



# REACH UP & OUT

Toward a Healthy Lifestyle

**LAY HEALTH EDUCATOR TRAINING MANUAL**

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## LAY HEALTH EDUCATOR TRAINING MANUAL

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[http://bcccp.ncdhhs.gov/linksandresources/NewLeafSinglePages\\_Final.pdf](http://bcccp.ncdhhs.gov/linksandresources/NewLeafSinglePages_Final.pdf)

## **INTRODUCTION**

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**REACH UP & OUT** is a program developed by the University of Alabama at Birmingham Division of Preventive Medicine for African American adults. The overall goal of this program is to provide African American adults with the knowledge and skills to eat healthy and engage in physical activity.

REACH Up & Out was tested through a group randomized clinical trial funded by the national Center on Minority health and health Disparities. This clinical trial demonstrated the efficacy of the program to increase fruit/vegetable intake, increase physical activity, and decrease fried food intake among African American women between the ages of 45 & 65 living in rural counties in the Alabama Black Belt. Since it was a clinical trial there were two interventions that were compared. African American women in three counties received education and skills on breast and cervical cancer screening and African American women in three other counties received education and skills on healthy eating and physical activity. These counties were compared before and after the program for differences. Like any clinical trial, it was important that these counties were randomly assigned to the screening group or the healthy lifestyle group. Both groups learned valuable information, but focused on different health topics.

Questionnaires and evaluation measures were administered to participants prior to the program, immediately after all the sessions, 12 months and 24 months after the program ended to determine the efficacy of Reach Up & Out in changing behaviors related to healthy eating and physical activity. These questionnaires were administered by a data collector from UAB who was not involved in the delivery of the program.

In the next pages we will begin with an overview of the program, its objectives, how to use this manual.

## Overview of the Program

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The **Reach Up & Out** program aims to build a social support network for African-American women in Alabama's Black Belt who can help each other better take care of themselves and their health. The name of the program, "Reach Up & Out," was selected because it focused on reaching women who have not been reached through previous efforts and addressing the real issues that hinder African-American women in taking care of themselves.

In African-American culture, women often are the caretakers of their families and friends. This often leaves self-care as a low priority. **Reach Up & Out** stresses taking care of the inside through the educational sessions and making changes in our daily lives that are sustainable, such as engaging in physical activity, eating fruits and vegetables, etc. Women can then learn about health while developing friendships and supporting one another as they lift themselves and others up in support of a healthy lifestyle.

### OBJECTIVES

African-American women who participate in **Reach Up & Out: Toward a Healthier Lifestyle** will have an increase in knowledge about the importance of healthy eating and physical activity for disease prevention after they complete the sessions.

Women who participate in **Reach Up & Out** will report eating more fruits and vegetables and less saturated fats after they complete the sessions.

Women who participate in **Reach Up & Out** will report more physical activity after they complete the sessions.

Lay educators will facilitate the group, providing education and skill building.

## How to Use This Manual

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Now we will discuss how this manual should be used for teaching purposes.

The program was designed to be delivered in a total of five sessions. Four of the sessions will be in a group, and one session will be individual. The group sessions should take approximately two hours. However, depending on the topic, some of the sessions may take longer than two hours.

The sessions are arranged in the following order:

### **GROUP SESSION 1: Overview of Nutrition and Physical Activity**

OBJECTIVES:

- + Understand the goals of the program
- + Commit to participating in the program
- + Understand the benefits of having healthy eating habits and being active
- + Establish goals to improve their health (in and out)
- + Identify ways to be more active
- + Learn and practice exercises that can be done in a chair/at home
- + Learn about nail care

### **INDIVIDUAL SESSION: Evaluation of Eating Habits and Activity Level**

OBJECTIVES:

- + Dietary risk and physical activity evaluation
- + Understand and know height, weight, and BMI
- + Receive feedback regarding personal diet and physical activity
- + Learn and practice additional exercises to promote physical activity

## **GROUP SESSION 2: The Basics of Eating**

### OBJECTIVES:

- + Understand the importance of healthy eating habits
- + Learn the food groups and understand the pyramid
- + Learn how to improve personal diet
- + Understand the importance of portion control
- + Learn and practice additional exercises to promote physical activity
- + Learn about skin care

## **GROUP SESSION 3: Shopping and Eating Out**

### OBJECTIVES:

- + Learn tips for choosing healthy foods when eating out
- + Understand the importance of reading labels
- + Learn to read food labels
- + Learn to plan a healthy grocery list
- + Learn and practice additional exercises to promote physical activity
- + Learn about color analysis

## **GROUP SESSION 4: Stress Management and Review**

### OBJECTIVES:

- + Recognize signs and symptoms of stress
- + Learn coping techniques for stress management
- + Recognize signs and symptoms of depression
- + Practice brief relaxation exercises
- + Review healthy eating habits and the importance of being active
- + Learn and practice additional exercises to promote physical activity

Although the program has been designed and tested to be delivered in five sessions (including an individual session), the educator can make adaptations and deliver some of the sessions as standalone sessions for women interested in a particular topic. However, sessions 1 and 2 should go together.

**Each section will be arranged in the following order:**

**OBJECTIVES.** Specific objectives will be accomplished in each session

**MATERIALS.** This section will list everything that you should bring with you to the session. It is very important that you have all the necessary materials with you in order to deliver the session appropriately and set a good example for participants.

**REVIEW OF THE PREVIOUS SESSION.** It is important to highlight the main points of the previous session and give participants the opportunity to ask questions and share their experiences. This also will be the time that participants share their homework. It is important to be attentive to the participants' answers in terms of attitudes and intentions that contribute to behavior change as well as to how well they were able to accomplish their assignments.

**TODAY'S TOPIC.** Today's Topic will cover the specific activities to be performed in each session in order to achieve the specific objectives. This walks through, step by step, what is to occur in each session. This section provides very detailed information on the content of the session. Although you should add your personal touch to the program, some components during the sessions that have been included in a script format (bolded text). You do not need to say exactly what it is in the script, but you should give the message as closely as possible.

**TAKE-HOME MESSAGE.** You should go over the most important points addressed in the session and encourage participants to review the cards. In addition, as mentioned above, you should start every session by asking participants what the take home message was from the previous session. Repetition of the learned skills, knowledge, and behaviors is very important throughout the program. You should keep in mind that you are changing behaviors and attitudes. Therefore, you should take advantage

of every opportunity you have to address and reinforce the skills and/or behaviors learned. If participants do not use the skills and/or integrate the learned material, the effectiveness of the program is likely to be diminished.

**HOMEWORK.** It is important to assign homework to participants to reinforce the messages taught in the session. Go through the homework in detail to make sure participants understand what you are asking them to do. Cards to reinforce the knowledge and skills addressed in the session will be distributed.

**As an educator, be aware of the following:**

**You are a *role model* for the participants.** Be aware that participants will be watching your comments and behaviors. Avoid any negative remarks that could influence the success of the program.

**You are the *expert* for the participants.** Therefore, be well prepared for the sessions. Bring all the necessary materials for each session, and be well prepared in terms of knowledge regarding the topic to be covered.

Participants may ask questions that are not covered in the manual. If you do not know the answer, make a note of the question, and tell the participant that you will try to find out the answer and will get back to her in the next session.

**You are a *source of support* for the participants.** Have an empathetic attitude toward the participants—that is, be very open to comments and very supportive of participants' efforts.

**You are a *resource* for the participants.** Help participants overcome the barriers to healthy living by providing assistance. For example, offer to help them find additional information.

**You are a *leader* for the participants.** Participants will observe your leadership skills in dealing with them and others.

It is very important to **reinforce** the skills learned. Take advantage of any opportunity that arises to remind participants of what they have learned in terms of dealing with particular situations (e.g., barriers to living a healthy lifestyle).

It also is important to provide direction and stay focused on the topic discussed. Participants will sometimes provide answers that are inappropriate or not relevant to the topic being discussed. It is your responsibility to redirect the participants.

If participants come up with suggestions or answers that do not apply to the topic, **do not** just discard them. Either challenge the answer or provide a reasonable explanation as to why that does not apply to that particular situation. Again, it is your responsibility to maintain your participants' involvement in the program. If you criticize their answers, they will be more reluctant to provide suggestions and less likely to be involved in the program.

It is also very important to get **everyone** involved in the activities. You will encounter participants who do not participate for whatever reason (the most common reason being shyness). On the other hand, you also will encounter participants who will try to dominate the discussions. Make participants feel comfortable and able to express themselves, but also keep participants who try to monopolize the discussion from disrupting the activities. Some suggestions:

- ✦ Call on, by name, the participants who have not participated. "Mary, what do you think about this?"
- ✦ When a participant who does not usually speak out make a comment, you should try to positively reinforce her response by praising her, thanking her by her name, etc.
- ✦ For participants who tend to monopolize the discussion, you should tell them in a calm voice that you want to hear from other participants, too. Everyone needs to have an opportunity to speak.
- ✦ For participants who are disruptive, you should ignore them through avoiding eye contact or saying, "Thank you, Mary." Then ask another participant by name, "Annie, what is your opinion about this issue?"

It is also very important that at the end of each session, participants display the intention to perform the behaviors or skills discussed. It is very important that the participants are confident they can implement the skills taught. You must make yourself available after sessions for questions and clarifications. You should also encourage participants to call you if they have questions. If a participant misses a session, you should make an effort to make up the session individually with that participant. This session should take place in person.

## **RECRUITMENT**

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By recruiting participants in this program, you will help adults in your community improve their knowledge and attitudes about healthy eating and physical activity. You will help by providing knowledge and increasing the percentage of adults in your community who eat healthy and exercise regularly. The first major effort for recruiting adults from your community will be church activities, individual contacts, word of mouth, passion out flyers, visiting housing developments, and health fairs, etc. **When recruiting, it is important to provide a brief overview of the program and give women the opportunity to sign up. Once they sign up, it is important that the educator contact them to remind them of the first session. We have found that it is helpful to already have the date and location of the first session when recruiting. Women who commit to participate can be given a reminder card at the time of the recruitment. The reminder card should include date and location of the session as well as the educator's phone number.**

### **Supplies needed for registering participants when recruiting:**

- 1. Participant Sign-up sheet.**

This sheet should include writing space for the participant's name, address, email address, home phone and cell phone numbers with the best time to call them.

- 2. Pens and clip boards** for people to register and sign-up for program.

## **Hints to Help Recruit Participants and Keep Them Motivated**

Provide solution to barriers that would prevent participants from attending the sessions such as transportation, lack of motivation, etc.

Establish a relationship—recruitment should be done by the educator who will teach the sessions in order to establish a personal relationship with potential participants.

## **GENERAL ISSUES AND RECRUITMENT**

Recruitment is an evolutionary process beginning with getting to know the community, resources, and barriers. A broad sweep through the community at large, contacting schools, churches, civic, community, and charitable organizations, will provide names and addresses to begin recruitment.

This outline is for guidance in the process. Most or all of the steps must be taken for a thorough recruitment process, but the steps will not necessarily fall exactly in the order listed. You may do your canvassing, go into the community, talk to community leaders, and then realize you need to go back for more information. You may move to the participant recruitment phase and then realize that you need to go back to talk to some organizations. It is very possible that you will think you have found enough locations and/or participants and then realize that you need to recruit more.

Recruitment is a fluid process. While recruiting, look for places to meet. Suggestions include churches, community centers, housing developments, libraries, health departments, etc.

Next we will discuss some tips for recruiting. Remember: Always dress professionally. Wear your badge/ID. Identify yourself by name and as an employee of the organization you represent.

## TIPS FOR RECRUITING

Potential sources of information

- + Government agencies
- + Community events
- + School boards/local schools
- + Churches
- + Library research department (call and ask questions—they may do some research for you)
- + Ride around. Stop, talk to people, and ask questions
- + Briefly explain why you need the information you are requesting

When recruiting through groups, churches, or businesses:

- + Call when possible and practical
- + Stop in/cold call
- + Use the name of the person who referred you
- + Briefly explain why you are calling, then go into more detail as you determine that you have the person's attention
- + If the person does not have time to talk, ask if you can schedule an appointment for a later date
- + Ask for phone numbers and addresses of potential participants
- + If an individual with an organization helps you, send an e-mail or note of thanks. Stop by to meet the person when you are in the area. Personal contact makes you a real person, not just a voice on the phone. More leads may be produced.

When recruiting through individuals:

- + Call when possible and practical
- + Knock on doors/cold call

- + Use the name of the person who referred you
- + If the person does not have time to talk, ask for a better time to talk via phone or in person—ask for a phone number
- + Ask if the person is interested in participating
- + Ask for leads—phone numbers and addresses of other women
- + Maintain records. A good recruiter can trace her steps back to where she began. A paper trail is a map.

### **Retention of Participants in the Program**

Retaining the participants in the program is as important as the recruitment and the sessions. To retain participants, make periodic follow-up phone calls to remind them of upcoming sessions and/or address any questions or concerns.

