologists and psychiatrists, answers to FAQs on psychological treatments, a list of self-help books, detailed fact sheets on various topics in psychology, information on psychological treatments in general and helpful links.

<http://www.psychologyinfo.com>

II. OVERWEIGHT / OBESITY RESOURCES

Aim for a Healthy Weight

This is a 38 page booklet that contains practical, easy-to-use information for losing and maintaining weight including tips on healthy eating and physical activity: setting weight loss goals, portion and serving size information, sample reduced calorie menus, guidance on dining out, a sample walking program, weekly food and activity diary, and rewarding success.

http://www.nhlbi.nih.gov/health/public/heart/obesity/aim_hwt.pdf

Choosing a Safe and Successful Weight-Loss Program

This is a short fact sheet created by the National Institutes of Health of the U.S. Department of

Health and Human Services. It guides the reader through a number of questions to ask their health care provider and additional steps to identify an appropriate weight loss plan.

<http://win.niddk.nih.gov/publications/PDFs/Choosingprogram0208.pdf>

Do You Know the Health Risks of Being Overweight?

This is a 6 page fact sheet created by the U.S. Department of Health and Human Services. It provides general information about the health risks of overweight/obesity and suggests additional resources.

<http://win.niddk.nih.gov/publications/PDFs/hlthrisks1104.pdf>

MOVE! (Management of Overweight and Obesity for Veterans Everywhere)

It is a national weight management program designed by the [VA National Center for Health Promotion and Disease Prevention \(NCP\)](#), a part of [the Office of Patient Care Services](#), to help patients lose weight, keep it off and improve their health.

<http://www.move.va.gov>

Overweight and Obesity

This site is sponsored by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services. It defines overweight and obesity and presents information on prevalence, contributing factors, health and economic consequences, frequently asked questions, recommendations, state programs and other resources.

<http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm>

Understanding Adult Obesity Fact Sheet

This fact sheet was created by the National Institutes of Health of the U.S. Department of Health and Human Services. It covers how obesity is measured, Body Mass Index (BMI), causes of obesity, body fat distribution, risks of obesity and its psycho-social effects. Also provides information on additional resources.

<http://win.niddk.nih.gov/publications/PDFs/adultobesbw1201.pdf>

Weight Loss for Life

This is a 14 page color brochure created by the National Institutes of Health of the U.S. Department of Health and Human Services. It provides information for adults on the reasons to lose weight and how to do so.

http://win.niddk.nih.gov/publications/PDFs/WeightLossforLife_04.pdf

Weight-loss and Nutrition Myths: How Much Do You Really Know

This is a 6 page fact sheet created by the National Institute of Health of the U.S. Department of Health and Human Services. It describes common weight loss and diet/nutrition myths.

<http://win.niddk.nih.gov/publications/PDFs/Myths.pdf>

III. NUTRITION RESOURCES

Dietary Guidelines for Americans 2010

The Dietary Guidelines for Americans are published jointly every 5 years by the Department of Health and Human Services and the U.S. Department of Agriculture. The Dietary Guidelines provide authoritative advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases. También se ofrece unas partes en Español.

<http://www.healthierus.gov/dietaryguidelines/>

Finding Your Way to a Healthier You

This is a short booklet created by the Department of Health and Human Services and the U.S. Department of Agriculture. It provides nutrition facts based on new Dietary Guidelines for Americans 2010.

<http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>

The Dietary Approaches to Stop Hypertension (DASH) Eating Plan

This website contains the DASH Eating Plan and includes information on the research findings that demonstrate its health benefits. The website describes the Eating Plan and provides sample 7-day menus and several recipes. It gives helpful tips on how to get started, how to use the DASH Eating Plan if trying to lose weight, how to reduce sodium intake and how to read and interpret the Nutrition Facts label. Also, it contains additional information on weight loss and physical activity.