## GROUP SESSION 1

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### **GROUP SESSION 1: Overview of Health Eating and Physical Activity**

#### OBJECTIVES

At the end of this session, participants should be able to:

#### **Overview of the Program**

- + Understand the goals of the program
- + Be motivated to participate in the program
- + Understand what will be required of them in order to participate in the program
- + Commit to participate in the program
- + Understand the benefits of having healthy eating habits and being active
- + Establish two goals to improve their health—one for eating habits and one for physical activity

#### **Physical Activity**

- + Understand why it is important to be active
- + Identify different ways to be more active every day
- + Practice some chair exercises that can be performed at home

#### **Materials**

- + Name tags
- + Yarn
- + Paper and pencil/pen

- + Flipchart and markers
- + Laminated flipchart
- + “You Can Do It” card
- + Elastic bands
- + Exercise cards
- + Reminder card for next session
- + Confidentiality agreement
- + Session evaluation
- + Participants’ tracking form
- + Portfolio for participants to keep cards
- + Gift cards and log form
- + Form or paper to schedule individual sessions

## **Today’s Topic: Overview of the Program**

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This first session is very important to the success of the program. In this session, you will set the tone for the whole program. Therefore, be very enthusiastic as a way to motivate participants to come back. As you begin the program, you as an educator want to welcome the participants to Reach Up & Out. The most important part of this session is getting the participants to enjoy the program, understand the benefits of the program, and commit to it. This is a key session for the women to bond and feel part of the group. Spend as much time as needed engaging the participants to make them feel welcome. This is supposed to be a positive experience for them—one that they enjoy and that helps them to feel better about themselves. We have a framework that is to be followed, but each group will be slightly different based on the participants’ expectations and needs. Follow the outline below and be guided by the input of the women.

Now, let’s get started.

## **ICEBREAKER**

**Since we do not all know each other or may think we know each other, let's start with a fun activity to get to know each other a little better.**

*String-toss game.* Get a spool of string or yarn. Everyone stands or sits in a circle. The first woman who has possession of the string is instructed to tell the group her name and one thing about herself.

The educator will then ask one question of the participant that cannot be answered yes or no. For example: What do you like to do to relax and have fun? Once she answers the question, she will hold on to the string and throw the ball or spool to another. The next woman will repeat the process with the previous holder posing the question. The toss continues until everyone is holding a piece of the yarn, eventually creating a web of some sort.

In the end, describe how the web represents the group in that we all play a part in creating the web, and that if one person was gone, the web would look different.

**Likewise, it is important that during this program everyone participates and that you don't miss a session, because the success of the program depends on everyone taking part, sharing their ideas with each other, and supporting one another.**

**We hope that with our time together, we can help each other grow as individuals, learn how to better take care of ourselves, and be a source of support for each other.**

**Our goal is to increase awareness and knowledge about the importance of healthy eating and physical activity as well as how to take care of ourselves in and out.**

**You may be asking yourselves, how did Reach Up & Out come about? It came about from our previous work in this county, as well from feedback from other African-American women, that we need to set goals for ourselves (up) and reach out to other women. We usually talk a lot about what is going on, but it is always about our kids and our family, and we rarely take time for ourselves. The time we will spend together is your time.**

**Over the course of the next month, we will learn how we as individuals can take responsibility for our health. We will talk about ways that we can improve our eating habits and become more physically active. We also hope you will learn something to help you look and feel your best. You will receive information each session that you can keep in your new portfolio, and we hope it will help you remember our time together. At the end of our sessions, you will get the chance to share your experiences and transformations with the group.**

**I am very committed to this program because I believe that we should take care of ourselves. We take care of everyone else in our families, and sometimes we forget that we need to take care of our health, too. So I hope you learn a lot, and you have my commitment that I will be here to support you and encourage you. I also hope that everyone in the group will be a source of support and encouragement for each other. That way, we can be examples for other women in our community.**

Explain the overall objectives of Reach Up & Out. Slides are in the laminated flipchart.

**At the end of the program, we hope to have accomplished the following objectives:**

**Objective 1: To share health information in a fun and exciting way.**

**Objective 2: To create a group for women where we can form friendships and learn how to better take care of our health and how to better communicate with others.**

**Objective 3: To share information about healthy eating habits and ways to be more active.**

**Objective 4: To discuss effective ways to improve our current eating habits and increase our physical activity level.**

**Objective 5: To learn ways to enhance our inner and outer beauty by being healthy.**

Explain that you will meet four times as a group and that you will also meet with every woman individually to personalize some of the messages discussed in the group and discuss specific issues that women may not feel comfortable discussing in the group.

Explain your expectations of the women in the group.

**In Reach Up & Out, we have developed some expectations so that the program can be successful and you can get the most out of it. I will need your help.**

Slides are in the laminated flipchart.

1. **In order for us all to benefit from the time we spend together, we all need to work together.**
2. **We ask everyone to give their all, without holding back, so we can get the most out of the time we spend together. Remember: What you put into it is what you will get out of it.**
3. **We ask everyone to show respect for each other.**
4. **Most importantly, we ask for your excitement and enthusiasm for improving your health and the health of other women in your group.**
5. **Ask the group to name some of the things they would like to get out of the program or what their expectations are. List their responses on the flipchart.**
6. **Assess whether or not it is possible to meet those expectations. Explain why or why not.**

**We also have some rules.** Slides are in the laminated flipchart.

- ✦ **Be on time to the sessions. We want to make the most of our time together, and you can help by arriving each time at least five minutes before it is time to begin.**
- ✦ **Attend regularly. You can only learn and gain the most from the sessions if you are present. If for some reason you cannot attend one day, please let me know ahead of time.**
- ✦ **Bring the materials you receive to each session. You will each have a**

**portfolio that will contain your learning tools that we will be referring to in each session. It has activities that we will do as a group and that you can do on your own. Please bring it to each session.** Distribute the portfolios.

- + **Participate through communication. Active participation is the key. If you do not speak, we will not know what your needs are or what your thoughts are.**
- + **Follow the rules of confidentiality. This rule states that we keep what is discussed within the group in the group. We do not want this to become a gossip thread where someone's ideas, problems, or experiences are spread around the community. We want to establish a positive, trusting group.**

Distribute the confidentiality agreement, read it to them, and explain that this is a commitment that they are making to each other about keeping all personal information discussed in the program confidential. Collect the confidentiality agreements after women sign and date them. Keep these in your files.

- + **Create a non-judgmental environment. Listen to others' experiences and opinions with an open mind and an open heart.**
- + **Each week, there will be a homework assignment for you to do. It is important to practice the exercises and activities, on your own, outside of the group in order to master them.**

Ask the participants if they have any other additional rules they would like to add. Reiterate that this is their group, and that the rules should outline what they expect.

Once you have finished discussing the rules, you will move on to discuss healthy living.

**At this point, we are ready to begin our discussion.**

**Ask: What can we do to be healthy?**

Ask for suggestions and write them on the flipchart. Reinforce the participants' suggestions. These should include eating healthy and being active.

**Ask: What does it mean to eat healthy?**

Let the participants respond, and then go on, saying:

**Eating the right food on a daily basis is important for the health of all people.**

**Eating health is often difficult, but it is necessary in order for us to maintain a healthy lifestyle.**

**We need to eat lots of fruits and vegetables and avoid foods that are high in fat, salt, and sugar.**

**Distribute the “You Can Do It” card (Session 1, Card 2).**

**You Can Do It**

Many people have doubts about being able to make the switch to a healthy way of eating. Here are some questions and answers about making the change.

***Will I have to give up all my favorite foods? No!***

- ✦ Eat smaller amounts more often.
- ✦ Learn ways to prepare your favorite foods with less fat and salt—check out the recipes we are going to hand out at each session.
- ✦ Try something new—it may become a new favorite.

***What about taste? Won't I feel hungry all the time? No!***

- + We'll give you lots of great-tasting recipes.
- + Eat according to the pyramid suggestions.

***Won't it cost me more money to eat healthy? No!*** Not if you choose carefully.

- + Out of season, you can eat canned or frozen fruits and vegetables.
- + You can buy lots of healthy foods in bulk—it costs less that way.

**Another important component to being healthy is physical activity. It has been shown that 30 minutes of regular physical activity (preferably each day) of moderate intensity can reduce the risk of certain diseases. Some examples of moderate physical activity are walking briskly, washing your car, climbing stairs, gardening, dancing, and bicycling. If, instead of doing 30 minutes of physical activity, you do 60 minutes, you can help prevent an excess of weight gain.**

**Even though moderate physical activity can achieve some of our goals, vigorous physical activity provides more benefits. Before starting any kind of vigorous physical activity, such as running or going to the gym, talk to your health care provider. He or she can guide you on how to start doing the most appropriate exercise for you.**

**Sometimes, we want to exercise more, but we run into the problem of not having 30 or 60 minutes all together to do it. So one thing we can do is to add up small periods of exercise during the day—for example, we can do 10 minutes of exercise three or six times a day.**

**Accommodating activity into a daily routine can be easy—for example, take a brisk 10-minute walk on a safe road that is near your house, or when you go shopping, park a little way from the store and walk a few more steps. You can also join your friends to go for a walk. This will help your friendship grow and help you be more active. Another idea can be starting a garden, if you have space. This will make you move. Other things that will make you move that we usually do not think about as “exercise” are playing ball with your grandchildren, raking leaves, or putting on some fun music to dance around the house. Keep it interesting by trying something different on different days. What’s important is to be active most days of the week and make it part of your daily routine. The more active you are, the more energetic you will feel. Always remember that if you are going to do vigorous physical activity, such as jogging or going to the gym, talk about it with a health care provider before starting to do it.**

## **Exercises**

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**Now we are going to exercise together as a group. Always remember to talk to a health care provider prior to beginning physical exercises.**

If any participant does not want to do these exercises at this time, tell her that it is okay and to watch how they are done and learn. Explain that if anyone starts an exercise and wants to stop, that is fine.

Distribute the exercise cards (Session 1, Cards 3-13). Explain that you will be going through them all together for the first time and that we are here to learn to be active and to have fun while doing it. Explain that we will repeat these exercises at the end of each session and that everyone should also try and do them at home. Start the activity.

### **WARM-UP EXERCISES**

*Rest for 20 seconds after each set.*

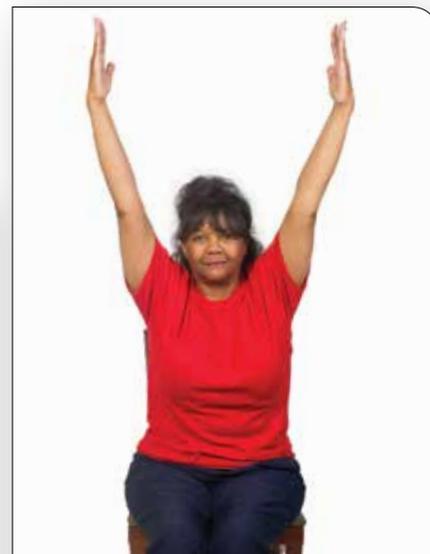
## Bicep curls

- ✦ Sitting in the chair, start with your fingers touching your shoulders. Your elbows should be pointing out to the side.
- ✦ Extend your arms out to your side and then bring your fingers back to your shoulders. Do both arms at the same time.
- ✦ Do up to 3 sets of 8 repetitions.



## Arm raises

- ✦ Sit in the chair. Touch your shoulder with your fingertips.
- ✦ Reach both arms up to the ceiling.
- ✦ Touch your shoulder with your fingertips again.
- ✦ Do 3 sets of 8 repetitions.



### **Shoulder circles**

- + Sit in the chair and lift both arms out to your sides. Your fingers should be pointing outward.
- + Slowly make 8 small circles with your arms.
- + Lower your arms back to your sides.
- + Do 3 sets of 8 repetitions.



### **STRENGTH TRAINING WITH THE ELASTIC BAND**

*Rest for 20 seconds after each set.*

#### **Upper body: Biceps**

- + Place band under feet and do bicep curls.
- + Sit in a chair.
- + Step on one end of the stretch band.
- + Hold the other end of the band with your arm straight down by your side. Be sure there is tension in the band.
- + Bend your elbow and pull up toward your chest. Hold.
- + Return to start position.
- + Repeat 8 times to complete a set. Do three sets.

### Upper body: Triceps

- ✦ Wrap the band behind your back like a shawl.
- ✦ Bring one end of the band under the non-exercising arm and hold in front of and close to your chest.
- ✦ Put the other end of the band over the shoulder of the exercising arm.
- ✦ Lift the elbow of the arm you are exercising up until it is level with the shoulder.
- ✦ Straighten the elbow to stretch the band.
- ✦ Repeat 8 times to complete one set. Do up to 3 sets.

*Alternative: Hold the band in both hands at shoulder level with right arm bent so that it's in front of the chest, left arm straight out. Keeping the left arm straight to hold tension on the hand and contract the triceps to straighten the right arm. Return to start and repeat 10 times before switching sides.*



### Upper body: Chest pull-back

- ✦ Sit or stand with feet shoulder-width apart (the same width as your shoulders).
- ✦ Loop the band around each palm. Lift your arms straight out in front of you.
- ✦ Open your arms and pull on the band. Hold for a few seconds.
- ✦ Relax your arms, and then repeat the exercise 8 times. Do 3 sets of 8 chest pull-backs.



### **Lower body: Seated march, lifting knees**

*This exercise is done without the elastic band.*

- + In a sitting position, place your hands on your thighs.
- + March your legs up and down.
- + Keep up the march for 1 minute.



### **Lower body: Leg circles**

*This exercise is done without the elastic band.*

- + In a sitting position, place your hands on your thighs.
- + Use one leg at a time. Lift your right leg straight out in front of you.
- + While your leg is in the air, make a big circle with your toe by moving your ankle. Do 8 circles.
- + Switch legs and do the same thing again with your left leg.
- + Do three sets of 8 circles with each leg.



### **Lower body: Leg raises**

*This exercise is done without the elastic band.*

- + In a sitting position, place your hands on your knees. Put your feet close together.
- + Place a large flat object like a book on your thighs.
- + Lift your heels off the ground. Keep your toes on the floor.
- + Return your heels to the floor.
- + Do the moves 8 times slowly. Do 3 sets of 8 raises.



### **Cool-down Stretch**

- + Shoulder circles
- + While sitting, lift both arms out to your sides. Your fingers should be pointing outward.
- + Slowly make 8 small circles with your arms.
- + Lower your arms back to your side.



### **Back arm stretch**

- ✦ Raise your left arm over your head with your elbow bent and pointed at the ceiling.
- ✦ Push the left arm back with the right arm until you feel a stretch.
- ✦ Hold for 10 seconds and repeat 8 times.
- ✦ Switch arms and repeat on the other side.



### **Back stretch**

- ✦ Hug yourself.
- ✦ Hold for 10 seconds and repeat 8 times.

### **Hamstring stretch**

- ✦ Slide forward in your chair and pull your right knee to your chest.
- ✦ Hold for 10 seconds and repeat 8 times.
- ✦ Switch legs and repeat on the other side.

### **Overhead stretch**

- ✦ Weave your fingers together and lift your arms overhead.
- ✦ Hold for 10 seconds and repeat 8 times.

You want the participants to leave feeling energized and excited about the program and look forward to returning to the next class.

- ✦ Reiterate the overall goal of Reach Up & Out—to learn the importance of having healthy eating habits and being active.
- ✦ Reiterate that the program will be a success if they make it a success. Therefore, their participation is very important.

- ✦ Revisit the rules: being on time, attending the sessions, and confidentiality.

Answer any questions the group may have. You may want to ask them some questions to see if they understand. Make them feel comfortable asking questions. If you don't know the answer, tell them you will check it out and answer them next session. Remember to bring the question and answer back next week.

## Take-Home Message

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### **Ask: What have we learned today?**

Let them respond, and list their responses on the flipchart.

**I want to start with the first messages: be on time, participate, and maintain confidentiality. Also, we should be each other's keepers and a source of support and motivation.**

Write two headings on the flipchart:

- ✦ **What did you like or enjoy about the class?**
- ✦ **Important things we learned today**

This is a quick way to see if participants are understanding what you have taught and receive important feedback. It is OK if some participants do not answer.

**If it is OK with you, I would like to pass a list for you to write down your name and phone number, and we can share the list with everyone next time. If you do not want to put your name and phone number on the list, that is OK.**

## **HOMEWORK**

Now we have finished our first session. Thank you so much for coming and joining our program. Give yourselves a hand! You did a great job. Now I want you to think about something that you can do better with respect to your eating habits and your physical activity with the objective of being healthier. This should be something that you can do starting today—it has to be something easy. Please think about it at home and write or make a collage of your ideas. When we get together for the first individual session next week, we will talk about them and decide on a dietary goal and a physical activity goal that you want to pursue. You need to be very specific. For example, if you want to drink more water, do not just say “drink more water.” You need to write how many glasses of water you are going to drink per day. If you want to walk more, write how many minutes you will walk on how many days of the week. Does everyone understand? In our next group session, we will share what we are trying to do. If you have any questions, please talk to me or give me a call. I am always available to talk. Distribute goals card (Session 1, Card 1). Be sure to bring this card with you to your individual session.

We have been talking about healthy eating and the importance of being physically active. Although we have some guidelines on what we should eat or drink more of (or less of), what we eat or drink and what we do to be active are very personal. I may say that eating raw carrots is very healthy, but some of you may hate carrots. Healthy eating and physical activity should be fun and not miserable. It is not a “diet” that we do for a short period of time. We need to think about things we can change for a lifetime. So I will meet with each of you, and we will go over your current eating habits and physical activity. Then we can look together at what can be changed to fit your lifestyle.

Given our busy schedules and increasing demands on our limited time, it is helpful to have something to prompt us or remind us to exercise. Therefore, I am passing out reminder cards for you to keep in a visible place. Distribute reminder card (Session 1, Card 14). This little card has a section for you to write in the date, time, and location for our next session. It also has a space for the type of exercise you

**will try tomorrow and every day. Please put my phone number at the bottom of the card so you will be able to reach me.**

Remember to make the appointments to meet with them individually before finishing this session. Have a sheet with you to schedule the appointments. Have women to complete individual session reminder cards (Session 1, Card 15).

Once the participants have left, sit down and write the session evaluation. You do not have to write the session evaluation at your meeting place. You can do it at home, but it is very important to do it right after the session ends.

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Icebreaker idea courtesy of Pam Cook, adapted from an original exercise found in The Encyclopedia of Icebreakers by Sue Forbes Green.

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## Individual Session

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### Individual evaluation of eating habits and physical activity level

#### OBJECTIVES

At the end of this session, each participant should:

- + Fill out a personal dietary risk evaluation
- + Fill out a physical activity evaluation
- + Understand how BMI is used clinically
- + Have height and weight measured for BMI calculation
- + Know her own BMI
- + Receive feedback regarding personal diet and physical activity assessments

#### Materials

- + Eating habits evaluation – Dietary Risk Assessment (DRA)
- + Physical activity evaluation – Physical Activity Assessment (PAA)
- + Card to write down measurements; this card is not numbered but is with the Session 3 cards
- + Stadiometer to measure height
- + Scale to measure weight
- + Handout/chart about BMI; have printed charts before individual sessions

#### Overview

This individual session will be conducted face to face with each participant. The hardest thing about individual sessions is that we cannot provide you with scripts on what to say.

Remember, in this individual session:

1. You must **personalize** the program objectives for each participant.
2. You must develop **respect** and **trust** with the participant so she will feel comfortable sharing things with you that she would not feel comfortable sharing with the group.

## **PROCEDURE**

Start the session by reviewing the overall objective of this program (that the women who participate in Reach Up & Out will learn about the importance of having healthy eating habits and being active) and why it is important to have a healthy weight. Make this conversation as engaging as possible. Afterward, you will talk about why individual assessments of diet and activity are helpful and important.

**This program addresses topics on healthy eating and physical activity and your general health. Today we have several objectives. First, we are going to talk about the importance of maintaining a healthy weight, and how one can determine whether or not their weight is healthy. Afterward, we are going to go over some of your current eating habits and physical activities so that we can better fit this program for your individual needs.**

**Why do you think it is important to maintain a healthy weight? Let the participant answer. Having a healthy weight is important because it affects not only the way we feel about ourselves but also our health. Being overweight increases the chances that a person might develop problems like arthritis, high blood pressure, diabetes, and even some cancers.**

Now, briefly explain BMI and why it is important, and then measure the individual's height and weight.

**We mentioned earlier the importance of maintaining a healthy weight. But how do you know if your weight is healthy? After all, a weight of 180 pounds might be healthy for someone who is six feet tall but unhealthy for someone who is only five feet tall. For this reason, health providers calculate what is known as a body**

**mass index, or BMI. This number takes into account both height and weight. It tells how much the weight is relative to the height. Today, I am going to measure your height and weight, and then we will use this information to calculate your BMI.**

Below you will find a protocol explaining how to measure height and weight of the participant.

## **ANTHROPOMETRIC PROTOCOL (Body Measurements)**

### **Weight Measurement**

In order to obtain valid measures, a variety of steps should be taken before the actual measurement takes place. Participants should be in minimal clothing (t-shirt and shorts with socks preferred). When weighing participants outside, please ask them only to remove their jackets, hats, and shoes. It is beyond reason to ask them to strip down to t-shirts and shorts.

You have to record the clothing worn by the participant at the time of measure. A card for this purpose is in Session 3 cards. Since daily variations of weight occur (1.0 kg for children and 2.0 kilograms for adults), the time of day is to be recorded to analyze for this source of variability during data analysis. Ideally, weight measurements should occur before a meal. However, since we will be intercepting participants, evaluators should ask about and record the last time the participant ate.

The optimal scale for measurement of weight is the beam balance scale; however, since it is not readily portable, it is deemed impractical for field interviews. Spring scales are an alternative but not highly recommended. Accurate electronic scales are more acceptable. Steps to follow in the completion of weight measurements are compiled from various sources and listed below.

## **PROCEDURES**

1. Ask the participant to remove any easily removable clothing (e.g., hats, jackets, shoes) and any items in her pockets (e.g., keys, change).
2. Have the participant step onto the middle of the scale's platform.
3. Have the participant stand still with weight evenly distributed on both feet. Arms should hang free at the sides with palms facing the thighs.
4. Record the weight to the nearest  $\frac{1}{4}$  pound or 0.1 kg.
5. Have the participant step off the scale.
6. Wait for the scale to return to neutral, and then reweigh the participant.
7. Record the measurement on the card in the space provided.
8. Repeat the procedure for a total of three measurements.

## **Height Measurement**

Stature is a major component of body size and is important in evaluating weight status. You will be provided a stadiometer to measure height. Have the participant stand with her back to the stadiometer. Lower the level to the top of the participant's head and then read and record the height.

## **PROCEDURES**

1. Participants should be in minimal clothing to observe stature. Shoes and socks should not be worn.
2. Have the participant stand with weight equally distributed on both feet with the heels together and touching the vertical bar.
3. The head, shoulder blades, buttocks, and heels should all touch the vertical surface. Arms should hang free at the sides with palms facing the thighs.
4. The participant should be instructed to look straight ahead, take a deep breath, and hold that position while the horizontal headboard is brought down firmly on the top of the head.
5. The head should be positioned so it is horizontal.

6. The headboard is lowered until it touches the crown of the head.
7. Your eye should be level with the headboard. As you face the participant, the height should be read to the participant's right. Height should be read to the nearest millimeter.
8. If the measurement falls between two values, use the lowest reading.
9. Record the measurement on the data sheet in the space provided.
10. Repeat the procedure for a total of three measurements.

### Measurements

Participant name \_\_\_\_\_

Location \_\_\_\_\_

Time of last food consumption \_\_\_\_\_

Date	Time of day	Clothing worn	Weight			Height		
			kg			cm		
			lb			in		
			kg			cm		
			lb			in		
			kg			cm		
			lb			in		

**OK, now that we have measured your height and weight, we can use this information to estimate your BMI. Let's find that on this chart and figure out what it means exactly.**

Help the participant locate her BMI using the chart. What you say next will depend on whether the participant's BMI is 25 or less, 26 to 29, or 30+.

### **BMI OF 30 OR MORE**

**A BMI of 30 or more is considered to be in the obese category. As we said earlier, obesity places a person at increased risk for several medical problems including diabetes, high blood pressure, arthritis, and even some cancers. Fortunately, medical studies have shown that even a drop of five percent of body weight can lower the risk for developing many of these problems.**

### **BMI OF 26-29**

**A BMI of \_\_\_ (26-29) places an individual at higher risk for going on to become obese. As we said earlier, obesity places a person at increased risk for several medical problems including diabetes, high blood pressure, arthritis, and even some cancers. Fortunately, incorporating healthy behaviors now can help prevent future weight gain.**

### **BMI OF 25 OR LESS**

**With a BMI of \_\_\_ (25 or less), your weight is considered healthy. Starting or continuing healthy habits now can help prevent future weight gain and help you to maintain this healthy weight.**

**Now that we have discussed the importance of maintaining a healthy weight, I want to move on and begin discussing strategies a person can use to achieve a healthy weight. As we discussed in the previous session, the two main ways to maintain a healthy weight are having healthy eating habits and being active. The group sessions are going to cover a lot of material and give many recommendations for healthy eating and physical activity. Some things you may already know and are already doing; other things may be new for you or especially**

**difficult. The assessments we do today will help us to know which things you are doing well and which things need some work. The first assessment is about eating habits, and the second is about physical activity. Do you have any questions before we begin?**

For the next section, you will need to have familiarized yourself with the Dietary Risk Assessment and Physical Activity Assessment. Review the DRA and PAA with the participant. Identify areas where patient could improve her health behaviors as well as healthy tips. Ask patient to select one or two specific areas where she would like to focus, and help her create concrete goals.

## **USING THE ASSESSMENT AND TIP SHEETS**

There are five basic steps to follow when using the assessments and tip sheets for a one-on-one session. The assessment pages and tip sheets will be provided to you by the Reach Up & Out staff.

Note that each set of assessments and tip sheets is linked by matching icons. In addition, each assessment item is number-coded to match the item number on the corresponding tip sheet. This makes it easy to select goals and provide information that is tailored to the participant's specific concerns.

### **Step 1: Administer the assessment.**

Read each question and then mark the numeric or word response that best describes the participant's lifestyle practices, attitudes, and beliefs.

### **Step 2: Review the assessment.**

A visual scan of the responses can provide you with all the information you need to identify positive practices and problem areas. Checkmarks in the left-hand column mean the participant is on target. Checkmarks in the middle and right-hand columns show things to improve.

### **Step 3: Select goals.**

Help the participant choose goals to work on. Check the assessment goal box and note the date.