<http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/>

Facts About the DASH Eating Plan

This full color glossy brochure created by the National Institutes of Health of the U.S. Department of Health and Human Services. It provides information on hypertension, the Dietary Approaches to Stop Hypertension eating plan and strategies to reduce sodium intake. It also offers a number of recipes.

http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/new_dash.pdf

Food Safety for Consumers

This site provides consumer information related to fruits, vegetables, fish, meat, poultry, and eggs and dairy products. The site includes information on food storage, preparation, safety, and product recalls. The website gives you options for asking food safety questions and getting answers from food safety experts. También se ofrece unas partes en Español.

<http://www.foodsafety.gov/>

Food and Nutrition Information Center

This is a Food and Nutrition Information Center site sponsored by the U.S. Department of Agriculture. It includes the Interactive Toolbox, which contains links to Web sites that allow consumers and professionals to input information and receive individual feedback to help with dietary assessment and planning, checking personal health risks, testing knowledge, and evaluating needs.

http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1&tax_subject=256

How to Understand and Use the Nutrition Facts Label

A useful site sponsored by the U.S Food and Drug Administration, that offers easy-to-understand Nutrition facts Label materials and information about Nutrition Facts Label programs.

<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/default.htm>

Interactive Menu Planner

This site sponsored by the National Institutes of Health of the U.S. Department of Health and Human Services, provides an online tool that calculates the servings and calories of your selections from a list of available foods and beverages to make up a meal of specified calories. It also has a link to a Body Mass Index (BMI) calculator and an explanation of Portion Distortion.

<http://hin.nhlbi.nih.gov/menuplanner/menu.cgi>

Keep the Beat Heart Healthy Recipes

This is a 145-page collection of recipes sponsored by the National Institutes of Health of the U.S. Department of Health and Human Services. It includes information on planning a nutritious day,

reducing heart disease risks and reading food labels.

http://www.nhlbi.nih.gov/health/public/heart/other/ktb_recipebk/ktb_recipebk.pdf

MOVE! (Management of Overweight and Obesity for Veterans Everywhere)

It is a national weight management program designed by the [VA National Center for Health Promotion and Disease Prevention \(NCP\)](#), a part of [the Office of Patient Care Services](#), to help patients lose weight, keep it off and improve their health.

<http://www.move.va.gov>

ChooseMyPlate.gov

This site is sponsored by the U.S. Department of Agriculture. This website provides educational information on the five basic food groups, as well as on sodium, oils, and empty calories. The website also provides tips for healthy eating on a budget. Super Tracker is a tool that allows users to take assess, plan, and track their food intake and physical activity.

<http://www.choosemyplate.gov/>

ChooseMyPlate.gov En Español

(Spanish version)

<http://www.choosemyplate.gov/en-espanol.html>

Nutrition for Everyone

This website is sponsored by the Centers for Disease Control and Prevention (CDCP) of the U.S. Department of Health and Human Services. It helps everyone in developing healthier eating habits. Key areas of focus include: nutrition basics, fruits and vegetables, and other nutritional resources. There are also links to: nutrition resources for health professionals; the CDCP's Division of Nutrition, Physical Activity, and Obesity; and several other nutrition-related topics.

http://www.cdc.gov/nccdphp/dnpa/nutrition/nutrition_for_everyone/index.htm

Nutrition.gov

Nutrition.gov is supported through a USDA Interagency Agreement with Research, Education and Economics (REE) and Office of Research and Analysis (ORA). This site is a great resource for reliable information on nutrition, healthy eating, and food safety for consumers, educators and health professionals. It also offers current food and nutrition news and publications, information on weight management, information on food assistance programs and grocery-shopping tips.

<http://www.nutrition.gov>

IV. PHYSICAL ACTIVITY RESOURCES

Physical Activity for Everyone

This site is sponsored by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services. It provides an overview of the importance of physical activity and resources to encourage physical activity. It features a Measuring Physical Activity Intensity section which includes the Talk Test, target heart rate and estimated maximum heart rate tests, a perceived exertion test, a metabolic equivalent level test, and lists of sample activities by intensity level. It also provides recommendations for physical activity and links to additional resources.

<http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>

President's Challenge—You're it. Get fit!

The President's Council on Physical Fitness and Sports, the President's Challenge - You're it. Get fit! is sponsored by the U.S. Department of Health and Human Services. It encourages all Americans to make activity part of their everyday lives. This website is the interactive component of that challenge and provides information for kids, teens, adults, seniors, teachers and physical

activity advocates on how to register, track progress, calculate fitness and earn awards for meeting goals.

<http://www.presidentschallenge.org/>

Recreation.gov

This site was created to provide an easy-to-use website with information about all the U.S. federal recreation areas. The site allows you to search for recreation areas by state, recreational activity, agency, or map. It also provides links to recreation maps, weather advisories, and sites where visitors can make advanced reservations for camp sites and tours.

<http://www.recreation.gov>

Your Guide to Physical Activity and Your Heart

This guide was created by the National Institute of Health of the U.S. Department of Health and Human Services. It presents a comprehensive and easy-to-understand information on the impact of physical activity on a heart as well as the power of physical activity on health overall. The guide also addresses the many other benefits of regular physical activity like burning extra calories, building stamina, improving balance, strengthening lungs, and boosting the way people feel. It includes sample walking and jogging programs, instructions for finding your target heart rate zone, ideas for making fitness a family affair, and an overview of the best physical activities for a healthy heart.

http://www.nhlbi.nih.gov/health/public/heart/obesity/phy_active.pdf

V. NUTRITION AND PHYSICAL ACTIVITY

Better Health and You: Healthy Eating and Physical Activity Across Your Lifespan: Tips for Adults

This is a 26-page brochure sponsored by the Weight-control Information Network (WIN), National Institute of Diabetes & Digestive & Kidney Diseases (NIDDK), National Institute of Health (NIH), U.S. Department of Health and Human Services (DHHS). It emphasizes healthy eating and physical activity. It also includes activity log and food diary examples for readers.

<http://win.niddk.nih.gov/publications/PDFs/tipsforadults804bw.pdf>

Dietary Guidelines for Americans 2010

The Dietary Guidelines for Americans are published jointly every 5 years by the Department of Health and Human Services and the U.S. Department of Agriculture. The Dietary Guidelines provide authoritative advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases. También se ofrece unas partes en Español.

<http://www.healthierus.gov/dietaryguidelines/>

Finding Your Way to a Healthier You

This is a short booklet created by the Department of Health and Human Services and the U.S. Department of Agriculture. It provides nutrition facts based on new Dietary Guidelines for Americans 2010.

<http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>

Energize Yourself and Your Family

This is a 20-page brochure created for African American women and their families. It provides information on the benefits of exercise and integrating it into their lives. It includes nutrition guidance on keeping track of serving sizes and reading food labels. It also offers information on free healthy cookbooks.

<http://win.niddk.nih.gov/publications/PDFs/EnergizeYourself2004.pdf>

Healthfinder.gov

It is a free guide to reliable consumer health information sponsored by Office of Disease Prevention and Health Promotion of the U.S. Department of Health and Human Services. This site links to carefully selected information and websites from over 1,700 health-related government agencies and not-for-profit organizations. This site includes health library, drug database, many online checkups and consumer guides. It also offers daily health news in English and Spanish. También se ofrece informacion en Español.

<http://www.healthfinder.gov/>

A Healthier You

This web book brings together nutrition information from the Federal Government that may reduce the risks of chronic diseases such as heart disease, diabetes, osteoporosis, and certain cancers, and increase your chances for a longer life. This one-stop, easy-to-use resource will help you make wise food and physical activity choices to manage your weight with: healthy eating patterns with a seven-day menu from the DASH* Eating Plan; ways to use the Nutrition Facts label to make healthy product choices; tips for eating out and when you are on the go; nearly 100 easy, healthy and tested recipes along with helpful websites; reproducible worksheets to track your progress; steps for incorporating physical activity into your life; and the complete Dietary Guidelines for Americans.