#### **Step 4: Provide counseling.**

Counseling includes:

- ✦ Problem-solving to identify the things that make it hard to change lifestyle behaviors, and asking open-ended questions (e.g., “What successes have you had in trying to change \_\_\_\_\_?” “What has been hard?”)
- ✦ Working with the participant to decide what information she needs to achieve her goals (e.g., finding the tips that match the item number of each goal selected; checking off the goal box on the tip sheet; sharing information by reading and reviewing the tips and strategies)
- ✦ Helping the participant plan how she will achieve her goal(s) and setting SMART goals (specific, measurable, achievable, realistic, and time-bound)

### **Dietary Risk Assessment (DRA) and Healthy Eating Tip Sheets**

The Dietary Risk Assessment (DRA) is a tool to assess healthy and unhealthy eating habits. The DRA covers the main food categories discussed in the food pyramid (vegetables, fruits, grains, meat, beans, milk, oils) as well as “discretionary calories” from sweets, snacks, and beverages. (For more information, go to [www.mypyramid.gov](http://www.mypyramid.gov).) The DRA contains 49 questions, which correspond to 32 tailored tips in the Healthy Eating Tip Sheets.

#### **ADMINISTER THE DRA**

1. Read or discuss the information on the instructions page with the participant (page A-1). Emphasize these points:
  - ✦ It is OK if the participant’s eating habits are less than perfect. The more honest she is in describing them, the more you can help her work to improve them.
  - ✦ The assessment refers to an average or “usual” week or day.
2. Ask the participant how often she eats each type of food. In most cases, the frequency is based on an average week; in some cases, the frequency is based on an average day.

- ✦ Weekly: Grains/cereals, red meat, poultry/fish, beans/nuts, toppings, sweets/snacks/restaurant foods

If the participant reports eating a food “twice a month” or “every other week,” record her answer as 0.

- ✦ Daily: Vegetables/fruits, bread, milk/dairy foods, beverages

If the participant reports eating a food “less than once a day,” mark 0.

3. There are several ways you can help the participant figure out serving sizes. Refer to the information about serving sizes that is included in the DRA. Use common sense (e.g., one of something is usually one serving).

Now move directly to the next section of the dietary assessment.

## **What Makes It Hard to Eat Healthy?**

### **Assessment and Hot Tips for Healthy Eating Tip Sheets**

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*Pages A-21 through A-24*

“What Makes It Hard to Eat Healthy? Assessment” can help you and the participant identify things that get in the way of healthy eating. The brief, eight-item assessment covers a variety of challenges including social eating, stress-induced eating, and eating at work. “Hot Tips for Healthy Eating” suggests ways that the participant can overcome the identified difficulties.

#### **ADMINISTER THE ASSESSMENT**

##### **Step 1: Administer the assessment**

1. Read or discuss the introductory paragraph at the top of the assessment (page A-21). Emphasize these points:
  - ✦ The assessment refers to unhealthy foods—foods that are high in sugar, salt, trans fats, and/or saturated fat.
  - ✦ Once you understand the things that make it hard for the participant to change, you can offer specific suggestions to get around the roadblocks.

2. Read through the series of questions.

- ✦ Ask the participant, “How tempted would you be to eat these foods when...?”
- ✦ Read each scenario to see if the participant would be “not tempted at all,” “somewhat tempted,” or “very tempted.”

After administering the assessments to the entire group, collect them and send them to the Reach Up & Out office.

### **Step 2: Review the assessment**

Now you will review the second portion of the assessment (“What makes it hard to eat healthy?”), with the participant making sure to note the biggest challenges (responses in the middle and right-hand columns).

### **Step 3: Select goals**

Help the participant select one or two difficulties or challenges that she would like to address. This could serve as a goal for the participant. The goal should be written on the goals card (Session 1, Card 1).

Once a difficulty has been selected, circle the number of that question.

### **Step 4: Provide time for discussion**

1. Find “Hot Tips for Healthy Eating” (pages A-23 and A-24).
  - ✦ The tips are icon-coded to match the assessment.
  - ✦ Each item number on the assessment corresponds to the number of the tips to help with that difficulty or challenge.
2. Work with the participant to decide what information she needs to achieve her goals.
  - ✦ Find the tips that match the item number of each difficulty or challenge selected.
  - ✦ Check off the goal box on the tip sheet.
  - ✦ Share information by reading and reviewing the tips and strategies.

Next, you will move on to the physical activity evaluation.

## Physical Evaluation Assessment (PAA) and Physical Activity Tip Sheets

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The Physical Activity Assessment (PAA) is based on guidelines from the Centers for Disease Control and Prevention (CDC) and the American College of Sports Medicine (ACSM). Both the PAA and the Physical Activity Tip Sheets focus on lifestyle activities relevant to midlife, lower income women. The PAA contains 10 sections and 44 possible questions. It provides an easy way for you to quickly assess the participant's overall physical activity and review specific categories of physical activity.

### Administer the PAA

1. Read or discuss or discuss the PAA instructions with the participant (page C-1).  
Emphasize these points:
  - ✦ It is OK if the participant isn't very active. The program can help the participant figure out ways to build healthy physical activity into her daily routine.
  - ✦ The PAA refers to many different kinds of activity, not just exercise.
  - ✦ Each item includes questions about frequency ("how many days?") and duration ("how much time?"). "How many days" is defined as number of days per week. "How much time" is defined as "a lot," "some" or "not much" (minutes or hours per day).
  - ✦ *Note:* Sedentary responses are always in the right-hand column, lower-level activities are in the middle column, and very active responses are always in the left-hand column. Scan the right-hand and middle columns to identify areas for discussion.
2. Review the different levels of physical activity. (Note that the "how much time?" points for moderate and vigorous activities are based on CDC and ACSM guidelines.)
  - ✦ **Vigorous:** Activities that make you breathe harder and make it difficult to talk.
  - ✦ **Moderate:** Activities that make you breathe a little harder, but still allow you to talk while you do them.

- ✦ **Mild or Light:** Activities that do not require much energy; these usually involve sitting or standing.
3. Read the first activity (“Do you work for pay or as a volunteer?”) (page C-3).
    - ✦ Mark the “yes” or “no” box indicating whether or not the participant works.
    - ✦ If the participant answers “no,” go to activity #2 (TV and seated hobbies) (page C-3).
    - ✦ If the participant answers “yes,” write down the type of work.
    - ✦ Ask the frequency question (“In a usual week, how many days do you work?”). Write down the number of days per week.
    - ✦ Ask the duration questions (“On a usual work day, how much time do you spend doing...?”). Mark “a lot,” “some,” or “not much.”
    - ✦ *Note:* Help the participant report her activities in the appropriate category. For example, all occupational activities should be reported in Section 1 of the PAA (page C-3). If a participant’s job involves household chores, child or elder care, or gardening, these job activities should be reported in 1. Non-occupational or personal housekeeping, child/elder care, or gardening chores should be reported in Section 3 (page C-4), Section 4 (page C-4), or Section 5 (page C-5).
  4. Continue reading each activity. For each question:
    - ✦ Mark the “yes” or “no” box indicating whether or not the participant does that activity.
    - ✦ If the participant answers “no,” go to the next activity.
    - ✦ If the participant answers “yes,” ask the frequency question(s) (“In a usual week, how many days do you...?”) Write down the number of days per week.
    - ✦ Ask the duration questions (“On a usual day, how much time do you spend doing...?”). Mark “a lot,” “some,” or “not much.”
    - ✦ *Note:* Help the participant report her activities in the appropriate category. For example, if the participant walks to work, her answer should appear under Section 7 (walking or bicycling for transportation) (page C-6). If the participant walks at work as part of her job, her answer should appear under Section 1 (working) (page C-3). If the participant walks at work on her lunch break, her answer should appear under Section 8 (exercise or sports) (page C-6).

## **Step 2: Review the PAA**

Offer praise and reinforcement for positive physical activity habits (answers in the left-hand column). Note less active or sedentary habits (answers in the middle or right-hand columns).

Next, proceed to the next physical activity section: “What makes it hard to keep active?”

## **What makes it hard to keep active?**

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### **ADMINISTER THE ASSESSMENT**

#### **Step 1: Administer the assessment**

After administering the assessments, send them to the Reach Up & Out office.

#### **Step 2: Review the assessment**

Offer praise and reinforcement for positive physical activity habits (answers in the left-hand column). Note less active or sedentary habits (answers in the middle or right-hand columns).

#### **Step 3: Select goals**

Help the participant select goals to work on. Choose one or two goals. We recommend selecting only a few goals to avoid overwhelming the participant. The goal(s) should be written on the goals card – Session 1, Card 1.

For each goal selected, place a check mark in the goal box that appears to the right of that question, and note the date.

#### **Step 4: Provide time for discussion**

Each section of the Physical Activity Tip Sheets is icon-coded to match the corresponding section of the PAA. Each item number on the PAA corresponds to the number of tips to help with that activity. Share information by reading and reviewing the tips and strategies.

You have finished the assessments. When you finish, ask the participant if she has any comments or questions. End the session on a positive note, complimenting the participant on something she has done well or on something that she has said. You want her to leave the session feeling positive about the meeting and motivated to act to protect her health, to improve her eating habits, and to be more active.

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## Group Session 2: Basics of Eating

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### OBJECTIVES

At the end of this session, participants should be able to:

- + Understand the importance of healthy eating habits
- + Name the food groups
- + Understand MyPlate (2010 dietary guidelines for Americans)
- + Know how to begin to improve their diet
- + Know the importance of watching how much they eat

### Materials

- + Flipchart
- + Markers
- + Food models
- + Laminated MyPlate
- + "Food Pyramid" card
- + "Advice for Buying Lean Meats" card
- + "Be Careful with Fats" card
- + "Your Plate" card placemats
- + Evaluation forms
- + Recipe cards: Chicken and Okra Stew, Frozen Fruit Salad
- + Reminder card for the next session

## **REVIEW OF THE LAST SESSION**

Ask participants what the most important things were that were discussed in the last group session. Make sure they mention the expectations, the rules and goals of the program, and the importance of having healthy eating habits and being active.

Also, remind them that they had homework, which you completed together during the individual session: **Something they were going to do immediately to be healthier.** Ask them to share with the group what changes (dietary and physical activity) they are working on to improve their health. Write these on the flipchart. Reinforce that all of them are good goals to achieve.

Always end the review by asking participants if they have questions or if there is anything else they want to share with the group regarding the last session or the individual session.

## **DESCRIPTION**

In this session, you will continue to talk about what good eating habits are and the way in which we can improve our current habits (following the food MyPlate guide). You will begin the session by asking the participants about some of their experiences with diets. The objective of the questions is that the participants will be able to understand the difference between a diet and eating habits.

## **PROCEDURE**

**Let's start with today's session. How many of you have heard about the soup diet? It is the one where you drink cabbage soup all the time. Or have you heard of the moon diet? It is the one where when there is a full moon, you do not eat nor drink anything. How about the apple diet? Or the grapefruit diet? Or the water diet? In it, you have to drink 2½ cups of water in the morning to burn fat.**

Let the participants say if they have heard of these diets or not, and ask three volunteers if they know of any others.

**Has anyone tried one of these diets once? It does not matter what type of diet it was or whether or not the diet worked.**

Let the participants respond. Then ask:

**Now I am going to ask that you tell me if the diet worked for you like you wanted it to.**

Let the participants answer, and if you have done some of these diets or others, share your experiences.

**Almost all of us have done at least one diet at some time, but most of the time the results are not what we had hoped for or do not last forever. We lose a little weight, but we gain it back. The diet ends, and in a month we are back where we started. Why does this happen?**

Let the participants respond, and write the responses in the flipchart. If they mention as one of the reasons that after the diet, we go back to eating the same as before the diet, underline this response. If they do not give this response (that after the end of the diet, we go back to eating the same as we did before), say it and write it.

**Many times it happens that we are waiting for the diet to end so that we can go back to eating what we like, or what was prohibited by the diet. This happens because diets are difficult, because they have foods that do not agree with what we are accustomed to, are not common, we don't like, or are expensive. Sometimes, we even have to cook what we are going to eat separately from what our family is going to eat, and later we sit down at the table to eat our food that we don't like while something delicious is being eaten in front of us. All of this is very difficult. That is why we are not going to talk about diets but rather about healthy eating habits.**

Be sure to restate that diets are temporary, while healthy eating habits are continuous and permanent.

**For this, we will start at the beginning. Why do we eat?** Let the participants respond. Continue by saying: **One of the reasons for eating is that we need it to live—we cannot go without eating or we will begin to feel weak or tired or have a headache. Think about a car. What do cars need to work? Cars need gasoline. If we do not put gasoline in when it is needed, the cars do not work. They can have the wheels and the engine, but without gasoline, they do not work. They do not take us anywhere.**

**What happens to our body if we stop eating? The same thing that happens with the cars: They do not work. They do not take us anywhere. Food is our gasoline. We need to eat because food gives us the energy that we need to function each day.**

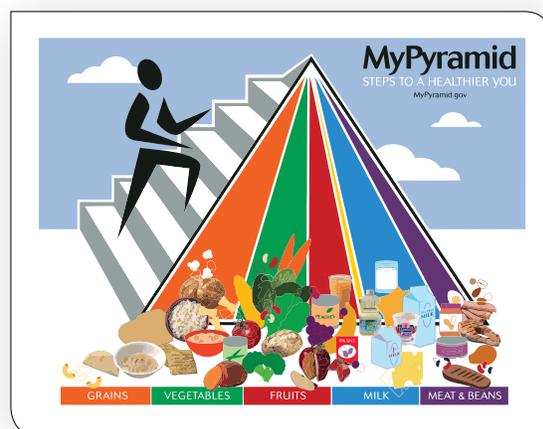
**How is it easiest to get to a place, with a map and instructions or without any of these? Let the participants respond. The same thing happens with food. It is easier to eat healthily when we have something to guide us. The food pyramid is our map to a healthy diet. Distribute the MyPlate card (Session 2, Card 1).**

**MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl.**

**Foods in the Fruit Group would consist of any fruit or 100% fruit juice. Fruits may be fresh, canned, frozen, or dried and may be whole, cut-up, or pureed. The most important thing is to not drink too much fruit juice that has added sugar. The majority of juices sold have added sugar unless it says “no sugar added.”**

Write these words in the flipchart. Then ask:

**What are some juices that you drink in your houses?** Let the participants respond. Next encourage them by saying: **Not all juices are bad, but juices are not a substitute for fruit. Another question I**



**want to ask you is, which is better, eating fruit without the peel or with the peel?**

Let the participants respond. **Why do you think this?** Again, let them respond. **The truth is that with the exception of oranges, melons, bananas, and other fruits like these, it is good to eat the peel, if washed well, because it has many nutrients that make your diet healthier.**

**Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. We should eat more dark green vegetables. These are the foods that are rich in vitamins and minerals, especially in vitamin C and A and folic acid. For example?**

Let the participants respond, affirm the answers and add some like broccoli, green leafy lettuce, turnips, collards, or spinach.

**We should eat a larger quantity of orange vegetables. The reason for this is that these vegetables are rich in vitamin A. What are some orange vegetables? Let the participants respond. The sweet potato is a very common vegetable. It is fine to eat sweet potatoes, but like we see in this guide, we have to vary the vegetables and eat more of other types of vegetables.**

**Grains are divided into two subgroups: whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. Examples include whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice.**

**Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are white flour, de-germed cornmeal, white bread, and white rice.**

**Any foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein Foods Group. Protein foods improve nutrient intake and health benefits. Milk products and many foods**

made from milk are considered part of this food group. One of the last groups is meat and beans. What is your favorite meat? Why? Which of these meats seems to be the healthiest? Let the participants respond to each question before asking the next one. It is better to eat more fish and chicken than other meats. Another recommendation is to eat meats that have a lower fat content, or that are lean. But how do we know which meats these are? I recommend following these tips.

Hand out the card with advice for buying lean meat (Session 2, Card 2).

**Look at the label that says “lean,” which means “low fat content”\***

**To buy chicken:**

- + Buy chicken without the skin
- + Buy white meat instead of dark

**Fish:**

- + It is always preferable to eat fish before beef or pork. Fish is leaner and healthier.

**To buy beef:**

- + If it is ground, look for the label that says “lean” or “extra lean” or that has a symbol saying 90/10 to 95/5, which means it has 90% or 95% meat and 10% or 5% fat.
- + Buy cuts like round eye, top round, bottom round, and round tip.

**To buy pork:**

- + Buy cuts like tenderloin, center loin, and ham.

*\*Adapted from the United States Department of Agriculture Steps to a Healthier You.  
[www.mypyramid.gov](http://www.mypyramid.gov)*

**Most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Calcium-fortified soymilk (soy beverage) is also part of the Dairy Group. Let's talk about milk and products made from milk. When we go to the supermarket, we find many different types of milk. Do you remember some?** Let the participants answer. **What type of milk do you buy?** Let the participants respond. **The food pyramid recommends that we consume milk and milk products that are low in fat or fat-free. For example, instead of buying whole milk it is better to buy 2%, 1%, or skim.** Write this word (skim) in the flipchart. **The same happens with cheese or yogurt. It is better to buy skim (point to the word when you say it) than to buy regular cheese or yogurt.** Remind them regular milk should be used when feeding children 2 years of age or younger.

**Now that we have learned the types of foods we should be eating, we can start building a healthy plate. Before you eat, think about what goes on your plate or in your cup or bowl. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many calories. Try some of these options.** Refer to the card.

- + Make half your plate fruits and vegetables.
- + Switch to skim or 1% milk.
- + Make at least half your grains whole.
- + Add lean protein.
- + Cut back on foods high in solid fats, added sugars, and salt.
- + Enjoy your food, but eat less. Take your time and pay attention to how you feel.
- + Avoid oversized portions. Use a smaller plate.
- + Eat out less often.
- + Try new foods. Trade fun and tasty recipes with friends.
- + Satisfy your sweet tooth in a healthy way. Indulge in a naturally sweet dessert—fruit!

**Lastly, we need to discuss oils. Oils should be the smallest section of a healthy diet. Oils are not a food group, but they provide essential nutrients. What are some examples from this group?** Let the participants respond. **Perhaps we do not realize it, but there is oil or fat in almost all foods.**

**But which fats are bad and which are good? When cooking, it is better to use vegetable oil instead of lard or butter. The oils that are healthier are canola, corn, and sunflower oil. When using it raw (not for cooking) in salads or seasoning, the best oil is olive oil.**

**There are other foods that also form part of this group but are difficult to identify. They are salad dressings like ranch, Thousand Island, mayonnaise, etc. You should consume these in moderation.**

**To help you remember this I want to give you a card that talks about oils and fats. Distribute the “Be Careful with Fats” cards (Session 2, Cards 4-5). The quantity and type of fats and/or oils that we use mainly affects the health of our heart. As we see on the cards I just gave you, there are fats and oils that are better for the heart than others.**

Review the cards with them.

#### **Be Careful with Fats\***

There are many types of fat in the food we consume. Eating a lot of some types of fat can increase your chances of having heart problems. It is important to know how to choose foods whose fats are best for you. Here are some tips on how to keep your heart healthy by choosing the right types of fat.

Some fats are solid, or harder. These are the least healthy fats. You can find them in:

- + Fatty meats – ribs, ground beef, steak, barbecue meat, and fatback
- + Processed meats – bacon, sausage, bologna, and hot dogs
- + Most processed foods – cakes, cookies, crackers, and potato chips
- + Fried food and biscuits from fast food places and restaurants
- + Cheese
- + Whole milk (regular milk)
- + Ice cream
- + Sour cream
- + Butter
- + Lard
- + Stick margarine
- + Vegetable shortening (like Crisco)
- + Watch out for the fats in these foods! They are not good for your heart!

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

### **Be Careful with Fats\***

The fats that are softer, more liquid fats found in plant foods, and some kinds of oily fish are better for the heart. These fats are healthier, and you can find them in foods like:

- + Vegetable oils – olive, canola, peanut, corn, soybean, and sunflower oils
- + Peanut butter and other nut butters
- + Nuts – almonds, peanuts, and walnuts

### **What can I do to keep my heart healthy?**

- + Choose foods that are low in hard fats, and choose foods with the right amount of fat.
- + Choose liquid vegetable oils
- + Choose nuts as snacks (a serving is a small handful)
- + Choose fish more often

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

**Another important piece of information is that the portion of meat that we eat should not be larger than the palm of your hand. Also, a good way to eat the quantity of fruit and vegetables we need is to eat them as snacks instead of eating chips or sweets.**

Next, explain it is important to find a balance with food.

**With food it, is important to find a balance between what you eat, when you eat, and how much you eat. It is important to have a support system to help with cooking healthy meals and to prevent other family members from developing obesity or other chronic diseases like diabetes. It is also important that you discuss your efforts to make changes in your eating habits with your doctor when going for appointments.**

**I am going to hand you a card with this information to help you remember what we just talked about and what you can do at home.**

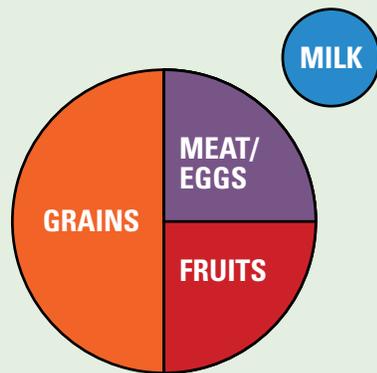
Distribute "Your Plate" card (Session 2, Card 6).

### **Your Plate: Choosing How Much to Eat\***

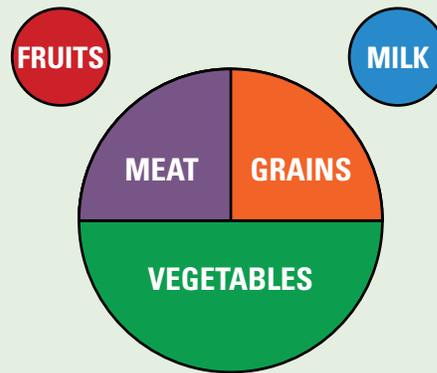
Know how your plate should look with different foods for each meal. Take your basic 9-inch plate and serve your foods so that it looks like this:

When you fix a plate, remember that your food should not be piled high on your plate. When you serve meat, fish, or chicken for lunch or dinner, the serving of meat should be about the size of your palm or a deck of cards.

#### **BREAKFAST**



#### **LUNCH/DINNER**



Remember: It's not just what you eat that counts—how much you eat counts, too.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

**Now you will continue discussing the recommendations as related to the physical activity.**

**As we saw in the first session, it is recommended that in addition to daily activities we should do at least 30 minutes of moderate physical activity on most days. Think about activities that you enjoy doing and things you do regularly. Physical activity simply means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing the night away are all good examples of being active. For health benefits, physical activity should be of moderate or vigorous intensity.**

### **MODERATE PHYSICAL ACTIVITIES INCLUDE:**

- + Walking briskly (about 3½ miles per hour)
- + Bicycling (less than 10 miles per hour)
- + General gardening (raking, trimming shrubs)
- + Dancing
- + Golf (walking and carrying clubs)
- + Water aerobics
- + Canoeing
- + Tennis (doubles)

### **VIGOROUS PHYSICAL ACTIVITIES INCLUDE:**

- + Running/jogging (5 miles per hour)
- + Walking very fast (4½ miles per hour)
- + Bicycling (more than 10 miles per hour)
- + Heavy yardwork, such as chopping wood
- + Swimming (freestyle laps)
- + Aerobics
- + Basketball (competitive)
- + Tennis (singles)

### **Being physically active can help you:**

- + Increase your chances of living longer
- + Feel better about yourself
- + Decrease your chances of becoming depressed
- + Sleep well at night
- + Move around more easily
- + Have stronger muscles and bones
- + Stay at or get to a healthy weight

- + Be with friends or meet new people
- + Enjoy yourself and have fun

**When you are not physically active, you are more likely to:**

- + Get heart disease
- + Get type 2 diabetes
- + Have high blood pressure
- + Have high blood cholesterol
- + Have a stroke

**Physical activity and nutrition work together for better health.**

Choose activities that you enjoy and can do regularly. Fitting activity into a daily routine can be easy—such as taking a brisk 10-minute walk to and from the parking lot, bus stop, or subway station. Or join an exercise class. Keep it interesting by trying something different on alternate days. Every little bit adds up, and doing something is better than doing nothing. Remember: Physical activity and nutrition work together for better health.

**Do you have any questions?**

## **Take-Home Message**

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**We have talked about a lot of topics today. You have received information and cards to help you remember this information. But before the end, I want you to leave thinking that diets are something that you do for a period of time, but healthy eating habits are for your whole life and, therefore, to help us be healthy while time passes.**

To help them review today's most important points, ask the following questions:

- + **What does having good eating habits do?**
- + **What food categories should we eat most?**
- + **What does a healthy plate look like?**

**Write two headings on the flipchart:**

**What did you like or enjoy about the class?**

**Important things we learned today**

This is a quick way to see if participants are understanding what you have taught. It will serve as important feedback. It is OK if some participants do not answer.

Remind them of the next session and distribute the reminder card (Session 2, Card 9). Have them complete the card.

Please write in the date, time and location for our next session. The card also has a space for the type of exercise you will try tomorrow and every day. Please put my phone number on the card so you will be able to reach me.

## **HOMEWORK**

**During the next two weeks:**

- 1. Try to follow the plate guidelines to plan your meals at home. How do you do this? Each time you prepare a meal, be sure that your plate is balanced with grains, fruits, proteins and vegetables.**
- 2. Observe how much you and your family typically eat at each meal, and compare it to the card with the plate to see if you are missing a food group in any of the meals.**
- 3. For the next group session, bring food labels of foods that you normally eat at home.**

End by passing out the recipe cards (Session 2, Cards 6-7).

**Here are the first two recipes. They have been selected to help us to practice what we talked today about eating lean meat, more fruit, and less sugar.**

Ask the women to try and prepare at least one recipe. Explain that it is okay if they want to use the recipes from today for their “homework meal.” Ask that they pay special attention to the ingredients.

As you can see, the recipe suggests a lean meat without much fat. The recipe includes vegetables. This dish can be served with rice, preferably whole grain rice. To complete the rest of the groups, the dessert is a fruit salad. Do you see that it is not difficult to be able to eat a good, varied and healthy diet? During this week, try to make at least one of them.

Answer any questions that the participants might have about preparation or healthy eating content. Give out the reminder card (Session 2, card 8).

Once the participants have left, sit down and write the session evaluation. You can write the session evaluation at home, but it should be done right after the session has ended.