<http://www.health.gov/dietaryguidelines/dga2005/healthieryou/contents.htm>

MOVE! (Management of Overweight and Obesity for Veterans Everywhere)

It is a national weight management program designed by the [VA National Center for Health Promotion and Disease Prevention \(NCP\)](#), a part of [the Office of Patient Care Services](#), to help patients lose weight, keep it off and improve their health.

<http://www.move.va.gov>

ChooseMyPlate.gov

This site is sponsored by the U.S. Department of Agriculture. This website provides educational information on the five basic food groups, as well as on sodium, oils, and empty calories. The website also provides tips for healthy eating on a budget. Super Tracker is a tool that allows users to take assess, plan, and track their food intake and physical activity.

<http://www.choosemyplate.gov/>

ChooseMyPlate.gov En Español

(Spanish version)

<http://www.choosemyplate.gov/en-espanol.html>

Physical Activity and Good Nutrition: Essential Elements to Preventing Chronic Disease and Obesity

This site is sponsored by the Centers for Disease Control and Prevention of the U. S. Health and Human Services. It provides evidence for and information on how physical activity and good nutrition can help to prevent chronic disease and obesity.

<http://www.cdc.gov/nccdphp/publications/aag/dnpha.htm>

SmallStep.gov

This website was created by the U.S. Department of Health and Human Services. It aims to prevent obesity by encouraging small dietary and physical activity changes in the form of 120 steps, such as Step 5 - "Drink water before a meal", Step 35 - "Sit up straight at work", and Step 106 - "When eating out, ask your server to put half your entrée in a to-go-bag". The site includes the list of steps as well as success stories and tips. Website visitors can create an activity tracker to monitor their progress and sign up for a newsletter with tips and recipes. También se ofrece

informacion en Español.
<http://www.smallstep.gov>

VI. OTHER HEALTH-RELATED RESOURCES

Healthfinder.gov

It is a free guide to reliable consumer health information sponsored by Office of Disease Prevention and Health Promotion of the U.S. Department of Health and Human Services. This site links to carefully selected information and websites from over 1,700 health-related government agencies and not-for-profit organizations. This site includes health library, drug database, many online checkups and consumer guides. It also offers daily health news in English and Spanish. También se ofrece informacion en Español.

<http://www.healthfinder.gov/>

MEDLINEplus

MedlinePlus has extensive information on over 700 diseases and conditions as well as prescription and nonprescription drugs. There are lists of hospitals and physicians, a medical encyclopedia, a medical dictionary, health information from the media, and links to thousands of clinical trials.

<http://medlineplus.gov/>

MEDLINEplus - En Español

(Spanish version of MEDLINEplus)

<http://medlineplus.gov/spanish/>

MOVE! (Management of Overweight and Obesity for Veterans Everywhere)

It is a national weight management program designed by the [VA National Center for Health Promotion and Disease Prevention \(NCP\)](#), a part of [the Office of Patient Care Services](#), to help patients lose weight, keep it off and improve their health.

<http://www.move.va.gov>

Healthy Communities Program

This website is sponsored by the Centers for Disease Control and Prevention (CDCP) of the U.S. Department of Health and Human Services. The Healthy Communities Program provides grant funding through partnerships with state and national communities to address poor nutrition, physical inactivity and tobacco use, with an ultimate goal of reducing the burden of chronic disease and achieving health equality. This website provides links to the various Healthy Community Programs.

<http://www.cdc.gov/healthycommunitiesprogram/>

US Army Public Health Command

This site is created by the US Army Public Health Command (USAPHC) of the US Army Medical Department. This is an organization comprised of experts in various health-related disciplines who support readiness by keeping soldiers fit to fight, while also promoting wellness among their families and the Federal civilian workforce. The USAPHC also ensures that veterinary services are performed effectively for Army and Dept. of Defense Veterinary missions. This website provides worldwide scientific expertise and services in clinical and field preventive medicine, environmental and occupational health, health promotion and wellness, epidemiology and disease surveillance, toxicology, and related laboratory sciences.

<http://phc.amedd.army.mil/Pages/default.aspx>

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