## **REFERENCES**

United States Department of Agriculture. Dietary Guidelines for Americans 2005. <http://www.mypyramid.gov/guidelines/sp-index.html>

United States Department of Agriculture. 10 Tips Nutrition Series. <http://www.choosemyplate.gov>

United States Department of Agriculture. <http://www.choosemyplate.gov/physical-activity.html>

University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living"



## Group Session 3: Shopping and Eating Out; Nutrition Labels

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### OBJECTIVES

At the end of this session, participants should be able to:

- + Remember tips about how to choose healthy foods when eating out
- + Understand the importance of reading the label and know how to do it
- + Recall some tips about how to plan a healthy grocery list
- + Participate in physical activity as a group

### Materials

- + Flipchart
- + Markers
- + Food labels
- + Enlarged food label
- + "Fast Food Information" card
- + "Read the Label" card
- + "Eating Healthy on a Budget" card
- + "Limit These" card
- + "Market List" card
- + Elastic bands
- + Recipe cards: Stir-fry Vegetables, Crispy Baked Chicken, Fruit Gelatin
- + Evaluation form
- + BMI cards
- + Session Reminder card

## **REVIEW OF LAST SESSION**

Ask participants what were the most important points discussed in Session 3.

They should say why it is important to (1) have healthy eating habits; (2) eat more whole grains, fruits and vegetables; and (3) pay attention to portion sizes. Ask some participants to talk about the recipes they tried over the past two weeks.

Also, remind them that they had two tasks to complete as homework. One of the tasks was to look at how much they eat at a meal, compare it with the plate distribution method they learned during the session, and see if they missed any food group. Ask the participants if they were able to see if they were eating a lot of one food group and not enough of another, or if their plate was too full or not. Ask the participants to share what they have done since the last session to improve their eating habits.

The second task was to bring food labels of foods that they normally eat at home. Tell them you will discuss this later on in the session.

Always end the review by asking participants if they have questions or if there is anything else they want to share with the group.

Begin the session by explaining that an area where people find it difficult to eat healthy is when they eat out.

**Let's start today's session. Who likes to eat out? What is your favorite place to eat out? Do you eat out very often? Do you like to eat out? What is the problem with eating out?** Let the participants answer, and if they do not mention it add: **You cannot control the size of the meal nor the quantity of fat and/or salt when eating out. There are very few healthy options.**

**Some of the places where we go to eat are fast food places. We go because it is fast, it is easy, and it does not cost much. When we go to these places like McDonald's, Burger King, Pizza Hut and \_\_\_\_\_ (add a place that they mentioned), it is good to plan ahead and have some idea of what kind of food is better for you to eat.**

**We are going to do an activity now that can help us to know which options are the best when we eat out.**

Ask three participants to each give an example of something that is healthy and something that is not healthy in a restaurant where they go.

**I need three participants to help me. Each one of you will tell me a restaurant where you go to eat and two meals I can eat there. One of the meals has to be a healthy option and the other not.**

Write in the flipchart the name of the restaurant and the meals they mention. Continue by asking them:

**Why do you think \_\_\_\_\_ (good choice) is healthier than \_\_\_\_\_ (bad choice)?**

Following, we have some meals the participants may mention and the reasons why one meal is healthier than the other: The plain hamburger has less meat, less fat, and less salt than the double hamburger. In addition, the plain hamburger has some vegetables. The double hamburger can have cheese and bacon, which makes the quantity of fat, cholesterol, and salt increase.

When discussing the two chicken sandwiches, they can either be fried or grilled. The fried chicken sandwich, besides being fried, has the skin; all of this makes it have more fat, more cholesterol, and more salt. To cook skinless grilled chicken, you use less oil. Besides, you can ask for your hamburgers or sandwiches with lettuce, tomato, onion and without dressings; dressings usually have a lot of salt and fat. Another consideration is that chicken without skin is going to have less fat, less cholesterol, and less salt.

**It is always good to eat other vegetables instead of potatoes because you eat more fiber, and we add less butter and salt to the vegetables than the potatoes.**

**The best option of all when we eat in a fast food place is a salad, because it has vegetables, or at least more fiber. It does not have fat, cholesterol, or salt (if you do not add it). Remember that sometimes salads can come with cheese and meat.**

For your salad, choose a meat that is not fried, and add half of the dressing.

**Thinking about fast food places, are there restaurants that are offering other options that are healthy? What do they offer? Which are healthy? Some places**

**offer the option of changing French fries for a small salad or a small fruit salad. If we are going to drink something, what are the best options? One can change soda for bottled water or orange juice. What about dessert?** Permit the participants to answer before going to the next question. Write the suggestions in the flipchart. **Always choose fruits; the ice creams that are sold in fast food restaurants are very rich in fat and cholesterol.**

**There are some places where they prepare sandwiches, like Subway or Quiznos, in which you can choose everything from the vegetables to the type of bread you want. What type of bread would be better? Always try to choose “whole wheat” or “whole grain” bread.** Write the words in quotation marks on the flipchart. **Also, remember that to eat less, we can order from the kids menu or share an order with another person.**

**I want to give you some cards with some practical tips for when you eat out.**

Distribute and review the “Fast Food Information” cards (Session 3, Cards 1-3).

#### **Fast Food Information\***

A healthy diet can include fast foods once in a while. Here are ways to choose wisely.

##### SALADS

- + Vegetables and salad are usually good; choose to eat from the salad bar, but do not add bacon or eggs.
- + Use Italian or oil and vinegar instead of the regular creamy type of salad dressing, or order it on the side.

##### HAMBURGERS

- + Order plain hamburgers and add your own mustard and ketchup; that way, you can skip the “special sauces.”
- + Add lettuce and tomato instead of pickles (which are high in sodium).
- + If you have the choice, order roast beef instead of a hamburger.

## FRENCH FRIES

- + Share a small order with a friend instead of eating it all yourself. Ask for fries without added salt.
- + Skip the French fries and order a baked potato without margarine.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

## **Fast Food Information\***

A healthy diet can include fast foods once in a while. Here are ways to choose wisely.

### CHICKEN AND FISH

- + Order a grilled chicken sandwich instead of a fried one.
- + Order baked chicken, and remember: Do not eat the skin.
- + Do not order fried chicken. It has more fat.
- + Order grilled fish sandwiches without cheese or tartar sauce, or take it off before you eat. Try lettuce and tomato with a splash of lemon.

### PIZZA

- + Eat just one portion.
- + Ask for thin-crust pizza.
- + Ask for half the cheese.
- + Ask for light sauce on the pizza.
- + Order vegetable toppings like onions, green peppers, and mushrooms.
- + Skip the high-salt, fatty meat toppings like sausage and pepperoni.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

### **Fast Food Information\***

A healthy diet can include fast foods once in a while. Here are ways to choose wisely.

#### FOOD BARS

- + Vegetable soup can be another low-fat choice.
- + Choose vegetables without sauce or butter.
- + Choose potatoes or noodles. Go easy on the cheese.

#### DRINKS

- + Have a glass of water with a twist of lemon or lime.
- + Order unsweetened ice tea or diet soda.
- + Ask for skim or low-fat milk.
- + Don't drink a lot of milkshakes. Ask for skim or low-fat milk, no sugar, and add fruit to it.

#### DESSERTS

- + Choose low-fat yogurt instead of pies and cookies.
- + Bring a piece of fresh fruit from home.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

Until now, you have talked about the options in fast food restaurants. Now you will begin to talk about the options when you go to restaurants or places where they offer a buffet.

**But what do we do if we go to a place that is not fast food—rather, there is a menu, or it is a place where one can serve her own food, like a Chinese buffet?**

Let the participants make suggestions. Next continue by saying: **We can always find options that are healthier than others. You always have the plate model, which we talked about last week. Ask the women to take out the "Your Plate" card (Session 2, Card 6). Following this model, we can make sure to be eating balanced meals. Another tip is to choose a food that has VEGETABLES or a SALAD. Ask for meat**

**that is GRILLED or BAKED. If it is a buffet, remember that you do not have to eat until you are stuffed; your plate does not have to be overflowing, and you should stop eating before you feel full. If you know that you normally eat a lot when you go out, try to eat a small snack before going.**

After talking about eating out, you will begin with the second theme of the day, which is understanding the different parts of the label with the nutritional information. You will use the large nutritional label; you also will be giving examples and pointing out each part.

**Until now, we have talked about eating out and trying to eat as healthily as possible. Now, we are going to talk some about shopping for food and how we can make sure that what we buy is healthy. For homework, I asked you to bring food labels with nutritional information on them. Please take them out, because we are going to use them now.** If any participants did not bring any, give them one of yours, or ask the other women to share.

**The food labels have a lot of valuable information about the food that you eat, so it is important to know how to read them. Tell me, how is the label divided?** Write down the different parts that the participants mention on the flipchart. **What do you think is the purpose of the information on this label?** Permit the participants to respond. **The label lets us know if this food is healthy or not.**

**But how do we know if it is healthy or not? Have you ever heard of carbohydrates or proteins before?** Permit them to answer. **Proteins and carbohydrates, together with fats, are the substances that make up foods; without them there would be no foods. They are found in all foods in greater or lesser amounts. Depending on the amount of proteins, carbohydrates, and fats found in the food, a food is healthy or not.**

You will talk about the different parts of the label as you go over them with the participants. Then you will give them the “Read the Label” card (Session 3, Card 4) with the corresponding information. Remember to write in the flipchart all the words that are underlined below.

	Single serving %DV	Double serving %DV
<b>Serving size</b>	1 cup (228g)	2 cups (456g)
Calories	250	500
Calories from fat	110	220
Total fat	12g 18%	24g 36%
Trans fat	1.5g	3g
Saturated fat	3g 15%	6g 30%
Cholesterol	30mg 10%	60mg 20%
Sodium	470mg 20%	940mg 40%
Total carbohydrate	31g 10%	62g 20%
Dietary fiber	0g 0%	0g 0%
Sugars	5g	10g
Protein	5g	10g
Vitamin A	4%	8%
Vitamin C	2%	4%
Calcium	20%	40%
Iron	4%	8%

**We are going to start, The first thing it says is SERVING SIZE. This tells us what the serving size of this food is. Sometimes the package or container comes with only one serving, but sometimes it comes with more. From the label, can you tell me the serving size of one of your foods?** Let the participants give you examples. You then can begin giving the example of your label, if you think that is necessary.

### Example

The rest of the information on the label is based on the serving and not on the contents of the container. For example, if the serving size is five cookies and you eat 10, all the rest of the numbers should be multiplied by two. When you compare calories and nutrients between brands, check to see if the serving size is the same.

**The next information is the quantity of SERVINGS PER CONTAINER. For example, \_\_\_\_\_ (use a participant's example). How many servings of cookies does your**

**package have? And what is the serving size? This way we know if we are eating more than one serving.**

**After the quantity of servings come the CALORIES. Does anybody know what calories are? Let them answer. Calories are the way that the energy from foods is measured. In the same way that milk is measured in liters, and distances in meters, food energy is measured in calories. The more calories a food has, the more energy it has. If we eat foods with a lot of energy and we do not move, this energy accumulates in our body, forming those pretty rolls and making us gain weight.**

**The label also tells us how much of this energy comes from fats; this number has to be less than half the total calories. Many Americans consume more calories than they need without meeting recommended intakes for a number of nutrients. The calorie section of the label can help you manage your weight (i.e., gain, lose, or maintain). Remember: The number of servings you consume determines the number of calories you actually eat (your portion amount).**

**A general guide to calories:**

- + 40 calories is low
- + 100 calories is moderate
- + 400 calories or more is high

**Eating too many calories per day is linked to overweight and obesity.**

**How many calories does one of your foods have? Let the participants respond. How many of these calories come from fats?**

You have already given the women Session 3, Card 4.

### **Read the Label\***

It's easier to make a better choice when you know how to read the food label.

**SERVING SIZE.** The serving size is the amount of food in one serving. It is different in every food. It could be a cup, or a tablespoon, or five cookies, etc. Everything on the label is based on one serving.

**SERVINGS PER CONTAINER.** This tells us how many servings are in each package.

**CALORIES.** This tells us how much energy the food has. It shows us how many calories are in the food and how many of the total calories come from fat. This last number should be low.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

**After the calories comes the second section of the label, where we talk about the substances in the food. For a food to be as healthy as possible, it has to be in agreement as much as possible with the following:**

**TOTAL FATS: Limit these nutrients. The nutrients listed first are the ones Americans generally eat in adequate amounts, or even too much. Eating too much fat, saturated fat, trans fat, cholesterol, or sodium may increase your risk of certain chronic diseases like heart disease, some cancers, or high blood pressure.**

**Important: Health experts recommend that you keep your intake of saturated fat, trans fat, and cholesterol as low as possible as part of a nutritionally balanced diet. These two fats are part of animal fats and modified by man. They are very bad for the heart.**

**Some of you may already know that CHOLESTEROL is bad for the heart, so what do you think this number should be? Low or high? One more time: When it is lower, the food is healthier, Look at your label to see how much cholesterol your foods have?** Permit the participants to answer.

The next ingredient is sodium, which is commonly called salt. High quantities of salt are harmful to the heart, to blood pressure, etc. So the number should be low. But what is low? A serving size with 140 milligrams is low in sodium. Another way to find the amount of sodium is in the right-hand column that corresponds to a percentage. This number has to be less than 20%. If the serving size has over 20% sodium, the food is not healthy.

As we have seen up until now, we have a general rule not to eat a lot of foods that contain a lot of fat, or to eat those that have small quantities of saturated and trans fats, cholesterol, and sodium. If the percentage of any of these substances, or the number on the right-hand side, is very close to 20%, the food is not healthy. Of the labels that we have, which foods have lower amounts of these substances? Ask that the participants share the values of these three substances. Look for the one that has the lowest values. To help you remember this, I will give you another card.

Distribute the “Limit These Substances” card (Session 3, Card 5).

#### **Limit These Substances\***

**TOTAL FAT.** Aim low for better health! Choose foods in which calories from fat are less than half of total calories.

**SATURATED FAT AND TRANS FAT.** These are the worst fats for your heart. Consume them in very low quantities.

**CHOLESTEROL.** Keep this number low—get foods with less than 20% cholesterol in the right-hand column. If the food is lower than 10%, it’s even better.

**SODIUM.** Another word for this is salt. It can be a problem for people with high blood pressure. Choose foods that are under 20% sodium in the right-hand column. If the food is lower than 5%, it's even better.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

**Now let's talk about CARBOHYDRATES. It is best to have more carbohydrates and less fat. There are carbohydrates in almost all foods. But some foods have more carbohydrates than others—for example potatoes, rice, and other foods that form part of the grain group in the food pyramid. A member of the carbohydrates group is FIBER. What would be better—a number high or low in fiber? If it is higher than 2 grams it is good; if it is higher than 4 grams, it is better. The higher the number, the better it is. Does anyone have a label that says the food has more than 4 grams of fiber? It is possible that they do not have a food like this. It is very difficult to find processed foods that have more than 4 grams of fiber; therefore, it is very important to eat fruits and vegetables so that we are able to eat all the fiber that our body needs per day.**

**After the carbohydrates, we have proteins. Proteins are important for growing, for healing of the skin, and for muscles. The majority of people eat the amount of protein that they need. The foods that have more protein are meats, milk, and milk products.**

**Last, we have the vitamins and minerals. Has anyone heard of these before or know what they do? Permit the participants to respond. These substances are important so that our body functions well. They are like the inspectors of our body, making everything work properly. We always want the value of these substances to be the highest possible. If it says that it has 5% or less, it is very low. We can find these substances in high amounts in fruits and vegetables; therefore, it is very important to eat fruits and vegetables.**

**I am giving you this information in a card. Please let's read the recommendations.**

Read the “Informational Recommendations” card (Session 3, Card 6).

### **Informational Recommendations**

**TOTAL CARBOHYDRATES.** Consume less fat and more carbohydrates (foods like bread, potatoes, fruits, and vegetables).

**DIETARY FIBER.** Consume more fiber! It lowers your cholesterol and helps prevent constipation.

**PROTEIN.** Protein is important for growth, but most people consume more than they need.

**VITAMINS AND MINERALS.** Your goal here is 100% of each for the day. Eat a variety of foods—especially fruits and vegetables—and low-fat milk products to reach this goal.

### **Recommendations**

Look for these key words:

- + Low-sodium or sodium-free
- + Fat-free
- + Low-fat
- + Lean
- + Light (lite)
- + Cholesterol-free

As you can see, the labels tell us a lot about how healthy a food is. We can always decide how healthy we want our eating habits to be.

Distribute the label comparison (Session 3, Card 7).

Plain yogurt	Fruit yogurt																																																
 <p><b>Nutrition Facts</b> Serving Size 1 container (226g)</p> <p>Amount Per Serving <b>Calories 110</b> Calories from Fat 0</p> <table border="1"><thead><tr><th></th><th>% Daily Value*</th></tr></thead><tbody><tr><td><b>Total Fat</b> 0g</td><td>0%</td></tr><tr><td>Saturated Fat 0g</td><td>0%</td></tr><tr><td>Trans Fat 0g</td><td>0%</td></tr><tr><td>Cholesterol Less than 5mg</td><td>1%</td></tr><tr><td>Sodium 180mg</td><td>7%</td></tr><tr><td>Total Carbohydrate 15g</td><td>5%</td></tr><tr><td>Dietary Fiber 0g</td><td>0%</td></tr><tr><td>Sugars 10g</td><td></td></tr><tr><td>Protein 13g</td><td></td></tr><tr><td>Vitamin A 0%</td><td>Vitamin C 4%</td></tr><tr><td>Calcium 45%</td><td>Iron 0%</td></tr></tbody></table> <p>*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.</p>		% Daily Value*	<b>Total Fat</b> 0g	0%	Saturated Fat 0g	0%	Trans Fat 0g	0%	Cholesterol Less than 5mg	1%	Sodium 180mg	7%	Total Carbohydrate 15g	5%	Dietary Fiber 0g	0%	Sugars 10g		Protein 13g		Vitamin A 0%	Vitamin C 4%	Calcium 45%	Iron 0%	 <p><b>Nutrition Facts</b> Serving Size 1 container (227g)</p> <p>Amount Per Serving <b>Calories 240</b> Calories from Fat 25</p> <table border="1"><thead><tr><th></th><th>% Daily Value*</th></tr></thead><tbody><tr><td><b>Total Fat</b> 3g</td><td>4%</td></tr><tr><td>Saturated Fat 1.5g</td><td>9%</td></tr><tr><td>Trans Fat 0g</td><td>0%</td></tr><tr><td>Cholesterol 10mg</td><td>5%</td></tr><tr><td>Sodium 140mg</td><td>6%</td></tr><tr><td>Total Carbohydrate 46g</td><td>15%</td></tr><tr><td>Dietary Fiber Less than 1g</td><td>3%</td></tr><tr><td>Sugars 44g</td><td></td></tr><tr><td>Protein 9g</td><td></td></tr><tr><td>Vitamin A 2%</td><td>Vitamin C 4%</td></tr><tr><td>Calcium 35%</td><td>Iron 0%</td></tr></tbody></table> <p>*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.</p>		% Daily Value*	<b>Total Fat</b> 3g	4%	Saturated Fat 1.5g	9%	Trans Fat 0g	0%	Cholesterol 10mg	5%	Sodium 140mg	6%	Total Carbohydrate 46g	15%	Dietary Fiber Less than 1g	3%	Sugars 44g		Protein 9g		Vitamin A 2%	Vitamin C 4%	Calcium 35%	Iron 0%
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Copied from <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>

Now you will talk about the advantages of having a grocery list to buy healthy foods when they go grocery shopping. Begin by saying:

**We have learned about the nutritional information labels, and we have learned what things we need to pay attention to. All of this information will be even more useful if we use it when we buy our food. Who uses a shopping list when they go to the grocery store?**

Let the participants respond. Next, ask the ones that responded that they use one: **Why do you make a list to go shopping?**

Let the participants respond and say their reasons for using a list to go shopping. **For example, it helps us to remember what we need to buy, and it helps us to not buy extra things.**

**Being prepared with a shopping list can help you buy the foods you need. Knowing what you want to buy ahead of time can save you money and help you**

**avoid picking foods that have little nutritional value. Now let's pretend that we are making a list to go grocery shopping. Let's begin to make the list.**

Distribute the "Sample Market List" card (Session 3, Card 8). You will write the participants' responses on the flipchart.

**Sample Market List**

Fresh Vegetables/Fruits

Frozen Foods

_____	_____
_____	_____
_____	_____

Breads/Grains

Dairy

_____	_____
_____	_____
_____	_____

Meat/Poultry

Other

_____	_____
_____	_____
_____	_____

**Let's start with milk. What type of milk are we going to buy?** Remember, it is better to buy skim milk for adults, and you can buy whole milk for children.

**Do we buy yogurt? What kind? Cheese? What kind? What type of meat are we going to buy?** Remind them that it is always better to buy fish and chicken than beef or

pork. Remind them to buy chicken with skin (because it is cheaper) but to remove the skin and fat before using the chicken. Also, tell them to look for meat without fat and to see if any of these meats are on sale.

**We can go to cereals and breads. What kind do we buy?** They should be made of whole grain. Also, they can review the labels to see the amount of fiber, which preferably would be high.

**Let's go to the fruits and vegetables. At this time of year, which ones have the best price?** Even though they can get fruits and vegetables year around, the ones in season are cheaper.

**Sometimes, it seems like healthy foods cost more—but it doesn't have to be this way. By choosing carefully, you can eat right and keep your food costs down. Try these tips:**

Distribute and go over the "Eating Healthy on a Budget" cards (Session 3, Cards 7-8).

#### **Eating Healthy on a Budget\***

**Make beans a main dish.** Dried peas and beans make a great-tasting, low-cost, healthy main dish. They are also a good source of fiber.

**Buy fruits and vegetables in season.** Fruits and vegetables out of season cost much more. You can try to go to the farmer's market to get a better price.

Also look for roadside stands, where you may get a better price.

Choose carefully, and enjoy different fruits and vegetables at different times of the year.

**Buy a large amount for less money.** Look at the fruits and vegetables that are on special at the market and buy more for less money.

Try buying large bags of inexpensive fruits and vegetables like apples, oranges, and carrots.

Buy a bushel from a farmer and then can it or freeze it in smaller servings.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

### **Eating Healthy on a Budget\***

#### **Canned and frozen fruits and vegetables are good choices.**

Look for fruits that are canned in juice, rather than heavy or light syrup.

Drain and rinse regular canned vegetables to remove extra sodium.

Buy “low-sodium,” “reduced-salt,” or “no salt added” vegetables.

Choose the big bags of plain frozen vegetables. Frozen vegetables in sauces are high in fat and salt.

**Snack foods cost a lot more!** Don’t blame your high grocery bill on the fruits and vegetables.

\*Adapted from the University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. “New Leaf... Choices for Healthy Living.”

**We have talked about a lot of tips and recommendations. Please put all of these cards in your portfolio books. When you get home, read them over. The more you read them, the easier it’s going to be to put these recommendations into practice.**

**Now it’s time to do our group exercises.**

## Exercises

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Use the slides from Group Session 1 for exercises.

### **Begin the group exercises.**

Always remember to talk to a health care provider prior to beginning physical exercises.

If any participant does not want to do these exercises at this time, tell her that it is okay and to watch how they are done and learn. Make sure participants know that if they start an exercise and it feels uncomfortable, they can always stop.

## Take-Home Message

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Summarize the topics talked about today.

### **As a summary for today, remember:**

**When you eat out, try to choose healthy foods—choose foods that have fruits or vegetables, and avoid fried foods and excess salt.**

**Nutritional information labels help us decide if a food is healthy or not.**

**Making a grocery shopping list helps us make healthy decisions and save money.**

### **Write two headings on the flipchart:**

**What did you like or enjoy about the class?**

**Important things we learned today**

This is a quick way to see if participants are understanding what you have taught and receive important feedback. It is OK if some participants do not answer.

## **HOMEWORK**

**Like every week, you will have homework to complete at home.**

- 1. If you eat out before the next session, try to choose something healthy; try to include more vegetables and fruits, less meat, and less fried or sugary food.**
- 2. Create a shopping list for the next time you go to the store; try to include more vegetables and fruits and less meat and sugary and fried snacks.**

End by distributing the recipe cards (Session 3, Cards 11-13). The purpose of these recipes is to give the participants a few ideas on how to easily prepare healthy foods. Ask them to try some of them during the week and then tell you if they liked it or not.

**Today we have three other recipes for you to try to prepare during the week. To prepare the chicken, remove all of the skin. To prepare the vegetable recipe, make sure you use vegetable oil. Cabbage and carrots are low in cholesterol. The gelatin with fruit is a delicious and healthy dessert that you can also eat as a snack. Try to prepare one recipe during the week, and in the next session tell me how it went for you.**

Answer questions they may have about preparation or nutritional content. Distribute the reminder card (Session 3, Card 14).

Please write in the date, time, and location for our next session. The card also has a space for the type of exercise you will try tomorrow and every day. Please put my phone number on the card so you will be able to reach me.

Once the participants have left, sit down and write the session evaluation. You can write the session evaluation at home, but it should be done right after the session has ended.

## **REFERENCES**

United States Department of Agriculture. *<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>*

University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention. "New Leaf... Choices for Healthy Living."

## Group Session 4: Stress Management and Review

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### OBJECTIVES

At the end of this session, participants should be able to:

- + Stress Management
- + Recognize signs and symptoms of stress
- + Learn coping techniques for stress management
- + Recognize signs and symptoms of depression
- + Practice a brief relaxation exercise

### REVIEW FROM SESSIONS 1-3

- + Understand the importance of having healthy eating habits
- + Identify the key elements for having healthy eating habits
- + Understand the importance of being active
- + Feedback from Participants

### Materials

- |                               |  |
|-------------------------------|--|
| + Flipchart                   | + Instructions   |
| + Markers                     | + Beads; you may include decorative spacer beads   |
| + Cards from all the sessions | + Jewelry cord   |
| + Food models                 | + Scissors   |
| + Coping with Stress card     | <i>To save time, cut cord and count out beads before class and put in individual sandwich bags</i> |
| + Candle and match            |  |
| + Poem                        |  |
| + Circle of Hope bracelet     |  |

## **REVIEW OF THE PREVIOUS SESSION**

Ask the participants what they remember from the previous session. Their answers should include: make good decisions when eating out; take note of the food's nutritional information; make a list of foods you need to buy before going shopping.

Request that they share their experience eating out. Ask them if they could select healthy foods. After they have shared, reinforce the good decisions. If they could not make good decisions, re-read the cards you handed out in the previous session called "Fast Food Information" (Session 3, Cards 1 and 2).

Ask them if they have been reading the nutritional information of the food that they consume. Also ask if they have stopped or started eating some new food after having read the nutritional information.

Ask them if they have made a list of foods they need before going shopping. Allow them to share their experiences. Encourage them to start doing it or continue doing it.

Always end the review by asking participants if they have questions or if there is anything else they want to share with the group.

## **DESCRIPTION**

This is the last session. In it you are going to do two things: First, you will briefly discuss stress management, and then you will review and connect all the topics that have been addressed in the program. For the first part of the session, you will talk about how to recognize signs and symptoms of stress. Remember that these may be different for each woman; the key is to have the women reflect on their own personal experiences. Then you will discuss ways to handle stress, including positive thinking, exercise, and relaxation techniques. As an example, you will practice a short relaxation exercise as a group. Finally, you will talk about the differences between depression and stress.

## **PROCEDURE**

**This is our last session as a group, but we will continue to be in contact for at least the next two years. Also, I hope that you all continue seeing each other and communicating.**

Say what Reach Up & Out means and what the group has meant for you. Then continue:

**Today we are going to do a couple of different things. First, we are going to talk about something everyone here is familiar with: stress. After that, we are going to use the second part of the session to review some of the main points we have discussed in all of our sessions. Let's start.**

**Everyone knows that stress is a part of life. We all have stress at some time or another. But stress can make it hard to eat well and be active. In fact, sometimes it leads us to do things that are actually unhealthy. Can you think of some unhealthy things people do to cope when they are stressed?**

Let the women answer and write the answers on the flip chart. Make sure they include overeating or binge eating, eating unhealthy foods for comfort, smoking, drinking, and using drugs.

**OK, now we are going to talk about some healthy ways to handle stress. The first step in managing stress is to recognize what stresses you out. This may include things like money issues, your job, your health, your children or family, problems with a spouse or loved one, or sick family member or friend. Right now, I want everyone to spend a couple of minutes thinking about three things that are causing you stress right now—you can write them down if you think that will be helpful. These may be very personal; we are not going to discuss them, but it important for you to recognize the things that are causing you stress.**

Let the women spend a few minutes (three to five) thinking about their personal stressors. While they are thinking, write make a table on the flip chart with three columns with the following headings: Feelings, Behaviors, Physical Signs.

**OK, great! I want you to keep these things in mind as we move through the next steps. Now, next it is important to recognize what happens to us when we get stressed—how does stress make us feel? How do we act, and how does it affect our bodies? Let's think about this together for a minute. What feelings are common for you when you are stressed?**

Let the women answer, going through each column. Go ahead and give an example from the table below if the women have a hard time getting started. Make sure the columns include the items listed below in addition to whatever the women answer. Remember, there are no right or wrong answers here—every woman has her own experience.

<b>Feelings and Thoughts</b>	<b>Behaviors</b>	<b>Physical Signs</b>
Worrying	Forgetting things	Tiredness
Feeling “down”	Being unable to get things done	Sleeplessness
Feeling tense	Nagging	Headaches
	Having a bad temper	Skin rashes
	Avoiding your friends	Changes in appetite
	Drinking or smoking more	Upset stomach

**When you’re stressed out, you may not feel like you have the time or energy to watch what you eat or be physically active. The good news is that there are lots of healthy ways to deal with stress. When you know what stresses you out and how you react to stress, you can deal with the stress in your life.**

**The choices you make will depend on what the stressful situation is and who is involved. You may be able to get rid of some stresses of life. If friends call you regularly with news that is stressful, ask them not to call or to call less frequently. If your job drives you crazy, apply for a transfer if you can, or possibly discuss with your boss how to improve things. Feeling stressed may be a sign that changes are called for. Think about the stressful items on your list and consider whether this might be an option for you.**

Give the women two minutes of silence to review their stressors quietly.

**A lot of times, stressful situations cannot be avoided. For those times, here are eight ways to cope with stress.**

Go over the tips are on the last card in the set (Session 4, Card 1).

### **Coping with Stress**

1. **Help your body handle stress by EATING WELL.**
2. **Be PHYSICALLY ACTIVE every day. When you are active, your body releases hormones that make you happy and give you energy. You can make exercise more fun with music you enjoy.**
3. **Take a 10-minute "TIMEOUT." Go for a walk, do some stretches at your desk or work station, or pamper yourself for a few minutes.**
4. **GET SUPPORT from friends. Talk about what's bothering you. Friends can give you a different point of view.**
5. **Give yourself POSITIVE MESSAGES every day. Tell yourself, "I've done it before, and I can do it again." This will boost your spirits and give you the encouragement you need to face the day.**
6. **PRAY, MEDITATE, OR WORSHIP.**
7. **Learn how to PROBLEM-SOLVE.**
8. **Learn different ways to RELAX, such as deep breathing.**

**Now, we are going to practice a five-minute exercise you can try on your own the next time you are feeling stressed out.**

**I would like everyone to uncross your legs and arms. At home, you can do this lying down. Think of something or some place that you find relaxing, and picture it in your head. Now, take in a deep breath and slowly push out as much air as you can.**

**Breathe in and out again, this time relaxing your muscles on purpose while breathing out. Begin with the muscles in your face and work your way down your body, relaxing the muscles in your neck, your shoulders arms and hands, your back, your legs and your feet. With each new breath, relax the next muscle group until your whole body is relaxed.**

Allow the women to practice this exercise for five minutes.

**Try doing these breathing exercises at least once a day. Remember: Whatever method you choose to relax, practice it. Just as it takes weeks or months of practice to learn a new sport, it takes practice to learn relaxation.**

Before you move to the review, you are going to touch briefly on the topic of depression.

The key points are:

If a woman is experiencing persistent signs and symptoms (i.e. all day for at least two weeks), she may have depression.

If she thinks she may be depressed, she should communicate with her medical provider.

**OK, before we move to the review, I want to cover one more thing. Sometimes people are not just stressed out but feel “down” or depressed most of the time. Depression can make it hard to work, sleep, eat, and enjoy pleasant activities.**

**No one really knows why some people get depressed and others do not. Women are more likely than men to say that they are depressed. For some people, life changes and stressful events can bring on depression.**

**So how do you know if you are depressed? Depression can affect your feelings and thoughts, your energy and focus, and even your body. Some of the signs of depression are the same as signs of stress. But if you are depressed, you have signs or symptoms that affect you NEARLY EVERY DAY AND FOR MOST OF THE DAY FOR WEEKS AT A TIME.**

Review the signs of depression from the laminated slide on the flipchart.

## Signs of Depression

### Feelings and Thoughts

Low, sad, miserable  
Anxious, excessive worrying  
Withdrawn, quiet, alone  
Feelings of loss  
Afraid  
Crying easily  
Helpless  
Obsessed with the past  
Agitated, tense, irritable  
Angry, hateful  
Guilty  
Self-critical, low self-esteem  
Like a failure, worthless  
Hopeless, unbearable  
Dead or empty inside  
Hating life, hoping or planning to die

### Energy and Focus

Tired  
Heavy  
Can't concentrate  
Disorganized  
Unmotivated  
Listless

### Physical Signs

Lack of appetite  
Can't stop eating  
Sleeplessness  
Early waking  
Oversleeping  
Body aches

**If you think you are depressed, getting help is really important. Tell your medical provider about your feelings or signs of depression. Your provider can help you find out whether your depression symptoms might be caused by a medical problem, such as thyroid issues. The symptoms may also be a normal response to a major loss, such as the death of a loved one. If it is depression, he or she can talk with you about treatment options. If you do not have a doctor, check the Yellow Pages under "physicians," "hospitals," "mental health," "social services," "hotlines," or "crisis intervention services."**

Now you will talk about the topics from each session, being guided by the cards that have been distributed. To make sure that you review all the cards below, take them out of your portfolio, and put each one away after you have talked about it.

**During the last weeks we have met and talked about various topics. After today, I will be in contact with you by telephone, but I want you to leave here today with the knowledge that you need to have healthy eating habits and to be more active.**

**I want us to review what we have talked about. For this, I need your help. Remember that in the last session that we had as a group, I requested that each of you write something.**

To help the participants to talk and share their homework, ask them the following questions. You already have this information on the flipchart from the responses from the class at the end of each session. That will save you some time here.

- ✦ **What was it that you liked the most?**
- ✦ **What was the most important thing that you learned?**
- ✦ **What did you enjoy most about the program?**

IMPORTANT! Let the participants answer. If you let them talk, you can be sure that they understand what you have talked about, and it gives you the opportunity to correct things that remain unclear or that are incorrect. Write the responses on the flipchart.

Once they have shared, comment on the help that they have on the cards in their portfolios.

**Thank you for sharing each one of these things. I am pleased that you remember them and that they have been of help. But time will pass, and perhaps you will need to review these things. Always remember that you have the cards with the information from each topic in your portfolios.**

Among the answers written on the flipchart, look for one that talks about having good eating habits. Mention it and then ask: **Why is it important to have healthy eating habits and to be active?** Let the participants answer and encourage them to participate. Resume by saying: **Having healthy eating habits and being more active is important because it helps us take care of ourselves and our family, be healthy and prevent chronic diseases. What is our guide to maintaining these healthy habits?**

The answer is the food pyramid. Show the card with the plate. Ask the participants to take the two cards with information on the pyramid out of their portfolios (Session 2, Cards 1 and 6).

**Review the plate method.** The key point of the plate is balance. Ask that they mention examples of food from the different groups.

**Talk about the need to be more active.** Ask them to mention ways in which they can be more active from day to day.

**You have just mentioned some healthy habits.** If they have not mentioned all the habits, proceed, saying: **We are going to mention some others in today's class.**

**One of these healthy habits was to consume fewer fats and to choose good fats.**

**What do you remember about this topic? Are all fats bad? Which fats are good?**

Permit them to talk, next review the cards "Be Careful with Fats" (Session 2, Cards 4-5).

**Up until now, we have reviewed what we should do, but how can we do it? How can we know what food contains? How can we know if the food is healthy?** The desired answer is reading the label.

**What does the label let us know? How healthy the food was. What are the different parts of the label?** Write the answers in the flipchart.

Next, ask the participants to take out the corresponding "Read the Label" cards (Session 3, Cards 4-7). Review each part. Remind them that it is better that the value on the right be at the most less than 20% and closer to 5% (if possible) in fat, saturated fat, and sodium. Remind them again that the label is a good tool for making a shopping list.

Knowing ahead of time what we are going to buy helps us to save. We have other cards called "Eating Healthy on a Budget" that gives us some tips about what to buy. Review these cards (Session 3, Cards 8-9).

**This method also is useful when we go out to eat. We can always use the plate method when we eat out. What other recommendations do you remember for when we eat out?**

At this time, they will review the “Fast Food Information” cards (Session 3, Cards 1-3). Ask that they take the cards out so that they have them to help remember what they talked about. To review these cards, you will ask the participants questions about each food that the cards talk about; for example:

**What recommendation do we have when we are going to eat a salad?** Permit the participants to answer. Next continue with hamburgers and briefly review each section of these cards.

**As you can see, the key is to maintain a balance: a balance in what we eat, a balance in the activities we do, and a balanced weight.**

## Putting It All Together

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When we started this training in \_\_\_\_\_ County \_\_\_\_\_ weeks ago, everyone volunteered to learn about healthy eating and healthy living. You have worked very hard to get to this point, and you should be very proud of yourselves for taking time out of your busy schedules to learn lifesaving health information. I hope you will not keep this information to yourselves. Instead, share the information with every woman you come in contact with.

**Just imagine: You are part of a program that has the possibility of being replicated in other counties or even statewide if we are able to successfully reach our goals.**

**How would you feel about that?** Allow participants a chance to respond.

At this part of our session, you will have approximately five minutes each to showcase an “In & Out” feature of the training that was meaningful to you. You may use any props or resources to help you showcase your enhanced knowledge or skill. Feel free to demonstrate things that you have changed about yourself or your habits. At the end of your demonstration, be prepared to answer these questions:

- + How did you feel about the “In & Out” activity?
- + What did you learn from the experience?
- + What will you do to include this knowledge or skill into your daily routine?

Lastly, we will end this session by designing Circles of Hope bracelets. Each person will create two bracelets—one to keep and one to share. These bracelets should serve as a reminder to you and your loved one to participate in healthy eating and physical activity. Pass out the kits needed to design the bracelets.

Because this is a group activity, please get into pairs and help each other make the bracelets. I will read the instructions aloud and walk around to see if anyone needs assistance.

If someone does not have a partner, place her with a pair of participants.

- ✦ **STEP 1: Cut the jewelry cord about 3-4 inches, or a little longer if need be. It needs to be long enough to go around your wrist.**
- ✦ **STEP 2: Next, put beads on the cord, alternating a green colored bead and then a yellow colored bead until you only have enough cord left to make your knot.**
- ✦ **STEP 3: Make your knot good and tight.**
- ✦ **STEP 4: Enjoy the bracelet you have made, and wear it proudly. Give the second bracelet to a friend or loved one and explain what the green (eating right) and yellow (exercising) colors represent. Ask them to use it as a tool to teach and encourage other women to embrace a healthy lifestyle.**

**On behalf of the entire REACH UP & OUT team, I thank you in advance for making a difference in the lives of women.**

**Again, thank you for your time. Good night.**

Once the participants have left, sit down and write the session evaluation. You do not have to write the session evaluation at your meeting place. You can do it at home, but it is very important to do it right after the session ends.

# REACH UP & OUT

LAY HEALTH EDUCATOR TRAINING MANUAL

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## OVERVIEW

# REACH UP & OUT

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## GROUP SESSION

# REACH UP & OUT

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## INDIVIDUAL SESSION

# REACH UP & OUT

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## BASICS OF EATING

# REACH UP & OUT

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## SHOPPING AND EATING OUT

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## STRESS MANAGEMENT AND REVIEW

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## APPENDIX/ HANDOUTS